AALBORG UNIVERSITY
DENMARK

	Project:	Master's Thesis:
Study Programme:	**MA in Culture, Communication and Globalization (CCG)**	
Semester:	10th	
Module:	F2024	
Name:	Md Rahmat Ullah	
ID:	20211344	
Submission date:	31 May 2024	
Project Title /Thesis Title:	**Rohingya Education Challenges, Impact & Consequence for Rohingya children in Bangladesh.**	
Number of Pages:		
Supervisor (project/thesis):	**Martin Bak Jørgensen**	

Table of Contents

Acknowledgement

First and foremost, I want to thank my Almighty Allah earnestly for the knowledge, mental tranquilly, and good health He gave me so that I could complete my study.

I would like to express my sincere gratitude to my supervisor, Martin Bak Jørgensen, for his invaluable guidance, support, and encouragement throughout the research process. His insightful feedback and constructive criticism have significantly contributed to the quality of this thesis. This thesis is of far higher quality because of his perceptive critique and helpful comments.

I am especially appreciative of the two interviewers, DM Sharife (UNHCR) and Afsana Jaman (Jago Foundation, for their willingness to share their experiences and viewpoints, which have enhanced this study. I also thank my Bangladeshi friends for their assistance in conducting the survey and reaching the target participants.

Finally, I express my gratitude to Aalborg University for giving me the chance to accomplish this thesis.

Abstract

The numerous educational challenges that Rohingya refugee children in Bangladeshi camps experience are examined in this paper, along with the wider consequences of these obstacles to quality education. It looks into how little resources, curriculum and language obstacles, and government policies that favour repatriation over integration affect these students' learning and general well-being. Using mostly a qualitative methodology, the study collects information from a range of participants to give a thorough picture of the challenges and daily realities in the camps. Through a theoretical framework of postcolonialism, critical race theory, and marginalisation, the study exposes the historical and institutional factors causing educational inequalities among the Rohingya people. The study results emphasise how urgently policies and programmes that give Rohingya children's fair access to a quality education, culturally appropriate teaching, and psychological assistance must be implemented. Recommendations stressing the need of cooperation and investment in education to empower Rohingya children and promote a more inclusive and fair society are included in the report's conclusion for legislators, educators, and humanitarian organisations.

Keywords: Refugee education, refugee camps, Curriculum challenges, critical race theory, Marginalization, Language barriers, Psychosocial support, Teacher training, educational policy

List of Figures

List of Tables

List of Abbreviation

CRT: Critical Race Theory

HDI: Human Development Index

HRP: Human Rights Programme

INEE: Inter-Agency Network for Education in Emergencies

JRNA: Joint Response Needs Assessment

LDC: Least Developed Country

NGO: Non-governmental Organization

TLC: Temporary Learning Center

PTSD: Post-traumatic stress disorder

QCA: Qualitative Content Analysis

RQ: Research Question

UNHCR: United Nations High Commissioner for Refugees

UNICEF: United Nations Children's Fund

UN-ACT: United Nations Action for Cooperation Against Trafficking in Persons

3W: Who does what where

1. Introduction

Long-standing persecution has befallen the Muslim minority of Myanmar known as the Rohingya people. Many Rohingya were driven into Bangladesh by violence in 2017; there, more than a million people now reside in cramped camps. Bangladesh's resources are taxed by this, and it's uncertain what will happen to the Rohingya over time.

The key topic of this study is education for Rohingya children living in camps. Though it is a basic right that aids in learning and development, Rohingya children find it challenging to obtain a quality education.

As a Muslim minority in Myanmar, the Rohingya people have endured decades of entrenched oppression and prejudice that has resulted in a large-scale migration from their country (Human Rights Watch, 2019). A spike in violence in Rakhine state of Myanmar in 2017 drove more than 700,000 Rohingya to seek safety in Bangladesh, a neighbouring country, from the horrors they had to face (UNHCR, 2020). Particularly for the Rohingya children, this mass relocation has produced a complicated humanitarian catastrophe with far-reaching effects (Amnesty International, 2018).

As critical as meeting the Rohingya refugees' fundamental needs—food, housing, and medical care—is guaranteeing their access to quality education (Betts & Collier, 2017). Education is a basic human right that empowers people, promotes social cohesiveness, and advances communities over the long run (Lee, 2013). It is not just a way to learn new things. Education can be a lifeline for the traumatised and uprooted Rohingya children, offering a feeling of security, normalcy, and hope for the future (INEE, 2004; Kamel, 2006).

The inquiry looks into the several factors impeding the camps' ability to provide quality education. Limitations in policy, resources, curriculum and language, and the psychological effects of relocation all play a part in this intricate problem. Investigating these issues and how they affect learning and general wellbeing helps one to grasp the educational situation that Rohingya children are in.

Watching the horrific predicament of the Rohingya was the entire globe. Millions of people had to leave their homes due to this humanitarian catastrophe and travel dangerously to Bangladesh, a neighbor. Children were among the most defenseless victims among the innumerable lives uprooted, full of promise and longing for a safe future. While meeting these

displaced children's basic requirements of food, shelter, and safety is crucial, it is also crucial—and sometimes disregarded—to make sure they have access to quality education.

This study explores the critical function of education for Bangladeshi Rohingya children, a problem at the nexus of human rights, intercultural relations, and the long-term welfare of a displaced people. Education is more than just learning facts and skills; it's a lifeline in times of turmoil, giving kids a place to learn, develop, and pursue their aspirations. It gives them the means to create better futures for their communities as well as for themselves.

Many people all throughout the world think that, regardless of where they come from, everyone should be able to attend school. Important texts include the Agreement on Children's Rights and the Universal Declaration of Human Rights list this right. Children that attend school learn new things, grow up healthy, and have a pleasant life later on (UNICEF, 1989).

Wars and conflict force kids to leave their homes occasionally. They find it difficult to continue attending school as a consequence. Nonetheless, school can provide students with a sense of routine and hope even in these trying circumstances (INEE, 2004). It imparts abilities to overcome obstacles and create a better future (Lerch & Buckner, 2018).

Though the Rohingya people are formally from Myanmar, they do not have a country of their own. They had long endured abuse and unjust treatment (UNHCR, 2014). Organizations who strive to assist those in need face a major challenge as a large number of Rohingya have fled to Bangladesh in order to avoid the risk.

While everyone has the right to an education, Rohingya children residing in Bangladeshi refugee camps struggle to receive one of required quality. For every child there are not enough teachers, classrooms, or educational supplies (UNHCR, 2015).

Even more difficult for Rohingya children to attend school is their statelessness. They lack some privileges, such nationality. It can constrict their choices and chances (UN General Assembly, 1966).

Nevertheless, the road to school is difficult for Bangladeshi Rohingya community. Through an examination of the obstacles they encounter, the laws that affect them, and the continuous attempts to build a future in which education is a fundamental right rather than a pipe dream, the study seeks to reveal the complexity around their access to school.

Through an analysis of the educational environment for Rohingya children, this paper advances our knowledge of the difficulties displaced people encounter in an intercultural setting. It shows how forced relocation upends established educational institutions. It draws attention to how important host nations are to protecting every child's basic right to an education, wherever they come from.

Moreover, researching the situation of the Rohingya children clarifies the relationship between human rights and education. A basic right guaranteed by the Universal Declaration of Human Rights, education is not a privilege. Denied education not only impedes personal growth but also feeds marginalization and poverty cycles. This research attempts to add to a conversation highlighting the need of protecting human rights in even the most difficult situations by looking at the educational options available to Rohingya children.

In addition to upsetting children's life and educational plans, the Rohingya refugee crisis has had a severe negative effect on their mental health, with many of them suffering from trauma, disappointment, and anxiety (Hossain et al. 2023).

The situation of the Rohingya is a microcosm of the worldwide problem of relocation and its effects on education, not just a local one. Knowing the particular issues that Rohingya children encounter can teach important lessons about meeting the educational needs of displaced people everywhere. Thus, there are insightful information available from the larger body of research on education in catastrophes that may be used to enhance the lives of displaced children in various contexts.

This study has a lot of possible advantages. Future policies and solutions are to be informed by highlighting the difficulties Rohingya children face and by examining current efforts. It might be a weapon for lobbying, asking parties involved—governments, non-governmental organizations, and international organizations—to give displaced children's education first priority. Moreover, the study may open the door for cooperative initiatives between governments, refugee populations, and education experts to create culturally and environmentally suitable schooling models that empower Rohingya children and foster optimism for their future.

The difficulties Rohingya refugee children in Bangladesh have attempting to obtain an education will be the main topic of this paper. It will also demonstrate how, in spite of their trying circumstances, education may help them create a brighter future.

1.1 Problem Formulation

Though many research have been done on refugees in general, not many of them concentrate on the education of Rohingya people. Minority people from Myanmar known as the Rohingya have been persecuted and compelled to leave their homes. Right now, they reside in camps for refugees in Bangladesh, a neighboring nation.

The Rohingya are not formally registered, hence the Bangladeshi government does not provide them with full refugee entitlements. For this reason, NGOs—organizations that assist people— find it more difficult to formally support the Rohingya community.

But Rohingya children in camps of Bangladeshi refugees have huge challenges in their way of receiving a good education (UNHCR, 2015). Among these include issues with language, budget constraints, stringent government regulations, and the psychological fallout from trauma and relocation. Within the camps, formal education infrastructure has received little funding since the government prefers repatriation to integration (Human Rights Watch, 2019; UNHCR, 2020). Furthermore impeding children's educational chances are the cramped and inadequately equipped learning facilities in the camps (UNHCR, 2015; Dryden-Peterson, 2017).

The peculiar circumstances surrounding the Rohingya crisis make this research more significant. As they are not acknowledged as citizens of Myanmar, the Rohingya are left stateless and have limited rights and opportunities (Blitz, 2009). They are seen to be a "protected" community in Bangladesh, where integration is not as important as repatriation (Mohammad, 2012). For Rohingya children, living in refugee camps and their tenuous legal status combine to provide a challenging educational environment.

Thousands of Rohingya refugees, including over 3,500 children, were forced to flee their homes when a recent fire tore through Camp 5 in Bangladesh's Cox's Bazar refugee camps (UNICEF, January 8, 2021). Though happily no lives were lost, the fire seriously damaged 20 educational institutions (UNICEF, January 8, 2024). The education of the at least 1,500 Rohingya children who depend on these facilities is seriously threatened by this (UNICEF, January 8, 2024).

One major obstacle facing Bangladeshi Rohingya refugees is their lack of educational opportunities. Many of them left behind stable lives and chances for education in Myanmar to

escape persecution and violence there. Many times, refugee camps are underfunded and underequipped to give every resident a top-notch education. This disparity makes it possible that the Rohingya community may not receive relevant information regarding their rights, health, and cleanliness (UNHCR, 2023).

According to reports, hardly 40% of Rohingya children in Myanmar attended conventional schooling (HRP, 2017). Fewer yet have had an opportunity to learn since leaving their homes in 2017 (JRNA, 2017). Many Rohingya, thought to number in the 80%, are illiterate.

As a result, the global charity UNICEF has assumed leadership. With non-governmental organizations, they have established more than 3,000 learning centres for Rohingya children between the ages of 4 and 14 in the camps (UNICEF, 2017). Though they are not allowed to attend conventional schools, the kids are able to learn at these makeshift facilities.

Research on the teaching methods used by NGOs in these learning facilities is few. The difficulties and ways in which NGOs offer education will be examined in this study. It will also inquire as to if these learning centres require additional funding in order to function more effectively.

 NGOs and the government, among others, who decide on education in the camps, might find this material useful.

1.2 Research Question

How do the main obstacles preventing Rohingya from receiving a quality education affect their learning and general well-being?

Questions Related to Sub questions

1. What effects do government policies—which emphasize repatriation and place restrictions on integration—have on the educational chances and long-term prospects of Rohingya children?
2. How do temporary classrooms add to the difficulties Rohingya children have with their learning environment and general well-being?
3. How does Rohingya children's educational progress suffer from the language of the curriculum not matching their mother tongue?

4. What effects do the stress and uncertainty brought on by displacement—violence, disruption of education—have on the motivation, learning capacity, and mental health of Rohingya children?

In looking into the difficulties Rohingya children have getting a good education in Bangladeshi refugee camps, this study looks at four main topics. With the first question, I want to look at how these kids' educational and long-term possibilities are limited by government policies like the emphasis on repatriation and integration restrictions. Second, the study explores the negative consequences on their general well-being and capacity to learn under crammed and unsuitable improvised learning environments. Thirdly, it examines how the language of the curriculum and the native tongue of Rohingya children hinders their ability to advance academically. Lastly, the study looks into the long-term psychological effects of relocation—including violence and school interruptions—on these kids' motivation, learning ability, and mental health. As well as what effects does the fact that Rohingya children in Bangladeshi refugee camps can't go to school and have to deal with constant problems have on their mental health (Hossain et al., 2023). Through an analysis of these issues, the study hopes to clarify the intricate circumstances and provide better assistance and educational opportunities for Rohingya children living in the camps.

1.3 Justification and Scope

It is very important that the school problems that have in refugee camps need to be fixed as soon as possible. Not only does education give people and groups more power, it also speeds up long-term social and economic growth. But the many problems and obstacles Rohingya children face in getting a good education need to be looked at right away and dealt with together.

Our goal with this study is to put light on the complex nature of the educational crisis and how it affects the health and futures of Rohingya children in many ways. We want to find out more about the main problems that keep them from going to school and how those problems affect their learning and overall health so that we can use that information to make policy and practice better and bring about good change.

This study is more than just listing problems; it also looks into possible answers and interventions that could be used to deal with these problems. We will look at current research, theoretical frameworks, and real-world examples to find the best practices and new ways of

doing things that can be used in Bangladeshi refugee camps and meet the specific needs of the Rohingya people.

This study also wants to make sure that the opinions of Rohingya children are heard and that their thoughts, experiences, and hopes are at the center of the conversation about education in humanitarian settings. We want to help the Rohingya community feel more empathy, understanding, and unity by taking a community-centered and participatory approach. We also want to encourage meaningful stakeholder involvement and collaboration.

In the end, this research's goal is not only to find out more, but also to get people to move. It is every child's right to go to school, and we want to help make the world a better place for Rohingya children and all children who live in places where there is conflict or crisis by spreading information, pushing for change, and getting resources together.

2. Methodology

This chapter describes the research's methodology and highlights the difficulties Rohingya children have getting a good education in Bangladeshi refugee camps. Finding the particular obstacles young children face and fighting for better educational possibilities need an understanding of their lived experiences and viewpoints.

2.1 Research Design

The lived experiences of Rohingya children and their viewpoints on the obstacles preventing them from receiving a quality education will be investigated using a qualitative methodology. Deep investigation of the subjective experiences and meanings connected to schooling in the context of refugee camps is made possible by this method.

The foundation of this study examining the difficulties Rohingya children have in getting a good education in Bangladeshi refugee camps is research design. According to David de Vaus (2001) "The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible" (p. 218). This emphasizes how essential a well-structured design is to obtain the most accurate response to the research issue.

The study was motivated by looking at the Rohingya refugee situation. Deeper investigation of this persistent problem was prompted by the finding that 2017 was not the first year that Rohingya people had been compelled to leave their homes in Myanmar's Rakhine state. There is a big research vacuum on how refugee inflows affect host nations, especially Bangladesh,

where most Rohingya refugees have sought sanctuary. The effects of the Rohingya refugees on Bangladesh, more especially on the educational system, are the main topic of this study. The study is thus guided by the research questions. Sub-questions will help to narrow the study focus even more; they are covered in the chapter before this one. The explanatory research question aims to ascertain the "why" of the detrimental effects on the schooling of children. David de Vaus (2001) issues a warning: freely accessible data can readily validate preexisting hypotheses. But as stated on page 220, "sceptical of the evidence, and rather than seeking evidence that is consistent with [the] theory...should seek evidence that provides a compelling test of the theory". Along these lines, the study will look for and rule out competing theories or refute the original theory.

We shall use a deductive strategy to the research question. The deductive process is shown in Figure 1 (see reference to Figure 1). It begins with well accepted hypotheses. The validity of these theories is then thoroughly examined against actual evidence. The foundation for developing theories regarding the particular obstacles Rohingya children face in Bangladeshi refugee camps will be the body of knowledge already available on the difficulties refugee children have in getting an education.

