

A COAST Foundation publication 2026

EDUCATING CHILDREN TRANSFORMING FUTURES



IMPACT
ASSESSMENT REPORT
UNICEF Education
Project for Rohingya Refugee
Children in Cox's Bazar





Rohingya Refugee Camp 14, Ukhiya, Cox's Bazar, Bangladesh
Photo: Din M Shibly/COAST Foundation/2024



Impact assessment report
**UNICEF Education Project
for Rohingya Refugee Children
in Cox's Bazar**

EDUCATING CHILDREN TRANSFORMING FUTURES

Assessment period
February to April 2026

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Published in June 2026

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Production by **Xfactor**

Printed by Labiba Print Link

Dhaka, Bangladesh



Photo: Din M Shibly/COAST Foundation/2024

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*Rohingya Refugee Camp 14, Ukhiya, Cox's Bazar, Bangladesh
Photo: Din M Shibly/COAST Foundation/2024*

KEY IMPACT

COAST Foundation's education project, implemented in partnership with UNICEF in Camp 14 of Ukhiya, Cox's Bazar, has generated significant positive impacts on the education and protection of Rohingya children and adolescents. The project reached more than 12,000 learners across Early Childhood Education (ECE), primary, and secondary levels, ensuring continuity of learning in a challenging humanitarian context. A 97% attendance rate in ECE reflects strong community trust and active participation by children and caregivers. Learning outcomes improved substantially, with up to 82% of students achieving advanced levels of cognitive development through child-centred and technology-supported learning approaches. The integration of more than 500 digital lessons and tablet-based

learning for 5,394 students enhanced learner engagement, digital literacy, and access to quality learning materials. The project also strengthened teaching quality through targeted capacity-building initiatives. Following training support provided to 365 staff members, 85% of educators were able to effectively apply EdTech tools and improved pedagogical methods in classroom practice. In addition, the project empowered nearly 9,000 parents and caregivers by increasing awareness of education, safeguarding, and child protection issues. Strengthened community oversight, feedback, and complaint mechanisms in 100% of learning facilities further contributed to a safer, more accountable, and inclusive learning environment for children. For further details, please refer to the full report.

KEY ACHIEVEMENTS



12,000+ learners reached across Early Childhood Education (ECE), primary, and secondary education, ensuring continuity of learning in a humanitarian setting.



500+ digital lessons introduced and 5,394 students engaged in tablet-based learning, improving digital literacy and learner engagement.



97% attendance rate achieved in ECE, reflecting strong community trust and active participation of children and caregivers.



82% of students achieved advanced levels of cognitive development through child-centred and technology-supported learning approaches.



365 staff members received training support, resulting in 85% of educators effectively applying EdTech tools and improved teaching methods in classrooms.



9,000 parents and caregivers gained increased awareness on education, safeguarding, and child protection issues.



100% of learning facilities strengthened with feedback and complaint mechanisms, contributing to safer and more accountable learning environments.

Acronyms

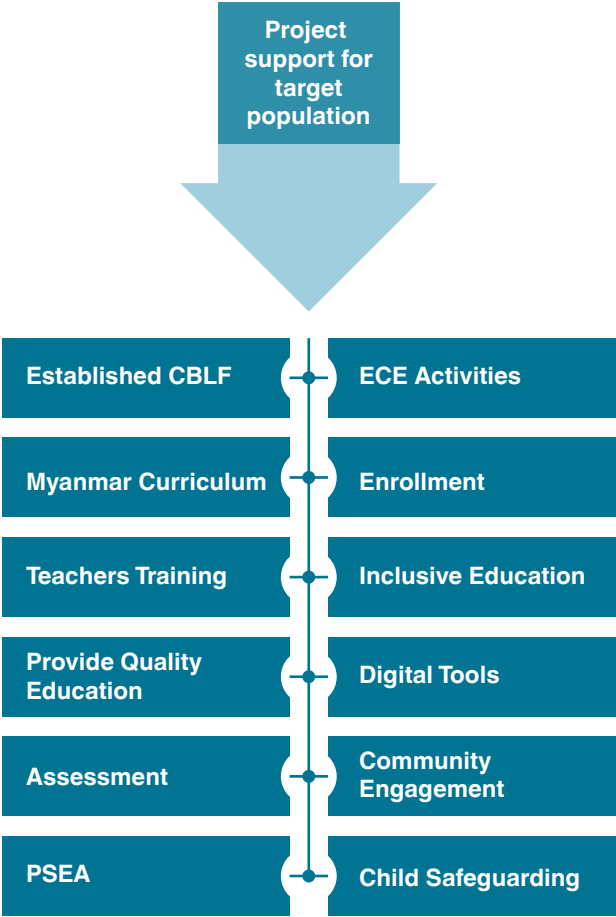
ECD : Early Childhood Development	KG : Kindergarten
ECE : Early Childhood Education	HACT : Harmonized Approach to Cash Transfers
CBLF : Community-Based Learning Facility	MUAC : Mid-Upper Arm Circumference
DSV : Disability Support Volunteers	RRRC : Refugee Relief and Repatriation Commissioner
PSEA : Protection from Sexual Exploitation and Abuse	ISCG : Inter Sector Coordination Group
CESG : Community Education Support Groups	UN : United Nations
RVT : Rohingya Volunteer Teacher	UNICEF : United Nations Children's Fund
HVT : Host Volunteer Teachers	SEA : Sexual Exploitation and Abuse
IAI : Interactive Audio Instruction	CIC : Camp-in-Charge
GEV : Girls' Education Volunteer	EdTech : Educational Technology
MC : Myanmar Curriculum	FDMN : Forcibly Displaced Myanmar Nationals
LC : Learning Centers	MDM : Mobile Device Management
TLC : Teacher Learning Circle	FGD : Focus Group Discussion

