

**The Effects of International Child Development Program (ICDP) to  
Improve Teachers' Attitude Towards the Rohingya Refugee  
Children in Bangladesh**

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**Master's Thesis**

**Master of Philosophy in Special Needs Education  
Department of Special Needs Education  
Faculty of Educational Science  
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Title: The Effects of International Child Development Program (ICDP) to Improve Teachers' Attitudes Towards Rohingya Refugee Children in Bangladesh

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## Abstract

This study aims to test the effectiveness of the International Child Development Program (ICDP) to improve teachers' attitudes toward refugee students in Rohingya Refugee Camp, Bangladesh. The goal of using ICDP is to increase a positive attitude toward refugee children by promoting good teacher-student relationships. This study used a pre-post-test with one group (47 teachers participating in ICDP training) experimental design. In this one group study participants completed a teachers' attitudes toward refugee children scale developed for this study before and after the ICDP training. Data was analyzed by using analysis of variance (ANOVA) and t-test with the statistical measure of  $p$ -value and effect size. In general, the results showed that ICDP has a small impact on the teachers' attitudes toward Rohingya children ( $d = .203$ ). In particular, female teachers showed more positive attitudes than male teachers based on the ICDP training. However, based on the small effect size, no firm conclusions can be made yet whether the ICDP is an effective teacher training program to reduce child negligence and to promote positive attitude towards children in vulnerable situations due to limitations of this study using small sample size and a standardized measurement scale. Further study should be conducted to draw firm conclusion and generalize the results by using large numbers of sample and psychometrically sound attitude scales.

*Keywords: Rohingya Refugee, Rohingya Refugee children, teacher's negative attitude, International Child Development Programme (ICDP).*

## Foreward

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Kind regards

Ishrat Nasima Habib

Oslo, June 2020

## Dedication

This thesis is dedicated

to

Abdullah-Al- Habib, Nippon,

My only brother who has been suffering from cerebral palsy since birth &

all Rohingya Refugee children in camp areas of Bangladesh who deserve care, love and empathy from every corner of this world.

## Acronyms Used

### CASES

|  |    |
|--|----|
| CHAT : Cultural Historical Activity Theory .....                                 | 25 |
| CRIN : Child Rights International Network .....                                  | 1  |
| ICDP : International Child Development Programme.....                            | 3  |
| ISCG : Inter Sector Coordination Group .....                                     | 5  |
| NSD : Norsk Samfunnsvitenskapelig Datatjeneste .....                             | 43 |
| PTSD : Post Traumatic Stress Disorder .....                                      | 24 |
| RCT: Randomized controlled Trial .....   | 14 |
| SDG: Sustainable Development Goal.....   | 2  |
| UNCRC:United Nations Convention of the Rights of the Children.....               | 1  |
| UNHCR : United Nations High Commissioner for refugees .....                      | 2  |
| UNICEF: United Nations International Children's Emergency Fund.....              | 1  |
| UNOCHA: United Nations Office for the coordination of Humanitarian Affairs ..... | 5  |

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## ICDP & ROHINGYA REFUGEE CHILDREN

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## **The Effects of International Child Development Program (ICDP) to Improve Teachers' Attitude Towards the Rohingya Refugee Children in Bangladesh**

### **1. Introduction**

The United Nations Convention on the Rights of the Child (UNCRC), Article 19, talks about the child protection from violence, negligent and maltreatment, abuse, or exploitation (Child Rights International Network [CRIN], 2018 ; Distr, 2005), and according to article 28, all children (including refugee children) deserve protection, education, and support (United Nations International Children's Emergency Fund [UNICEF], 2019). Education is not only a fundamental human right but also an essential component of refugee children's rehabilitation (Rayburn A., 2019). Despite the fact, that progress is made for children's lives around the world, in the 21st century the world is still facing challenges regarding child rights in education (Donders, Y., & Volodin, V., 2007). Discrimination, abuse, conflict, and violence is still common in children which is also a fact for Rohingya children, highlighting that the implementation of child rights should be accelerated (Svevo-Cianci et al., 2011). Teachers are the key agents for changing societal attitudes by protecting children from violence and abuse at school (Devries et al., 2019). Man-made hazards such as war, civil strife, violence, abuse, or corporal punishment create traumas in children which is considered a breach of child rights (Christie & Doehlie, 1994). ICDP provides support for parents, teachers, and other caregivers of the children by implementing article 19 of child rights (Hundeide & Armstrong, 2011).

Globally 4 million refugee children are out of schools due to discriminations and they never went to schools in their home country (United Nations High Commissioner for Refugees [UNHCR], 2018). Universally, refugee children in developing countries have limited education opportunities due to language barriers, lack of quality instruction, discriminations in school settings and most importantly the relationship with their teachers and their past experiences which play a vital role in how they faceoff their schools (Dryden-Peterson, 2015; Bloch et al., 2015). Refugee children face more obstacles in education compared to immigrant children in Europe (Mc Brien 2005; Suárez-Orozco et al. 2011). Christie P. & Sidhu R. (2002) found several challenges in refugee

children education in Australian schools. Similar challenges addressed refugee children's access to school in Australia, South Africa, and UAS ( Taylor & Sidhu, 2002; Meda, L., Sookrajh, R., & Maharaj, B., 2012; Roxas, 2011) The overall enrolment of refugee children in primary school is within sixty-one percent(61%) to sixty three percent (63%) whereas the enrolment rate of world children in Primary school is 91% (United Nations High Commissioner for Refugees [UNHCR], 2019) and these refugee children need extra classrooms and additional teachers (UNHCR, 2018).

Refugee children's schooling systems arise big challenges and opportunities for the local community and school authorities (Strekalova-Hughes & Wang, 2017). Understanding their multiple cultural backgrounds and providing their unique demands in the classroom is a complex job (Hargreaves, A., 2001). Teachers are the main person who performs these challenges. But there is a chance for the teachers to overlook students' cultural background and their traumatic experiences which are the causes for the students to be inattentive in the classroom and which is a direct manifestation of Post-Traumatic Stress Disorder of the students (Szente & Wang, 2009). Students of refugee background face challenges in school curriculum where student's ethnicity or cultural identity might be ignored and teachers may indifferent to engage children's activity according to their challenges (Nurul Mostafa Kamal, 2019).

Half a million stateless Rohingya refugee children in Cox's Bazar Bangladesh, are highly needed quality education in order to meet the Sustainable Development Goal (SDG) by 2030 (Umennyi,2017 cited by Nurul Mostafa Kamal,2019) because if the refugee children do not get the chance to be educated a generation will be lost (Crul, Keskiner, Schneider, Lelie, & Ghaemina, 2017; Smitheram, 2018).These vulnerable children are at risk of child trafficking, a natural disaster like a landslide, flood, and cyclone in the rainy season (Ahmed et al., 2018) . The Rohingya people and their children are also facing and suffering from insecurity, abuse, trauma, stress, grief, neglect, and PTSD or post-traumatic stress disorder (Borja et al., 2019; Milton et al., 2017; Tay et al., 2019) which education can protect and also help them to cope with a new place, society, culture to build their future (Nurul Mostafa Kamal, 2019).

However, the Negligence of teachers makes Rohingya children more vulnerable at the learning center in respect of teaching-learning in a classroom situation (Prodip, 2017). In general teacher-student interaction creates the overall classroom environment where teachers' perception

towards students is one of the fundamental principles for children's academic performance and overall development (Pavlovic & Tatjana, 2005). Teachers need to understand student's diverse ethnic and cultural identity and meet their special background, unique needs, including their traumatic experience (Wang et al., 2019). In this complex emergency humanitarian crisis teachers as a caregiver essentially needed a culture based psychosocial intervention (Hundeide,2010) which has an impact on children's education and development (Vigotsky,1978; Rogoff, 2003).

As an intervention program to create positivity towards children through the involvement of teachers, the International child development program (ICDP) can provide support for teachers of the Rohingya children by implementing the article 19 for child rights in UNCRC (Hundeide & Armstrong, 2011). This can protect children from violence and abusive conditions at school, home, and in the society by ensuring child rights with love, care, sensitivity (Armstrong, et.al.,2010) which can lead to their overall positive development. In particular, the ICDP sensitization program to the teachers will promote positive attitudes toward Rohingya refugee children to ensure child rights, education at school, and inclusion in the society. Therefore, ICDP can be a sensitization tool for the teachers' training program to accelerate Rohingya children's education in the camp area.

However, most of the migration research on intervention to protect child rights has not paid enough attention to refugee children (Arzubiaga, Noguerón, & Sullivan, 2009). Coombes, A. & Ponta, O. (2019) argued that teachers of the Rohingya children do not consider student's psychosocial trauma in classroom practice and teachers are reluctant to take classroom activities to ensure socio emotional support for boosting students resilience. They reported that four days Essence of Learning (EOL) training was conducted to the educators of the Rohingya children in order for their understanding of students basic needs in this vulnerable moments and to overcome the lack of psychosocial initiatives in the classroom situations. They also mentioned that Caritas Switzerland formed six Child Friendly Spaces (CFS) in Cox's Bazar Rohingya exodus area that provides children's nutrition, education and psychosocial supports and data were collected with the findings that the mentorship in Cox's Bazar followed top-down position with the educator rather collaborative, and the mentors who did not have pedagogic experience were unable to realize the classroom practice or the education methods in spite of EOL, and CFS programme. The researchers suggest that a formal psychosocial support training to the educators/teachers is needed, so that

educators can practice psychosocial support to the child in classroom activities in the Rohingya camp in Cox's Bazar.

Also, implementation of ICDP follows different contexts like families and children, vulnerable children and orphans, an integral part of any primary health care program, in preschools, schools or children in institutions (Godana & Hailie, 2005; Pavlovic & Tatjana, 2005; Skar et al., 2014), but investigating the effect of ICDP to improve teachers attitude is a new subject in Rohingya refugee camp which researchers did not pay attention before. To fill the gap of current migration researches this study aims to know to what extent ICDP could help teachers to develop a positive attitude and interactions towards the children as ICDP is an interaction oriented, empathy-based, a community-focused preventive program which will help to create positive interactions among teachers and children and will protect child right in this vulnerable condition (Hundeide & Armstrong, 2011) namely, the main aim of this study is to investigate the impact of ICDP to improve teacher's attitudes toward Rohingya children.

### **1.1 Aims & Hypothesis**

The primary study aim is to investigate the impact of ICDP to improve teachers' attitudes towards Rohingya refugee children in Bangladesh. The purpose of the study is to promote Bangladeshi teachers' positive attitudes towards refugee children for their effective education and overall development and secondary study objective is related to the following hypothesis

- ICDP has an overall impact on the improvement of teachers' attitudes towards Rohingya refugee children.
  
- ICDP has a positive impact on teachers of the Rohingya refugee children to improve their attitude towards Rohingya children and it helps to reduce negligence (negative attitude) to them.

### **1.2 Terminology**

Before moving on to the main research contents of this paper, the concepts and scope of the significant terms to be used throughout the paper are clarified in this subchapter.

### **1.2.1 Rohingya Refugee**

The Rohingyas are the world's largest stateless population (UNHCR, 2017). They are genuine refugees (Ahammed & Syed Mansoob Murshed Helen Hintjens, 2018; Bhatia, et. al., 2018; Fink, 2018). The Rohingya refugee crisis in Bangladesh is protracted (Merritt, 2017) and known as one of the fastest-growing humanitarian crises in the world (United Nations Office for the Coordination of Humanitarian Affairs [UNOCHA], 2018). The Rohingya minorities have been ill-treated, discriminated, and persecuted by the rulers of Myanmar for six decades that has become a symbol of maximum violation of human rights standards (Ahsan Ullah, 2011). The exclusionary policies of Myanmar Government and the August crackdown by the Army of Myanmar compelled the Rohingya Muslim ethnic minority to find their way to Bangladesh within 10 days embracing uncertain future (Bangladesh, Michael, Martin, Margesson, & Vaughn, 2017). The exodus started on 25 August 2017 from northern Rakhine state in Myanmar which human rights experts consider as massive crackdown for ethnic cleansing since the number of affected and killed people is so large that it could be mentioned as a genocide (Ahmed, I., 2019, Abdullah, M. Y. A., 2019). The violence in Rakhine state caused 700,000 Rohingya to flee and crossed the southeast border of Bangladesh (Inter Sector Coordination Group [ISCG], 2017 ; Human rights council, 2018; Save the Children International, 2020), almost half of the influx were children under the age of 18 and it was 240,000 children who arrived in Bangladesh within three weeks between 25<sup>th</sup> August to 15<sup>th</sup> September, 2017, recorded in Bangladesh border (Inter Sector Coordination Group [ISCG] et al., 2018).

### **1.2.2 Rohingya Refugee Children in Bangladesh**

Rohingyas who were persecuted and tortured in Myanmar fled in August 2017 into Bangladesh and 1.2 million people hold refugee status in Cox's Bazar district including 683,000 children (United Nations International Children's Emergency Fund [UNICEF],2019). These Rohingya refugee children are facing trauma, violence, abuse, neglect, malnutrition, child

marriage, child trafficking, and lack of education, need humanitarian assistance to meet the child rights (Prodip, 2017, Sultana, I, 2019).

### **1.2.3 Rohingya Refugee Children's Education**

Rohingya children in Bangladesh have been getting education access since they came to the Kutupalong camp area in 1997. The feature of the education provided by UNHCR, UNICEF, and local NGOs has been modified after the exodus in August 2017. UNICEF leads to provide support for emphasizing the quality education in camp areas. With the collaboration of local NGOs, UNICEF has been taken initiatives targeting 90% enrolment of the children age 4 to 6 to provide early childhood education in a child-friendly environment, 90% Rohingya children with primary education age group (6 to 10) to take part joyful and interactive teaching-learning (United Nations International Children's Emergency Fund [UNICEF],2019) including 192,000 Rohingya children aged 4 to 14, who are enrolled in 2,167 learning centers have been arranged by UNICEF and its partners. At the same time, 640 additional learning centers are needed to accommodate 61,400 children aged 3 to 14. Primary education is provided to more than 145,000 children by a network of 1,600 and UNICEF-run small learning centers in the refugee camps in southeastern Bangladesh (United Nations International Children's Emergency Fund [UNICEF],2020). Recently, the Bangladesh Government eases long restricted issues and grants education opportunities for children aged 11-13 to avoid a lost generation (Ahmed, K., 2020).

### **1.2.4 Teachers of the Rohingya Refugee Children**

Both Bangladeshi and Rohingya teachers are appointed to teach the Rohingya refugee children in the learning center. Bangladeshi teachers are called National teachers and in January 2019, UNICEF defined learning competencies, framework, and approach for the Rohingya children's curriculum, where the learning framework includes English and Burmese language, mathematics, life skills and science (United Nations International Children's Emergency Fund [UNICEF],2019). Learning center offers basic education including life skills, English, Mathematics, and Burmese language. The Bangladeshi or National teachers teach most of the subjects. Rohingya or Burmese teachers only teach Rohingya children's native language (Prodip, 2017; Sultana I. Z., 2019).



### **1.2.5 Attitude**

The attitude which is relatively fixed and stable over time and context is a fundamental human psychological concept where people express their feelings, beliefs and behavioral tendencies in an organizational way toward several attitudinal things like objects, groups, individuals, events or symbols (Hogg & Vaughan, 2001). Attitude exists relatively fixed and stable over time and context (Hogg & Vaughan, 2002). Allport (1967) developed his definition of attitude, "a mental and neural state of readiness, organized through experience, exerting directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 8).

Cognitive, affective, and behavioral components are the three major components which comprise attitude and attitude reflects a person's thoughts and feelings upon his behavior (Triandis, 1971). A Person's knowledge and views about a specific issue referred to as the cognitive attitude, the affective component reflects one's feelings about something and the behavioral component is one's tendency to act towards something in a particular way (Cialdini, R. B., Petty, R. E., & Cacioppo, J. T., 1981). Attitudes and beliefs can influence every step of the information-processing sequence, including attention, encoding, comprehension, interpretation, elaboration, and memory (Eagly & Chaiken 1993; Fazio 1990; Hamilton et al 1990; Kunda 1990; Jussim 1991).

### **1.2.6 Teachers Attitude**

Teachers attitude might be influenced by a number of factors which are in many ways interrelated and associated with the typology e.g. child-related factors, teacher-related factors, and education environment-related factors (Leatherman<sup>1</sup>, J. M., & Niemeier, J. A. 2005). When children have a disability, poor socioeconomic background or refugee or vulnerable condition, learning dysfunction which affects teachers attitude called child-related factors, and teachers' gender, age, personality, experiences, training, socio-political views, beliefs of the teachers are known as teacher-related factors (Silvia & Munson, 1986).

Many researchers found that teachers' positive attitudes influence successful inclusion or integration of children with vulnerability and disability in a regular classroom (Avramidis, E. & Norwich, B., 2002).

Teachers negative attitude causes violence against students at classroom which has a robust impact on children's education outcome at school, increased risk of their harmful future outcomes, including depression, suicide attempts and post-traumatic stress-disorder which can affect in brain development and psychosocial development of the children which is a complete violation of child rights (Devries et al., 2019).

### **1.2.7 International Child Development Program (ICDP)**

International Child Development Program (ICDP) is a universal psychosocial program to protect child rights especially for the distressed children of war, trauma, violence, and corporal punishment by sensitizing caregivers to promote, trained and stimulate them for ensuring positive interaction between children and caregivers ( teacher-student, parent-child) through sensitivity and care (Hundeide, 2010; Hundeide & Armstrong, 2011). The ICDP is characterized by a non-instructive psycho-social intervention that emerged from empirical science and theoretically rooted from both developmental and humanistic psychology (Rye, 2001). The program is basically community-oriented and community-focused, promoting the interactive level of caregiver-child through 7 sensitization principles, 3 dialogues and 8 themes of human care which can also be applied at policy, advocacy, and human rights level (Hundeide.2010).

### **1.3 Outline of The Thesis**

The thesis outline draws an overall development of this study process. This paper begins with an introduction chapter (Chapter 1) on the research topic, aims, hypothesis, and terminology. Following this, the literature review (Chapter 2) offers an overview of the relevant literature associated with the Rohingya refugeehood and their children's education, teachers' attitude and provides a description of ICDP and related previous study. Chapter 3 includes the methodology, brings up a personal background for this study, philosophical and interpretive framework, research approach, design, methods, analysis, validity, reliability, and ethics based on the study purposes. Chapter 4 sketches the presentation of findings through the analysis of data. Lastly, chapter 5 presents discussions, conclusions, limitations, and recommendations for the further study.

## **2. Literature Review**

The literature review reveals the researcher's knowledge about a certain field of study, containing theories, key variables and phenomena, and its methods and history (Randolph, 2009). This chapter focuses on two shades of attention regarding theoretical construct and empirical studies relating to the notion of the study.

This literature review is divided into five major sub-chapters. The first subchapter (2.1) is teacher's attitudes and students' learning and related empirical studies of trauma, war, refugee children's learning, the second subchapter (2.2) is a negative attitude towards Rohingya refugee children, and the third chapter (2.3) is a sketch of ICDP provides the related theories and background of ICDP, ICDP and the trauma, war, resilience. The fourth subchapter is an inquisitive review of literature, (2.4) is empirical studies of ICDP. The literature review will summarize in accordance with the evidence of the methodology and rationale of the previous study and conclude how researchers run their similar studies.

### **2.1. Teacher's Attitudes & Students Learning**

Teachers' attitudes towards students, their professions and teaching-learning are important factors in the learning process and in the success of children's academic performance in school which influence the ultimate-goal of children's cognitive, affective and behavioral development (Kartz,2009; Hossain & Urme, 2015). The association between teachers' attitudes and students' learning found significance (Stern, 2003; Kartz, 2009). Teacher's attitudes are reflected in their behavior inside and outside the classroom and in their interactions with the children (Pavlovic T., Tatzana, 2005). Many of the teachers are unaware and unable to understand that their role inside and outside the classroom which causes poor teacher-student relationships, effects significantly on successful education, in fact, many teachers ignore to build up a positive, successful meaning creating relationship with their students and they deny their roles as teachers (Hattie, 2009).The underlying reasons of how teachers will behave or interact with the children inside the classroom depend on teachers' way of thinking and beliefs. If the teachers' relationships with the students are vibrant and illuminated with positivity which carries on with trust, feeling, kind-heartedness, and

awareness which is the basics for the positive educational atmosphere in classroom settings will ensure the goal of establishing meaningful teaching-learning to promote children's academic achievement and psycho-social and overall development (Hundeide, 2009; Martin & Dowson, 2009; Wubbels, Den, Brok,, Tartwijk, & Levy, 2012 ).

