



**Exploring Rote Memorization and Incorporating Critical Pedagogy Approaches in
Rohingya Learning Centers, Cox's Bazar, Bangladesh**

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Asian University for Women

Masters Thesis

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Declaration of AI

I declare that this thesis is my own original work. Throughout the process of writing, I use ChatGPT (OpenAI) and Grammarly to enhance my writing in terms of grammar, structure, and style, as well as quality. Every suggestion given by the mentioned AI tools was properly considered, changed, and associated with my own ideas. The research design, data collection, analysis, interpretations, and conclusions are my own work, and I accept full responsibility for the content of this thesis.

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Abstract

Education is essential for fostering meaningful learning and empowering students, especially in humanitarian context. However, teaching in refugee learning centers has been largely teacher-centered with little room for critical thinking and student involvement. The study examined the teaching and learning practices in Rohingya learning centers in Cox's Bazar, Bangladesh, with particular emphasis on rote memorization and critical pedagogy. Using Paulo Freire's theory of critical pedagogy, the study aimed at investigating the existing teaching practices, studying the teachers', students', and NGO education staff members' views on the role of rote learning and student-centered approach, identifying the challenges to implementation of active work during learning, and proposing ways to improve teaching practices. A qualitative case study design was used. The data was collected through semi-structured interviews with 10 teachers, 15 students, and 5 NGO education staff, two focus group discussions with teachers and students, and classroom observations at five Rohingya learning centers in Kutupalong and Balukhali refugee camps. The data were analyzed using thematic analysis with the application of NVivo software. The findings demonstrated that most of the education was teacher-centered and involved lecture, the question-and-answer method, and memorization methods. While the participants indicated that memorizing helped them understand the main concepts and prepare for tests, they also pointed out that active participation in the learning process, conversations, and curricular comprehension provided higher learning outcomes. Moreover, the teachers, students, and NGO representatives supported the learner-centered education and critical pedagogical approach, but the unavailability of teaching materials, overcrowded classrooms, lack of teachers' upgrading programs, poor infrastructure, strict curriculum, and the context of refugee camps made this approach ineffective. The observations carried out in the classes showed that

interactive teaching was only just beginning to develop, however, the teaching, overall, remained teacher-centered. Based on the study findings, it is essential in order to enhance teachers' professional development, make classroom facilities better, and increase educational opportunities to achieve a more student-oriented, participatory, and empowering form of education in Rohingya learning centers.

Keywords: Rohingya education, critical pedagogy, Paulo Freire, student-centered learning, rote memorization, refugee education, teaching methods, Cox's Bazar, qualitative research, thematic analysis.

Chapter 1: Introduction

1.1. Background

One of the longest and the most complicated situations of displacement in the world is the Rohingya refugee crisis. The massive displacement occurred in 2017 when more than one million Rohingya refugees settled in Cox's Bazar refugee camps in Bangladesh, which includes a population in which over 50% are children and young people (UNHCR, 2023). In this context, education should be prioritized by some humanitarian organizations as one of the core rights and an important way to ensure social stability and development. Education is being provided mainly through informal education centers established with the help of NGOs and the state of Bangladesh. These centers are aimed at providing education in basic literacy, numeracy, and life skills. Though there has been significant progress in the area of providing access to education, many studies found that access does not necessarily translate into meaningful learning (Hossain, 2023). The refugee education systems are usually based on emergency models paying more attention to rapid enrollment and traditional delivery in comparison to depth of teaching and learning.

Additionally, the research regarding refugee education brings attention to the ongoing systemic issues such as overcrowded classrooms, student learning limitations, inadequate teacher training, a limited curriculum framework, and a lack of reorganized certification methods (Milton et al., 2017). These systemic constraints affect teaching practices and also limit the chances of using student-centered learning approaches. In many humanitarian settings, teaching methods are disciplinarian and focused on rote teaching and delivery of information rather than critical thinking and engagement (UNESCO, 2018). The applied teaching approaches are similar to the banking method of education as explained by Paulo Freire in 1970. The banking model

preserves the knowledge as something to be “deposited” into “receptacles” (Freire, 1970), meaning that students memorize and reproduce the acquired information without engaging in critical thinking. According to Freire, the banking method perpetuates the power balance and empowers the students to think critically about their own lives instead of being passive and dependent.

The conflict between transformation and access can be examined through the case of the Rohingya. Many students of this ethnic group have already been exposed to the repressive education system of Myanmar, which was focused on examinations and rote learning (Ducci, 2017). Thus, the old practices create expectations and approaches in the learning centers that operate in refugee camps. Therefore, the engagement in classes exists in the traditional form connected to the teacher's authority and focused on memorization even in the context of humanitarian education. Meanwhile, the basic premise of critical pedagogy is their different interpretation of the educational process as being based upon discussion, reflection, and the emancipation of students. Freire (1970) refers to this process as education for freedom, when the process of knowledge creation relies on the collaboration among students and teachers. Moreover, there exists literature that proves that participatory and engaging models can positively influence the learning process (Stark et al., 2021). Hence, it is possible to turn learning centers into places of empowerment where the education might help in the future. Thus, it is essential to study the practices in schools for the Rohingya community and to investigate how critical pedagogy methodology can be adopted in the learning process. A shift from the mere provision of education towards the empowerment of the Rohingya people is highly necessary for proving that education does help the Rohingya children in developing and progressing over time.

1.2 Statement of the Problem

The educational system in the Rohingya refugee camps has experienced significant humanitarian investments, yet there are concerns about the quality of education delivered. While learning centers have been established for teaching, methods generally used to impart knowledge in the centers include teacher-centered instruction and rote memorization. This means that students' ability to think critically, creatively, and participate meaningfully in lessons is limited since they cannot receive quality education. Short-term access to education has defined emergency interventions to solve problems associated with education, which is the case with refugee education (Mendenhall et al. 2018). Furthermore, education within refugee crisis is often implemented as a technical intervention that is aimed at providing stability and developing basic skills and knowledge demands in refugees seeking to be educated at this point. Thus, this trend aligns with Freire's (1970) banking model that defines students as passive entities in educational process as opposed to active participants in education.

In the case of the Rohingya camps, the situation becomes even more complex because there are structural constraints which make it difficult for the Rohingya students to make use of various opportunities offered by student-centered and collaborative methods (Milton et al., 2016). There is also a significant gap of scientific investigation in terms of the application of the principles of critical pedagogy in the context of Rohingya refugee education. While nowadays available literature has focused mostly on the issues of access to education, enrollment in schools, and education policies, the themes of pedagogy in the classroom and empowerment of the students have not been widely explored. The findings highlight the importance of conducting systematic examination of how the ideas of critical pedagogy can be implemented in terms of education in the Rohingya camps.

Unlike this kind of research, education can be reduced to administrative action rather than a transformative initiative that promotes student empowerment, critical awareness, and critical thinking. Therefore, there is a need to fill the gap in order to redefine education in the context of refugees.

1.3 Objectives

1. To examine existing pedagogical practices and identify limitations of memorization-based, teacher-centered instructions in Rohingya learning centers.
2. To analyze the opinions and perspectives of teachers and learners regarding current classroom practices and learning experiences.
3. To determine the application of critical pedagogy principles to establish better participatory, dialogic, and empowering teaching methods in Rohingya education centers.

1.4 Research questions

1. What teaching methods are currently in use in these learning centers, and how do educators and learners view these strategies?
2. What factors of the banking model of education are reflected in current educational methods?
3. How critical pedagogy can be utilized in the Rohingya centers to promote different dialogues, student participation, and critical thinking?
4. What difficulties and opportunities exist in the Rohingya context for using critical pedagogy?

