

PRIMARY SCHOOL LEADERS' ROLE IN ENSURING APPROPRIATE PRIMARY EDUCATION FOR THE REFUGEE ROHINGYA CHILDREN IN THE COX'S BAZAR DISTRICT

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ABSTRACT

It has been observed that no research targeted at understanding Bangladeshi school leaders' leadership perspectives on the educational experiences refugee Rohingya schoolchildren in Cox's Bazar district of Bangladesh exists. In contrast, more extensive research has been conducted nationally and internationally on various topics about refugee education(Sinclair, 2007 and 2015; Aras and Yasun, 2016 Predep, 2011; Littman 2013, Taskin and Edemel (2018); Azlineria Abdullah, Dali and Razak, 2018;Lathwood et al., 2008; Dogon and Adams, 2018; Harris and Jones, 2018; Jhang and NG, 2015; Sukkong Youth et al., 2015, UNICEF, 2017; UNHCR, 2018). So, the decision was taken that an up-to-date research study was needed to start from the beginning of the discovery of knowledge about refugee education in Cox's Bazar district of Bangladesh. Enablers and challenges can affect educational leadership in Cox's Bazar district of Bangladesh, which can affect the learning experiences of refugee children (OliveraHinic,2016 and HemaLetchamanan,2013).

A qualitative study of non-bronchoscopy lung lavage (NBL) and leadership challenges were adopted in refugee education in Cox's Bazar district of Bangladesh. Four primary education officers and four teachers were interviewed by me on issues related to their experiences of effective leadership in providing educational leadership in the emergency situation of the Rohingya refugee crisis. From these interviews the main themes were arrived at through a thematic analysis of the interview data.

The results of the research have shown that the answers and responses of my respondents are similar. Many of them have described their leadership and the barriers to ensuring education for refugee children, meeting their needs and using their leadership roles to achieve this.

This research study has come to the conclusion that the impacts of and barriers to effective leadership in Cox's Bazar district in Bangladesh are important issues. Further studies will be helpful in providing guidance for educators from educational institutions facing similar challenges as well as those involved in leadership role to ensure refugee education.

Key Words: Primary School, Leaders', Role, Ensuring, Appropriate, Primary Education, Refugee, Rohingya, Children, Cox's Bazar, District.

INTRODUCTION

Context for the research study

Since 1991 to 2017, a huge number of Rohingya refugees have come from Myanmar to Bangladesh: they have a common social, ethnic, linguistic and religious status. According to a JARNA report (2017, p.6) "Among the

estimated of 866,000 refugees that have crossed the border (living in 194,603 households), 55% of this population are children". The number of primary school aged children within the responsibility of the interviewees totals 530,000 children, and include those who need urgent education and emergency services for their mental stability (Bangladesh Humanitarian Situation Report No.38, August,2018 and Joint Education Needs Assessment Rohingya Refugee in Cox's Bazar, June, 2018). Refugees are living in 1,635 locations within camps, makeshift and spontaneous settlements. They do not have any rights as humans or educational rights in their native state. The Myanmar army started genocide and applied force to cross the border (OliveraHinic,2016). As a signatory member of United Nations High Commissioner for Refugees (UNHCR), the Bangladeshi government provided shelter for them as a humanitarian response at Ukhia and Taknaf Upazila in Cox's Bazaar District.

As part of this response the Bangladesh government provides emergency services like food, cloths, health and shelter as well as support for their mental health. To provide a better future for these children the government in Bangladesh has opened a lot learning centres, with the help of national and international agencies, where they meet their life skills needs and offer schooling experiences (Bangladesh Humanitarian Situation Report No.38,August,2018 and Joint Education Needs Assessment Rohingya Refugee in Cox's Bazar, June, 2018). Despite these initiatives, it is difficult for school leaders to ensure education is meeting the needs of Rohingya refugee children. Many researchers have studied about the refugee children's education. According to a study by Palermo (2018 cited) from August 2011, more than 655,500 Rohingyas fled from Myanmar to Bangladesh (Hattia and, 2017; IOM report, 2018 cited in Palermo) . Difficulties with legal status as unrecognized refugees in Bangladesh (Alam, 2017), violence at the hands of the Burmese military (Long, 2013), and their current uncertain lifestyle in Bangladesh (ACAPS, 2017 B) has attracted the world's attention to the Rohingya refugees in Cox's Bazar district, in Bangladesh, where controversially struggling to save them the world's most vulnerable population Living who are marked as (Akhtar and Kusab, 2014).

Need for Study

The constitution of Bangladesh article 17 (a) establishes that it is mandatory for the State to ensure basic education for all. After liberation Bangladesh signed different forms of conventions with international organizations. The Government has also established several education policies for example, the National Education Policy-2010(NEP-2010). All sections of NEP-2010 will create equal opportunities for all children to ensure access of primary education. Every member of the UN Children's Rights Convention has been bound to ensure the rights of children. Recently, in August 2017, a large number of Rohingya refugees arrived in Bangladesh from Myanmar (Cox's Bazar Education Sector, 2018). Among the total of 866,000 refugees 60% are children who are in a vulnerable situation and they in need of Education in Emergencies assistance (ibid). Now it is the challenge for our government to address their educational needs, alongside providing humanitarian aid.

The Rohingya refugee crisis led to the cessation of classes for some host children as schools were used to provide immediate shelter for the refugees (Fahmida,2017 and Jarna report,2017). Existing social support and educational systems did not have the additional capacity to deal with the refugee influx. This resulted in the near collapse in the provision of educational services the Ukhia and Taknaf Upazila. School leaders could not complete the annual syllabus which has been an additional effect on the education system in the Cox 's Bazar district. As a result, children did not attain their educational competencies. That is the challenge of our local school leaders and both local and national policy makers. In this context, my study is a part of local and national priority. Responding to this educational and humanitarian priority is related to my professional context. A professional and personal desire to contribute to the research base that can inform educational responses in these challenging circumstances has motivated this research.

