



Educational Inclusion Strategies for Rohingya Children in Bangladesh: Challenges, Policy Gaps and Sustainable Solutions

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Abstract

Rohingya refugee crisis constitutes one of the world's most severe educational emergencies. Nearly 976,507 Rohingya refugees reside in 33 camps in Cox's Bazar, Bangladesh with children almost being half of the displaced population. The enrolment reached approximately 300,000 learners during the 2023–2024 academic year but a critical funding shortfall in 2025 resulted in the closure of more than 6,400 learning centres and placing the education of an estimated 230,000 children at huge immediate risk. This study examines principal barriers to educational inclusion for Rohingya children and evaluates shortcomings within existing policy and proposes sustainable strategies to strengthen educational access.

Methods: Conducted a Systematic review of peer-reviewed studies, policy documents, UN agency reports, NGO assessments and grey literature which was published between 2019 and 2025. Scopus, PubMed, Google Scholar, UNHCR RefWorld, UNICEF repositories and Education Sector Cox's Bazar databases were used to retrieve sources. Four interrelated challenge domains emerged: structural and legal constraints, sociocultural barriers, financial limitations and psychosocial vulnerabilities. The Myanmar Curriculum Pilot represents significant progress but accreditation deficits, gender inequalities, technological restrictions and dependence on unpredictable donor funding continue to undermine educational outcomes. Sustainable educational inclusion requires legal recognition, accredited learning pathways, trauma-informed pedagogy, community-based educational initiatives, innovative digital solutions and long-term financing mechanisms that position education as a fundamental right rather than a temporary humanitarian intervention.

Keywords: Rohingya refugee children, inclusive education, Bangladesh, Cox's Bazar, policy gaps, Myanmar Curriculum

1. Introduction

Forced displacement remains a serious humanitarian challenge in world today. Rohingya are one such stateless minority around world that have been persecuted for decades and forcibly displaced. They were refused citizenship under Myanmar's 1982 Citizenship Law and subjected to systematic marginalization in the country. The large-scale Rohingya relocation to Bangladesh did not happen in a single event but it happened in three distinct waves, 1970s, 1990s and most devastatingly in August 2017 when military operations in Myanmar Rakhine State forced over 750,000 people across the border in weeks [1]. As of February 2024, an estimated 976,507 Rohingya refugees were registered in 33 camps in Ukhiya and Teknaf Upazilas in Cox's Bazar District, Bangladesh [2].

Children are more than half of this population with an estimate of 437,000 being school-aged individuals (ages 4–17) living in the camps in Cox's Bazar District [3]. Their access to high-quality education is still severely restricted. Rohingya are not recognized as refugees under any domestic legal framework in Bangladesh and their integration into the country's educational system is continuously restricted, despite Bangladesh international recognition for housing such a large number of refugees [2]. Children are subsequently learning in temporary structures and growing up in legal and educational limbo. They are enrolled in unaccredited programs with no obvious route to future formal employment or higher education.

United Nations Convention on Rights of the Child (UNCRC), Sustainable Development Goal 4 (SDG 4) on quality education [4] and Global Compact on Refugees are one of few international frameworks which call for inclusive educational provision for all displaced children. However, adoption of these norms into a workable policy within host country constraints remains very problematic and complex [5]. Bangladesh approach to Rohingya education is underpinned by wider tension with government allowing humanitarian agencies to maintain informal learning institutions as a stopgap measure while avenues that may indicate permanence or facilitate integration have been intentionally obstructed [2].

This paper tackles three related research questions: (1) What primary challenges are preventing inclusive and meaningful educational for Rohingya children in Bangladesh? (2) Where do the critical gaps lie in existing national and international policy frameworks? (3) What evidence-based sustainable solutions can be proposed to move beyond emergency responses toward a rights-based, development-oriented education system? By using the most recent empirical evidence and field data from 2019 to 2025, this study makes an original contribution to the intersection of refugee education, humanitarian policy and inclusive development.