2.2 Research Philosophy

Personal values and worldview of the researcher affect the procedures, results, and design of the study. The ontological and epistemological position taken in this work must thus be acknowledged, especially the need of comprehending the difficulties Rohingya children encounter in getting access to quality education in Bangladeshi refugee camps.
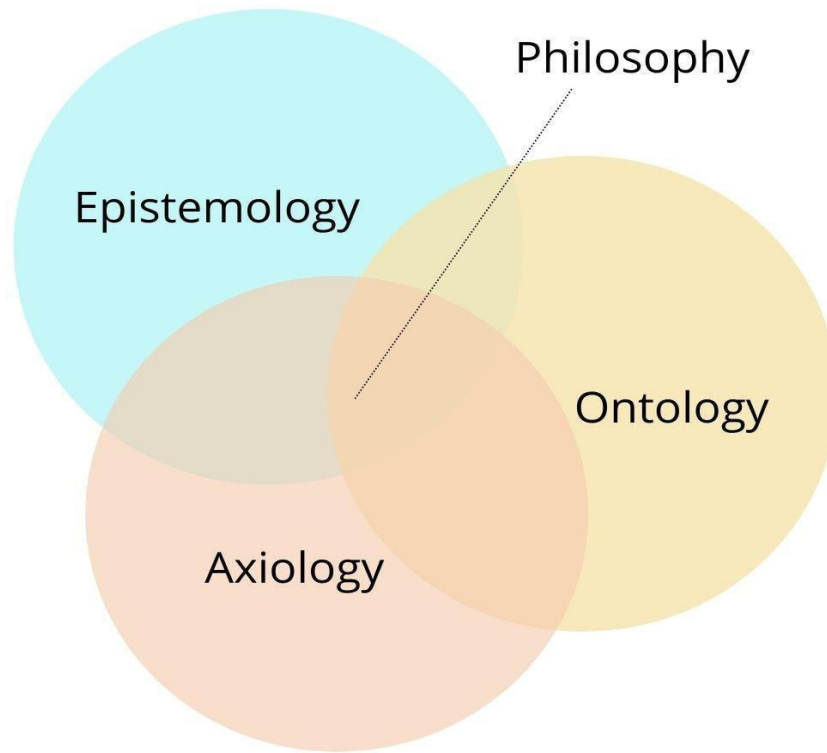
Figure 1: Research Philosophy (Image Source: Internet)

2.2.1 Ontology:

The nature of reality and what makes knowledge are explored in ontology. In this work, an ontological constructivist perspective is used. According to constructivism, shared meanings and interpretations create social reality rather than it being a fixed and objective item (Bryman, 2012). Regarding this study, the difficulties Rohingya children have in getting an education are more than just hard facts. Their cultural heritage, the trauma of migration, and the particular setting of the refugee camps all influence their experiences of packed classes, unqualified teachers, or language difficulties. Recognizing these obstacles means admitting the arbitrary meanings Rohingya give to their school experiences. A boy who was disrupted in their education in Myanmar, for example, could view the camp's limited resources differently from a child who has never attended school. With this constructivist method, their problems can be understood more subtly.

2.2.2 Epistemology:

Epistemology focuses on the nature of knowledge and how we can acquire it. This research aligns with an interpretivist epistemological stance. Interpretivism emphasizes the importance of understanding the meanings individuals attach to their experiences (Bryman, 2012). The goal is not simply to measure educational access through enrolment statistics or student-teacher

ratios. Instead, the research seeks to delve into the lived experiences of Rohingya children. Through in-depth interviews, the research aims to comprehend their perspectives on challenges like overcrowding, lack of qualified teachers, or language barriers. It will also explore their hopes for the future and the meanings they associate with education. Understanding these subjective experiences is crucial for identifying areas where improvements can be made to ensure Rohingya children have access to quality education within the refugee camps.

2.1.3 Axiology:

The nature of knowledge and how we can get it are the main topics of epistemology. An interpretivist epistemological position is supported by this research. Interpretivism stresses the need of comprehending the meanings that people give to their experiences (Bryman, 2012). Not only are enrollment figures and student-teacher ratios used to gauge educational access. Rather, the study looks into the real-life experiences of Rohingya boys and girls. By means of in-depth interviews, the study seeks to understand their viewpoints regarding issues such as crowding, inadequate teaching staff, or language difficulties. It will also look at their aspirations for the future and the values they attach to schooling. Knowing these subjective experiences is essential to pinpointing areas that need work to guarantee Rohingya children receive a quality education in the camps.

2.3 Data Collections:

A Mostly Qualitative Method with an Additional Quantitative Components has been adopted. This study uses a combination of approaches to comprehend the difficulties the refugee camps have in their education. Clear answers to the RQs were obtained by using a minimally quantitative method. To offer a thorough and sophisticated picture of the circumstances, the study consults both primary and secondary data sources. While providing some general trends and statistical support, the scant quantitative data does not drive the main analysis or study conclusions.

Data analysis questions were derived from a theoretical framework, existing literature, and the Rohingya refugee crisis context.In this survey, I sought both quantitative and qualitative data on barriers to education, the quality of educational provision, and the impact of displacement on learning in response to the four research questions (RQs).As a result of open-ended and exploratory interview questions, key stakeholders involved in the Rohingya education crisis were better able to share their lived experiences and perspectives.

2.31 Primary Data Collection

- **Internet Survey:** I distributed questionnaire to a group of people who are directly or indirectly involved with Rohingya Refugee crisis. In the questionnaire there was an alert at first for not participating any informants who has no concern of Rohingya Education. To accomplish the survey, necessary help was taken from Bangladeshi friends and Facebook groups (Few FB group names are mentioned in the appendix 1) that publish Rohingya news regularly. The question form was designed using the app StartQuestion. Survey link has been given in the appendix 1. The data was collected from 10 May to 20 May. My target was to reach at least 30 respondents, but response rate 43% was unexpected. Due to time limitation, I couldn't wait to search for more participants. Although only 13 participants were attended in the online survey, I believe that the data validate its authenticity because of the perfect distribution method.

  There were Likert scale, multiple-choice, and open-ended questions in the survey so that both quantitative and qualitative information could be gathered about the specific things that keep people from going to school, the quality of educational opportunities, and how moving around affects learning. These survey questions were designed to respond to the research questions and explore the themes that were found in the theoretical framework (the full questionnaire can be found in Appendix 1).

- **Phone Interviews:** Two major contributors to Bangladesh's Rohingya refugee response were interviewed over the phone in a semi-structured approach:

  Representative of UNHCR, DM Sharife Having five years of experience, Mr. Sharife shared his views on government policies, problems allocating resources, and how the COVID-19 pandemic has impacted educational programmes.

  Afsana Jaman Lipi (Jago Foundation): Three years of experience afterwards, Ms. Lipi provided her opinions on the social dynamics in the camps, the function of NGOs in delivering education, and the particular difficulties encountered by instructors.

- **Connection to Research Question with Survey**

The first research question (RQ1) of this project is on how government policies on integration and repatriation affect the scholastic chances and future prospects of Rohingya children. The poll questions (4,5,7,9) investigate topics for reform, possible policy changes, and whether the government should give formal education and integration top priority.

The response to RQ2 is revealed by survey questions 2, 10, 12 and 13, which also discuss how temporary classrooms and scarce resources affect the learning environment and general well-being of Rohingya children. They look into issues that go beyond official policies, such insufficient funding and inadequate support for educators. Should respondents respond with a "Yes" or "No," the question examines the particular resources required to close the gaps in the learning environment.

Concerning RQ3, the Questionnaire also covers the possible difficulties of a bilingual education. The stress and uncertainty caused by relocation—such as violence and disruption of education—are noted in the survey. They also look at the larger implications of difficulties on the day-to-day life of Rohingya families and children, including possible psychological ones.

Should respondents respond to Q12 with a "Yes" or "No," it could indicate that both teachers and pupils need more resources, such as psychological help (RQ4). The research design can be shown by clearly relating survey questions to research topics, therefore enhancing the validity of the results and illuminating how data collecting techniques matched with study objectives.

2.3.2 Secondary Data Collection:

To understand the policy framework, historical backdrop, and overall educational issues confronted by displaced groups, a thorough assessment of an array of literature and research was carried out. Scholarly publications, international organisation reports (e.g., UNHCR, UNICEF), reliable news media, and relevant policy documents were among the sources. Interpreting the primary data and placing the results within the larger conversation on refugee education and marginalisation require the background provided by these secondary data.

2.3.3 Rationale of Mixed-Method Approach:

The choice of the mixed-methods approach was to express the wide spectrum of the Rohingya education problem. While the qualitative data from the interviews and open-ended survey responses provide a deeper understanding of the real-life experiences and viewpoints of people engaged, the quantitative data from the surveys gives an overview of the issues and statistical support. With this mix of techniques, the problems and their solutions may be thoroughly examined.

To document the particular chances and difficulties Rohingya children face in their quest of education, this study integrates primary and secondary data sources. With this combined

approach, the situation can be understood more appropriately and insights that would not be obtained by quantitative techniques alone might be revealed.

2.4 Analytical Approaches:

The research offers a thorough and nuanced grasp of the issue by analyzing both primary and secondary data sources utilizing Qualitative Content Analysis (QCA).

Qualitative Content Analysis (QCA)

The type of data (both primary and secondary) and the research questions determine whether QCA is a suitable methodology. Through its methodical approach to textual data analysis, themes and patterns that surface from the data can be identified (Mayring, 2014). Because this approach enables a more in-depth investigation of the social, cultural, and political elements influencing Rohingya children's educational opportunities and outcomes, it is especially pertinent to this study. It also makes it easier to compare results from many data sources, which strengthens the validity and rigor of the study.

Data Analysis Methodology

1. Using Microsoft Excel, data from surveys, interviews, and secondary sources were first transcribed and arranged. To fully grasp the material offered, this first stage required meticulous reading and rereading of the data.
2. Creation of a Coding Framework: Using the study objectives, pertinent theoretical frameworks (critical racial theory, postcolonial theory, marginalization theory), and preliminary data observations, a coding framework was created. The selection of major and sub-themes about the difficulties Rohingya children have in getting an education was influenced by this framework.
3. Coding and Data Reduction: Using the coding framework, the data were methodically coded with emphasis on important passages and ideas pertinent to the study questions. Data had to be categorized, quotes to serve as examples found, and then the data had to be broken down into smaller pieces for more examination.
4. Theme Creation and Analysis: By means of an iterative procedure, patterns and connections between codes were found, hence creating main themes and subthemes. After that, these themes were examined in relation to the theoretical frameworks,

relating the facts to ideas like marginalization, critical racism, and colonial legacies in history.

5. Interpretation and Synthesis: In order to get a better knowledge of the difficulties that Rohingya children encounter, the themes and their relationships were analyzed. A thorough and complex picture of the educational environment for Rohingya refugees in Bangladesh was produced by synthesising the results using primary and secondary data sources.

Chapters 4 and 5 will describe the findings of this study arranged by major themes. Quantitative survey data will be visualized with charts and graphs, and the qualitative results will be highlighted with illustrative quotes. Findings from both qualitative and quantitative research will be combined by triangulation. This is comparing and contrasting the outcomes from the two data sets to find areas of convergence, divergence, and possible contradictions (Creswell & Plano Clark, 2018). Because it blends the statistical strength and generalizability of quantitative data with the depth and richness of qualitative data, this approach enables a more comprehensive and rigorous understanding of the educational issues experienced by Rohingya children.

2.5 Limitations:

The difficulties encountered in teaching Rohingya children in Bangladesh are well-illustrated by this study. It is critical, therefore, to recognize the limits of this study.

Its generalizability is limited by the qualitative focus of this study, which might not cover the whole spectrum of experiences within the Rohingya population. The fact that survey participants were self-selected and there were few interviews carried out place further restrictions on the applicability of the results.

- The small sample size limits this study. Despite the small sample size, this study provides valuable insight into Rohingya children's perspectives and lives. In combination with the findings from the interviews and literature review, these insights give us a more nuanced understanding of Rohingya refugee education. Even if the findings aren't statistically generalizable to the whole Rohingya population, they might offer some insights for other refugee populations facing similar challenges.
- Restrictions to Access Direct access to Rohingya children was restricted for security reasons, which made it difficult to record their personal accounts.

- Possible Bias: It is crucial to admit that the researcher's position and power relations may have affected the participants' answers and the way the data was interpreted.
- Time Frame: The research period might not always coincide with the dynamic character of the changing policies or the changing scenario.

Notwithstanding these drawbacks, the use of the qualitative methodology produces important and remarkable findings about the complex difficulties that Rohingya children, their families, teachers, and the larger community experience. The current work sets the stage for later studies meant to close these knowledge gaps and improve understanding of the subject area in general.

Chapter 3.0: Theoretical Framework & Literature Reviews

3.1 Theory

Considering the intricate difficulties Rohingya children have getting an education call for a multidimensional theoretical approach. The dynamics at work are clarified by a study of several key theories in this chapter. We start by looking into the idea of globalization discourse theory and looking at how prevailing stories about globalization might affect educational practices that affect the lives of minority groups such as the Rohingya.

Subsequently, we explore fundamental theories presenting frameworks for examining power relations and marginalization in education. Discussions of marginalization theory will show how globalization trends might lead to the exclusion and disadvantage of the Rohingya in the educational system. We shall next look at Critical Race Theory (CRT), which provides insightful information about how race and ethnicity work as power structures that produce and sustain educational disparities for the Rohingya.

To further comprehend how historical parts of colonialism still affect national identity politics and harm the Rohingya in their quest of education, Postcolonial Theory will be studied. As a notion within the framework of marginalization, cultural dispossession will also be examined, with an emphasis on how the education system's concentration on the dominant national identity can prevent the Rohingya from having access to their cultural legacy.

This chapter critically examines these many theoretical viewpoints in order to provide a strong foundation for comprehending the Rohingya education problem in the light of globalization.

3.1.1 Marginalization Theory

A useful lens through which to examine the difficulties Rohingya children have in getting a good education in Bangladeshi refugee camps is marginalization theory (Marginson, 2016). The way that some groups are methodically kept out of the social, economic, and political domains is examined by this theory (Solomos & Back, 2004).

Challenges and Exclusion: According to Solomos & Back (2004), marginalization theory draws attention to the mechanisms that deny some groups access to opportunities and materials. It links the study issues in the framework of the Rohingya education dilemma, such as the possibility that access to Bangladesh's well-established public education institutions may be restricted by government policies centered on repatriation and integration restrictions.

A major learning barrier is created by the mismatch between the curriculum language and the native language of Rohingya children, which may result in isolation and impede academic progress. Overcrowded and inadequate makeshift learning spaces can produce an atmosphere that could be more conducive to learning and contribute to feelings of exclusion.

Reminiscent of the experiences of displaced populations worldwide, the flood of Rohingya migrants into Bangladesh has presented enormous difficulties (Betts & Collier, 2017). Particularly challenging is the integration of refugee children into current educational institutions when language obstacles prevent them from attending traditional schooling (Eaton, 2018). According to UNHCR (2020), around half of the Rohingyas urgently need educational assistance. It will take creative teaching strategies and a system that harmonizes formal and non-formal education to solve this problem. Significant challenges are nevertheless created by the Bangladeshi government's unwillingness to permit instruction in the Rohingya language and the dearth of trained teachers in both Bangla and Burmese (Hove & Khan, 2018). Learning effectively requires an understanding of how languages work in multilingual settings to shape social interactions and values (Creese & Blackledge, 2010). Encouraging knowledge and skill development, literacy enables people to "read the word" and "read the world" (Freire, 2000).

The function of power systems in marginalization is emphasized by this theory (Solomos & Back, 2004). The marginalization of Rohingya children can result from choices made about resource distribution, society attitudes, and government policies. Limitations on the integration of Rohingya into Bangladeshi society, for example, can limit their access to educational opportunities and materials.

Long-Term Effects: The study of marginalization theory looks at how exclusionary behaviors are carried down through the generations (Solomos & Back, 2004). Children of Rohingyas who do not have access to school may have fewer chances in the future and their social marginalization would continue. With the right educational chances, these kids might be able to move up the social ladder and obtain respectable job.

Expected Contribution: This study will help to clarify the structural elements causing the educational difficulties faced by Rohingya children by using marginalization theory. This knowledge might help to shape more fair and inclusive educational practices and policies for populations of refugees.

Finally, marginalization theory offers a structure for comprehending the systematic exclusion of Rohingya children from receiving a quality education in Bangladeshi refugee camps. This theory emphasizes the part that power structures, government policies, and resource distribution play in sustaining educational disparities for this underprivileged group.

3.1.2 Critical Race Theory (CRT)

Applying Critical Race Theory (CRT) will help one to better grasp the situation that the Rohingya educational system finds itself. Educational disparities are created and maintained by different power structures linked to racial and ethnic distinctions, claims Ladson-Billings (1998). The difficulties that the children of the Rohingya people would encounter in 2021 are clarified by the Crisis Response Team.

As demonstrated in Power and Race as Systems (Delgado & Stefancic, 2013), race is a social creation that supports and defends power structures rather than just a biological category. This is illustrated in the related book. Examining the Rohingya educational problem from the viewpoint of widely held racial and ethnic narratives allows us to show how these narratives could present the Rohingya as an "outsider" group, therefore restricting their educational options.

Critical race theory and marginalisation theory can help to clarify how Rohingya children's systematic prejudice and exclusion fuel their mental health issues (Hossain et al. 2023).