Teachers who generally have positive-mind and who hold a positive attitude, usually believe in every success of their students. Teachers' positive attitude also influenced them to help students' performance and achievements with their won ability (Cruickshank, Jenkins & Melcalf, 2003). One of the common challenges come from teachers in classroom settings is that they complain about students problematic interpersonal relationship and even if teachers emphasize the relationships among students, they pay less importance of their own relationships with the students (Holfve-Sabel, 2006). But teachers' who are efficient, use meaningful oral appreciation and acknowledgment, in order to keep the students active in the classroom (Borich, 2000). However, the attitude of the teachers towards their students must have to be positive which practically determines students' learning outcome. The teacher-student relationship should be an interpersonal relationship (Frymier,2009). No education policy is better than a quality teacher. Teachers are the key to the students' success and they make students useful for society and students' personal life (Odiri, 2011). Shaukat Hussain, et al. (2007) found that female primary school teachers have more positive attitudes towards their professions than male teachers. In a different study it was found that female primary school teachers are more satisfied towards their job than male teachers (Rama Krishnaiah, D.,1980). Age of the teachers is not a differentiating factor regarding their attitude towards their profession (Singh, 1974; Aggarwal, 1980; Pandey & Maikhuri,1999), but young teachers have more negative attitude towards teaching than old teachers (Pandey & Maikhuri, 1999). According to Ololube (2009) for successful teaching the teachers must have an idea about human beings including children and these ideas will help teachers to apply appropriate teaching-learning.

However, teachers' attitude towards their profession influences their attitude towards students. Positive teacher-student relationships including quality interactions with enthusiasm, affection and kindness, openness, and friendliness create better school performance. Specifically,

the quality of the interaction between the teacher and the student is needed for promoting students' learning and development.

One of the causes behind the positive teacher-student relationship is that it is important to increase students' motivation and engagement at the school activities. Previously, teachers' relational skills were ignored and were thought to be a personal- skills, and cannot be taught or trained but it should be the subject to be trained which is helpful through changing teachers' attitudes towards the students (O'Mahony, 2019; LiGrining et al.,2010). Finally, little research attention was paid to improve and grasp the style of the teacher's skills of the relation with students and for many years, teachers' relational skills have been regarded as personal qualities and it was believe that it cannot be taught or trained (Fredricks, Blumenfeld, & Paris, 2004; Pianta & Allen, 2008; LiGrining et al.,2010).

However, the teacher needs psycho-social-pedagogical training and intervention for their successful career by structuring motivational and attitudinal dynamics. The positive interaction of students and teachers build a trust-worthy relationship with compassion, caring, and attention create a positive educational atmosphere at the school which helps to promote the academic achievement of the students (Hundeide,2009).

The systematic studies were launched at the war in Bosnia and Herzegovina (1992-1995) with the support of UNICEF with school psychosocial programs due to the high range of war events and trauma affects among the children (Stuvland, R., 2005). The systematic assessment study of children's exposure to war events is done by the University of Sarajevo with the collaboration of pedagogues and psychologists in Sarajevo in June 1993 to measure the impact of the war on children. They use assessment batteries including self-report questionnaires as a tool among 1505 children, aged 8 to 15 years from the primary schools under the psychosocial project to collect group data from the young children regarding the impact of war. It shows that maximum children experienced bullets and shells in a close range and children were exposed to direct life threats (Dapic et al.,1993). Stuvland (2005) argued that the project helps children to adjust in stress, traumas, and losses, providing support and activities in schools by the teachers and others.

In 2019 in Turkey a factorial design is used to compare the independent and interactive effects of pre-service teachers' attitudes on Syrian refugees with the participants of 353 senior-

level university students with the aim to analyze the perception of pre-service teachers' attitudes towards Syrian refugee children, who migrated to Turkey after the outbreak of the war in Syria resulting that there are no significant differences of attitudes between teachers' ethnicities and gender on Syrian refugees which means the study results does not find clear statistical evidence to support the hypothesis that male and female have significantly different attitudes towards Syrian refugees. The study suggests that there is a need to add a psychosocial curriculum and support for children who faces violence, crime, and conflict. In addition, it is evident that all teachers need professional development and support to work with refugee children. This includes training in dealing with children who have experienced trauma and violence as well as training in peace education (Aydin, Gundogdu, & Akgul, 2019).

In 2011 in South Texas and Michigan, two studies were conducted and an article was written with the findings of those two studies to investigate how teachers perceive Somali Bantu families' education goals and Somali Bantu families' real attitudes of education. The writers mention in their article that they want to see the microaggression between Somali Bantu refugee students and the educators. They examine the words when teachers talk Bantu families in order to rearrange curriculum and pedagogy in the school context. The study uses the ethnographic methods to observe participants in the school settings and community settings and the researchers also take an interview with the educators and find that some educators fail to perceive and recognize that a connection between school and the Bantu family needs to be built. They also find microaggression creates a student's behavior disorder, lack of motivation, poor attitude, and cultural deficit (Roy & Roxas, 2011).

In 2019 in Denizli, in Turkey, a phenomenological study was conducted with seven Turkish teachers in schools with the semi-structured interview, and with the purpose of investigating how teachers perceive and determine the refugee children as teachers meet the standardizing curriculum in the state schools by analyzing the data with the coding themes and categories resulting that teachers have to have multicultural knowledge for the proper understanding of their refugee children and their socio-culture background, language, values for effective education (Karakuş, 2019).

In 2019 in Nyagurusu refugee camp in Tanzania, a study of classroom management was conducted with a cognitive-behavioral therapy-based intervention called EmpaTeach was conducted to the groups of teachers (n=500) by using the randomized controlled trial (RCT) to see the effect of EmpaTeach for reducing violence from teachers to students in school by collecting survey data from teachers (n=500) and students (n=1500) before, soon after and 6 months after the intervention was finished and found the results that, EmpaTeach is a successful psychosocial intervention to reduce violence engaging teachers without any experts or technical persons in school and built a healthy future generation in any vulnerable or emergency settings especially the refugee camps with the limitation of the probability to get a small sample (Devries et al., 2019).

Prodip A M. (2017) investigates the situation of Rohingya refugee children's educational and health status in Bangladesh focusing on gender issues with a qualitative nature study based on primary and secondary data sources. Semi-structured interviews were conducted among 16 Rohingya children who were in the 8 to 16 age group. In addition, four parents, two teachers and two health officials were interviewed to collect primary data in the Nayapara refugee camp, Cox's Bazar showing that living in the refugee camp impacts both positive and negative effects regarding children's health and education and it is slightly better than their previous lifestyle in Myanmar, but the major limitation is gender discrimination is innate in programs of health and education care among the children.

Teacher attitudes and beliefs, therefore, are important considerations for understanding refugee children's cultural background and the language and their traumatic experiences in teaching, learning and development of Rohingya refugee children.

### **2.2 Negative Attitude Towards Rohingya Refugee Children & Their Education**

“Past experiences can affect how children encounter school and the relationships they form with their teachers and peers—and this is especially true for refugee children, whose pre-settlement histories can have significant ramifications for their academic careers” (Dryden, 2015, p.1). Rohingya children's past education experience in Myanmar was not sound. They were not allowed to use the formal curriculum in their home countries and many of them have never been

to school; surprisingly in their host country, they have no access to formal education with the formal curriculum (Guglielmi, et. al., 2019). Guglielmi, et. al., (2019) also argued that, Bangladesh Government prioritizes education only for the registered refugee children who lived inside the camp area, whereas enrollment in local schools is prohibited for all refugee children in the camp area

Education is not only a fundamental human right but also an essential component of refugee children's re-establishment (UNHCR,2000). Teachers' and the school environment are the main components for refugee children's enculturation, refinement, and socialization (Hones and Cha 1999 cited by Aydin, Gundogdu, & Akgul, 2019). Rogoff (1990) argued that schools can be seen as a community of learners. Most of the Rohingya children get limited schooling experience and after coming from Myanmar their life has become narrow at the camp area as a refugee in the host country and in Myanmar, their motherland, their access to education was also controlled and limited. That is why Rohingya children face significant learning gaps compared to their biological age, even some of them have no education. Thousands of vulnerable children have been leading a life in the camp area in aimless conditions where fear and vulnerability occupied their future by destroying self-confidence as they faced trauma, basically, they are surviving in adverse conditions, confronting the negative attitude from local community people (Smitherm,2017).

Refugee children face language barriers in the classroom although many of the refugee students are eager to communicate and want to do social practice with regular academic activities in school. Lack of language skills makes their education life fruitless. It is the crucial duty of the schools that can provide the support to feel them belonging and oriented to the school (Taylor & Sidhu 2012; Smitheram (2017) suggested that training of the Rohingya children's teacher to teach should make teachers understand Rohingyas' native language and culture which promotes Rohingya children's comprehensibility and accessibility to education.

Refugee education is low and uneven quality with a high ratio of student-teacher. In the refugee classroom, the teacher-centered approach including the lecture method is predominant rather than engaging students in teaching-learning activities and schools sometimes neglect to include refugee's original country culture and history and the teachers' training program in the refugee area is limited (Dryden, 2015). The Rohingya community in the camp area has expressed



high levels of dissatisfaction regarding quality education. They often make complaints against the teachers. Rohingyas are unhappy regarding the recruitment process because previously most of the teachers were appointed from the registered Rohingya people, now most of them are National (Bangladeshi) teachers that affect Rohingyas' employment inside the camp (Sultana, I., 2019). National teacher's negligence was found at the school hour, many of them found talking with the mobile phone inside the classroom and very often they ignore classes without prior notice (Prodip, 2017).

Moreover, Bangladesh is not well equipped to cope with the prolonged refugee situation. The country is already confronted with extreme poverty and a dense population. In addition, it is threatened by floods, landslides, severe river erosion, waterlogging, salinity, famine, and many other natural disasters due to climate change (Cook & Ne, 2018). Political and public opinion in Bangladesh is generally unfavorably disposed towards the Refugees. The majority of Bangladeshi society does not perceive the Rohingya issue in a positive manner. The Bangladesh government is raising concern against the inadequate international understanding of the Rohingya issue which hampers the repatriation, prolongs the crisis that creates a negative impact on the local people's attitudes (Kiragu & Morris, 2011). Considering the fact that shelters are constructed for massive refugee populations by destroying the natural vegetation, consequently, the environment and the ecological situation has degraded severely in those areas of Cox's Bazar (Ahmed et al., 2018), especially, for the firewood, more than 25000 acres of forest had been deforested due to building camps and collecting fire-woods (Hassan, Smith, Walker, Rahman, & Southworth, 2018). The impact of refugee-hosting on the local host community is complex. A massive pressure has been created agitation in the field of economy, health, education, security, environment, and political sector in Bangladesh and the Rohingya exodus has influenced the local community with positive and negative impact (Siddique, 2019). Hosting refugee people impacts local people's food, land, labor, wage, services, common property resources, and economic development. Hosting refugees also affect the tourism sector in Cox's Bazar, local students' abandonment of schools, hick of the house rent, deforestation, drug and prostitution (Wang et al., 2019; Siddique, 2019). However, National teachers are the active community members and the community attitude influences teachers' attitude which impacts students teaching-learning -development.

Moreover, localhost community of Rohingyas (the people of Cox's Bazar) accepted the refugee influx at first, but gradually the local peoples' impatience increases as much the Rohingya issue identified as a complex, insoluble, long-lasting political crisis which failed to reclaim their rights to international concerns (Abrar, C.R. 1995). The media presentation is a factor to mislead the crisis because media highlights the crisis mostly in religious context (Afzal, N., 2016). Currently, the country is hosting one million Rohingya refugees including 3,000,000 registered and 200,000 unregistered people. For the registered Rohingya people, makeshift- shelters were constructed and 80,000 additional refugees are housed in the nearly makeshift camp area (Azad & Jasmin, 2013; Milton et al., 2017). Rohingyas without proper registration live around the camps are not conferred legal protection. As a result, refugees are at risk of violence, abuse, arrest, and detention and these unregistered refugees living in makeshift camps have limited access to shelter, water, sanitation, health services, food assistance, and education (Ahmed, 2020).

Rohingya people including children faced frequent systematic torture, intentional killing, burning of houses, religious buildings, businesses, and crops, widespread rape of women and girls, most notably child abuse in northern Rakhine state in Myanmar since the late August (Report of the Special Rapporteur on the situation of human rights in Myanmar - ICNL, 2019). Women and girls were forced to different forms of sexual violence by the Burmese security including rape, gang rape, and other forms of sexual harassment during their campaign of ethnic cleansing against the Rohingya. Girls and boys were also killed and drove from their homes and persecuted along with men and women, and women and children were forced to see their children or mother, husbands or parents, and neighbors killed in front of them.

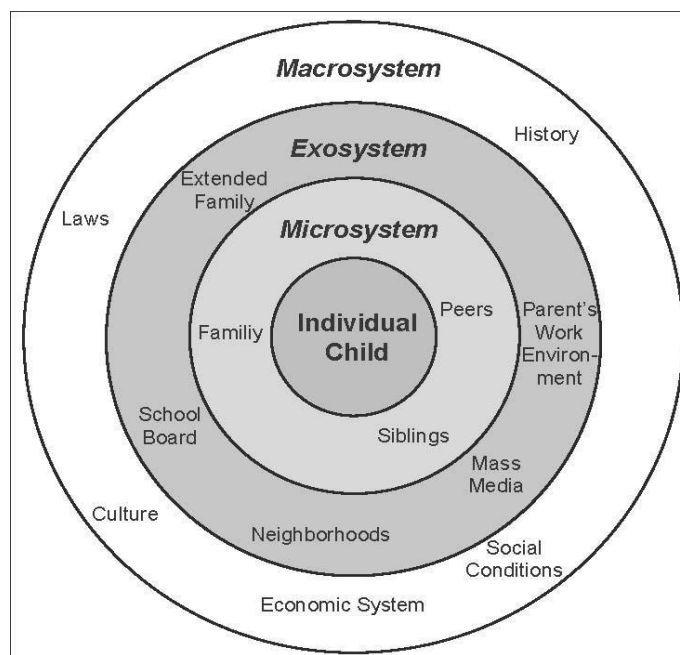
A large proportion of the refugees from Rakhine are children (60%) and According to a senior Bangladesh health ministry official, almost 18,300 pregnant women were identified and around 25,000 were estimated roughly at the time of their entry in camp in Bangladesh. There was an estimate that near about 30,000 pregnant women were recorded in the camps. Every month, 3,000 of them give birth, according to MSF and 48,000 women gave birth last year. A high proportion of Rohingya women and girls entered Bangladesh was pregnant, which may be the result of rape and gang rape (Bala, 2018).

To sum up, Rohingya refugee children's education is disrupted, discriminated, and effected by the negativity from country, community, teachers' perception, and attitudes which have been deep-rooted and created in the course of several historical roots. The chronological historic records of Burma (previous name of Myanmar) portrays that the Rohingya community was repressed after the pre-colonial era. During the British colonial rule from 1942-1948, the racial hatred between Rakhine (Buddhists) and Rohingya (Muslims) deteriorated sharply resulting in the alienation process of the Rohingya community from the society (Ahmed, I., 2008) which is a practical instance of Bronfenbrenner's systemic ecological theory. In the next subchapter, the bioecological theory is described in order to explain the connection between the relationship of children's teaching-learning and overall development and the negative attitude of the teachers, community, and country as well.

### **2.2.1 Systemic and Ecological Approach**

Bronfenbrenner (1979) stated that the systemic and ecological approaches look at the children through the prism of particular systems and ecological context in which human development occurs and further it pays the active role of the developing person over time. It is important to know how refugee children are perceived by the Bangladeshi culture and society because every person develops within a microsystem which Bronfenbrenner (1979) indicate as an immediate environment, inside a mesosystem, enrooted in an exosystem, all of which are a part of the macrosystem of the culture. According to Bronfenbrenner (1979), "Human development is a product of an interaction between the growing human organism and its environment" p16. He further mentioned that

"The ecology of human development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as the process is affected by relations between these settings, and by the larger contexts in which the settings are embedded." P.21



**Figure 1** Picture of ecological theory

### **2.2.1.1 Microsystem**

The microsystem layer is the innermost layer of Bronfenbrenner's ecological model. This layer is made up of the people with whom children regularly make contact like mother, baby, teacher, and peers in a given setting. Rohingya children's microsystems layer consists of their family, peers, siblings, and teachers. But many of them lost their family and friends, so their interpersonal relations, activities, and roles may not work smoothly.

### **2.2.1.2 Mesosystems**

When a developing person usually moves into a new setting an interrelation happens between the primary and more settings which consist of a mesosystem. Rohingya children's relationship with their home, schools, peer groups, neighborhoods, or other places is the example of the mesosystem.

### **2.2.1.3 Exosystems**

The exosystems layer is basically a larger version of the mesosystems layer because it involves the broader community. The exosystems layer includes extended family, neighbors, friends of family, schools, and the mass media where the children are not active participants. The school and mass media are a big part of this layer for Rohingya children because schools and mass media can change their life by providing their education, knowledge, and information. These two categories allow them to provide knowledge from the outer world.

### **2.2.1.4 Macrosystems**

The macrosystems layer is the outermost layer and generally consists of the attitudes, ideologies, laws, values, and customs of a particular culture or subculture. The macrosystems layer has affected Rohingya children's life because of the restricted education policy and the new ideology of the host country.

### **2.2.1.5 Chronosystems**

The chronosystems layer consists of environmental events and transitions that affect people throughout their lifetime. Some examples of environmental events are Tornadoes, Earthquakes, and Hurricanes. The loss of a family member or moving different places are examples of life transitions. One major life event for the Rohingya children is their refugeehood and persecution from their home country Myanmar.

Bronfenbrenner's theory conveys two important lessons for the teachers of the Rohingya children, firstly all social systems are reciprocal, secondly, there are many dynamic forces that exist to interact to create the context for individual development.

Teachers negative attitude causes violence against students in classroom which has a robust impact on children's education outcome in school, increased risk of their harmful future outcomes, including depression, suicide attempts and post-traumatic stress-disorder which can affect in brain development and psychosocial development of the children which is a complete violation of child rights (Devries et al., 2019). It is important to improve teachers' attitude towards children through psychosocial intervention, but researchers are still not sure which psychosocial program is the best for promoting teacher-student interaction (Berggren et al., 2020) and many of the interventions are

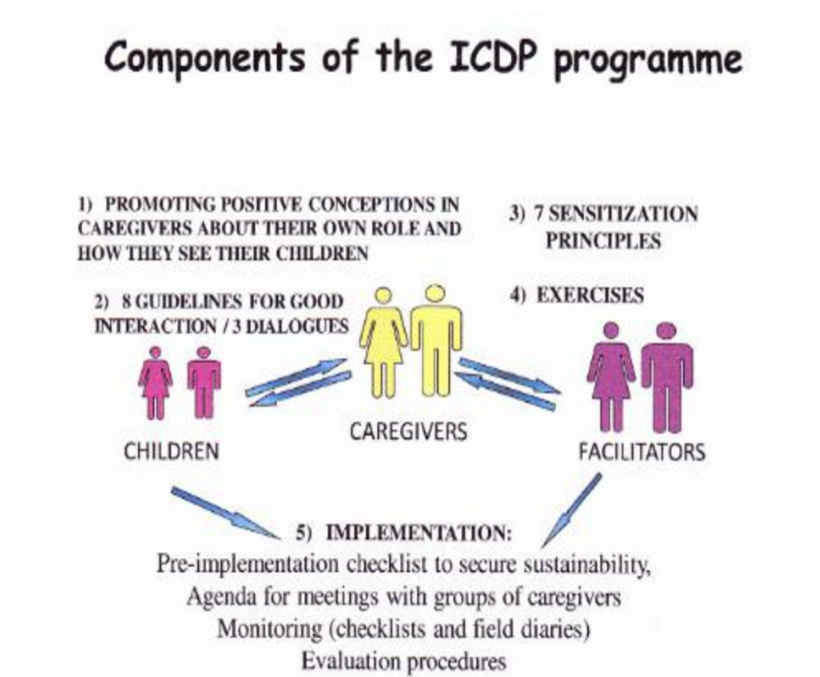
best fitted for the controlled situation not in the natural classroom situation with the regular classroom teachers. Moreover, most of the interventions are not for the day to day practice and if teachers cannot practice positive interaction on a regular basis inside the classroom, they might be unwilling to practice it and forget it over time.

### **2.3 A Sketch of ICDP**

Schools need to have a positive intersubjective environment which can establish through ICDP implementation with the teachers (Hundeide, 2010). He also argued that, International child development program (ICDP) is a sensitization program for caregivers (parents, teachers) to promote positivity between caregivers and children through guided practice in a natural setting. One of the objectives of ICDP is to strengthen the confidence of the caregivers (teachers/parents) in order to set a connection to the perception of caregiver (teachers/parents) towards the child (students) and how positively the caregiver provides care to the child. The theme which ICDP is basically influenced on is that the ICDP designed to help caregivers for helping the children and it is recognized as the best way to help the special or vulnerable children by developing a positive conception of the child for ensuring a positive interaction between caregivers and children through sensitive and empathic care which is the main focus of ICDP (Hundeide, 1991).