2. Background and Context

2.1 The Rohingya Refugee Crisis

Rohingya are widely regarded as one of the world's most persecuted minority groups. Myanmar governments excluded them from citizenship, denied them access to healthcare and education, restricted their movement and subjected communities to periodic episodes of mass violence [6]. The 2017 military crackdown described by United Nations investigators as having 'genocidal intent' triggered the largest single displacement episode in the Rohingya's modern history. Cox's Bazar district in southeastern Bangladesh received majority of new arrivals, rapidly expanding existing settlements into Kutupalong-Balukhali, the world's largest refugee camp complex. It spans over 26 square kilometres [7].

Living conditions in the camps are characterised by severe overcrowding, inadequate sanitation, restricted livelihoods and high vulnerability to natural disasters. Between 2021 and 2023 alone, fires destroyed hundreds of learning centres while Cyclone Mocha in May 2023 caused widespread infrastructure damage [8]. Children ability to learn is directly impacted by these physical risks which exacerbate psychological effects of displacement trauma and ongoing worry regarding repatriation [9].

2.2 The Education Landscape in Cox's Bazar

Before 2015, there was no formal provision of education for Rohingya children in Bangladesh. In that year, the Bangladesh government finally permitted UN agencies and a restricted number of NGOs to set up non-formal Temporary Learning Centres (TLCs) under the Learning Competency Framework Approach (LCFA). LCFA is a non-formal emergency literacy and numeracy initiative for children aged 4–14 years [10]. This was basic but limited starting point+ as LCFA held no qualifications, no grade equivalent and no pathway to secondary or higher education.

In November 2021, a significant development occurred when UNICEF and its partners initiated Myanmar Curriculum Pilot (MCP) which is a program based on national curriculum of Myanmar, first aimed at 10,000 children in grades 6 to 9 [11]. MCP had expanded to cover grades 1 through 10 in all 33 camps, with a record 300,000 children enrolled across 3,400 learning centres by 2023/24 academic year [8]. Despite these gains, approximately 100,000–137,000 school-aged children remained entirely outside any learning programme as of 2022 with adolescents and girls disproportionately excluded [11]. The situation deteriorated sharply in 2025 when funding shortfalls forced the closure of over 6,400 learning centres in June, interrupting the education of approximately 300,000 children [12].

3. Methodology

This study uses a systematic literature review methodology which is supplemented by analysis of primary institutional reports, policy documents and field assessments. The following steps were followed:

Search Strategy: Databases searched includes "Scopus, PubMed Central, Google Scholar, UNHCR RefWorld, UNICEF repositories and the Education Sector Cox's Bazar documentation portal". Search terms included combinations of: 'Rohingya education Bangladesh', 'refugee children Cox's Bazar', 'inclusive education emergencies', 'Myanmar Curriculum Bangladesh', 'educational policy refugees South Asia', 'SDG 4 humanitarian settings' and 'trauma-informed refugee pedagogy'.

Inclusion Criteria: (i) Studies and reports published between 2019 and 2025 shows base sources for this research (with select foundational sources from 2016) (ii) In our research, we focused on Rohingya education in Bangladesh or reasonable refugee education in similar contexts (iii) peer-reviewed articles, UN/NGO institutional reports, government documents and credible grey literature were also used.

Exclusion Criteria: Editorials which did not use original data, publications who were exclusively focused on Myanmar domestic education without having any reference related to displacement, studies having no obvious methodological basis.

Analytical Framework: Findings were categorized thematically into four domains: (i) structural and legal challenges (ii) barriers (iii) gaps in resource and financing and (iv) psychosocial and pedagogical challenges. All four domains correspond directly to the analytical structure described in Section 5.

Limitations: This paper cannot generate new primary data as it is a secondary-data review. Rapidly evolving funding and policy landscape (through mid-2025) means some figures may be superseded by events. Some variations in data across sources may reflect differences in counting methodology across camp and registered populations.

4. Key Education Statistics

Table 1 shows the latest quantitative picture of Rohingya children's schooling in Cox's Bazar, based on confirmed UNHCR, UNICEF, Save the Children, and HRW statistics (2022–2025).