CRT explores how ethnicity and race affect power systems and help to maintain injustices. It shows in the Rohingya context how discriminatory practices and racist narratives interact with their refugee status to make their educational problems worse. Because the curriculum lacks cultural relevance and because instructors and classmates may harbour presumptions,

Rohingya children may be further marginalised in the classroom. To build a more just and inclusive educational system, CRT stresses the importance of recognising and addressing these racist aspects.

Everyday racism, according to authors Delgado and Stefancic (2013), is an examination of how laws and practices that seem to be non-racist can actually have discriminatory impacts. Several problems could be involved in unequal educational experiences. Among these are cultural prejudices directed by teachers based on their ethnicity and curriculum materials that do not sufficiently represent the cultural backgrounds of Rohingya students.

One of the most significant ideas of critical race theory (CRT) is the intersectionality of race, class, and religion, claim Solorzano and Yosso (2002). Apart from the obstacles Rohingya children now encounter in getting access to a quality education, their status as refugees can make these obstacles far more difficult to overcome.

This study may go beyond specific cases of discrimination by using critical race theory (CRT) to show how racial and ethnic power structures contribute to the educational inequalities that Rohingya students face. This awareness can guide efforts to reduce these disparities and build a more just educational system.

3.1.3 Postcolonial Theory

By examining how colonialism still affects national identity politics and educational access for underprivileged populations, postcolonial theory provides insightful analysis of the Rohingya education dilemma (Said, 1978). Here's how it clarifies the difficulties Rohingya encounter:

- Historical Legacies highlights the way that colonizer and colonized power relations from the past still influence current reality (Said, 1978). We can look at how colonial narratives and policies might have helped to push the Rohingya to the periphery of Myanmar. Limitations on Bangladeshi educational access may then result from this marginalization.
- National Identity and Exclusion examines how national identities can be constructed to exclude minority groups and criticizes the idea of a single national identity. Should Bangladesh's educational system give priority to a dominant national identity that ignores their history, the Rohingya, who are frequently refused citizenship in Myanmar, may experience comparable isolation.

- Knowledge Production and Power looks at the creation and distribution of knowledge as well as how this can maintain power disparities (Spivak, 1999). For example, curriculum materials that only address the prevailing Bangladeshi narrative could help to silence Rohingya history and culture, hence further marginalizing them inside the educational system.

Postcolonial studies can reveal how the Rohingya people are still disadvantaged in their quest of an education by the effects of colonialism. This knowledge can guide plans to advance an inclusive educational system that honors and values the variety of identities among its pupils.

Postcolonial theory looks at how colonialism has shaped current social systems and power relations. This theory clarifies for us how past injustices and power disparities have pushed the Rohingya to the margins in Bangladesh and Myanmar. Their educational chances are still being negatively impacted by colonialism, as seen by the denial of citizenship and the elimination of their history and culture from the curriculum. Postcolonial theory demands that these historical legacies be critically examined in order to undermine the systems that support educational inequity.

This paper presents an extensive understanding of the many obstacles Rohingya children have in obtaining a quality education by combining various theoretical frameworks. It goes past a simple explanation of the problems to examine the racist, historical, and institutional elements that lead to their marginalisation in schooling. Developing efficient programmes and laws that deal with the underlying reasons of educational disparity and advance a more welcoming and fair educational system for all kids, irrespective of their origin or position, requires this sophisticated knowledge.

3.1.4 Application of Theories to the Research Questions:

This chapter provides a multidimensional theoretical framework through which to view the intricate educational challenges that Rohingya children in Bangladeshi refugee camps encounter. The research issues driving this work are addressed by a different viewpoint and analytical instrument offered by each theory.

Analysis of how systemic elements, such government policies on repatriation and integration (RQ1), resource allocation (RQ2), and language barriers (RQ3), contribute to the marginalisation of Rohingya children and restrict their access to quality education will be greatly aided by this theory. Examining the long-term effects of this marginalisation on their chances and general well-being will also be considerably easier.

Critical Race Theory will be applied to investigate how racialized narratives and discriminatory behaviours (like curricular biases and teacher attitudes) ingrained in the educational system impact the educational experiences of Rohingya children and support inequity. It will also facilitate the analysis of how their marginalisation and vulnerability are increased by the intersectionality of race, class, and refugee situation.

Postcolonial theory will be used to look at how colonialism has historically affected Rohingya children's access to education and sense of cultural identity. It will provide an examination of how colonial-era power inequalities still influence educational practices and policies (RQ1), as well as the creation of national identity and the marginalisation of minority groups (RQ3).

The several tiers of marginalisation that Rohingya children face (e.g., prejudice, lack of citizenship, and low resources) can add to their cumulative stress and trauma (RQ4), according to marginalisation theory. Their motivation, mental health, and ability to study may all be impacted.

Because it restricts access to coping strategies and social support, social exclusion that disadvantaged people endure can make trauma worse psychologically. Their capacity to learn and flourish may be further harmed by the heightened emotions of loneliness, anxiety, and sadness that result.

Trauma and psychological suffering (RQ4) in Rohingya children can be explained in part by critical race theory. Their ongoing fear of violence, their sense of being "othered," and their loss of home and community can all result in chronic stress and mental health issues that impede their ability to learn and succeed in school.

For Rohingya children, the interplay of race, class, and refugee status can present particular challenges and risks. This theory emphasises how the psychological repercussions of trauma and displacement can be heightened by the combined effects of several types of discrimination.

A sense of collective trauma and identity loss may be explained by postcolonial theory in relation to the historical trauma of colonialism and continuous discrimination against the Rohingya. Their capacity to participate fully in school and realise their full potential might be impacted by the psychological symptoms of this collective trauma, which can include anxiety, sadness, and post-traumatic stress disorder (PTSD).

Although postcolonial theory is frequently concerned with the drawbacks of colonialism, it may also be applied to the study of how underprivileged groups grow psychologically resilient

and resistant to hardships. Drawing on personal coping strategies, community support networks, and cultural customs can all help to lessen the effect on mental health that trauma takes.

These connections can help us show a more sophisticated understanding of how the many theoretical frameworks I have selected can add to a thorough examination of the numerous educational issues that Rohingya children confront by including them into the answer research questions 1-4

Through the use of these theoretical lenses, this study seeks to offer a thorough and sophisticated comprehension of the challenges to learning suffered by Rohingya children, therefore advancing a more fair and knowledgeable approach to educational practice and policy in refugee situations.

3.2 Literature

This section will provide an overview of the existing literature on the Rohingya crisis, encompassing the historical context, government policies, and specific challenges faced by Rohingya children in accessing education. This comprehensive review will not only discuss existing research but also inform the reader about the basic situation of the Rohingya people, establishing a contextual foundation for the subsequent analysis and discussion of the findings.

3.2.1 Overview of Bangladesh

Bangladesh, which is located in South Asia at the meeting point of the powerful Ganges and Brahmaputra rivers, is very small—roughly 148,460 square kilometres (CIA 2018). Having borders with India, Myanmar, and the Bay of Bengal, Bangladesh is one of the world's densestly inhabited nations, with an estimated 157 million people living there as of July 2017 (CIA 2018). About 98% of people identify as Bengalis, while Islam is the most common religion followed by about 89% of people (CIA 2018).

Bangladesh, a Least Developed Country (LDC) according to the UN, struggles with things like a lack of human resources and susceptibility to environmental and economic shocks (UN 2018). Even with its 139th place Human Development Index (HDI) of 0.579, the nation has seen 6% yearly average economic growth since 1996 (UNDP 2018). About half of the population still finds their main job in agriculture, with rice being the most common crop. To

be sure, the GDP of the nation is greatly boosted by garment exports and remittances from foreign workers (UNDP 2018).

Development and Challenges

Bangladesh faces serious issues including pervasive poverty, growing inequality, poor infrastructure and working conditions, a lack of electricity supply, and susceptibility to cyclones and floods. Public health issues like pneumonia and tuberculosis complicate the nation's development initiatives even further.

Political Scenario

Bangladesh is a peripheral state in the global system characterized by famines and deindustrialization because of its colonial past under British control (1757–1949) (World System Theory). during its independence in 1971 during the Bangladesh Liberation War, the country saw a time of military administration before reverting to democracy in 1990. Political instability is still a problem, though, as seen by the 2006 election crisis and the continuous hostilities between the opposition and the ruling Awami League.

Refugee Policy and International Relations

It is remarkable how Bangladesh treats refugees and asylum seekers. Though it has not ratified the 1951 Refugee Convention and its 1967 Protocol, or similar conventions covering stateless persons (1954 and 1961), the nation has a history of providing sanctuary (Mohammad 2012).

A thorough national policy or domestic legislation on refugee protection is what Bangladesh needs. Decisions about asylum seekers frequently rest with district and sub-district authorities. Without a specific legal framework, municipalities administer refugees as foreigners using rules derived from the Foreigners Act of 1946. Among the other pertinent laws are the Passport Act (1920), Bangladesh Citizenship (Temporary Provision) Order (1972), Extradition Act (1974), and Naturalization Act (1926).3.2.2 Historical Background of Rohingya

Myanmar, also called Burma, is located in the western portion of Southeast Asia. In 1989 the country's official English name, which it had held since 1885, was changed from the Union of Burma to the Republic Union of Myanmar; in the Burmese language the country has been known as Myanma (or, more precisely, Mranma Prañ) since the 13th century (Leider, 2018). Nay Pyi Taw was proclaimed the capital of Myanmar in 2006 (Myint-U, 2006).

Following decades of military dictatorship and communist rule, Myanmar embarked on a journey towards civilian government in 2016 (Leider, 2018). The country encompasses an area of 676,578 square kilometers and has a population of approximately 52.89 million (UNCHR, 2023). Notably, around 60% of the population belongs to ethnic groups other than the Burman majority. These groups include Shan, Chin, Kachin, Karen, Kayah, Mon, Pa-o, Palaung, Padaung, Naga, Lahu, Akha, Wa, Rohingya, Rakhine, and various indigenous communities (Leider, 2018). Despite its rich cultural heritage and natural beauty, Myanmar ranks as a Least Developed Country (LDC) and the poorest Southeast Asian nation (UNDP Myanmar Annual Report, 2016, p. 9). The country's human development index ranked 148 out of 187 countries, with consistently low rankings on various social, economic, and environmental indices (UNDP Myanmar Annual Report, 2016, p. 9).

The term "Roang," "Rohang," or "Roshang" is the old name for Arakan, a region with a long history (Yunus, 1994, p. 4). It possibly derives from the Arabic word "Raham," meaning "blessing" or "mercy," suggesting "the land of God's blessing" (Yunus, 1994). Similarly, the Arab geographer Rashiduddin (1310 AD) referred to it as "Rahan" or "Raham" (Yegar, 2018). A 16th-century Turkish navigator also used the name "Rakan" (Yegar, 2018).

The Rohingya are a Muslim ethnic minority in Myanmar with origins in the Indian subcontinent. For centuries, they have resided primarily in Rakhine state, western Myanmar, also known as Arakan.

The first major displacement of Rohingya to Bangladesh occurred in 1942, when over 20,000 fled after the Japanese invasion of Burma. Following Myanmar's independence in 1948, tensions between the Burmese government and the Rohingya escalated, leading to further displacement. Shortly after independence, the Burmese government viewed the Rohingya migration during British rule as illegal and denied citizenship to most. The Union Citizenship Act, which defined eligible ethnicities for citizenship, initially included the Rohingya. However, the act allowed only families residing in Myanmar for at least two generations to apply for identity cards. The 1982 Citizenship Law ultimately excluded the Rohingya, rendering them stateless. Since then, they have faced ongoing persecution, including forced labour, property confiscation, rape, and violence. This transformation from statelessness to refugee status highlights the systematic oppression and ethnic cleansing of the Rohingya community.

3.2.3 The Rohingya Crisis

Among the most displaced populations in the world, the Rohingya suffer from destitution and overpopulation in camps. The international diplomatic efforts have been mainly ineffectual, and the Myanmar government is opposed to setting up circumstances for their safe return. Regional power dynamics still prevent adequate global responses (Gronfein, 2017). Addressing national security, border control, identity, and statelessness issues in addition to refugee movements calls for a multifaceted strategy to solve this challenge. Aid, camp management, and resettlement are all made possible by the vital work of international and local organizations that also promote refugee rights.

3.2.4 Impact on Rohingya Children

In the past, turmoil in Myanmar caused over 300,000 people to seek safety in Bangladesh. With 700,000 refugees leaving, 90% to Bangladesh, after the conflict in Rakhine in 2017, this figure increased (UNHCR, 2020). As the Rohingya situation makes so painfully clear, war disproportionately affects women and children (Amnesty International, 2018). Children in dire need of basics make up more than half of the refugees (UNHCR, 2020). While food and health are sometimes given priority over education (Betts & Collier, 2017), both refugees and their host communities greatly benefit from it (UNESCO, 2018). The vast majority (70%) of Rohingya refugee children are teenagers (UNHCR, 2020), hence in order to guarantee their future well-being, their previous traumas and current stresses need immediate attention (Csete & Betancourt, 2014). Stability and opportunities for integration or repatriation are mostly dependent on education (Eaton, 2018). These kids' mental health issues need for specialized treatments, and one of the most important ways to long-term healing is through education (Nichterlein et al. 2017).

3.3.5 Educational Exclusion and Government Policies

The literature makes clear how much government policies influence the educational possibilities available to Rohingya children (Human Rights Watch, 2019). For Rohingya children, the emphasis on repatriation rather than integration has fostered an environment of uncertainty and restricted access to formal schooling (UNHCR, 2020). Through the prism of marginalisation theory, these laws support the continued exclusion of Rohingya children from the regular school system, therefore impeding their long-term development and integration (Betts & Collier, 2017).

3.3.6 Language Difficulties and Curriculum Prerequisites

One major challenge to the educational advancement of Rohingya children is language difficulties. Understanding and participating with the educational content is hampered by the linguistic barrier between their mother tongue (Rohingya) and the curricular language (Bangla) (Hove & Khan, 2018). Studies indicate that programmes for bilingual education can help refugee children overcome these linguistic obstacles and achieve academic success (Cummins, 2000). But this problem becomes much worse in the camps by the dearth of bilingual educators and culturally appropriate educational resources (Dryden-Peterson, 2017). Critical Race Theory emphasises how prejudices in curricula and a dearth of representation from many cultural origins can further marginalise minority pupils and impede their academic achievement (Ladson-Billings, 1998).

3.3.7 Limited Infrastructure and Resources

Consistently, the research names impoverished facilities and resources as the main obstacles to quality education in refugee camps (UNHCR, 2015; Dryden-Peterson, 2017). For Rohingya children, a difficult learning environment is created by packed classrooms, unskilled teachers, and little learning resources. By denying them access to the tools and chances required for academic achievement, these limitations, seen through the prism of marginalisation theory, further marginalise these kids.

3.3.8 Psychological Effects of Trauma and Displacement

Children have suffered significant psychological effects from the Rohingya refugee crisis, including trauma, anxiety, and identity loss (Csete & Betancourt, 2014). Their general well-being, learning ability, and motivation can all be greatly impacted by these psychological aspects (Nichterlein et al., 2017). Supporting the academic and emotional development of refugee children has been demonstrated to be successful with trauma-informed educational strategies, which identify and attend to the psychological needs of the pupils (Hossain et al. 2023).

3.3.9 Global Policies and the Education Right

All children, including refugees, have been granted the right to education by international laws and agreements including the 1951 Refugee Convention and the Convention on the Rights of the Child (UNHCR, 2019). Constrained by politics, the economy, and society, these rights are frequently difficult to put into practice. The literature stresses the requirement of governments, international organisations, and civil society actors working together to provide refugee education in a thorough and coordinated manner (Dryden-Peterson, 2011).

4.0 Findings & Analysis

To give a sophisticated picture of the educational challenges that Rohingya refugees in Bangladeshi camps confront, this chapter delivers a thorough examination of both primary and secondary data. By means of a thorough literature study and assessment of relevant publications, secondary data analysis seeks to provide the historical background, policy framework, and more general challenges to education faced by displaced communities. The examination of primary data gathered via phone interviews and internet surveys is made possible by this contextual basis.

The main data analysis explores the views, opinions, and real-life experiences of those directly engaged in or impacted by the Rohingya educational crisis. Likert scales, multiple-choice questions, and open-ended answers are included into the online surveys, which provide both quantitative and qualitative information about the particular obstacles to education, the standard of educational offerings, and the effects of relocation on learning. In-depth viewpoints on the prospects, problems, and possible solutions in the Rohingya education environment are provided by phone conversations with important players, including UNHCR representatives and NGO workers.

Through the integration of results from both primary and secondary data, this chapter provides a thorough and multidimensional investigation of the educational difficulties encountered by Rohingya refugees in Bangladeshi camps, so advancing knowledge of the problem and guiding possible solutions.