INTRODUCTION

In partnership with UNICEF, COAST Foundation has been implementing an education program titled “Providing Integrated Early Childhood Education (ECE) Services and Basic Education for Rohingya Refugee Children in Cox’s Bazar District, Bangladesh.” Since May 2018, the program has been serving Rohingya children aged 3–18 years in Camp 14, Ukhiya Upazila. The initiative has ensured access to progressive learning opportunities for 11,908 children through a network of 75 Early Childhood Education (ECE) centers, 163 learning centers, and 17 Community-Based Learning Facilities (CBLFs).

This report assesses the impact of the latest implementation phase, covering the period from 1 January 2025 to 31 March 2026.

WE SERVED THE COMMUNITY THROUGH



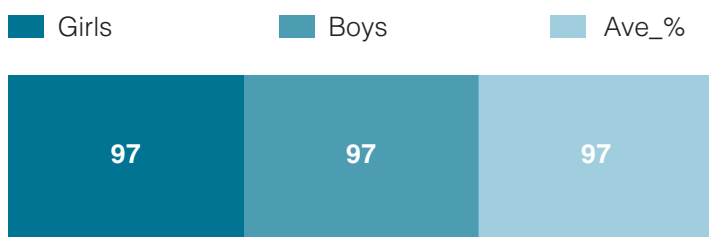
- **Early childhood education (ECE):** The project provided play-based learning for 2,340 children aged 3–5 across 78 centers, ensuring school readiness and consistent attendance.
- **Primary education:** Delivered the Myanmar Curriculum (KG–Grade 5) to 8,856 learners in 166 facilities, strictly aligned with approved standards.
- **Secondary education:** Supported academic progression for 1,020 learners (Grades 6–12) through 17 dedicated learning centers.
- **Capacity building:** Enhanced teachers’ expertise in pedagogy, EdTech, and safeguarding through targeted training and monthly Teaching Learning Circles.
- **Systems strengthening:** Enhanced financial compliance (HACT), data management, and safeguarding protocols with continued UNICEF support.
- **Vocational growth:** Operationalized the Ukhiya Training Centre to facilitate staff development and youth vocational training.
- **Accountability & coordination:** Ensured high-level program compliance through collaboration with RRRC, ISCG, and UN agencies, supported by robust community feedback and third-party monitoring.