Table 1: Key Education Statistics for Rohingya Children in Cox's Bazar (2022–2025)

Indicator	Figure	Source / Citation
Total Rohingya refugees, Cox's Bazar (Feb 2024)	~976,507	UNHCR [1]
School-aged children (4–17 yrs)	~437,000	HRW [3]
Enrolled in learning centres (2023/24 peak)	~300,000	UNICEF [8]
Out-of-school children (est.)	~100,000–137,000	UNICEF [11]
UNICEF-supported learning centres	2,800	UNICEF [8]

Total learning facilities in camps	3,400+	UNICEF [8]
Education sector funding secured vs. \$72 M target (2025)	~\$22 M (31%)	HRW [3]
Children at risk due to 2025 funding crisis	~230,000	UNICEF [13]
Learning centres closed (June 2025)	6,400+	Save the Children [12]
Girls' enrolment gap vs. boys	~15–20% lower	Education Sector [14]

These numbers reveal that educational conditions for this population are deteriorating. Record enrolment was achieved in 2023/24 but the funding crisis in 2025 has severely reversed gains [13]. The gender gap in enrolment which is estimated at 15–20% lower for girls reflects norms that were discussed in Section 5.2 [14].

5. Challenges to Educational Inclusion

5.1 Structural and Legal Challenges

Rohingya children face difficulties with educational inclusion, mainly due to an absence of a domestic refugee law in Bangladesh. Bangladesh has no formal legal framework to define or protect refugee status which is unlike countries that ratified the 1951 Refugee Convention, [2]. The Rohingya are categorised as 'undocumented migrants' which denies them the legal right to access public services including formal education. As a result of this legal void, humanitarian agencies operating learning centres are doing so on an informal and permission-based arrangement rather than operating under any statutory protection [15].

Any Rohingya child cannot enrol in a government-accredited Bangladeshi school or even sit for national examinations such as the Primary School Certificate (PSC). The Myanmar Curriculum also lacks formal recognition by any government or international body which could help in credentialing. This means children who complete ten grades of study have no portable qualification to present to a future employer or academic institution [16]. The Learning Competency Framework Approach (LCFA) is another example; it also was not accredited, providing only basic literacy and numeracy to children 4 to 14 years old prior to being replaced by the MCP. [10].

System limitations are made worse by limits in physical infrastructure. Bangladeshi government has banned building of permanent schools in camps. Instead, all students must learn in makeshift buildings made of bamboo and tarpaulin which are easily damaged by natural disasters like cyclones, fires and yearly flooding [6]. This ban is a political message from government that they clearly believe Rohingya are only there for a short time and that providing education should not be seen as a sign of stability or help the community become more integrated into the state.

The teachers at camps are a mix of volunteers from host community in Bangladesh and trained Rohingya leaders. They are consistently underpaid and huge number of them leave their jobs [6]. There are limits on hiring Rohingya teachers in official roles and contracts for 1,179 volunteer teachers from host communities will end in middle of 2025 because of cuts in funds which has made teaching workforce even less stable [13].

5.2 Sociocultural Barriers

Beyond legal and institutional obstacles, Rohingya societal factors hinder universal enrollment and retention especially for adolescent girls. Conservative gender standards have caused families to withdraw daughters from puberty learning centers for safety and mixed-sex reasons. UNICEF and partner surveys show that changing this pattern is one of the education sector biggest problems [8].

Language presents another complex sociocultural challenge. In accessing Myanmar Curriculum (taught in Burmese and English), Rohingya children face linguistic barriers, while simultaneously being denied to learn Bengali as it is formally restricted by the Bangladesh government in 2018 as a measure to resist long-term integration into the country [7]. This creates a paradox in which children are educated in languages associated with a country they fled and not the language of the society in which they are living.

Child labour, early marriage and household economic are factors which further affect attendance and completion rates. Due to severe poverty and restricted adult livelihoods young boys are often required to contribute economically to their families. Security deterioration has also become a deterrent as protection monitors recorded 51 child abductions in Cox's Bazar camps, between January and March 2025, causing many parents to keep their protected children at home [3].