15. Significant of the study

This study is important both academically and practically. Theoretically, this study contributes to the limited research on critical pedagogy in refugee education by exploring the teaching and learning practices in the Rohingya learning centers with Paulo Freire's critical pedagogy. It also adds to the existing literature by examining the relationship between teacher-centered instruction, memorization, and opportunities for student-centered learning in a refugee context. In terms of practical implications, this research provides valuable indicators for teachers, NGOs, education practitioners, and policymakers attempting to improve the quality of education in Rohingya learning centers. The research identifies the necessity of applying more interactive approaches in teaching and using student-centered methods, enhancing teachers' professional development, and providing better educational materials. The research also indicates how the promotion of communication, critical thinking, and active involvement of students can improve the learning experience for Rohingya learners.

Chapter 2: Literature Review

2.1 Introduction

In this chapter, the relevant literature is discussed related to the study about the teaching methods and implementation of critical pedagogy in the Rohingya learning centers. The chapter starts with the clarification of Paulo Freire's concept of the banking model of education and the main aspects of critical pedagogy that serve as the theoretical foundation for the study. After that, the chapter examines the literature on education in refugee settings, providing particular importance on Rohingya education in Bangladesh's Cox's Bazar. Finally, the chapter points out the gap in the research and clarifies how this study contributes to the literature through finding possibilities to move from teacher-centered education towards methods of teaching based on the principles of learner-centered education.

2.2 The Banking Model of Education

Paulo Freire's definition of the banking concept helps in understanding conventional education methodologies that focus on teachers. Freire (1970) states that in banking education, students are given the role of empty vessels. Education becomes a process of memorization and retention when students' thoughts and experiences are ignored. Freire points out that this model cements the power imbalance as teachers use their knowledge while students just receive it passively. In this context, Freire emphasizes that in marginalized communities, such practices lead to a silence culture in which students are afraid to ask questions about things that sound convincing to them and reflect on their social surroundings. As a result, the education based on memorization fails to foster creativity, critical thinking, problem-solving abilities, and unique views in students, especially vulnerable groups (Freire, 1970). In addition, in the case of refugee

education, the use of banking education is mainly due to the number of teacher policies that include emergency education, inaccessible curricula, and lack of teachers' education.

2.3 Critical Pedagogy

The development of critical pedagogy occurred from the critique of traditional educational methods. According to Freire (1970), the concepts of dialogue, reflection, and problem-solving education state that these are integral parts of a meaningful learning process. Critical pedagogy rejects a view that students are considered the receivers of knowledge and emphasizes the essence of education as a collaboration of both teachers and students where knowledge is constructed by tapping into their past experiences and societal reality. Critical pedagogy seeks to build critical consciousness in learners who will be able to raise/question issues of inequality and structures of oppression in the world. In terms of critical pedagogy, learners do not remain passive and can take part in the formation of their knowledge through dialogue and reflection. In situations of displacement, which come along with the experience of social marginalization, trauma, and lack of education, these strategies may have the biggest impact on the learning process. Investigations demonstrated that learner-centered, dialogue-centered educational strategies contributed to student engagement, confidence, participation, and critical thinking among marginalized learners.

2.4 Education in Refugee Contexts

Education programs designed for refugees are primarily driven by humanitarian concerns that stress issues of accessibility, security, and basic education results. Although access-based education is very important, it also leads to standardized, teacher-oriented learning methods that

hardly take into account the quality of education (Dryden-Peterson & Horst, 2023). One of the reasons for the poor quality of education for refugees is the limited resources and short-term funding of educational programs (UNHCR, 2023). According to Radhouane (2023), education for refugees is perceived as the technical process that is aimed at giving them access to the educational programs rather than transforming their education process as such. As a result, the education process that takes place within the frames of educational programs is overly compliant, authoritarian, and based on rote memorization, not creativity and critical thinking. Moreover, UNESCO (2018) notices that the same pattern occurs in education during crises as well: in such situations, teachers are inclined to apply the traditional forms of teaching that deprive learners of the chance to develop critical thinking and become socially aware. Although these methods can contribute to acquiring rudimentary literacy and numeracy skills, they are not enough for preparing learners for leadership, engagement in civic affairs, and lifelong learning. Studies reveal that participatory and student-centered methods can increase students' motivation, learning process relevance, psychosocial well-being, and involvement in the educational process. Nevertheless, these approaches have not been put into practice on a large scale, restricted by political, financial, and structural barriers.

2.5 Education for Rohingya Refugees in Cox's Bazar

In Cox's Bazar, Bangladesh, humanitarian organizations provide education for Rohingya refugees mainly through non-formal education centers. Although these centers have made a significant contribution towards increasing access to primary education, some studies show that this access remains limited in that it has a short teaching time and limited curriculum, no formalized diplomas, and very few pathways towards secondary educational establishments and

higher education providers, which is not a good thing (Milton et al., 2017). This affects not only the quality of the education but also its relevance. The teaching methods in Rohingya learning centers can be described as rote learning and teacher-centered methods, which are determined, but not only by the education system in general but also by the school system in Myanmar, as the Rohingya population used to learn through rote learning and teacher-centered methods in the past (Lall, 2011). As a result, teachers and students typically duplicate familiar educational methods within refugee learning environments. Previous studies have looked mainly at issues of access, enrollment, curriculum, and education policy in Rohingya education, but there has been little attention paid to methods of classroom instruction, student participation, and empowerment. This has resulted in a deficit of knowledge about possibilities of utilizing some alternative pedagogical approaches, such as critical pedagogy, in Rohingya learning centers.

2.6 Research Gap

Although there has been growing literature related to both refugee education and critical pedagogy, there has been insufficient research conducted at their intersection. One major deficiency of research is insufficient study of the application of Freirean critical pedagogy concerning refugee-centered educational institutions that are subject to both various humanitarian challenges and traditional teacher-centered educational practices. For instance, in regard to Rohingya education, research has been concentrated mostly upon issues like policy-making, accessibility, and educational provision practices, while not enough attention was paid to such aspects as pedagogy in practical terms. Thus, the aim of the current research based on critical pedagogy theories and practices is to investigate current pedagogical practices in

Rohingya educational institutions and analyze how principles of critical pedagogy can be partially applied to move away from the banking education model.

2.7 Chapter Summary

This chapter examined research findings on the education banking model, critical pedagogy, refugee education, and the education setting of Rohingya refugees residing in Cox's Bazar. The findings indicate that although there has been progress in opening educational opportunities for Rohingya refugees, instruction practice continues to be teacher-centered and includes limited scope for discussions, critical thinking, and student involvement. In addition, the research found a lack of studies regarding implementing Freirean critical pedagogy in Rohingya learning centers. The literature gap points out the reason for conducting the present study, which aims at exploration of current instructional practices and ways of enhancing student-centered instruction and participatory initiatives in Rohingya education.

Chapter 3: Materials and Methodology

3.1 Research materials

This study investigated teaching and learning methods in Rohingya learning centers and looked at how critical pedagogy might be included into classroom instruction using qualitative research materials. The study objectives, research questions, and Paulo Freire's idea of critical pedagogy served as the framework for the development of the research materials. The main study materials were included Semi-structured interview guidelines, focus group discussion (FGD) guides, and a checklist for classroom observations. For instructors, students, and NGO employees/education coordinators, three different semi-structured interview guides were developed. The teacher interview guide examined teaching methods, classroom practice, student engagement, the importance of memorization, teaching difficulties, and opinions regarding critical pedagogy. The student interview guide emphasized on classroom experiences, learning preferences, involvement, opportunities for opinion expression, and challenges faced during learning. The interview guide for NGO staff and education coordinators explored implementing the curriculum, teacher training, educational policies, institutional issues, and ways to encourage more participatory teaching methods.