ICDP keeps focusing on the interactive level of caregiver-child though it can be applied at policy, advocacy, and human rights level and the level of community. The program is particularly relevant to implement for the early intervention with children of 0-6 years of age and their caregivers. But the program also addresses not only the infant and preschool-aged children but also the school-age children, adolescents, children with special needs and their caregivers. Caregivers of elderly persons are also included in the program. The underlying spirit of ICDP is hidden behind humanitarian values like human empathy and compassion (Hundeide & Armstrong, 2011). ICDP planned to promote positive contact and relations with empathic identification of children as empathic identification is the key process for successful caregiving, interaction, and pedagogy (Hundeide,2010). Empathy speedup effective communication with children and for effective communication caregivers have to realize children's emotional and cognitive capacity. ICDP is

mainly a parental program where parents will identify their children empathically without negativity or stigmatizing. To change caregivers' perceptions towards children, they need to practice redefining their children (Hundeide & Armstrong, 2011). But the conception of children varies between different societies and cultures and the attitude of caregiver's own parents in early childhood and it also depends on child-rearing (Levine & White,2017; Rogoff,2003).



**Figure 2** Components of the ICDP (Armstrong & Hundeide, 2010)

However, International Child Development Program is a universal psychosocial program to protect child rights especially for the distressed children of war, trauma, violence and corporal punishment by sensitizing caregivers to promote, trained and stimulate them for ensuring positive interaction between children and caregivers (teacher-student, parent-child) through sensitivity and care (Hundeide, 2010.; Hundeide & Armstrong, 2011). When implemented in schools, the goal of ICDP is to promote positive interactions between teachers and students (Hundeide,2008) to perform the school achievement. ICDP sensitizes caregivers (teachers) through 3 dialogues and 8 guidelines of human care are the basic components of the program (Hundeide,2010).

**Table 1**

***The Three Dialogue and Eight Guidelines of Good Interactions***

| Three Dialogue-type                   | Eight Guidelines of Interaction   |
|---------------------------------------|---|
| 1.The emotionally expressive dialogue | 1. Show love and care<br>2. Follow Child Leads<br>3.Intimate dialogue<br>4. Give recognition and praise |
| 2. The meaning dialogue               | 5.The joint focus of attention<br>6. Give meaning<br>7.Expand, give an explanation                      |
| 3.The regulative dialogue             | 8a. Step by step planning<br>8b. Scaffolding<br>8d. Situational limitation                              |

Note

The three dialogues & eight themes of ICDP including three steps of regulative dialogue

ICDP themes encourage teachers while participating in meetings to develop a positive conception of the pupils. It also leads to developing self-confidence with the process of self-reflection about their role as a teacher. Many teachers do not consider their roles as teachers and their relationships with students are poor and they are indifferent to establish meaningful relationships with pupils (Hattie, 2009). The eight guidelines represent three dialogues between teacher and students in classroom activities. The emotional dialogue encourages establishing a



secure attachment (Bowlby, 1935; Ainsworth 1978), promote communication-mediation (Vygotsky,1978; Rogoff, 1990)) and create a positive relationship between teachers and students. Through emotional dialogue teachers empowered to practice a close happy and affectionate conversation with students. The meaning of creating dialogue is a basic guideline for pedagogic guidance promoting the children's understanding, the experience of the environment, world, and culture-based socialization. The teachers provide meaning by describing and explaining what it is and how it is. Finally, the regulative dialogue helps the teachers positively set limits by involving the child in dialogue and by providing explanations for what is allowed and what is not to do to build self-control and adapt to the changing society which is essential for the Rohingya refugee children coping in a new society and environment. The Regulative dialogue means that values, norms, and rules are introduced consistently with children's participation. Teachers' activities with the child provide supporting guidance step-by-step towards its goal (Hundeide,2010). The traumatized Rohingya children are holding different culture and values and different societal norms which should be understandable to the teachers and teachers interaction with students should be emphasized on showing love, sensitivity, affection, care to introduce their values, norms and rules and the goal of ICDP is to create a secure environment inside the classroom where the children feel included (Hundeide, 1998).

ICDP could be a preventive intervention combating Post Traumatic Stress Disorder, PTSD. Refugee children's resilience needs potential for healing which can come from social environments, especially in the school environment. So, the ordinary treatment of PTSD and the strategic plan to the traumatic refugee children's resilience are not the same (Hundeide,1998). International Child Development Programme (ICDP) is known as a worldwide competency building training program for the psychosocial and educational care of the children at risk. Compared with the ICDP, it is built for children who have marginalized care but do not concentrate on trauma situations (Christie & Doehlie,1994). The caregiver's conception of the child is a very important component of ICDP as it is the key to the type of care (Hundeide, 2010). At first, the caregivers should perceive the child as a person to provide a positive interaction with them. Caregivers need to understand how the traumatic child feels following the child leads, observing the child's expressions and signals. The empathic identification and shared experience with emotional dialogues are the roots of sensitive caregiving. ICDP could create a link between the

trauma symptoms and the resilience factors by showing the child love and protection. Traumatic children have a lack of control and loss of sense of reality which can be turned into resilience through intimate dialogue and giving the child praise and acknowledgment which makes children reconnect with their sense of reality. The teacher can mediate the situation of the Rohingya problem to the children by creating meaningful dialogue with them. The children need assistance to understand the outer world and they need to understand their current situation which should be presented to them in a comprehensible manner. In some cases, children may suffer from guilt and shame for the unnatural, unusual, and uncommon events. Meaning dialogue can help children to accept their inner fear and feel as natural and common reactions. Joint focus and attention help the children to manage the deep feeling of helplessness, worthlessness, and be able to manage their narrative.

Rohingya children are living in a chaotic environment where they are facing neglect, violence, abuse and they might lose their control or be confused about the self and social values. The regulating dialogue with the scaffolding and step by step planning can make the child have self- control, grasping, and coping strategies, and making plans for their future success (Christie & Doehlie, 1994).

ICDP is extracted from empirical science and its theoretical notion emerged from the developmental and humanistic psychology which is known as a non-instructive psycho-social intervention that is characterized as a community-oriented and community-focused program (Rye, 2001). The purpose of the study is to see whether ICDP is impacting the improvement of the teachers' attitudes which emphasizes ICDP as a mediator for improving teacher's attitudes towards Rohingya children. The second hypothesis is to measure the effect of ICDP in respect of improving to the positive attitude of the teachers of the Rohingya children and reducing negligence or negative attitude towards them which in particular is a mission to tests and describes the positive interactions, communications, and collaborations with the ICDP components.

Vygotsky's proposition and effort of learning and development impact ICDP (Hundeide, 2002). The Cultural, Historical Activity Theory (CHAT) which also impacts ICDP, is a theory of human development that sees human societies and their members as mutually constitutive. CHAT emphasizes the role of culture in the development of an individual mind (Wells & Claxton, 2002).

The teaching-learning process is the very pathway through which the human mind develops (Arievitch & Setsenko, 2002). The cultural-historical school is mainly allied with the Russian scholars as well as others who extend their theories based on Vygotsky's notion. Vygotsky's Social constructivism theory stresses that learning is a social process. Learning does not take place only within an individual, nor is it passively developed by external forces (McMahon, 1997). Social constructivists state that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration (Amineh, R. J., & Asl, H. D., 2015). As the teachers are the local elites and an important member of the society, their attitude and collaboration in school and outside school play a vital role in pupils' meaningful learning.

According to Vygotsky, communication and mediation are focal in teaching, learning, and development. A learner can communicate with other peers, more knowledgeable others (MKO) which helps to grasp the knowledge, concept, and ideas. In this sociocultural theory, it is claimed that interaction with other people in society and mastery of the cultural tools lead to the development (Vygotsky, 1978). Through active interaction, the relationship between teaching, learning, and development can be established as a threefold process in which cultural tools are provided, learned, and transformed into the schema of the mind (Arievitch & Setsenko, 2002).

Vygotsky's terminology the zone of proximal development (ZPD) does not describe the real development of a child rather it is a metaphor which is a novel idea to illustrate the potential cognitive development of children (Vygotsky, 1978), and contemplated the foundation for the meaning created and expanded dialogue. In this meaning creating dialogue of ICDP, teachers perform the role as a pedagogic guide and have shown the responsibility to assist to increase child's understanding of her existing situation and world by promoting a child's capability of inquisition and exploration. This guided interaction between children and teachers enhances the child's skills and puts her mastery on adaptation, to meet with other people, and face the challenges of life events in other words that the child gradually learns and adjusts with the cultural community. Moreover, the interaction between caregiver and child through meaning creating dialogue also facilitates children's social and linguistic (Vygotsky, 1978; Rogoff, 2003), cognitive (Bruner, 1964), and moral development (Christie & Doehlie, 1994). Moreover, Rohingya refugee children's socio-cultural development in this altered camp area and their learning with different language barriers

demand mediation and assistantship from teachers to get adjustment and mastery in learning centers and culture friendly behavior in the society.

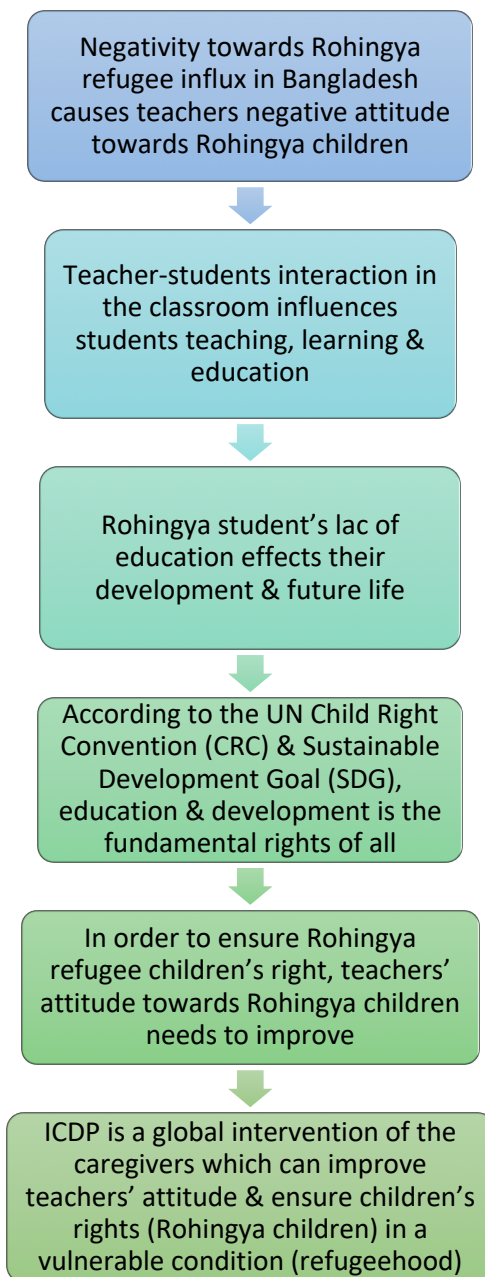
Still, the program is not yet declared as fully evidence-based for the teachers-student relationship as ICDP is more like a parental program (Hundeide & Armstrong, 2011; Sherr, Skar, Clucas, von Tetzchner, & Hundeide, 2014). The researcher plan to create evidence to find out the importance of ICDP as a sensitization program of teachers to improve their attitude, because a positive attitude will create positive interaction with the vulnerable, traumatized Rohingya children in the classroom which also will help to establish education growth, the wellbeing of the students and ultimately it will establish the child rights for special target groups (Refugee children). Moreover, the novelty of ICDP undermines the fact that it is facilitative and skill-based rather than instructive and culturally flexible sensitizing and awareness-building programs, cheap, easy to implement, low threshold, and useful at any age, in an everyday situation.

In addition, this study is focused on the improvement of the teacher's attitudes towards Rohingya refugee children behind the rationale of the study is to promote Bangladeshi teachers' attitudes towards refugee children for Rohingya children's effective education and overall development. It is anticipated that the role of ICDP on teachers' attitudes which is based on five components and eight themes will impact the positive attitude through positive interactions of the teachers with the refugee students which is the area of interest in this study. Teachers' positive attitudes and interactions generally play a vital role in children's education, learning, and development, in contrast with prejudice, agitation, trauma, fear, displacement, and unacceptance which disrupts education and child development.

Furthermore, ICDP is an effective and available intervention for classroom construction, teacher training, and psychosocial support. It is a low threshold intervention for caregivers and children. It is expected that it could be effective for reducing stigma, rejection, and indifference towards the refugee child. ICDP could be the mediating tool for promoting empathy and encouraging a teacher's positive attitude towards refugee children who arrived in a new place from a different cultural context. In this study, the independent variable is the components of the ICDP and the dependent variable is the teachers' attitude. The study purpose is to find out the association

between the dependent (teacher attitude) variable and independent (ICDP) variable which can be structured with some logic, on to the next page.

**Figure 3** Logical framework of independent & dependent variables



## 2.4 Empirical Researches on ICDP, Trauma & Refugee Children

In 2005 in Sarajevo, a qualitative approach, using a case study with purposeful sampling and conducting interviews and observation revealed that the teachers developed affirmative perception to the children in the classroom and they were cautious about their way of communication in classes with the pupils which is the important part of the development level of children. In this case, the study researcher wanted to find the depth of the targeted phenomenon of teachers', way of communication to the children and ensured all eight themes of ICDP from obtained data through elementary classroom observation. The study proved that teachers were shown praise, gave attention and put acknowledgment to the communication of the pupil in the classroom (Pavlovic & Tatjana, 2005)

In 2005, in Addis Ababa, Ethiopia a mixed-method study approach occurred to investigate the teachers' attitude towards the pupil in the classroom after the intervention with the sensitization program of ICDP. An adapted challenging behavior checklist was used as a tool for the observation in a classroom and an interview was taken to the ICDP trained teachers about the attitudes of the teachers towards the pupil, their self-perceptions, and professional competence. The researcher calculated data with the t-test analysis and the result showed there were no significant differences between two groups of teachers' attitudes towards their pupils. Therefore, ICDP had a positive impact on teacher's self-perception, professional competence and developing positive attitudes to the children (Godana & Hailie, 2005).

In 2006 to 2009 in Huila province in Colombia, based on the United Nations on the Rights of the Children (CRC) a qualitative ethnographic study using semi-structured interviews, focus groups, questionnaires and filming as a technique of collecting data was conducted with 37 local municipalities with the purpose of prevention of domestic violence and child abuse, resulting in that the intervention group (ICDP) increased by thirty percent (30%) improved interaction with their children than the control group. Caregivers related to children's education program also reported that, after having the ICDP program caregivers showed more positive interaction with the children and reduced the tendency of negative attitudes towards a child. Furthermore, children also became non-aggressive and cooperative at school. The study identification faced the limitation that

the program does not meet the opportunity to assess the direct impact on child development (Skar et al., 2009).

In 2014, in Mozambique a war-affected developing country, a quasi-experimental study was explored a long term effect of ICDP in a group of caregivers (ICDP group, n=75; Comparison group(n=62) using questionnaires to find the association between good parenting and ICDP showed higher efficacy scores, better physic, and life quality and lower scores of mental health difficulties with a major limitation that caregivers faced only the post-intervention interviews. Researchers suggested further investigation to generalize the outcome (Skar et al., 2014).

A pre-post design study comparing 105 mothers and 36 fathers in a regular ICDP course in Norway in 2014 showed the results that ICDP courses significantly influence in a similar way both fathers and mothers in respect of parenting roles with a significant score change in parenting strategies, positive discipline, engagement and child management. The study is aimed to investigate whether the fathers and mothers equally respond to ICDP, the widespread community program in Norway including a major limitation is that it has no control group. So, it is very difficult to conclude that the study findings occur due to ICDP interventions rather than other environmental elements that are uncontrolled or time. Another major limitation regarding the association of ICDP and fathers -mothers' equal response regarding attributions towards their children is the small sample size of the father (36) which cannot generalize for all caregivers attending on ICDP program. Lastly, the probability of a type-1 error might occur in order for using multiple tests. Further study is needed to assess whether the changes are steady in fathers' and mothers' behavior after having ICDP training as the data are found only based on self-report (Clucas et al., 2014).

In Bangladesh, in 2014, qualitative research on ICDP of three cases of mother-child didactic relation in underprivileged families was conducted to investigate the positive interaction pattern with the eight themes of resource-based communication and mediation. The sampling procedure of the study is purposive and based on the capital city slum dwellers. The researcher applies a multiple case study with 'emic', 'etic' perspective, and applies the interview and observation method for collecting data. The study findings admitted that positive communication and mediation are an across culture approach ( Ferdowshi, 2014).

In 2020, in Sweden, a pre-post design study with the matched intervention and controlled group was conducted with the goal of increasing school performance of the secondary school students to find out the association between the ICDP implementation in classroom situation and students school achievements, resulting ICDP a prominent intervention for the better students learning by positive interaction of the teachers and students with the limitation of the randomized study and the researcher was unable to test each student's academic achievements over time ( Berggren et al., 2020).

Researche which is mentioned above on ICDP follow both qualitative, quantitative, and mixed-method study. Pavlovic and Tatzans (2005) administered a case study and purposeful sampling strategy in Sarajevo. Similarly, Skar et al. (2009) used qualitative ethnographic study in Huila province to see prevention of domestic violence through ICDP. However, many of the researchers run quantitative research with experimental design (Berggren et al.,2020; Devries et al., 2019; Skar et al.,2014; Clucas et al., 2014), especially pre-post experimental design is used by Berggren et al (2020). The present study uses an experimental pre-post design with a quantitative notion because experimental design randomized the sampling procedure which controls bias to get an authentic outcome. Moreover, the implementation of ICDP in Rohingya refugee settings is a novel phenomenon that demands scientific proof for wide-range use. Finally, the current study administered the one group pre posttest design to find out the effect of ICDP in the Rohingya refugee context.

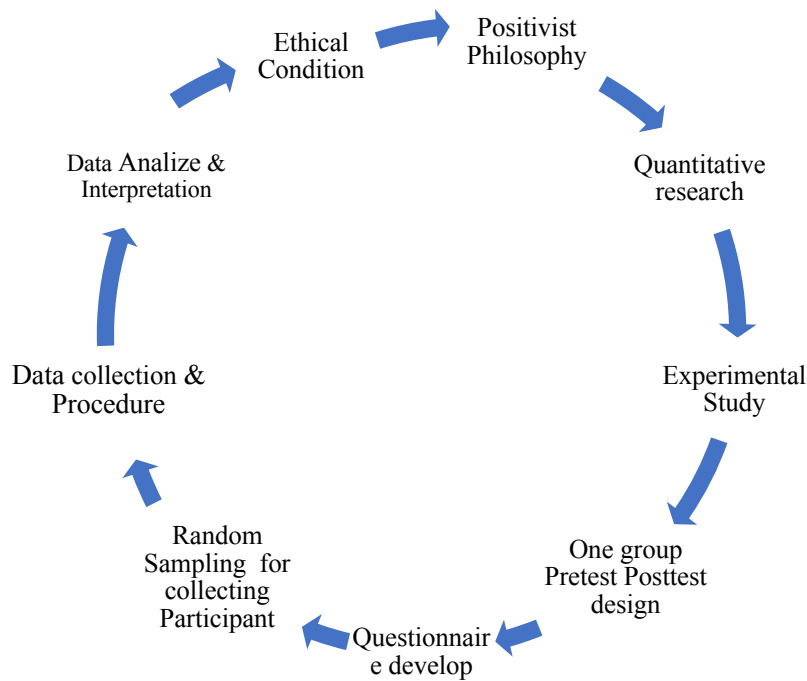
In conclusion, this study was aimed to investigate the effect of ICDP on teachers' attitude towards Rohingya refugee children with the administration of one group pre posttest experimental method as the secondary purpose of the study was to promote Bangladeshi teachers' attitudes towards refugee children for their effective education and overall development. In order to improve the teachers' attitude towards the Rohingya refugee children, this study uses ICDP because ICDP has worldwide recognition as a psychosocial humanitarian sensitizing program to promote caregivers positive interaction with children and most of the study found a positive impact on caregivers child interaction within various settings like war trauma, disability, and refugee context.



### 3. Methodology

This chapter describes the overall research process with a systematic overview of the research issue to analyze and discuss. The research methodology includes not only the methods and techniques of collecting data but also, the relevance of the method to be used and the procedure of how to apply those data (Kothari, 2004). Moreover, research methodology includes research design, selecting samples, collecting and analyzing data. Data analysis contains ethical issues, validity, and reliability of the study (Bennett, Borg, & Gall, 1984; Hu, 2017). This chapter contains four sub-chapters which includes (3.1) research design, describing measures, pilot testing, Likert items score, psychometric properties (reliability & validity). The second subchapter (3.2) is about research sites, study population, samples, procedure of data collection and data analysis and the third subchapter is (3.3) the ethical condition, (3.4) describes the wrap up of the chapter.

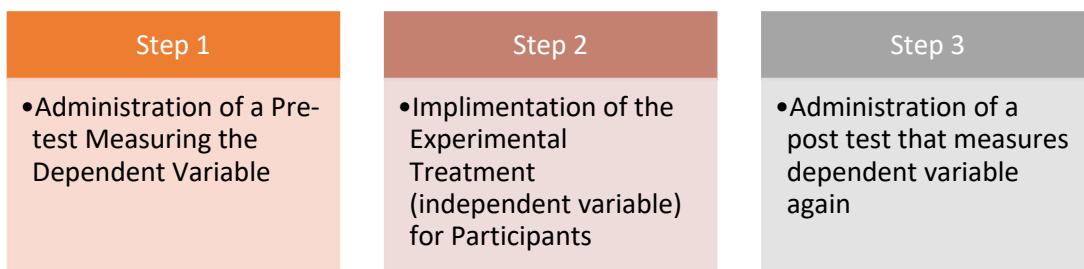
The study framework conceptualizes with a positivist philosophy which is a quantitative study which is designed in a one group pre-test post-test experimental method using random sampling procedure to collect samples. The figure of the study framework is presented in the next page.