ACTIVITY AND IMPACT

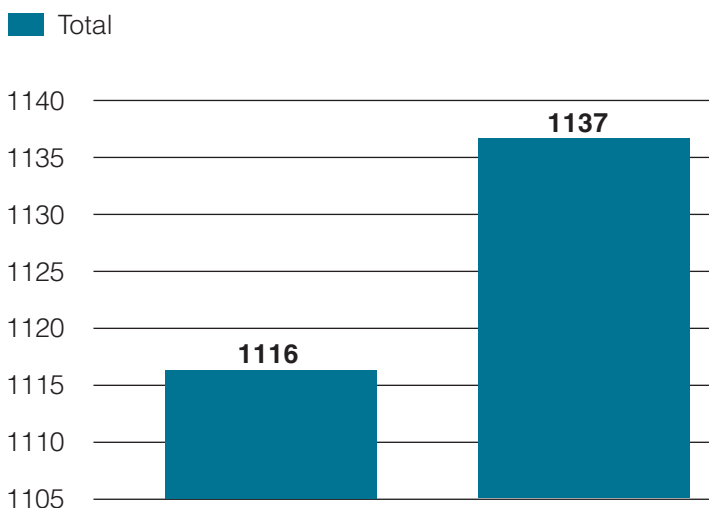
1. ECE INTERVENTION

COAST Foundation implemented a holistic, child-centered Early Childhood Education (ECE) model for children aged 3–4 years in Rohingya camps through 78 Community-Based Learning Facilities (CBLFs). The integrated approach combined play-based learning with nutrition, health, and protection services. To ensure quality and track progress, trained facilitators conducted monthly formative assessments across four key developmental domains: physical, cognitive, socio-emotional, and language development. In partnership with UNICEF and Concern Worldwide, the project further strengthened community ownership through the engagement of Community Education Support Groups (CESGs), integrated nutrition screening, and dedicated parenting sessions.

Ave% of Attendance



Total Enrolled



Major impact:

- **High Engagement:** 2,253 children (1,116 girls; 1,137 boys) accessed ECE services, maintaining a remarkable 97% average attendance rate.
- **Developmental Milestones:** Formative assessments revealed strong cognitive growth, with 82% of girls and 69% of boys reaching advanced levels. Additionally, 74% of all learners achieved "advancing" status in physical development.
- **Caregiver Empowerment:** 1,878 parents and caregivers completed education sessions, with 100% achieving satisfactory to excellent comprehension of child development principles.
- **Health & Nutrition:** In collaboration with Concern Worldwide, 2,253 children received MUAC screenings and essential health referral support.