International and national research has been carried out on various aspects of refugee education (Sinclair, 2007 and 2015; Aras and Yasun, 2016 Predep, 2011; Littman 2013, Taskin and Edemel (2018); Azlineria Abdullah, Dali and Razak, 2018;Lathwood et al., 2008; Dogon and Adams, 2018; Harris and Jones, 2018; Jhang and NG, 2015; Sukkong Youth et al., 2015, UNICEF, 2017; UNHCR, 2018). The researcher identified that an up-to-date study was required to add to knowledge in the context of refugee education, with a specific emphasis on the role of educational leadership in meeting refugee children's educational needs. The impacts of leadership styles and approaches taken by educators in dealing with hindrances to education can affect children's learning experiences. In spite of a limitation of funds, the government of Bangladesh is trying to ensure education for all the school's refugee children. According to Jarna (2017), the Bangladesh government has taken a number of initiatives for global education supported by the International Education and Development Association (DP) to meet the huge number of refugees in education and their needs in Bangladesh's society.

Purpose of the study

In this study, the barriers to the leadership role of school leaders have been identified so that in order to ensure primary education refugee education in Cox's Bazar district of Bangladesh. The objective of the study was to compare the opinions and leadership strategies of educators, and to identify the effective strategies to tackle the challenges of leadership in Cox's Bazar district primary education. Also empower the leadership. In seeking to understand leadership roles and challenges in this context, it will add some valuable insight into our growing understanding of the research topic.

Aims of the Study

This study is an enquiry into the enablers and challenges of leadership to ensure education for refugee in Cox's Bazar District, Bangladesh. It considers the issues that are related to the enablers and barriers of leadership. The study addresses some research questions, which findings can provide important insights into the perceived impact of school leaders' roles to ensure educational needs for children. Educators, policy makers, teachers, SMC, GO and NGO, local people, community, parents and children will be benefited by my research because they will be able to have a better understanding of leaders' role of conferring education for all children and how we could improve it. It can also be of interest and benefit to the other areas schools in Bangladesh and to the wider education community in the world, because they can identify the challenges in providing for large refugee populations, and how these can be overcome allowing all children to access education and have their needs met. The aims of this study is to be of help to policy makers and leaders, to evaluate the current effects and challenges of refugee education policies on the integration process, to design the most effective policy interventions, and to serve as a guide to local school leaders, administrators and NGOs in understanding and responding to the education of refugee. In addition, I hope that this study serves as a guide to school leaders, local administrators, and NGOs in Bangladesh for improving mechanisms that can ensure education for refugee.

Significance of the study

The results of the research will be beneficial for teachers, including school leaders, teachers, policy makers, stakeholders and other organizations. This experience of conducting this research has helped me develop as a researcher and as part of my current professional development. It has developed my knowledge about my work place's school leaders, especially the problems and challenges the face, and helped me better understand my role in developing effective responses. Finally, this study gives up-to-date knowledge about the topic.

LITERATURE REVIEW

Leadership defined:

Leadership is a contested term. Many authors define this term in different ways. The social interactive process is defined by as a leadership. Cammock (2001) says that, "Leadership is a holistic process that involves leaders and followers interacting in particular social contexts" (p. 27). Similarly, Northouse (2013) defines leadership as a process of creative vision which is able to influence the people to reach the common goal. An effective leadership synchronizes the activities for developing professional skills of head teachers. Leadership plays a key role for motivating parents, children and communities and build the knowledge of society. Student out comes describes of the school effectiveness (Creese & Earley,1999). Leadership has shown important for good student outcomes by the school improvement research(Harris, 2002). According to Robinson (2004) recent decades of research for educational leadership observing three significant shifts:

1. Educational leadership
2. Leadership style to leadership practice
3. Distributed conception of leadership

These changes have significant implications for the practice of educational leadership. In Bangladesh, most of the school leadership is positional but developed countries are work for effective school leadership.

Educational leadership:

Educational leadership describes the process to influence the encouragement, knowledge, practices of the other members of schools (Spillane,2006). On the other hand, Elmore (2000b) describes the leaders' role on direction and development of instruction is focused as the leadership in education.

Leadership styles:

For the purpose of my study, following suggestion of Leith wood and his colleagues (Coleman & Earley, 2005) there are six styles of leadership which represent the models of leadership in educational institutions. In Bangladesh context, school leaders practice transformational and distributive leadership style.

Transformational leadership:

Robinson, Hohepa & Lloyd (2009) defines transformational leadership is a process where leaders encourage the followers to work together and create a vision to achieve the goals. It has four characteristics: 1) Individualized consideration 2) Intellectual stimulation 3) Inspirational motivation 4) Idealized influence. This conception of transformational leadership suggests that

Bangladeshi school leaders make more contribution to achieve their goals. In the context of Rohingya issues this leadership motivates the local community to be involved in meeting the needs for the Rohingya children. During the Rohingya influx local community provided foods, cloths and other materials for them which was idealized influence of this leadership style.

Distributive leadership:

School leadership depends on the situation and context of the school. Distributed leadership is a leadership approach which creates successful school performance in different contexts. The success of leaders in challenging contexts depends on the particular situation of the schools and leaders' ability to understand the complex situation through effective distributed leadership (Harris,2002). As Bangladesh faces more challenges there are more demands on the role of school leadership. This conception of leadership distribution patterns suggests that more coordinated forms of leadership distribution make more productive contributions to school outcomes which will be applied to ensure education of the Rohingya refugee children in Bangladesh by school leaders. The Bangladesh government has prioritized coordination with international agencies to meet the needs of the Rohingya children (UNICEF report,2018).

Role of organizational cultures and leadership:

Ainscow & Sandill (2010) conducted a study which focused on the leadership practice as a vital factor for developing sustainable inclusive education and in maintaining and extending it in existing schooling systems. They focus on the idea that there is a leadership role for developing inclusive traditions which are required to make some improvement of schooling systems. Providing inclusive education in Bangladesh requires

Reducing the effects of poverty and performing some innovative ideas. Moreover, developing collaboration with community to work on a common issue as in an important leadership contribution (Copland,2003as cited in Ainscow&Sandill,2010). In the Bangladesh Rohingya crisis context, government established a National Task Force by the Ministry of Foreign Affairs which leads the coordination of the overall Rohingya crisis. The Inter-Sectoral Coordination Group (ISCG) in Cox'sBazar helps the humanitarian response for the Rohingya refugee. The ISCG is designed to be an inclusive decision-making forum. In response to the August 2017 influx, a coordination meeting was arranged by the Ministry of Disaster Management and Relief (MoDMR) amongst the concerned government ministries and all key stakeholders for planning purposes. Nutrition sector and child protection subsector and co-leads the education sector UNICEF leads the nutrition sector and child protection subsector with Save the Children and co-leads the WASH sector with Action Against Hunger. This coordination mechanism helped form a cluster approach to improve agency skills (Bangladesh-humanitarian-situation-report-no 36,2018).

