A RESEARCH REPORT ON HOME-BASED EARLY CHILDHOOD CARE AND EDUCATION FOR THE FORCIBLY DISPLACED MYANMAR NATIONALS (ROHINGYA)

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EXECUTIVE SUMMARY

As per the United Nations High Commissioner for Refugees (UNHCR) (2017) report 65.3 million people around the world are forced to leave their homes and 21.3 million of them are refugees. The report further claimed that only half of the refugee children get access to primary education and 22 percent of them get access to secondary education. Bangladesh has been dealing with forcefully displaced Rohingya communities from the neighbouring Myanmar for more than two decades, which has recently turned into a bigger issue. Under the Education in the Emergency (EiE) project, VSO has been supporting over 6,600 children aged 3-14 years old through 50 home-based Early Childhood Care and Education (ECCE), 12 Learning Centres and Sexual Reproductive Health and Rights awareness. The research is focused on evaluation of the home-based ECCE and tries to provide future direction for the project. Objectives of this research include: find out the effectiveness of home-based ECCE for Rohingya children in Cox's Bazar Jamtoli camp and understand how a relational volunteering model is effective for the ECCE in the camp situation. This study followed a mixed method design; both qualitative and quantitative data was collected to understand how a relational volunteering model is effective for the ECCE in the camp situation as well as to evaluate the EiE Project of VSO Bangladesh. A series of research questions were answered through data analysis and critical discussion during this study.

The first research question aimed to explore how the relational volunteering model is effective for the ECCE intervention in the camp. Document review and interpretation of responses depicts that a continuous two-way communication between the volunteers is present which eventually helps to maintain quality as well as increasing the effectiveness of the volunteers. Moreover, the relational volunteering model contributed towards bringing positive changes among the volunteers in the areas of quality and effectiveness for implementation of ECCE for the Rohingya children.

Through the volunteering model, the diversified volunteers promoted participation of a wide range of stakeholders (i.e. parents, community leaders and community people) in the project. VSO's 'people first' approach was used through the work of the volunteers. Big sisters/mothers are included as community volunteers. With the help of host community volunteers, they have engaged parents and community leaders. Thus, the participation of different stakeholders was ensured through the volunteers which helped to blend 'outside' and 'inside' knowledge for implementing ECCE in the camp.

Another area where the volunteering model has brought changes is the area of ownership and agency. The big sisters/mothers have given their homes for ECCE centres and they decorate and try to provide a standard safe environment for the children. For the sisters/mothers, as well as the parents, being part of the project has developed a sense of ownership among them. Additionally, the homes as centres, community big sisters/mothers as facilitators, using local resources for teaching and learning materials, has made it possible to see the intervention as an intervention of the community rather than an outside intervention, which is also an indication of ownership and agency.

Through the relational volunteering model, VSO is advancing and empowering collaboration and networking with different stakeholders and partners for further development of education facilities in the camp. VSO's national volunteers participate in meetings of the education sector for sharing information and in this way the volunteering model helps to keep up a network with other organisations working in that locale. The model contributed largely in maintaining a solid arrangement between diverse stakeholders which inevitably helps for learning and sharing assets within and beyond stakeholders.

The work of VSO Bangladesh, Mukti Cox's Bazar and their respective volunteers has included a large number of children into an education facility who were previously deprived of the right of education. The volunteering model has also enabled the big sisters/mothers working as an agent of inclusion and by that their inclusion in development work has become a possibility. Due to their conservative nature, the Rohingya community always has kept their woman outside of developmental work. As a part of the model, these big sisters are contributing to their society as well as earning money for their family even by working in their house. So, it can be said that the volunteering approach of the project has successfully included two of the most marginalszed groups of Jamtoli camp in the arena of education and development.

The volunteers are acting as a catalyst for innovation in this project. Addressing the space problem by using the houses of community people, empowering big sisters/mothers through their role as facilitator, protecting vulnerable children of the camp with the umbrella of education are some of the innovative ways of providing support to the Rohingya people of the project. With the power of volunteerism, the home-based ECCE intervention provides a unique way of ensuring the rights of the children in a fragile context like a camp situation.

The study team did not find direct evidence from the respondents about the other two dimensions ('social action' and 'inspiration') of VSO's relational model. However, interpretation of data and the work of diversified volunteers provide pictures of social action; which might occur if parents come forward for the well-being of the community and be more active citizens after seeing big sisters/mothers serving for them. On the other hand, observing the dedication of international and national volunteers, it might inspire the community volunteers to work diligently, especially the works of international volunteers from Kenya might have inspired some people.

It has been found that 90-95% parents are satisfied with big sisters/mothers' qualification, their ability to teach children, their relationship with children, time management, knowledge on education content and skills of using materials in the classroom. It can also be seen that a very minimum level of dissatisfaction (2-10%) lies in a few parents regarding the mentioned aspects in which big sisters'/mothers' qualification is greatest.

It has also been seen that most of the big sisters/mothers are motivated in teaching in home-based ECCE and have built their confidence in teaching through training and guidance. They have developed their basic skills of teaching, but it needs regular nurturing through on the job training. Parents are also found to be quite satisfied with the big sisters/mothers' skills of teaching.

Most of the parents and teachers have positive opinions regarding children's learning and behavioural changes that came through home-based ECCE. This intervention is also aligned with the Learning Competency Framework and Approach (LCFA) framework for level 1- early learning. Activity based content is designed under each domain of development which allows multi-dimensional development of children. Therefore, the achievement of learning in this intervention implies the achievement of LCFA as well.

It was also found that most of the big sisters/mothers, volunteers, parents, local staff and children are all quite in harmony with each other. In most of the cases, Majhis are effectively working with them but in some cases Majhis need to be more pro-active in taking leadership in resolving issues.

Finally, it was found that home-based intervention is preferred by the stakeholders over learning centres for the ECCE intervention of this specific age-group considering the issues of child protection, shortage of space in the camp situation and weather extremities. More than 98% of parents are also satisfied with the cleanliness, location and security and safety of the home-based centres. Finally, specific recommendations were drawn based on the findings.

ACRONYMS

CPWG	Child Protection Working Group
ECCE	Early Childhood Care and Education
EiE	Education in Emergencies
FDMN	Forcibly Displaced Myanmar Nationals
GBV	Gender Based Violation
GOB	Government of Bangladesh
INGO	International Non-Government Organisation
ISCG	Inter-Sectoral Coordination Group
LC	Learning Centre
LCFA	Learning Competency Framework and Approach
NGO	Non-Government Organisation
OOSC	Out of School Children
POS	Parent Opinion Survey
SRHR	Sexual and Reproductive Health and Rights
SWOT	Strength, Weakness, Opportunity & Threat
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

CHAPTER 1: INTRODUCTION

As per the UNHCR (2017) report 65.3 million people around the world are forced to leave their homes and 21.3 million of them are refugees. The report further claimed that only half of the refugee children get access to primary education and 22 percent of them get access to secondary education. The concern raised by the report is that refugee children are five times more at risk to be out of school for various reasons. Education in Emergencies (EiE) is not an easy task. It demands innovative ideas, problem solving approaches, cost effective efforts and context-oriented interventions (UNHCR, 2017). Besides, EiE needs to ensure a child safety environment as per the United Nations Convention on the Rights of the Child (UNCRC) regulations (Child Protection Working Group (CPWG), 2012). Like many other countries, Bangladesh has also been dealing with a forcefully displaced Rohingya community from the neighbouring Myanmar for more than two decades, which has recently turned into a bigger issue.

Since 25th August 2017, 725,000 Rohingya men, women, and children, including adolescents, have crossed the border into Bangladesh, fleeing large-scale violence in Myanmar's Rakhine State. Out of them, about 398,750 children, 55% of the total, live in overcrowded camps in Bangladesh (23% 5-11 years old; 14% 12-17 years old & 41% fall under 18-59 age group). This exodus has become one of the fastest growing refugee crises in the world (UNICEF, 2018). Presently there are 720,000 Forcibly Displaced Myanmar Nationals (FDMN) in Bangladesh. 453,000 (63 per cent) of these are children in the age range 4 to 14 years. The Government of Bangladesh (GOB) along with the UN, INGOs and NGOs is attempting to provide education to these children so that they are safe, protected and learning. Immediate efforts included setting up Safe and Child Friendly Spaces in the camp to ensure protection and immediate psycho-social care to help the affected children.

Most children are experiencing the trauma of displacement – they are physically tired, under nourished and traumatised. Print media reports reveal that Gender Based Violence (GBV) has been rampant; young girls and women have been victims of a high level of physical and mental trauma. Reaching education to the large number of children in the camps has become a major challenge. After a life changing experience children need care, stability and safety; the need for continued psycho-social care and protection measures persists (UNICEF, 2018).

Myanmar lags behind in education among Asian countries. Furthermore, UNICEF (2018) claims that the Rakhine population in Myanmar is alarmingly deprived in educational attainment. This state has lagged behind national average on enrollment at different levels and had the highest per cent of Out of School Children (OOSC). Pre-school attendance among children aged 3-5 years is quite low nationally (23 per cent); it is lowest in Rakhine (about 5 per cent). The primary school enrollment rate in Rakhine is also much lower than the national average, with almost 30 per cent of children not enrolled. Rakhine has an inadequate number of high schools with variance in the quality of accessible education, particularly for minority groups and remote communities.

Figure 1: Comparison between National & Rakhaine average on Pre-school attendance, primary school enrollment and completion

Sources: MICS 2009-2010; IHLCA 2009-2010
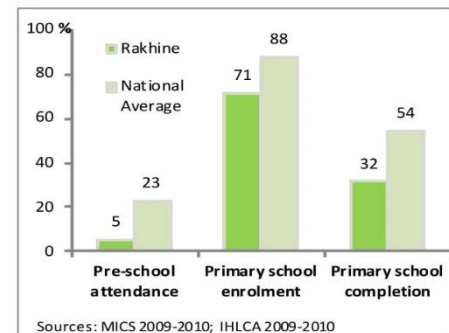
From the analysis of the above information it can be assumed that amongst the children in the camp there could be a substantial number of children who are either school drop-outs or who have never been to school. Even amongst children who went to school the current disruption in schooling would have affected their learning levels. The influx of 720,000 FDMN in Cox's Bazar has created its own set of issues affecting the lives of the local community and the environment. The establishment of the camps has caused degradation of the environment as it has stretched the available natural resources.

The sudden influx has destroyed the equilibrium of the surrounding environment in many dimensions. The extent of the support reaching the camps has created a sense of deprivation amongst the local population, who themselves are deprived and struggling. There is deterioration of the situation on other accounts too - there is an increase in the incidence of crime and security threats, an increased possibility of drug and human trafficking, an increase in feelings of resentment and insecurity in the area. Fear of radicalisation and its implications remain as a cross cutting sentiment. Immediately the impact of this is seen on falling attendance rates amongst children, especially girls, in host community schools and an increase in dropout rates, once again particularly for girls and younger children. The perception is of refugees getting special treatment, as inherent mutual mistrust and prejudices have increased tension in the community. There is also an increase in sporadic incidents of crime as well as major risk of epidemics. Cognisant of the situation the overall approach of education led by the UN in the area is trying to integrate a Conflict Sensitive approach in the area through quality improvement efforts in host community formal schools, addressing the needs of OOSC, integrating Life Skill components and initiating community mobilisation activities. A higher-level advocacy with the government is also being undertaken.

Furthermore, educating children in a camp situation is challenging, there are major constraints of adequate and sustained resources. As per the UNICEF (2018) report, learning centres operate in very limited space, with limited teaching-learning materials. The situation in FDMN camps is no different - the centres are temporary constructions with limited space, most of which are

operating in three two - hour shifts. The teacher workforce is a combination of locals and members drawn from the FDMN community. Most teachers are school graduates, and are untrained. Cognisant of these constraints the LCFA was structured to enable children gain the critical basic learning competencies. However, the one-year evaluation report of UNICEF (2018) on Rohingya initiatives indicates that children are still in trauma and the education approaches need to be extended further to reach children who are out of education at the moment. In addition, there is a major risk in reaching learning centres during the rainy season and this approach did not consider the early learning of children who are in the age group of 3-5 years. Specifically, learning centres cover a wide age range and therefore the unique requirements of early child development [in the areas of physical, communication, cognitive and social emotional domains] (Morgan & King, 2004) remain a challenge through this approach.

VSO context

VSO Bangladesh is implementing an EiE Project in Jamtoli Rohingya Camp (Camp # 15 that shelters nearly 50,000 Rohingyas) in Cox's Bazar through a partnership with Mukti Cox's Bazar. In Jamtoli camp, the majority of Rohingya boys and girls are out of school, making them more vulnerable to violence, trafficking, child labour, child marriage, and exploitation. According to the Inter-Sectoral Coordination Group (ISCG), only 25.07% of the children and youth have access to learning opportunities in camps, settlements and the host community. VSO's EiE Project works with Rohingya children in Cox's Bazar primarily focusing on education. The project aims to provide accessible Early Childhood Care and Education (ECCE) and learning opportunities for Rohingya children in a safe environment. Under the EiE project, VSO has been supporting over 4,200 children aged 3-14 years through home - based ECCE, education at 12 Learning Centres and Sexual Reproductive Health and Rights awareness since 2018. Therefore, the research is aimed at assessing the effectiveness of ECCE for Rohingya children and the mobilisation of Rohingya sisters and mothers as ECCE educators. The research will be conducted based on the comparison between collected primary data and the baseline data. Thus, the research will provide future direction for the project.

Objective of the research

- To find out the effectiveness of home-based Early Childhood Care and Education (ECCE) for Rohingya children in Cox's Bazar Jamtoli camp.
- To understand how a relational volunteering model is effective for ECCE in the camp situation.

Research questions

1) How effective is the VSO relational volunteering model for the ECCE intervention into the camp?

2) How are the big sisters/ mothers working for ECCE and what factors motivated them to volunteer?

3) How do big sisters/mothers organize their homes for ECCE home-based learning?

4) How do big sisters/ mothers support the learning rights of children and their personal cleanliness as advocated in the family booklet/MESH guides?

5) How do you make local resources and use them playfully when teaching children based on the family booklet/MESH guides?

6) How does VSO's home-based ECCE intervention offer a creative solution to the challenge of not having safe spaces for running centre-based ECCE?

7) What are the critical lessons we are learning that include: what we must not repeat in future, what we must change and what we must continue/promote to build a unique volunteering for development model in our EiE project through volunteering?

CHAPTER 2: METHODOLOGY

This study was an exploratory research. As the study was focused on project evaluation the study team drew comparison by collecting baseline and previously collected data from VSO Bangladesh. This study followed a mixed method design, which is widely accepted as a reliable method of data collection in social studies (Cohen, Manion, & Morrison, 2007; Creswell, 2008; Johnson & Christensen, 2008). Both qualitative and quantitative data was collected to understand how a relational volunteering model is effective for the ECCE in the camp situation as well as to evaluate the 'Education in Emergency (EiE) Project' of VSO Bangladesh. Based on all the findings and analysis, the study team conducted a Strength, Weakness, Opportunity & Threat (SWOT) analysis on the overall project performance.

The study was conducted in 2 phases-

Phase-1: Document Review and Tool Development

Phase-2: Primary Data Collection and Analysis

Phase-1: Document Review and Tool Development

Document review: The study team reviewed national and international policies, frameworks, strategies and reports on Education in Emergency, Early Childhood Development and Education, Protection and Child Rights Governance, indicators and research reports from government, UN agencies, and institute/university/research agencies and NGOs, donors and other organisations (including communities' own plans). Moreover, VSO's internal documents on education, child protection and child rights, governance and project documents were reviewed. A mixed mode of thematic analysis (both inductive & deductive) procedure was followed in the document review process.

After completion of the document review, tools were developed for primary data collection. Study objectives and document review findings guided the researchers in developing primary data collection tools.

Figure 2: Tool Development Framework

Framework for Tool Development

Effectiveness of home-based ECDE						Effectiveness of relational volunteering model in camp situation				
R.Q. 2	R.Q. 3	R.Q. 4	R.Q. 5	R.Q. 6	R.Q. 7	R.Q. 1	R.Q. 2	R.Q. 3	R.Q. 6	R.Q. 7
How B.S/mothers are working? What motivated them?	How do B.S/mothers organize their homes?	How do B.S/mothers support learning rights?	How do they make local resources and use those playfully?	How home-based ECDE offers creative solution?	Critical lessons from the model	How relational volunteering is effective in the camp?	How B.S/mothers are working? What motivated them?	How do B.S/mothers organize their homes?	How home-based ECDE offers creative solution?	Critical lessons from the model

Opinion Survey
- Parents

Observation
- Students
- B.S/Mothers
- Activities

Semi-structured Interview
- B.S/ Mothers
- Teacher
- Camp manager Community Leaders (majhi)
- National Volunteer
- VSO central staff

FGD
- Parents
- Students
-- Host Community (mukti) volunteers

Phase-2: Primary Data Collection and Analysis

Sampling technique: All the 50 home-based ECCE, 12 Learning Centres and the catchment area were the population of this study.

Home-based ECCE selection process: All the 50 home-based ECCEs were selected to conduct a Parent Opinion Survey. However, within these 50 home-based ECCEs 10 home-based ECCEs were purposively (considering remoteness) selected for conducting Focus Group Discussions (FGDs), case analysis and semi-structured interviews for triangulation of data.