5.3 Resource and Financing Gaps

Humanitarian education in Cox's Bazar is overwhelmingly donor-funded, with the Joint Response Plan (JRP) serving as the coordinating financing mechanism. The humanitarian education sector had a 2025 annual budget target of approximately US\$72 million, but had secured only around US\$22 million (approximately 31%) by April 2025 [3]. The proximate cause was a dramatic reduction in US government contributions: the United States, which provided US\$300 million to the overall Rohingya response in 2024, cut this to US\$12 million by mid-2025, a reduction of approximately 96% [3].

This funding collapse led to numerous institutional failures. On 3 June 2025, UNICEF and Save the Children, the co-leads of the Education Sector had notified authorities that all 6,400+ learning facilities would close 'with immediate effect' [12]. The pattern of chronic underfunding relative to stated JRP targets (typically only 30% achievement), which points to donor fatigue and the uncertainty of relying on voluntary project based funding in a crisis that has now lasted eight years [13].

The community schools established and operated by the Rohingya themselves offer higher instructional quality than NGO-run centres as described by HRW and refugee communities. These community schools receive no international donor funding and no government recognition. These schools must charge monthly fees between US\$0.50 and US\$5.00 which many poor families cannot afford [3]. Also, their lack of formal status makes them ineligible for the donor support that is needed to sustain them.

5.4 Psychosocial and Pedagogical Challenges

Impact of forced displacement, trauma and camp confinement on children's psychological wellbeing is a part of educational challenges that is often underweighted in policy discussions. Rohingya children have experienced violence, loss of family members, multiple displacements and years of uncertainty from the moment they were born [9]. These experiences produce symptoms consistent with post-traumatic stress disorder, depression and anxiety which directly impair cognitive functioning, memory and the capacity to benefit from instruction [9].

Camp learning environments are not equipped to address these psychosocial needs. Classrooms are overcrowded, multi-grade and frequently noisy. Teachers are themselves often displaced community members and have rarely received training in trauma informed or socially and emotionally responsive pedagogy [14]. The 2024 Education Sector Newsletter identified social and emotional learning (SEL) as a strategic priority, noting it must form the basis of 'next steps in co-creation within the camp education system' [14]. However, SEL integration into Myanmar Curriculum and teacher training programmes remains at an early stage.

Disability represents an additional dimension of exclusion that intersects all challenges described above. Children with physical, sensory, or intellectual disabilities face compounded barriers to accessing learning centres that are architecturally inaccessible, staffed by teachers with no special education training and under-resourced even for mainstream learners [17].

6. Policy Gaps Analysis

Table 2 provides a structured analysis of the major policy gaps identified in this review, mapped to their practical implications and supporting sources.

Table 2: Policy Gaps in Rohingya Education, Bangladesh (2017–2025)

Policy Gap	Implication	Source
No domestic refugee law	Rohingya legally categorised as 'undocumented migrants', denied statutory educational rights.	Prodip [2]
Exclusion from Bangladeshi schools	No Rohingya child may enrol in government-accredited schools or sit national exams (e.g. PSC).	Shohel [6], Hossain [15]
No accreditation for camp learning	Myanmar Curriculum and LCFA qualifications carry no internationally recognised credential.	Habib et al. [18]
Bengali language instruction ban (2018)	Restricts children to Burmese, English and Arabic, designed to deter integration.	GRMRUF [7]
Prohibition on permanent school buildings	Only temporary bamboo-and-tarpaulin structures permitted, vulnerable to fire, cyclone, flood.	Shohel [6]
Mobile phone / internet restrictions	Impedes distance and digital learning solutions in the camps.	Education Sector [19]
No higher education pathway	Rohingya youth have no formal access to university or vocational training within Bangladesh.	Shohel et al. [16]
Donor-dependent financing (>70%)	96% cut in US contributions (2024→2025) triggered closure of 6,400+ learning centres.	HRW [3], UNICEF [13]

The gaps in policy form an interconnected structure of limitations. The rejection of accreditation, limitation on language instruction, prohibition on permanent infrastructure and exclusion from higher education are rooted in the absence of refugee law. International frameworks such as the UNCRC, the Global Compact on Refugees and SDG 4 [4] exert normative pressure, although as a non-signatory of the 1951 Refugee Convention, Bangladesh is not bound by the most direct international responsibilities [5].