**Figure 4** Framework of the study (Fischer, Boone, & Neumann, 2014)

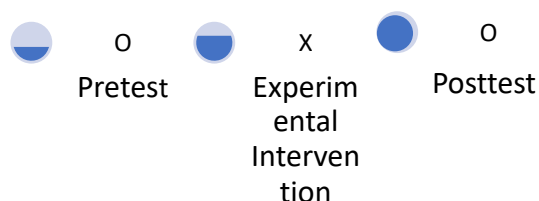
### 3.1 Research Design

This study complies with a positivist philosophy which is already mention is basically a quantitative approach in nature in a one group pre-test post-test design underlining single group design with the National teachers of Rohingya refugee children (N=47) by completing Likert test before and after the ICDP full course which is an experimental intervention. It follows the random sampling procedure to assign the participants and in order to determine the sample size this study follows Cochran’s (1977) sample size formula for continuous data (Bartlett et al., 2001). The data collection procedure strictly carried out the ethical rules and follows the three steps of the one group pre-test post-test design:



**Figure 5** Three different steps of one group pretest posttest experimental design

In one group pretest posttest experimental design the effects of experimental intervention (ICDP) is found by calculating and evaluating the pre-test and post-test scores. One group pre-test post-test design administers a pre-test (the first O), after running the pre-test it experimented the treatment and after that the post-test with the same instrument is administered (the second O).



**Figure 6** symbolic presentation of one group pre-test post-test design

The Purpose of the current study is to measure the effect of the International Child Development Program (ICDP) as education research usually meets four types of research purpose for selecting an appropriate design. The purposes are descriptive, prediction, improvement, and explanation (Gall, et. al., 2013). Consequently, the focus of the study is to understand the cause & effect relationship between one or more variables. So, one group pre and post-test design has been chosen and thought to be best fitted for the study. The experimental design relies on the highly controlled and classical scientific procedure. A true experiment is the most powerful quantitative research method which includes a control and experimental group and randomization technique. In this study the randomized control group is absent, and the study does not meet the criteria of pure experiment. The One group design is sometimes called pre-experimental design (Creswell, 2014) as it does not meet the requirement to have a control group. The hypothesis of the study which was decided to take on the pre-experimental design are,

☐ ICDP has an overall impact on the improvement of teachers’ attitudes towards Rohingya refugee children.

☐ ICDP has a positive impact on teachers of the Rohingya refugee children to improve their attitude towards Rohingya refugee children and it helps to reduce negligence (negative attitude) to them.

Moreover, one group pretest posttest is chosen as an experimental design of this study because teachers’ attitude is a stable phenomenon and hard to change and using this type of design is appropriate when the characteristics is rigid and difficult to change. In addition, using

pre-test post-test is authentic when extraneous factors have been assumed to be nonexistent or minimal (Gall, et, al.,2013).

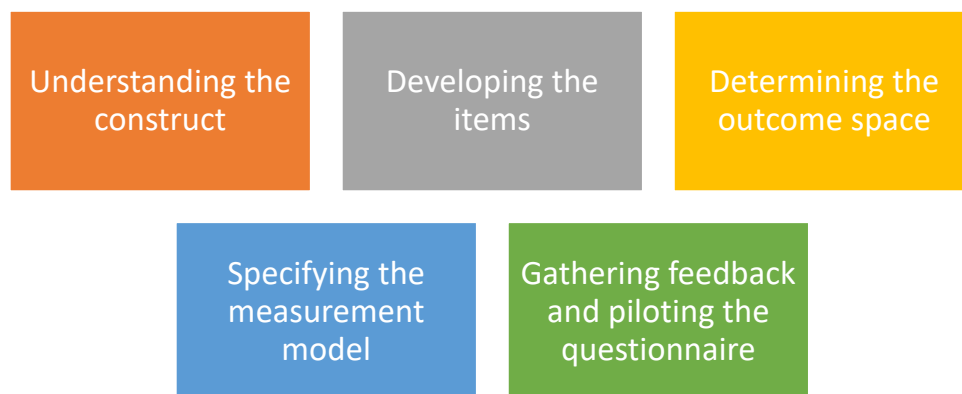
### **3.1.1 Measures**

Questionnaires are the most common method of collecting data (Kothary, 2004), having, of course, both advantages and disadvantages for the researcher. They are cost-effective, while they secure anonymity. Additionally, it is not much time consuming to collect the data, especially in close-ended questions. On the other hand, questions should be kept brief, while after distributing it, there is no way to modify the items included, even if they are unclear to some respondents (Gall et al, 2014). In this case, the presence of the researcher is necessary for further explanations, which is also a disadvantage when the researcher is not available or conducting a mail survey, for example. When constructing a questionnaire, it is essential to keep in mind that the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be (Kothary, 2004).

A Likert scale questionnaire which was developed by the researcher is used for this study as an instrument because the availability of suitable tests of measuring the teachers' attitude towards Rohingya refugee children based on International Child Development Program (ICDP) in Bangla is rare and hard to find out. The logic behind choosing paper-based Likert scale questionnaires is that it is not much expensive to administer and not very much time-consuming. On the other hand, there is no scope to change the item if it is unclear to the participant. A disadvantage for developing won tests is risky and sometimes it will become the main focus of the research and fail to obtain purpose (Gall, et, al. 1989). 20 closed items including 9 negative or reverse items were formed regarding the Rohingya children based on the several components of the ICDP. The components are observing the child as a person, empathy, mentalizing, positivity, stigma and neglect (Hundeide,2010).

Therefore, the study instrument is a Likert scale questionnaire (5 points). A difference between Likert scale and Likert type scale questionnaire is that the main Likert scale is a 4/5/6/7 points scale that does not measure individual questions, rather it forms in a combined structured way from the series of questions. On the other hand, the Likert type questionnaire is a multiple

choice of questions that may be used as a research instrument (Boone & Boone, 20012). This study questionnaire compiles 5 points Likert scale answers, a) correct, b) mostly correct, c) Unsecured d) wrong c) absolutely wrong. An item analysis, validity and reliability tests were checked for purposeful use. To develop a Likert scale questionnaire the following steps were taken:



**Figure 7** Basics of developing a Likert scale questions

The Likert-scale development process is being divided into five main sections, primarily based on Wilson’s (2005) approach to psychological measurement. The five sections are, understanding the construct, developing the items, determining the outcome space, specifying the measurement model, and gathering feedback and piloting the questionnaire (Nemoto & Beglar,2014).

The reason behind choosing 5 point Likert scale questionnaire is that the Likert scale psychometric measure is mostly popular and frequently used in quantitative research to find out the association of the variables, especially it is common in education and psychological investigation where motivation, anxiety or attitudes are the main constructs. In addition, in Likert scale questionnaire data can be gathered relatively quickly from large numbers of respondents, it can provide highly reliable estimates, and it highly ensures the validity from the data (Nemoto & Beglar, 2014).

Several researchers showed that 6 & 7 points Likert scale have more quality than 5 points Likert scales (Chomeya, 2010), but it also depends on the construct of the study and the character

of the data whether it is ordinal or interval. 5 points scale is assumed to be applicable when the response variable score is ordinal (Joshi et al., 2015).

However, the study questionnaire (Bangla language) was checked by the two ICDP experts and one special needs educator and another Professor of Clinical Psychology at the University of Dhaka. Several items from the questionnaire were changed, omitted and language correction was considered carefully according to the Judge's evaluation and potential items were generated.

### **3.1.2 Pilot testing**

After getting the face validity of the questionnaire a field test was conducted among 10 government primary school teachers in Ukhya, Cox's Bazar. At first, the written instruction was served to them and verbal communication was made cordially to clarify them what to do and how to fill the form. They were assured that this information will use only for the research purpose at the University of Oslo.

The first part of the questionnaire is the demographic questions that cover their name, age, gender, education level & the level which they teach as a class teacher. The second part contains 20 questions regarding teachers' attitude towards Rohingya children based on ICDP components.

### **3.1.3 Score of the items**

The most common method of creating a total score from a set of Likert items is to sum each person's responses to each item. This study evaluates score items in the following manner: correct (positive attitude), mostly correct (less positive attitude), unsecured (in between less positive or almost negative attitude), wrong (almost negative), absolutely wrong (negative attitude). Nine reverse items will compute the scores as correct/negative attitude, almost correct/almost negative attitude, unsecured/in between less positive & almost negative, wrong/ less positive, absolutely wrong/positive attitude. The range of total scores are the following:

**Table 2*****Score Range According to Different Types of Attitudes***

| <i>Attitudes</i>       | <i>Score Range</i> |
|------------------------|--------------------|
| Positive Attitude      | 81-100             |
| Less Positive Attitude | 61-80              |
| Unsecured              | 41-60              |
| Almost Negative        | 21-40              |
| Negative               | 1-20               |

Note:

Range of attitude score

The overall attitude of the teachers toward Rohingya children is measured by comparing the mean differences of items between the pre-test & post-test using the paired sample t-test. In order to measure the positive attitudes, a comparison between pre-test and post-test of the one group samples were measured by computing the total mean difference of the positive items using a t-test. The whole items (20) were divided into two subgroups, positive items group, and negative items group. 11 positive type scores were transformed to the mean score and a t-test was applied to measure the difference between pre-test and post-test of the treatment group. Following the same procedure, 9 negative item scores were transformed as a mean score and compared with the pre-test & post-test of the treatment group using the t-test (Diez & Barr, 2012).

Choosing t-test as a statistical parametric test of this study is highly favorable, because this study determines the one group pre-test post-test experimental design which prefers a t test for a correlated mean. If the pre-test and post-test data scores are normally distributed and the data sets are continuous in nature the one group pre-test post-test experimental design demands a parametric test like t test which is the best parametric test to determine whether the differences between pre-test and post-test mean is statistically significant ( Gall, et. al., 2014). In addition, t test is suitable to use when the sample size is small (Islam. N.M., 2017).

### **3.1.4 Psychometric Properties of the Measures**

#### **3.1.4.1 Reliability**

Reliability refers to whether the data collection technique complies with an analytic procedure that would reproduce consistent findings if they were repeated on another occasion or if they were replicated by another researcher. The researcher follows several methods of estimating an instrument's reliability (Gall, et. al., 2014).

'Classical measurement theory' which was developed by Charles Spearman is a common theory that is underlying to describe instrument reliability (Spearman, CE.,1904). According to the theory, reliability is the proportion of the variance in the measurement scores that is due to differences in the true scores, due to random error. If a measuring instrument were perfectly reliable, it would have a perfect positive ( $r = +1$ ) correlation with the true scores. A systematic error arises when the instrument consistently measures something other than what it was designed to measure. The most straightforward method of estimating reliability is to administer the test twice to the same set of subjects and then correlate the two measurements (Time 1 and Time 2). Pearson's  $r$  is the index of correlation, most often used in this context. If the test is reliable, and the subjects have not changed from Time 1 to Time 2, a high value of  $r$  is obtained. If the value of  $r$  is at least .70, it is likely to be satisfied with the instruments to be used in research (Anastasiadou, 2011).

However, the test-retest reliability method is sometimes inconvenient to administer, moreover, it would be expensive for organizing a test twice to estimate its reliability. Also, practice effects or other changes between time 1 and time 2 might invalidate test-retest estimates of reliability.

To overcome the difficulties Spearman split-half method could be used, but the problem with the split-half reliability coefficient is that it is based on alternate forms that have only one-half the number of items that the full test has. Reducing the number of items on a test generally reduces its reliability coefficient. Another problem with the split-half method is that the reliability estimate obtained using one pair of random halves of the items is likely to differ from that obtained using another pair of random halves of the items. One solution to this problem is to compute the Spearman-Brown corrected split-half reliability coefficient for every one of the possible split-



halves and then find the mean of those coefficients. This means is known as Cronbach's coefficient alpha. Cronbach's alpha is a statistic that measures the degree of internal consistency among items on a scale (Cronbach, 1951; Sun et al., 2007).

In the present study, the Spearman-Brown split-half correlation coefficient is used to determine reliability and Cronbach's Alpha coefficient test is used to find out the internal consistency and reliability of the items of the Likert scale questionnaire. Cronbach's alpha result is found 0.83 and the spearman brown correlation coefficient is 0.73. Cronbach's Alpha reliability coefficient .832 means that 83% of the variance in the score is on reliable variance, therefore 30% is error variance. Nunnally (1994) argued that the cutoff point of Cronbach's Alpha reliability coefficient is .70 for explanatory research, .80 for basic research and .90 for applied research.

**Table 3**

***A reliability coefficient of the Bangla version of the Likert Scale Questionnaire***

| <i>Scale</i>   | <i>Cronbach's Alfa reliability Coefficient (N= 10)</i> | <i>Spearman-Brown Split-half Coefficient(N= 10)</i> |
|--|--|---|
| Teachers Attitude towards Refugee children ( 20 items) | .832   | .735  |

Note

a. The items are: Rohingya Children as a person like other Children, Think they have many potentialities, Good at sports and games, Rohingya children are innocent, Empathy towards them, pictures well, Consider them as like as Bangladeshi student, Living standard is very poor and inhuman, Their food habit is not good enough.

b. The items are: They are not sufficiently neat & clean, More polite and obedient, Lazy for preparing their homework, More cunning than Bangladeshi kids, Rohingya children often steal things which they don't have, Rohingya children most of them are liar, Hopeless and we do not need to educate them, They are burden for Bangladesh, It is Myanmar Government's responsibility to Educate them, They should go back to Myanmar

### **3.1.4.2 Validity**

Validity is concerned with the extent to which a particular instrument measures actually for what it is constructed for and to measure (Kothary, 2004). Three different kinds of validity are important for research: construct validity, internal validity & external validity. In an experimental research internal validity plays a vital role because internal validity is established when there is a cause and effect relationship between dependent and independent variables. In order to check, the external or face validity several expert opinions were taken. A Pearson correlation analysis was administered to understand the construct validity of the Likert test. The result shows that the Pearson correlation coefficient  $r$  is  $-.212$  which is a weak correlation but significant at the 0.01 alpha level. It means there is a negative correlation between positive attitude and negative attitude of teachers towards Rohingya refugee children if the positive attitude increases the negative attitude will be decreased (Brogden, 1946).

### **3.2. Research Site, Population & Samples**

The study was conducted at the Rohingya refugee camp in Ukhia Upazila, under the district of Cox's Bazar, Bangladesh. Cox's Bazar, the shelter place of Rohingya refugees, is the wettest area of the country. Among all the refugee camp area e.g. Kutupalong, Jamtali, Thangkhali, Balukhali, Hakimpara, Baggoha, Unchiprang, Shamlapur, Nayapara, Leda, Teknaf, two areas were randomly selected as the research site. The camp area is a coastal area near the Bay of Bengal and surrounded by rocks, muds and tiny hills. During the monsoon season, the area becomes at risk of floods and landslides. The research site is situated in the Maynerghona area namely Moon learning center camp no 11 and the other is located at Jamtoli area camp no 15 (see figure 8).



**Figure 8** Rohingya Refugee camp location in Cox's Bazar

### 3.2.1 Determining Population & Sample

The experimental design demands a simple random sampling procedure. This type of sampling is also called SRS. Random sampling is defined as the procedure where a group of individuals has been selected from a defined population where every individual has an equal chance or same probability to be selected, random sampling minimizes the standard error and maximizes the normal distribution of population sample (Gall, et. al., 2014).

In this study, the Bangladeshi National teachers of the Rohingya children at the learning center inside the Rohingya camp in Cox's Bazar was the study population. Random number generators technique was used to get the simple random sample. First, the list of teachers who teach Rohingya children in the local learning center was collected from the office of a local Non-Government Organization namely CODEC in Chittagong district and each teacher will assign a number. After that by using a table of random numbers 50 teachers were selected randomly from the teachers' list of Maynarghona and Jamtoli Rohingya Refugee camp in Ukiah, Cox-Bazar. 50 teachers were randomly assigned as a study participant. Among the 50 teachers 25 teachers were from Jamtoli Rohingya camp and 25 were from May-nar-ghona Rohingya refugee camp who were selected to have ICDP training separately in the morning session and evening session. Finally, 47 National teachers were presented in two groups on the first day at the meeting and pretest session.

### **3.2.2 Data Collection Procedure**

Observation from experiments, survey or field notes is called data. The main principle of collecting data is that it should meet the research questions and sample data must be representative of the estimated population average (Diez, Bar & Rundel, 2017). The data collection of this study was dated and started on 10 February 2019 at 11:30 A.M, at Jamtoli, camp-15 and continued till 31 March 2019. The study was conducted at the Rohingya refugee camp in Ukhia Upazila, Cox's Bazar district, Bangladesh. The camp area is strongly restricted for the entrance of general people. The camps are treated as an emergency area and many incidents like a murder had occurred while staying at the camp. Moreover, the civil administration and the Bangladesh Army do not allow outsiders to stay in the camp area after 16 o'clock. The National Identification Card had to be shown to the army check post for the single entry to the camp. In addition, getting permission to work with the teachers in the refugee camp for two months was a limited opportunity, for these unavoidable circumstances and obvious reasons after getting permission from a Non-Government organization, it was not feasible to wait for the NSD permissions. The researcher got the permission and authorization from the Norwegian Social Science Data service or Norsk Samfunnsvitenskapelig Datatjeneste (NSD) after the data collection.

However, the first meeting was held in Chittagong district at CODEC head office with the high officials of the CODEC-UNICEF project, several guidelines, local contact person's addresses, mobile numbers and researcher's accommodation, security purpose was discussed and secured. The second meeting was held in Ukhia Cox Bazar at CODEC-UNICEF project office with the local Project coordinator, Senior technical officers and Project officers. Two venues were selected at the Rohingya camp area as a meeting place for ICDP meetings and teachers list was collected for simple random sampling purposes. Study design and anonymity and confidentiality of data collection were explained briefly. Exact time and date were fixed for the meeting and collecting data. Two Project officers (P.O) were engaged to ensure teachers' attendance and assist the researcher on the spot.

At the first meeting, 47 teachers were presented (National teachers of Rohingya refugee children) and an inaugural session was held with the presence of CODEC officials. After that, a closed-door meeting had started in the presence of the teachers only. Teachers were given verbal

assurance about confidentiality & anonymity, they have the right to withdraw the information they provided over telephone or e-mail and a brief instruction was provided about the Likert scale questionnaire, how to choose a Likert scale answer and finally how they fill it up. A pre-test including 20 items of Likert scale was conducted with all 47 teachers. The treatment group teachers were divided into two subgroups for conducting the 8 themes of the ICDP meetings. After completing the 8 meetings with the teachers the same Likert scale questionnaire was used for the post-test. This time only those teachers allowed to participate who were presented in almost all the meetings, 45 teachers were presented in all the meetings and allowed to participate in the post-test for the treatment group.

The demographic information and written consent of the teachers were collected with a different part of the questionnaire. Teachers were informed that they could withdraw their given information via email, over the telephone at any time. Teachers were served food and beverages in every meeting and a rapport was established with the researchers during the sessions. Furthermore, teachers were provided continuous support during the time of questionnaire fill up, ICDP meetings, doing homework and at the time of implementation of eight themes at the school level. Verbal praise and gratitude were given to all the teachers and officials and the participants were given written appreciation letters for their successful participation at the meetings.

### **3.2.3 Statistical Procedure & data Analyze**

Descriptive & inferential statistics are used for data analysis. In order to select a sample, a simple random sampling procedure has been followed. Descriptive statistics frequency, Mean, Median & Standard deviation is used to summarize the data in respect of participants demographic variable (gender, education level & age) and their response items. To compare the mean scores of pre-test group responses and post-test group responses a paired sample t test is administered to calculate the attitude scores. To see the homogeneity of the variance of the groups, F test and Levene's test is administered (Altman, DG., 1990). A Histogram shows the normal distribution of the data and line chart is also used to present the data. Cohen's d is used to see the effect size based on Cohen's (1992) guidelines (Thalheimer & Cook, 2002).

Moreover, a Cronbach alpha test & a Spearman split-half correlation method were used to see the reliability and internal consistency of the questionnaire. Pearson Univariate Correlation

coefficient is measured for two groups of data responses to measure the validity of the test item (Cronbach, 1951).

The statistical package for social science SPSS 25, the latest version, is used and administered for data analysis.

### **3.3 Ethical condition**

Consent from participants, Local organizations & permission from the University of Oslo had been obtained prior to the study. In order to access to the refugee camp area and reach out to the participants, single entry permission had been obtained from Bangladesh Army or Border Guard Officials showing the National Identity Card to the check-post.