Data collection and analysis method: Different tools and methods were used to get more in-depth, reliable and holistic data. A brief description of the tools and data collection procedure is given here.

i) Parent opinion survey (POS)

A parent opinion survey was carried out on selected households (randomly selected among the targeted beneficiaries) in the catchment area. This was done to explore parents' views on the current situation of ECCE and the effectiveness of the home based ECCE. This evaluation questionnaire collected parents' demographic information and thematic areas derived from literature review and the baseline report. From each home-based ECCE, 7 parents (in total 7x 50 schools=350 parents) were selected randomly for the opinion survey. Considering the time and resource effectiveness, the VSO Bangladesh team assisted in collecting the POS data.

ii) Observation of home based ECCE

An observation checklist based on research objectives was developed. 10 home-based ECCEs were observed systematically by the study team. A 1-hour session in each selected home-based ECCE was observed.

iii) Semi structured interview

A series of semi structured face-to-face interviews was conducted with the respondents. For this purpose, their community leaders/members (known as Majhi), one local-level project staff member from Mukti Cox's Bazar, one central implementer (VSO staff) were also included. Besides, one teacher/facilitator from each of the purposively (based on location-close proximity, mid-point and remoteness) selected 3 learning centres out of the 12 learning centres were interviewed. Furthermore, 10 big sisters/ mothers – one from each of the 10 selected home-based ECCEs, were interviewed.

An interview schedule was developed for each target group. All interviews were audio-recorded and transcribed. A thematic analysis procedure was followed to analyse the interview data. Thematic analysis provides researchers with opportunities to analyse the interview transcriptions by extracting themes from the data by coding (Denzin & Lincoln, 2000).

iv) Focus group discussions (FGDs)

10 parents' FGDs from the selected home-based ECCEs (one from each) were conducted. 3 student FGDs from the selected home-based centres were also conducted. Apart from those, 3 student FGDs from the selected learning centres were conducted too. So, a total of 16 FGDs were conducted for getting information from the respondents. In every FGD session, 6 parents or 6 students participated. FGD sessions were designed with specific guidelines, allowing each participant a chance to share their views. A thematic analysis procedure was followed to analyse the FGD data.

v) Case analysis

The research team developed 10 best success cases from the ECCE children of the EIE project based on the information derived from the interviews and FGDs and analysed their case history and explored the successful trend of their wellbeing.

The chart below mentions the name of the tools following respective respondents and total number of responses.

Table: 1 Overview of sample and data collection tool

Tools	Respondents	Number
Parent opinion survey	Parents of ECCE	350
Home-based ECCE Observation	N/A	10
Semi structured interviews	Big sisters or mothers (n=10) Learning centre [LC] teacher (n=3) Local project staff (n=1) Central level implementer/project manager (n=1) National volunteer (n=1) Community leaders/Majhi (3)	19
Focus Group Discussion	Parents from ECCE (n=10;10X6=60) Students from LC (n=3; 3X6=18) Students from ECCE (n=3; 3X6=18)	16
Case Analysis	Parents and big sisters/mothers of ECCE	10-
Document Review	Following a selection process	---

Data analysis framework

- Descriptive analysis was done for analysing the survey and observation data. Stakeholders' opinion was transcribed into frequency and percentage.
- A thematic analysis procedure was followed to analyse the interview and FGD data. Based on the thematic analysis the study tried to interpret about the effectiveness of home-based Early Childhood Care and Education (ECCE).
- Triangulation was done to understand the common phenomenon.
- SWOT analysis was conducted based on all the findings from different sources.

Risk and mitigation strategies

The following table illustrates the risks faced and the mitigation strategies applied by the data collection team;

Table 2: Risk and mitigation strategies

Risk	Mitigation Strategies
Language barrier	The data collection team was divided in 3 groups. In every group, one local interpreter was used while collecting data due to similarity between the Chittagong dialect and Rohingya language. With the help of Mukti Cox's Bazar the interpreters were recruited.
Child protection	Orientation on child protection policy was provided to the data collectors. The online orientation was given by a central staff member of VSO Bangladesh. The data collection team followed the procedures strictly.
Health and safety security issues	Standard precaution procedures (e.g. using masks, not carrying and eating food while staying in the camp etc.) were followed by the data collection team. Prior to the data collection team working, VSO Bangladesh and Mukti staff briefed them about the camp situation in a meeting at VSO's Cox's Bazar office. The data collection team was accompanied by the Mukti staff and local volunteers in the camp. Mukti staff and community volunteers accompanied them to go in the selected home-based ECCE and learning centres. Moreover, the team left camp by 4:30 pm every day for security reasons.

It is to note that the study team was involved in the data collection process and provided continuous direction and support to the data collection team.

Ethical considerations

The study followed all the ethical issues important for conducting a study by applying qualitative and quantitative methods. Ethical issues include acknowledgements of the secondary data sources by referencing; cautious paraphrasing was maintained to avoid plagiarism. Social research possesses several ethical issues that include informed consent, confidentiality, originality of the work, demonstration of respect, risk and harm minimisation, voluntary participation, avoiding deception and so on (Cohen et al., 2007; Johnson & Christensen, 2008). The identity of the participants or their organisations was not mentioned in the study. Pictures were not taken without participants' consent. All the participants were given consent notes individually and the purpose of the research was explained accordingly. Common consent notes were signed by every FGD member. It is to note that none of the FGD items included any component or concern which was offensive or stressful for students to talk about. Additionally, FGDs and interviews were conducted in respondents' mother language. The research team members and the data collection team followed the Child Protection Policy of VSO Bangladesh. Orientation regarding child protection issues was given by the VSO team.

CHAPTER 3: FINDINGS AND ANALYSIS

The objective of this study was to find out the effectiveness of home-based ECCE for Rohingya children, to understand how a relational volunteering model is effective for ECCE in the camp situation and consequently, to provide feedback and recommendations. To develop an understanding, this study applied a number of data collection tools which included survey, classroom observation, FGDs and semi-structured interview tools. Qualitative data collected by these tools was analysed in four steps - transcription, coding, analysis and translation. Quantitative data was analysed through data tabulation, data input in a statistical analytical tool, sorting, data transform and translation. This section presents the findings thematically emerged from the analysed data sets in three segments- a) effectiveness of a relational volunteering model b) demographic information and c) effectiveness of home-based ECCE.

Section 1: Effectiveness of a Relational Volunteering Model

For implementing ECCE under the Education in Emergency Project volunteers (international, national and community volunteers etc.) are playing their roles. VSO Bangladesh is directly responsible for recruiting international and national volunteers for the home based ECCE. On the other hand, community volunteers (Bangladeshi residents of the Cox's Bazar area) are recruited by Mukti Cox's Bazar and, through the assistance of host community volunteers, big sisters/mothers have been selected from the Rohingya community who are also acting as community volunteers for home based ECCE. Each type of volunteer has specific roles.

Figure 3: Relational Volunteering Model
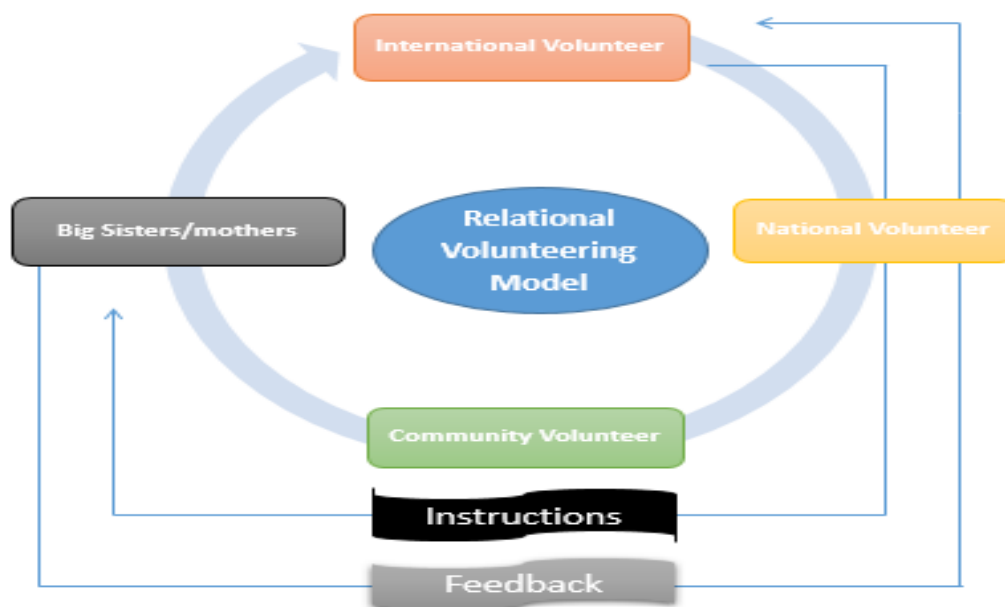
The International volunteers are working with VSO Bangladesh in the home based ECCE intervention. He/she is mainly sharing his/her respective specialisation, skills and knowledge of ECCE in the project. He/she is the ECCE advisor of the project. His/her main task is to provide strategic direction. He/she also provides guidance to the national volunteer and plans collaboratively for the implementation of strategies for home-based ECCE. Under his/her guidance curriculum, module development, content, lesson plans, teaching and learning materials etc. are developed and used in the camp. The main task of **National volunteers** is to build the capacity of host community volunteers. They not only tap into their knowledge and skills of ECCE but also use their deep understanding of the local context and cultural norms. They monitor and evaluate the work of the host community volunteer. Besides, they also represent VSO in the Inter Sectoral Coordination Group (ISCG) meeting. There are two types of **Community Volunteers** working in this project. One type of volunteer is from the Cox's Bazar region (known as a host community volunteer) and another type of volunteer is from the Rohingya community (titled as big sisters or mothers). These two types of community volunteers help to influence the power of their own volunteering schemes and also allow mutual learning between communities. The community volunteers are engaged in developing the capacity of big sisters and mothers. They play their roles in community mobilisation, parenting education and also participate in Sexual and Reproductive Health and Rights (SRHR) related activities. They develop lesson plans with the big sisters/mothers where parents also can put their thoughts. They also maintain regular communication with the Rohingya leaders known as 'Majhi'. Big sisters and mothers basically conduct the ECCE sessions in their home. They take three sessions every day and around 10 children participate in every session. They take part in training activities twice in a month provided by VSO Bangladesh and Mukti Cox's Bazar. Additionally, they decorate their homes and provide a joyful and safe environment for the 3 to 5 year old children. Currently, 50 big sisters/mothers are engaged in the 50 home-based ECCEs.

Relationships between these diversified volunteers are very crucial for successful implementation of the project. From the interviews, it has been found that mutual understanding, respect and functional relationships drive them to contribute collaboratively for the betterment of people in emergency need. Based on the document review and primary data the following themes have emerged;

i) Improving quality and effectiveness
For improving the quality and effectiveness of ECCE in camp, VSO is working through partnership with Mukti Cox's Bazar where different types of volunteers are playing their roles for implementation of the project. They (VSO Bangladesh & Mukti Cox's Bazar) are developing and improving the skills of the volunteers through capacity building initiatives and improving the processes thereby. From international volunteer to community volunteer and vice-versa, all

are working together to implement ECCE in Jamtoli camp. According to respondents, the volunteers are working in a 'cycle' where the feedback or needs of big sister/mothers (working as community volunteers) are passing to international volunteers through national volunteers and host community volunteers. Additionally, the input or direction of the international volunteers is reaching to big sisters/mothers through the national and host community volunteers. This 'two way' communication and working method between the volunteers is found to be working well for the project. Both 'top-down' and 'bottom-up' approaches are used in this project to maintain the quality of home based ECCE. The big sisters and mothers opined that they get direction on a daily basis from the community volunteers and, if needed, they also seek their assistance for solving any challenges. The national volunteers reported that they provide training to the community volunteers and also listened to their experiences in the camp. Sometimes the community volunteers seek the national volunteers' expertise to solve problems faced by them while working with big sisters/mothers and community volunteers. The national volunteers added that for getting any strategic direction they rely on the international volunteers. The same scenario has been found while talking to VSO's central staff who articulated,

> "Big sisters/mothers are sharing their feedbacks to community volunteers; they are sharing those to national volunteers and then national volunteer are reaching those messages to the international volunteer. On the other hand, the voice of international volunteer is reaching to Big sisters through the cycles of volunteer. Basically, we are working through mixing up the top-down and bottom up approaches."

The change in quality and effectiveness through the power of volunteerism will be crucial for sustaining the learning of the project. Moreover, the relational volunteering model contributed towards bringing positive changes among the volunteers in the area of quality and effectiveness for the implementation of ECCE for the Rohingya children.

ii) Promoting participation

The relational volunteering model puts people at the centre of development processes by encouraging and developing approaches suitable to the community. When VSO went to the people of Jamtoli camp about providing ECCE to their children they were very cautious about the intervention. They were concerned about what was going to happen and how and why. So, VSO and volunteers needed time to motivate them and to provide a clear picture of their activity. When they learnt and understood that the project is focusing on the actual priorities of the

community and would benefit them in the long run then they agreed and joined with the ECCE initiative. The project manager articulated,

> "We follow 'people first' approach; we highly appreciate the voice of the community. Same thing has been followed in the ECCE project."

Through the ECCE project, VSO has brought volunteers and Rohingya community people together. The diversity of volunteers (community, national and international) offer to each other a wide range of skills, backgrounds and experience. They not only tap into their knowledge and skills but also use their deep understanding of the local context and cultural norms. Through the volunteering model, the diversified volunteers promoted the participation of a wide range of stakeholders (i.e. parents, community leaders and community people) in the project. The community participation has been ensured by engaging parents and Rohingya community leaders, known as 'Majhi'. The community volunteers work for community mobilisation and engagement through parenting education and regular communication with 'Majhi' and others. At the time of developing lesson plans, big sisters and mothers, community volunteers and parents jointly participate together. Thus, the participation of different stakeholders helps to blend 'outside' and 'inside' knowledge for implementing ECCE in the camp.

iii) Strengthening ownership and agency

According to the participants, the relational volunteering model is helping to strengthen community ownership. The houses used for ECCE are given by the big sisters/mothers. They decorate their homes on their own with using low cost resources. One of the mothers expressed,

> "I have decorated this home of my own for attracting children. I wanted to make this as colorful as possible. The children are very happy about the environment. In the beginning, the officials of Mukti had given posters, pictures, glue and some other things. After using those I have bought some materials for decorating the home"

They are given training by the host community volunteers and national volunteers twice in a month. They have learnt how to make no cost or low-cost materials by using local resources. The children are getting education as like getting education from their mothers, sisters and aunts. The big sisters and mothers are found highly motivated to conduct classes. In a fragile

situation like camp where the issues of safety and security are big concerns the home-based ECCE are reducing the issues by involving people of the same community. Most of the big sisters opined that they are part of this activity because they want to see these children learn and develop better in a safe environment provided by the homes. A sense of ownership has developed inside them. One of the mothers said,

> "I am working as a mother for the well-being of the children; helping to learn counting, alphabet, telling rhymes or singing songs. Besides, we teach them how to keep themselves neat and tidy. If a child does not come regularly then I go to their house and tell his/her parents to send them regularly. The happiness of students and parents brings satisfaction to me"

VSO volunteers are only assisting them to work smoothly and guiding on technical issues of ECCE. The parents and local leaders are visiting and monitoring on their own for the wellbeing of their children. Though the children are learning English and Burmese (on the basis of instruction provided by the sector), the children are mainly learning things in their mother tongue. The mode of instruction used in the home-based ECCE is in the Rohingya language. Big sisters and mothers are teaching those children so that they can take control of their own development; it also helps them to increase their confidence and their capacity while providing services to their community. In conclusion, the homes as centres, community big sisters/mothers as facilitators, using local resources for teaching and learning materials has made it possible to see the intervention as intervention of the community rather than outside intervention which is also an indication of ownership and agency.

iv) Promoting collaboration and networking
Through the relational volunteering model, VSO is promoting and enabling collaboration and networking across many partners and stakeholders to create opportunities for further innovation. The relationship among volunteers helps to maintain this network. One of the respondents opined,

> "There is a very effective and functional relationship among volunteers. So, they have a good personal relationship as well; because they are working very closely for the last one year. Though we are not focusing on the area of personal relationship but both the personal and professional relationship is effective and functional."

From the Rohingya community, their community leader, known as 'Majhi', and parents are also part of this network. They also visit the home-based ECCE and provide their opinions and suggestions. The project also works collaboratively with the education sector of ISCG. National volunteers of the project participate in the meeting of the sector for sharing information and thus maintain a network with other organisations working in that region. The national volunteer articulated,

> "In fact, I represent VSO in the education sub-sector meetings. Information management, sharing updates and decisions, taking notes etc. have been done by me."