The ODI and GAUGE midline study (2024) supports the idea that Bangladesh's current position of confinement and conditional temporariness is at odds with both principles of children's rights and the realities on the ground of a displacement in its eighth year. It is important to appreciate the political economy of the issue, particularly the reasonable worry of resource competition between refugees and an impoverished host society, but this fails to sufficiently justify the systematic denial of educational rights [2].

7. Comparative Analysis of Education Models

Table 3 contrasts the six primary educational models in Cox's Bazar camps, including their description, status and limitations.

Table 3: Cox's Bazar Rohingya Camp Educational Model Comparison

Model	Description & Current Status	Limitations
Segregated Learning Centres (LCFA)	Informal, camp-only, emergency literacy/numeracy for ages 4–14. Widely deployed pre-2021, now being phased out in favour of MCP.	No credential, limited scope, discontinued for older learners
Myanmar Curriculum Pilot (MCP)	Semi-formal grades 1–10 in Burmese/English, aligned with Myanmar system, launched 2021, scaled to all 33 camps by 2023/24.	No Bangladesh/international recognition, repatriation-dependent
Community-based Schools (CBS)	Rohingya-initiated, fee-charging (\$0.50–\$5/month), higher instructional quality, no donor support or govt. recognition (as of June 2025).	Highest quality but unaffordable for poorest, no formal status
Pearson Edexcel Curriculum	International credential pilot in registered camps (Kutupalong, Nayapara) from 2024, globally recognised qualification.	Very limited scale, expensive, only two registered camps
Hybrid Offline-Digital Modules	Pilot, solar-powered offline devices with pre-loaded Myanmar curriculum, designed to bypass internet/phone restrictions.	Promising but constrained by government technology policy
Social-Emotional Learning (SEL) Integration	Identified as strategic priority in 2024 Education Sector plans, early-stage integration into teacher training and curriculum.	Early stage, uneven implementation, insufficient teacher training

This comparison reveals an educational landscape with no single model offering both quality and scale for children. Myanmar Curriculum Pilot is broadest in reach but its lack of internationally recognised accreditation undermines long-term value it offers [10,16]. Community schools demonstrate the highest quality but are most financially precarious [3]. Pearson Edexcel pilot offers genuine international credentials but at a very small scale that it is almost negligible. A sustainable solution requires deliberate integration across these models rather than continued parallel and uncoordinated operations [19].

8. Data Visualisations

8.1 Enrolment Trends vs. Funding Trajectory (2019–2025)

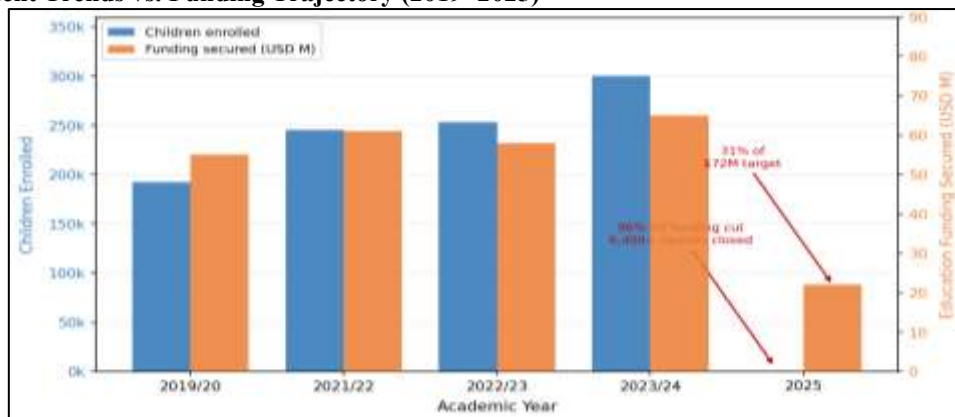


Figure 1. shows Rohingya children's education enrolment rise (2019–2025) compared to 2025's funding collapse.