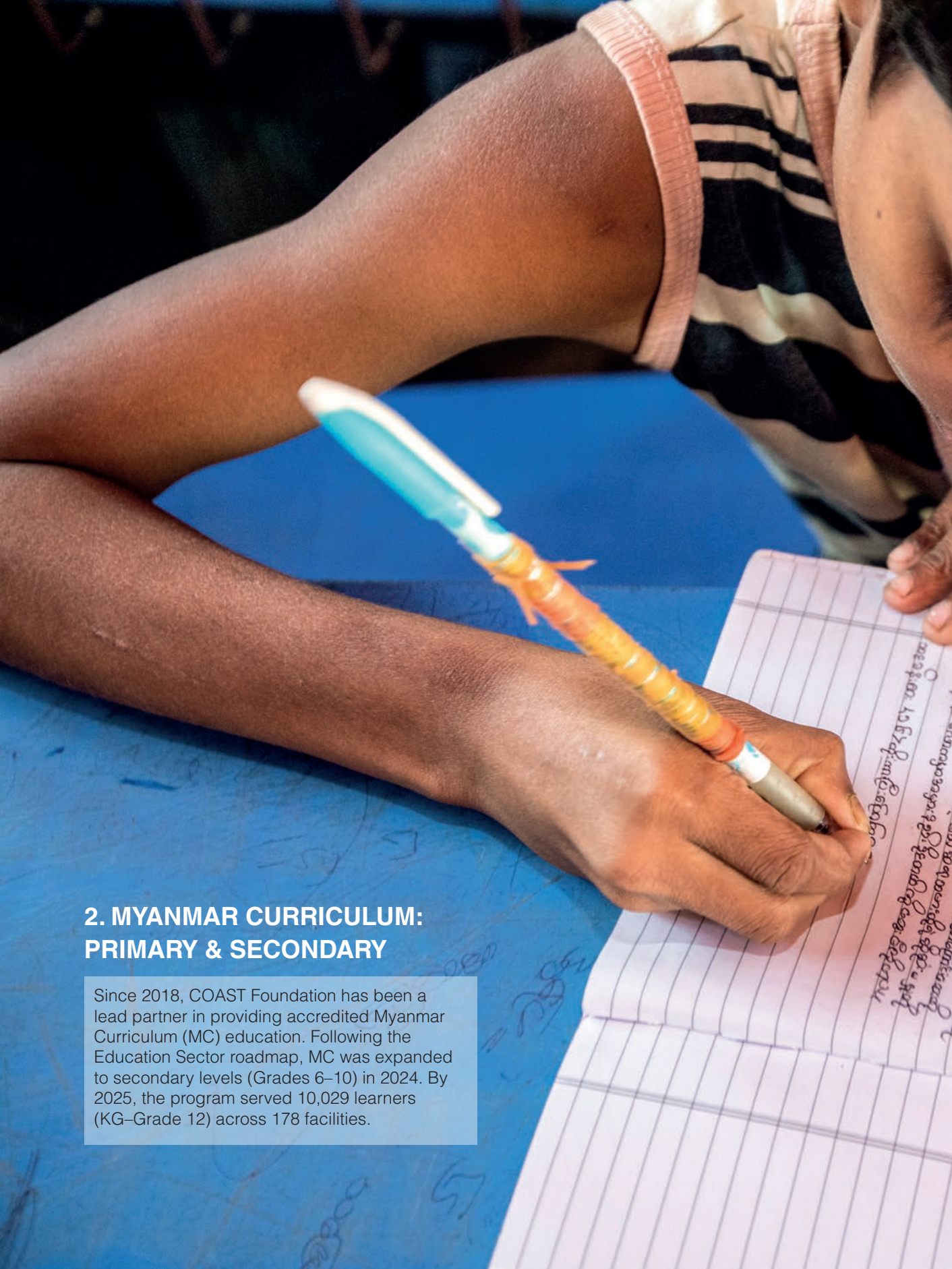


Case study



STORYTELLING SPARKS A LOVE FOR LEARNING

Sofia (5) initially showed little interest in attending the ECD centre. She frequently missed sessions and struggled to remain engaged during activities. To re-engage her, the facilitator conducted a home visit and introduced interactive storytelling activities tailored to Sofia's interests. Through the use of storybooks, creative drawing, and guided imagination of story outcomes, Sofia's engagement gradually improved. Her attitude toward learning shifted noticeably: she became more attentive, creative, and began attending sessions regularly. Building on this success, the storytelling approach was scaled across the program, contributing to improved vocabulary development, imagination, and consistent participation among all learners.



2. MYANMAR CURRICULUM: PRIMARY & SECONDARY

Since 2018, COAST Foundation has been a lead partner in providing accredited Myanmar Curriculum (MC) education. Following the Education Sector roadmap, MC was expanded to secondary levels (Grades 6–10) in 2024. By 2025, the program served 10,029 learners (KG–Grade 12) across 178 facilities.

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Quality is maintained through UNICEF-aligned guidelines, timely material distribution, and robust Teacher Learning Circles. By focusing on EdTech, inclusive pedagogy, and sector leadership, COAST ensures high-quality academic progression and strong community ownership. Teacher and volunteer capacity strengthening was central to program quality and was supported through continuous professional development, mentoring, and bi-weekly Teacher Learning Circles. Robust monitoring and assessment mechanisms, aligned with UNICEF and sector standards, guided ongoing quality improvement. In addition, strong community engagement and cost-effective use of resources contributed to sustainability, resulting in high attendance rates, improved learning outcomes, and inclusive access for Rohingya children.

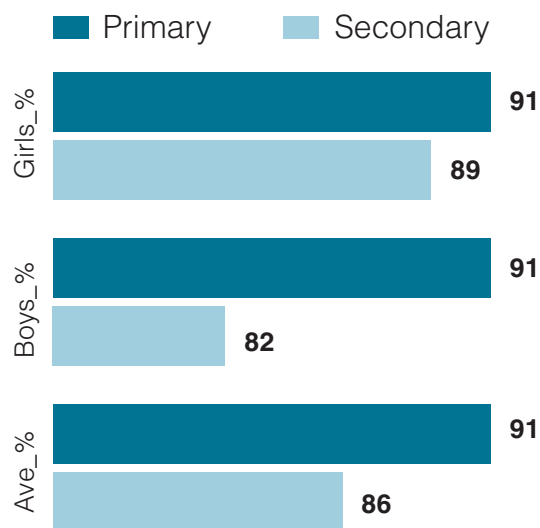


By focusing on EdTech, inclusive pedagogy, and sector leadership, COAST ensures high-quality academic progression and strong community ownership.