The strong network between different stakeholders maintained by the project eventually helps gathering for meetings, facilitating access to information and sharing resources within and beyond stakeholders.

v) Promoting inclusion

In the camps, educational services are provided to the Rohingya children through learning centres/ free child spaces by different NGOs under the coordination of the ISCG. But still many children are not enrolled at those centres due to safety and security concerns and a lack of facilities such as free child spaces/centres, efficient teachers, and inadequate resources (both physical and financial) etc. According to the ISCG, only 25.07% of the children and youth have access to learning opportunities in camps, settlements and the host community. In addition to that early childhood development and education opportunities are limited in the camps. Through the home based ECCE, children aged 3 to 5 are getting the opportunity to learn and develop. As they are getting this opportunity near to their houses, parents are found motivated to send their children into those centres. By reducing the safety and security issues of the camp, the home based ECCE has included the out of education children into an educational facility. Thus, the ECCE centres are playing a crucial role for inclusion of that age group into education. At the same time, the volunteering model has also included the female of the Rohingya community in developmental work. Due to their conservative nature, the Rohingya community always has kept their women outside of developmental work. As a part of the model, these big sisters are contributing to their society as well as earning money for their family even by working in their house. So, it can be said that the volunteering approach of the project has successfully included two of the most marginalised groups of Jamtoli camp in the arena of education and development.

vi) Acting as a catalyst for innovation

The home-based ECCE itself is an innovative project. The volunteers are acting as the key persons of innovation through a combination of 'outside' and 'inside' expertise. In camp, where space is limited, by using the homes of big sisters and mothers the space challenge for building learning centres has been addressed. In addition to that, as the children are very young so child protection is also a major issue in the emergency context. These home based centres have also minimised risk regarding this. One of the respondents opined,

> "One of the strengths of the home-based early childhood education is minimising the risks of child protection by home based activity in a fragile context like camp."

Besides, the children are educated and developed through their own community people and teachingby their sisters or mothers has been well accepted by the Rohingya people. The host community volunteers also have acceptance due to their similar language and sincere work with the community. Through the project the big sisters or mothers have been oriented of making teaching materials with 'no cost' or low cost and they are successfully using it in the home based ECCE centres for facilitating the learning of the children. All of these initiatives have not only made the project cost effective but importantly ensured the rights of the children uniquely in an emergency situation by mixing the knowledge and capacity of different volunteers.

The study team did not find direct evidence from the respondents about the other two dimensions (**social action and inspiration**) of VSO's relational model. However, interpretation of data and the work of diversified volunteers provide a picture about how these two dimensions could be presented in this project. The social action might occur when the parents see big sisters/mothers using their home and caring for their children; they also may want to do something good for the community and be more active citizens. On the other hand, when the community volunteers see the dedication of international/national volunteers, it might inspire them to work harder and better, especially the international volunteers team that came all the way from Kenya to help could have inspired some people.

In conclusion, the relational volunteering model has become effective for implementing ECCE in the Rohingya camp by bringing interconnected changes in quality, participation, collaboration, ownership, inclusion innovation, social action and inspiration which are transformational as well as effective and have the merit to become sustainable in the long run.

Section 2: Demographic information

To triangulate the findings from qualitative data, a parent opinion survey was conducted. Demographic information of big sisters or mothers was also collected through classroom observation. The demographic information is described in two sections here.

Parent Opinion Survey

Figure 4: Gender wise respondents
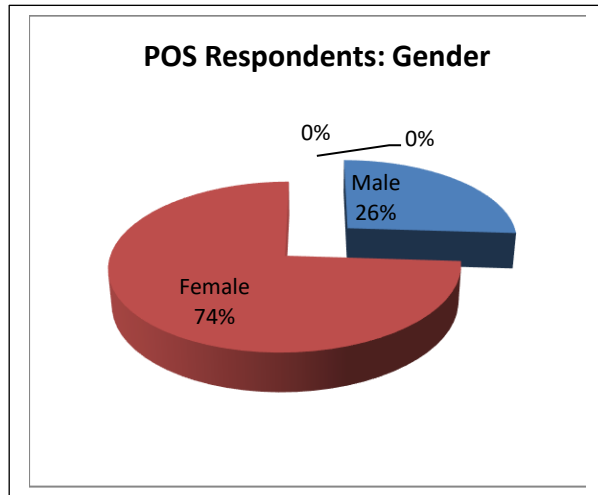
Figure 5: Educational qualification of respondents

POS Respondents: Gender

- Male 26%
- Female 74%
- 0%
- 0%

POS Respondents: Educational Qualification

- Illiterate 56%
- Primary 37%
- Secondary 6%
- Others 1%
- 0% 0%
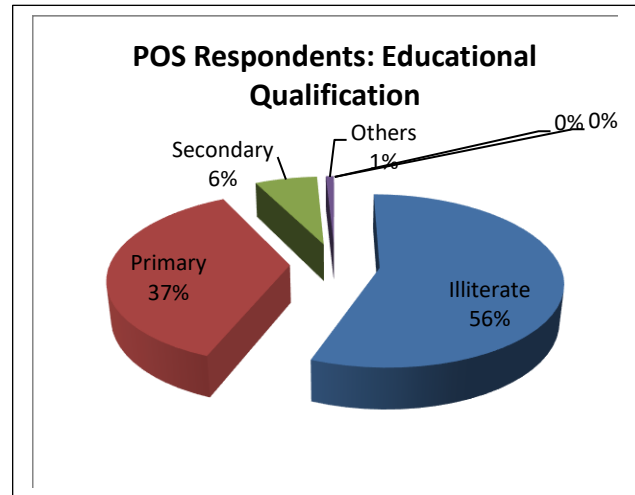
Source: Parent Opinion Survey

The survey found that most of the parents who were surveyed arrived in Bangladesh between August and December 2017. A total of 350 parents were surveyed among which 74% were female. 56% of the parents were illiterate. Among the 44% of parents who were literate, 36% had completed primary education and 8% had completed secondary education.

Figure 6: Economic condition of respondents

Figure 7: number of disabled respondents

POS Respondents: Economic Condition

- Unemployed 48%
- Self-dependent 40%
- Others 1%
- Business 3%
- Service

POS Respondents: Disability

- 1 1 1 2
- 345
- Non Disabled
- Physical disability
- Hearing Impairment

Source: Parent opinion survey

48% of the parents are currently unemployed, 40% are self-dependent/house hold activity/engaged in personal activities, 8% are related to services, 3% are involved in business and 1% is related to other occupation. Though most of the parents do not have any kind of disability, 1.5% of them have physical disability/hearing impairment/language problem.
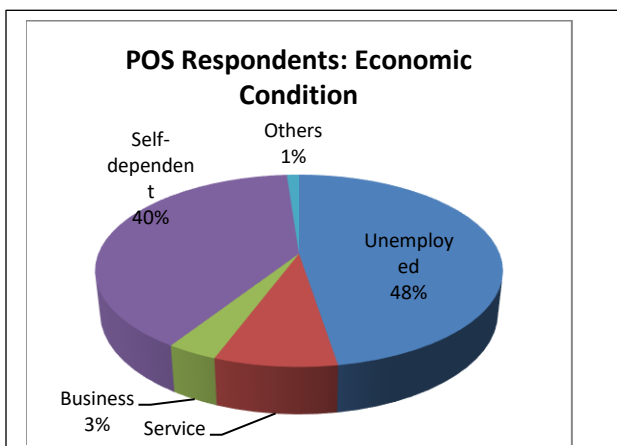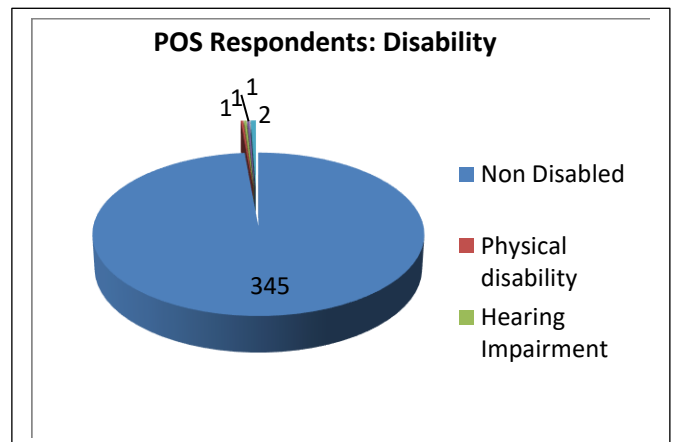
Home based ECCE Observation

The demographic data of the Big sisters or Mothers was collected during classroom observation. In total 10 home-based ECCE classrooms were observed by the study team.

Figure 8: Age range of big sisters/mothers

Age range of Big Sisters or Mothers

- 46-55 years 10%
- 36-45 years 10%
- 26-35 years 20%
- 16-25 years 60%
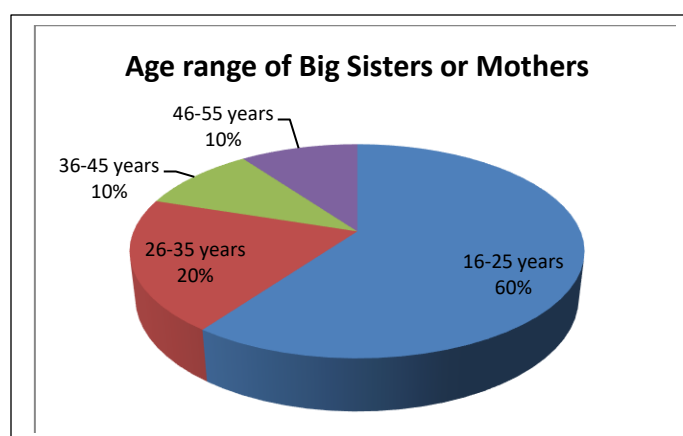
Source: Classroom Observation

In the observed home based ECCEs, it was found that most of the big sisters or mothers are aged between 15 and 30 years. Additionally, the educational qualification of the big sisters or mothers varies from class 6-9 that they received in Myanmar. The qualification of the big sisters and mothers has been presented in the following table –

Table 3: Educational qualifications of interviewed big sisters/mothers

Educational Qualification	Number of big sisters or mothers
Grade 6	2
Grade 7	3
Grade 8	4
Grade 9	1

The table shows that out of 10 ECCE centres most of the big sisters or mothers completed class 8 in Myanmar. One of them had the qualification of completing class 9, which is the highest qualification among the 10 big sisters and mothers.

Section 3: Effectiveness of home-based ECCE

Home-based ECCE is one of the interventions designed for children of 3-5 years old. This intervention aims to make early childhood education playful for children, bringing it at the doorsteps of the parents. One of the objectives of this study was to find out the effectiveness of a home-based ECCE intervention designed for children who came from a FDMN community. From the qualitative and quantitative analysis of data, the following six themes appeared which explain the effectiveness of the intervention:

- Big sister/mothers' motivation, knowledge and skills
- Learning and behavioural changes among children
- Coordination and collaboration among stakeholders
- Home-based centre vs. learning centre: perception of stakeholders
- Environment and safety
- Challenges and expectations

Detailed findings and analysis are explained as follows:

Big sister/mothers' motivation, knowledge and skills

Information and data from big sister/mother's interview, classroom observation, parent's opinion survey, and parent's FGD depicted a clear picture of the motivational factors, knowledge and skills of big sisters/mothers. The big sisters/mothers were very much positive in their response while sharing their experience of working as a facilitator of the home-based centres. It has been found that most of them came from their own interest of doing something good for the children which indicates their intrinsic motivation to become ECCE facilitators. Two big sisters/mothers explicitly mentioned that this experience of teaching would help them to retain their practice of what they have learned so far in their life. According to one of the big sisters/mothers,

> "I came here from my own interest to teach the children of Rohingya community. I have learnt a lot from the training about teaching and learning. Through this experience of teaching children, I am being able to practice my learning."

It was quite evident from the opinions of big sisters/mothers that they enjoy their job of teaching children as it gives them the opportunity to interact with children and reflect their

creativity. Two of the big sisters/mothers also mentioned about the ease and comfort of doing the job sitting at home as the prime reason behind their motivation. One of them said,

> "I am working here for last 8 months. I like to teach the children. In this job, I can work sitting at my home. For doing other jobs, I had to go out of my house. That's why I like this job."

The same was also echoed by the camp manager and central level staff who mentioned out of the house movement as one of the barriers for females in the camp. This intervention, undoubtedly gives flexibility to the big sisters/mothers to work within their comfort zone but also addressed the issues of safety and liberty of free movement of females in the camp situation.

In regard to the question of how the big sisters/mothers get themselves prepared for the class and conduct the class, most of them mentioned about the lesson plans. They prepare their lessons on the day before the class according to the instructions given in the lesson plan. Similar findings have also been derived from the classroom observation.

Most of the ECCE facilitators were found quite confident and well-prepared for teaching children according to the instructions provided. It was found from the classroom observation that 9 out of 10 big sisters/mothers followed the ECCE lesson plan that was shared with them; however, 6 out of 10 big sisters/mothers brought the lesson plan in the classroom.

Figure 9: Number/percentage of big sisters/ example
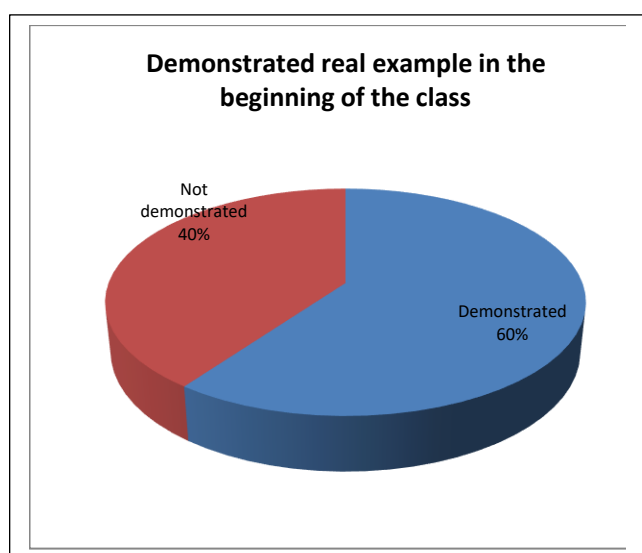
Figure 10: Number of big mothers using real following lesson plan
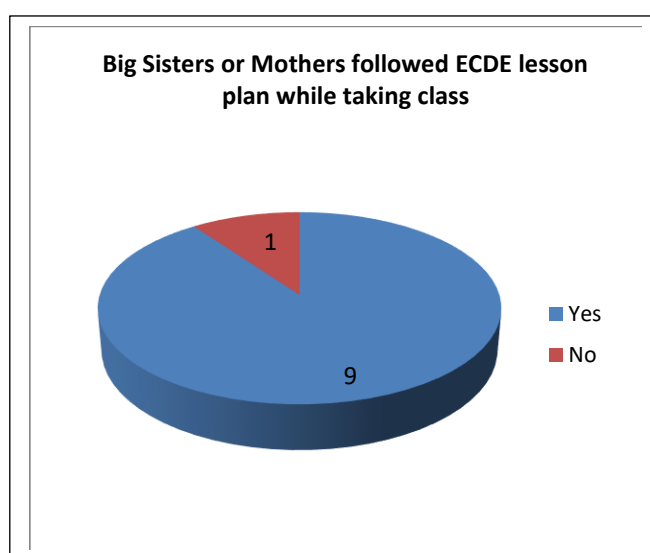
It was observed that 100% of the big sisters/mothers started the class with greetings and 60% big sisters/mothers conducted pre-discussion on the topic or demonstrated real examples in

the beginning of the lesson. It was also observed that student-big sisters/mother interaction is quite evident in the classrooms.

Facilitators talk-time in the class

(Bar chart — Class on Y-axis (1 to 10), Time(in percentage) on X-axis)

- Class 10: 50
- Class 9: 50
- Class 8: 30
- Class 7: 60
- Class 6: 60
- Class 5: 50
- Class 4: 40
- Class 3: 90
- Class 2: 50
- Class 1: 50
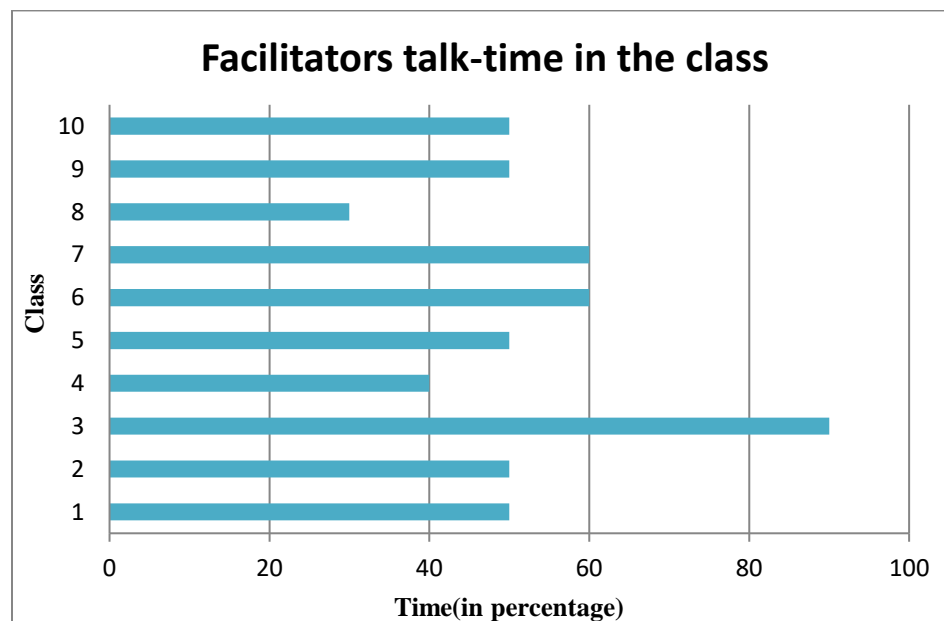
Source: Classroom Observation

In most of the classes, big sisters/mother & students both got 50% interaction time of the total class hour, except for one class where big sisters/mother talked for more than 80% time and in other two classes where children talked for about 70-80% of the class hour.