Moreover, two discussion guides were developed for focus groups. To talk about common teaching experiences, difficulties in the classroom, and potential approaches to incorporating critical pedagogy into Rohingya learning centers, one focus group discussion was held with instructors. Another FGD was conducted with students to explore their collective learning experiences, classroom participation, critical thinking, and suggestions for enhancing instruction and learning. A checklist for classroom observations was also utilized to watch real classroom activities. The checklist primarily focused on four main topics: evidence of critical

pedagogy, power and interaction, student engagement, and teaching style. Specifically, the study investigated lecture-based instruction, question and answer sessions, group work, problem-solving activities, the use of real-life examples, student participation, teacher-student interaction, opportunities for dialogue, and students' reflection on their lived experiences. When combined, these tools allowed the researcher to get detailed information from a multiple of sources. Through data triangulation, the use of focus groups, interviews, and classroom observations enhanced the study's credibility and provided a more thorough understanding of the teaching and learning methods used in Rohingya learning centers.

3.2 Research location

The study was conducted in selected Rohingya learning centers in Kutupalong and Balukhali refugee camps in Cox's Bazar, Bangladesh. These camps are also called the largest refugee camp in the world. Many Rohingya refugees who have been displaced from Myanmar are living in these camps. In these camps, education is mainly delivered through humanitarian organization-run learning centers and community schools that follow the curriculum of Myanmar. The centers selected have provided different types of education in these camps, which allowed the researcher to look at the various pedagogical practices, experiences, and types of involvement of the teachers and the students. The site was selected, as it presents an appropriate context for analyzing the role of rote learning and the possibility of the introduction of critical pedagogy into educational activities for refugees.

3.3 Participants

The sampling technique used for choosing participants in the study was purposive sampling, and participants with personal experiences of education, teaching, learning, and monitoring in the Rohingya learning centers were selected. The purposive sampling helped to choose suitable respondents, as it helped the researcher to find suitable participants who have some knowledge about the topic under research. The research was conducted on 30 respondents consisting of 10 teachers, 15 students, and 5 NGO workers or education coordinators selected from the Rohingya learning centers in Kutupalong and Balukhali refugee camps. The participants, among teachers, had different teaching experiences ranging from one year to more than fifteen years and had experience in teaching different subjects, including English, mathematics, science, physics, and social studies. Some of the teachers were trained in Myanmar, while others were trained by NGOs working in camps. The students aged between 12 and 18 years had 3 to 9 years of schooling in the Rohingya learning center, showing valuable insights in classroom instruction, memorization-type learning, and students' involvement in the teaching process and in the relations with the teacher. Meanwhile, five NGO staff and the education coordinator were purposively chosen based on their roles in curriculum development, teacher supervision, educational planning, and policy implementation in the refugee education system. By incorporating these three stakeholder groups, the study could have multiple perspectives and a holistic understanding of the current pedagogical practices and the possibility of integrating critical pedagogy into the Rohingya learning centers.

3.4 Data collection

Data were collected in the months of May and June 2026 using several qualitative data collection methods such as semi-structured interviews, focus group discussions (FGDs), and

observations of classrooms. Multiple methods were used to triangulate methodology and to increase the credibility and trustworthiness of the study findings.

3.4.1 Semi-structured interviews

The primary method of data collecting used was semi-structured interviews. In this regard, teachers, students, and NGO education staff were recruited for individual interviews using certain open-ended interview guides. The interviews covered subjects such as the experiences and perceptions of the participants in relation to classroom teaching methodologies, memorization, student engagement, classroom communication, and possible use of critical pedagogy in the Rohingya learning centers. Each interview was approximately 30–45 minutes long. All interviews were recorded with respect to the participants' consent and further transcribed exactly. For data analysis, those interviews that were held in the Rohingya language were translated into English before they would be analyzed.

3.4.2 Focus Group Discussion

Furthermore, two focus group discussions were held to obtain a greater understanding of participants' common experiences and views. FGDs were held with eight teachers in one group and seven students from Grades 7–10 in the other. The discussions centered on present teaching and learning practices, student involvement, barriers to the application of interactive teaching methods, the effect of the refugee camp context on education, and recommendations to enhance teaching and learning. The discussions lasted about 60–90 minutes, were audio-recorded with the permission of the participants, and were transcribed verbatim for analysis.

3.4.3 Classroom Observations

Classroom observations were performed in five Rohingya learning centers run to analyze the actual teaching methods and how the classrooms worked. A structured observation checklist had been used for recording vital components of lesson delivery, such as

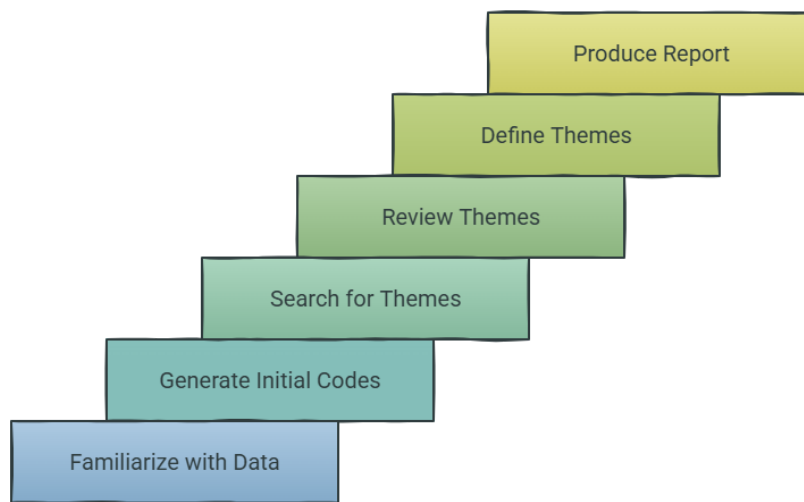
- Methods of teachings used (e.g. teaching through lectures, question-answer sessions, group work, problem-solving activities, etc.);
- Degree of learners' participation;
- Interaction between teachers and students;
- Classroom conditions and teaching aids;
- Indications of student-centered pedagogy, including students' dialogue, usage of authentic materials, and participation in the reflections on the teaching process.

The data collected through observation provided additional information to complement this data gathered through interviews and discussions.

3.5 Data analysis

The data that had been collected were examined through thematic analysis, utilizing NVivo software for qualitative data analysis according to Braun and Clarke's (2006) six-phase process. Thematic analysis was a preferred method since it is both systematic and versatile, allowing for the identification and interpretation of the patterns of meaning in qualitative data. NVivo software helped to code and organize the vast amount of qualitative data generated from the focus group discussions, interviews, and classroom observations.

Six Phases of Thematic Analysis



1. Familiarization with the data: Classroom observation notes were arranged, and all focus group discussions and interview recordings were verbatim transcribed. To familiarize herself with the information and obtain an overall understanding of the experiences of the participants, the researcher read the transcripts and observation notes several times.
2. Generating initial codes: After importing the transcripts and observation notes into NVivo, significant words, phrases, and statements pertinent to the research objectives were methodically coded. To make cross-participant comparisons easier, similar concepts were given the same code.
3. Searching themes: To find possible themes that indicated common themes in the data, the original codes produced in NVivo were analyzed and categorized into more general groups.
4. Reviewing themes: The coded extracts and the entire dataset were compared to the initial themes. To make sure the themes appropriately represented the experiences of the

participants and met the goals of the study, they were improved, combined, or divided as needed.

5. Defines Themes: Each subject was given a precise definition and a suitable name based on its main idea. The topics, especially the ideas of the banking model of education, dialogue, critical thinking, participation, and empowerment, were interpreted using Paulo Freire's (1970) theory of critical pedagogy and matched the goals of the study.
6. Producing the report: Finally, the themes were combined and presented in the findings chapter. Representative quotations from teachers, students, NGO staff, focus group discussions, and classroom observations were used to demonstrate each theme and support the interpretation of the findings.

In the aim to enhance the credibility of the study, data triangulation was employed by using semi-structured interviews, classroom observations, and focus group discussions. The researcher was able to compare findings across different groups of participants and to increase the validity of the results by using multiple data sources. During the analysis, participants' anonymity and confidentiality were preserved by giving them pseudonyms and deleting all identifying information from the transcripts.