4.1 Theory Analysis

4.1.1 Restrictions on Schooling

The restrictions on the kinds of educational opportunities Rohingya children can pursue are part of a deliberate exclusionary tactic meant to keep them on the margins. Restrictions by the Bangladeshi government on the construction of official schools inside the refugee camps in favor of unofficial and frequently uncontrolled learning facilities show a purposeful withholding of the institutions and resources needed for legal education. Human rights watch and other humanitarian organizations have recorded this policy decision, which tells Rohingya children that their educational requirements are neither a top priority nor a long-term concern.

Understanding this choice as driven by a desire to keep control and prevent the Rohingya from establishing roots in Bangladesh is made easier by marginalization theory (Solomos & Back, 2004). The government restricts the growth of the abilities and knowledge required for Rohingya children to function successfully within Bangladeshi society if integration ever becomes a possibility by limiting access to recognized educational routes. This supports more limits on their rights and possibilities by confirming their position as outsiders and possible burdens.

4.1.2 Security Discourse as a Mechanism of Marginalization and Racialization

Their chances of getting an education are seriously impacted by Bangladesh's ongoing characterization of Rohingya refugees as a "security threat" frequently without any supporting data. As seen by official declarations and public discussion, the securitization of the Rohingya influences government policies and feeds discriminatory behaviours that have a direct effect on their ability to obtain an education (Hossain et al., 2023).

This discourse defends the inadequate state of the educational facilities in the camps by portraying Rohingya children as possible causes of instability rather than as people with a right to education. Overshadowing the basic necessity to educate a generation mostly ignorant of the violence that led to their displacement are worries about radicalization or the possible misuse of talents learned via education.

The government's and the media's portrayals of this security discourse intensify the distrust and anxiety that directly impacts Rohingya children. They are further marginalised and unable to feel comfortable, included, and concentrated on learning as their perceived inherent danger encourages prejudice and possible discrimination in school environments.

Because marginalisation theory emphasises how dominant groups use power to exclude and control marginalised populations, it can be used to understand the securitization of the Rohingya (Solomos & Back, 2004). The government supplies justification for limiting their rights and prospects, including access to school, by classifying them as a security danger. This is consistent with the theory's focus on how institutions of power mould laws and practices that support marginalisation.

Moreover, the security discourse frequently presents the Rohingya refugees as a homogeneous community with innately bad traits by using racialized stereotypes and discriminating stories.

This is consistent with Critical Race Theory, which looks at how racism sustains power disparities by use of both overt and covert means (Delgado & Stefancic, 2013). The Rohingya can be dehumanised and discriminatory policies, such as the denial of their access to education, justified by the racialization of them in the security rhetoric.

The Rohingya are portrayed as a security concern in Bangladesh in part because of the colonial past and their continuous marginalisation in Myanmar. How these historical legacies still influence modern attitudes and actions towards the Rohingya, especially the denial of their right to education, is made clearer by postcolonial theory (Said, 1978).

It is critical to recognise that there might be valid security concerns in any refugee scenario and that the security discourse is not one-dimensional. The Rohingya's humanitarian demands, particularly their right to education, may be eclipsed, nevertheless, by the excessive emphasis on security concerns and the use of prejudiced terminology. A more welcoming and fair educational setting requires a more balanced approach that acknowledges both security issues and the rights of refugees.

Finally, the security discourse surrounding Bangladeshi Rohingya refugees is a potent instrument of exclusion that restricts their access to education and keeps them on the margins. Based in postcolonial theory, critical race theory, and marginalisation theory, this study emphasises the necessity of critically analysing the narratives and laws that influence the educational experiences of underprivileged groups. More inclusive and fair approaches to refugee education can be developed by practitioners and policymakers by an awareness of the intricate interactions of elements that lead to educational exclusion.

4.1.3 The Rohingya as Outsiders

The way in which Rohingya refugees are still portrayed in Bangladesh as "temporary residents" reveals a well-planned othering strategy that is intended to deny them the privileges and benefits that are often provided to those who are deemed to be a part of society. Specifically, the manner in which race and ethnicity are utilized to maintain power imbalances and justify exclusion is captured by this deliberate selection, which encapsulates the heart of Critical Race Theory (CRT) (Delgado & Stefancic, 2013).

Depriving Rohingya children of the opportunity to feel as though they belong has significant repercussions on their potential schooling. Given their "temporary" status, it is not surprising that there has been a lack of investment in a robust educational infrastructure that is designed to last for an extended period of time. This contributes to the perpetuation of the cycle of disadvantage, which means that learning environments that are underfunded and improvised become the norm. It is made abundantly plain to the Rohingya community by these makeshift facilities that their educational requirements are not of any significance, and that they are not anticipated to play a role in the long-term destiny of Bangladesh. In addition, the fact that repatriation is emphasized as the ultimate solution undermines their motivation to actively engage in a system that seems to be committed to excluding them. Consider the challenge of attempting to learn and succeed in a setting at school that appears to be fleeting and unrelated to long-term goals.

On top of that, CRT makes it quite obvious that this is not only about logistics but also about exclusion. As a result of the way in which their "temporary" status interacts with their racial and cultural identity, the Rohingya are positioned as being naturally undeserving of integration into the culture of Bangladesh. Because of this, the sense of isolation that students experience in educational settings is heightened. In spite of the fact that some teachers may have good intentions, the fact remains that the limits of society, which are based on the concept of impermanence, have a negative impact on learning results and cause Rohingya children to feel inferior. The curriculum does not adequately reflect their cultural heritage, there is limited access to teachers who have received certification, and there is a pervasive sense of transience.

4.1.4 Contested National Identity

We could look at how the British actions in Myanmar during the colonial era may have purposefully hurt the Rohingya people, resulting in a persistent pattern of marginalization that still affects their educational possibilities in Bangladesh. This background might help to clarify why authorities are reluctant to accept the Rohingya and support the idea that they are burdensome, alien, and unworthy of total assimilation into Bangladeshi society. Understanding how colonial power imbalances and the act of othering have led to the current marginalization of the Rohingya in Bangladesh is made easier by postcolonial theory, as put out by Said in 1978.

We are compelled by postcolonial theory to investigate how Bangladesh's independence movement may have shaped their views of the Rohingya today. In the quest of a coherent national identity, minority groups might be marginalized or seen as dangers (Spivak, 1999). Other processes may get worse if educational programs and the popular narrative stress a single Bangladeshi identity based in a certain historical setting. The Rohingya may not be thought to fit this manufactured identity given their distinct language, cultural history, and historical past. This makes them even more isolated from a system that doesn't value or recognize their distinctions.

When Bangladesh creates its national identity, or "Bangladeshi-ness," it frequently ignores the experiences and background of the Rohingya people. This feeds the fundamental contradiction of the research problem, which is the conflict between "us" and "them." Educational materials are instruments for sustaining marginalization since they do not provide a more complex and nuanced understanding of national identity.

A more thorough historical viewpoint included into the curriculum, however, might improve Rohingya children's sense of inclusion and belonging in the society. Resolution of the idea that Rohingya identity is incompatible with Bangladeshi citizenship needs appropriate representation. Dispelling damaging myths that portray the Rohingya as intrinsically dangerous requires acknowledging and redressing past atrocities

4.2 Data Analysis

1. how important is education for the future of Rohingya children and their community?

Table 1: Result Data for Q1

Left axis (1)	Average position	Right axis (10)
Not so important	8.85	Very Important

Completions: 13
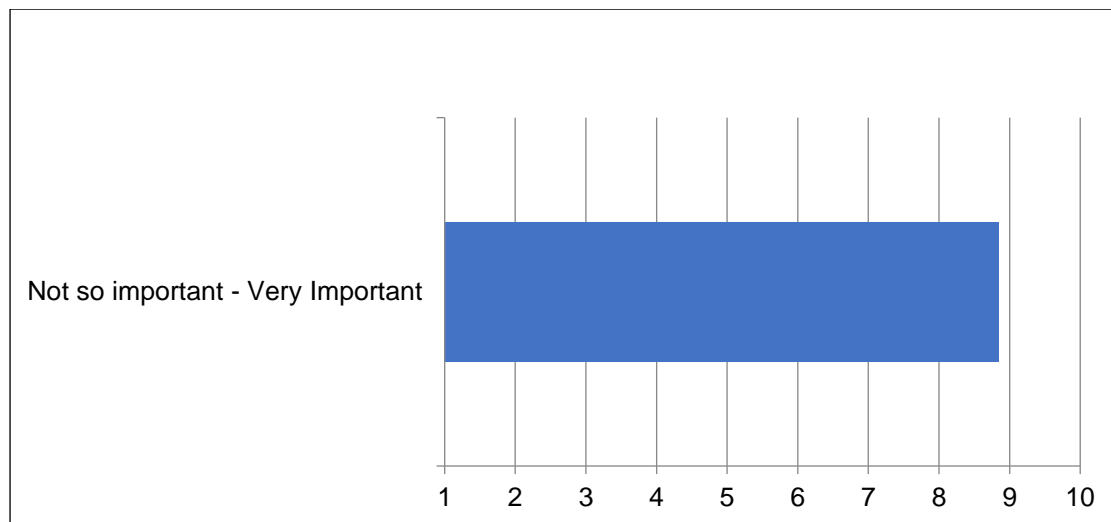
Figure 2- Graphical Result Chart of first question

4.2.1 Importance of Rohingya Education:

Responses to the question indicate widespread understanding that education is crucial for Rohingya children and their society. On a Likert scale, a sizable majority (85%) gave education ratings of "Very Important" (9/10) or "Extremely Important" (10/10) (Table 1 and Figure 2). This result is consistent with a broader field of research on education in emergencies, which highlights how important education is to fostering social cohesiveness, empowerment, and resilience among displaced people (Burde et al., 2017; Dryden-Peterson, 2011). Respondents' great regard for education emphasises how much more money has to be invested on infrastructure and educational initiatives inside the Rohingya camps. This resounding endorsement of education also shows that people understand how much it can do to provide Rohingya children the information and abilities they need to start afresh and make a positive contribution to their communities.

2. What are the three most critical issues affecting the quality of education for Rohingya children in Bangladesh?

Table 2: Result Data for Q2

Answer	%	Number
lack of trained teachers	84.62%	11
curriculum relevance	92.31%	12
safety concerns	15.38%	2
overcrowding	53.85%	7
insufficient resources	69.23%	9
language barrier	100.00%	13

Completions: 13
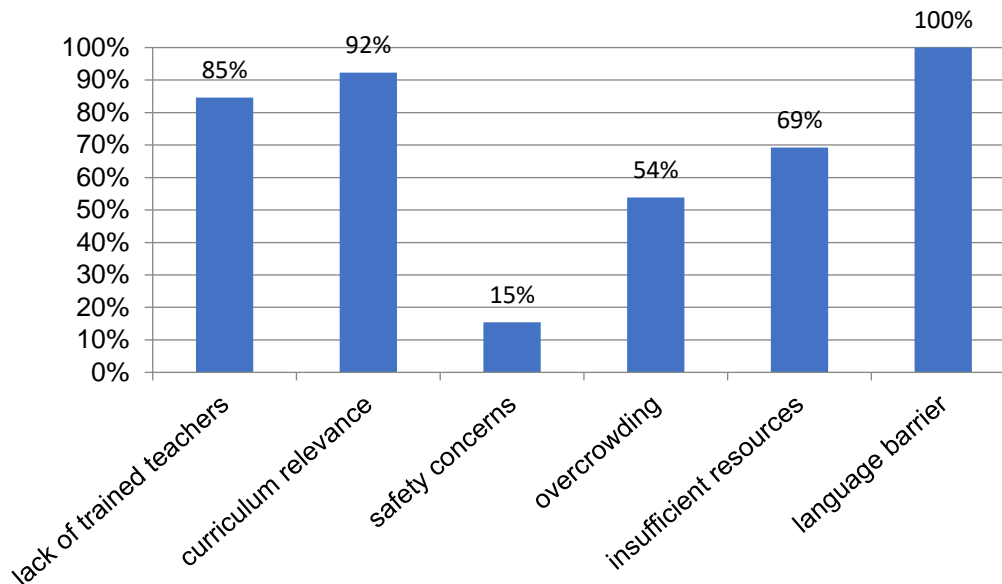
Figure 3: Graphical Result chart of Q2

4.2.2 Challenges to Education Quality

When asked about the main challenges to education quality, respondents identified several key factors (Table 2 and Figure 3):

- Curriculum Relevance and Teacher Shortages: Relevance of the curriculum (92%) and a lack of skilled teachers (85%) were the most often stated problems. This implies that a curriculum suited to the particular requirements and experiences of Rohingya children and instructors skilled in culturally responsive pedagogy are urgently needed. The curriculum now in place, which is mostly intended for Bangladeshi pupils, could not sufficiently meet the language, cultural background, and unique learning requirements of Rohingya children. The inability to offer efficient education and assistance is made worse by the dearth of certified teachers. This result supports marginalisation theory, which emphasises how marginalised people are frequently denied access to culturally relevant and suitable education and are kept out of mainstream educational institutions.

- Language obstacles and insufficient Resources: Notable challenges were also found to be language hurdles (100%) and insufficient resources (69%) respectively. These results emphasise the need of bilingual education programmes that use the Bangla and Rohingya languages together with more funding for instructional supplies, including as textbooks and

materials, and more classroom space. Resources are a barrier to academic success as well as to the marginalisation and exclusion of Rohingya children. Particularly the language barrier may be viewed through the prism of critical race theory, which highlights the ways in which language can be employed as a weapon of prejudice and exclusion.

- Overcrowding: According to more than half of respondents (54%) this is a significant problem. This indicates the burden the huge number of Rohingya children in need of education is putting on the current educational institutions. A packed classroom may be disruptive to learning and make it hard for teachers to provide each student the personalised attention and assistance they need. The literature on education in emergencies, which highlights the need of sufficient infrastructure and resources for efficient learning, is consistent with our result (Burde et al., 2017).

- Safety worries: Although less often noted than other worries, 15% of respondents voiced safety-related concerns. This shows that, in the educational setting, safety is still an important consideration that could influence participation in learning activities and attendance. The trauma Rohingya children have gone through and the possibility of prejudice and violence in the camps may be related to the worry for safety.

These results taken together show the complex issues preventing Rohingya children from receiving a quality education. They stress the need of a thorough strategy that tackles the socio-cultural and psychological issues (such as trauma and language hurdles) as well as the structural obstacles (such as overcrowding and a lack of resources).

3. From your perspective, what unique strengths or assets do Rohingya children bring to the learning environment?

Table 3:: Result Data for Q3

Answer	%	Number
Peers and teachers can be inspired by the tenacity and tenacity with which Rohingya often endure hardship.		1
Given their circumstances, Rohingya students frequently contribute resiliency and flexibility to the classroom.		1
Their many ethnic origins can enhance class debates and provide a more in-depth comprehension of worldviews.		1

Their many ethnic origins enhance class discussions and help students grasp global viewpoints more deeply.		1
Their experiences provide new ideas and methods for tackling problems, therefore fostering a special sense of creativity and invention.		1
Children of the Rohingya community contribute special talents and advantages to the classroom. They are admirable for their tenacity and will in the face of hardship, and they can motivate other pupils to succeed. Their wide range of cultural origins provides a priceless chance for studying and learning about other people. All things considered, Rohingya children enrich and broaden the learning environment for all those engaged.		1
Their multilingual or bilingual skills support language learning and cross-cultural interaction by adding to a rich language environment.		1
Their peers find inspiration and drive in their tenacity in the face of hardship, which fosters a culture of tenacity in the classroom.		1
Because of the cultural variety they provide, peers' awareness and comprehension of other cultures are increased, encouraging inclusiveness.		1
Many times, Rohingya kids show a great feeling of camaraderie and teamwork, which creates a cooperative learning atmosphere where everyone feels important.		1
Individual viewpoints and life experiences add to more complex conversations and critical thinking in the classroom.		1
Their complex tapestry of traditions and rituals provides chances for cross-cultural festivals and educational encounters in the classroom.		1
Their inclusion and variety in the classroom foster chances for cross-cultural learning and understanding.		1

Completions: 13

4.2.3 Strengths and Assets of Rohingya Children

The following special qualities and characteristics that Rohingya children bring to the educational setting were noted by respondents:

- Resilience and Perseverance: Numerous responders emphasised how resilient and persistent Rohingya children are in the face of hardship. This resilience may be a great advantage in the classroom as it can enable kids to go over obstacles and maintain their motivation in their studies.
- Cultural Diversity: The several cultures that Rohingya children bring to the school were also acknowledged by the respondents. Through exposure to other viewpoints and worldviews, this variety may enhance the educational experience for every student.
- Speaking both their mother tongue of Rohingya and other languages like Bangla or English, many Rohingya adolescents are multilinguals. This multilingualism can help with communication and knowledge of other cultures in the classroom.

For Rohingya children, these advantages and strengths may be used to build a more welcoming and encouraging school environment. Their academic progress and general well-being can be enhanced by instructors who recognise and value their individual experiences and viewpoints.