The researcher explained the goal and purpose of the study to the organization and all of the participants orally at the beginning of the study. The participants were informed that they have the right to withdraw their consent and opinion at any moment. The data would be handled with full confidentiality and it would be anonymized properly. The written instructions were provided to them about the matters. All participants sign on the consent paper prior to the first meeting.

A warm rapport was established among the participants and researcher. The participants were spontaneous and they were informed not to answer any question if they feel discomfort. Furthermore, they can modify their answer at any time contacting the researcher or via the organization where they work. The meeting environment was cordial and the participants knew about the anonymity and confidentiality of their answers. Furthermore, they volunteer to the study for the benefits of future development of the Rohingya refugee children's education. Many of the participants had been communicated to the researcher for the ICDP homework or changing the meeting schedule. Mutual respect and trustworthiness were helped to conduct the research smoothly during the data collection phase.

The participant's name, address, and identity were anonymized through coding their answer sheet for the sake of anonymity and secrecy. In the SPSS program, all information about participants has been coded properly which is strictly confidential.

The data is shared only to the advisor and supervisor and it is reported as it occurs. The data is stored in a locked laptop and backup in a personal hard disc. So, the confidentiality and the risk to lose data due to software or hard disc problems are checked.

### **3.4 Wrap up the chapter**

The chapter outline is that the study meets a quantitative approach with a pre- experimental design. It describes the content of research methodology including research design, instruments, participants, data collection, data procedure, and ethical consideration. The study's goal is to measure the effects of the International Child Development Program (ICDP) to improve the attitudes of those teachers who are National teachers and teach the Rohingya refugee children inside the refugee camp. In order to measure the teachers' attitude, a Likert scale questionnaire is developed by the researcher in the Bangla language based on the International Child Development Program (ICDP). The questionnaire includes 20 questions (11 positive & 9 reverse type) regarding Rohingya refugee children. In addition, the first part of the questionnaire contains the demographic variables of the participants. Furthermore, the reliability and validity of the Likert scale questionnaire were checked. Descriptive statistics and inferential statistics are used to analyze the data through the statistical program SPSS 25.

#### **4. Presentation of the findings**

This chapter describes the presentation and analysis of data obtained from the response items by 47 National teachers. The findings are presented in view of the research hypothesis of this study. In order to examine the study objectives which is to improve teachers' positive attitude and, reducing neglect (negative attitude) towards Refugee children, descriptive statistics such as frequency, percentage, mean, median, standard deviation, skew, kurtosis, range, and central limit theorem are used as a statistical measurement (Sterne et al., 2003; Diez, Barr & Rundel, 2014).

Secondly, an inferential-statistics like paired sample t-test, independent sample t-test, and one-way ANOVA were administered to find out the cause and effect relationship between ICDP and teachers' attitude in a single group of teachers as they participated in pre-test and post-test evaluation (Altman, 1991; Siddique 2019). Finally, data are presented according to the teachers' responses from the (4.1) demographic variables (4.2) attitude scale and descriptive analysis, (4.3) research questions and inferential statistics and (4.4) the summary of the findings.

##### **4.1 Demographic Data**

The study population was the teachers of Rohingya refugee children who lived in a Rohingya refugee camp in Bangladesh. The study samples were randomly chosen from the Rohingya refugee camp area (n=47). The area is called Ukhya, Cox's Bazar, the south-east part of Bangladesh. It is a coastal region and border side area which divided the country Myanmar and Bangladesh along with the river Naff. The participants of the study were all National teachers of Rohingya children, who were working under the CODEC-UNICEF project. Inside the camp area, two types of teachers are usually appointed for teaching the Rohingya children, one has Bangladeshi Nationality and the other has Burmese Nationality. All participants of the study (100%) were National teachers who can speak in Rakhine language (Indo-Asian language for Arakan State).



**Table 4**

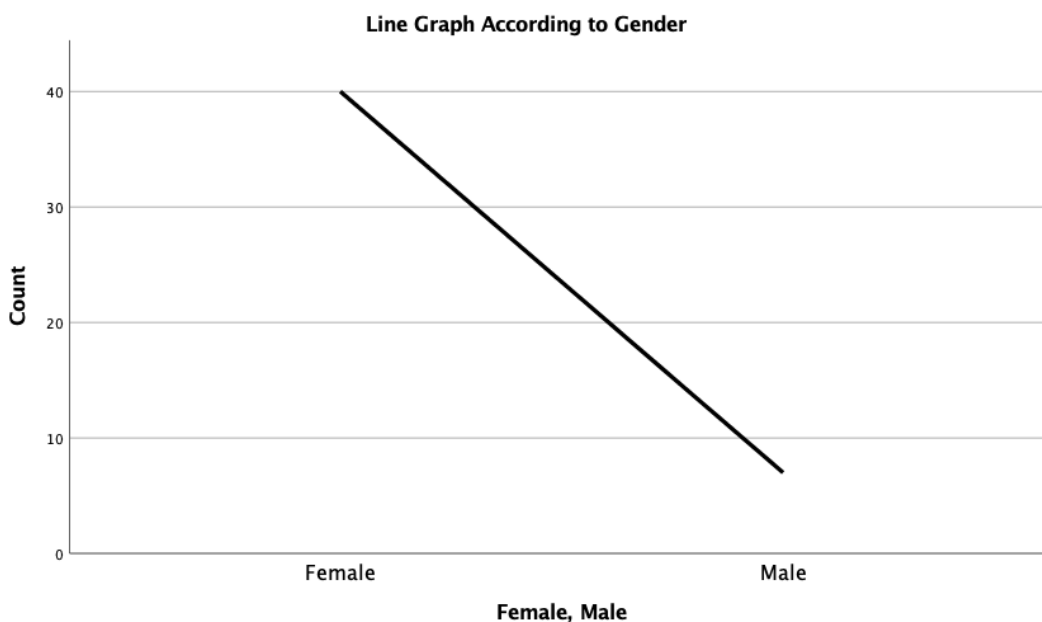
**Sample Participants Presented on Test Day (person)**

| <i>Name of the Test</i> | <i>Number of Teachers Presented on Test Day</i> | <i>Number of Teachers Absented on Test Day</i> | <i>Total Presence</i> |
|-------------------------|---|--|-----------------------|
| Pre-test                | 47  | 3  | 47                    |
| Post-test               | 45  | 2  | 45                    |

Note:

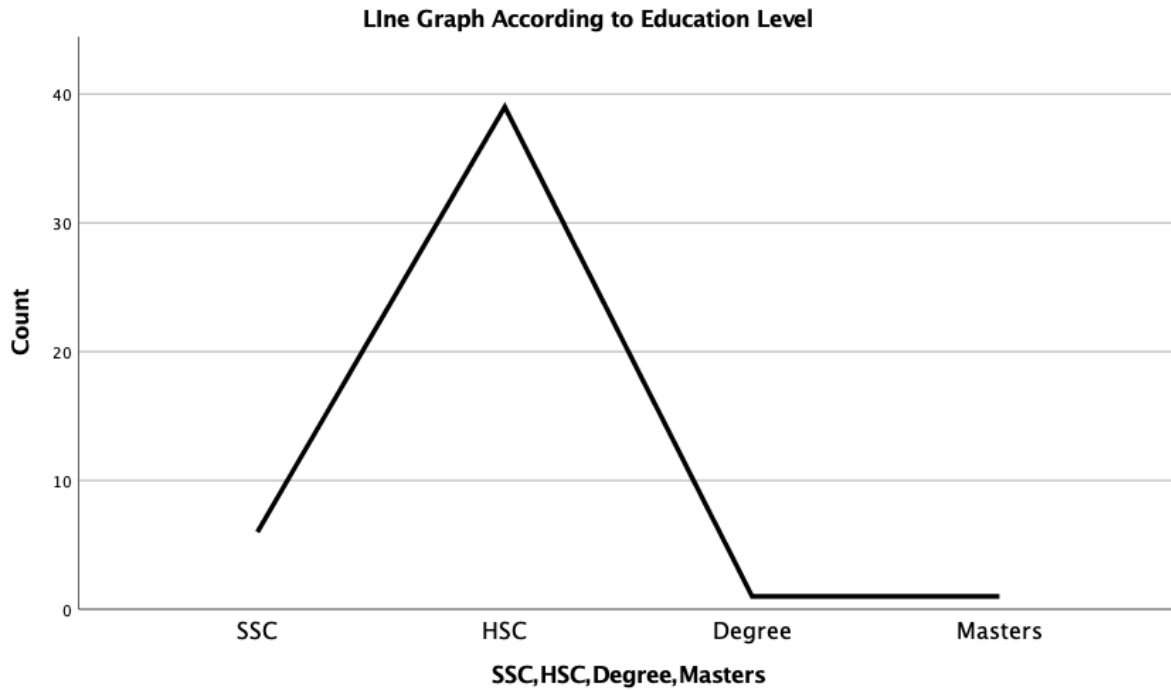
47 Teachers were presented in the pre-test, and 45 participants were presented in post-test

50 National teachers were randomly selected prior to the experiment and on the test day 47 teachers were presented on pre-test and 45 were on the post-test. Most of them were young and predominantly female.



**Figure 9** Line graph according to Gender of the teachers

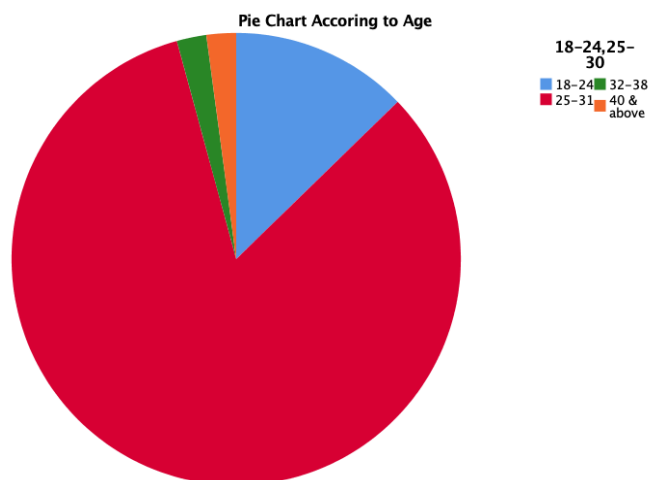
The line graph shows that the number of female teachers is 40 and male is 7. A high percentage of them 85.1% are female teachers and only 14.9% are male. Their education level was the maximum Master-degree and minimum Secondary School Certificate (SSC) level, the majority of them had a Higher Secondary School Certificate or HSC (83.0%). The education level was determined with the Bangladeshi standard which includes Secondary School Certificate (SSC), Higher Secondary School Certificate (HSC), Bachelors (Degree/Honors), and Masters.



**Figure 10** Graph of teachers' education qualification

The Line Graph shows the number of teachers' qualifications which indicates SSC 6 persons (12.8%), HSC 39 persons (38.0%), Degree 1 person (2.1%), and Master's degree 1 person (2.1%).

The demographic data of the teachers according to their age are presented below on the pie chart.



**Figure 11** Pie-chart of teachers age

Pie chart demonstrates that 6 persons were within the age group 18-24, 39 persons were within 25-31, 1 person was within 32-38 and 1 person above 40 years. Details about the demographic of the sample are contained in table 2 appendix iv.

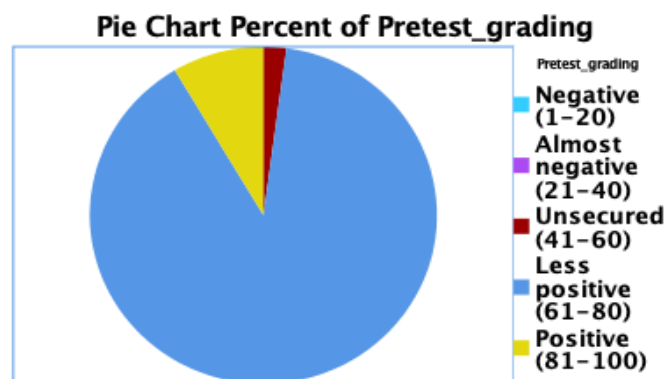
Demographic data were coded in SPSS like gender: male 0 female 1, group: control group 1 treatment group 0, test: pre-test 1, post-test 2; Education level: SSC 1, HSC 2, Degree/ honors 3, Masters 4.

### 4.3 Attitude Scale and descriptive analysis

An attitude scale was developed for the study purpose, which was administered to test the hypothesis and was constructed to identify the objective that, whether any differences occur in respect of ICDP intervention between the pre-test, and post-test of 45 teachers regarding their attitude towards Rohingya refugee children, so, number one objective of the study is to find out the mean differences of teachers' attitude towards their Rohingya Refugee students before and after the ICDP training. According to the research questions, the dependent variable is the teacher's attitude and ICDP is considered as the independent variable. The demographic variables are teachers' age, gender, and educational level which has been already mentioned.

In order to check and ensure the reliability of the attitude scale, the Cronbach's Alpha coefficient was extracted from the 20 questions of the questionnaire which was developed for measuring teachers' attitudes. Cronbach's Alpha is 0.83 which is satisfactory (Table- 3) which means there is sufficient consistency in measurement and the data are reliable. In other words, 83% of the variance in the score is a reliable variance. Therefore 17% is error variance (Nunnally, 1994).

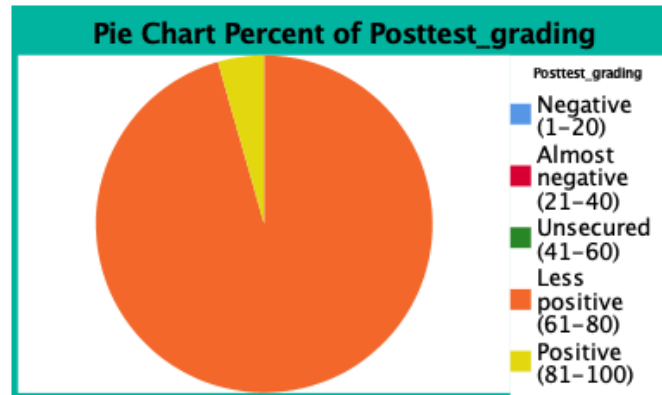
The attitude scale which is a Likert scale includes 20 items (11 positive items and 9 negative items). The Likert Attitude scale is ranged from 1 to 5 (correct=5 points, mostly correct=4 points, unsecured=3 points, wrong=2 points, and absolutely wrong=1 points). Numbers above 3 refers to positive responses with the items, on the other hand, numbers below 3 refer to negative responses. The values from the attitude scale as shown in the histogram (figure: 14, 15), shows a normal distribution with a mean 71.53 (pre-test) and 69.64 (post-test) of 20 items. By dividing the mean 69.64 with the 20 items the average mean score of post-test is 3.482 has been decided that most of the teachers' attitude towards Rohingya children are less positive. In this study, the frequencies, mean score and standard deviation (SD) for each item on the attitude scale are calculated and presented in appendix-iv, Table 3. The lowest mean score was 1.51 for item 12 (pre-test) and 1.87 for item 12 (post-test). The highest mean score is 4.59 for item 19 (pre-test) and 4.67 for item 5 (post-test). (Appendix-iv, table 3). The responses of the teachers are presented as below:



**Figure 12** Pie-chart of responses of the 20 questions (pre-test)

The pie chart shows that in pre-test most of the teachers' answers were less positive which indicates the teachers' attitudes towards Rohingya children before the ICDP training was less

positive. In pre-test many of the teachers answered positively and a few of them responded as unsecured.

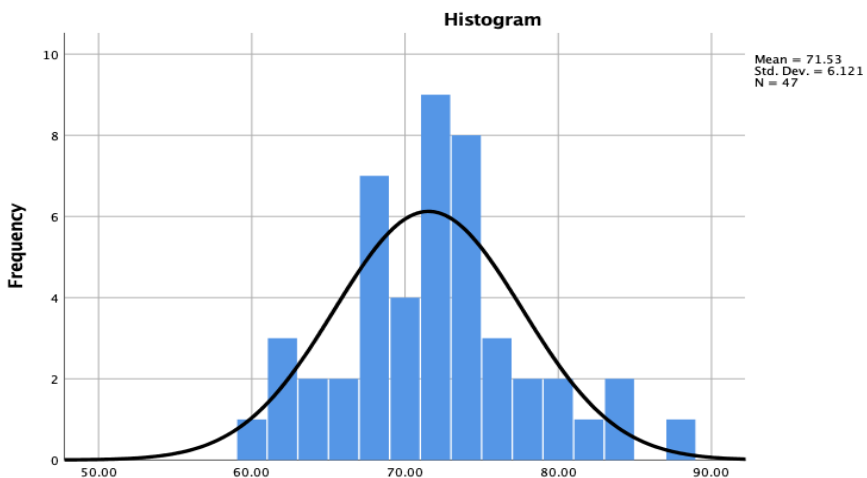


**Figure 13** Teachers responses according to questions (post-test)

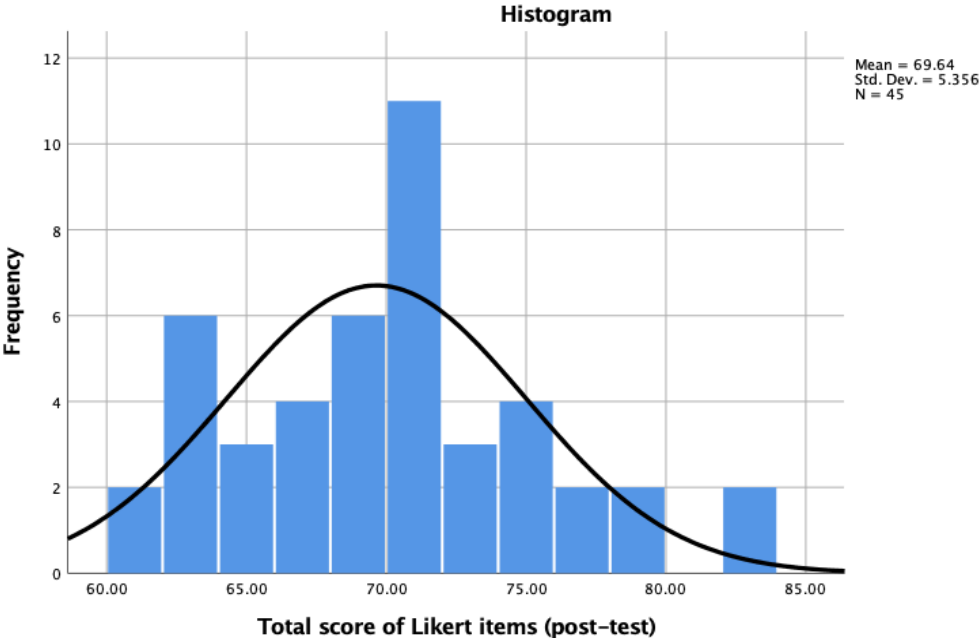
In post-test most of the teachers responded as less positive and some teachers responded as positive. Most importantly no one answer negative or almost negative. Moreover, teachers did not answer unsecured in post-test or after they got ICDP training (appendix iv, table1).

A Shapiro-Wilk test of normality is also presented in Appendix-iv, table- 4. Which portraits that we have enough evidence to say that the population is normally distributed. According to the data of the Shapiro test, from the pretest  $w(45) = .972, p = .346, p > .05$ , we failed to reject the null hypothesis and from the post-test  $w(45) = .964, p = .170, p > .05$ . Our null hypothesis ( $H_0$ ) was, the sample is drawn from a normally distributed population and the alternative hypothesis ( $H_1$ ) was, the sample is drawn from a population that is not normally distributed. As we fail to reject the null, we can conclude that our sample for the one group pre-test and post-test were taken from the statistically normally distributed population (Sterne et al., 2003).

Data were numerically coded as Likert item responses: correct 5, mostly correct 4, unsecured 3, wrong 2, absolutely wrong 1. Nine reverse coding was completed with item of 10\_r, 11\_r, 12\_r, 13\_r, 14\_r, 15\_r, 16\_r, 17\_r & 18\_r (correct 1, mostly correct 2, unsecured 3, wrong 4, absolutely wrong 5). Finally, the code was transferred to the Statistical Package for Social Sciences (SPSS) pack 25.



**Figure 14 Histogram showing normal distribution in total subjects (pre-test)**



**Figure 15 Histogram showing the normal distribution in total study subjects (post-test)**

**4.4 Attitude Out Come and Teachers Demographic Character**

This subchapter will describe the attitude regarding teachers (4.4.1) gender (4.4.2) education and (4.4.3) age.

#### 4.4.1 Attitude & Gender

An independent sample t-test was conducted to find out the significance of the relationship between gender differences in the Rohingya refugee camps regarding teachers' attitudes toward refugee children. The teachers' attitude score of pre-test and post-test of the teachers are normally distributed to conduct a t-test (figure 14,15). In addition, the homogeneity of variances was tested and verified via Levene's F test,  $F(43) = .40, p > .05$  (post-test). Levene's test for equality of variance showed no violations, ( $p = .530$ ) which indicates that the equal variance is assumed (appendix iv, table 5).