Challenges for education and school leadership of Supporting stateless children:

A recent study of Olivera Hinici (2016) identified the challenges of Rohingya peoples, empowerment and human rights. He addressed their human rights and education which is violated by the Myanmar government. They did not give the rights as a citizen to Rohingya people by the act citizenship in1982,and they did now allow Rohingya

children a right to education and Myanmar's army started genocide. As a result, Rohingya people started to come Bangladesh and other countries. He said today's refugee is a tomorrow's citizen (Thomas Nail), so we should meet their human rights by empowering them and we must shape the education for them by considering social conditions, and also increase collaboration with all national and international organizations. Hinci (2016) study did not only have a specific focus on education but also refugee children's human rights. Furthermore, Hema Letchamanan (2013) focused that there is no easy access and learning environment for refugee children. Most of the learning centers are not suitable such factors like security, safety and physical, sanitation facilities, cognitive and psychological well-being of the Rohingya refugee children. Moreover, Bangladesh humanitarian-situation-report-no 36-38(2018) addressed that during the monsoon season, school leaders are not conducting learning activities in the camps that is the major challenges for them. Many learning centers damaged by rain. As a result, school leaders are not able to teach easily. In spite of these challenges our school leaders are trying to serve education for them.

Challenges in meeting refugee needs: The Bangladeshi context:

The Joint Education Needs Assessment report (2018) published by UNICEF presents a systematic and comprehensive overview of the key challenges faced by Bangladeshi leaders in dealing with the Rohingya refugee crisis. The present report of Joint Education Needs Assessment: Rohingya Refugee in Cox's bazar (2018) addressed that some key findings for refugee education. Firstly, attendance and enrolment issue: many children who have never previously attended school have started attending a learning facility since arrival. They do not attend regularly. Some are over aged and drop out children, they are not also interested in being admitted to school. Secondly, there are access barriers: most of the learning centres (LC) are established some distance from their camps, so there is no available LC. Many girls do not feel secure going there. Thirdly, there are issues with facilities and services: LC's do not have available latrines and a water supply. Fourthly, problems around teaching and learning materials exist: most of the LC's have a lack of teaching materials. Fifthly, there are limitations with teachers and other education Personnel: one major challenge is teacher recruitment and language barriers. Most of the Rohingya are not educated, they cannot act as a teacher and on the other hand, Bengalese teachers do not know Burmese language, that is a major challenge for school leaders. Finally, blocks to Coordination and Community Participation: Majority Rohingya people think that madrassah is a suitable for their children. There a lack of motivation to community. That is why school leaders are not able to increase attendance and enrolment. In response to these issues the Joint Education Needs Assessment: Rohingya Refugee in Cox's bazar (2018) report recommended that education sectors should improve such areas. Related recommendations are "expand access to learning, alternative options for LC (like home-based LC), improve the focus on addressing the learning needs of adolescents and youth. It suggested that education opportunities for adolescent girls requires further attention as well as addressing safety concerns of learning environments. Mechanisms to increase parental involvement to strengthen teaching and learning opportunities are needed along with the development of assessment and monitoring tools. An attempt to better understand the role and education provided by the Madrassah system should be made while endorsing the Learning Framework developed by Ministry of Education in collaboration with education sector partners. Finally, ways to ensure the fast development of teaching and learning material are needed" (Joint Education Needs Assessment report, 2018.p.6-7).

Education in Emergencies

Sinclair (2015) in his article 'Education in Emergencies' details how unexpected situations such as war, discrimination, armed conflict or natural disasters can affect the education of refugees. Sinclair (2015) further suggests that the education systems can become disordered and negatively impacted upon as result of emergency situations. Schools are often used as a shelter for the refugees, which are then spoiled by their usage as shelters. This is a particular issue in the Bangladeshi context (UNICEF report,2017) whereby school buildings no longer had an educational function. There is focus that the value of education will decline due to the shortage of funds and infrastructure and other educational material's supply by the country. In addition, school leaders cannot easily access remote areas which are affected, and there can be security issues. This presents a challenge for school leaders in providing educational support for refugees(Sinclair,2015).These kind of urgent situations in schooling are characterized as 'education as a humanitarian response' by the several international associations in the 1990(Retamal and Aedo-Richmond, 1998 as cited in Sinclair,2015).All international organizations and Bangladesh government agreed that they should start schooling to meet the needs for refugee as soon as possible according to the Convention on the rights of child in 1989. They also maintain coordination among the relevant organizations

such as UNICEF and UNESCO for schooling in emergency crisis. Bangladesh also maintains coordination with international agency for refugee education and meet their needs (UNICEF report,2018).

Sinclair (2015) acknowledged that it is hard for the state to ensure quality of education and enrolment due to insufficient teachers and educational materials supply in this area. Some innovative ideas may need to be considered in this fact. Sinclair (2015) proposed that firstly, government should reform the local educational infrastructures, provide schooling materials, other supporting materials and make provisional shaded areas outdoors, as furniture is not important for ensuring the aim of Education for All. Secondly, educational organizations should be provided top priority to develop leadership roles for reforming this fact. Finally, teacher should be experienced. Bangladeshi leaders have already made Humanitarian Leadership Coordination to provide these services (UNICEF report,2018).

Maslow's hierarchy of needs: -

Maslow's hierarchy of needs is a five-tier model of human needs which are often presented as being in hierarchical levels within a pyramid. This represents one way of considering the educational needs of Rohingya refugee children as intersecting with a variety of other basic, psychological and self-fulfillment needs.