Rohingya Refugee Camp 14, Ukhiya, Cox's Bazar, Bangladesh
Photo: COAST Foundation Archive

Attendance Average



Major impact:

- **Broad Access:** 10,029 children (4,716 girls; 5,313 boys) accessed primary and secondary education, maintaining a consistent 85% attendance rate.
- **Teaching Excellence:** 82% of teaching volunteers successfully implemented advanced pedagogy and classroom management techniques.
- **Caregiver Engagement:** 76% of 6,888 parents demonstrated improved awareness of safeguarding, home learning, and childcare.
- **Digital Integration:** Distributed 195 tablets, enriching the learning experience for 5,394 students through technology-supported lessons.
- **Sector Leadership:** COAST Foundation served as the Education Focal Point for Camp 14 since 2021, taking a leadership role in coordination and implementation oversight.

Case study

REMOVING BARRIERS TO LEARNING FOR CHILDREN WITH DISABILITIES



Photo: COAST Foundation Archive

In Camp 14, steep terrain and limited support previously prevented many children with disabilities from attending school. Families were uncertain, and daily travel to learning centres was often perceived as unsafe and difficult. As a result, many children were excluded from education and opportunities for development. This situation began to change with the support of Disability Support Volunteers (DSVs) from COAST Foundation. DSVs conducted regular home visits, raised awareness about the right to education for every child, and worked to build parents' confidence. They also provided daily escort support, safely accompanying children to and from learning centres and removing one of the most significant barriers to attendance. As a result, school attendance among children with disabilities increased to over 85%. Beyond improved access, community attitudes also began to shift. Through ongoing engagement with parents and local leaders, DSVs promoted inclusion and helped challenge stigma associated with disability. Today, children with disabilities in Camp 14 are attending learning centres regularly, participating with confidence, and feeling included within their communities. What were once barriers to education have become pathways to opportunity, driven by consistent, community-based support.

3. GENDER PARITY & GIRLS EDUCATION

Since March 2023, COAST Foundation has demonstrated measurable and impactful progress in advancing inclusive education for adolescent girls in Rohingya camps, particularly those aged 11–18 years who were previously out of school or had dropped out. Following a household-level survey conducted in Camp 14 between 12–15 March 2023, 474 out-of-school girls were identified. Subsequently, 273 girls registered for placement tests, of whom 211 participated on 31 May 2023, marking the formal launch of the girls' education initiative.

To date, COAST has established 17 Community-Based Learning Facilities (CBLFs) and opened 17 girls' classes within Learning Centers (LCs) to ensure continuity of learning pathways. In total, 49 girls' classes—32 in CBLFs and 17 in LCs—are currently operational, reaching 646 adolescent girls. The program has achieved an average attendance rate of 96%, reflecting strong retention and community acceptance. The initiative is supported by 24 trained Girls' Education Volunteers (GEVs) and female Rohingya teachers, contributing to the creation of safe, culturally sensitive, and gender-responsive learning environments.



Major impact:

- **Increased Access to Education for Out-of-school Girls:** The initiative successfully identified and enrolled adolescent girls who had previously been excluded from education, creating renewed learning opportunities for vulnerable Rohingya girls aged 11–18 in Camp 14.
- **Strong Retention and Community Acceptance:** With an average attendance rate of 96%, the program demonstrates high learner retention and growing acceptance of girls' education.



Rohingya Refugee Camp 14,
Ukhiya, Cox's Bazar, Bangladesh
Photo: COAST Foundation Archive

education among Rohingya families and communities.

- **Establishment of Safe and Gender-responsive Learning Spaces:** The establishment of 49 girls' classes across Community-Based Learning Facilities (CBLFs) and Learning Centers (LCs) has created safe, culturally sensitive, and supportive environments for adolescent girls to continue their education.
- **Empowerment through Female Leadership and Participation:** The engagement of 24 trained Girls' Education Volunteers (GEVs) and female Rohingya teachers has strengthened women's participation in community education and provided positive female role models for adolescent girls.

To date, COAST has established 17 Community-Based Learning Facilities (CBLFs) and opened 17 girls' classes within Learning Centers (LCs) to ensure continuity of learning pathways.

*Rohingya Refugee Camp 14, Ukhiya, Cox's Bazar, Bangladesh
Photo: COAST Foundation Archive*



Case study



Rohingya Refugee Camp 14, Ukhiya, Cox's Bazar, Bangladesh
Photo: COAST Foundation Archive

BACK TO LEARNING THROUGH TEAM WORK AND MOTIVATION

COAST Foundation operates 17 Community-Based Learning Facilities (CBLFs) for out-of-school adolescent girls aged 11 and above, promoting retention, continuity, and progression in education. In 2025, with support from UNICEF, COAST implemented the 12-day Girl Rising Cascade Training to strengthen girls' confidence, leadership, rights awareness, and family support for education. The impact was visible across learning centres, with improved attendance, stronger parental engagement, and growing community acceptance of girls' education.