At 300,000 students, education sector received only 31% of its annual funding, forcing major centre closures [2,8,12,13]

8.2 Multi-Dimensional Barrier Framework

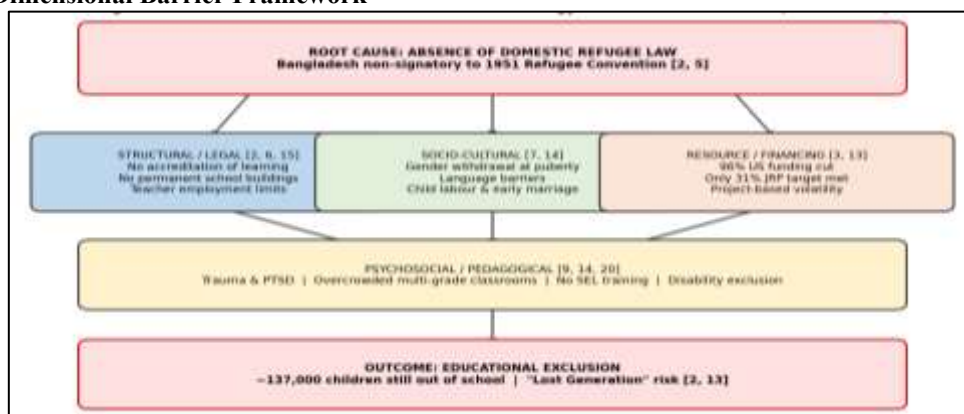


Figure 2. Multi-dimensional barrier framework illustrating the interconnected structural/legal, sociocultural, resource/financial and psychosocial drivers of educational exclusion among Rohingya children in Cox's Bazar, Bangladesh. Adapted from thematic synthesis of reviewed literature [2,3,6,7,9,13,14,20]

9. Sustainable Solutions: A Multi-Tiered Framework

Table 4 presents a structured set of proposed sustainable solutions, organised by intervention area, description and time horizon, followed by elaborated discussion of the key solution clusters.

Table 4: Proposed Sustainable Solutions for Educational Inclusion of Rohingya Children in Bangladesh

Solution Area	Description	Time Frame
Legal reform: refugee recognition	Enact domestic refugee legislation aligned with 1951 Convention, grant Rohingya children formal educational rights and accreditation pathway.	Short-term (1–3 yrs)
Accreditation of Myanmar Curriculum	Partner UNHCR, UNESCO, Myanmar educational bodies for cross-border certificate recognition, explore ASEAN regional framework.	Short-term (1–3 yrs)
Formal recognition of community-led schools	Officially recognise and fund Rohingya-run schools, which demonstrate higher instructional quality and community trust.	Short-term
Technology-enabled offline learning	Deploy solar-powered offline servers (e.g. Rachel+) with pre-loaded Myanmar curriculum content to bypass internet/phone bans.	Medium-term (3–5 yrs)
Gender-inclusive programming	Female-only classroom shifts, female mentors, household sensitisation campaigns, conditional attendance support for girls.	Short–medium term
Trauma-informed / SEL pedagogy	Embed Social Emotional Learning in Myanmar Curriculum, build teacher capacity in trauma-responsive approaches.	Medium-term
Humanitarian-development nexus financing	Replace volatile donor reliance with multi-year instruments: ECW MYRP II, World Bank IDA, regional development banks.	Medium-term
Host-community integration	Extend inclusive education to marginalised Bangladeshi host-community children, share infrastructure, reduce social tensions.	Long-term (5+ yrs)
Regional education cooperation	Establish South/SE Asia refugee education platform (Bangladesh, Thailand, Malaysia, Indonesia) for shared curriculum and credential frameworks.	Long-term

9.1 Legal and Policy Reform

The most significant and politically challenging step would be for Bangladesh to pass internal refugee laws granting Rohingya children official educational rights. A national refugee law could establish a framework for the accreditation of informal learning, the hiring of refugee teachers, and the progressive integration of refugees into educational infrastructure even in the absence of complete accession to the Refugee Convention [2]. This issue should be given top priority by international diplomatic involvement, especially through the September 2025 High-Level Meeting on Rohingya and ongoing regional frameworks [20].