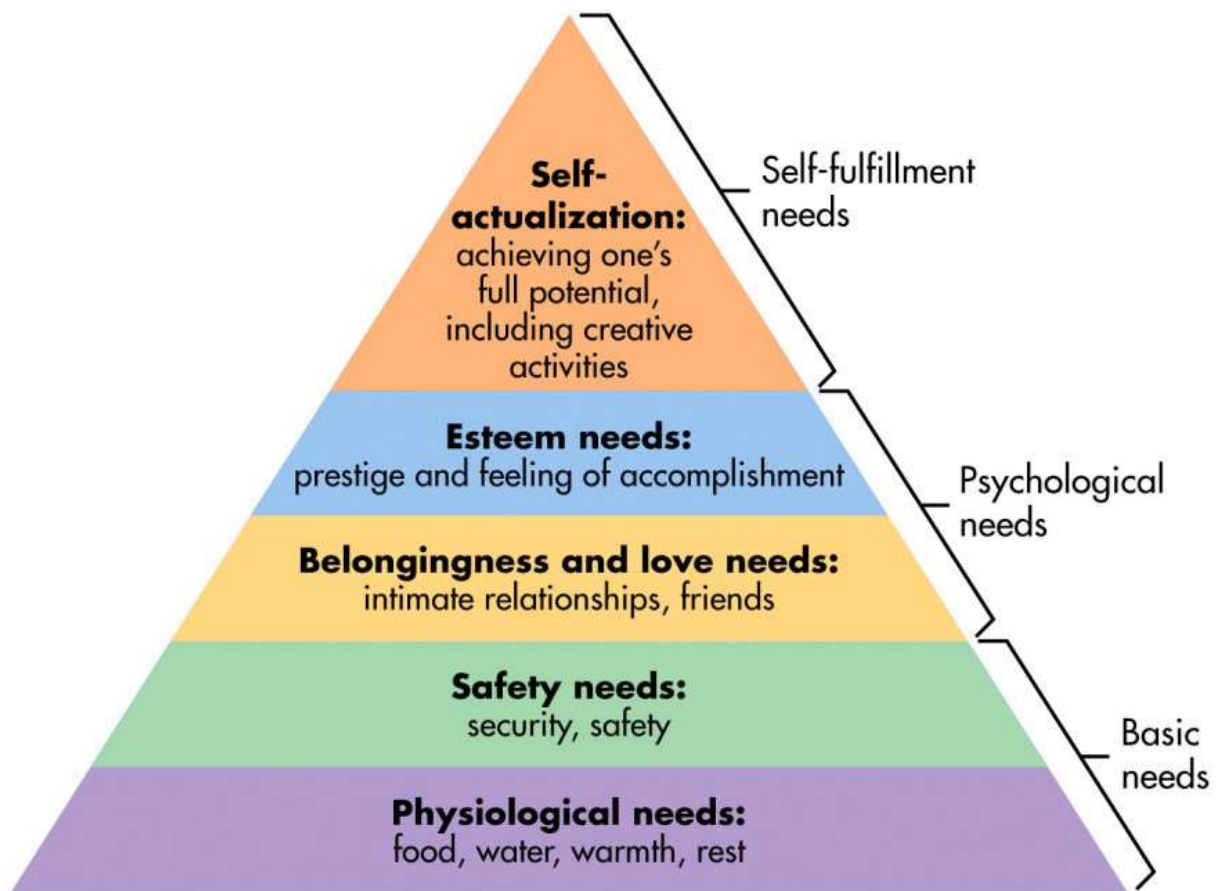


Figure 1: Diagram of Maslow's hierarchy of needs.

Maslow's theory (1943) mentions that people strive to meet their own needs and achieve their own possibilities. Their beliefs and capability are respected by others. Society helps them to build relationship with others. Society ensures their physical and psychological safety and protects them from discrimination. Also, society has a role in fulfilling their 'basic' or emergency needs such as food, clothes, shelter, health and safety. This theory is closely related to this research study as provides a theoretical overview of the complex and connected needs they should respond to. Ainscow and Sandill's 2010 report, in accordance with a view of children's education needs only part of

their needs, recommends that we should not only have a specific focus on inclusive education but also on refugee children's wellbeing. This theory will enrich this research in our context to meet refugee children's needs.

The capability approach:

A recent study of Toson, Burrello & Knollman (2012) discussed that the basic needs of the society should be considered by the school leaders and other organizations, which signifies socio-economic condition. Facilities should also be considered by the school leaders for children, who do not have the same needs and current developed abilities of mainstream children. They address the capability approach as a frame to consider such basic variables for inclusive school leadership. In other words, they also provide that how the various needs of the diverse children identified by the school leaders. Toson, Burrello & Knollman (2012) also discussed that school leaders who use the capability approach in their district's helped them to achieve maximum inclusive education for maximum children with disabilities in their rigid educational systems. They addressed the capability approach for inclusion. Maslow's hierarchy of needs also related to the capability approach. Moreover, another researchers mention that the capability approach is a philosophical theory which addressed self-esteem of all citizens where citizens and students able to achieve of all kinds life skills(Larson and Murtadha 2002, 155 as cited in Toson ,Burrello & Knollman ,2012).When this approach is used by school management, it develops the adolescent citizen's behavior and life skills(Hart 2009, 401 as cited in Toson, Burrello & Knollman ,2012) .It is also rearranges the social justice outline for schooling. This study concludes that school leaders who practice the capability approach principle within a society get significant inclusive education and social attachment.

Bangladesh government's initiatives related to the capability approach.

The capability approach principle related to our Educational Aims (National Education Policy-2010). In Bangladesh, the key principles of inclusive education and leadership are incorporated in PEDP3 (dpe,2015). A huge number over 500,000 refugee children arrived in Uhkia and Taknaf Upazila (sub-districts) in 1992-2017, on this scale it is very difficult to meet needs to these children for school leaders.

According to the National Education Policy of 2010 (MoE, 2010) school leaders should emphasize inclusive education and ensure the rights of all children with disabilities. (MoE, 2010, pp. 1–2). Ahsan and Mullick (2013) mention that MoE,2010 addressed several reform ideas to promote Inclusive education(IE).These ideas promote all children should be able to learn their native language, be provided with physical and assistive facilities, food and stipends to children from poor families, benefit from flexibility in school schedules in remote areas, and access separate toilet facilities for girls(Ahsan and Mullick, 2013,p.156) School leaders takes several policy and programs. Primary Education Development Programme (PEDP I, II, &III) which provide two other projects, the Primary Education Stipend (PES) project and Reaching Out-of-School Children (ROSC) for children those who are working, or living in poverty which help to ensure enrollment, PEDP II innovation grant which decentralized the power and improve the role of the school community in meeting the needs of children with social, economic, intellectual or physical impairments, or disadvantages that reduce their ability to attend and complete primary schooling as well as increase collaboration with communities, the government, and civil society in school level (DPE 2006b,p.1as cited Ahsan and Mullick,2013). After that the DPE implemented two more effective programs School-Level Improvement Plan (SLIP) and the Upazila Primary Education Plan (UPEP); Upazila means sub-district in Bangla since 2006 where UNICEF provided technical support to the DPE to develop both plans. SLIP and UPEP empower the local school community and headteachers. These programs increase involvement of parents and local community to schools. SLIP worked as a voice from the roots to prevent the exclusion of students disadvantaged by gender, special needs, ethnicity, and socio-economic background. SLIP's activities focused on strengthening head teachers and teachers, increasing their professional motivation, and empowering school communities to enhance their sense of ownership of the school. UPEP was implemented by involving local government leaders and government officials(Ahsan and Mullick, 2013,p.156-157).In the present situation, in spite of arranging learning centers, teaching materials, sanitation and other facilities and motivating the local community to ensure education for all children in this area by school leaders, we are far from meeting the needs of refugee children.