3.6 Ethical Considerations

The research instruments, which included the interview guides, focus group discussion guide, and checklist for classroom observations, were approved by the research supervisor and authorized by the Ethical Review Committee (ERC) of the Asian University for Women prior to data collection. The ethical approval was secured before undertaking any research work. The informed consent of all participants was acquired prior to the collection of data. The intentions of

the research as well as the procedure followed for collecting data along with the rights of the participants have been made clear. The participation was entirely voluntary, and the participants were informed that they could quit whenever they wanted without suffering any negative consequences. All laws and regulations imposed by the Asian University for Women, relevant NGOs, and centers of learning were followed during the research process. Confidentiality and privacy of the participants were upheld throughout the research. The identity of the participants was protected through the use of false names, and the data collected was used strictly for educational purposes.

Chapter 4: Results

4.1 Introduction

This chapter provides the findings of the research based on qualitative data collected primarily through semi-structured interviews with teachers, students, and NGO education staffs, two focus group discussions (FGDs) and classroom observations conducted in Rohingya learning centers in Cox's Bazar. The findings are shown in accordance with the research objectives and the major themes emerging from the thematic analysis. Data from various sources were triangulated to develop an in-depth understanding of the teaching and learning practices and to increase the credibility and trustworthiness of the findings. Moreover, this chapter presents a holistic picture of pedagogical practices and learning experiences in Rohingya learning centers by providing the views of teachers, students, and NGO staff in addition to classroom observation findings.

4.2 Current Teaching Practices in Rohingya Learning Centers

The findings show that the teaching practice in the Rohingya learning centers is mainly teacher-centered. However, many teachers try to use interactive teaching strategies as much as possible. This theme was evident in teacher interviews, NGO staff interviews, focus group discussions and classroom observations. Most teachers started lessons with greetings and review of previous learning. New topics were introduced through explanation and textbook-based instruction. Question-and-answer sessions were commonly implemented to evaluate students' comprehension, although group discussions, pair work, narratives, and other cooperative activities were exploited when possible given the circumstances and time of the classroom. A

number of teachers stated that even though they valued interactive teaching, innovative teaching was often impossible due to big number of students, limited time, and lack of materials.

One teacher explained the typical classroom routine:

“I mainly use lectures and question-and-answer methods. Sometimes I use group discussions, but not very often because of time limitations and large class sizes.”

(Teacher 10)

Another teacher similarly stated:

“...Begin with explaining the lesson and asking questions. Group work is useful, but it is difficult to organize because of the classroom conditions...” (Teacher 6)

The teachers' views were confirmed by NGO education staff. Most of the NGO participants stated that teaching through lectures remained the most common teaching style because teachers were expected to cover the curriculum in the limited classroom time. However, they also found that teachers were more and more trying to incorporate pair work, group discussions, storytelling, games, and classroom questioning to improve student participation whenever they could.

One NGO education coordinator said,

“The most commonly used teaching method is the lecture method. However, teachers also use group work, pair work, classroom discussions, and exercises to encourage student participation whenever appropriate...” (NGO Staff 2)

These findings were confirmed in the teacher focus group discussion. Participants said teaching had improved from past years, but lessons were still mainly lectures due to crowded classrooms, limited teaching materials, and pressure to complete the curriculum. Teachers said that they used questioning and discussion when they could, but the use was limited by resources and conditions of the classroom. Moreover, these results were supported by observations made in classrooms. In all five learning centers, question-and-answer sessions and lecture-based training were observed. While problem-solving exercises and the utilization of real-world examples were only seen in Centers 4 and 5, group discussions took place in three learning centers. Teachers continued to be the dominant source of instruction and classroom interaction in every classroom under observation. Overall, the results show that despite teachers' efforts to adopt interactive teaching techniques, classroom instruction remained mostly teacher-centered due to resource and contextual limitations.

4.3 Students' Learning Experiences

Students generally described their learning experience positively and appreciated the support provided by their teachers. In the interviews students reported that lessons typically followed a similar instructional sequence. Usually class began with greetings and a review of the previous lesson. New content was introduced: teacher explanation, classroom questioning, and exercises to reinforce learning. Most students said that they listened to teachers and participated in the class discussions when they had a chance. But the amount of participation differed depending on the instructional practices, the classroom conditions, and the confidence of the individual teachers.

According to a student:

“I engage in both types of listening. During the lesson, I focus on what is said; however, if there is something which I do not understand, I raise my hand and ask my teacher for further explanation. I also respond to questions and provide my ideas while participating in class discussions.” (Student 3)

Several students indicated that they had experienced various activities like discussions in groups, pair works, games, story telling, and collaborative learning; however, the students made remarks that these activities were not used in all lessons. Several students said they appreciated having the opportunity to discuss their ideas and formulate questions and learn from other students, particularly in English and life skills lessons.

The results were determined by the dialogue in the student focus group. The participants mentioned that instructors mainly used textbooks and blackboards to present lessons while organizing discussions and classroom activities whenever possible. The students claimed that classes were much more interesting and meaningful than if they were only listening to the teacher. In general, the opinions of students about the classrooms where it was possible to participate in the class, ask questions and express their views were positive. They believed that such possibilities improved their understanding, as well as confidence and involvement in learning.

4.4 Memorization and Understanding

Focus groups, teacher interviews, student interviews, and interviews with NGO staff all revealed memorization as one of the main issues. Participants admitted that memorizing was still

frequently used in the classroom, especially when studying terminology, definitions, formulas, and exam material. The majority of teachers stated that memory was helpful in helping children retain key knowledge. They did stress, though, that pupils should comprehend ideas rather than just memorize them.

A teacher clarified:

“It is important for learning vocabulary, basic concepts, and facts, but I believe students should also understand what they are learning...” (Teacher 10).

Likewise, the students insisted that it was crucial to memorize information in their learning, especially for examination or retaining essential thoughts. However, most of the students said that they like understanding things instead of merely repeating the information.

One of the students shared:

“I like understanding and discussing more than memorizing material because it takes a lot of time and effort, and the information can be easily forgotten. It is much easier for me to remember and use the knowledge.” (Student 6)

Several participants said that memorization assisted them in memorizing important information for exam preparation. This was a contrasting attitude from that of the majority of students who preferred discussion and understanding of ideas. Similar views were voiced in focus group interviews with teachers and students. They said that memorization is still important

for exam preparation and for certain courses, but they agreed that interaction and exchange of ideas enable a better understanding and deeper learning outcome.

4.5 Student Participation and Classroom Interaction

The aspect of student participation had a significant presence in the interviews with teachers, interviews with students, focus group discussions, and classroom observations. A majority of teachers said that they encouraged students to ask questions, give responses to the questions asked in class, and participate in discussions. Nonetheless, they also indicated that participation levels were different for different students, as some students were very participative whereas others remained passive in the classroom.

One of the teachers explained:

"...Some students participate actively, but many remain silent unless I turn to them..."

(Teacher 10)

The same experiences were reflected in the students' responses. Almost all participants indicated that they felt confident while asking questions whenever there was something unclear in the lesson and characterized their teachers as being open to listening to them and explaining things in more detail if required.

For example, one student described the following:

"...Oh, yes, I feel confident asking questions if I do not get something..." (Student 6)

In spite of this, certain students accept that on some occasions, they hesitate to take part due to being shy or feeling insecure when talking to classmates.

As one of the students pointed out:

“...Sometimes I feel uncomfortable or nervous asking questions before the whole class...”

(Student 14)

The student focus group discussion corroborated these findings. The participants stated that even if teachers generally motivate students to raise their questions and share their ideas, still, there are some students who remain silent due to their fear of making mistakes or lack of self-confidence. The participants also added that the size of the class and limited time in class lead to decreasing the number of students who can be involved. Classroom observations confirmed these results. All students were asking questions in the five learning centers, proving that students had possibilities for classroom interaction. However, student's own opinion or participation in group work occurs less often. The situation when teacher-led instruction is dominating is typical for all of the observed learning centers where teachers control most of the classroom discussions or activities. Overall, the research findings show that, even though teachers stimulate student engagement in the academic process, the actual involvement of students varies in accordance with their self-confidence, the environment of the classroom, and the available means for interaction and communication.