Group activities observed in the classroom

(Pie chart)
- Disagreed 30%
- Agreed 70%

Most of the children are evaluated in the classroom

(Pie chart — Legend: Disagreed, Agreed, Totally agreed)
- Disagreed 40%
- Agreed 50%
- Totally agreed 10%

Source: Classroom Observation

Most of the students (in 70% of the total classrooms observed) were also found to be involved in group activities by the big sisters/mother and 60% of the big sisters/mothers found to evaluate the learning of the students in the classroom. Most of them stated that if they found any problems understanding anything they would ask for help from the local volunteers or staff when they would come for a visit.
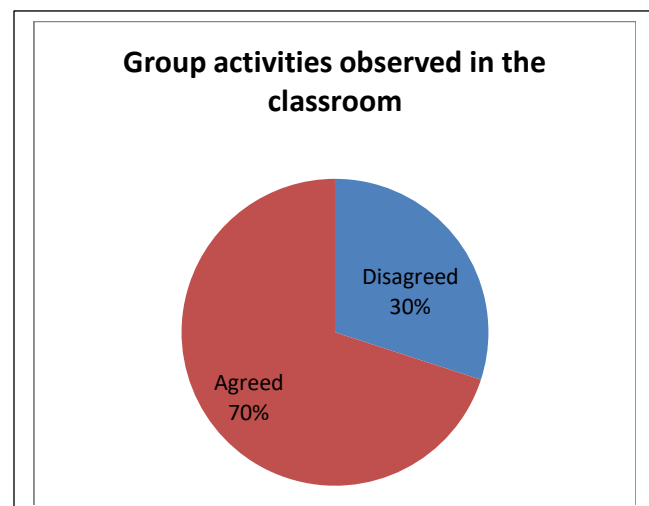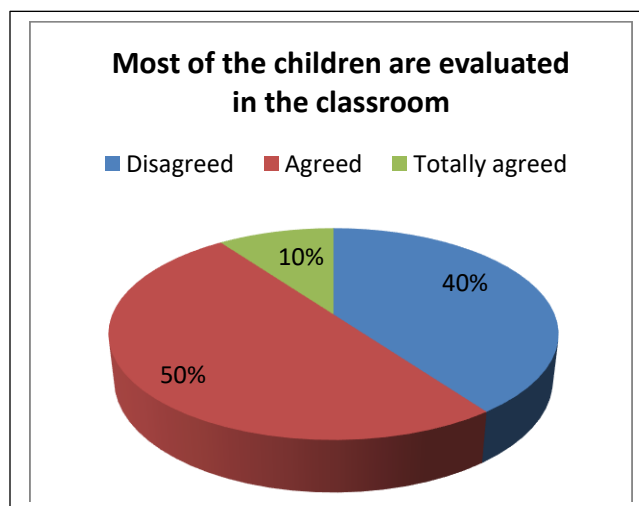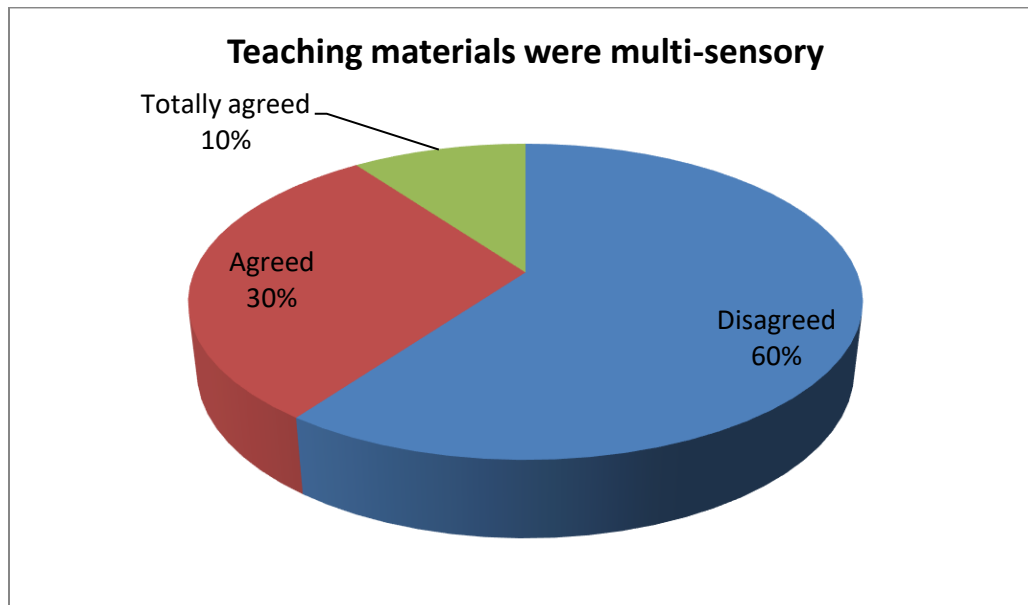
Figure 14: Agreement status on use of multi-sensory materials

Teaching materials were multi-sensory

- Totally agreed 10%
- Agreed 30%
- Disagreed 60%

Source: Classroom Observation

It was found from both interview and classroom observation that 100% of the big sisters/mothers prepare materials for home decoration and teaching prior to their class. Some of them prefer to do this on their leisure time on Fridays as this takes quite a long time. However, though 60% (See figure 14) of the big sisters/mothers were in disagreement that the materials used in the classroom can meet the multi-sensory demand of the students, all of them were in agreement that the uses of materials make the learning more enjoyable and visual for children.

All the big sisters/mothers have mentioned about benefits of the training they receive every month. In their opinion, this training helps them a lot to understand pedagogy, make teaching and learning materials and make preparation according to the lesson plan. Four of ten big sisters/mothers mentioned that the training on thinking skills, language development, physical development, social and emotional development helped them to be more skilled. One big sisters/mother mentioned,

"I got to know this from training that we can't scold or beat children. We have to take care of them like a mother. If they quarrel, we have to fix that. I am trying to practice that with my students every day."

A few big sisters/mothers also demanded for subject-based training according to the lesson plans besides the training they are getting now.

All the parents who participated in the study were very happy with the performance of the big sisters/mothers of home-based ECCE intervention. Most of the parents revealed in FGD that the big sisters/mothers are skilled enough to teach their children and the children also love them. One of the parents mentioned,

"My child does not want to leave the big sisters/mother after the school hour finishes. She takes care of my child like her own son."

Also, according to the opinions of Majhi, the big sisters/mothers are very caring, they have the interest to learn more and contribute more. Reflection from the field level information is also supported by the central level staff.

The following findings reveal the satisfaction level of the parents found from the Parents Opinion Survey (N=350) regarding big sister/mothers' motivation, knowledge and skill related issues:

Figure 15: Parental satisfaction regarding big sister/mother's qualification
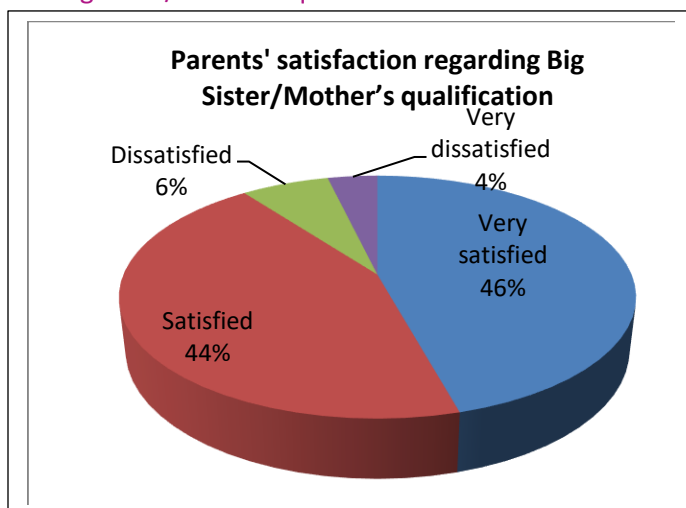
Figure 16: Parental satisfaction regarding big sisters/mothers' ability to teach children

Parents' satisfaction regarding Big Sister/Mother's qualification

- Very dissatisfied 4%
- Very satisfied 46%
- Satisfied 44%
- Dissatisfied 6%

Big Sisters/Mothers' ability to teach children

- Very satisfied 58%
- Satisfied 40%
- Very dissatisfied 2%
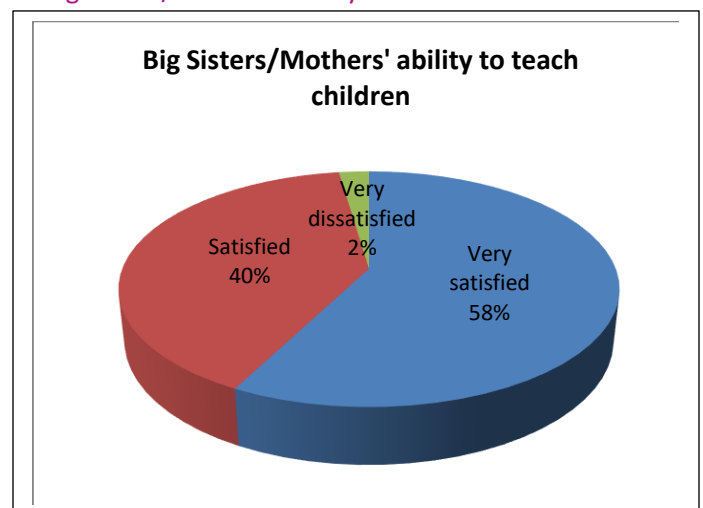
Source: Classroom Observation

In the Parents Opinion Survey most of the parents opined that they are either very satisfied or satisfied regarding big sisters/mothers' qualifications (Very satisfied 46% and satisfied 44%). However, 4% parents are very dissatisfied and 6% parents are dissatisfied about their qualification. It was also found that 58% parents are very satisfied regarding the big sisters and mothers ability to teach. 40% parents are satisfied; however only 2% parents are very dissatisfied considering the ability of big sisters or m to teach their children.

Figure 17: Agreement status on facilitators relationship with children
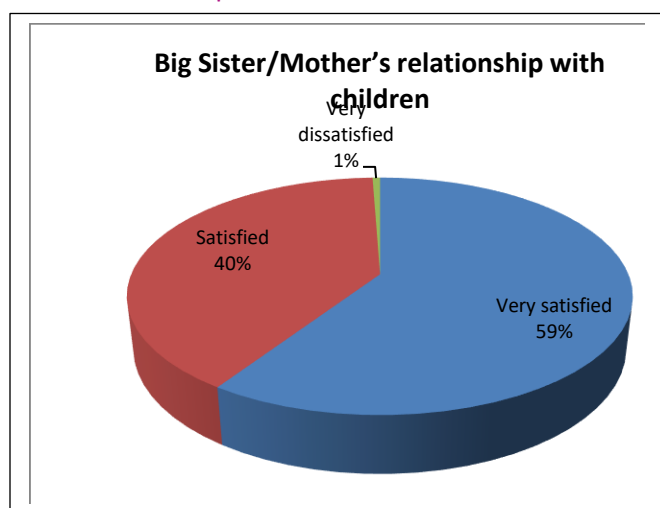
Figure 18: Parental satisfaction regarding time management, content of education and use of materials
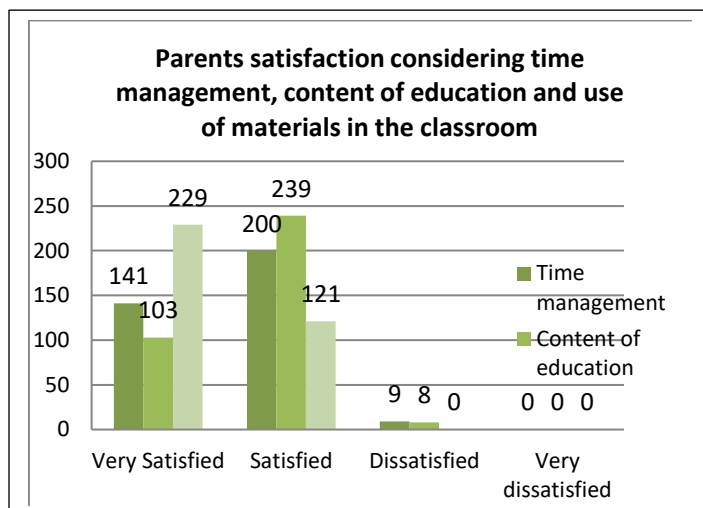
Source: Classroom Observation

In the Parent Opinion Survey, it was found that 59% parents are very satisfied and 40% parents are satisfied about the relationship of children with the big sisters or mothers; however only 2% parents are very dissatisfied considering the ability of big sisters or mothers to teach their children. Most of the parents, who were surveyed, are very satisfied or satisfied regarding the time management, content of education and use of materials in the classroom. Very few parents are dissatisfied considering the mentioned indicators.

The above findings imply that parents of about 90-95% parents are satisfied with big sisters/mothers' qualification, their ability to teach children, their relationship with children, time management, knowledge on education content and skills of using materials in the classroom. It can also be seen that a very minimum level of dissatisfaction (2-10%) lies in a few parents regarding the mentioned aspects in which big sisters'/mothers' qualification is greatest.

Overall, the above findings depict that the most of the big sisters/mothers are motivated in teaching in home-based ECCE and have built their confidence in teaching through training and guidance. They have also developed the basic skills of teaching but it needs regular nurturing

through on the job training. Parents are also found to be quite satisfied with the big sisters'/mothers' skills of teaching.

Learning and behavioural changes among children

It has been found from the findings of the Parents Opinion Survey, interviews and FGDs of parents, big sisters/mothers, Majhi, staff and students that the changes among children are quite positive both in learning and behavioural perspectives.

Figure 19: Engaged at Educational Institution in Myanmar
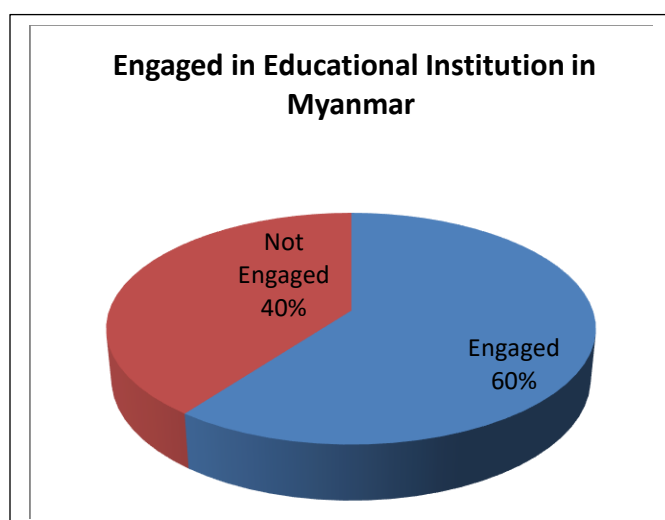
Figure 20: Engagement percentage at different types of institutions

Engaged in Educational Institution in Myanmar

Not Engaged 40%

Engaged 60%

Educational Engagement of Children, while staying in Myanmar

■ Early Childhood ■ Pre-primary ■ Moktab ■ Madrasha

2% 3%

7%

88%
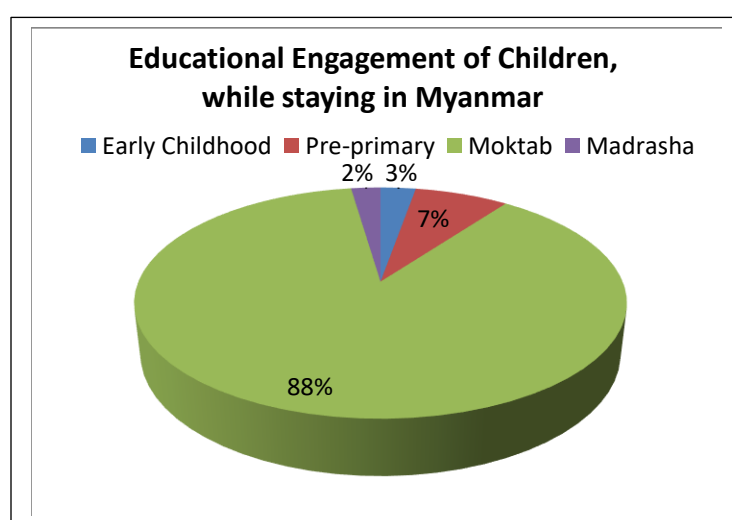
Source: Parent Opinion Survey

According to the parent's opinion survey, 60% children were engaged in some sort of educational institution while living in Myanmar, most of which were religious institutes. Among these children 88% attended Moktob and of the rest, 12% attended pre-primary education (7%), early childhood education (3%) and madrasa education (2%). It can be seen from the data that a majority of children were somewhat engaged with educational institutes in Myanmar. Further exploration of this data indicates that this has been found due to the Moktob concept of religious education which is very informal and starts at a very early age.