Leadership's initiative for education: 'the way forward'

HemaLetchamanan (2013) focused on educational responses and deficiencies in how they provide educational experiences in existing centers and improve the general outlook of these children. He suggested that the educational support promoted should be sustainable. The Universal Declaration of Human Rights, article 26 (as cited in HemaLetchamanan, 2013) declared that state must provide education for every citizen and that will be free in the primary levels. It should improve human skills and encourage the building of relationships among the groups. Sinclair (2007) and Brock and McCorriston (2008) say that a proper understanding of schooling that should provide in urgent situation for the displaced citizens is needed (as cited in HemaLetchamanan, 2013). Educational provision should support all types of growth. HemaLetchamanan (2013) described that Malaysia promotes minimum quality schooling with maintaining INEE framework (Inter-Agency Network for Education in Emergencies) which is worldwide spread. He recommends that Malaysia should provide basic and vocational education for them which build their futures and responds to their human rights. These recommendations can be applied to any other affected area in the world. Other researcher, Aras and Yasun (2016), conducted a study in Turkey which focused on the educational opportunities and challenges of refugees' children and evaluated the role of government and others to join them with the national education system. "They examine Turkey's government policies towards refugee education which stated that the Ministry of Education is responsible for providing educational opportunities for Syrian refugee children, and the Ministry of Education of the Syrian Interim Government is responsible for determining the curriculum for Syrian refugee education. This circular also stated that Syrians who are high school graduates and have passed the "Baccalaureate" exam in Syria can enroll in universities in Turkey. The current state of Syrian refugee children' shave educational opportunities and challenges. Some school leaders (25%) identified that the school is coordinating with NGOs to improve the wages of teachers and some indicated that the schools did not receive any teaching, counseling, or material support from NGOs to supply education. Another school leader considered that the availability of teachers and educational materials can be considered as essential components of high-quality education" (Aras and Yasun, 2016. p.2-4). In the Bangladeshi Rohingya crisis, the government provides education in this situation with coordination of UNICEF and Save the children. Governments start LC's and provide teaching materials for them. Schools leaders take policy, motivational programs and coordination meetings with donor agencies towards refugee education (UNICEF, report, 2018) Now they are trying to make a shape of education for refugee's education.

Classroom based approaches for meeting refugee children's needs:

A recent study of Colleen el al (2018) explored the perspectives of Burmese refugee teachers on refugee student socio-emotional issues and classroom management using interviews, observations, a preliminary refugee teacher focus group observe by using a participatory culture-specific consultation approach (PCSC). This study addressed that "Firstly, themes suggested that societal pressures have an effect on the classroom environment. Secondly, refugee student behavior and emotions ranged from externalizing to internalizing. Thirdly, refugee teachers relied on traditional Burmese methods for managing serious misbehavior. Finally, with mild misbehaviors, teachers employed more "modern," student-centered methods. Results inform culture-specific consultation designed to meet refugee education needs" (Colleen el at., 2018. p.6). This research addressed socio-emotional issues and classroom management which is related to my research. However, this study was conducted in Malaysian government schools for Rohingya refugee with needs. In Bangladeshi informal primary schools and learning centers will be providing these perspectives with specific focus on one aspect of refugee needs; educational needs, in this way my research outputs will enrich the results of Colleen el al (2018) study.

RESEARCH DESIGN AND METHODOLOGY

Research Approach

"Qualitative research is best suited to address a *research problem* in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration" (Creswell, 2012, p.16). Moreover, qualitative research places emphasis on the qualities and entities in social interactions to bring meaningful results, and it enables the researcher to enter research in which they get in to "the world of the subjects under study and get close to them, earning their trust and recording what the subjects say" (Bogdan & Biklen, 2007 as cited in Salahuddin, 2011, .p.27). we are interested in exploring what eight school leaders, that is, educational professionals in a role of leadership, perceive their particular

role is in ensuring the provision of education and meeting the needs of refugee children. This study is based on the individual perspectives of four primary head-teachers and three assistant Upazila education officers and one Upazila education officer. It involves the detailed examination of leadership ideas and roles in a complex educational and social context involving the Rohingya refugee crisis in Bangladesh.

Data collection tool: semi-structured Interviews

Semi-structured interviews are a qualitative method for collecting data (Freebody, 2004; Lichtman, 2006 as cited in Salahuddin, 2011). In this research, we have used semi-structured interview because they provide in-depth knowledge from the interviewees. We are interested in exploring the role of school leaders in ensuring refugee education for refugee children and in meeting their needs. A qualitative method using interviews is suitable for expanding the understanding of leadership roles in this social context and providing in-depth research data, and as supported by Flick (2009), it this allows a consideration of personal views and the social contexts linked to them.

The researcher can more easily explain and understand the participants by interviews. Moreover, the researcher can ask supplementary questions. Furthermore, the researcher can easily clarify the data. The proposed data collection tool by the semi-structured interview is not more formatted because researchers have more questions which they want to ask, however, they will study issues as they arise in the dialogue by using the follow up questions (Denscombe, 2010). Furthermore, there are no opportunities for pursue to make a clear answer of the research. So, the most appropriate data collection tool appears by a semi-structured interview.

Sample

It was related to this study which guided us to select our research participants. Our research participants were primary school head teachers, assistant Upazila education officers and Upazila education officer who had knowledge and working experience with school leadership as well as children's well-being. We selected eight experienced HTs, AUEOs, UEO who had minimum three to twenty-two years of working experience of school leadership. They were working Ukhia and Taknaf Upazila at Cox'sbazar district.