4.6 Student-Centered Learning and Critical Pedagogy

The results revealed that the majority of the interviewees such as students, teachers and members of NGOs viewed student-centered learning practices in a positive light. In their

responses to the interview questions, participants pointed out the high effectiveness of student learning when active participation of children take place during group discussions, cooperative work, problem solving, and practical application of knowledge gained during the lessons. Teachers pointed out that lecture-based teaching was still widespread among them. However, they tried to apply discussion, probing questions, storytelling and group work when it was possible to create favorable conditions for these kinds of teaching.

One of the teachers shared:

"Student-centered teaching methods are considered effective because children learn more effectively if they participate actively and express their thoughts." (The teacher 10)

The interviewees also emphasized that they preferred an interactive classroom setting as many reported that they liked lessons that involved them asking questions, exchanging ideas, participating in discussions, and learning from the fellow students as they believed that learning through the discussion method enabled them to grasp the subject matter much better than in passive listening.

A student said:

"The discussion method seems to be more practical, as it allows me to share ideas and understand subjects in greater depth." (Student 8)

Also, the NGO educators highlighted the value of the interactive teaching methods in student engagement and critical thinking development. They underlined that the teachers were

encouraged to apply classroom discussion method, group work, storytelling, games, role-playing, and learning through problem-solving activity whenever applicable.

One of the educational coordinators of the NGO said:

"The interactive teaching methods give the opportunity to students to be engaged more in the learning process and develop thinking ability." (NGO Staff 2)

Focus group discussions gave further support to the findings. Teachers associated an ideal classroom with the active student participation through discussions, group work, solving problems, and experiential learning. Students also mentioned their preference for more debates, storytelling, practical science lessons, games, and project work. Classroom observations showed that there had been a certain level of student-centered learning, but it had not been consistent across all classroom settings. In three out of five learning centers, there were group discussions, but only for collaborative learning, problem-solving and real-life situations were to be seen in only two of the centers. Although there were instances where teachers encouraged students to raise questions, none of the observations showed the classrooms to be discussing greater community or social issues. To conclude, teacher-operated learning remained the most common method of classroom interaction, where the teacher would use the student-centered learning concepts when the classroom ambiance would allow for that.

4.7 Barriers to Interactive Teaching

The research revealed various obstacles that hindered the application of interactive and learner-centered teaching methods. Corresponding difficulties were mentioned by educators,

learners, NGO employees, and subjects of focus group discussions. Amongst the educators, a big variety of obstacles included a crowded classroom, little time for teaching, the lack of teaching-learning materials, the lack of in-service training, and the efforts to follow the curriculum. Students, too, identified the lack of teaching materials and practical experiences as obstacles. Most learners pointed out the fact that for proper understanding of subjects like science, teachers need to use techniques like practical experiments or at least demonstrate something.

One student complained:

“The main problem is the lack of equipment and materials for the studies. In addition, sometimes the classroom is overcrowded, which is difficult, still more especially in hot weather.” (Student 13)

NGO employees mentioned similar challenges. The primary obstacles to raising the standard of education were found to be inadequate funding, a lack of teaching and learning resources, crammed classrooms, subpar facilities, and inadequate teacher preparation.

One of the NGO organizations' education coordinator said that,

“The main problem we are facing is that we get very little funding provided to us...”
(NGO Staff 2).

The results of the focus group proved the facts above. The teachers mentioned that they had serious problems with the overcrowded classrooms, limited teaching aids, different levels of

students' understanding of materials, and limited time for the use of interactive teaching methods. The students pointed out similar things regarding the problems they faced while learning. In general, it was found out that the limited resources, classroom conditions, and very low level of professional help were the most often repeated barriers hindering the application of the interactive tools by teachers in the Rohingya learning centers.

4.8 Influence of the Camp Context

The context of refugee camps was frequently mentioned by participants as having a significant impact on instruction and learning. Teachers and NGO staff mentioned that various restrictions applied in the camp, lack of educational materials, overcrowded classrooms, and poor conditions had an impact on teachers' methods of work. They noted that those elements reduced chances for learning through practice, use of interactive methods in education, and improving professionalism. In addition, some NGO workers mentioned that the absence of recognized qualifications and limited options for higher education were significant troubles connected to educational opportunities. It was indicated that some restrictions on movements affected access to training for teachers and education opportunities for students. The students reported similar issues. Most of them mentioned the overcrowded classrooms, bad ventilation, and hot atmosphere in summer. Others discussed the lack of electricity, access to the internet, computers, and different educational devices, thereby preventing practical and technology-based learning activities. The results of FGDs revealed that the camp situation has influenced classroom work through the limitations in available educational materials and by preventing the realization of different teaching methods.

4.9 Suggestion for Improving Teaching and Learning

All stakeholders involved in the research process made quite similar observations regarding the issue of education improvement in Rohingya learning centers. According to teachers, continual professional development plays a vital role. They also considered the necessity of educating teachers in student-centered approaches, equipping schools with some teaching materials and science materials, and reducing the number of students in a group. Moreover, students referred to the enhancement of the learning environment with the help of larger classrooms, better ventilation, electricity, internet connection, projectors, computers, and scientific instruments and textbooks. Many students expressed the wish to have a greater amount of teamwork and practical exercises in the learning process. NGOs' representatives believed that the most important recommendation is to invest in the training of teachers and the problem of their professional development. Other suggestions included strengthening educational rights, improving facilities of learning centers, providing reliable qualifications, and creating conditions for supporting education in the local communities. The FGD results carried out with the participation of teachers supported students' ideas about education priorities.

4.10 Classroom Observation Findings

Classroom observations were carried out in five Rohingya learning centers to assess classroom practices, student participation, classroom dynamics, and indicators of critical pedagogy. The results of the observations are presented in Table 4.1

Table 4.1 Classroom Observation Findings Across Five Learning Center

Observation Category	Center 1	Center 2	Center 3	Center 4	Center 5
Teaching Style					
Lecture-based instruction	✓	✓	✓	✓	✓
Question-and-answer pattern	✓	✓	✓	✓	✓
Group discussion	✗	✗	✓	✓	✓
Problem-solving activities	✗	✗	✗	✓	✓
Use of real-life examples	✗	✗	✗	✓	✓
Student Engagement					
Students ask questions	✓	✓	✓	✓	✓
Students give opinions	✓	✗	✓	✓	✓
Students work collaboratively	✗	✗	✗	✓	✓
Students appear passive	✗	✓	✗	✗	✗
Power and Interaction					
Teacher dominates conversation	✓	✓	✓	✓	✓
Teacher encourages dialogue	✗	✓	✗	✓	✓
Students challenge ideas respectfully	✗	✗	✓	✓	✓
Evidence of Critical Pedagogy					
Discussion of community/social issues	✗	✗	✗	✗	✗

Students reflect on lived experiences	✓	✓	✗	✓	✓
Dialogue instead of one-way transmission	✓	✗	✓	✓	✓

Table 4.1 shows that all five learning centers used lecture-based instruction and question-and-answer sessions, indicating teacher-led instruction was the dominant teaching approach. In Center 3, Center 4, and Center 5, there was the usage of group discussions, whereas Center 4 and Center 5 engaged in problem-solving methodologies and did utilize examples from everyday life in their lessons. Student engagement in the classroom was different for each learning center. In all of the five classrooms the learners had the opportunity to ask questions. In four learning centers (Center 1, Center 3, Center 4, and Center 5), students were seen and heard sharing their views on the subject content, but collaborative activities were restricted to Centers 4 & 5. Passive student engagement was only found in Center 2. In terms of communication in classrooms, it was clear that teachers were doing most of the talking in the classroom, but they did motivate a dialogue in the classrooms in Centers 2, 4, and 5, while students were found challenging the opinions in a civilized manner in Centers 3, 4, and 5. Evidence of critical pedagogy was low. Although students were encouraged to think critically about their own life experiences at four of the learning centers (Centers 1, 2, 4, and 5), community discussions or any social issues were absent from any of the classes observed. Dialogue instead of one-way transmission was seen in the centers 1, 3, 4, and 5 of learning. To conclude, the observations made in the classes indicated that the teaching methods used in the five learning centers still were mainly teacher-oriented, even though a few student-centered practices existed, like group

discussions, cooperative learning, and application of real-life examples, among the classes observed.