At Camellia CBLF, however, two motivated sisters, Rofika and Khaleda, faced resistance from their brothers, despite strong support from their parents. The brothers believed that formal education was unnecessary for girls, placing the sisters' continued attendance at risk. In response, COAST applied its multi-layered retention approach. Girls' Education Volunteers (GEVs), Rohingya Volunteer Teachers (RVTs), and Host Volunteer Teachers (HVTs) conducted repeated home visits, followed by targeted intervention from the Gender Officer. When household-level dialogue proved insufficient, the issue was raised in a community platform, involving the Majhi, Imam, CESG members, and project staff. Through sustained discussions led by respected community figures, education was reframed as a pathway to dignity, safety, and opportunity. The outcome was transformative: the brothers agreed to allow the girls to return to school, and both sisters now attend classes regularly. This case highlights the strength of COAST's community-driven model. By combining Girl Rising Training, volunteer support, recreational learning opportunities, and leadership engagement, the program not only restored two girls' access to education but also strengthened community ownership and commitment to girls' retention.

4. TECHNOLOGY-BASED EDUCATIONAL INTERVENTION

The EdTech initiative in Camp 14 strengthened technology-integrated learning through structured device distribution, digital training, and classroom integration. Tablets equipped with Learning Passport, Tangerine, and monitoring systems supported blended learning, digital attendance tracking, and short assessments. Targeted capacity-building on Interactive Audio Instruction (IAI), device management, and online professional development enhanced teachers' digital confidence and lesson delivery. Audio-based lessons for Grades 4–8, combined with regular monitoring, ensured consistent application in classrooms. In addition, community consultations confirmed strong acceptance of technology-supported learning, particularly during periods of disruption.

Major impact:

- 365 staff and volunteers trained on IAI and Learning Passport.
- 195 tablets distributed, benefiting 5,394 learners through digital lessons.
- 500+ audio lessons developed; 85%+ teachers effectively use EdTech in class.
- 85%+ teachers can properly operate EdTech devices during classroom instruction.

The EdTech initiative in Camp 14 strengthened technology-integrated learning through structured device distribution, digital training, and classroom integration.



Rohingya Refugee Camp 14, Ukhiya,
Cox's Bazar, Bangladesh
Photo: COAST Foundation Archive

5. STRENGTHENING CAPACITY ON SAFEGUARDING:

COAST Foundation strengthened safeguarding systems in Camp 14 through comprehensive Prevention of Sexual Exploitation and Abuse (PSEA) and Child Safeguarding training for project staff, volunteers, teachers, parents, and caregivers. The training reinforced protection standards, zero-tolerance policies, reporting pathways, confidentiality, and accountability responsibilities through interactive and case-based learning approaches.

By 2025, a total of 609 staff and volunteers across all interventions had received safeguarding training, ensuring full coverage within the Education Project. Participants developed a strong understanding of Sexual Exploitation, Abuse, and Harassment (SEA/SH), child protection principles, and mandatory reporting mechanisms. Post-training assessments demonstrated strong learning outcomes, with 100% of participants scoring above 90%.

Community awareness activities, including meetings, posters, and the installation of complaint boxes, further strengthened safe reporting mechanisms within learning facilities. In addition, learners received age-appropriate awareness sessions on personal safety, safe and unsafe touch, and their right to report inappropriate behavior to trusted adults or designated focal persons. Overall, these efforts significantly improved safeguarding awareness, confidence, and readiness among learners and community members to report protection concerns safely and responsibly.



Photo: COAST Foundation Archive

Major impact:

- **Strengthened safeguarding capacity:** A total of 609 staff and volunteers gained improved knowledge and practical skills on PSEA and Child Safeguarding, ensuring stronger protection systems within the education program.
- **Improved reporting awareness and accountability:** Participants developed a clear understanding of reporting pathways, confidentiality, and zero-tolerance policies, increasing confidence to report protection concerns responsibly.
- **Enhanced community awareness on protection issues:** Awareness campaigns through meetings, posters, and complaint boxes improved community understanding of safeguarding and access to confidential reporting mechanisms.
- **Safer learning environment for children:** Learners gained age-appropriate knowledge on personal safety, safe and unsafe touch, and their rights, contributing to a more protective and child-friendly learning environment.
- **High knowledge retention and practical understanding:** Interactive and case-based training methods resulted in excellent learning outcomes, with 100% of participants scoring above 90% in post-training assessments.