34

Figure 21: Engagement of children in ECCE now
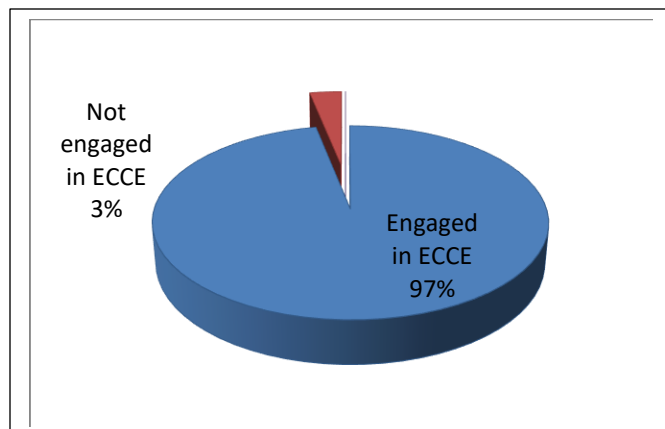
Figure 22: Involvement of ECCE going children in other kinds of education
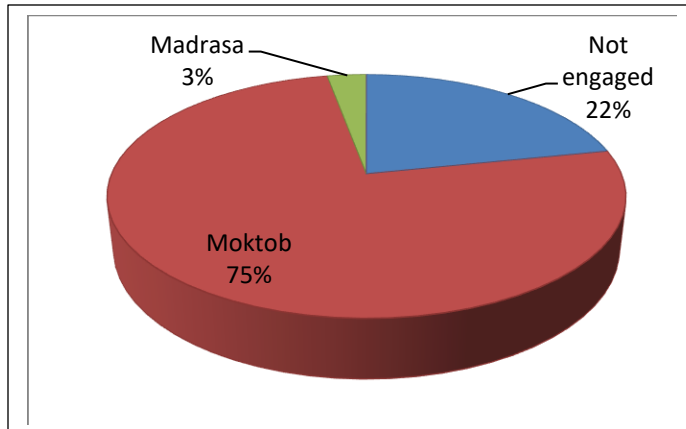
Source: Parent Opinion Survey

97% of children are currently engaged with home-based ECCE within a 5-25 metres vicinity of their homes. Besides the ECCE, 75% of children also attend Moktob and 3% attend Madrasa. The remaining 22% of children are not engaged with any other sort of education yet.

Survey findings revealed that 100% of the students attend home-based ECCE classes 6 days a week and all the parents are very satisfied with the learning and behavioural changes they have observed in their children.

Figure 23: Percentage of children recovered from trauma after joining ECCE
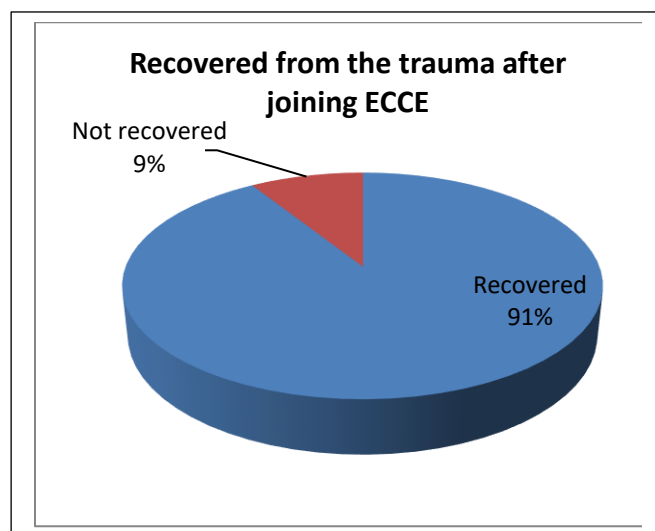
Figure 24: Percentage of children faced trauma before starting ECCE
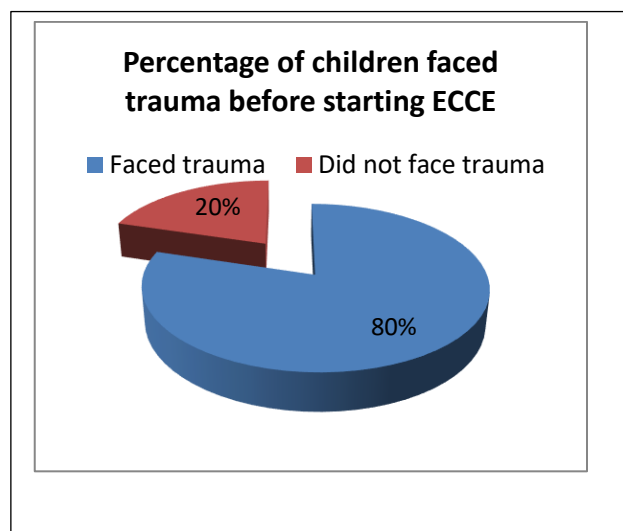
Source: Parent Opinion Survey

Getting this early childhood education opportunity here in the camp made those parents quite happy. According to the parents' opinion survey, 80% of the children were in trauma before starting the home-based ECCE of which 91% could recover from that after joining the ECCE.

Most of the parents opined that the ECCE intervention has brought their children's daily activities in a routine which helps the parents managing them. In a FGD, one of the parents said,

> "This home-based programme is very much beneficial for the children. Previously, it was difficult to manage kids at home. They were not studying at all rather were roaming around all day, quarrel with each other. Now they study as well as play. They have learnt to greet elders respectfully. They have also learned about cleanliness. Now they wash hand before and after meal and after using toilet."

It was found from the FGD of the parents that their children have learnt many new things after joining home-based ECCE which they did not know before, which includes counting, alphabet recognition, rhymes, physical exercise, reading, writing and speaking in Burmese and English language, colouring, pattern making, picture identification, collaborative play using toys and many more. In the parent opinion survey as well, 75% of parents have said that their children are learning pre-reading, pre-writing and pre-numeracy after attending the home-based ECCE. This indicates that most of the parents have a good understanding of the activities children do at home-based ECCE and they also follow-up learning with the children. Some of the parents were also satisfied as both English and Burmese languages are used as the medium of instruction. They believe this would help their children when they go back to Myanmar. One of parents said,

> "My husband and brothers didn't have much education. They are now having a difficult life whereas their peers who are well-educated, are in good position now. I want my child to get education and learn English so that he can be in a good place."

Big sisters/mothers also expressed positive response regarding children's performance in the classroom. According to most of the big sisters/mothers, children are very much responsive in the classroom except for one or two students. They participate in activities and answers questions of the big sisters/mothers. According to one of the big sisters/mothers,

> "This type of play-based learning is helping to grow the intellectual capacity of children- both social and mental development. There is positive change in their behaviour. They now wash hands, respect elders, wear sandals, use soaps which was not there when they first came to the school."

It was also found that out of three Majhis interviewed, two were well aware of the learning content and the changes that came through that learning among the children. Both of them could see the difference at the pre and post intervention and echoed the same as the parents and big sisters/mothers. However, interview data derived from the third Majhi does not indicate his clear concept regarding the learning content and improvement in children.
In addition to the above findings, big sisters/mothers and parents were asked about their level of agreement on a number of learning outcomes from 4 different domains to understand the effectiveness of home-based intervention on students' learning. Findings are as follows:

Social and Emotional Development

Table 4: Agreement level of parents and big sisters/mothers on social and emotional development of children

Indicators	Totally Agreed		Agreed		Disagreed		Totally Disagreed	
	Parents (n=60)	Big sisters or mothers (n=10)	Parents (n=60)	Big sisters or mothers (n=10)	Parents (n=60)	Big sisters or mothers (n=10)	Parents (n=60)	Big sisters or mothers (n=10)
Children can express their emotion	17% (10)	30% (3)	82% (49)	50% (5)	1% (1)	20% (2)	0% (0)	0% (0)
Play together and help each other	38% (23)	50%(5)	62% (37)	40% (4)	0% (0)	10% (1)	0% (0)	0% (0)
Children show respect to others and can	27% (16)	60% (6)	73% (44)	40% (4)	0% (0)	0% (0)	0% (0)	0% (0)

greet each other								
Children can talk about their families and different experiences	32% (19)	30% (3)	58% (35)	50% (5)	10% (6)	20% (2)	0% (0)	0% (0)
Children can express an opinion	13% (8)	0% (0)	82% (49)	70% (7)	5% (3)	30% (3)	0% (0)	0% (0)
Children get excited to know about something new	47% (28)	70% (7)	53% (32)	20% (2)	0% (0)	10% (1)	0% (0)	0% (0)

It can be seen from the table that most of the parents (90%- 95%) and big sisters/mothers (70%- 80%) are in agreement with most of the learning outcomes under Social and Emotional Development, though the intensity of agreement varies between parents and big sisters/mothers. Expressing emotions, collaborative play, showing respects and greeting others and children's excitement about new learning are the areas where 100% parents agreed that their children have achieved the expected learning outcome. Few parents (5%-10%) have disagreement regarding the achievement of learning outcomes related to children's ability to express their opinion (liking, disliking etc.) and talking about their families. This is also reflected in big sisters/mother's opinion where except for the learning outcome related to showing respect and greeting others, some level of disagreement (10%-30%) lies among big sisters/mothers as well.

Language Development

Table 5: Agreement level of parents and big sisters/mothers on language development of children

Indicators	Totally Agreed		Agreed		Disagreed		Totally Disagreed	
	Parents (n=60)	Big Sisters or Mothers (n=10)	Parents (n=60)	Big Sisters or Mothers (n=10)	Parents (n=60)	Big Sisters or Mothers (n=10)	Parents (n=60)	Big Sisters or Mothers (n=60)
Children can recite poem	30% (18)	70% (7)	68% (41)	20% (2)	2% (1)	10% (1)	0% (0)	0% (0)
Children can sing song	3% (2)	0% (0)	32% (19)	30% (3)	48% (29)	60% (6)	17% (10)	10% (1)
Children can tell stories	2% (1)	0% (0)	30% (18)	10% (1)	48% (29)	70% (7)	20% (12)	20% (2)

Above table shows that there are varying levels of agreement and disagreement among parents and big sisters/mothers on the achievement of learning outcomes under language development. 98% parents and 90% big sisters/mothers are agreed on children's achievement of the outcome related to reciting poem. However, it can be seen that 65% parents and 70% big sisters/mothers are in disagreement on children's ability to sing a song and 68% parents and 90% big sisters/mothers are in disagreement on children's ability to tell stories. This indicates areas for improvement and more focused intervention needed in the language development segment for the children.

Physical / motor development

Table 6: Agreement level of parents and big sisters/mothers on physical/motor development of children

Indicators	Totally Agreed		Agreed		Disagreed		Totally Disagreed	
	Parents (n=60)	Big sisters or mothers (n=10)	Parents (n=60)	Big sisters or mothers (n=10)	Parents (n=60)	Big sisters or mothers (n=10)	Parents (n=60)	Big sisters or mothers (n=60)
Children can throw and catch things	18% (11)	20% (2)	70% (42)	50% (5)	12% (7)	30% (3)	0% (0)	0% (0)
Children can make different structures using fingers and knows how to point	18% (11)	30% (3)	72% (43)	10% (1)	5% (3)	60% (6)	5% (3)	0% (0)

Data in above table shows that parents and big sisters/mothers have differences in views regarding the achievement of learning outcomes related to physical development. Though most of the parents (88%) and big sisters/mothers (70%) agree that children have good gross motor skills, they differ in their opinions regarding children's fine motor abilities. 90% parents agreed that their children have good fine motor abilities whereas only 40% big sisters/mothers agreed with this. It requires further attention in developing the fine motor skills of the children.

Intellectual development

Table 7: Agreement level of parents and big sisters/mothers on intellectual development of children

Indicators	Totally Agreed		Agreed		Disagreed		Totally Disagreed	
	Parents (n=60)	Big sisters or mothers (n=10)	Parents (n=60)	Big sisters or mothers (n=60)	Parents (n=60)	Big sisters or mothers (n=10)	Parents (n=60)	Big sisters or mothers (n=60)
Children can identify different types of vehicles and insects	17% (10)	60% (6)	65% (39)	40% (4)	18% (11)	0% (0)	0% (0)	0% (0)
Can name and differentiate colours	35% (21)	70% (7)	65% (39)	20% (2)	0% (0)	10% (1)	0% (0)	0% (0)
Children can identify different currency	18% (11)	30% (3)	67% (40)	40% (4)	10% (6)	30% (3)	5% (3)	0% (0)
Children can identify and can say the name of different body parts	35% (21)	50% (5)	60% (36)	40% (4)	5% (3)	10% (1)	0% (0)	0% (0)
Children can differentiate various	22% (13)	70% (7)	77% (46)	30% (3)	1% (1)	0% (0)	0% (0)	0% (0)

types of food and drinks and can say names								
Children can differentiate short-long/big-small	28% (17)	70% (7)	64% (38)	30% (3)	3% (2)	0% (0)	5% (3)	0% (0)
Children can identify positions (i.e., front/back/up/down/middle/inside)	25% (15)	30% (3)	55% (33)	60% (6)	18% (11)	10% (1)	2% (1)	0% (0)
Children can talk about pictures	12% (7)	10% (1)	78% (47)	80% (8)	3% (2)	10% (1)	7% (4)	0% (0)
Children can imitate different animal sounds and can differentiate	13% (8)	20% (2)	53% (32)	40% (4)	32% (19)	32% (3)	2% (1)	10% (1)
Children can draw a straight line	11% (7)	30% (3)	45% (27)	20% (2)	32% (19)	40% (4)	12% (7)	10% (1)

and directions								
Numeracy Literacy (Counting from 1 to 5)	56% (34)	100% (10)	42% (25)	0% (0)	2% (1)	0% (0)	0% (0)	0% (0)

It can be seen from the table above that most of the parents and big sisters/mothers are in agreement with most of the indicators under intellectual development. Out of 11 indicators, only 3 indicators related to children's ability to identify and differentiate currency (parents 15%, big sisters/mothers 30%), imitate sound (parents 34%, big sisters/mothers 42%) and draw straight lines (parents 44%, big sisters/mothers 50%) have higher levels of disagreement among parents and big sisters/mothers. Most of the parents and big sisters/mothers agreed that children have achieved the learning outcomes related to being able to identify and differentiate vehicles, insects, colours, body parts, food and drink, positions, talking about pictures and counting. Disagreement levels on these areas varies from only 2% to 18% among parents and big sisters/mothers. It can be said that both parents and big sisters/mothers have a good level of agreement on the achievement of learning outcomes related to the intellectual development of the children.

It can be depicted from the findings above, that most of the parents and teachers have a positive opinion regarding children's learning and behavioural changes that came through home-based ECCE. This intervention is also aligned with the LCFA framework for level 1- early learning. Activity based contents are designed under each domain of development which allows multi-dimensional development of children. Therefore, the achievement of learning in this intervention implies the achievement of LCFA as well.

Coordination and collaboration among stakeholders

Stakeholders of home-based ECCE include big sisters/mothers, parents, local volunteers, Majhis and the local staff of Mukti and VSO. It was found from the interview and FGD of the stakeholders that the relationship among these stakeholders is good. Parents have expressed that the children are in a comfortable relationship with their big sisters/mothers at home-based ECCE. Children also have nice relationship with the local volunteers. One of the parents said,

> *"Children have good relation with the volunteers. They assess students' learning, their attendance. Children become happy when they see a new face in the class."*

Most of the parents echoed that. All the parents assured that they also have a good relationship with the big sisters/mothers and they have access to discuss any problem with them.

Most of the parents and all the Majhis confirmed that big sisters/mothers and local volunteers work in cooperation to ensure children's learning. They are on good terms with each other. And they also keep good communication with the parents through meetings. Additionally, this group also ensured that the local staff of Mukti and VSO pay regular visit to the home-based ECCE centres and they provide support to big sisters/mothers regarding the lesson plans, materials whenever required. Big sisters/mothers also reconfirmed that they get required support from the local VSO and Mukti staff. The volunteers help them taking corrective measures when mistakes are made by the big sisters/mothers. Some big sisters/mothers also said that they get materials whenever they ask for those.

Many parents confirmed that the Majhis inform them about new interventions in the camp and help them with getting those if relevant. Sometimes the Majhis also come to their homes if children do not go to the home-based centres and ask about their well-being. However, one of the parents group informed that they have not much relationship with the Majhi and they haven't seen their involvement with the home-based ECCE. Big sisters/mothers of the same block echoed the same and informed that the Majhi is not very much pro-active in issues related to home-based ECCE. One of the big sisters/mothers said, *"Majhi doesn't help in getting students in the homes. I go and talk to the mothers to bring students."*

It can be inferred from the above findings that most of the big sisters/mothers, volunteers, parents, local staff and children are all in harmony with each other. In most of the cases, Majhis are also effectively working with them but in some cases Majhis need to be more pro-active in taking leadership in resolving issues.