Simultaneously, UNHCR, UNESCO, and other Myanmar educational organizations must collaborate to make the Myanmar Curriculum internationally creditable. Rohingya students who have finished their secondary education may be able to attend postsecondary education or career pathways in third countries through regional credential recognition, for instance, under an ASEAN Education Ministers' framework [21].

9.2 Community-Led School Recognition and Expansion

According to the June 2025 HRW study [3], Rohingya themselves present a strong argument for rerouting donor funds toward community-based schools. The quality of instruction, community trust, and culture are all better than typical at these institutions. The schools lack official recognition, which prevents funders from supporting them. Without requiring Rohingya teachers to possess Bangladeshi credentials that they are structurally incapable of obtaining, the interim administration in Bangladesh must create a means for these schools to be acknowledged and receive outside financing [18].

9.3 Technology-Enabled Offline Learning

Digital education options are severely hampered by restrictions on cell phones and internet access in camps. Solar-powered offline servers with pre-downloaded educational materials like Rachel+ platform, can get around network limitations and provide students with engaging and curriculum-aligned information [19]. Children will have access to educational materials outside of physical learning centers thanks to the infrastructure investment and agreements reached between the Bangladeshi government and the private sector regarding waived restrictions for any kinds of educational devices that may be necessary for these children.

9.4 Gender-Inclusive Programming

Trauma informed techniques must be incorporated in teacher preparation programs as a fundamental and required element. Social and emotional learning (SEL) frameworks ought to be integrated into Myanmar curriculum from beginning. This transformation has an institutional foundation thanks to the Education Sector's designation of SEL as a strategic goal in its 2024 newsletter [14]. It has been demonstrated that providing displaced children in similar contexts around the world with effective teacher training in trauma-responsive pedagogy improves both academic outcomes and wellbeing indices [17].

9.5 Trauma-Informed and Socially-Emotionally Responsive Pedagogy

Trauma-informed techniques must be incorporated into teacher preparation programs and curricula as a fundamental, required element. Frameworks for social and emotional learning (SEL) ought to be incorporated into the Myanmar curriculum from the very beginning. This transformation has an institutional foundation thanks to the Education Sector's designation of SEL as a strategic goal in its 2024 newsletter [14]. It has been demonstrated that providing displaced children in similar contexts around the world with effective teacher training in trauma-responsive pedagogy improves both academic outcomes and wellbeing indices [17].

9.6 Sustainable Financing: The Humanitarian-Development Nexus

The current approach, in which more than 70% of educational service depends on yearly, voluntary donor payments, is essentially unsustainable, as the 2025 financing issue has shown. Making the switch to multi-year, blended financing that uses both development and humanitarian monies is the answer. A framework for this strategy is provided by the Education Cannot Wait (ECW) Multi-Year Resilience Programme (MYRP II), and Bangladesh's Rohingya reaction ought to serve as a model for its use. Longer-term finance tools for teacher professional development and educational infrastructure should also be provided by regional development banks and the World Bank's International Development Association (IDA) [22].

10. Discussion

The findings of this study converge to a primary point that the education of Rohingya children in Bangladesh cannot be reduced to a technical or logistical issue. It is, rather, a primarily political and normative challenge. The education of the Rohingya community has been marked by a constant legal vacuum. Policy decisions that could be changed to solve these difficulties include lack of access to permanent structures for education facilities, denial of recognition for informal learning processes and very restrictive nature of the language of instruction.