We have selected those participants who were working with refugees and faced the challenge in Rohingya crisis. They also had an email account and use the android mobile and use the internet, because we completed the interview through direct call of mobile and messenger.

Data analysis

We have used thematic analysis for qualitative data analysis according to Menter et al. (2011). Data analysis, according to Bogdan & Biklen, (1992) cited in Salahuddin, (2011) is a methodical process, of making the interviews into a text, combining them together, synthesizing them and identifying key findings in relation to the focus and scope of the research aims. This is achieved by grouping emerging themes and labelling them, also known as coding (Menter et al., 2011). "The goal of a thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue" (Maguire & Delahunt, 2017, p.3353).

Implementation

Following the suggestion of Mutch (2005) we conducted interviews with eight school leaders which provided more in-depth knowledge of the problem based on the participants' views. Furthermore, according to Creswell (2012) we have developed interview protocols for collecting and recording data as the process of the research. We have used general form of questions where answers were given easily by participants and also possible to ask supplementary questions to them during data was collected. During the interview we have asked eight questions and two supplementary questions.

Following the suggestion of Cohen et al. (2000) we used an audio recorder. After taking the interviews, we transcribed and then translated into English. According to Flick, (2009) there are different ways available for transcribing which change in their level of coverage of the interview data. All the data was written up as eight individual school leaders' statements. All the participants gave their answers in Bangla. Then we have translated these conversations into English. In the analysis process we categorized the key points and divided some groups and set the points into ideas by me (Creswell, 2015). We did summaries the key points and made connections among we

interview notes which is relate to our research context and aims. Finally, we applied the same rules during the cross checking of the data, adding new codes when new issues arose or including then under code categories already develop.

FINDINGS

Themes in the findings developed from a thematic analysis of the ideas and opinions given by educational leaders' in the research interviews. There was a collective view by the HT, AUEO and UEO that the challenges they faced as educational leaders in their educational contexts could not be separated from challenges in the community context in which they operated. The findings have been divided into three parts. The first part of the findings relates to the social context in which educational leaders are responding to Rohingya children's needs. The second part outlines some of the key challenges the educational leaders identified in meeting the needs of Rohingya refugee children. The third part is more directly focused on the interviewees' views on their leadership in responding to Rohingya children's education needs. It also includes educational leaders' views on the future direction of educational leadership for ensuring education to refugee children in their context.

Part 1: Socio-economic context of educational leadership in Cox's Bazar

The majority of participants noted that the Rohingya refugee crisis in Bangladesh has had a significant impact on school settings and community contexts. They reported that schools becoming used as shelters and army camps. They also described safety issues and health issues, such as diphtheria and HIV were described as becoming alarming diseases features for host community in which Rohingya refugees were supported. In addition, issues around under-aged marriage which is in conflict with Bangladeshi legal requirements, substance misuse, crime and social unrest emerged were detailed in the interview responses. During the interview, when asked about the social impact of the refugee crisis, participants answered that directly or indirectly, the Rohingya refugee crisis had affected to communities in which they worked. The impacts had three main aspects; social, economic and environment impacts.

Sub theme 1: Major disruption to existing educational provision

All participants mentioned that Rohingya influx affected the normal educational functioning of their schools and school buildings. Immediately after the arrival of the Rohingya refugees, schools were used as a shelters and army camps. Classrooms, furniture, toilets and other materials were damaged by these activities. Schools stopped regular functioning at that time. Fahmida (2017) also noted in her research that the normal functioning of schools as buildings for educational purposes was disrupted due to a need to provide shelter in response to the emergency needs of refugees. In the current research study, some interviewees described Rohingya refugees as involved with petty crime such as theft of equipment (tube-wells, fans, furniture) in schools.

Sub theme 2: Development of Social Tensions

The interviewees mentioned that in the initial stages of Rohingya influx, local people provided appreciable help in response to the emergency situation including life-saving materials and they were very supportive. However, a number of the interviewees referred to tensions emerging between the host community and the refugees who had joined the community. School leaders are aware of these tensions and community-based problems and found it challenging, in this tense situation, to provide educational leadership and fulfil their duty to respond to the needs of all concerned; the Rohingya children, the host community children, and the wider community. Fahmida (2017); UNDP (2017) and Jarna report (2017) also mention similar social tension difficulties in their study. Among the social difficulties described the interviewees commented that host community children are scared to see unknown people to their local area and they feel insecure. Increased traffic in communities has meant they also face problems crossing roads during the school time. Furthermore, many students of host community are involved in earning money to supply relief activities for refugees. This has resulted in student's school attendance decreasing. This is also mentioned by the study of Fahmida (2017) and Prodip (2011). Moreover, local school teachers are exposed to harassment from checkpoints and they are facing of safety concerns (Fahmida, 2017). Increased journey time due to these problems when travelling to school means that children cannot start school at the right time. Moreover, the school leaders interviewed stated that they cannot complete their annual lesson plans due to disruptions to

attendance. Related to these difficulties school leaders reported that host student is not able to achieve their expected competency of primary education. School leaders' felt challenges by their desire to meet the needs educational needs of the Rohingya refugee children and their existing students and educational objectives.

Sub theme 3: Refugee health issues and health impact on community students

The interviewees described that it appears that the Myanmar government had denied the Rohingya community all types of health care. The generally poor health of the refugee children was noted in the interviews and the prevalence of several types of transmittable diseases such as, diphtheria and HIV. Many Rohingya women who were raped by Myanmar army are carrying HIV virus (UNICEF,2018). This is an important issue for local community as well the Bangladesh government. There are not any treatment facilities for them. In addition, they reported that diphtheria also affected the school aged children. Their parents are not able to give any kind of treatment due to crisis of their income source. So, children do not participate their class regularly.

So, local people are facing varies types of health issues.

Host community students are mixed with the refugee children, as a result, students can be affected and catch by different of types transmittable diseases such as diphtheria (WHO report, Cox's Bazar, Bangladesh, 2 January 2018).

Sub theme 4: Restrictions on freedom of movement

Interviewees described changes in the community context to the freedom of movement and travel. Previously community members were free to move around and now they have to carry a national identity card. The school leaders described that women of host community have been considerably impacted on. They are faced with sexual harassment from checkpoints and are also facing mobility restrictions due to safety concerns. Fahmida (2017) also refers to the challenge of safety concerns in the Bangladeshi community context and describes how as part of the safety concerns, host community members (including school teachers and UN, NGO ETC) are facing freedom of movement restrictions. All the interviewees characterised these changes to the social environment as creating social insecurity and tension between the two communities. They faced challenges social tensions as having a significant influence on their professional job roles and on their own engagement in school community contexts.