6. STRENGTHENING COMMUNITY PARTICIPATION AND ACCOUNTABILITY

COAST Foundation strengthened community participation through parenting sessions and the active engagement of Community Education Support Groups (CESGs), contributing to improved accountability and education outcomes.

A total of 1,878 parents participated in monthly Parenting Education Sessions under the ECE intervention, where 88% demonstrated excellent or satisfactory understanding of key topics. The sessions focused on child progress, attendance, inclusive education, PSEA, Child Safeguarding, safety measures, and complaint mechanisms, thereby enhancing transparency and parental confidence. In addition, 6,880 parents and caregivers took part in broader awareness meetings, contributing to a 9% increase in attendance of secondary-level and improved awareness of child safety and health issues.

CESG meetings across 50 clusters engaged 550 members in promoting regular attendance, safe learning environments, inclusion of children with disabilities, and prevention of child trafficking. Community outreach activities reached approximately 3,500 people with trafficking-prevention messages. Furthermore, committee-led home visits contributed to a 5% increase at primary-level attendance and a 9% increase at the secondary level, strengthening community ownership and child protection within the camps.

Major impact:

- **Improved community participation in education:** 8,766 parents and caregivers and 550 CESG members participated in structured monthly sessions.
- **Increased school attendance:** Parenting sessions and home visits contributed to a 5% increase in primary attendance and a 9% increase in secondary-level attendance.
- **Enhanced awareness on child protection and safety:** 70% CESG members actively engaged across 50 cluster-based committees to support education quality, household visits, Learning Center safety & security, etc.
- **Strengthened complaint and feedback mechanisms:** 100% of learning facilities strengthened complaint and feedback mechanisms through community participation.
- **Strengthened child trafficking prevention efforts:** CESG-led outreach activities reached approximately 3,500 community members with awareness messages on child trafficking prevention.



Photo: COAST Foundation Archive

LESSONS LEARNED AND OPPORTUNITIES

- **Protecting core operational budgets:** Funding constraints during the last three quarters forced the suspension of non-critical training, which directly impacted service delivery. Future projects must maintain a ring-fenced “light budget” for essential monthly teacher meetings and continuous training to ensure quality remains consistent.
- **Integrating religious & academic priorities:** Discrepancies between Maktab teacher schedules and Learning Center (LC) hours, coupled with high parental demand for Arabic subjects, suggest a need for better alignment. Future programming should explore integrating religious education elements within the LC curriculum to increase community buy-in and attendance.
- **Strengthening asset accountability:** An increase in theft highlighted a lack of clear recovery policies or accountability measures. Implementing a formal fine system and stronger preventive security protocols is essential to protect project materials and ensure long-term resource sustainability.
- **Shelter-based ECE expansion:** Leveraging the existing trust in shelter-based learning provides a safe, child- friendly environment that ensures high attendance. Transitioning back to or expanding this model with dedicated facilitators will significantly strengthen early learning outcomes and play-based quality compared to home-based coaching.





Rohingya Refugee Camp 14,
Ukhiya, Cox's Bazar, Bangladesh
Photo: Din M Shibly/COAST
Foundation/2019

CONCLUSION

Despite major funding cuts and operational challenges in 2025, COAST Foundation sustained structured, inclusive, and accountable education services for 12,282 Rohingya learners in Camp 14 across ECE, primary, and secondary levels. Strong attendance, improved teaching quality, strengthened safeguarding systems, expanded girls' participation, EdTech integration, and full PSEA and Child Safeguarding coverage demonstrate both learning and protection gains. Continued strategic investment is essential to protect these achievements, reactivate ECE services, strengthen female teacher recruitment, and expand support to community-based initiatives, ensuring safe and meaningful learning opportunities for every child in Camp 14.

Despite major funding cuts and operational challenges in 2025, COAST Foundation sustained structured, inclusive, and accountable education services for 12,282 Rohingya learners in Camp 14 across ECE, primary, and secondary levels.

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Photo: Din M Shibly/COAST
Foundation/2024*





Rohingya Refugee Camp 14, Ukhiya, Cox's Bazar, Bangladesh
Photo: Din M Shibly/COAST Foundation/2024

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