Denial of acknowledgment for informal learning processes, extremely restrictive character of the language of instruction and lack of access to permanent structures for educational facilities are some policy decisions that may be changed to solve these challenges.

2025 financial crisis highlights a fundamental inconsistency in international community approach. Donors have accepted Bangladesh constraints on educational quality and accreditation; they are sponsoring an emergency education system which cannot achieve substantial results under these restrictions. The overnight closure of more than 6,400 learning facilities in June 2025 indicates that the current system is not only inadequate but extremely vulnerable [12]. The only morally and practically sustainable alternative is a rights-based, development-oriented school system, one that makes the Rohingya children become citizens of somewhere, with identifiable qualifications. The best basis for the future is likely to be the Rohingya's own community-based schools, set up and run by the Rohingya without outside assistance or official recognition [3]. They are community owned, culturally appropriate and, by all accounts, offer a superior level of training than the NGO-run institutions [18]. Schools should form the core of a sustainable education system for Rohingya children, with recognition, certification and support from foreign partners and the Bangladesh government, rather than alternative institutions over which communities have no responsibility.

Theoretically, findings from this study are consistent with Dryden-Peterson's positioning of refugee education at the 'crossroads of globalisation', in terms of being pulled between national sovereignty, international norms and the lived realities of displaced populations [5]. The Rohingya instance shows that without domestic legislative reform even the best-resourced and best-intentioned international education projects would remain structurally unstable and unable to deliver on the promise of SDG 4 [4].

11. Conclusions

One of the most important and challenging refugee education challenges of this century is Bangladesh's formidable, continuous problem with the educational exclusion of Rohingya youth, a sizable group of refugees from Myanmar. Over 437,000 Rohingya are thought to be of school age in Bangladesh, but they encounter several obstacles in their quest for an equal share of high-quality, continuous, and easily accessible primary and secondary education. The study identifies four interconnected issues that contribute to these obstacles: (1) structural/legal limitations (such as a lack of national legal status); (2) sociocultural barriers; (3) insufficient access to financial resources; and (4) the high frequency of psychosocial vulnerabilities (such as trauma) among the Rohingya population, which significantly affects learning outcomes and participation in education. Critical shortcomings in policy considerations pertaining to education of refugee children are also discussed in this analysis. These include (1) Bangladesh lack of a comprehensive framework for refugee protection, (2) insufficient opportunities for accreditation pathways, (3) fragmented governance structures and (4) an excessive reliance on short-term humanitarian funding sources.

Vulnerability of current education response architecture was brought to light by 2025 education financing crisis. Camp education is very susceptible to external financial shocks due to its reliance on outside funding, as evidenced by widespread closure of learning centers following significant declines in foreign funding. The transition from emergency-driven intervention initiatives to durable, institutionalized and forward-thinking educational institutions is therefore crucial.

We need to come up with a cohesive, comprehensive, multi-layered policy approach to these concerns. In education sector for refugee children, there are a number of priority areas such as developing legal and policy frameworks that support right to education, expanding accreditation pathways to Myanmar national curriculum, supporting community-based initiatives providing education, providing programs that are inclusive and gender-sensitive, providing classrooms that utilize trauma-informed pedagogies and creating contextually appropriate digital learning infrastructures. Also, there needs to be safe multi-year funding mechanisms that helps link humanitarian assistance with development objectives.

In the end, short-term relief efforts are insufficient to enable long-term educational inclusion for Rohingya children. As a cornerstone of protection and a fundamental human right, education must be acknowledged. It is a calculated investment in these kids' personal growth, societal cohesiveness, and stability in the future. In addition to being a humanitarian duty, providing Rohingya children with meaningful access to high-quality education is crucial for furthering long-term regional and international commitments to equity, dignity, and sustainable development as well as for averting the creation of a lost generation.

Declarations

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Conflict of Interest: The authors declare no conflict of interest.

Ethical Approval: This study is a review of publicly available secondary data and published literature. No primary human participants were involved, therefore, formal ethical approval was not required.

Data Availability: All data used in this paper are drawn from publicly available sources cited in the reference list.

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