Sub theme 5: Impact of crime on the community and children

A number of the interviewees were of the view that there was a strong Rohingya presence in crime syndicates involving drug trafficking and human trafficking. These syndicates are believed to emphasize women in prostitution due to poor realistic conditions (Fahmida in Reuters, 2017). In particular, they are involved in the trafficking of women on the international market for discrimination, which relate to gender-based violence and trafficking related to women and children with the most important human protection issues. The majority of interviewees also reported that some Rohingya community members had been identified as involved in the killings, theft and robbery. These activities create considerable local social security problems and social tensions.

Sub theme 6: Changes to local economies and employment.

All participants emphasized that locals are facing problems to live their daily life due to the loss of income and price hikes of essentials. This was described by the interviewees as being widely attributed to work done by the Rohingya people. Participants described the majority of the people who work in agriculture as having lost their income and as living a 'sad life' as their land is used as shelter. The impact on the local employment situation and the creation of a 'black' labour market in relation to the Rohingya refugee crisis is reflected in numerous studies, for example, by the UNDP report (2017) and study of Fahmida, 2017 and Laszlo, 2018. In addition, tourism has also been affected by the refugee influx, and the Bangladeshi tourism sector depends on the Cox's Bazar District for a large part of its revenue (UNDP Report,2017).

Part two: Challenges in meeting needs

Sub theme 1: Language Challenges

During the interview most of the educational leaders mentioned that when Rohingya children attended the learning centres, they did not know how to write or read in their Burmese or the Bangla language, and that they used the Chittagonian language to communicate verbally. All the teaching materials provided in these learning centres are in English and Burmese, and the teachers also only use these languages. The interviewees' stated having the ability to respond to the children's language needs represented a very significant barrier to meeting their educational needs.

Subtheme 2: Facilities and teacher training

Interviewees also emphasized that the distance between the refugee camps and learning centres was a problem. They described that there are not sufficient LCs near their camps, trained teachers' gender-based sanitation facilities as well as health materials. The access barrier for children due to shortage of sufficient LCs as well as teacher and WASH facilities is also focused on in the report by the Joint Education Needs Assessment Rohingya Refugee in Cox's Bazar (2018). Also, there is no transport links in mountainous areas to go the camps. They pointed out that there are no available. In this regard UNICEF is seeking funds from other donor agencies (UNICEF,2017).

Sub theme 3: Cultural Factors

When the school leaders were asked about what type of cultural challenges they faced, all the participants said that all refugee children's parents want their children to go to the madrassa (religious centre).The purposes of madrassah education by the Joint Education Needs Assessment Rohingya Refugee in Cox's Bazar (2018) pointed out that among the Rohingya parents widely respected this education. The Rohingya community believes that it is an important part of religious life, which makes the children safe and this it is preferable to other forms of secular education. In addition, the one of the educational leaders interviewed felt that the madrassah staff were pressurizing to parents to enrol children.

Educational leaders also mentioned other forms of culturally based challenges they faced. They also reported that the objectives they were set as educational leaders were sometimes in conflict with the cultural traditions of the Rohingya refugee community.

Part 3: Educational leadership

Sub Theme 1: Limited ability to meet children's needs in school

During the interview, we asked all participants about how school leaders fulfil Rohingya children's needs in primary education. They gave prominence to essential support provided by supporting agencies in meeting children's needs. They said that some NGOs, UNICEF, UNCHR, and Save the Children provide teaching materials, food and stipends for Rohingya refugee children. In conjunction with these supporting agencies learning centers are set up which teach Math and English and life-skills issues and offer primary health treatment for them and their families. Interviewees agreed that all these provisions provided a very good initial response to meeting refugee children's needs, however, they could not be sufficient long-term for refugee children. Instead they believe that schools could play a vital role in meeting the needs of the Rohingya children.

Sub Theme 2: Types of leadership styles in meeting needs

When the school leaders discussed what type of the styles of leadership, they use in response to their areas of responsibility they emphasized that they work together with local communities and other school organizations. They incorporate both transformational and distributive styles of leadership. They used a transformational style of leadership, as described by one interviewee as involving social mobilization through their motivational to work with the parents, SMC, political persons, local educational persons and local community to collect resources for the children. They viewed this as helping to inspire community involvement with the schools to work towards meeting the needs of the children in education.

However, interviewees noted that a need to find ways to better engage with the parents of refugee children were needed, as they were experiencing difficulties in encouraging parents to engage. The report the 'Joint Education

Needs Assessment Rohingya Refugee in Cox's Bazar' (2018, p.6) also gave importance to better engaging parents "Teachers in CGDs called for increased engagement with parents on raising awareness of the importance and value of education of children and to understand the priorities of parents"

Another Interviewee thinks that he is a distributive leader. He thinks that coordinating others is a good communication approach for good leadership.

Sub theme 3: Moving forward: Access education and meeting needs.

The school leaders were asked how they overcome the challenges as a leader that supporting the needs of these children brings. Four of the head teachers said that they conduct SMC (school managing committee) meetings, home visit, Mothers and Parents' Assembly and motivate the local community as well as coordinating with the government and non-government allies. The other participants AUEOs and UEO said that they are coordinating with the GO and NGO and motivate the head teachers and local community.

The main themes derived from the interviews are: Rohingya influx impacts on school and host community which caused major disruption to existing educational provision and the host society. Responding with distributive and transformational leadership in meeting their needs for primary education was viewed as important and effective, although many identified the key challenges of the educational leaders for supporting their needs and suggested the future direction of responses.

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

Impact on leadership context due to Rohingya influx

The main purpose of this study was to explore the school leaders' role to ensure primary education meets the needs of the Rohingya children. It also points out the strategies used and considers the ways leaders are effective in addressing the challenges of primary education. The social context in which school leaders are working is much changed since the unrest and humanitarian crisis which led to the Rohingya refugee influx. It is the findings of this study that the arrival of Rohingya refugees has impacted on the delivery of primary education. Moreover, these changes to the setting in which school leaders are responding to primary school children are likely to be long term. Similarly, the Rohingya children have specific complex educational needs connected with 'emergency situation' that brought them to Bangladesh. In meeting some of their immediate needs.