Home-based centre vs. learning centre: perception of stakeholders

In the interviews and FGDs with parents, big sisters/mothers, student, staff and local leaders, it was found that different stakeholders have varied perceptions regarding the advantages and disadvantages of home-based intervention and learning centres. According to most of the parents, home-based intervention is more preferred for children of 3-5 years old as home-based centres are much closer to children's house than the learning centres. One of the parents mentioned,

"Home-based centres are safer and secure as those are not far away and children can reach there easily."

Figure 25: Percentage of Parents' intention in enrolling children in ECCE until 5 years of age
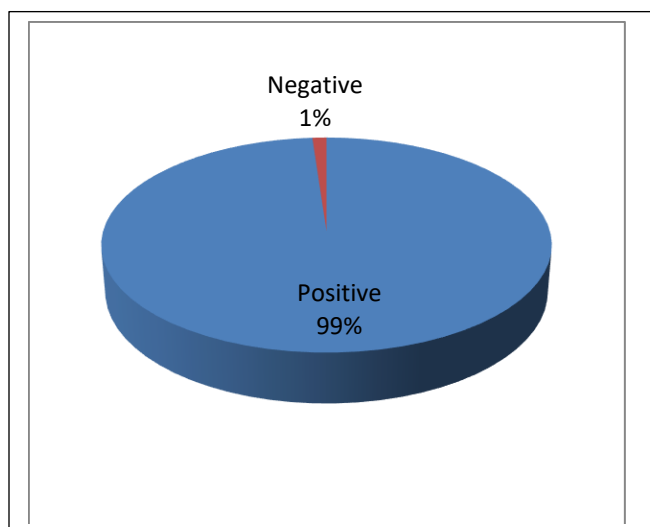
Figure 26: Percentage of Parents' response in allowing their house as home-based ECCE
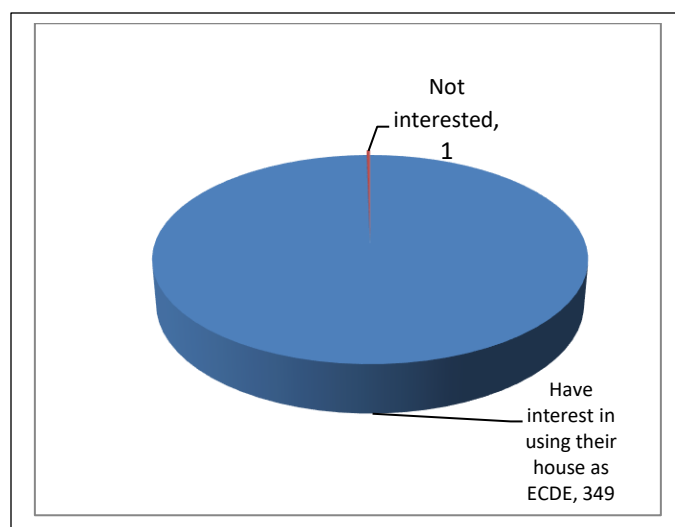
Source: Parent Opinion Survey

All the respondents of the Parent Opinion Survey articulated that they inspire their children to take education from ECCE. 100% of parents also said in the survey that home-based ECCE is effective for 3-5 years old children. However, 99% of the parents reported that they want to enroll their children in ECCE until 5 years of age. In addition, all the parents who participated in the Parent Opinion Survey think that the children like to attain classes in ECCE. All the parents except one also opined in the survey that they would allow using their houses as a home-based ECCE centre.

Some of the parents also expressed that home-based intervention is better for younger children as less children come to these centres and therefore big sisters/mothers can concentrate on every child. Many parents also informed that children like to come to school very much and never want to miss their classes.
Big sisters/mothers and Majhis have also expressed the same view as parents. One of the big sisters/mothers said,

"Home-based centre is better of the children of this age group as they are not yet capable of going to school rather, they are getting prepared for school through coming here."

Most of the big sisters/mothers of home-based centres also prefer this arrangement as they can teach and take care of their house at the same time.

In interviews with big sisters/mothers and FGDs with parents of ECCE, it was found that they prefer learning centres over home-based intervention for older children as this provides them with an opportunity to come to a school like space, have friends, play and study. They think home-based centres would not have enough space to play. Students of learning centres also said that they prefer learning centres because of spacious learning space, social interaction with peers, school like facilities and the provision of a meal. Physically visiting the learning centres and home-based ECCE, it has been noticed that due to having a wide age range of learners in one setting at learning centres, children of 4-5 years remain a bit isolated in the activities which is better addressed in home-based ECCE.

Most of the big sisters/mothers of learning centres are happy about their work and with the performance of the students. One of the big sisters/mothers said,

> "I teach English and Math. Other big sisters/mother helps in Burmese language. Students are very enthusiastic. They participate in the class and help us preparing materials. They very much enjoy coming to the centres."

The national volunteer also expressed home based intervention as more effective as that allows practicing creativity and children can learn in close contact with big sisters/mothers in a homely environment and in a safe space. According to the central staff, home-based intervention is more preferred for the younger group of children as child protection and space shortage issues in the camp can be ensured through this. In this regard, he also mentioned,

> "As there is very limited space to build new learning centres in the camps, home-based ECCE can be a solution to that where no extra infrastructure is needed. Homes are also convenient for children in extreme weather in the rainy season."

There is no apparent difference in the learning achievement of home-based intervention and learning centre intervention. It was also found that most of the students of learning centres can count, write and read alphabets, tell rhymes and draw pictures. Most of the students can read and speak in Burmese and English language but cannot write well. Story-telling is another area where attention is needed for them to freely speak out their thoughts.

The findings above imply that home-based intervention is preferred by the stakeholders over learning centres for the ECCE intervention of this specific age-group considering the issues of child protection, shortage of space in camp situation and weather extremities.

Environment and safety

The environment and safety of home-based ECCE intervention has been drawn from the observation and parent's opinion survey. From the observation of home-based ECCE, it was found that 100% of the centres were clean and sterilised.

Figure 27: Agreement status Safety issues of ECCE
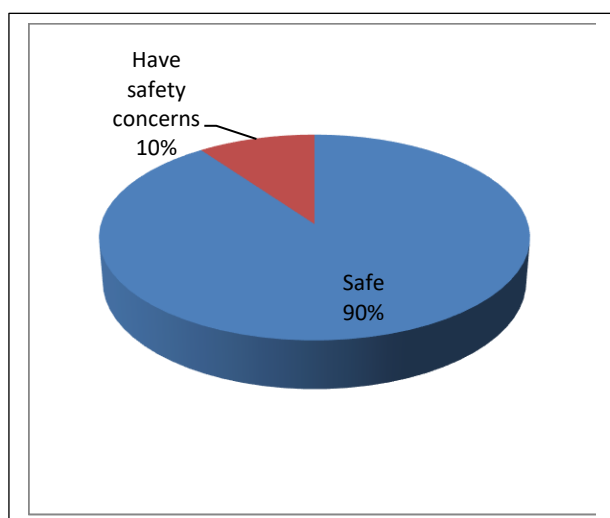
Figure 28: Supply and availability of pure drinking water
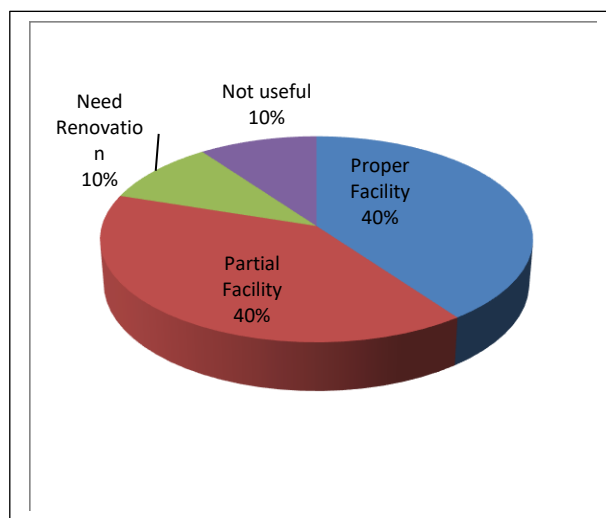
Source: Classroom Observation

It was also found that 9 out of 10 centres had a nice and safe learning environment and children feel safe physically, emotionally and psychologically. Though 100% of the centres have a home-like environment, 80% of the centres have poor accessibility for students with disability, still lacking a ramp in 9 centres. 90% of the centres have a safe-drinking water facility, with proper usability in 2 centres, partial usability in 4 centres and renovation need in 3 centres. 1 of the centres es not have any drinking facility at all. Out of 10 home-based centres, 4 centres do not have any toilet nearby, 1 has accessible toilet facilities, 2 have partially accessible facilities, 2 needsrenovation and 1 is completely inaccessible.

100% of parents opined in the survey that they consider home-based ECCE as a safe space for their children. The following table captures the satisfaction level of parents regarding the environment and safety of home-based ECCE found from the survey:

Table 8: Satisfaction level of parents regarding the environment and safety of home-based ECCE

Theme	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Cleanliness of the home/centre	52% (182)	47.7% (167)	0	0.29% (1)
Security and safety	55.1% (193)	44.6% (156)	0.29% (1)	0
Location of the home/centre	60% (210)	39.4% (138)	0.29% (1)	0.29% (1)

The table above shows that more than 98% of parents are satisfied with the cleanliness, location and security and safety of the home-based centres.

Challenges and expectations

Though the parents, big sisters/mothers and students are mostly happy with the home-based ECCE intervention, there lie some challenges as well which have been derived from the interviews of big sisters/mothers, parents, Majhi, local and central staff and community and national volunteers. The following sub-themes emerged from the findings:

Physical accessibility:

Parents are mostly concerned regarding the walk-way from their homes to the home-based centres. As the roads are not straight and sometimes have highs and lows, they fear the children falling down. A few parents also showed their concern regarding the rainy season. One of them mentioned,

> "There will be lots of trouble in rainy season. Roads are not good; it will be muddy and children will slip off. It needs repairing."

Shortage of materials:

A few big sisters/mothers/ also spoke about the need for more materials. According to them, more materials are needed as the students are of very small age and they mostly destroy materials or take those home. Sometimes the materials also break down into pieces, e.g wooden blocks cannot be repaired due to shortage of raw materials. In that way they become short of materials sometimes. One of the big sisters/mothers mentioned,

> ### "Sometimes, I spend my own money to prepare materials but I don't mind."

Two more big sisters/mothers mentioned this same issue of buying materials with their own money. This does not seem to be a good practice to spend big sisters/mother's own money for preparing materials, which needs more attention from the authority. One of the big sisters/mothers also mentioned about difficulties in getting papers for making the lesson plans, which is not provided by the office.

Space shortage:

Two of the Majhis and one national volunteer raised concern regarding the space shortage at home-based centres. According to them the rooms are quite congested and cannot accommodate students nicely. They have also ensured that there are more numbers of children of this age group but because of space shortage not all can be accommodated in this home-based intervention. They have also showed their concern regarding the qualification and quality of teaching of some of the big sisters/mothers/big sisters. According to them, these big sisters/mothers need more training to be more equipped and skilled as they are out of practice from the education for quite a long time.

Recruitment and retention of big sisters/mothers:

One of the main implementing challenges found from the interview of the staff is related to retention. Most of the staff expressed their concern regarding retaining big sisters/mothers who get married after joining the home-based centres. These big sisters/mothers tend to leave the centres after marriage due to shifting to their new homes and it becomes difficult to find replacement big sisters/mothers in those positions. As mentioned by one member of staff, the conservative mind-set of families also makes it difficult for the females to continue their services sometimes. Another challenge pointed out by some staff is managing the small children during class hours. According to them, it becomes difficult for some big sisters/mothers to maintain both the tasks at the same time.

Expectations of stakeholders:

These challenges and some more issues have led to new expectations among parents, students, big sisters/mothers and Majhis. The most common requests from most of the participants include books, exercise copy, bags, uniforms. Some also asked for more toys, shoes, umbrellas and winter clothes. Most of the parents' demand books for their children to carry at home so that they can practice what they have learnt at the centres. Some parents expect free snacks or food and safe drinking water for children as well. One parent said,

> *"No food is provided in the home-based centres whereas students in the learning centres get food. It would be good if snacks are provided here as well."*

Another parent said,

> *"Water supply is not very good here. Children go home to drink water. Glass and pure drinking water should be arranged in the centres."*

Two of the parents mentioned about age specific classes for children so that children can learn according to their age-group.

Most of the students expect a bag, biscuits and new play materials. One of the groups shared that the fan in their centre does not work, hence they asked for a replacement of the fan. Most of the big sisters/mothers were very positive about using technology in the class. One of the big sisters/mothers said,

> *"It would be great if we get a tablet or mobile phone for teaching students. We can teach students better with these devices as they would be able to visualise besides listening."*

Some of the big sisters/mothers raised concerns regarding charging but most of the others said that this can be managed. Almost all the big sisters/mothers also asked for books, new learning materials and more toys.

Case Analysis

Case 1:

Foysal (pseudonym) is a 3 years old boy living in the Jamtoli Rohingya camp (Block C 9). His father is a day-labourer and his mother is a teacher. Among three siblings, Foysal is the youngest. He came to Bangladesh with his parents during last year's influx. After arriving in Bangladesh Foysal lost his mother for a while; he was staying with his father during that period. This was a big trauma for him. After few weeks, he found his mother again. When they settled in the Jamtoli camp, Foysal's parents came to know about the home-based ECCE centre offered by the VSO. They were very delighted to get such a service close to their home and started sending Foysal to the home-based ECCE centre nearby. Foysal's parents could notice a visible change in him within a few months of attendance. He can recognise alphabets, count numbers,

can write in the air, does exercise. He can now speak very well and has made a lot of friends. Foysal and his parents are very much thankful to big sisters/mothers for their wonderful services provided in the centre. They acknowledged that big sisters/mothers could successfully implement their skills and knowledge gained through the VSO training. Due to the continuous support of VSO volunteers and Mukti staff, parents have become much aware about the necessity of the ECCE for their children's development. Yet they identified that no meal is provided for learners in the home-based centres, which is a challenge. Students' attendance is ensured now due to awareness, but maintaining session time by learners is still a challenge. If meals are provided, this challenge could be minimised.

Case 2:

Karim (pseudonym) is four years old and sixth among seven children of his parents. Karim, with his parents and siblings, lives is A6 block of Jamtoli camp. His father is involved in Tablig (religious activity) and his mother is a housewife. Karim is a learner of a VSO run home-based ECCE centre in Jamtoli Camp. He has learned many new things after joining the ECCE centre. He can give his introduction and can recite welcome rhymes in both English and Burmese. He can do different types of physical exercise. Karim has become quite social after joining the ECCE centre. He helps other kids in the centre and behaves well with them. He can also make patterns using bamboo blocks and bottles. VSO staffs' regular visits, monthly meetings with parents and community volunteers' engagement played an important role in this achievement. Even when Karim couldn't go to the centre due to rain, big sister/mother used to come home and take him in the centre carrying him in her lap. This care made Karim's parents very happy. The monthly parents' meeting has made Karim's parents aware about the benefits of ECCE and encouraged them to send their child to the centre. However, lack of nutritious food for children is still a concern of Karim's family. They expect to get some nutritious food from the centre.

Case 3:

Hosne Ara (pseudonym) is a 4 years old girl living in the Jamtoli Rohiyanga camp (Block C 8). Her father is a day-labourer and her mother is a tailor. Hosne Ara is the only daughter of her parents. She came to Bangladesh with her parents during last year's influx. When they took their shelter in the Jamtoli camp, Hosne Ara's parents came to know about the home-based ECCE centre offered by the VSO. They were very interested to get such service close to their home and started sending Hosne Ara to the home-based ECCE centre. Hosne Ara's parents could identify remarkable change in her within a few months of attendance. As a part of her cognitive development, she can recognise alphabets, count numbers, can fill-up the gap with appropriate items, and can write in the air and does exercise. Her communication skills have developed a lot and she has made a lot of friends, which is an indicator of her social development. Ara and her family are very much thankful to big sisters/mothers for their great services provided in the centre. They can feel that big sisters/mothers could successfully implement their skills and knowledge gained through the VSO training. Due to the continuous support of VSO volunteers and Mukti staff through parent meetings, parents have become very

aware about the importance of the ECCE for their children's development. Yet they identified like other parents that no meal is provided for learners in the home-based centres, which is a challenge. Students' attendance is ensured now due to parental awareness,. Learners do not maintain session time, which is still a challenge. The parents of Hosne Ara suggest that if meals are provided, this challenge could be solved.

Case 4:
Rahima (pseudonym), four years old, is a resident of A6 block of Jamtoli camp. She lives there with her father- Nur Alam, mother- Jamila and three other siblings. Rahima is third among her siblings. Her father is a shopkeeper and her mother is a housewife. Rahima loves to come to the home-based ECCE centre run by VSO. She can introduce herself in her own language and recite rhymes. She can do physical exercise. She can also help her peers in group work. Prior joining the ECCE centre, Rahima and her parents did not know the importance of cleanliness. Now, Rahima wears clean clothes and also maintains cleanliness at home and at the centre. VSO and Mukti staff have a lot of contribution for this achievement. Parent education, donor visit and monthly training also played an important role. However, lack of nutritious food and the slippery road during the rainy season is still an obstacle for the children. Rahima does not always want to stay in the centre for long hours due to hunger. Her parents would love to have the facilities of a meal in the centre.