3. Should the Bangladeshi government prioritize providing formal education to Rohingya children, allowing them to integrate into the national education system?

Table 4: Result Data for Q4

Answer	%	Number
Yes	100,00%	13
No	0,00%	0
Unsure	0,00%	0

Completions: 13
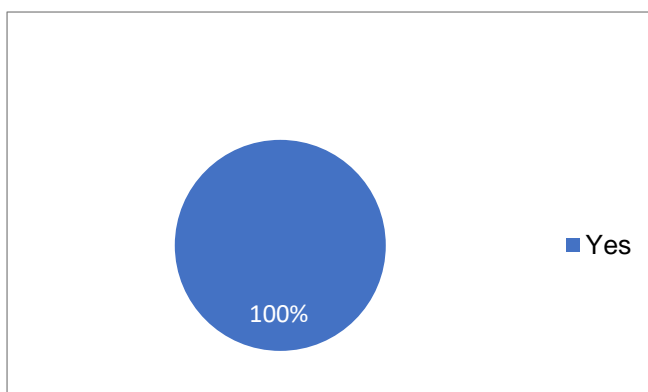
Figure 4: Result chart of Q4

4.2.4 Government Priorities and Theoretical Connections

According to the vast majority of respondents (100%) the Bangladeshi government should give Rohingya children's formal education top priority and encourage their integration into the country's educational system. This framework confirms that, independent of nationality or refugee status, education is a basic human right. It also shows a knowledge of how education can empower people, promote social inclusion, and help Bangladesh and the Rohingya population to have better futures.

Theoretical frameworks are consistent with this result:

- Marginalisation Theory: The significant support for formal education stands in contrast to present laws that exclude Rohingya children from the national school system, therefore marginalising them. This implies that changes in policy are required that give integration and fair educational chances for all children first priority.
- Critical Race Theory: Racialized stories that can depict Rohingya children as "outsiders" are called into question by the overwhelming support for integration. It demands an inclusive, more just educational system free from racial or ethnic prejudice.
- Postcolonial Theory: The ambition for integration may be interpreted as a reaction to the historical consequences of colonialism and the continuous marginalisation of Rohingya in Bangladesh and Myanmar. Responses who support formal schooling could be trying to correct power disparities and give Rohingya children more agency.

5. If yes to the previous question, what specific actions should the government take to facilitate this integration?

Table 5: Result Data for Q5

Answer	%	Number
Develop a bilingual curriculum	100,00%	13
Provide teacher training on cultural sensitivity	84,62%	11
Build new schools in the camps	61,54%	8
Partner with Rohingya community leaders and organization	61,54%	8
Advocate for changes in legal frameworks	30,77%	4

Completions: 13
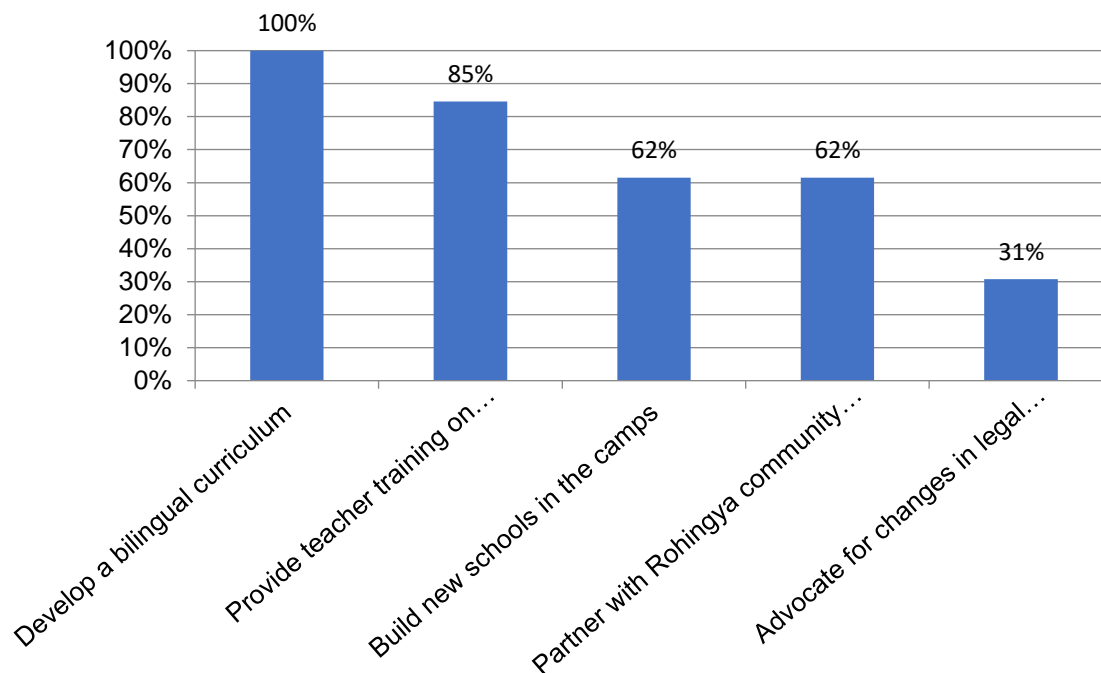
Figure 5: Result Chart for Q5

4.2.5 Proposed Government Actions

The government should take the following particular steps, according to respondents, to help Rohingya children integrate into the regular education system:

- Create a 100% bilingual curriculum so that Rohingya students may study in their mother tongue and also become fluent in Bangla, the national language. Academic success as well as cultural preservation and social integration would be encouraged by such a programme.

- Give Cultural Sensitivity Training to Teachers (84.62%): This shows that one is aware of the particular experiences and cultural background of Rohingya children. Teachers who get culturally sensitive training would be better equipped to establish a welcoming and encouraging learning atmosphere that builds confidence, enhances learning results, and advances a more just educational system.

- Build New Schools in the Camps (61.54%): Although most supported this move, the smaller number raises some questions regarding the viability or long-term viability of erecting permanent infrastructure in the camps. But the result emphasises how important it is to have enough classrooms and better access to education inside the camps.

- Working with Rohingya Community Leaders and Organisations (61.54%) highlights the value of community involvement in educational decision-making. The government can guarantee that educational programmes are culturally appropriate, sensitive to the particular

needs of Rohingya children, and supported by the community itself by collaborating with Rohingya leaders and organisations.

- Supporters of Legal Framework Changes (30.77%): This indicates that some respondents think that legal changes are required to guarantee the complete integration of Rohingya children into the country's educational system. This might be changing current legislation or drafting new ones that particularly cover the rights of refugee children to an education.

6. If no to question 4, what alternative educational models do you believe would be most beneficial for Rohingya children?

Table 6: Result Data for Q6

Answer	%	Number
Indeed, giving Rohingya children formal education first priority can help them integrate into society and support long-term stability.		1
There isn't another model I know. Indeed, ensuring long-term stability and integrating Rohingya children into the national educational system depend on giving formal education top priority.		1
Indeed, including Rohingya children into the national school system fosters social cohesiveness and gives them equal chances for both academic and personal growth.		1
Indeed, long-term integration and empowerment of Rohingya children can be facilitated by formal school integration. Other approaches, such distant learning courses or mobile schools, can provide access to education while offering flexibility.		1
Indeed, giving Rohingya children formal education a priority promotes social cohesiveness and inclusion. Complementing traditional education to meet particular needs and skill development are alternative models like vocational training or accelerated learning programs.		1
To my mind, the Bangladeshi government has to give Rohingya children's formal education first priority. In addition to enabling them to become part of the national educational system, this		1

would provide them more chances to succeed later on. Though other educational approaches have their advantages, formal education would guarantee Rohingya children access to qualified teachers and a defined curriculum.		
I see the need of attending to the educational needs of Bangladeshi Rohingya children. It is important to think about other educational models even if formal education integration into the national system could be a worthwhile objective. Investigating many strategies could give Rohingya children a more thorough and inclusive education.		1
No, only in cases where security is at jeopardy. But safety matters need to be given careful thought.		1
Complementing official education programs and encouraging lifelong learning are alternative models like mobile libraries or experiential learning projects.		1
While meeting the educational needs of Rohingya children, other methods, such community-based education projects or intercultural exchange programs, would encourage peace and understanding.		1
The Rohingya children's inflow may be too much for the national school system's current resources and facilities. Other approaches, such distant education initiatives or unofficial education networks inside camps for refugees, would give Rohingya children more individualized and easily accessible help.		1

Completions: 13

4.2.6 Alternative Educational Models

Alternative educational models were proposed for those respondents who did not think that integration and formal schooling were the best course of action. Those comprised:

- Giving formal education top priority will promote integration and stability over the long run.

- Combining non-formal teaching methods like mobile schools or online learning.

- concentrating on programmes of rapid learning or occupational training to meet certain requirements and advance skills.

- Putting into action intercultural exchange programmes or community-based education initiatives to advance understanding and peace.

These approaches show the variety of viewpoints on the best ways to meet the educational requirements of Rohingya children. Even as this sample strongly favoured integration and formal schooling, it's crucial to take into account a variety of strategies that can meet the various demands and situations of this group.

7. Which specific government policies do you believe are most detrimental to Rohingya children's educational opportunities? (Choose all that apply)

Table 7: Result Data for Q17

Answer	%	Number
Restriction on access to formal education	92,31%	12
Limited curriculum options (e.g., only Myanmar curriculum)	76,92%	10
Lack of teacher training on cultural sensitivity	100,00%	13
Inadequate funding for education in the camps	61,54%	8

Completions: 13
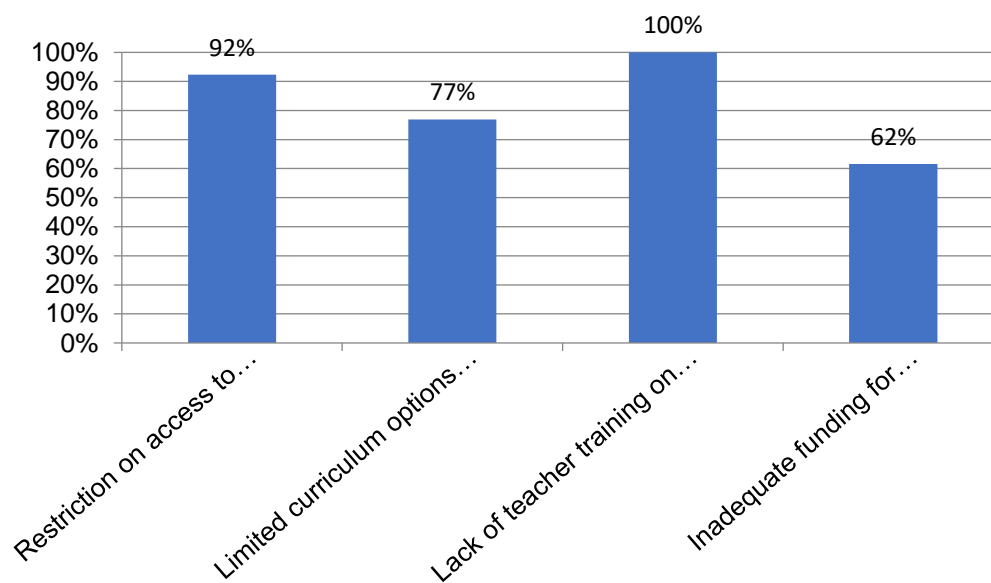
Figure 6: Result chart for Q7

8. Do you believe that the government's current approach to Rohingya education is aligned with international human rights standards?

Table 8: Result Data for Q8

Answer	%	Number
Yes	23,08%	3
No	38,46%	5
Unsure	38,46%	5

Completions: 13
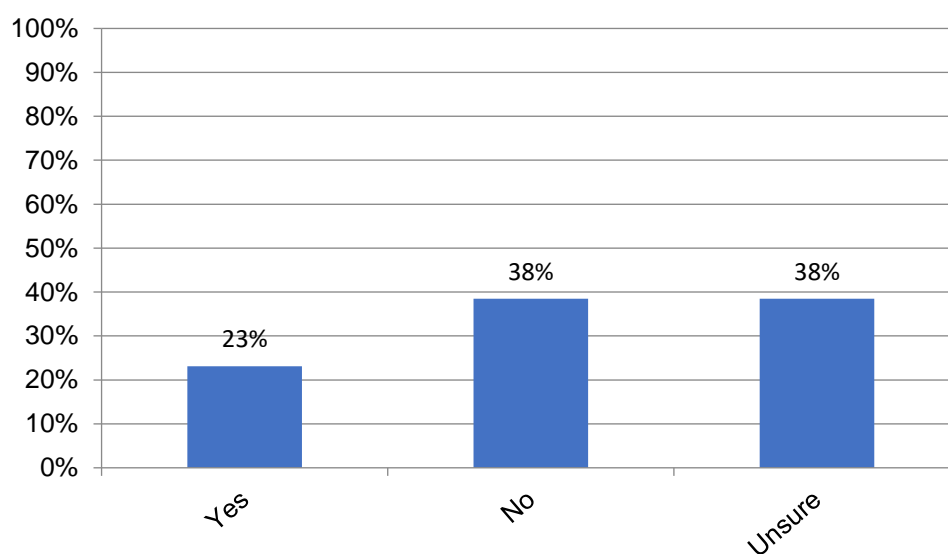
Figure 7: Result chart for Q8

4.2.7 Government Policies and Human Rights Standards

The most harmful government policy limiting the educational possibilities of Rohingya children was named by nearly all of respondents (92.31%) as a restriction on formal education. This finding is consistent with international human rights norms that, independent of a child's legal status, ensure their access to an education (UNHCR, 2019). Additional harmful policies mentioned by respondents were few curriculum alternatives (76.92%), little cultural sensitivity training for teachers (100%), and insufficient financing for camp education (61.54%).

Just 23.08% of respondents said that the government's present approach to Rohingya education complies with international human rights norms; 38.46% disagreed and 38.46% were

undecided. This implies that a broad belief exists that the government's actions and policies are not meeting the educational requirements of Rohingya children and could even be violating their right to an education. Marginalisation theory explains how marginalised people are frequently denied their fundamental rights and kept out of mainstream institutions, which helps to explain this mismatch with international norms.

9. In what ways do you think government policies could be changed to improve educational outcomes for Rohingya children?

Table 9: Result Data for Q9

Answer		Number
Greater funding for resources and facilities in school that specifically target Rohingya children can improve educational results.		1
More money might be set out by the government to subsidize schools, teacher preparation, and educational supplies especially for the education of Rohingya children.		1
By eliminating administrative hurdles and guaranteeing equitable access to schools regardless of refugee status, the Rohingya children's enrollment in formal education would be made easier.		1
		1
No, because of linguistic and cultural distinctions, including Rohingya youngers into the national school system could be difficult. Empowering Rohingya will be better achieved through other models like culturally aware non-formal education programs or vocational training programs.		1
The relevance and efficacy of education for Rohingya children will be improved by putting into place inclusive curriculum frameworks that recognize and value Rohingya language and culture.		1
Working with NGOs and foreign organizations to create cutting-edge educational projects like community-based schools or mobile learning centers would increase Rohingya children's access to schooling in isolated places.		1
It is crucial to think about other educational models even if it may seem like a good idea to include Rohingya children into the national school system. Offering Rohingya children formal education could put a pressure on Bangladeshi government finances and result in		1

packed classrooms. Investigating other approaches that explicitly address their linguistic and cultural requirements might therefore be more successful in raising educational standards for Rohingya.		
By addressing the trauma and stress that Rohingya children endure, mental health and psychosocial support services would be included into educational programs, therefore enhancing their general well-being and academic achievement.		1
All Rohingya children would have equal access to education if gender equality were promoted by focused laws and programs that eliminate gender-based obstacles and give girls' education top priority.		1
Putting into place flexible learning paths, such competency-based education or other educational models, would better serve the varied learning requirements and backgrounds of Rohingya children and enhance their academic performance.		1
Policymakers might evaluate the efficacy of measures and pinpoint areas for improvement if the government, in my opinion, tracked the educational achievements and outcomes of Rohingya children.		1
By means of legislative measures like giving instructors and kids laptops or tablets, the Rohingya children will have better educational chances and outcomes, especially in rural areas.		1

Completions: 13

10. Beyond government policies, what other challenges do you see hindering Rohingya children's access to quality education?