**Table 5**

***The attitude of a group of National Teachers of Rohingya Refugee Children Stratified by Gender***

| <i>Name of the Group</i> | <i>Gender</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>SEM</i> | <i>df</i> | <i>95% confidence interval Lower and Upper Bound</i> | <i>t</i> | <i>p</i> |
|--------------------------|---------------|----------|----------|-----------|------------|-----------|--|----------|----------|
| Pre-test                 | Female        | 40       | 71.15    | 6.4403    | 1.018      | 45        | 3.104  | .781     | .439     |
|                          | Male          | 07       | 69.85    | 3.716     | 1.404      |           | 7.042  |          |          |
| Post-test                | Female        | 38       | 70.394   | 5.314     | .862       | 43        | .580   | 2.293    | .027*    |
|                          | male          | 07       | 65.571   | 3.644     | 1.377      |           | 1.259  |          |          |

Note Independent t-test for attitude change between male and female in pre-test and post-test,  $p < .05$ , \*= significant, ns= non-significant.

The independent sample t-test result shows that female teachers in posttest ( $M = 70.39$ ,  $SD = 5.31$ ) are more likely to have a positive attitude than male teachers ( $M = 65.57$ ,  $SD = 3.64$ ),  $t(43) = 2.29, p < .05$ . Thus, the female teachers are associated with a statistically significantly larger mean than the male teachers in terms of attitude. Cohen's  $d$  was estimated at .228 using

Cohen's  $d$  formula, which is a medium effect ( $d > .20$ ) based on Cohen's (1992) guidelines (Altman, 1991).

Table 5 also reveals that the upper limit of the confidence interval of the post-test is 1.25 and the lower limit is .580. It can be interpreted that it is 95% confident that the mean differences (5.72) or the true population mean will remain between 1.25 to .580 (Stern et al., 2003).

So, it is both statistically and practically significant that female teachers have a more positive attitude than male teachers towards Rohingya refugee children.

#### **4.4.2 Teachers Attitude Regarding Age**

A null hypothesis was figured that no attitude change would happen due to age in teachers' attitudes before and after getting ICDP training. In order to statistically confirm this null hypothesis an Independent sample t-test was conducted and found a result that there is no significant relationship between age differences on the teachers' attitude toward refugee children,  $t(43) = -0.781$ ,  $p > .05$  for pretest and for post-test  $t(41) = 0.108$ ,  $p > .05$

Prior to conducting the analysis, in order to run a t-test, it was measured that the teachers' attitude score of post-test and pre-test of the treatment group were normally distributed. Furthermore, the homogeneity of variances was tested and verified via Levene's test for equality of variance,  $F(45) = .424$ ,  $p = .518$ ,  $p > .05$  which means equal variance assumed for pretest one group and  $F(43) = 1.992$ ,  $p = .166$ ,  $p > .05$  for post-test one group samples ( table 6, Appendix iv).



**Table 6*****The Attitude of Teachers Stratified by Age in Pre-test & Post-test***

| <i>Group Name</i> | <i>A ge</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>SEM</i> | <i>df</i> | <i>95% confidence interval Lower &amp; Upper bound</i> | <i>t</i> | <i>p</i> |
|-------------------|-------------|----------|----------|-----------|------------|-----------|--|----------|----------|
|                   | 18-25       | 6        | 69.66    | 8.31      | 3.39       | 43        | -7.71  | -.781    |          |
| Pre-test          | 25-31       | 39       | 71.82    | 5.96      | .955       |           | 3.40   |          | .439     |
|                   | 18-24       | 4        | 70.25    | 2.36      | 1.18       | 41        | -5.32  | .108     |          |
| Post-test         | 25-30       | 39       | 69.94    | 5.47      | .876       |           | 6.53   |          | .914     |

## Note

Independent sample t-test of attitude change between two groups of age in the treatment group, ns= not significant.

The independent sample t-test result explains the output that the teachers who are under the age group of 18 to 24 t of the treatment group in the pre-test ( $M = 69.66$ ,  $SD = 8.31$ ) does not make any statistically significant difference regarding positive attitude than age group 25 to 30 ( $M = 71.82$ ,  $SD = 5.96$ ) towards Rohingya refugee children. Also, in the post-test, the mean differences among the two groups of teachers did not show any significant results ( $M_1 = 70.25$ ;  $M_2 = 69.94$ ). So, a standardized measure of effect size was also needed to use Cohen's  $d$  which was estimated at 0.9, which is a large effect based on Cohen's (1992) guidelines. So, there is a

practical significance of ICDP affecting the age group and teachers' attitudes towards Rohingya children (Altman,1991).

#### 4.4.3 Teachers Attitude Change regarding their Education Level

A one-way between-groups ANOVA was performed to compare the impact of teachers' education level on attitudes. Participant-teachers were divided into four groups based upon their education level (Group-1 SSC, Group-2 HSC, Group-3 Bachelor, Group-4 Masters). The outcome variable in the treatment group was found to be normally distributed. The mean difference scores of four types of education levels in the pre-post tests were not statistically significant,  $F(3, 43) = .208$ ,  $p = .890$ ,  $p > .05$  for pre-test  $F(3, 41) = 1.27$ ,  $p > .05$  where  $p = .296$ . The magnitude of the difference in the means and the effect size was very small (partial eta square = .0142 & 0.792).

**Table7**

***F-value of Measuring the Differences Among Teachers Attitude & Their Education Level***

| <i>Tests</i> | <i>Source</i>  | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>p</i> | <i>η<sup>2</sup></i> |
|--------------|----------------|-----------|-----------|-----------|----------|----------|----------------------|
| Pre-test     | Between Groups | 3         | 625       | 8.208     | .208     | .890     | .0142                |
|              | Within Groups  | 43        | 1699.077  | 39.513    |          |          |                      |
|              | Total          | 46        | 23.702    |           |          |          |                      |
| Post-test    | Between Groups | 3         | 107.664   | 35.888    | 1.274    | .296     | 0.792                |
|              | Within Groups  | 41        | 54.647    | 28.162    |          |          |                      |
|              | Total          | 44        |           |           |          |          |                      |

Note

Analysis of Variance (ANOVA), with F-test results of teachers' Attitude & their education level, SS= sum of a square, MS = Mean Square,  $\eta^2$ = partial eta square.

Post-Hoc comparison (Tukey HD test) was not applied as there was no significant difference in the means among the groups. The F ratio tells us there is 1.27 times more variability between groups than within groups which is not statistically significant as  $p > .05$  in the case of post-test according to education criteria of the teachers. The Descriptive statistics of one-way ANOVA regarding teachers' education level is presented in table 7,8 in appendix iv. The homogeneity of variances of the teachers' groups was tested with Levene's statistics,  $F(1,43) = .424, p > .05$ . The equal variances assumed ( $p = .518$ ) for the pre-test and for the post-test the equal variance also assumed  $F(1,41) = 1.992, p > .05$  ( $p = .166$ ).

### **4.4 Research Hypothesis and Inferential Statistics**

The research hypothesis was, ICDP increases the positive attitudes towards Rohingya children and reduces negligence (negative attitude) towards them. A two-tailed paired sample t-test was administered in order to detect a difference between one group teachers' positive attitude before and after getting ICDP training (pre-post-test). The hypothesis was expected that a group of teachers would show a more positive attitude after having ICDP training. The null hypothesis was assumed that one group of teachers does not show a more positive attitude after having ICDP training. So, the alternative hypothesis was expected to be positive as one group of teachers' attitudes after receiving ICDP training. Two-tailed probability measurement was used to test the hypothesis which means if  $p < .05$  we can reject the null hypothesis and if  $p > .05$  we cannot reject it. Therefore two-tailed paired sample t-test revealed teachers did not show a more positive attitude after receiving ICDP training ( $M = 1.933, SD = 8.21$ ),  $t(44) = 1.578, p > .05$

Prior to conducting the analysis, the assumption of normally distributed difference scores was tested. The assumption was considered satisfied, as the skew and kurtosis levels were estimated at .220 and .044 respectively which is less than the maximum allowable values for a t test (Skew  $\leq 2$  and kurtosis is  $\leq 9.0$ ) (Posten, 1948), (Appendix iv, table 10 & 11).

Finally, it is statistically said that the difference between pretest and post-test is not significant which means we cannot reject the null hypothesis,  $t(44) = 1.57, p > .05$ . Thus, the post-training means is not statistically higher than the pre-training mean.

**Table 8**

***Paired Sample t-test to Measure Positive Attitude of Treatment Group samples intervening ICDP***

| <i>Pair 1</i>            | <i>N</i> | <i>M</i> | <i>SD</i> | <i>SEM</i> | <i>95% Confidence Interval</i> | <i>t</i> | <i>df</i> | <i>p</i> |
|--------------------------|----------|----------|-----------|------------|--------------------------------|----------|-----------|----------|
|                          |          |          |           |            | <i>Lower and Upper Limit</i>   |          |           |          |
| Pre and Post Test scores | 45       | 1.933    | 8.21      | 1.225      | -536 4.40                      | 1.57     | 44        | 1.22ns   |

Note

N=Total number of teachers in Pre & Posttest of Treatment Group, M= Mean differences,  $p > .05$ , ns= nonsignificant

Cohen’s d was estimated for effect size,  $d = .203$  which reveals small effect (Altman, 2003).

#### **4.5 Summary of The Chapter**

The study result found that the teachers’ attitude towards the Rohingya children were less positive and female teachers were more positive than male teachers as the t-test result found that the differences of mean between the pre-test and post-test was significant ( $p < .05$ ).

But there were no significant differences found according to the age and education level. The effect size calculated and found that according to the age ICDP has medium impact on teachers’ positive attitude. In addition, according to the education level, the effect size counted large and it was found that ICDP has large impact regarding teachers’ education level.

However in paired sample t test, comparison between the pre-test scores and post-test scores of one sample group found that no significant outcome was calculated and the null

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hypothesis could not be rejected ( $M = 1.933$ ,  $SD = 8.21$ ),  $t(44) = 1.578$ ,  $p > .05$ ), so according to the alternative hypothesis we can infer the result that ICDP has no impact to improve positive attitude of the teachers towards the Rohingya children. Calculating the Cohen's  $d$  (.203), a small effect of ICDP to improve teachers' attitude was found.

## **5. Discussion, Implementation & Conclusion**

This study was aimed to test the effect of the International Child Development Program (ICDP) to improve teachers' attitudes toward refugee students in Rohingya Refugee Camp, Bangladesh. The purpose of the study was to improve teachers' attitude towards Rohingya children in order for Rohingya children's education and development which is a part of the child rights (UNCRC : article 19, 28 ); the secondary objective of the study was to see the impact of ICDP to increase teachers' positive attitudes towards Rohingya refugee children and reduce negligence towards them by promoting good teacher-student relationships and interactions in classroom. This study used a pre-post design with a single group teachers. The teachers were completed a teachers' attitudes toward the refugee children scale developed for this study before and after the ICDP training. In general, the results showed that ICDP has a small impact to improve positive teachers' attitudes toward Rohingya children. Female teachers showed more positive attitudes than male teachers regarding ICDP training. Based on the small effect size, no firm conclusions can be made yet whether the ICDP is an effective teacher training program to the teachers of the refugee camp to improve positive attitude and reduce child negligence in a vulnerable contexts. The results are important because, education is an essential component of refugee children's re-establishment (UNHCR,2000).

This chapter begins with a discussion of the findings which (5.1) describes The discussion of the results with teachers' attitudes towards Rohingya children. Section (5.2) discusses the result with ICDP in relation to previous empirical researches, caregivers conception of the child, empathy, and sensitivity, excluding and including the child in teachers zone of empathy, and in light of seven sensitization principles. Subchapter (5.3) mentions the limitations of this research and presents the contributions of this study to Rohingya children's education. This section also suggests directions for future research to maximize the study contributions and to reduce the limitations. Finally, chapter (5.4) concludes an overall summary of this study.

## 5.1 Teachers Attitudes towards Rohingya Children

Over the course of the years, the relationship between teachers attitudes (behavior/ relation/ interaction with students) and refugee students' teaching, learning and psychosocial development gather knowledge, similarly our study also aimed to explore the effect of a psychosocial intervention (ICDP) to improve the teachers attitude towards the Rohingya refugee children's which impacts refugee children's teaching, learning and psychosocial development (Roy & Roxas, 2011; Prodip,2017; Aydin, Gundogdu, & Akgul, 2019; Karakus, 2019; Devries et al., 2019 ).

Teachers' attitude is an important factor for enhancing teacher-student positive interaction in the classroom which can provide a good environment in school (Stern,2003; Kartz,2009) to ensure children's learning and sociocultural development (Vygotsky, 1978; Rogoff, 1990). Following the statements of Stern (2003), Kartz ( 2009), Vygotsky (1978) and Rogoff (1990), this study result shows that the teachers' attitudes towards the refugee children were less positive that cannot fully ensure the optimum level of positive environment in the learning center inside the refugee camp, and the Rohingya refugee children's learning and development in the camp area is not as expected. National teachers showed less positive attitude towards Rohingya students expressed the fact that teachers are not fully aware to understand refugee children's cultural background, language, and their traumatic experience in teaching and the result also revealed that the Rohingya children's teaching -learning was not fully meet the criteria of their enculturation, refinement, and socialization by the school environment (Guglielmi, et al., 2019). This result almost supports the findings of the study conducted by Aydin, Gundogdu, & Akgul (2019) in Turkey; Roy & Roxas (2011) in Texas and Michigan; Karakus (2019) in Turkey.

After ICDP intervention the teachers were almost unaware and unable to understand that their role inside and outside the classroom was vital, and teachers role are the key to students success (Odiri, 2011). Many of them had poor teacher-student relationships which many teachers had been ignoring to build up a positive, successful meaning creating relationships with their students and they had been almost denying their roles as teachers (Hattie, 2009). Furthermore, teachers idea about the Rohingya students were not much for the appropriate teaching -learning ( Ololube, 2009).

This study findings revealed that there is a small effect of ICDP on teachers' attitude towards Rohingya refugee children which can be explained with Vygotsky's sociocultural theories and Bronfenbrenner's Eco-biological theory. As the teachers' attitude towards Rohingya refugee children were less positive, and ICDP had a small effect to improve their attitude which indicates that teachers were almost reluctant to scaffold the children with the students zone of proximal development (ZPD) which is not a real development of a child rather is a metaphor. The concept of scaffolding with ZPD has contemplated the foundation for the meaning created and expanded dialogue of ICDP. In our study results, it seems like teachers of the Rohingya refugee children's performance as a guided interaction, pedagogic guide and their responsibility of assisting the children to understand their current refugee situation with the meaning creation and expansion did not achieve the expected level that might influence Rohingya children's socio-cultural development in this altered camp area. Moreover, the interaction between teachers and children through meaning creating dialogue also facilitates children's social and linguistic (Vygotsky, 1978; Rogoff, 2003), cognitive (Bruner, 1964), and moral development (Christie & Doehlie, 1994) which our study result fail to confirm.

When examining the impact of ICDP of the teachers towards Rohingya refugee children according to gender the result showed that female teachers had a more positive attitude than male teachers towards the Rohingya refugee children. There were significant differences in the attitudes among male and female teachers in pre-test and post-test after and before the teachers had been oriented and trained through ICDP intervention. The analysis indicates that ICDP intervention promotes the female teachers more positive conceptions about their role as a teacher and their conception towards Rohingya child had been more positively changed than male teachers (Hundeide & Armstrong, 2011). One of the reasons working behind the changing attitude of the female teacher's positive interaction with the Rohingya children might be the language. Female National teachers were fluent in the native language of the Rohingya people, so the interaction between them and their students was fruitful, positive that minimized Refugee children's language barriers in the classroom and influenced the refugee students' communication and social practice with regular academic activities in school. Moreover, the result showed that female teachers were



more understandable than male teachers regarding their crucial duty of the schools that can provide the support to feel the children belonging and oriented to the school (Taylor & Sidhu, 2012; Smitheram, 2017). Female teachers' attitude change toward Rohingya children is compatible with the claim that training of the Rohingya children's teacher to teach made female teachers understand Rohingyas' native language and culture would promote Rohingyas children's comprehensibility and accessibility to education (Smitheram, 2017).

This result found similar to the findings of Shaukat Hossain et al. (2007), and Rama Krisnaiah D. (1980), they found female Primary school teachers have more positive attitude towards teaching and job satisfaction than male teachers, because it is said that teachers attitude towards their profession influences their attitude towards students.

In addition, the study result revealed that there was a small effect of ICDP among the teachers' attitudes in respect of their age and education level and the differences among the teachers' attitudes regarding their age groups and education level before and after ICDP training were not significant. These results indicate that the teachers of the Rohingya children were equally sensitized with the eight themes, three dialogues, and seven principles within their age and education level towards the Rohingya refugee children (Hundeide, 2010). Sing (1974), Agarwal (1980), Pandey and Maikhuri (1999) also found that primary school teachers did not show differentiation regarding their attitude towards their profession according to their age. But Pandey and Maikhuri found young teachers were more positive than older teachers regarding attitude towards their profession. In contrast in our study most of the teachers were young, and they did not show different attitude towards Rohingya children than older teachers.

In fact, the teachers of the Rohingya children were less positive towards their Rohingya refugee children in general. Because Bangladesh cannot stand with this prolonged refugee situation, and Rohingya refugee problem impacts the countries environment pollution, and Bangladesh itself has been struggling with extreme poverty, flood, landslide, river erosion, and other natural disaster that creates local peoples negative attitudes (Kiragu & Moris, 2011; Cook & Ne, 2018; Ahmed et al., 2018).

The pre and post-test result showed small impact regarding all ages and education levels because Rohingya issue identified as a complex, insoluble, long-lasting political crisis which failed

to reclaim their rights (Abrar, C. R., 1995) and local host community of Rohingyas (the people of Cox's Bazar) accepted the refugee influx at first, but gradually the local peoples' impatience increases. Another reason could be the media presentation which is a factor to mislead the crisis because the media highlights the crisis mostly in a negative religious context (Afzal, N., 2016). Teachers are an active member of society and they hold the attitude according to the societal norm and their attitude and collaboration in school and outside school play a vital role in students' meaningful learning (Arievitch & Setsenko, 2002). This less positive attitude towards Rohingyas has been deep-rooted and created from sociocultural and historical context as Vygotsky's (1978) theory of human development sees human societies and their members as mutually constitutive (Wells & Claxton, 2002, McMahon, 1997). According to Vygotsky (1978), communication and mediation are focal in teaching, learning, and development.

On the other hand, the result did not create confirmed evidence that ICDP reduced teachers' negligence (negative attitude) towards Rohingya children. One of the explanations of this findings is that the disrupted, and discriminated Rohingya refugee children's education is resulted by the negativity from country level, community and teachers' level because every person develops within a microsystem which Bronfenbrenner (1979) indicate as an immediate environment, inside a mesosystem, enrooted in an exosystem, all of which are a part of the macrosystem of the culture (Bronfenbrenner, 1979). One of the instances from Bronfenbrenner's conception associated with the negative attitudes towards Rohingya children is that political and public opinion in Bangladesh is generally unfavorably disposed towards the Refugees (Kiragu & Morris, 2011). In fact, Bangladesh is hosting more than one million Rohingyas and makeshift- shelters were constructed for their shelters is overwhelming for the country (Azad & Jasmin, 2013; Milton et al., 2017). Considering the fact that shelters are constructed for massive refugee populations by destroying the natural vegetation especially, for the firewood (Hassan, Smith, Walker, Rahman, & Southworth, 2018; OCHA, 2018; Ahmed et al., 2018). The impact of refugee-hosting on the local host community is complex. A massive pressure has been created agitation in the field of economy, health, education, security, environment, and political sector in Bangladesh and the Rohingya exodus has influenced the local community with positive and negative impact (Siddique, W., 2019). Hosting refugee people impacts local people's food, land, labor, wage, services, common property resources, and economic development. Hosting refugees also affect the tourism sector in

Cox's Bazar, local students' abandonment of schools, hike of the house rent, deforestation, drug and prostitution (Wang et al., 2019; Siddique, 2019).

Moreover, an association among the teachers' attitude towards students linked with the psychosocial aspects and there is a match between our study and UNICEF project in Bosnia and Herzegovina that both are school-based psychosocial study which supports teachers to help the children cope with stress and trauma for proper education, adjustment and development and both rely on United Nations Child Rights articles, protection children from violence (Stuvland, R., 2005; Dapic et al, 1993).

Furthermore, our study result create an evidence that the teachers of the Rohingya children needs psychosocial support though ICDP intervention did not make any difference regarding their attitude which can help teachers understanding of students psychosocial support to omit their trauma and boost resilience. This result is similar to the study finding of Coombes & Ponta (2019). They found that after the psychosocial training of the Essence of Learning (EOL) the mentors and educators of Cox's Bazar Rohingya camp showed top down position rather than collaborative and the mentors were unable to understand the classroom practice and methodology which can provide students psychosocial support. They suggested formal psychosocial training for the teachers of the Rohingya students for focusing children's psychosocial support in classroom activities.