Case 5:
Jamal (pseudonym) is four years old and lives in B3 block of Jamtoli camp. He is third among his five siblings. His father is a day labourer and his mother is a teacher. Jamal joined the home-based ECCE centre a year back. He can introduce himself in both Burmese and English. He can also make words with alphabets. He had good fine motor and gross motor development. Jamal can identify heavy-light and big-small objects. He can express his emotions. He wears clean dress. Jamal can also count objects and make patterns with blocks and seeds. This achievement was possible due to the regular monitoring and feedback of VSO and Mukti staff, monthly training and parents' meeting and teacher's skill. Jamal loves to come to the centre because of different play materials. The centre has sufficient light and air and promotes cleanliness. However, it becomes tough for children like Jamal to come to the home-based centres during rain. They also don't get any food and therefore can't concentrate in studies for long. Overcoming these issues will make home-based ECCE more successful.

Case 6:
Shukur (pseudonym) is four years old. His father is a Majhi and his mother is a home-maker. He has one younger sibling. All four of them live together in D2 block of Jamtoli camp. Shukur can introduce himself. He can describe pictures, identify body parts and recite poems in Burmese and English. He can identify different types of objects. Shukur can also express his emotions and help his peers in group work. He can make patterns with the block set and tell the names of colours. Monthly meeting with parents and training of teachers helped a great deal to achieve

this success. Parents became aware because of the regular parent education. Play materials also encouraged to bring children like Shukur into home-based centres. Slippery roads during the rainy season is still a big challenge to bring these small children into the centre. Lack of nutrition is also a concern.

Case 7:
Rukaiya is a five years old child who lives in the E block of the camp. Her father is a shopkeeper and her mother works as a home-maker. She is the oldest of her 3 other siblings. She can introduce herself and can discern pictures. She can also name different body organs and can recite poems in both Burmese and English language. Her physical and intellectual development was tremendous after she started coming to the home-based ECCE centre. Additionally, her social interaction has been improved through the activities of the ECCE centre. She is very helpful to others. She learned to keep herself clean and how to dress well. Interestingly, she can make patterns using the block set, bottle tops, seeds etc. She can name the hidden items and is now able to say the name of different colours. Regular visits of the implementers, project officials, community volunteers, monthly training and parenting education have helped children in achieving these qualities. But there are some challenges as well. The physical development of children is a challenge as they do not always get a nutritious meal. The muddy conditions in the rainy season are also a challenge, which makes the centres inaccessible.

Case 8:
A 5-year-old boy named as Khalid (pseudonym), lives in block F of the Jamtoli camp. His father is Head Majhi of the block and mother is a home-maker. He has only one sibling. He did not face any trauma situation before arrival in Bangladesh or while staying in the camp. Before joining the ECCE Khalid did not have basic learning in the developmental areas. Now he can identify things around him like-animals, cars, homes, mosque and can tell the characteristics of those things. Khalid learned to work in a pair and in collaboration from home-based ECCE. He can name the hidden item easily. Continuous visits and monitoring by the project implementers and volunteers contributed in achieving the development of Khalid. The children cannot go to the ECCE centres regularly, as muddy conditions in the rainy season sometimes create barriers and make the centres inaccessible. However, students were motivated to come and learn from the home-based ECCE centres by introducing play materials in the centres.

Case 9:
Lamiyat (pseudonym) lives in block F3 and her father is unemployed. Lamiyat's mother works in the home. Lamiyat has many changes after starting the home-based ECCE centre, which is very nearby to her home. She can now tell her name; describe pictures and she can also identify different play materials. Lamiyat is now able to say the names of different colours. Her thinking ability has developed enormously and now she can tell stories. This is the result of the teaching and training which they have from big sisters or mothers. The regular attendance of children is ensured through the parents' meeting. To keep the children continuously for a long time in the

ECCEs is one of the common challenges which the centre faces. This can be minimised if they are served with a meal during the stay in home-based ECCEs.

Case 10:

Riya (pseudonym) is a four years old child who lives in the E7 block of Jamtoli camp. Her father is a day labourer and her mother is a home-maker. She is the third child of her parents. She learned to keep herself clean and how to dress well. She learned to make different patterns after starting ECCE. She can name the hidden items and can identify different colours. She can introduce herself and can tell stories. Her social and behavioural development, physical and intellectual development was significant after she started the home-based ECCE centre. She is very cooperative to others. Monthly training, parenting education, regular visits and monitoring of the implementers, project officials and community volunteers have helped children in achieving these qualities. But there are some challenges as they do not always get a nutritious meal, which hinders their physical development. In addition, the parents are not always aware about the importance of learning of children, which is also a challenge.

CHAPTER 4: DISCUSSION AND RECOMMENDATION

Discussion

This chapter makes attempts to respond to the research questions of this study by critically analysing the findings of the study. The first research question aimed to explore how the relational volunteering model is effective for the ECCE intervention in the camp. From the findings it has been found that the diversified volunteers are working in a cycle and the two-way communication is helping the volunteers to play their roles effectively in the camp situation. Additionally, it has been reported by the stakeholders that the relational volunteering model follows both the top-down and bottom-up approach and enhances collaboration; which has eventually made the inter and intra relationship between the volunteers functional as well as effective.

From triangulation of the data, it can be claimed that the home-based ECCE is effective in the camp with existing challenges of fragile context. As the volunteers are the main driving forces of this project so the effectiveness of home-based ECCE is the indication of volunteers playing their role appropriately and effectively. And, the relationship between the volunteers helps them to play their individual role efficaciously. From the field data it has been found that in the relational volunteering mechanism, the international volunteer provides technical guidance to the national volunteers who then build the capacity of community volunteers for delivering the knowledge, skills, contents and materials which are used in the ECCE learning points. The community volunteers then work for increasing the capacity of big sisters/mothers so that they can facilitate the session and meet the needs of learners. Vice-versa, the needs, challenges and feedback of the big sisters/mothers are shared to the local community volunteers who then share those to national volunteers and those ultimately reach international volunteers for strategic direction and guidance for addressing those. So, both mentoring and monitoring are ensured continuously in the volunteering model which have made the mechanism effective. Furthermore, the findings from POSs and interviews of 'Majhi' and FGDs of parents show that the stakeholders are very satisfied with the contribution of both big sisters/mothers and community volunteers. It also indicates the effectiveness of the volunteering model for the ECCE intervention in the camp.

From the VSO's document on the relational volunteering model, it has been found that relationships between volunteers can be a critical factor in facilitating relevant, sustainable and transformational change in eight interconnected ways. These are **quality and effectiveness**, **inclusion**, **innovation**, **collaboration and networking, ownership and agency, participation, social action** and **inspiration.** From the findings of this study, the first 6 dimension of change (i.e. quality and effectiveness, inclusion, innovation, collaboration and networking, ownership

and agency and participation) have occurred in the emergency context of the Rohingya community, which have made the volunteering model effective as applied in the project. And these changes have the merit to be sustainable in the long run. Though, the study did not find direct evidence or response regarding social action and inspiration these could be found in this project and have been described in the analysis chapter (see p.16).

With all the effectiveness of the relational volunteering model exercised in the ECCE intervention, a minor challenge has been found. This challenge is the shortage of national volunteers required for the ECCE intervention. The study team found only one national volunteer was engaged in the project to oversee the use of ICT for the ECCE intervention apart from monitoring, evaluation, internal data entry and analysis. The national volunteers are recruited for a 6 month period, which is relatively short. If they move or work for a short period then it affects the settings of the team and also affects the stability of the ECCE module by bringing changes from an individual perspective. So, engaging them for a longer period might solve these problems.

Research question two wanted to know how the big sisters/ mothers are working for ECCE and what factors motivated them to volunteer in this project. From the triangulation of data, it was found that big sisters/mothers are working as community volunteers in collaboration with other community volunteers. They are receiving close monitoring and supervision support from Mukti and VSO staff for effective implementation of the interventions. When they were asked to respond about what motivated them to volunteer in this project, their answers revealed multiple reasons. For example, philanthropic/personal interest for doing something for the community was one of the major driving forces for them to play the role. In addition to that, it is also evident that they received very sound skill and motivational orientation that has created an urge among them to apply skills and knowledge into work. In addition, opportunities of working at home and their scope of financially contributing to their families also motivate them to do the job. Besides, they also reported that job opportunity in the camp situation is very limited, specifically for women. From that perspective this project also opened a window for them. Continuous capacity development and monitoring by teachers helps them to be more effective. Stakeholders are satisfied with their performance which also works as a motivation factor for the teachers.

The third research question was to know how big sisters/mothers organise their homes for ECCE home-based learning. Classroom observation data shows evidence of reflection of creativity through classroom decoration by the big sisters/mothers. It has been reported earlier that big sisters/mothers contribute from their heart, as a philanthropic interest of utilising their homes for a good cause was the key motivational factor for them. Another important evidence of home organisation is that big sisters/mothers prepare their lesson plans in collaboration with

parents, volunteers and local staff. Besides, observation revealed that participatory approaches are used in the classroom. However, shortage of materials is sometimes a cause of frustration among big sisters/mothers.

The fourth research question was to reveal how big sisters/ mothers support the learning rights of children and their personal cleanliness advocated in the family booklet/MESH guides. VSO translated the learning through play concept from the online MESH guide documents to the home-base ECCE centres for addressing Education in Emergencies issues. From the academic pont of view, learning rights include equal access, active participation, ensuring learning achievement, acceptance of the learners (Ainscow, 2005; Ahsan, 2016). For ensuring access, big sisters/mothers are continuously encouraging children to come and join the programme. Currently, 10 children are taking part in each session, and 3 sessions are conducted in a day. Space shortage is an issue to include more students. For ensuring active participation, Majhis, community volunteers and teachers ensure the attendance of children in the classroom. Classroom observations show that children participate actively in the classes. Big sisters and parents opined in the parent opinion survey that they are satisfied with the learning achievement of the learners. Besides, case analysis also reported the progress of children in home based ECCE. This initiative is socially appreciated and accepted by the local community. Parents and other stakeholders prefer this home-based setting than learning centres, specifically for this early childhood group. Regarding the cleanliness issues, parents can see the changes among their children in the cleanliness aspect. It is also advocated in the family booklet. It is evident that big sisters/mothers do the cleanliness activities with the children according to lesson plans. Therefore, it can be concluded that the MESH guide/family booklet was effectively used in the EiE situation in Bangladesh and it seems to bring a positive outcome as well.

Research question five wanted to know how do big sisters/mothers make local resources and use them playfully when teaching children based on family booklet/MESH guides. It has been revealed from the data analysis that recycled materials are used creatively for preparing the teaching and learning materials by big sisters/mothers. Besides, resources are also provided by the staff sometimes. It has also been found that in many cases teachers buy materials with their own money for the ECCE purposes. Overall, no cost/low cost materials are prepared by big sisters/mothers. In this regard, training helped them to learn to make the materials. However, it is also evident from the classroom observation that learning materials are, in most cases, not multi-sensory and it requires further attention to address the issue of making home-based ECCE inclusive for all learners.

The sixth research question wanted to explore how VSO's home-based ECCE intervention offers a creative solution to the challenge of not having safe spaces for running centre-based ECCE. Several examples of creative solutions are explored through the research. For example, to minimise the challenge of space shortage in the camp, homes are being used which are also safer spaces for ensuring child protection issues. Hence, this approach is bringing double benefit to the stakeholders. Besides, through this approach distance and accessibility issues are also minimised due to the close proximity of the homes. In addition, another creative solution is that community volunteers are being engaged in this project as teachers. Another aspect of creative solution of the project is that of covering children of 3-5 years of age. When the project was started, no other agencies had started early learning programmes for the 3 years of age children (UNICEF, 2018). A home based solution also provided the opportunity to apply age appropriate activities for this particular age range, which is very important for ensuring holistic development of children in all four domains (Morgan & King, 2004). Considering the merit of this creative approach, recently the 3 years age group is being included in the LCFA as well. The last research question (number seven) wanted to reveal what are the critical lessons we are learning that include: what we must not repeat in future, what we must change and what we must continue/promote to build a unique volunteering for development model in our EiE project through volunteering. To answer the question, the research team did a SWOT analysis and the following table provides the findings of the SWOT analysis:

Table 9: SWOT Analysis of ECCE Intervention

Strength	Weakness
• Minimising the risk of child protection issues by ensuring a safe and supportive environment through home based ECCE. • Training and orientation facility provided to big sisters and mothers on a monthly basis. • Continuous capacity building support is ensured through daily monitoring and feedback by the community volunteers and project staff. • Early educational and developmental opportunities have been provided to 3 to 5 years age children through this project.	• The project somehow could not engage children with disability (in the studied home based ECCEs). • Lack of multi-sensory teaching and learning materials. • Weak subject-based orientation for teachers. • Lack of appropriate learning assessment tools for evaluating the learning achievement of the children. • No engagement of a child psychologist in the project. As a significant number of children faced trauma, so they might need assistance from child psychologist.

• Providing educational opportunity to many out of target group children. • Positive change in creating a joyful learning environment in home based ECCEs. • Helpful progress in learning achievement and in developmental areas of the children. • Learner centreed teaching andlearning approach • Involving community and creating awareness about education and wellbeing. • This program has prepared the children for pre-primary and primary education. • Unique way of addressing the shortage of space in the camp situation by using the home space of big sisters and mothers. • Engaging different types of volunteers (from international to community volunteer) and utilising diversified knowledge and expertise of the volunteers. • Providing positive parenting education to the parents for ensuring their engagement. Besides, local leaders (Majhi) and community people are also engaged through community sharing, education fare etc. • Standard Curriculum is being used as it has been developed through the MESH guide (global teachers' platform).	
Opportunity	**Threat**
• Scope to scale up the model of this project through ISCG in other camps.	• Content and teaching andlearning are not developed in mother tongue. Materials are developed in both 'Burmese' and 'English' languages

• Opportunity to provide an evidence-based model in the global platform for Education in Emergency. • There is an opportunity of collaboration with other organisations for proving services such as food, nutrition, health, protection, shelter etc. • Opportunity to implement ICT based education in the home-based centres.	which are considered as foreign languages to those learners. • Lack of skilled facilitators in the Rohingya community for further scale-up of the project. • Lack of accessible environment due to hilly areas. • Shortage of resources and learning materials. • National and community volunteers have the tendency to move other organisations.

The following section illustrates the impact of activities under the project strategies of implementing ECCE in the camp situation based on the SWOT analysis.

Project strategies of implementing ECCE

One of the implementation strategies for implementing ECCE in the camp situation was to 'engage community and parental support in children's education'. For this, activities such as using community resources, specifically using homes of community people as ECCE learning points and positive parenting education were undertaken for the ECCE intervention under the EiE project. VSO and Mukti Cox's Bazar approached the community people for using their homes as ECCE centres for providing ECCE support to children aged 3 to 5. They also selected 50 big sisters/mothers as facilitators and used their homes as home-based ECCE. As a result, a sense of ownership among the community people has been developed and their participation was also ensured. To enhance parental support, positive 'parenting education' was conducted through the local community volunteers. From triangulation of data, it has been found that parents frequently visit the ECCE and share their opinion regarding the learning of their children. These activities have also raised awareness among parents and community people regarding children's learning and development. So, most of the activities under this strategy can be repeated further. However, one finding of the study indicated that in some cases teachers are using their own money for buying food/materials, which must not be repeated. Shortage of resources and materials were reported and this must be changed. Besides, data analysis indicates that Majhis should further be involved in presenting the voice of parents and other stakeholders, which is currently a bit less used.

Another activity of the project was the capacity building initiative under the approaches of 'enabling teachers and peers/learning facilitators'. VSO's global's 'Sisters for Sisters' mentoring approach was approached in the ECCE intervention where female youth and grown-ups played

the role of facilitators for providing comprehensive learning opportunities in a secure environment. The capacity of big sisters and mothers was developed through the community and national volunteers. Specifically, community volunteers are truly dedicated on developing their capacity. Currently, training is given twice a month in the camp which is found to be beneficial to them. Besides, the community volunteers are project staff who also provide on the spot training and feedback which helps to enhance their learning from the formal training sessions. In their opinion, the regular training and feedback enables them to understand pedagogy, develop teaching and learning materials and make necessary preparation for teaching according to the lesson plans. Moreover, the training on thinking skills, language development, physical development and social and emotional development have helped them to be more skilled and efficient while facilitating the sessions in the ECCE. Though most of them were satisfied with the training facilities but still some of them demanded more subject-based training. Specifically, learners are not very spontaneous in reciting poems or singing. Therefore, these areas must be improved by providing orientation to the big sisters/mothers.

'Enabling a safe learning environment in the camp as well as in the host community' was also an implementation strategy for the project. The study focused on the ECCE intervention and so the status of a safe environment in the home-based ECCE centres has been discussed here. From the parent opinion survey it has been found that 100% of parents expressed that they consider home-based ECCE as a safe space for their children. The same scenario has been found from the home based ECCE observation. All the observed ECCE centres had a clean and sterilised environment. Additionally, the observation data also depicts that almost all the ECCE centres were safe on the basis of absence of harmful and dangerous items. Moreover, 9 out of 10 observed ECCE centres were safe for children considering the physical, emotional and psychological aspects. However, some home-based centres did not have pure drinking water facilities and accessible toilet facilities. Besides, the proposal of this project articulated that the centres would provide an inclusive environment, yet this is not achieved due to not having accessible environments, multisensory teaching and learning materials and poor enrollment of children with disabilities.