4.11 Chapter Summary

This chapter has discussed the results of semi-structured interviews held with teachers, students, and NGO representatives as well as focus group discussions and classroom observations carried out in the learning centers for Rohingya people. The research results showed that teaching practices used in the learning process are mostly based on teacher-centered approach and include lecturing and question-and-answer method. Even if teachers employed group discussions and other various interactive methods in some classes, they were not always applied.

All groups of participants expressed their positive attitude towards the implementation of student-centered approach to learning and its importance for discussion, collaboration, and conceptual understanding. However, the respondents also pointed out such obstacles to the application of interactive teaching methods as a high number of students in classrooms, scarcity of materials for teachers and students, lack of training for teachers, poor infrastructure, and difficulties related to living in refugee camps.

The outcomes of classroom observation corroborated the data from interviews and focus group discussion, thereby indicating that teacher-led instruction continued to be widely practiced in the classrooms even when some student-centered lessons were implemented at certain centers. Therefore, these results meet the aims of the investigation, which will be elaborated upon in the following chapter.

Chapter 5: Discussion

5.1 Introduction

This chapter discusses the findings in chapter 4 in relation to the research objectives and the existing literature on teaching practices, memorization, student-centered learning, and critical pedagogy in refugee education. The discussion explains the findings from the interviews, focus group discussions, and classroom observations to make sense of how teaching practices in Rohingya learning centers are consistent with or different from previous studies and Freire's (1970) theory of critical pedagogy. The discussion is organized based on the main themes identified through the analysis.

5.2 Current Teaching Practices in Rohingya Learning Centers

The results of the study show that education in the Rohingya education centers is still mostly teacher-centered, as lectures and question-and-answer methods appear to dominate the educational process. Although teachers have noted using group discussions, storytelling, and collaborative methods, their implementation depended heavily on available resources and conditions in the classroom. This shows that teachers know that interactive education is useful, yet their classroom practices are determined to a great extent by the local context rather than by the choice of methods. These findings align with previous study findings on education for refugees. Dryden-Peterson (2016) and Kirk and Winthrop (2007) contend that because of overcrowding in classrooms, a lack of teaching resources, inadequate teacher preparation, and pressure to complete the curriculum in a constrained amount of instructional time, education in emergency settings frequently depends on teacher-centered approaches. Similar trends have also

been found in research on Rohingya education, where the application of learner-centered teaching techniques is hampered by resource constraints and difficult learning settings.

Freire's (1970) Banking Model of Education, which characterizes learning as a process in which teachers impart knowledge to passive learners, can also help explain the findings. The results from this study indicate a lot about various aspects of the mentioned model in terms of the use of lecture as a teaching method and teacher-led classroom interaction. Despite the fact that teachers did their best to motivate students to respond to questions or take part in occasional debates, interaction in the classroom was significantly controlled by the teacher, which limited the possibility for students to ask questions, communicate, and co-create knowledge. The results also show indications of a slow shift toward more interactive teaching methods. Despite current obstacles, it appears that teachers are starting to implement aspects of student-centered learning through the use of group discussions, cooperative activities, and real-world examples in certain learning centers. This suggests that rather than a total change from teacher-centered to learner-centered instruction, the current teaching methods reflect a transition. The use of interactive teaching strategies that are consistent with the tenets of critical pedagogy may be further encouraged by strengthening teacher preparation, enhancing classroom supplies, and developing more encouraging learning environments.

5.3 Memorization and Conceptual Understanding

The results presented that memorization is still a crucial component in teaching and learning in Rohingya learning centers most particularly for learning standardized vocabulary, definitions, and formulas and preparing for examination. Students and instructors, meanwhile, pointed out the need for conceptual understanding in addition to memorization for meaningful

education. Even though the participants acknowledged the importance of remembering for significant information, they mainly thought that understanding was essential requirement for long-term learning. This finding aligns with Biggs (1996), who contended that memorization and learning do not imply conflicting strategies but rather can serve as helpful learning strategies if deployed in an appropriate way. For example, many students mentioned in the course of this research that the understanding of a subject makes it much easier to remember important pieces of information, which seems to suggest that memorization becomes the most efficient when paired with an understanding of the concepts.

Moreover, the results are relevant to Freire's (1970) criticism of the banking model of education, which requires pupils to retain and replicate the knowledge that their teachers impart. As noted by Freire, an education that focuses on memorization prevents students from employing critical thinking, questioning concepts, and participating in educational activity. While memorization continues to be used in education, responses from teachers and students show that a new trend is being observed where people tend to recognize the significance of understanding the ideas through discussion and communication in class as opposed to using only memorization techniques. Still, memorization remains an effective teaching method due to the focus on preparing students for the exams. These observations imply that the teaching method is a combination of efforts directed to realizing the educational outcome of understanding concepts and traditional memorization. Although there is clear progress toward more meaningful learning, enhancing student-centered teaching strategies may decrease the need for rote memorization and promote deeper comprehension and critical thinking in students.

5.4 Student Participation and Classroom Interaction

According to the results of the research, although teachers actively encouraged learners to ask questions and take part in discussions in class, there were differences in the level of participation among students. Some students were willing to take part in discussions; others, however, faced some limitations in their willingness to speak out and participate. The background provides an opportunity to conclude that simply motivating students to take part is not enough for activating their involvement in discussions; it is also necessary to create a supportive environment where they will be able to share their thoughts. The results of this study align with Vygotsky's (1978) social constructivism idea that learning depends on students' interaction with peers and teachers, and in such circumstances, they should be encouraged to ask questions and discuss their opinions as well. However, it can be said that big class sizes and students' confidence limit those opportunities and hinder important interaction in class, thereby lowering the level of classroom participation.

The research findings also reinforce previous studies on education for refugees, which indicate that positive classroom circumstances stimulate students' involvement, while overcrowded classrooms with limited access to resources and time limitations significantly prevent the prospects for communication and active learning (Dryden-Peterson, 2016; Kirk & Winthrop, 2007). The same barriers for effective learning were found in the research conducted, since the respondents mentioned that although the teachers tried to engage students in conversations, they faced limits that minimize such participation. From the point of view of Freire's (1970) thoughts on pedagogy, the significance of dialogue is that it carries students to challenge, analyze, and build knowledge at their own accord rather than just absorb it. The observation of classrooms indicated that questioning and debates were present, although the approach most used was that of teacher-driven dialogue. This shows that the concepts of

dialogue and collective learning suggested by Freire began taking root but have not yet become standard in the classrooms. More opportunities for collaborative work and discussions as well as the participation of students could make the teaching-learning process more efficient in terms of the critical pedagogy views.

5.5 Student-Centered Learning and Critical Pedagogy

The results suggest that teachers, students, and NGO representatives support the idea of student-centered learning, as they believe that this approach can improve learning. Thus, teachers claimed to feel more confident in the efficacy of the teachers' and students' work when students were directly engaged in discussions, problem-solving, working in groups, and applying their knowledge to real life. Similarly, students noted that the use of discussions in the learning process ensures a better understanding of teaching material and increases their confidence in their learning abilities. Additionally, the results of the study confirm Freire's (1970) idea of problem-posing education, which focuses on dialogue, reflection, and active participation of students in the learning process rather than their passive learning. Freire insisted that instead of being mere consumers of knowledge, students should be co-creators of it by questioning and reflecting critically. The favorable attitude of the respondents towards discussion, teamwork, and practical learning experience points out that many ideas of student-centered learning are implemented in learning activities of Rohingya learning centers.