The result of not effectively reducing negative attitude is almost similar to the findings in the Rohingya camp area where the Rohingya community has expressed high levels of dissatisfaction regarding quality education. They often make complaints against the National (Bangladeshi) teachers. Rohingyas are unhappy regarding the recruitment process because previously most of the teachers were appointed from the registered Rohingya people, now most of them are National (Bangladeshi) teachers (Sultana, I., 2019). National teacher's negligence was found at the school hour, many of them found talking with the mobile phone inside the classroom and very often they ignore classes without prior notice (Prodip,2017).

However this research will have a significant role in the Rohingya refugee children's education, learning, and development through the mediation of the teachers. This will also open a new window for ICDP to enhance teacher-student interaction in the Rohingya refugee context. To

our knowledge, this study is the first ICDP trial user in the Rohingya camp area in a vulnerable refugee context in Bangladesh.

## **5.2 ICDP intervention in relation to Other Researches**

Literature reviews and meta-analysis showed that implementation of ICDP follows different contexts like families and children, vulnerable children and orphans, is an integral part of any primary health care program, in preschools, schools or children in institutions, disaster survivors, children with war-trauma, refugees and children with PTSD (Godana & Hailie, 2005; Pavlovic & Tatjana, 2005; Skar et al., 2009; Christie & Doehlie, 1994). Also, ICDP provides support for vulnerable children by implementing article 19 for child rights in UNCRC (Hundeide & Armstrong, 2011).

In this study, the result showed that ICDP has a small impact to improve positive teachers' attitudes towards Rohingya refugee children and female teachers showed more positive attitudes than male teachers after ICDP training. This result is partially consistent with the results of the case study in Sarajevo in which the study result proved that teachers were shown praise, gave attention, and put acknowledgement to the communication with the pupil in the classroom (Pavlovic & Tatjana, 2005). This result portrayed that the components of ICDP ( conception of the child, 8 themes, and three dialogues, seven sensitization principles, exercise, and implementation ) are almost associated to improve teachers students interaction in the classroom which leads child development. Also, our study result is almost supportive of the findings of the mixed-method study in Addis Ababa, Ethiopia, resulting in that ICDP had a positive impact on teacher's self-perception, professional competence, and developing positive attitudes to the children (Godana & Hailie, 2005). But this study result does not show the similarity with the ethnographic study in Huila province, Colombia, in which after having the ICDP program caregivers showed more positive interactions with the children and reduced the tendency of negative attitudes towards a child (Skar et al., 2009). In our study result, we did not find any firm evidence to reduce the negative attitude of the teachers towards the children. This study result is also uneven with the pre-post study result in Sweden which confirmed ICDP as a prominent intervention for the better students learning by positive interaction of the teachers and students (Berggren et al., 2020).

The small effect of ICDP on the improvement of teachers' positive attitude can be explained with the component of ICDP which was the content of our measurement of teachers' attitude towards Rohingya children.

### **5.2.1 Caregivers conception of the Child**

According to our result, we can explain that teacher's conception of the student as a person was slightly improved which Hundeide (2001) called empathetic identification was not significantly changed before and after the ICDP training to the teachers. The cause might be the conception of a child is a part of our background as Stern (1995) mentioned that it depends on the cultural attitudes and caregivers' early childhood experiences from their parents. The cultural conception of children varies historically and from various societies (Rogoff, 2003; Goodnow & Collins, 1990; Harkness, 1992). It means teachers empathetic identification (Hundeide, 2001) ability to mentalize (Allen & Fonagy, 2006), and stigmatization about the students did not change significantly. In order to improve the teachers -students' interaction, behavior, a relationship which depends on teachers' attitude, at first it is necessary to improve teachers' conception about the students. So, the first step to improve the interactions is to redefine the concept of the child from negative-stigmatized to positive. Once the teachers accept children as a person, empathic identification, emotional availability, mentalizing, sensitive to the student with care will develop. The teachers will include their students in the "Zone of Empathy". Students will no more be the outside the zone where teachers' conception about students is that teachers perceive children as an object (objectification), they have an empathic blockage, emotional withdrawal, rejection, neglect, and abuse. These are the humanistic basic point and sensitive pedagogy which ICDP contains. When teachers are sensitized with ICDP 7 sensitization principles, they will understand students need to be loved, included, respected, and their emotional availability for the students. Otherwise, teachers can ignore, underestimate, humiliate, misjudge the students, and in this case, Rohingya Students can perceived as a stranger by the teachers ( Hundeide, 2010). Our study result showed that teachers could not grasp the seven principal and eight theme of ICDP properly.

### **5.2.2 Sensitization Principles**

In this study researcher sensitized 48 National teachers for helping them to develop positive empathic and engaged attitudes toward the refugee children. The researcher tried to help the National teachers to relate and communicate properly with the Rohingya children. Sensitization is not instruction, it is known as facilitation. One Facilitator or only the researcher took part in 9 meetings with the National teachers inside the Rohingya camp to make them empowered, self-confident, and able to do positive interaction, and behavior with their Rohingya students (Freire, 1978; Hundeide, 2001). The sensitization or the training of the National teachers was under two sets of principles. In this subsection, we will discuss our result with the principles where the facilitator provided guidance to empower caregivers for a positive attitude, behave, and interact with the Rohingya students. The researcher followed 7 sensitization principles to sensitize the National teachers. At first, the researcher tried to establish a positive and encouraging conception about the Rohingya children in the teachers' minds. Then the researcher conducted the practical exercise in a group meeting and gave them homework to practice positive interaction. Next, she tried to identify and let teachers know their current skills for strengthening their self-confidence. In the group meeting, eight themes were practiced by the teachers through group conversation, practice, homework, and talking. In group participation teachers have exchanged their experiences, home -works, examples, reports so that they were able to share their learning and experiences from other teachers. Finally, the researcher facilitated the teachers with telling stories, showing videos, and with some other real examples. There were some limitations and barriers to sensitize the teachers which effects our study results will be discussed in the limitation sub-chapter (5.3) which may influence the result.

### **5.3 Limitation and strength of the Study**

The present results of the study should be considered with various limitations. The main limitation of the study is the questionnaire preparation and standardized. Nevertheless, this study will contribute to the Rohingya refugee children's education in Bangladesh. However, to understand the study contribution, further studies are needed. The limitations and contributions and

further study recommendations of this study have portrayed in the next subchapters, (5.3.1) Study limitations, (5.3.2) Strengths (5.3.3) Further study recommendations.

### **5.3.1 Study Limitations**

The researcher did not find any validated questionnaire to measure the teachers' attitude towards Rohingya refugee children with the link of ICDP components. It was a challenge to prepare a perfect questionnaire with perfect content analysis, validity, and reliability in a short time. The questionnaire is long and contains 20 technical and politically sensitive questions which the National (Bangladeshi) teachers might not feel comfortable or hesitate to answer. As the questionnaire was big and the provision was a Likert scale, the teachers might feel stressed and tired.

The study was planned with a single group pre-post randomized pre-experimental design which did not include any control group. And this field study failed to confirm a randomized control group design (RCT) that is essential to assess the effect of ICDP compared to other programs (Skar et al., 2014). The confounding factors were not controlled which might affect the results. Moreover, the sample size was small (47) which minimized the power to detect significant differences and the determination of the sample size did not meet the criteria which are a factor for accepting and generalizing the results. Though the small sample size created a barrier and reduce the power to identify the significant difference between the pretest and post-test of the study, the study result was identified with the small effect size ( $\eta^2=.02$ ).

Further limitations were, the Rohingya refugee camp area is very restricted and has a limited entrance for the outsider and the camp authority does not allow anyone after 4 o'clock in the evening. So, many of the days it was very hard to start the group meetings on time and sometimes it was full of anxiety. There was a long holiday after the post-test day. Some teachers had to leave the meeting place early and they filled the questionnaire with a hurry which could affect the results.

ICDP demands at least two facilitator to sensitize the caregivers, but the researcher was the only person to conduct the meetings which could affect the implementation design of ICDP.

Despite the limitations, the result and findings of this study contribute to the research fields with the statement that ICDP has a small effect to improve positive attitude towards the Rohingya refugee children. In addition, the study resulted in the impact of ICDP in the female which indicates females expressed a more positive attitude than male teachers towards Rohingya refugee children. It further showed there were no differences that occurred in the attitude of Rohingya children's teachers according to their education level and age. This study offers ICDP a novel program in the Rohingya refugee context promoting teachers' attitude, interaction, behavior towards Rohingya refugee children, and their educational development. The researcher was able to complete a full course training session among the teachers of the Rohingya vulnerable refugee children for ensuring child rights. The study identified some important knowledge regarding Rohingya children's teachers, their attitudes, teaching-learnings procedures, barriers, and Rohingya children's development which will identify this study with a unique status.

### **5.3.2 Further Study Recommendations**

The author believes that the Rohingya refugee children need more positive care instead of less positive or neglected behavior. Therefore, the goal of the study is to find out whether ICDP can sensitize the National teachers' which can help them showing a positive attitude towards Rohingya refugee children which will increase positive interaction among teachers and students in the classroom. The study will have a significant impact regarding Rohingya children's educational and overall development. It is further expected that the implementation of the ICDP sensitization program to the teachers will promote positive attitudes toward Rohingya refugee children to ensure child rights, education at school, and inclusion in society. In addition, this study will help to stop violence and neglect against Rohingya children by reducing the negative attitude of the teachers through ICDP. In the future, ICDP can be a sensitization tool for the teachers' training program to accelerate Rohingya children's education in the camp area.

Our research focuses on the refugee community, especially the Rohingya refugee children's educational experiences, and, historically, the research community has not paid enough attention to refugee children and most of the migration research has taken place excluding refugee experiences (Arzubiaga, Noguerón, & Sullivan, 2009). To speed up Rohingya refugee children's education in a context of traumatic experience and transition in a new country with the support of



ICDP to their teachers is an intense and magnificent issue and we hope this special issue can go ahead by focusing on the Rohingya refugee children by speaking to their complex identities, experiences, and aspirations through education. To expand the importance of the refugee children's education, we hope the finding of this special issue can inspire educators, UN officials, and other international NGOs, local NGOs, UNICEF, Bangladesh Government to find solutions and take actions for positive change.

### **5.4 Conclusion**

This study was conducted to aim to investigate the impact of ICDP on teachers' attitude towards Rohingya refugee children in Bangladesh with the purpose to promote Bangladeshi National teachers' attitude towards the vulnerable refugee children for their quality education and overall development. To meet the study purposes a one group pre-test post-test pre-experimental design was to perform with a Likert scale questionnaire which was prepared for the measurement of teachers' attitude towards Rohingya children. The Likert scale was based on the components of the ICDP which includes the concepts of empathy, stigma, to see children as a person, mentalize, care and to include and exclude the child to the zone of empathy regarding Rohingya refugee children. The eight themes of ICDP were conducted to sensitize the teachers for the positive interactions and behavior among the teachers and the Rohingya refugee students which in fact the reflection of the teachers' positive attitude towards the Rohingya students.

The ICDP interventions took place for two months inside the Rohingya camp among 47 National teachers who worked for a local NGO named CODEC and taught basic educations including English, Mathematics, life skills, and science. The result showed that ICDP has a small positive impact to improve teachers' attitude towards the Rohingya refugee children. The Bangladeshi teachers in general hold less positive attitude towards the Rohingya refugee children which indicates that there is a lack of positive interaction between teachers and students in the classroom which could affect the quality education of the Rohingya students. According to the CRC and SDG Rohingya children's quality education is their right like other children. Teachers negative attitude will destroy the Rohingya refugee children's quality education and consequently a generation might be lost (Smitheram, 2015).

The study result showed that the ICDP intervention did not significantly reduce negative attitude of the teachers towards their Rohingya refugee children which means teachers were not fully empathized towards these vulnerable traumatized children. Their conception of the Rohingya children was partially stigmatized and they perceive students as an object not fully as a person. Teachers attitude towards the students was tends to exclude the students from their zone of empathy.

However, the study showed that the female teachers were more positive than male teachers regarding attitudes towards the vulnerable Rohingya students which indicates female teachers' behavior and communication in a classroom setup was more interactive than the male teachers because of female teacher's language proficiency. It seems like female teachers are more empathized and less stigmatized towards the Rohingya children.

This study has several practical usefulness in the Rohingya refugee camp area (1) it will help for the recruitment of the teachers in the camp area. Recruitment of the teachers in the camp area is difficult in respect of having quality teachers, and most of the time their age and education qualification create barriers. (1) Policy makers can ignore the age limit and education qualification of the teachers as the study result create an evidence that there were no differences occur regarding teachers age and qualification to the attitude of the teachers towards Rohingya children (2) planning teachers training to improve positivity towards Rohingya children (3) guiding the teachers to understand the vulnerable children's culture which can ensure meaningful education of the Rohingya children (4) creating collaboration of international donors, International Non-Government Organizations (INGOs), Local-Non-Government Organizations (LNGOs), Bangladesh Government to take initiative to improve the positivity of the teachers through ICDP (5) ensuring child education, and child rights in a vulnerable condition specially for the Rohingya children in refugee camp area.

Despite these contributions, there are some limitations, including the small sample size of the teachers, the study design was not complied with the Randomized Control Trial (RCT) as well as the study did not use standardized instruments. Thus, to maximize the significant contributions and minimize the limitations of this study, five directions for further research are suggested: (1) conducting study with empirical validation scale; (2) using methods such as experimental design

with Randomized Control Trial (RCT); (3) conducting study with a large group of sample; (4) developing a standardized scale to measure teachers attitude towards Rohingya children (5) As Rohingya refugee problem in Bangladesh is a protracted issue, a future evaluation of ICDP is needed to promote positive teacher-students interactions and, to have a more child focused learning in the camp area. (6) A follow-up session will increase the positivity of the teachers of the Rohingya children, and long term effects of ICDP can be chosen for the further study.

Overall, the evaluation measures the small effect of ICDP to improve the attitude of the teachers of the Rohingya children towards them which suggests to increase the effects by ensuring follow up training with full attentive participation of the teachers.

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## Appendixes

- Appendix i: Permission Letters (NSD & Local NGO)
- Appendix ii: Questionnaire (English) & Consent Form
- Appendix iii: Questionnaire (Bangla)
- Appendix iv: Result related tables
- Appendix v: Map of Bangladesh and Myanmar
- Appendix vi: Photograph of the camp area and learning center
- Appendix vii: Video link of Rohingya children classroom in Malaysia

### Appendix i

#### Permission from NSD's assessment

Project title

Effects of International Child Development Program on teachers of the Rohingya refugee children

Reference number

914790

Registered

04.03.2019 av Ishrat Nasima Habib - punambd71@gmail.com

Data controller (institution responsible for the project)

Universitetet i Oslo / Det utdanningsvitenskapelige fakultet / Institutt for spesialpedagogikk

Project leader (academic employee/supervisor or PhD candidate)

Berit H. Johnsen, berit.johnsen@isp.uio.no, tlf: 4722858076

Type of project

Student project, Master's thesis

Contact information, student

Ishrat Nasima Habib, punambd71@gmail.com, tlf: 92518542

Project period

01.02.2019 - 31.12.2019

Status



## ICDP & ROHINGYA REFUGEE CHILDREN

14.05.2019 - Assessed

Assessment (1)

14.05.2019 - Assessed

### BACKGROUND

Based on information given in the Notification Form and correspondence with the student, we understand that the processing of personal data has begun.

The personal data were first collected on 01.02.2019 and will be processed until 31.12.2019. The project is processing special categories of personal data about political opinions.

The participant has been given information about the project orally and in writing. The participants were informed of the purpose of the study, the voluntary nature of the project and who to contact for more information, but the information did not include all necessary information to fulfil the requirements in GDPR art. 13, eg. the participants were not explicitly informed about all their rights

NSD assess that to give updated information would involve a disproportionate effort seen in relation to the benefit to data subjects of receiving the information. The data will be anonymized relatively soon and the student does not have contact information to the participants.

In addition, projects that process special categories of personal data have a duty to consult with a data protection officer or equivalent in advance. There has been a breach of this duty (Personal Data Act § 9-11). As the study now has been assessed by NSD the duty is fulfilled.

### LOW RISK

We find that the processing of personal data that has taken place was of relatively low risk to the rights and freedoms of data subjects. The data has been stored safely in pseudonymised form for a relatively short period of time. The participants have received basic information and the opportunity to ask questions.

NSD finds that the breach is not of a nature that requires notification to the Norwegian Data Protection Authority

### RESPONSIBILITY OF THE DATA CONTROLLER

We draw attention to the fact that it is the data controller, UiO, that has the responsibility to ensure that personal data are processed in accordance with data protection legislation. UiO is responsible for making sure that correct knowledge is transferred to its students and employees.

### LEGAL BASIS

As the updated information is given, NSD finds that the further processing of personal data in this project will comply with data protection legislation, so long as it is carried out in accordance with what is documented in the Notification Form and attachments, dated 15.05.2019, as well as in correspondence with NSD. Everything is in place for the processing to continue.

## ICDP & ROHINGYA REFUGEE CHILDREN

The project will gain consent from data subjects to process their personal data. We find that consent will meet the necessary requirements under art. 4 (11) and 7, in that it was freely given, specific, informed and unambiguous statement or action, which will be documented and can be withdrawn.

The legal basis for processing special categories of personal data is therefore explicit consent given by the data subject, cf. the General Data Protection Regulation art. 6.1 a), cf. art. 9.2 a), cf. the Personal Data Act § 10, cf. § 9 (2).

### NOTIFY CHANGES

If you intend to make changes to the processing of personal data in this project it may be necessary to notify NSD. This is done by updating the Notification Form. On our website we explain which changes must be notified. Wait until you receive an answer from us before you carry out the changes.

### PRINCIPLES RELATING TO PROCESSING PERSONAL DATA

NSD finds that the processing of personal data will be in accordance with the principles under the General Data Protection Regulation regarding:

- lawfulness, fairness and transparency (art. 5.1 a), in that data subjects will receive sufficient information about the processing and will give their consent
- purpose limitation (art. 5.1 b), in that personal data will be collected for specified, explicit and legitimate purposes, and will not be processed for new, incompatible purposes
- data minimisation (art. 5.1 c), in that only personal data which are adequate, relevant and necessary for the purpose of the project will be processed
- storage limitation (art. 5.1 e), in that personal data will not be stored for longer than is necessary to fulfil the project's purpose

### THE RIGHTS OF DATA SUBJECTS

Data subjects will have the following rights in this project: transparency (art. 12), information (art. 13), access (art. 15), rectification (art. 16), erasure (art. 17), restriction of processing (art. 18), notification (art. 19), data portability (art. 20). These rights apply so long as the data subject can be identified in the collected data.

We remind you that if a data subject contacts you about their rights, the data controller has a duty to reply within a month.

### FOLLOW YOUR INSTITUTION'S GUIDELINES

NSD presupposes that the project will meet the requirements of accuracy (art. 5.1 d), integrity and confidentiality (art. 5.1 f) and security (art. 32) when processing personal data.

To ensure that these requirements are met you must follow your institution's internal guidelines and/or consult with your institution (i.e. the institution responsible for the project).

### FOLLOW-UP OF THE PROJECT

## ICDP & ROHINGYA REFUGEE CHILDREN

NSD will follow up the progress of the project at the planned end date in order to determine whether the processing of personal data has been concluded.

Good luck with the project!

Contact person at NSD: Kajsa Amundsen  
Data Protection Services for Research: +47 55 58 21 17 (press 1)

Permission letters from Local NGO (CODEC)

Electronic Copy

Date: 02.01.2019

Dear Ms. Isharat,

In response to your letter, it is our pleasure that you are interested to conduct research on "The effects of International child development Program (ICDP) on teachers of the Rohingya children" in Cox's Bazar district where CODEC has been operating education programmes with Rohingya Children.

You can conduct your research in our camp-based schools, however, you have to follow the discipline and rules of the camp of Rohingya people during the stipulated time.

Mr. **Tassaduk Hossain**, Education Coordinator will guide and support you where necessary. During this stint of your work CODEC will not bear any costs. Only our staff will help create a congenial environment and ensure security for your study in the camp. However, outside of the camp you will be responsible for your security.

You are welcome to work in our education from 10 January 2019 to 31 March 2019.

I wish you success.

Best regards

Khursid Alam Ph.D.

Executive Director

CODEC

## **Appendix ii**

### **Consent Paper & Questionnaire in English**

**Dear teachers,**

Greetings.I am conducting an experiment to investigate primary school teachers' attitudes toward Rohingya children. I am engaging those teachers who are responsible to teach Rohingya refugee children at the learning center.

You are a respectable teacher of Rohingya refugee children.The information you provide will be helpful to realize teachers' attitude towards Rohingya children so that we will understand the practical difficulties in practice and also will help to specify the further effective support for the education of Rohingya children.

I am Ishrat Nasima Habib,conducting research under Dr. Berit Johnsen, associate professor, Special need Education Department,University of Oslo.

The data will be used only for the Masters thesis program under the university of Oslo. These individual questionnaires will be kept confidential and anonymous. Thank you for your cooperation.

Please tick out the response and write down your information.