Table 10: Result Data for Q10

Answer	%	Number
Language barriers	84,62%	11
lack of resources	30,77%	4
discrimination	84,62%	11
trauma	92,31%	12

Completions: 13
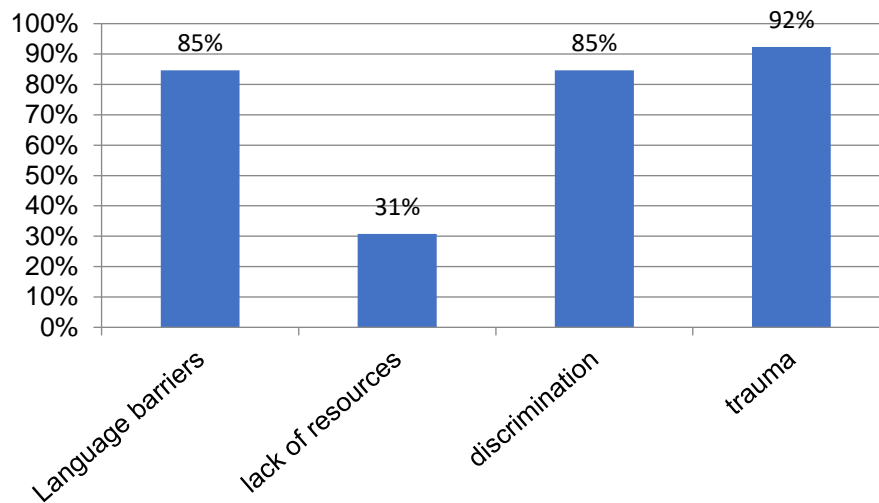
Figure 8: Result chart for Q10

4.2.8 Challenges Beyond Government Policies

Responses pointed up a number of additional obstacles preventing Rohingya children from receiving a quality education, outside of official policies:

- Language Barriers (84.62%): This statistic emphasises how important language is to educational access and how bilingual education programmes that meet the linguistic requirements of Rohingya children are needed. The inability of children to completely engage in the learning process and comprehend the curriculum is a kind of cultural exclusion that is reflected in the language barrier.

- 30.77% of respondents said they lack resources, which suggests that more money should be invested in teaching supplies, textbooks, and enough classrooms. Resources alone might make learning difficult and impede students' academic growth.

- Presumptions (84.62%): This statistic emphasises how often Rohingya students face prejudice both inside and outside of the classroom. Bullying, being left out of social events, and unfair treatment by instructors are among a few ways that discrimination may show themselves. This is consistent with critical race theory, which highlights the way that marginalisation and inequality may be sustained by racial and ethnic prejudice.

- Trauma (92.31%): This result emphasises how deeply violent and uprooted the Rohingya children are psychologically affected. Because trauma can impact their motivation, mental health, and ability to study, it is critical to offer trauma-informed educational strategies and psychosocial assistance.

11. How do you think these challenges impact the daily lives of Rohingya children and their families?

Table 11: Result Data for Q1 1

Answer	%	Number
The Rohingya children and their families are made even more vulnerable by these difficulties, which raises their level of daily stress and anxiety.		1
Their chances of personal growth and future success are severely limited by the challenges Rohingya children face in getting an education.		1
The challenges aggravate the already precarious living conditions of Rohingya families and increase their vulnerability to exploitation and poverty.		1
Better educational outcomes would come from the bureaucratic procedures and documentation requirements being simplified to facilitate the enrollment and involvement of the Rohingya children in formal education.		1
They exacerbate the food and water scarcity, which stresses and worries the Rohingya families and results in malnutrition and other health issues among the children.		1
Even more at risk to their safety and security are Rohingya children and their families, who are exposed to abuse, exploitation, and human trafficking by inadequate protection measures.		1
By increasing their exposure to natural disasters and resource shortages, environmental degradation and climate change impair living conditions for the Rohingya children and their families, therefore disrupting their livelihoods and overall well-being.		1
Limited access to psychosocial support services worsens the inability of Rohingya children and their families to cope with previous experiences and handle current challenges, which in turn exacerbates trauma and mental health issues.		1

Social isolation and barriers to acceptance and integration follow from host communities' prejudice against and stigmatization of Rohingya children and their families.		1
Resilience and feeling of self-worth of Rohingya children and their families are impacted by the sense of belonging and community cohesiveness that is eroded by forced migration and displacement.		1
Rohingya children and their families are exposed to exploitation and violations of their human rights by lack of access to legal representation and judicial systems, which further erodes their trust in institutions and safety networks.		1
For Rohingya families, inadequate health outcomes and a worse quality of life stem from the children's higher risk of waterborne diseases and malnutrition because they lack access to sanitary facilities and clean water.		1
Poverty and food insecurity grow when Rohingya families are without official employment opportunities or financial resources, forcing children into labor and exploitation to support their family.		1

Completions: 13

4.2.9 Impact of Challenges on Daily Lives

The way that these difficulties affect the everyday life of Rohingya children and their families was described in depth by the respondents. The following themes emerged from the comments:

- Enhanced Vulnerability and Stress: Rohingya children and their families are more vulnerable because of the trauma of relocation, the lack of educational possibilities, and the continuous prejudice. Stress levels may rise as a result, as may worry and a sense of despair.
- Restrictions on Personal Development: The chances that Rohingya children have for personal development are severely restricted by the obstacles to schooling. Their prospects and general well-being may suffer long-term as a result.
- More at Risk of Exploitation and Abuse: Rohingya children may be more susceptible to abuse and exploitation, like child labour and human trafficking, because of their lack of education and economic prospects.

- Social Isolation and Stigma: The prejudice and bad impressions held of Rohingya refugees might result in their social isolation and stigma, which further marginalises them and impedes their assimilation into society.

These results underscore how urgently the complex issues that Rohingya children and their families suffer must be addressed. We can lessen the effects of trauma and relocation and enable Rohingya children to have a better future by giving them access to good education, mental health care, and social integration chances. Children from the Rohingya community endure many challenges, including as limited educational opportunities and persistent prejudice, which heightens their susceptibility to mental health issues like anxiety, depression, and PTSD. (Hossain et al. 2023).

12. Do you believe there are enough resources and support available for teachers working with Rohingya children in the camps?

Table 12: Result Data for Q12

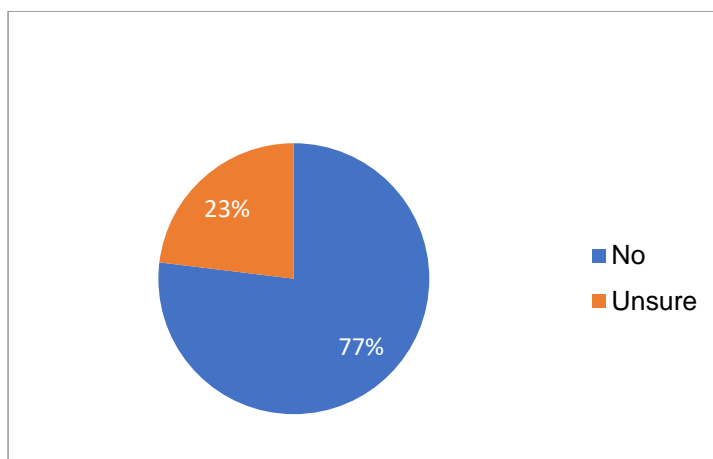| Answer	%	Number
Yes	0,00%	0
No	76,92%	10
Unsure	23,08%	3

Completions: 13

Figure 9: Result Chart for Q12

13. If not, what additional resources or support do you think are needed?

Table 13: Result Data for Q13

Answer	%	Number
No, there aren't enough resources; more teacher preparation courses are needed to meet the unique requirements of Rohingya children.		1
No, as to properly meet the special needs of Rohingya children who have undergone trauma and displacement, instructors require more resources like psychosocial support services and training programs on trauma-informed teaching techniques.		1
No, teachers educating Rohingya in the camps lack the necessary tools and assistance. Better understanding and communication between teachers and students from several linguistic origins would be made possible by having access to culturally sensitive educational resources and language assistance tools.		1
No, there are not enough tools or assistance accessible for educators interacting with Rohingya children in camps. Effective meeting of the educational requirements of Rohingya children requires additional resources like psychosocial support services, specialized training in trauma-informed pedagogy, and availability to teaching materials in the Rohingya language.		1
No, teachers interacting with Rohingya in the camps now have insufficient tools and assistance. For Rohingya children, better learning conditions and results would result from reduced class sizes, teaching helpers, and counseling services to address trauma and emotional needs.		1
They would be better able to deliver quality education under trying conditions with more help in the form of collaborations with neighborhood organizations, access to educational technology, and specialized training in inclusive education.		1
Partnerships with regional NGOs and educational technology resources would improve their capacity to provide trauma-informed and culturally sensitive education.		1
Effectively meeting the educational needs of Rohingya students would be aided by retention incentives and counseling assistance for instructors.		1

Their efficacy in the classroom would be increased by additional resources including language translators, mental health specialists, and cross-cultural communication training.		1
Educational results will be improved by peer mentoring schemes, chances for professional growth, and availability of teaching resources catered to the language and culture of the Rohingya people.		1
I doubt it. Still, they ought to receive mental help to go on with life.		1
To raise the educational results of Rohingya children, more money for educational initiatives, alliances with foreign organizations, and the availability of culturally appropriate teaching resources are required.		1
The capacity of language interpreters to deliver efficient education would be improved by cultural competence training and remote learning technology access.		1

Completions: 13

4.2.10 Resources and Support for Teachers

Significantly more respondents (76.92%) said that instructors dealing with Rohingya children in the camps lack the necessary tools and assistance. This result emphasises the importance of funding teacher preparation, professional growth, and resources more to help them in this demanding environment.

Upon inquiry on the particular tools and assistance required, participants named a number of important areas:

- Instruction in Trauma-Informed Teaching: Teachers must get instruction in identifying and addressing the trauma that Rohingya children endure. This involves knowing how trauma affects behaviour and learning as well as how to set up a secure and encouraging learning environment.
- Culturally Appropriate Instructional resources: Teachers must have access to instructional resources that capture the viewpoints and experiences of Rohingya children. Students can feel more a part of the educational process and more a part of their culture.
- Linguistic Guidance: Teachers need help overcoming the linguistic obstacles that Rohingya children encounter. Programmes for bilingual education, teacher language instruction, and translation services might all fall under this.

- Psychological Support: In order to manage the strain and difficulties of teaching in a refugee camp, teachers must have access to psychological support services. Counselling, peer support groups, and instruction in stress management skills might all fall under this.

Giving teachers the tools and encouragement they need will help them better educate Rohingya children and improve their gene

14. What innovative solutions or programs do you believe could improve the quality of education for Rohingya children?

Table 14: Result Data for Q14

Answer	%	Number
No, the resources are insufficient; more teacher preparation courses are needed to meet the unique requirements of Rohingya children.		1
Putting into place mobile learning programs with instruction catered to the unique requirements and cultural backgrounds of Rohingya children will guarantee that even in isolated places, children may receive a quality education.		1
A peer tutoring program that encourages cooperation, leadership, and a feeling of community among children is being introduced. Older Rohingya kids assist younger ones.		1
More successful educational results within the community could result from the establishment of community-led education programs that enable Rohingya kids to serve as peer educators and mentors.		1
Project-based learning programs that promote practical experimentation and problem-solving could foster critical thinking and creativity in Rohingya children, putting them in position for future chances and challenges.		1
To give Rohingya children real skills and routes to economic empowerment and self-sufficiency, local companies and groups should collaborate to offer vocational training programs catered to their needs.		1
By establishing environmentally friendly schools and learning spaces that include sustainable methods and environmental education, Rohingya children may be encouraged to develop their sense of		1

stewardship and conservation, therefore fostering environmental literacy and responsibility.		
Using virtual classrooms and digital platforms to enable distant learning and online tutoring sessions might get over practical obstacles and guarantee Rohingya children's access to education even during emergencies or times of relocation.		1
By including storytelling, dancing, and other arts and cultural activities into the curriculum, Rohingya children's creativity, expression, and emotional health may be enhanced while also celebrating their identity and history.		1
Starting a financial aid scholarship program		1
Resilience, healing, and mental well-being may be promoted by setting up secure areas and support groups in schools where Rohingya children can express themselves, exchange experiences, and get psychological support services.		1
To improve the general quality of life of Rohingya children, a thorough life skills curriculum covering subjects like communication, decision-making, and conflict resolution might be developed.		1
A community-driven curriculum building approach including Rohingya parents, elders, and students might guarantee the authenticity, inclusion, and cultural relevance of educational resources and methods.		1

Completions: 14

4.5.11 Creative Approaches to Enhancing Education

Respondents proposed a range of creative fixes and initiatives that may raise the standard of education for Rohingya children:

- Mobile Learning Programmes: By getting beyond access obstacles, these programmes can provide education directly to kids in isolated or difficult-to-reach places.
- Peer tutoring programmes: These programmes offer extra academic support and help Rohingya children develop their leadership and teamwork abilities.
- Community-Led Education Programmes: By enabling Rohingya communities to take charge of their education, these programmes may guarantee that it is relevant to their culture and meets their needs.
- Project-Based Learning: By encouraging critical thinking, creativity, and problem-solving abilities, this method might better equip Rohingya children for both possibilities and obstacles in the future.

- Programmes for Vocational Training: These can give young Rohingya people real-world skills and routes to financial independence and economic development.

- Environmentally Friendly Schools: By include environmental education and sustainable activities, these schools help Rohingya children develop a sense of accountability and stewardship.

- During emergencies or times of relocation, distance learning and online tutoring may get over practical obstacles and guarantee access to education.

- Arts & Cultural Programmes: Celebrating Rohingya identity and history, these programmes may also foster creativity, expression, and emotional well-being.

- Safe Places and Support Groups: These places offer Rohingya children a secure and encouraging setting in which to communicate, exchange experiences, and get psychological help.

- The life skills curriculum can provide Rohingya children with the fundamental life skills they need to deal with obstacles, like communication, decision-making, and conflict resolution.

The potential for raising the standard of education for Rohingya children are many with these creative fixes. A more comprehensive and efficient educational system that meets the many requirements of this population may be developed by stakeholders combining these strategies.

15. Do you think providing education to Rohingya children in their native language is important? Why or why not?

Table 15: Result Data for Q15

Answer	%	Number
A solid basis in their mother tongue allows Rohingya children to learn more efficiently and develop self-confidence in their learning ability.		2
Yes, educating Rohingya children in their mother tongue is essential to guaranteeing their ability to communicate and understand one another.		1
It is essential, indeed, to teach Rohingya children in their mother tongue. Better knowledge retention, engagement, and understanding are made possible by it, which lays a strong basis for both academic achievement and cultural survival.		1
Creating learning centers based in the communities inside the Rohingya refugee camps, providing inclusive and flexible educational programs that meet the various learning requirements of kids of all ages.		1
Indeed, studying in their mother tongue guarantees Rohingya students equal access to educational possibilities independent of their language		1

background, therefore promoting a more inclusive and fair educational system.		
Indeed, Rohingya children who receive education in their mother tongue are better able to express their ideas and opinions with confidence, which promotes a constructive learning atmosphere where all voices are heard.		1
Yes, giving Rohingya children instruction in their mother tongue makes the transitions between home and school settings easier and encourages continuity in their academic career.		1
Because parents can better assist their children's learning and participate in school activities when material is available in their native tongue, learning in their native tongue enhances family and community involvement in education.		1
Native language helps to preserve cultural continuity and resilience, so even in the face of hardship and relocation, Rohingya children are able to stay rooted in their culture.		1
Rohingyas are inspired to engage fully in their education and strive for academic distinction when they get instruction in their mother tongue.		1
When instruction is given in a language the Rohingya children understand, they feel more at ease and confident.		1
Because Rohingya children are better able to connect their previous knowledge with new learning experiences, learning in their mother tongue promotes a greater comprehension of academic concepts and content.		1

Completions: 13

4.2.11 The value of Native Language Education

All respondents (100%) agreed that that it was necessary to teach Rohingya children in their mother tongue. This result is consistent with studies in language and education that stress the value of mother tongue teaching for cognitive growth, academic success, and cultural preservation (Cummins, 2000). A number of arguments were emphasised by the respondents as to the importance of native language education:

- Better Learning Outcomes: Learning in one's mother tongue helps with comprehension, involvement, and information retention, which raises academic achievement.

- Cultural Preservation and Identity: Children who receive mother tongue instruction feel more a part of the Rohingya language and culture.

- Social cohesiveness and improved communication are two benefits of native language education in the community.

- Parents can better assist their children's learning and take part in school activities when educational resources are provided in their own language.

These analyses emphasise the need of teaching Rohingya children in their mother tongue as part of their educational programmes. Teachers may provide a more welcoming and culturally sensitive learning environment for students that benefits both their academic achievement and general well-being by appreciating and encouraging their mother tongue.

16. Do you believe that integrating Rohingya children into mainstream Bangladeshi schools is a feasible and desirable solution?