Futhermore, the findings of this study provide evidence for constructivist learning theory, which holds that learning is facilitated through interaction with others (Vygotsky, 1978). Participants often highlighted the benefits of interactive teaching because of the successful

enhancement of students' understanding, communication skills, confidence, and ability to think critically, making the issue of students' involvement in teaching even more relevant.

Nonetheless, observations conducted in classrooms demonstrated that student-centered learning was hardly implemented in practice. Group discussions, collaborative tasks, and illustrative examples were utilized in some centers, but the dominant approach used was traditional lecturing. Moreover, discussions of community or social issues, which are an integral part of Freire's concept of critical pedagogy, did not take place in any of the classrooms. Therefore, this means that despite teachers supporting the concept of student-centered learning, due to certain inhibiting factors, they are not able to implement it in practice.

In sum, the results show that teachers have a discrepancy between their educational beliefs and their teaching practices. Teachers understand the need for a student-oriented education and critical pedagogy, but the implementation is not complete due to the limitations associated with the refugee camp setting. Teacher training, classroom support, and the creation of conducive learning environments may diminish this gap in the future and promote the use of innovative and participatory teaching techniques.

5.6 Barriers to Interactive Teaching

The findings show that a number of interconnected issues affect the implementation of interactive and student-centered instruction in Rohingya learning centers. The primary obstacles to establishing more participatory teaching methods were consistently cited by participants as being overcrowded classrooms, a lack of teaching and learning resources, inadequate teacher preparation, insufficient instructional time, subpar classroom infrastructure, and curriculum completion requirements. These results imply that instructors' instructional strategies and the

larger educational environment in which they operate influence the restricted use of interactive teaching. These results align with earlier studies on schooling in humanitarian environments. According to UNESCO (2023) and UNHCR (2024), refugee learning environments frequently include inadequate infrastructure, a lack of educational resources, and few chances for teacher professional development, all of which hinder teachers' capacity to apply learner-centered teaching practices. In a similar vein, Dryden-Peterson (2016) contends that due to limited resources and difficult classroom circumstances, emergency education settings usually place a higher priority on curriculum delivery than participatory learning.

According to Freire's (1970) critical pedagogy, these structural limitations restrict the opportunities for discussion, introspection, and active student participation, each of which is necessary for successful learning. Despite having positive attitudes toward student-centered learning, the teachers in this study primarily employed lecture-centered teaching techniques due to practical restrictions such as large class sizes, a lack of resources, and time limits to complete the curriculum. This suggests that the ongoing usage of teacher-centered approaches reflects the state of a learning environment rather than the teachers' inability or unwillingness to use more interactive methods. Consequently, these findings indicate that improving pedagogy in the classroom is not merely a matter of training educators in interactive teaching methods but also involves addressing the underlying factors that affect pedagogy. This includes measures such as implementing better training programs for teachers, improving infrastructure within classrooms, increasing the availability of resources for teaching and learning, and providing more help from institutions to promote student-centered pedagogical principles at school.

5.7 Influence of the Refugee Camp Context

Based on the study findings, the teaching and learning strategies used in Rohingya education centers share a relationship with the environment of a refugee camp. As per the opinions of teachers, students, and NGO workers, movement restrictions, lack of teaching aids, underdeveloped teaching facilities, overcrowded classrooms, and limited teaching methods have bearing on the teaching activities. These results illustrate that it is impossible to comprehend educational methods apart from the larger humanitarian environment in which learning centers function. These results are in line with earlier studies that contend that broader political, social, and humanitarian circumstances have an impact on refugee education in addition to classroom-level variables (Dryden-Peterson, 2016). Movement constraints, inadequate infrastructure, and future uncertainty frequently hinder the quality and continuity of education in long-term displacement settings. Participants in this study highlighted how these contextual elements impacted both teaching techniques and students' learning experiences, demonstrating similar difficulties.

Participants' concerns about the absence of recognized certification and the restricted alternatives for higher education were a particularly significant finding. Because there were limited opportunities to advance beyond the current educational levels, teachers, NGO employees, and students observed that these obstacles decreased students' enthusiasm to keep learning. This result is consistent with other research showing how learners' expectations and long-term educational performance might be adversely affected by limited educational routes in refugee contexts (UNHCR, 2024).

In the view of Freire's (1970) critical pedagogy, education should enable students to change their lives and take an active role in society. However, the results reveal that the degree to which education may accomplish this objective is constrained by the structural circumstances in

the refugee camps. Therefore, it is unlikely that enhancing instructional strategies will be enough on its own. Expanding access to recognized certification, establishing pathways to higher education, enhancing educational infrastructure, and bolstering policy support for refugee education are just a few of the larger structural obstacles that must be addressed in order to achieve meaningful educational change. These adjustments would contribute to the development of more learner-centered and empowering teaching methods.

5.8 Implication for Practice

The results of this study have many practical implications for the improvement of teaching and learning in Rohingya learning centers. The first implication has to do with the need for more focus on teacher professional development on the issues of student-centered teaching, classroom dialogue, and critical thinking, as well as practical methods of engaging students in active learning. Continuous training, mentoring, and support in the classroom will help teachers become more skilled in applying these techniques. The second implication is that it is crucial to enhance the access to teaching and learning materials in order to promote interactive teaching. Provision of science equipment, visual educational tools, digital learning materials, and better classroom facilities would help teachers facilitate practical studies and collaborative learning and use more real-life examples in the classroom. The third step is to possibly reduce class sizes and enhance classroom conditions in order to create opportunities for students to engage in academic endeavors such as participation, discussion, group work, and individualized support. In addition, better classroom environments would allow teachers to carry out their interactive sessions more effectively. Ultimately, it is essential to increase cooperation among NGOs, education stakeholders, community schools, and politicians in order to improve the overall educational

quality. Cooperation with the above-mentioned partners could result in professional development for teachers, provision of educational resources, implementation of good teaching practices, and establishment of recognized opportunities for learning for the Rohingya population.

5.9 Chapter 5 Summary

The chapter highlighted the outcomes of the study concerning the targets of research, Freire's concept of critical pedagogy, and relevant literature with respect to the education of refugees. The discussion showed that instruction at learning centers of Rohingya refugees is mainly teacher-centered, facilitated by lectures and memorization practices. Nevertheless, both instructors, students, and NGO workers are supportive of student-centered learning and understand the significance of discussion, collaboration, and comprehension in ensuring effective learning.

The discussion emphasized that the introduction of interactive teaching methods and participatory approaches is limited by overcrowded classrooms, the absence of sufficient teaching and learning materials, training shortages, curriculum requirements, and the more general environment of refugee camps. The mentioned difficulties deprive the students of significant chances for discussions, critical thinking, and active participation in the process of education.

In summary, the study's findings indicate that it is very important to enhance teacher professional development, improve classroom facilities and infrastructure, and expand opportunities for Rohingya students in order to promote more student-centered and empowering pedagogical practices. Therefore, the research adds to knowledge about possibilities and

difficulties of implementation of critical pedagogy in refugee contexts and provides recommendations for improving education in learning centers for Rohingya people.

Chapter 6: Conclusion

6.1 Conclusion

This study examined teaching and learning practices in Rohingya learning centers in Cox's Bazar, Bangladesh, focusing on the importance of memorizing and the possibility of using critical pedagogy. The study, which was informed by Freire's (1970) theory of critical pedagogy, looked at current pedagogical practices, how teachers and students view memorization and student-centered learning, the difficulties in incorporating interactive teaching methods into practice, and potential ways to enhance educational practices. The results indicate that the teaching practice in Rohingya education centers is still characterized as teacher-centered, where lecture, question-answer, and memorization methods are widely used in classroom practice due to the curriculum requirements, scarce teaching resources, overcrowded classrooms, and the limited time. Unlike the importance of memorization in the learning process, both teachers and students agreed that having the opportunity to understand concepts allows better understanding of the subject through classroom discussions and participation in the learning process.