#### **First Part**

The School Name:

Teacher's Name:

Gender:

Age:

Education Qualification:

The Name of The Class where you are the class teacher:

Total number of the students in the class where you are a class teacher:

**Part 2: Teachers' attitudes toward Rohingya Children**

1. Do you define Rohingya Children as a person like other Children? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

2. Do you think they have much potential? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

3. Do you think they are good at sports and games? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

4. Do you think Rohingya children are innocent? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

5. Do you think you show empathy towards them? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

6. Do you think many of them are smart, intelligent and good at study? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

7. Do you think many Rohingya kids can sing, dance and draw pictures well? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

8. Do you consider them as Bangladeshi students? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

9. Do you think their living standard is very poor and inhuman? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

10. Do you think their food habit is not good enough? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

## ICDP & ROHINGYA REFUGEE CHILDREN

11. Do you think they are not sufficiently neat & clean? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

12. Do you think they should be more polite and obedient? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

13. Do you think they are lazy for preparing their homework? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

14. Do you think they are more cunning than Bangladeshi kids? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

15. Do you think Rohingya children often steal things which they don't have? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

16. Do you think most of them are liar? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

17. Do you think many of them are hopeless and we don't need to educate them? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

18. Do you think they are a burden for Bangladesh? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

19. Do you think it is Myanmar Government's responsibility to Educate them? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

20. Do you think they should go back to Myanmar? a) Correct b) Mostly correct c) Unsecured d) wrong e) Absolutely wrong

## Appendix iii

### Consent Paper & Questionnaire (Bangla)

প্রশ্নপত্র

“রোহিঙ্গা শরণার্থী শিক্ষার্থীদের প্রতি বিদ্যালয়ের শিক্ষকদের দৃষ্টিভঙ্গি”

প্রিয় শিক্ষকগণ,

শুভেচ্ছা নিবেন। ‘রোহিঙ্গা শরণার্থী শিক্ষার্থীদের প্রতি বিদ্যালয়ের শিক্ষকদের দৃষ্টিভঙ্গি’ যাচাইয়ের জন্য আমি একটি গবেষণা করছি। আমার গবেষণায় আমি সেই সকল শিক্ষকদের অন্তর্ভুক্ত করতে চাচ্ছি যারা রোহিঙ্গা শিক্ষার্থীদের পাঠ দানে নিয়োজিত আছেন।

আপনি রোহিঙ্গা শিক্ষার্থীদের পাঠদানে নিয়োজিত একজন শিক্ষক। আপনার এই মহান পেশার প্রতি সম্মান রেখে বলছি, রোহিঙ্গা শিক্ষার্থীদের সম্পর্কে আপনি যে তথ্য দেবেন তা সম্পূর্ণ গোপনীয় থাকবে এবং শুধুমাত্র গবেষণার কাজে ব্যবহার করা হবে। গবেষক হিসেবে আমি ইশরাত নাসিমা হাবীব ইউনিভার্সিটি অব অসলো এর মাস্টার্স অব ফিলসফি কোর্সের অংশ হিসেবে ডক্টর বেরিট জনসেন এর অধীনে গবেষণা কার্যক্রমটি পরিচালনা করছি

আপনার সহযোগিতা রোহিঙ্গা শরণার্থী শিক্ষার্থীদের পাঠদানে ভবিষ্যৎ পরিকল্পনা পাথেয় হয়ে থাকবে।

অনুগ্রহ পূর্বক প্রশ্ন গুলো মনোযোগ দিয়ে পড়ুন এবং আপনার মতামত টিক চিহ্ন দিয়ে প্রকাশ করুন।

প্রথম অংশ

বিদ্যালয়ের নামঃ

শিক্ষকের নামঃ

বয়সঃ

শিক্ষাগত যোগ্যতা

আপনি যে শ্রেণির শ্রেণি শিক্ষক সেই শ্রেণির নামঃ

শ্রেণিতে মোট শিক্ষার্থী সংখ্যাঃ

দ্বিতীয় অংশ

প্রশ্নোত্তর পর্ব

- ১। আপনি কী মনে করেন রোহিঙ্গা শিশুদেরও অন্যান্য শিক্ষার্থীদের মত মানুষ হিসেবে গণ্য করা উচিত?
- ২। আপনি কী রোহিঙ্গা শিক্ষার্থীদের মাঝে বিশাল কোন সম্ভাবনা দেখতে পান?
- ৩। আপনি কী মনে করেন এই শিক্ষার্থীদের খেলাধুলা সুযোগ থাকা দরকার?
- ৪। আপনার কী ধারণা তারা যথেষ্ট নিষ্পাপ?
- ৫। আপনি কী মনে করেন তাদের প্রতি আরো বেশি সহানুভূতি শীল হওয়া প্রয়োজন?
- ৬। আপনার কী ধারণা তাদের মধ্যে অনেকেই বুদ্ধিমান, চটপটে এবং লেখাপড়ায় ভাল?
- ৭। আপনি কী মনে করেন এরা অনেকেই ভাল গান গাইতে পারে, ছবি আঁকতে পারে বা নাচতে পারে?
- ৮। আপনি কী তাদেরকে বাংলাদেশের শিক্ষার্থীদের মতন সমান চোখে দেখেন?
- ৯। আপনার কী ধারণা রোহিঙ্গা শিক্ষার্থীরা মানবেতর জীবন যাপন করছে?
- ১০। আপনি কীও তাদের বাড়ি ভিজিট করতে যান? এবং মনে করেন তারা নোংরা থাকে?
- ১১। আপনার কি ধারণা তাদের খাদ্যাভ্যাস ভাল নয়?
- ১২। আপনার কী ধারণা তাদের আরো সভ্য এবং ভদ্র হওয়া উচিত?
- ১৩। তারা কি নিয়মিত বাড়ির কাজ করতে অলসতা করে?
- ১৪। আপনার কী ধারণা তারা বাংলাদেশি শিক্ষার্থীদের চেয়ে ধূর্ত?
- ১৫। আপনি কি মনে করেন এরা প্রায়ই জিনিসপত্র চুরি করে থাকে



## ICDP & ROHINGYA REFUGEE CHILDREN

১৬। আপনার কী ধারণা এদের অনেকেই প্রচুর মিথ্যা কথা বলে?

১৭। আপনার কী মনে হয় এরা অধিকাংশই অপদার্থ ধরনের এবং এদের লেখাপড়ার  
ব্যবস্থা করে লাভ নেই?

১৮। আপনি কী মনে করেন এদের দ্রুত মায়ানমার চলে যাওয়া উচিত?

১৯। আপনার কী ধারণা এদের শিক্ষার দায়িত্ব মায়ানমার সরকারের নেয়া উচিত?

২০। আপনার কী ধারণা এরা আমাদের দেশের জন্য একটি বাড়তি বোঝা?

সমাপ্তি

**Appendix iv**

**Tables**

Table 1  
*Frequencies of scores of One group sample statistic*

| <i>Score range</i>    | <i>Pretest Grading</i> |                      | <i>Posttest Grading</i> |                      |
|-----------------------|------------------------|----------------------|-------------------------|----------------------|
|                       | <i>frequency (f)</i>   | <i>Valid percent</i> | <i>frequencies (f)</i>  | <i>valid percent</i> |
| Positive (81-100)     | 4                      | 8.5                  | 2                       | 4.4                  |
| Less Positive (61-80) | 42                     | 89.4                 | 43                      | 95.6                 |
| Unsecured (41-60)     | 1                      | 2.1                  |                         |                      |
| Total                 |                        | 100.0                |                         | 100.0                |

Table 2  
*Demographic Statistics of One Group Sample (Pre-test & Post-test)*

|                | <i>Pretest Gender</i> | <i>Posttest Gender</i> | <i>Pretest Age group</i> | <i>Posttest Age Group</i> | <i>Pretest Education level</i> | <i>Posttest Education Level</i> |
|----------------|-----------------------|------------------------|--------------------------|---------------------------|--------------------------------|---------------------------------|
| Valid N        | 47                    | 45                     | 47                       | 45                        | 47                             | 45                              |
| Mean           | 1.15                  |                        | 1.94                     |                           | 1.94                           |                                 |
| Median         | 1.00                  |                        | 2.00                     |                           | 2.00                           |                                 |
| Std. Deviation | .360                  |                        | .485                     |                           | .485                           |                                 |
| Skewness       | 2.038                 |                        | 1.013                    |                           | 1.013                          |                                 |

ICDP & ROHINGYA REFUGEE CHILDREN

|                        |       |       |       |
|------------------------|-------|-------|-------|
| Std. Error of Skewness | .347  | .347  | .347  |
| Kurtosis               | 2.246 | 7.576 | 7.576 |
| Std. Error of Kurtosis | .681  | .681  | .681  |

Table 3

*Mean and Standard Deviation of Pre and Posttest according to 20 questions*

| <i>Likert test Items</i> | <i>Pretest (M)</i> | <i>Posttest (M)</i> | <i>Pretest (SD)</i> | <i>Posttest (SD)</i> |
|--------------------------|--------------------|---------------------|---------------------|----------------------|
| Question 1               | 4.56               | 4.49                | .677                | .583                 |
| Question 2               | 4.29               | 3.90                | .697                | 1.024                |
| Question 3               | 4.06               | 4.11                | .992                | 1.084                |
| Question 4               | 2.47               | 3.31                | 1.237               | 1.257                |
| Question 5               | 4.45               | 4.67                | .743                | .473                 |
| Question 6               | 4.57               | 4.54                | .563                | .557                 |
| Question 7               | 4.28               | 4.13                | .872                | .900                 |
| Question 8               | 4.18               | 4.13                | .934                | 1.006                |
| Question 9               | 3.28               | 3.09                | 1.198               | 1.294                |
| Question 10              | 2.98               | 2.96                | -.471               | 1.439                |
| Question 11              | 2.51               | 2.21                | 1.275               | 1.284                |
| Question 12              | 1.48               | 1.87                | .680                | 1.115                |
| Question 13              | 3.32               | 2.94                | 1.176               | 1.214                |
| Question 14              | 2.71               | 2.46                | 1.329               | 1.337                |
| Question 15              | 2.57               | 2.41                | 1.291               | 1.222                |
| Question 16              | 2.46               | 2.30                | 1.310               | 1.220                |
| Question 17              | 3.79               | 3.30                | 1.163               | 1.196                |
| Question 18              | 3.67               | 2.97                | 1.245               | 1.454                |
| Question 19              | 4.59               | 4.33                | .756                | .847                 |
| Question 20              | 4.45               | 4.47                | .789                | .812                 |

Note M= Mean SD= Standard Deviation

Table 4

Test of normality with Shapiro- Wilk

| <i>Likert score</i>  | <i>Name of the group</i> | <i>Kolmogorov-Smirnov<sup>a</sup></i> |           |             | <i>Shapiro-Wilk</i> |           |             |
|----------------------|--------------------------|---------------------------------------|-----------|-------------|---------------------|-----------|-------------|
|                      |                          | <i>Statistic</i>                      | <i>df</i> | <i>Sig.</i> | <i>Statistic</i>    | <i>df</i> | <i>Sig.</i> |
| Pretest total score  | One group                | .121                                  | 45        | .096        | .972                | 45        | .346        |
| Posttest total score | One group                | .111                                  | 45        | .200*       | .964                | 45        | .170        |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 5

T-Test Gender

Group Statistics

|   | Female,<br>Male | N  | Mean    | Std.<br>Deviation | Std. Error<br>Mean |
|---|-----------------|----|---------|-------------------|--------------------|
| Total score of Likert items (post-test) | Female          | 38 | 70.3947 | 5.31464           | .86215             |
|   | Male            | 77 | 65.5714 | 3.64496           | 1.37766            |

Independent Samples Test

|   |                             | Levene's Test for Equality of Variances |       | t-test for Equality of Means |        |
|---|-----------------------------|---|-------|------------------------------|--------|
|   |                             | F                                       | Ssig. | t                            | df     |
| Total score of Likert items (post-test) | Equal variances assumed     | .400                                    | .530  | 2.293                        | 43     |
|   | Equal variances not assumed |   |       | 2.968                        | 11.338 |

Independent Samples Test

|   |                             | t-test for Equality of Means |                 |                       |   |
|---|-----------------------------|------------------------------|-----------------|-----------------------|---|
|   |                             | Sig. (2-tailed)              | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference Lower |
| Total score of Likert items (post-test) | Equal variances assumed     | .027                         | 4.82331         | 2.10362               | .58095  |
|   | Equal variances not assumed | .012                         | 4.82331         | 1.62519               | 1.25924   |

Independent Samples Test

|   |                             | t-test for Equality of Means              |
|---|-----------------------------|---|
|   |                             | 95% Confidence Interval of the Difference |
|   |                             | Upper                                     |
| Total score of Likert items (post-test) | Equal variances assumed     | 9.06566                                   |
|   | Equal variances not assumed | 8.38738                                   |

Table 6

*Homogeneity of Variance Age Group*

Independent Samples Test

|   |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |       |
|---|-----------------------------|---|------|------------------------------|-------|
|   |                             | F                                       | Sig. | t                            | df    |
| Total score of Likert items (pretest)   | Equal variances assumed     | .424                                    | .518 | -.781                        | 43    |
|   | Equal variances not assumed |   |      | -.611                        | 5.820 |
| Total score of Likert items (post-test) | Equal variances assumed     | 1.992                                   | .166 | .108                         | 41    |
|   | Equal variances not assumed |   |      | .205                         | 7.040 |

Table 7

*Test of Homogeneity of Variances (Education Level)*

|   |                                      | Levene Statistic | df1 | df2    | Sig. |
|---|--------------------------------------|------------------|-----|--------|------|
| Total score of Likert items (pretest)   | Based on Mean                        | .424             | 1   | 43     | .518 |
|   | Based on Median                      | .431             | 1   | 43     | .515 |
|   | Based on Median and with adjusted df | .431             | 1   | 39.513 | .516 |
|   | Based on trimmed mean                | .416             | 1   | 43     | .523 |
| Total score of Likert items (post-test) | Based on Mean                        | 1.992            | 1   | 41     | .166 |
|   | Based on Median                      | 1.970            | 1   | 41     | .168 |
|   | Based on Median and with adjusted df | 1.970            | 1   | 39.041 | .168 |

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|                       |       |   |    |      |
|-----------------------|-------|---|----|------|
| Based on trimmed mean | 2.033 | 1 | 41 | .161 |
|-----------------------|-------|---|----|------|

*Table 8*  
*ANOVA (Education Level)*

|   |                | Sum of Squares | df | Mean Square | F     | Sig. |
|---|----------------|----------------|----|-------------|-------|------|
| Total score of Likert items (pretest)   | Between Groups | 24.625         | 3  | 8.208       | .208  | .890 |
|   | Within Groups  | 1699.077       | 43 | 39.513      |       |      |
|   | Total          | 1723.702       | 46 |             |       |      |
| Total score of Likert items (post-test) | Between Groups | 107.664        | 3  | 35.888      | 1.274 | .296 |
|   | Within Groups  | 1154.647       | 41 | 28.162      |       |      |
|   | Total          | 1262.311       | 44 |             |       |      |



Table 9

Paired Sample T-Test

Paired Samples Statistics

|        |   | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|---|---------|----|----------------|-----------------|
| Pair 1 | Total score of Likert items (pretest)   | 71.5778 | 45 | 6.24678        | .93121          |
|        | Total score of Likert items (post-test) | 69.6444 | 45 | 5.35620        | .79846          |

Paired Samples Correlations

|        |   | N  | Correlation | Sig. |
|--------|---|----|-------------|------|
| Pair 1 | Total score of Likert items (pretest) & Total score of Likert items (post-test) | 45 | .002        | .989 |

Paired Samples Test

Paired Differences

|        |   | Mean    | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |       |
|--------|---|---------|----------------|-----------------|---|---------|-------|
|        |   |         |                |                 | Lower                                     | Upper   |       |
| Pair 1 | Total score of Likert items (pretest) - Total score of Likert items (post-test) | 1.93333 | 8.21971        | 1.22532         | -.53614                                   | 4.40281 | 1.578 |

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Paired Samples Test

|        |   | df | Sig. (2-tailed) |
|--------|---|----|-----------------|
| Pair 1 | Total score of Likert items (pretest) - Total score of Likert items (post-test) | 44 | .122            |

**Table 10**

Descriptive Statistics (skewness)

|   | N<br>Statistic | Minimum<br>Statistic | Maximum<br>Statistic | Mean<br>Statistic | Std.<br>Deviation<br>Statistic | Skewness  |               |
|---|----------------|----------------------|----------------------|-------------------|--------------------------------|-----------|---------------|
|   |                |                      |                      |                   |                                | Statistic | Std.<br>Error |
| Total score of Likert items (pretest)   | 47             | 60.00                | 88.00                | 71.5319           | 6.12142                        | .466      | .347          |
| Total score of Likert items (post-test) | 45             | 61.00                | 83.00                | 69.6444           | 5.35620                        | .456      | .354          |
| Valid N (listwise)                      | 45             |                      |                      |                   |                                |           |               |

**Table 11***Descriptive Statistics (Kurtosis)*

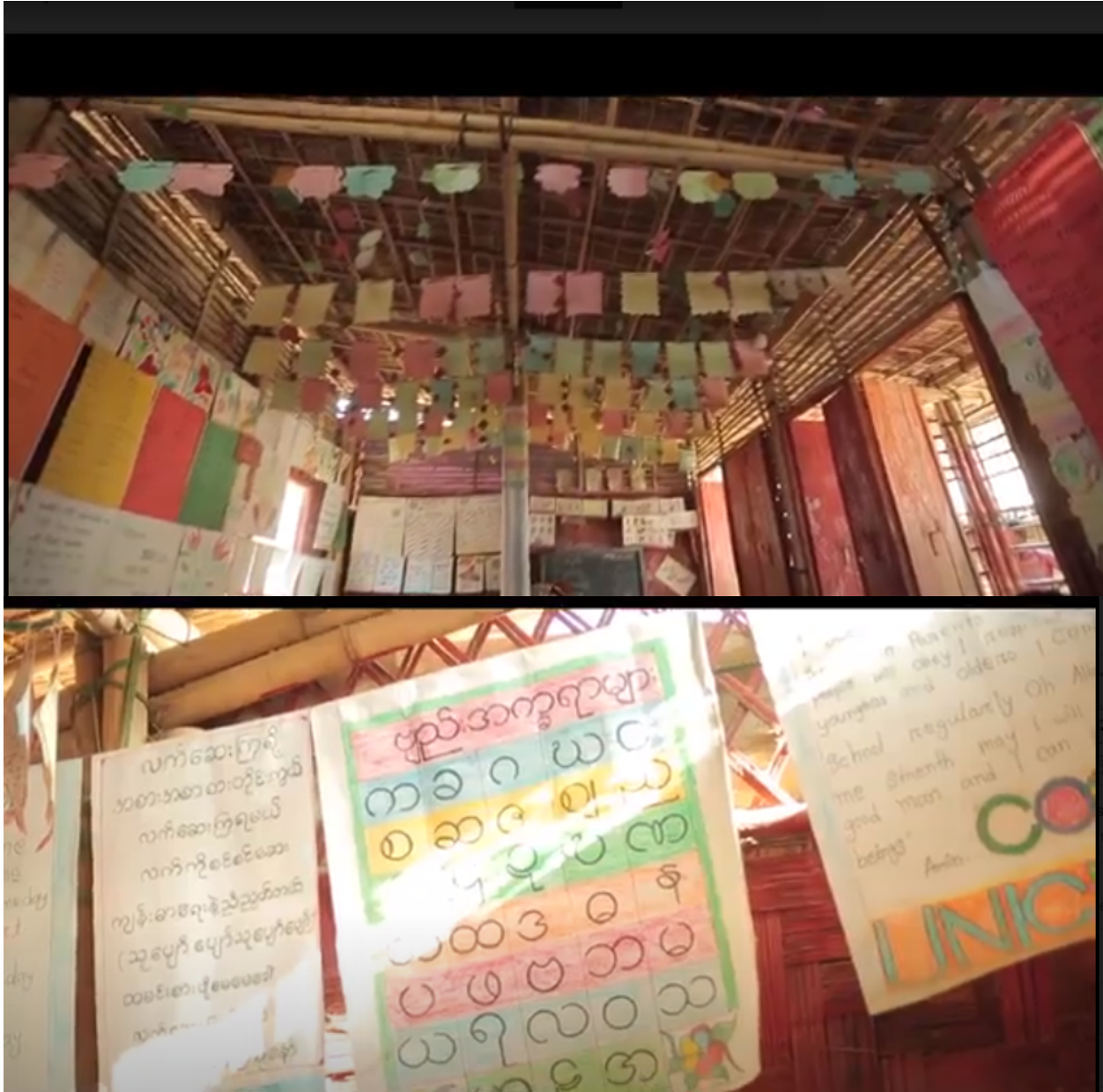
|   | Kurtosis  |            |
|---|-----------|------------|
|   | Statistic | Std. Error |
| Total score of Likert items (pretest)   | .420      | .681       |
| Total score of Likert items (post-test) | .007      | .695       |
| Valid N (listwise)                      |           |            |

Appendix v: Map & Photos



The border in Bangladesh & Myanmar

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Classroom of the Rohingya children



Rhymes & pictures hanging in the classroom & teachers participant in a training programme.

The End