Table 16: Result Data for Q16

Answer	%	Number
For sure, including Rohingya kids into regular Bangladeshi schools encourages diversity and social inclusion in the educational system.		1
No, because to language and cultural obstacles as well as resource constraints, integrating Rohingya students into regular Bangladeshi schools could be difficult and even exacerbate already existing injustices.		1
No, educating Rohingya children in their own language could restrict their chances of assimilating into larger society and make it more difficult for them to speak and engage with non-Rohingya groups.		1
Incorporating Rohingya children into regular schools can, in fact, serve to dismantle stereotypes and promote more acceptance and understanding among Bangladeshi instructors, students, and the general public.		1
Indeed, allowing Rohingya children to attend regular schools can assist to remove stigma and dismantle obstacles, promoting more acceptance and understanding among Bangladeshi instructors, students, and the general public.		1
Yes, allowing Rohingya children to attend regular schools can help to empower and integrate Rohingya communities over the long run and		1

enable them to engage in Bangladesh's political, social, and economic life.		
As Bangladeshi students and teachers can gain from exposure to a variety of viewpoints and experiences, incorporating Rohingya into mainstream classrooms does offer a chance for mutual learning and development.		1
Indeed, including Rohingya children in regular education helps to bring about peace and reconciliation by promoting collaboration and trust amongst all populations and so promoting a more peaceful society.		1
Regular schools guarantee that students have the same chances for achievement and upward mobility as their Bangladeshi classmates, therefore reducing the likelihood of social isolation and marginalization.		1
enhances the educational system by fostering creativity and diversity since several ethnic origins and viewpoints enhance class debates and educational opportunities.		1
Being a potent instrument for ending the cycle of poverty and empowering underprivileged groups, education supports social advancement and sustainable development.		1
This upholds social justice and equality by dispelling myths and prejudices and confirming, for all people, their intrinsic dignity and value.		1
develops the links of compassion and solidarity in society since it shows a dedication to maintain the values of humanity and solidarity in the face of hardship.		1

Completions: 13

4.2.13 Integration into Mainstream Schools

Most respondents (84.62%) said it was both practical and desirable to include Rohingya children in regular Bangladeshi schools. This result is consistent with a conviction that education has the power to promote social inclusion and give all kids, from any background, equal chances. Many possible advantages of integration were emphasised by the respondents:

- Increasing Social Cohesion and Diversity: By including Rohingya children into regular classrooms, all students may benefit from a more inclusive and varied learning environment.

- Dispelling Preconceptions and Stereotypes: Children from Bangladesh and Rohingya communities interacting in classrooms might help dispel prejudice and advance acceptance.
- Ensuring Equal Opportunities: Integration may guarantee Rohingya children have the same educational chances as them.

17. Do you believe that investing in education for Rohingya children will have a positive impact on the future of Bangladesh?

Table 17: Result Data for Q17

Answer	%	Number
Yes	100,00%	13
No	0,00%	0

Completions: 13
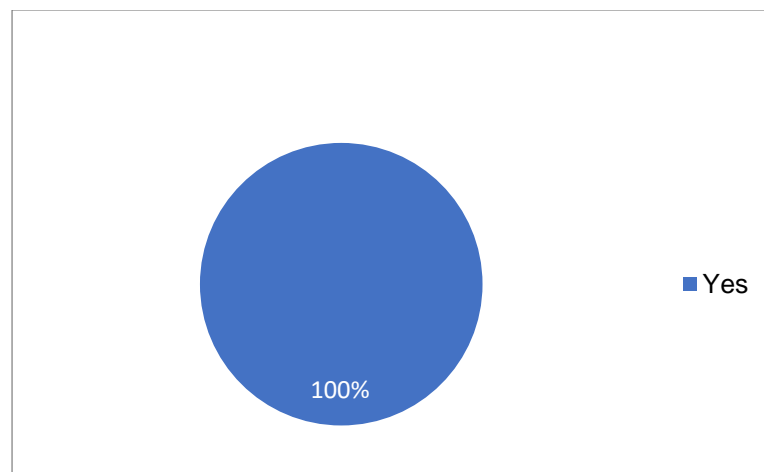
Figure 10: Result chart of Q17

18. Please elaborate on your answer to question 17, explaining why you believe education for Rohingya children will or will not benefit Bangladesh.

Table 18: Result Data for Q18

Answer	%	Number
Bangladesh would gain from the education of Rohingya children since inclusive education methods will promote social peace and stability.		1
Yes, enabling all children, regardless of their background, to realize their full potential and contribute to society will help Bangladesh's future by promoting social cohesiveness, stability, and economic progress.		1
Yes, by tackling the underlying reasons of conflict and displacement, encouraging tolerance, and establishing links between groups,		1

funding education for Rohingya children helps Bangladesh achieve long-term peace and prosperity.		
Absolutely, giving Rohingya children an education will improve Bangladesh's standing as a human rights and humanitarian values champion and show its dedication to justice, equality, and support of underprivileged groups.		1
Yes, providing future generations with the information and abilities required to participate in the global economy and advance Bangladesh's growth will benefit Bangladesh from education for Rohingya children.		1
Yes, since it encourages social inclusion, lowers poverty, and strengthens resilience against future difficulties and crises, funding education for Rohingya children is in line with Bangladesh's national development goals and aspirations.		1
When Bangladesh uses the skills and potential of all its people, educating Rohingya children would improve Bangladesh's ability to innovate and progress, promoting social progress and economic growth for the benefit of everyone.		1
will help Bangladesh attain the Sustainable Development Goals, especially in the domains of gender equality, peace, justice, high institutions, and quality education, guaranteeing a better and more sustainable future for all.		1
It gives young people the principles, attitudes, and information they need to successfully negotiate a world growing more complicated and linked by the day.		1
will encourage upward and social mobility, therefore ending the cycle of poverty and inequality and giving every child the chance to reach their full potential and improve Bangladesh's economy and quality of life.		1
Giving Rohingya children an education will promote tolerance, diversity, and respect in Bangladesh, therefore establishing the groundwork for a more tolerant and unified society in which everyone is respected and given the ability to flourish.		1
because it encourages critical thinking, problem-solving, and flexibility, enabling young people to overcome barriers and grasp		1

chances for growth and development, will strengthen Bangladesh's resilience to future crises.		
Because it increases the number of qualified workers, encourages innovation and entrepreneurship, draws investment and growth and development prospects, educating Rohingya children will improve Bangladesh's economic competitiveness and prosperity.		1

4.2.14 Potential Benefits of Investing in Rohingya Education

According to the surveys, respondents firmly think that funding the education of Rohingya children will benefit Bangladesh in the long run. With a "Yes" response to this question from every responder (100%) it is evident that they all think that education has the ability to change both the Rohingya community and larger Bangladeshi society.

Explanations of the affirmative answers provided by respondents included a number of important areas in which they think this investment will pay off:

- Social cohesiveness and Stability: Within the varied Bangladeshi society, education is considered as a pillar supporting social cohesiveness, conflict reduction, and stability. Respondents feel Bangladesh can build a more peaceful and inclusive society by giving education to Rohingya children.
- Economic progress and Development: Respondents stressed the connection between economic growth and education. Empowered Rohingya children are seen as future workers in Bangladesh, carrying with them important abilities and information that may promote new ideas and economic success.
- Humanitarian and Human Rights Considerations: Bangladesh is seen to be committed to humanitarian and human rights ideals, which is why funding Rohingya education is regarded to fit with this. According to respondents, educating underprivileged groups enhances Bangladesh's reputation abroad and its dedication to social justice.
- Sustainable Development: It is well acknowledged that education is a major force behind sustainable development, lowering poverty, enhancing health, and raising environmental consciousness. Bangladesh may advance its sustainable development goals by funding Rohingya education.

These answers taken together highlight the respondents' belief that funding Rohingya education is a calculated investment in Bangladesh's future rather than just a humanitarian one. Through

educational empowerment of Rohingya children, Bangladesh can build a more resilient, wealthy, and inclusive society.

5.0 Result Discussion

First question answers indicate that respondents firmly believe that education is essential for Rohingya children and their community. The "Very Important" end of the scale is significantly favoured by the distribution, and the majority of responses lie between 8 and 9. This implies that there is a shared belief in the revolutionary power of education to improve the lives of Rohingya refugees and their community as whole. It therefore amply illustrates the need of my research on Rohingya education.

Answers to the question about those issues indicated that the following are the main determinants of the quality of education for Rohingya children in Bangladesh. The results are remarkable and draw attention to significant issues:

- According to 85% of respondents, a shortage of qualified instructors and 92% of respondents, curriculum relevance, were the two most often mentioned problems impacting the quality of education for Rohingya children.

- Language barrier and limited resources: 69% and 100% of respondents, respectively, cite these as major obstacles. Resources include anything from textbooks and teaching materials to enough classroom space; the language barrier is most likely the result of the Rohingya's native tongue not being the same as the language of instruction.

- Crowding: Of the respondents, more than half (54%) consider it to be a major problem. This suggests that the enormous number of Rohingya children in need of education is beyond the capabilities of the existing educational facilities.

- issues about safety: Less than other issues, only 15% of respondents expressed concerns about safety. Still important, it can indicate that other problems are deemed more pressing.

According to the findings, the two biggest concerns with Rohingya children's education are the lack of certified teachers and the improper curriculum. Though crowdedness is a major issue, so are linguistic issues and insufficient resources. Safety is deemed to be less significant when one considers other problems. The results stress how important it is to have additional tools, help with languages, better curricula and teacher preparation. The

solution of the underlying issues of inequality and marginalization is essential to the long-term progress of education.

Looking at the goals of the Bangladeshi government, one finds striking consensus: According to 13 out of 13 respondents (100%) the Bangladeshi government should prioritize formal education for Rohingya children and support their integration into the national educational system. This response underlines the opinion that all children have a fundamental right to education, regardless of their nationality or status as refugees. It also implies a knowledge that education can be a powerful tool for empowerment, social integration, and ultimately a better future for Bangladesh and the Rohingya people.

Many significant theoretical frameworks are compatible with this outcome:

- The substantial support for formal education is against the current regulations that marginalize Rohingya children by keeping them out of the national school system. It calls for a shift of focus from repatriation to integration and equal educational opportunities legislation.
- Critical Race Theory: The overwhelming support of integration may indicate a rejection of racialized narratives that label Rohingya children as "outsiders." It begs the question of a more equitable and welcoming educational system that does not discriminate based on race or nationality.
- Postcolonial Theory: The Rohingya's ongoing marginalisation in Bangladesh and Myanmar as well as the colonial past may be viewed as being opposed by the integration movement. By urging formal education, respondents might be attempting to reverse previous power imbalances and give Rohingya children more agency.

There is broad consensus about two particular actions the government should take to assist Rohingya children in assimilating into the official school system.

5.1 Data Interpretation

1. Implement a Bilingual Curriculum (100%): Rohingya children might learn a familiar language and also become proficient in Bangla, the national language, if a bilingual curriculum included both Bangla and the Rohingya language. They would be able to advance academically, feel more a part of society, and integrate more socially using this strategy.

2. Train Teachers to be Culturally Sensitive (85%) The great support for this action shows that people are aware of the particular cultural background and experiences of Rohingya children. Teachers who receive trauma- and cultural-sensitivity training will be better able to provide Rohingya pupils with a kind and encouraging learning environment. Trust would be built, learning results would improve, and a more inclusive educational system would result.

Furthermore, the data suggests a modest support for two other measures:

- Establish New Schools in the Camps (62%); although most respondents are in favor of this action, the lower proportion implies that some may doubt the viability or long-term viability of establishing permanent infrastructure in the camps. The outcome, however, emphasizes the need of giving Rohingya children enough learning places and of enhancing their access to education inside the camps.

- Cooperate (62%), with leaders and organizations of the Rohingya community: This result emphasizes the need of community participation in educational decision-making. The government can guarantee that educational initiatives are culturally appropriate, sensitive to the particular needs of Rohingya children, and backed by the community itself by collaborating with Rohingya leaders and groups. Building trust, ownership, and, in the end, the success of integration initiatives depends on this cooperative strategy.

The findings emphasize the need of removing the structural obstacles preventing Rohingya children from receiving an education, which is consistent with marginalization theory. Children of Rohingya are marginalized in part because of their lack of access to formal education, linguistic difficulties, and cultural insensitivity in the educational system. The government of Bangladesh may take real efforts to remove these obstacles and build a more inclusive and fair educational system for all students by putting the suggestions made by the survey respondents into practice.

The Bangladeshi government is clearly required by these results to give top priority to creating a multilingual curriculum and teacher preparation programs in order to help Rohingya children integrate into the official educational system. Further study can look into the causes of the weaker support for legislative reforms and possible solutions to close this knowledge and advocacy gap.

Indications exist of policy adjustments that give Rohingya children's educational rights top priority. The government has to loosen the limitations on formal education, make investments in culturally sensitive teacher preparation programs, and create a more inclusive curriculum that meets the unique requirements of Rohingya children. " Ensuring that kids have access to sufficient infrastructure and resources also requires more money for schooling in the camps. Bangladesh can move a long way in advancing fair education for all kids, irrespective of their origin or legal status, by removing these structural obstacles.

Of the respondents, a sizable majority (77%) believe there are insufficient tools and assistance available; 23% are undecided. This draws attention to a serious shortcoming in the educational system for Rohingya community and poses questions about the standard and viability of the education provided in the camps.

5.2 Interview Insights

The interviews provided important information on the difficulties Rohingya children in Bangladesh have in school.

In line with basic principles of the Marginalization Theory, the observations also show how the Rohingya are methodically marginalized inside the educational system.

1. Policy of the Government as Instruments of Exclusion: The Bangladeshi government views the Rohingya situation as a "protected issue," underscoring their transient status. The emphasis more on repatriation than integration intentionally prevents Rohingya children from receiving a formal education, hence sustaining their marginalisation. UNHCR official Mr. Sharife stated, *"The government's stance is that the Rohingya are a 'protected' population, emphasising their temporary nature".* This policy choice is consistent with the focus of marginalisation theory on how power structures create policies that restrict chances for marginalised groups and exposes a lack of long-term investment in their education and future prospects. This is consistent with the emphasis of marginalization theory on the ways in which power structures influence laws to restrict chances for underprivileged groups (Solomos & Back, 2004). Their disadvantaged status is furthered by the policy decision, which indicates that long-term investment in their future and education is not a top concern (Marginson, 2016). This immediately affects the educational chances of Rohingya children by restricting their availability to quality materials and learning environments.

2. Resource Allocation and Unequal Access: It is also recognized that the local population believes that resources are allocated unfairly even while NGOs strive for sustainable development inside the camps. Whether or whether this impression is true, it can breed animosity and obstruct social cohesiveness. *"The local populace perceives that resources are disproportionately allocated to the Rohingya, sometimes leading to resentment,"* said Ms. Afsana of the Jago Foundation. Whether or not it is correct, this impression can lead to conflicts and impede societal cohesiveness. The Marginalization Theory highlights how keeping social hierarchies and keeping some groups excluded depends critically on uneven

access to resources. The alleged unfair distribution of resources can make socioeconomic differences already present worse and obstruct Rohingya children's absorption into the larger society.

3. Quick fixes and few prospects: According to Mr. Sharife, the unwillingness to erect permanent structures because the camps are seen to be transitory highlights how governmental choices restrict educational possibilities and exacerbate the feeling of alienation among Rohingya youths. Rohingya children are even more marginalized by the ongoing dependence on temporary learning centers and the lack of funding for permanent educational facilities. The observation regarding the unwillingness to construct permanent structures because the camps are seen to be transient demonstrates how official decisions restrict the educational possibilities of Rohingya children and strengthen their sense of alienation. As Mr. Sharife pointed out, the unwillingness to erect long-term structures because the camps are seen to be temporary illustrates how government actions restrict educational possibilities and exacerbate the feeling of isolation among young Rohingyans. *"The refusal to build permanent structures because the camps are seen as transitory highlights how governmental decisions restrict educational opportunities and exacerbate the feeling of alienation among Rohingya youths,"* Mr. Sharife said. Children from the Rohingya community are further marginalized by the ongoing dependence on temporary learning centers and the dearth of funding for permanent educational institutions. This policy not only prevents them from receiving the quality education but also keeps them outsiders.

4. Social Dynamics and Integration Challenges: Complex social processes were uncovered during the interviews, including unfavourable opinions of NGOs and Rohingya refugees among the local populace. These conflicts, made worse by views of unfair resource allocation, further marginalise Rohingya children by fostering an unfriendly atmosphere that prevents them from integrating and from receiving a quality education. Though vital in the near term, depending on NGOs for educational services highlights the government's scant dedication to Rohingya education.

5. Environmental Issues and Rival Priorities: The camps' environmental effects give the Rohingya's marginalisation also greater urgency. Ms. Afsana brought up concerns about ecological harm and resource depletion, which emphasise the difficult task of establishing a balance between humanitarian aid and environmental sustainability—even with possible benefits like job creation. The educational demands of Rohingya children may be further strained by this because funds may be redirected to environmental issues.

These observations provide a sophisticated picture of the difficulties Rohingya children have getting a good education. The Rohingya are marginalized in part because of observations regarding the social dynamics, resource distribution, policy environment, and environmental issues. This study demonstrates how structural elements support educational disparity and impede Rohingya children's long-term chances, therefore aligning with the research topics.

The challenges that Rohingya children face in receiving a good education are intricately understood by these findings. Based on marginalization theory, the interviewees' findings show how social dynamics, structural elements, and policy choices affect educational inequalities and impair Rohingya children's long-term chances.