The research has shown that all teachers and students, as well as the representative of NGOs, have a positive attitude toward student-centered education and recognize the significance of classroom discussion and cooperation in solving problems. However, according to classroom observations, these approaches were partially applied in the classroom practices. Some interactive teaching techniques were spotted, though the teaching process was mainly teacher-centered. Various obstacles emerged that inhibit the application of critical pedagogy. These included a high number of students in each classroom, inadequate resources for teaching and learning, lack of adequate teacher training, and problems with classroom facilities.

Participants also showed that there are few opportunities for renewals in education and no recognized education qualifications available, which affects students' eagerness for education.

To summarize, this research fulfilled its purpose by giving a full understanding of the current methods used by teachers in the Rohingya educational centers, the continuing role of rote teaching methodology, opinions on student-centered and critical pedagogy approaches, discovering the barriers to the implementation of interactive education methods, and recording the suggestions given by the participants about how to enhance the quality of learning. The results showed that though the principles of student-centered methods are already used, in order to put critical pedagogy approaches into action, there should be much more focus on the professional growth of teachers and improving teaching materials, teaching conditions, and teaching aid available in the camp.

6.2 Limitations of the Study

There are some limitations of this study that need to be admitted. First, it was conducted in a limited number of Rohingya education centers of Kutupalong and Balukhali camps. Therefore, the findings may not represent teaching and learning practices throughout all Rohingya education centers in Cox's Bazar. Second, the study utilizes a qualitative research design with a relatively small number of participants, specifically teachers, educational staff, and learners. Even though this method ensured vivid descriptions of the experience of participants, the results cannot be considered representative for the whole population of Rohingya refugees. Third, the classroom observations were carried out only for a limited amount of time and may not fully reflect the variations of teaching activities. Finally, the study is based primarily on the

self-reported data collected from the participants during interviews and group discussions, though some classroom observations were carried out to triangulate the participants' self-reports.

6.3 Recommendations

Based on the results of this study, the following recommendations are provided for improving quality teaching and learning in Rohingya learning centers.

6.3.1 Recommendation for practice

- Ensure ongoing professional development and in-classroom mentoring to enhance teachers' knowledge and use of student-centered and interactive teaching methods.
- Improve the availability of teaching and learning materials such as science equipment, visual teaching aids, digital resources, and practical learning materials.
- Enhance classroom facilities by using ventilation procedures, increasing classroom size, and ensuring the availability of methods of modern learning conditions.
- Encourage instructors to use discussion and collaborative involvement, case studies, and exemplification of real phenomena in their classroom instructions but remain within the curriculum.
- Improve collaboration efforts between NGOs, community-led institutions, educational partners, and relevant authorities for better support to teachers and for improved quality of education.
- Promote available educational opportunities and certification in order to increase students' motivation and offer them a chance to continue their education in the future

6.3.2 Recommendation for Future researcher

There are various ways to build on this research project with more research efforts in the future.

- Use comparable studies in many more Rohingya learning centers to compare teaching techniques used by various camps and providers.
- Apply mixed-methods and/or quantitative methods to evaluate teaching techniques and their relation to students' performance.
- Investigate professional development needs of teachers and the effectiveness of student-centered teaching programs.
- Assess the learning results, problem-solving processes, and critical thinking of students using interactive learning practices.
- Investigate the impact of regulatory frameworks, educational policies, and access to higher education on reaching the educational goals of Rohingya refugees.

This chapter concludes that while Rohingya learning centers continue to rely largely on teacher-centered instruction, there is a growing appreciation amongst teachers, students, and NGO education staff of the value of more participatory and student-centered approaches. To create learning environments that promote critical thinking, meaningful participation, and quality education for Rohingya learners, it will be essential to address the structural and contextual challenges identified in this study.

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Appendix A

Teacher Semi-Structured Interview

Section A: Background

1. How long have you been teaching in this learning center?
2. What subjects do you teach?
3. Have you received any teacher training? If yes, what kind?

Section B: Teaching Practices

4. How do you usually conduct your class?
5. What methods do you use most (lecture, memorization, discussion, group work)?
6. How often do students participate actively in your class?
7. Do you ask students questions or encourage them to ask questions?

Section C: Rote Learning (Banking Model)

8. Do students mainly memorize lessons? Why?
9. How important is memorization in your teaching?
10. Do students understand lessons or just repeat them?

Section D: Student Engagement

11. How do students respond during class?
12. What challenges do you face in making students active?
13. Are students comfortable sharing their opinions?

Section E: Critical Pedagogy

14. Do you use group discussion or problem-solving activities?
15. Do you connect lessons with students' real-life experiences?
16. What do you think about student-centered learning?

Section F: Challenges & Opportunities

17. What are the main barriers to interactive teaching?
18. What support do you need to improve teaching methods?
19. Do you think critical thinking can be developed here? How?

Appendix B

Student Semi-Structured Interview

Section A: Background

1. What is your age?
2. How long have you been studying in this learning center?

Section B: Classroom Experience

3. What happens in your class usually?
4. Do you mostly listen or also speak in class?
5. Do teachers ask you questions?

Section C: Learning Style

6. Do you memorize lessons?
7. Do you understand lessons or just repeat them?
8. Which do you like more: memorizing or discussing? Why?

Section D: Participation

9. Do you feel comfortable asking questions?
10. Do you work in groups with classmates?
11. Do teachers listen to your ideas?

Section E: Critical Thinking

12. Do teachers ask you to explain your own opinion?
13. Do you connect lessons with your real life?

14. Do you enjoy classes where you can speak and share ideas?

Section F: Challenges

15. What makes learning difficult for you?

16. What changes would you like in your classroom?

Appendix C

NGO Staff / Education Coordinator Semi-Structured Interview

Section A: Background

1. What is your role in the education program?
2. How long have you been working in Rohingya education?

Section B: Current Practices

3. What teaching methods are commonly used in learning centers?
4. Are teachers trained in student-centered methods?

Section C: Policy & Curriculum

5. Does the curriculum encourage critical thinking?
6. What limitations exist in the current system?

Section D: Critical Pedagogy

7. Are there any initiatives promoting interactive learning?
8. Do you think critical pedagogy is possible in this context? Why/why not?

Section E: Challenges

9. What are the biggest barriers (policy, resources, training)?
10. How do camp restrictions affect teaching methods?

Section F: Recommendations

11. What improvements would you suggest?
12. How can education become more empowering for students?

Appendix D

Focus Group Discussion (FGD)

FGDs will be conducted to explore shared experiences and perspectives among participants.

Opening Question:

How would you describe teaching and learning in Rohingya learning centers?

Discussion Prompts:

What limits student participation in classrooms?

What challenges do teachers face in using interactive or student-centered methods?

How does the camp context (rules, resources, class size) shape teaching styles?

Do you think students are encouraged to ask questions and share ideas? Why or why not?

What would a more dialogic and participatory classroom look like in this context?

What practical changes can be made to improve teaching and learning?

Appendix E

Classroom Observation Checklist

A. Teaching Style

- ☐ Lecture-based instruction
- ☐ Question-answer pattern
- ☐ Group discussion
- ☐ Problem-solving activity
- ☐ Use of real-life examples

B. Student Engagement

- ☐ Students ask questions
- ☐ Students give opinions
- ☐ Students work collaboratively
- ☐ Students appear passive

C. Power & Interaction

- ☐ Teacher dominates conversation
- ☐ Teacher encourages dialogue
- ☐ Students challenge ideas respectfully

D. Evidence of Critical Pedagogy

- ☐ Discussion of community/social issues
- ☐ Students reflect on lived experiences

- ☐ Dialogue instead of one-way transmission