Concept and practice of leadership style

Many educators and educational researchers acknowledge that there is a difference between theory and practice. Usually, head teachers lead their schools on the basis of their previous educational qualification, professional experience and training, where both theory and practice can easily combine to create a difference through the setting of goals and regular activities. This study interviewed the participants about the role as headmaster of the school for the better understanding of the practice of the theoretical leadership and in dealing with the problem of current Rohingya flows. These interviews showed that their theoretical knowledge and present practices are well combined with their perceptions of leadership practices and styles. The skilled Education Officers and head teachers in this study strongly believe that, regardless of leadership approaches adopted, it is impossible to ensure education and to meet the needs of Rohingya children without more coordination and external help.

One participant wants to lead his school in participatory way. He likes to involve the community of the school. He described that he motivates the community before he implements his desirable goal. Because he knows that leaders can inspire the community with motivation. It shows a kind of intellectual stimulation. Which has been identified as "idealized influence, inspirational motivation and individual consideration" by others. On the other hand, Other participant wants to work together and cooperation the Go and NGO. He thinks that when he maintains coordination with the stakeholders, he will get more benefits to lead the school. In this regard. In the Rohingya crisis area, both government and non-governmental organizations provide education for host community and Rohingya children (Joint Rapid Needs Assessment,2017). The findings are evident that school leaders' practice both transformational and distributive leadership in this context.

Challenges faced to move forward to ensure education

The findings showed that this education crisis in education in Bangladesh begun in 1991, but it was a deeply created problem in August, 2017 (UNICEF,2017). All participants mention that there are not sufficient Cs, trained teachers sanitation facilities, as well as health materials due to insufficient funds (Joint Rapid Needs Assessment,2017). It is also evident that there is no easy access to the learning centres. All the participants mention that girls among the Rohingya children are at a high risk of early marriage and underage marriage. Boys and girls are also involved child labour and household work, both are at increased risk of school drop-out. Another challenge faced by those school leaders interviewed is the cultural barrier. The majority of Rohingya parents' beliefs that Madrasha education is suitable for their children and when girls are over aged, they should not go to school to maintain Islamic culture. However, as part of the current research findings it is evident that head teachers have faced a cultural conflict.

According to Article ,26 (The Universal Declaration of Human Rights) everyone has right to education and it will be the responsibility of the state to provide free education for all children The recent figure of Rohingya refugee children, who have been displaced by the Myanmar army, is nearly 6million (UNICEF and UNHCR report,2017).

Government and non-governmental steps have contributed immensely to educational process. As government provided education materials and biscuits for the students increases their attendance and their interest in learning (Prodip,2011). Similarly, materials can be collected in locally if SMC, parents and local communities are inspired by the motivational programs that have been evident in these interviews.

RECOMMENDATIONS

1 Developed the language-based teaching process and curriculum

In order to ensure access to education with the needs of refugee children in emergency situation, the proposed effective strategies will be invaluable for their good future. The main problem emphasized by the head teachers in relation to the Rohingya education process was the language barrier. Therefore, despite the establishment of Rohingya children in non-formal education classes, their Burmese language skills reflect the discrimination towards the education process. Rohingya children may first start to learn in their own language as well as non-formal education in Burmese language which is also mentioned by the participants as the solution to the language barrier. Furthermore, it would better support their educational needs if an effective short-term curriculum and materials which responded to their immediate needs when arriving was designed for them.

2 Language support policy for refugee education

The findings of this study discussed that the education process was faced with a language barrier for the school leaders. They are used to their Arakan language Rohingya. That is the main barrier for their education. All the participants said that it would be helpful for teachers if they got professional training. All participant hope that because they are time-consuming to go back to Myanmar, so they need to have a short-term life living curriculum for Burmese language education and making appropriate books and materials, which teachers would practice to the development of the teaching. Policy is needed to maintain these activities.

3 Encourage Rohingya parental community participation:

The results of the study provided information that suggested that Rohingya parents helped their children to leave the learning facilities because parents feel comfort with madrassah education which provides education to children at a time that is suitable for their children and welcome in their host communities. So, the school leaders interviewed proposed that increasing the awareness and understanding of the value of Bangladeshi schooling to their children, could be achieved through trying to increase parental involvement in school communities. Joint assessment report,2018 stated that Ministry of Education should make learning frame works in collaboration with education sector partners which covers full primary cycle and secondary education and also develops mechanisms to increase parental involvement.

4. Expanding access to learning and other facilities:

Participants reported that majority children are not enrolled due to shortage of LCs. Considering using their camps as a temporary LCs can start schooling with reducing contact hour. House based education was categorized as a culturally preferred option by them when another option with reference to the madhrasa was quoted.

Participants reported that there is no available safe water and gender-based wash facilities. Considering increasing water supply and girl safety latrines for children is important. It is also necessary to improve language skills of teachers, particularly in English and Myanmar language.

CONCLUSION

In conclusion, steps taken by Bangladesh for the education of Rohingya children in the country are very important in the future of these children. Naturally, many refugee education Bangladesh is a new phenomenon. School leaders have highlighted the results of the research that the school experiences for refugee children are facing challenges for their normal functioning of school and social tensions and their roles to ensure education. These factors contribute to the negative psychological impact of the Rohingya flow. In spite of this inadequacy found in the education programs and needs offered in the camp, we have concluded that displacement has improved most of the children's health and education. Rohingya children are deprived of the education and other needs opportunities of Myanmar, and Rohingya refugee children in Bangladesh get basic health care and education from the government, UNICEF and UNHCR. Moreover, the Rohingya people have no rights in Myanmar. Rohingya people forced to flee to Bangladesh to save their lives by the state. While the government has limited capability to provide services to the Rohingya people, their health and education status in the camp is still good compared to Myanmar.

In order to properly overcome these challenges, school leaders must be in close contact with all stakeholders working in this process. Also, to ensure the effective functioning of this process, the local community and the national and international organizations need to be better coordinated. Moreover, to work towards ensuring effective participation of the local community, school leaders should be performed transformational and distributive leadership to positively impact on children's educational well-being as part of their overall well-being. The results indicate that despite the challenges face by the school leaders, there are some ways to ensure education for Rohingya refugee children through the input of school leaders.

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