'Collaboration and engagement with GoB and other stakeholders' were another implementation strategy of the project. VSO Bangladesh is a partner of the 'Education Sector' of Cox's Bazar. They share their ECCE intervention updates in the sector meeting. National volunteers of VSO take part in the meeting of the sector. Besides, VSO partnered with MESH Guide in the UK to develop a curriculum for the ECCE in emergency. Through these initiatives, information, resources and learning sharing and collaboration have been developed within and beyond stakeholders.

Though the 'enabling and empowering individual learners' through ICT (specifically use of 'Ustad Mobile') initiative was identified as another implementation strategy the using of mobile technology was yet to be piloted when the study was conducted. However, the teaching and learning strategies have empowered the learners. From the ECCE observation, it has been

found that the talk time ratio between big sisters/mothers and students were 50:50 in most of the ECCEs which is an indication of learners' empowerment. The students were very lively, performed different tasks without fear and inertia (at the time of observation). The students who participated were also spontaneous and opined freely. These are the indications of the ECCE intervention of enabling and empowering individual learners.

Comparing the ECCE Curriculum with the LCFA

Comparing the ECCE Curriculum with the Learning Competency Framework and Approach (LCFA) developed by UNICEF (2018), the study team revealed that the ECCE curriculum followed a thematic approach in teaching children at home-based ECCEs. Those themes are covered under four developmental areas or domains as mentioned in the LCFA. The domains which are focused on the LCFA are - Physical and Motor Development domain, Psycho-Social Development domain, Language domain and Logical–Mathematical domain. These domains are addressed in the ECCE curriculum, which was developed by VSO through assistance from MESH guide. The developmental areas or domains are addressed in the ECCE curriculum as - physical development, social and emotional development, language development and intellectual development/thinking skills: imagination and creativity. Additionally, problem solving skills are also added in the curriculum as part of the intellectual development to enhance the learning of the children in an effective manner. In terms of implementation, the classroom observation data showed that all the mentioned developmental areas were covered in the ECCE classrooms through different themes.

According to the Parent Opinion Survey, parents responded that they see major improvement in Physical development of their ECCE going children; they marked Intellectual development in the second position; Language and Social development in third and fourth positions respectively. The study team also analysed the data collected by learning tools from big sisters or mothers and parents of the ECCE going children to understand and explore the learning achievements of the children. In all the surveyed indicators the big sisters or mothers and parents had agreement of positive development regarding the learning achievement of the children in the developmental domains. However, big sisters or mothers and parents were in disagreement on children's ability to sing a song and tell stories.

Child protection issues in the emergency situation

Considering the child protection issues in the emergency situation, some principles and standards have been fixed by the Child Protection Working Group (CPWG) in the *Minimum standards for child protection in humanitarian action (2012)*. These principals and standards are needed to be placed in priority list to ensure safety and security for the children in

humanitarian action. Especially, the Standard 20, which is on 'Education and child protection', is directed to be followed in the emergency situation. Standard 20 states,

> "Child protection concerns are reflected in the assessment, design, monitoring and evaluation of education programmes. Boys and girls of all ages can access safe, high – quality, child-friendly, flexible, relevant and protective learning opportunities in a protective environment."

In the Parent Opinion Survey, 100% of respondents said that they consider home-based ECCE as a safe place for their children. The study findings from the ECCE observation show that almost all the ECCE centres are safe place for children. Furthermore, observation data reflects that almost all the home-based ECCE centres are safe for children considering the physical, emotional and psychological aspects. In addition, classroom observation findings show that all the classrooms observed have an almost home like environment. The time of the ECCE centres is flexible as it has 3 sessions a day so children can choose their preferred time. However, considering the accessibility situation (of toilets, water facility, and ramp) the ECCE observation shows that there is some lacking in overall accessibility conditions in the camp situation.

Four key principles were set out by the Convention on the Rights of the Child (CRC)-1989, which are - survival and development, non-discrimination, child participation and the best interests of the child. These are safeguarded in the ECCE centres, as reported by several data sources of the study. On another note, the ECCE centres are child centred and have equal access to both girls and boys.

RECOMMENDATIONS

The research team would like to make some additional recommendations along with the above-mentioned issues. Those recommendations are being divided in two groups - policy level recommendations and implementation level recommendations.

Policy level recommendations:

- An environment and safety guideline for the home based ECCE centres has to be developed and regularly monitored.
- A standard guideline for home-based centre design should be developed by following universal design approaches.
- Based on the findings of this evaluation study, VSO can prepare advocacy materials/tools, success stories etc. and conduct more communication within the sector for scaling up the model.

Implementation level recommendations:

- For strengthening the home-based approach, VSO can form parenting and children groups for awareness raising to support children enrolment and volunteer work in the community.
- An ECCE centre management committee can be formed to ensure responsibilities and accountability of the approach.
- Other available volunteering platforms can be connected with this volunteering model.
- Big sisters/mothers are motivated, which can be boosted up by conducting assessment and ensuring reward on a regular interval.
- A sharing platform of the experiences of the big sisters/mothers can also help them learn from each other. They can also be provided with a self-assessment tool to identify their strength and weakness and build their capacity accordingly.
- A mechanism should be developed to make parents aware about the skills big sisters/mothers should have and manage their expectations accordingly.
- Children's learning and behavioural changes through this intervention was reported by parents and teachers in the study. To assess children's performance, a more standard learning and behavioural assessment tool needs to be developed and applied .
- It can be depicted from the findings that most of the parents and teachers have a positive opinion regarding children's learning and behavioural changes that came through home-based ECCE. This intervention is also aligned with the LCFA framework for level 1-early learning. To compare the learning achievement of the children with the LCFA framework requires a separate study involving the children who have attended this course and other ECCE interventions in the camp.

- Stakeholders are mostly happy and seeing the benefit of this intervention as according to them the school is giving a safe space and children are not roaming around outside. More parent awareness programmes are required to make them understand the benefit of physical and mental development over safety and security.
- As the majority of the learners are in trauma, supervision of a psychologist is required with check-up services in regular intervention
- Use of ICT has to be introduced in the home based ECCD centres for making learning more effective.

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N.B.

Additional revisions:

VSO project documents, materials and reports.

APPENDICES

Appendix-1: Focused Group Discussion

Questions for Parents:

1. How do the children of 3-5 years old spend their whole day? What kind of activities do they do?
2. Why do you think ECCE is important for your children? How does it help?
3. Do you prefer home-based/centre-based system of education for your children? What are the benefits and challenges of both the systems?
4. What is the role of big sisters/mothers and other volunteers? What do they do in the classes with children? How is their relationship with the children?
5. What kind of education is provided in ECCE homes/centres? What new things have your children learnt after starting the education? Have you seen any change in your children?
6. What kind of facilities are provided? What books and materials are used? Do you think anything more is needed for children's better learning?
7. How is your relationship with the stakeholders (big sisters/mothers, local staff, coordinator, other volunteers etc.)? How do they engage with the parents? What is the role of Majhi? How can they be better engaged?
8. What do you like the best about these homes/centres? What needs to be changed?
9. Is the time of ECCE appropriate? If not what are the reasons? Does your child need to be involved in any other activity at that time?
10. Does the child face any challenge for regular attendance in ECCE?   If yes, why?
11. What do you think about the support of different volunteers (community volunteers, national volunteers, Mukti, VSO staffs) Do you face any challenge while getting support from them?

Questions for Students (Home based ECCE):

1. What is your daily routine? What activities do you do from morning to night?
2. Do you like to come to the home based ECCE? Why do you like it? What is the most interesting thing about this home/centre based ECCE?
3. How are the big sisters/mothers? Do you like her? What does she do with you?
4. What activities do you do here? What have you learnt new from here?
5. Do you like the books/materials? Are they interesting/tough? Do you make materials with big sisters/mothers?
6. Do you want to change anything or do you want something new? What are those?

7. Can you perform the following activities? (These should be taken from their content list/books etc.)
    i) Storytelling/recitation
    ii) Individual reading/writing in Burmese and English
    iii) Mental math
    iv) Role Play
    v) Drawing

1. What is your daily routine? What activities do you do from morning to night?
2. Do you like to come to the Learning centre? Why do you like it? What is the most interesting thing about the Learning centre?
3. What activities do you do here? What have you learnt new from here?
4. Do you like the books/materials? Are they interesting/tough?
5. Did you go to home based ECCE before coming to the Learning centre?
6. What do you know about home based ECCE? Do you like anything that can be included here?
7. Can you perform the following activities? (These should be taken from their content list/books etc.)
    - Storytelling/recitation
    - Individual reading/writing in Burmese and English
    - Mental math
    - Role Play
    - Drawing

Appendix-2: Parent Opinion Survey

Questionnaire:

Upazila: Union:

Camp Name: Camp Number:

Block Number: Sub-block Number:

House Number: Majhi Number:

Contact Number:

Demographic Information

1. Name:
2. Sex:
3. Age:
4. Disability: ☐ Yes   ☐ No

    If yes, Type: ☐ Physical   ☐ Visual   ☐ Hearing   ☐ Speech

    ☐ Intellectual   ☐ Multiple   ☐ Others …………………

5. Date of arrival in Bangladesh:
6. Educational Qualification:

    ☐ None   ☐ Primary   ☐ Secondary   ☐ Higher Secondary   ☐

    Bachelor   ☐ Masters   ☐ Others……………..

7. Source of earning and type:

    ☐ No Earning   ☐ Employment   ☐ Business   ☐ Self-Employed

    ☐ Others ………………

8. Number of family members:
9. Number and sex of children:

Sex	Number
Male	
Female	

10. Number and Sex of children between 3-5 years old:

Sex	Number
Male	
Female	

A. Access to ECCE

2) a) Did your child attend any kind of education in Myanmar?   ☐ Yes   ☐ No

    b) If yes, type of education: ☐ Day Care ☐ Early Stimulation   ☐ ECE   ☐ Pre-Primary

    ☐ Makatab   ☐ Madrasa   ☐ Other

3) a) Do your children receive any kind of Early Childhood Care and Education now?

    ☐ Yes   ☐ No

b) If yes, how many children?...

c) What kind of ECCE do they receive? How many children in each category?

☐ CFS-Based/Learning Centre……..   ☐ Home-Based…………

d) Do you have any child of 3-5 years old who is not receiving ECCE?

☐ Yes   ☐ No

   If yes, why?   ☐ Not interested   ☐ Not finding ECCE effective

☐ Engaged in other activities   ☐ others …………………

4)   How many days does your child attend ECCE classes in a week? ………………………………….

5) a) How far is the home-based ECCE from your house? …………………………………………

    b) How does your child reach there? ☐ By his/her own   ☐ with peers   ☐ with parents

        ☐ with other family members   ☐ others……………………

6) Is the time of ECCE appropriate?   ☐ Yes   ☐ No

    a) Does your child need to be involved in any other activity at that time?☐ Yes   ☐ No

7) Does the child face any challenge for regular attendance in ECCE? ☐ Yes   ☐ No

    If yes, why?...

8) Are these home-based ECCE accessible for children with special needs?

    ☐ Yes   ☐ No

9) a) Is your child who is going for ECCE, involved with any other kind of education?

☐ Yes   ☐ No

    b) If yes, what kind of education? ☐ Maktab   ☐ Madrasa   ☐ Vocational

                          ☐ Other………

10) Do you intend to enroll your child in ECCE until 5 years old?

                          ☐ Yes   ☐ No

    If not, why? ....

11) After completing the ECCE course, will you send your child to the CFS/ Learning Centre to start the next level of education? ☐ Yes ☐ No

If not, why? ....

B. Parents' perception and level of satisfaction

1) Do you/your family encourage your child to have education? ☐ Yes ☐ No
2) Do you think home-based ECCE is effective for 3-5 years old children?

☐ Yes ☐ No

3) Does your child like to attend classes? ☐ Yes ☐ No
4) Will you allow your house to be used for home-based ECCE? ☐ Yes ☐ No
5) a) Does home-based ECCE secure child safety? ☐ Yes ☐ No

b) Did any unexpected occurrence happen to your child after starting home-based ECCE?

☐ Yes ☐ No

If yes, what kind of?

☐ Harassment ☐ Bullying ☐ Discrimination
☐ Punishment ☐ Others………

6) a) Did your child have any kind of trauma before starting ECCE? ☐ Yes ☐ No

b) Could s/he recover from the trauma after joining ECCE? ☐ Yes ☐ No

7) a) Do you attend parents meeting regularly? ☐ Yes ☐ No

b) Have you learnt anything new from the parents meeting? ☐ Yes ☐ No

8) a) Have you ever visited classes/sessions your child attends? ☐ Yes ☐ No

b) If yes, how many times? ☐ Once ☐ Twice ☐ Several ☐ Numerous

9) In scale of 1 to 4 (4= Very Satisfied, 3= Satisfied, 2= Not Satisfied, 1= Very Unsatisfied) satisfactory level, how much satisfied are you on the following aspects?

Theme	Very satisfied	Satisfied	Not satisfied	Very unsatisfied
i. Big sister/mother's qualification	1	3	2	4

	1	3	2	4
ii. Big sister/mother's ability to teach children	1	3	2	4
iii. Big sister/mother's relationship with children	1	3	2	4
iv. Time management	1	3	2	4
v. Content of education	1	3	2	4
vi. Use of materials in the classroom	1	3	2	4
vii. Use of technology (e.g. phone, tab)	1	3	2	4
viii. Cleanliness of the home/centre	1	3	2	4
ix. Security and safety	1	3	2	4
x. Location of the home/centre	1	3	2	4
xi. Support of community volunteer	1	3	2	4

10) Have your child learnt anything new after attending home-based/Centre-based ECCE?

☐ Yes   ☐ No

If yes, what?   ☐ Pre-Reading   ☐ Pre-Writing   ☐ Pre-Numeracy
☐ Life Skills   ☐ All

11) Do you want the home based centre to be continued after 5 years of age of your children?

☐ Yes   ☐ No

12) Which support do you prefer for your children?
☐ Home-based Centre ☐ CFS/Learning Centre

Appendix-3: Semi-structured Interview Questions

Questions for Big Sisters/Mothers:

1. Why are you working as a big sister/mother? What inspired you to do this?
2. How do you organise your homes? Do you face any struggles in doing so? How do you overcome these struggles?
3. Do you have the availability of learning resources? How do you manage those? Is there any challenge in organising materials?

4. How do you make preparation for taking classes? How do the learners respond in your class? Are they learning what they were supposed to learn?
5. What is your opinion about using technology? Do you have any struggles in using technology? Are learners being benefitted by the use of technology?
6. What do you think about the capacity building initiative? Was it enough for you to conduct home-based sessions? What kind of guidance have you received time-to-time? How helpful was it for you?
7. How is your relationship with the stakeholders (e.g. local leader, camp manager) and other volunteers (e.g. international, national, mukti staff/community volunteers)? What kind of support do you get from them? Is there any challenge in maintaining a relationship with them?
8. Share your learning, challenges, most beautiful moment and the worst experience of working as a big sister/mother?

Questions for Mukti Staff /VSO Staff:

1. What is your role in the project?
2. How are the big sisters/mothers performing their roles? Do they have any struggle performing their roles? What needs to be changed?
3. How are the learners performing? Is there any challenge existing in this area?
4. What is going well and what is not going well in the ECCE home-based model?
5. What is the most challenging area of the ECCE home-based model?
6. How is the relationship with Mukti/VSO going on? What could make the relationship better?
7. What is the role of different types of volunteers? How they are contributing to the home-based ECCE model? What challenges are there and how can they be overcome?
8. What is your learning from this model? Share your suggestions for the betterment of this project?

Questions for Community Leader/Majhi:

1. What is your opinion about the home-based ECCE programme? How is this helping the children learn? Have you observed any changes among the children?
2. What is involved in the project? What kind of challenges do you face in involving with the project (working with big sisters, volunteers etc.)?
3. How do you think the big sisters/mothers are playing their roles in the home-based situation?
4. In your view, which one is more effective between home-based and CFS/Learning centre? And why?
5. How are different types of volunteers contributing to the home-based ECCE model?

6. Do you see any challenge in this process? Do you have any suggestion for the betterment of the programme?

Questions for Teachers/ Facilitators of Learning Centre:

1. What kind of activities are going on in the Learning centre? Do you face any struggles in doing so? How do you overcome these struggles?
2. Do you have the availability of learning resources? How do you manage those? Is there any challenge in organising materials?
3. How do you make preparation for taking classes? How do the learners respond in your class? Are they learning what they were supposed to learn?
4. What do you think about the capacity building initiative? Was it enough for you? What kind of guidance have you received time-to-time? How helpful was it for you?
5. How is your relationship with the stakeholders (e.g. local leader, camp manager) and other volunteers (e.g. international, national, Mukti staff/community volunteers)? What kind of support do you get from them? Is there any challenge in maintaining a relationship with them?
6. What do you know about home-based ECCE? Do you think that it is more effective for 3 to 5 years children to teach them in home based ECCE or that they should come to learning centres?

Appendix 4: Photographic Documentation

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