6.3 Key Areas of Concern:

Though the study does not identify the precise form of the resource gap, earlier studies point to a number of important areas where assistance might be inadequate:

- Teacher Education: Teachers could not have had enough training to deal with the particular requirements of Rohingya children, such trauma and linguistic difficulties.
- Learning Resources: Rohingya children's educational advancement may be hampered by a dearth of interesting and culturally relevant learning resources.
- Classroom Infrastructure: Tight quarters and temporary classrooms can produce a difficult learning environment that must be supported by efficient instruction.
- Psychological help: Teachers cannot have the means or expertise to offer traumatized kids the psychological help they need.

6.4 Possibilities of Solutions:

Taking several strategies is necessary to solve this problem:

- More funds: Provide more money to upgrade the facilities, offer enough instructional materials, and back teacher preparation initiatives.
- Targeted training: Create tailored training courses to provide educators the knowledge and abilities to meet the particular requirements of Rohingya children.
- Cooperation: Promote cooperation to find and meet the particular resource requirements of teachers among the government, NGOs, and the Rohingya community.

- Community involvement: To guarantee cultural ownership and relevancy, include Rohingya parents and community members in the planning and execution of educational initiatives.

Stakeholders can improve the quality of education for Rohingya children and lessen the long-term consequences of marginalization by giving sufficient resources and support for educators first priority. This is in line with Bangladeshi efforts to provide all children with a more inclusive and equal educational system.

6.0 Conclusion

A complex and urgent problem, the educational situation of Rohingya children stems from their institutional exclusion and discrimination. This study has clarified the many barriers that prevent them from receiving a quality education and sustain their marginalized status by applying the theoretical frameworks of Critical Race Theory and Marginalization Theory.

Effective handling of this issue calls for a fundamental change in approach. Politicians must, at the very least, put the Rohingya people's right to belong inside Bangladeshi borders above the rhetoric of repatriation in the not-too-distant future. To do this, funds for the formal education infrastructure inside the camps must be made, a curriculum that is both culturally appropriate and in line with Bangladeshi standards must be developed, and Rohingya teachers must be empowered by resources and training. Furthermore, it is imperative to refute the conventional wisdom portraying Rohingya as a threat and promote the growth of a society that values and accepts their contributions.

The research makes it rather evident that policy adjustments that prioritize the educational rights and general well-being of Rohingya children are urgently needed. This is a call to action for the Bangladeshi government, foreign organizations, and civil society to work together to remove the barriers standing in the way of children getting an education and to create a future that will benefit all Bangladeshi children equally and inclusively.

Bibliography

(PDF) preparedness for Education to Rohingya refugee children in Bangladesh -potentials and challenges to citizenship education.
https://www.researchgate.net/publication/352545905_Preparedness_for_education_to_Rohingya_refugee_children_in_Bangladesh_-potentials_and_challenges_to_citizenship_education

AFP, D. (2020) *Bangladesh allows education for Rohingya children*, *The Daily Star*. Available at: https://www.thedailystar.net/rohingya-crisis/news/bangladesh-allows-education-rohingya-refugee-children-1860280

Amnesty International. (2017). 'Caged without a roof': Apartheid in Myanmar's Rakhine State. London: Author.

Barash, D. P. (Ed). (2000). Approaches to peace: A reader in peace studies. Oxford: Oxford University Press.

Betts, A., & Collier, P. (2017). *Refuge: Transforming a Broken Refugee System*. Penguin Books.

Blitz, B. K. (2009). Statelessness, protection and equality. Oxford: Refugee Studies Centre, University of Oxford.

Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

BRAC, Community Development Centre and DAM. (2018). Education capacity self-assessment: Transforming the education humanitarian response of the Rohingya education crisis. Cox's Bazar: Education Sector.

Burde, D., Kapit, A., Wahl, R. L., Guven, O., & Skarpeteig, M. I. (2017). Education in emergencies: A review of theory and research. Review of Educational Research, 87(3), 619–658.

Beyond survival: Rohingya refugee children in Bangladesh want to learn, 2019, UNICEF. https://www.unicef.org/emergencies/rohingya-beyond-survival-alert#:~:text=When%20the%20huge%20influx%20of,learning%20centres%20in%20the%20camps

Chandan, M.S.K. (2021) *How Rohingya youth are fighting for Education*, *The Daily Star*.
https://www.thedailystar.net/news/bangladesh/news/how-rohingya-youth-are-fighting-education-2160291

Chowdhury, P.U. 2021 *Education for Rohingya children is good for them and for Bangladesh*,
Prothomalo. Available at: https://en.prothomalo.com/opinion/education-for-rohingya-children-is-good-for-them-and-for-bangladesh

CODEC, Save the Children International, Tai and UNHCR. (2017). Rapid protection assessment:
Bangladesh refugee crisis. Cox's Bazar: Author.

Creese, A., & Blackledge, A. (2010). Towards a sociolinguistics of superdiversity. *Zeitschrift für
Erziehungswissenschaft*, *13*(4), 549-572.

Csete, J., & Betancourt, T. S. (2014). Mental health and psychosocial interventions for children
in emergencies: Principles for evidence-based practice. *Child and Adolescent Mental
Health*, *19*(3), 171-178.

Delgado, R., & Stefancic, J. (2013). *Critical Race Theory: An Introduction* (3rd ed.). NYU Press.

Eaton, S. (2018). Education as a lifeline: Refugee education in emergencies. *Refugee Education
in Crisis Contexts*, 1-16.

Frater, J., Myohanen, L., Taylor, E., & Keith, L. (2007). What would you tell me if i said grey
literature? Journal of Electronic Resources in Medical Libraries, 4(1–2), 145–153.

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). Bloomsbury Academic.

Garcia1, F.K. *et al Stigma toward bariatric surgery in the Netherlands, France, and the United
Kingdom: Protocol for a cross-cultural mixed methods study*, *JMIR Research Protocols*.
https://researchprotocols.org/2022/4/e36753

Gronfein, W. (2017). The Rohingya crisis: A new challenge for South Asian regional
cooperation. *Journal of Asian and African Studies*, *52*(5), 636-656.

Hann, S., Macleod, N., Morawska, P., Carter, R., Elder, I., Lamb, R. A., Esser, M. J. D., & Hand, D. P. (2021). Stress Induced Birefringence of Glass-to-Metal Ultrashort Pulse Welded Components. Abstract from 7th Industrial Laser Applications Symposium 2021.

Hove, T., & Khan, M. A. (2018). The Rohingya Refugee Crisis: A Call for Action. *Asian Affairs*, *49*(1), 1-6.

Hossain ANMZ. Educational crisis of Rohingya refugee children in Bangladesh: Access, obstacles, and prospects to formal and non-formal education. Heliyon. 2023 Jul 15;9(7):e18346. doi: 10.1016/j.heliyon.2023.e18346. PMID: 37539211; PMCID: PMC10395529.

Human Rights Programme (HRP). (2017). *Discrimination in Arakan*. Harvard Law School.

Inter-Agency Network for Education in Emergencies (INEE). (2004). *Minimum Standards for Education: Preparedness, Response, Recovery*.

International Organization for Migration (2017a, April). Bangladesh: Needs and population monitoring report: Undocumented Myanmar Nationals in Teknaf and Ukhia, Cox's Bazar. Round 2. Dhaka: Author.

International Organization for Migration. (2017b, October). Bangladesh: Humanitarian response plan- September 2017 to February 2018- Rohingya refugee crisis. Dhaka: Author.

Joint Response Needs Assessment (JRNA). (2017). *JRNA report for Rohingya humanitarian crisis*. Inter Sector Coordination Group.

Kamel, H. (2006). Early childhood care and education in emergency situations. Paris: UNESCO.

Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, *11*(1), 7-24.

László, E. L. (2018). The impact of refugees on host contrives: A case study of Bangladesh under the Rohingya Influx (Master's Thesis). Denmark: Aalborg University.

Lee, S. E. (2013). Education as a human right in the 21st century. Democracy and Education, 21(1), 1–9.

Lerch, M., & Buckner, A. (2018). Education for Refugee Children. *Migration Policy Institute*.

Letters to humanitarian donor governments on education for Rohingya refugee children in Bangladesh (2022) *Human Rights Watch*. https://www.hrw.org/news/2022/04/19/letters-humanitarian-donor-governments-education-rohingya-refugee-children

Marginson, S. (2016). *Higher education and the common good*. Melbourne University Publishing.

Mohammad, H. (2012). *The Rohingya and International Law*. Bangladesh Institute of Law and International Affairs (BILIA).

Myanmar - Figment Coffee (2022) *Figment Coffee - Magic Specialty Coffee Beans Roasted to Order*. https://figmentcoffee.com/all-coffee-products/coffee-origins/myanmar/

Myanmar: New evidence reveals Rohingya armed group massacred scores in Rakhine State (2021) *Amnesty International*. https://www.amnesty.org/en/latest/news/2018/05/myanmar-new-evidence-reveals-rohingya-armed-group-massacred-scores-in-rakhine-state/

News, 2021. *thenews*. https://www.thenews.com.pk/writer/omar-miftah-ismail

Nichterlein, A., Rosen, P., Gurwitch, R., & Layne, C. M. (2017). Child mental health and psychosocial support in humanitarian settings: A review of interventions. *Trauma, Violence, & Abuse*, *18*(1), 89-107.

Rohingya crisis, 2022. *The Daily Star*. https://www.thedailystar.net/rohingya-crisis

Rohingya: Prothom Alo (no date) *Prothomalo*. https://en.prothomalo.com/topic/Rohingya

Said, E. W. (1978). *Orientalism*. Vintage Books.

Solomos, J., & Back, L. (2004). *Theories of Race and Racism: A Reader*. Routledge.

Solorzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. *Qualitative Inquiry*, *8*(1), 23-44.

Spiel (2017) *Forced marriage of Rohingya's children*, *One News*
      Box.http://onenewsbox.com/2017/12/17/forced-marriage-of-rohingyas-children/10/

Spivak, G. C. (1999). *A Critique of Postcolonial Reason: Toward a History of the Vanishing
      Present*. Harvard University Press.

UN General Assembly. (1966). *Convention on the Reduction of Statelessness*.

UN. (2018). *List of Least Developed Countries*. United Nations.

UNDP. (2016). *Human Development Report 2016*. United Nations Development Programme.

UNDP. (2018). *Human Development Report 2018*. United Nations Development Programme.

UNESCO. (2002). Guidelines for education in situations of emergency and crisis: EFA strategic
      planning. Paris: Author.

UNESCO. (2015). Education 2030: incheon declaration and framework for action- towards
      inclusive and equitable quality education and lifelong learning for all. Retrieved from
      http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/FFA-ENG-
      27Oct15.pdf.

UNESCO. (2016). Education 2030: Incheon declaration and framework for action for the
      implementation of sustainable development goal 4: Ensure inclusive and equitable quality
      education and promote lifelong learning opportunities for all. Paris: Author. Retrieved
      from https://unesdoc.unesco.org/ark:/48223/pf0000245656

UNESCO. (2018). *Education for refugees and internally displaced persons*. UNESCO Institute
      for Statistics.

UNHCR. (2012). Rohingya crisis: Children's experiences in the Rohingya crisis. Preliminary
      Results. Geneva: Author.

UNHCR. (2014). Convention relating to the status of stateless persons. Geneva: Author.

UNHCR. (2014). *The Rohingya emergency*.

UNHCR. (2015). *Education for Rohingya children in Bangladesh: Challenges and opportunities*.

UNHCR. (2015). Emergency handbook: Education in emergencies. Geneva: UNHCR. Retrieved from https://emergency.unhcr.org/entry/101908/education-in-emergencies

UNHCR. (2018). Joint response plan for Rohingya humanitarian crisis. Geneva: Author.

UNHCR. (2020). *Rohingya Refugee Crisis*.

UNICEF (1989). The United Nations convention on the rights of the child. London: UNICEF.

UNICEF (2018). Rohingya children and families desperately need our help. Retrieved from https://www.unicef.org.uk/donate/rohingya-refugees/?sissr=1

UNICEF. (1989). *Convention on the Rights of the Child*.

UNICEF. (2013). A snapshot of child wellbeing in Rakhine State, Myanmar. Yangon: UNICEF.

UNICEF. (2017). *Rohingya refugee crisis response*.

UNICEF. (January 8, 2024). *Fire devastates Rohingya refugee camp in Bangladesh, leaving thousands homeless*.

United Nation. (2017). Security council presidential statement calls on myanmar to end excessive military force, intercommunal violence in Rakhine State. Retrieved from https://www.un.org/press/en/2017/sc13055.doc.html

United Nations Action for Cooperation Against Trafficking in Persons (UN-ACT). (2014). Myanmar's Citizenship Law 1982. [The Pyithu Hluttaw Law No. 4 of 1982]. Retrieved from http://un-act.org/publication/myanmars-citizenship-law-1982/

United Nations High Commissioner for Refugees (UNHCR). (2015). Handbook for emergencies (4th ed.). Geneva: Author. Retrieved from https://emergency.unhcr.org/entry/101908/education-in-emergencies

United Nations Office for the Coordination of Humanitarian Assistance (OCHA). (2019). Rohingya Refugee Crisis. Retrieved from https://www.unocha.org/rohingya-refugee-crisis

Who does what where (3W) (no date) *Rohingya Response*.

https://rohingyaresponse.org/resources-data/

Appendix 1- Questionnaire

https://rohingyaresearch.startquestion.com/

Dear Sir or Madam,

My name is Md. Rahmatullah, I am a student at the CCG department of the Aalborg University. I would like to encourage you to complete the questionnaire below, thanks to which I will gather the information necessary to write my master's thesis. The study concerns Limited access to education and its long-term consequences for Rohingya children in Bangladesh. The survey is 100% anonymous, and it will take you no more than 20 minutes to complete it.   Thank you for your time!

N.B: Don't participate in the survey if you are not aware of Rohingya Education Crisis. Also, this survey is specially designed to encourage participants who are working directly or indirectly involved in Bangladeshi Rohingya Community

1. In your opinion, how important is education for the future of Rohingya children and their community?

Enter a number from the range 1-10, where 1 is a value from the left side of the scale and 10 is a value from the right side of the scale.

   Not so important   _ _ _ _ _   Very Important

2. What do you believe are the three most critical issues affecting the quality of education for Rohingya children in Bangladesh?

Select several answers

- ☐ lack of trained teachers
- ☐ curriculum relevance
- ☐ safety concerns
- ☐ overcrowding
- ☐ insufficient resources
- ☐ language barrier

3. From your perspective, what unique strengths or assets do Rohingya children bring to the learning environment?

_____

_____

4. Should the Bangladeshi government prioritize providing formal education to Rohingya children, allowing them to integrate into the national education system?

Select only one answer

☐ Yes
☐ No
☐ Unsure

5. If yes to the previous question, what specific actions should the government take to facilitate this integration?

Select several answers

☐ Develop a bilingual curriculum
☐ Provide teacher training on cultural sensitivity
☐ Build new schools in the camps
☐ Partner with Rohingya community leaders and organization
☐ Advocate for changes in legal frameworks

6. If no to question 4, what alternative educational models do you believe would be most beneficial for Rohingya children?

_____

_____

7. Which specific government policies do you believe are most detrimental to Rohingya children's educational opportunities? (Choose all that apply)

Select several answers

☐ Restriction on access to formal education
☐ Limited curriculum options (e.g., only Myanmar curriculum)
☐ Lack of teacher training on cultural sensitivity
☐ Inadequate funding for education in the camps

8. Do you believe that the government's current approach to Rohingya education is aligned with international human rights standards?

Select several answers

☐ Yes
☐ No
☐ Unsure

9. In what ways do you think government policies could be changed to improve educational outcomes for Rohingya children?

_____

_____

10. Beyond government policies, what other challenges do you see hindering Rohingya children's access to quality education?

Select several answers

☐ Language barriers
☐ lack of resources
☐ discrimination
☐ trauma

11. How do you think these challenges impact the daily lives of Rohingya children and their families?

_____

_ _

12. Do you believe there are enough resources and support available for teachers working with Rohingya children in the camps?

Select only one answer

- ☐ Yes
- ☐ No
- ☐ Unsure

13. If not, what additional resources or support do you think are needed?

_ _

_ _

14. What innovative solutions or programs do you believe could improve the quality of education for Rohingya children?

_ _

_ _

15. Do you think providing education to Rohingya children in their native language is important? Why or why not?

_ _

_ _

16. Do you believe that integrating Rohingya children into mainstream Bangladeshi schools is a feasible and desirable solution?

_ _

_ _

17. Do you believe that investing in education for Rohingya children will have a positive impact on the future of Bangladesh?

Select only one answer

☐ Yes
☐ No

18. Please elaborate on your answer to question 17, explaining why you believe education for Rohingya children will or will not benefit Bangladesh.

_ _

_ _

Distributed the questionnaire link to these Facebook group along with few Bangladeshi Rohingya NGO Worker who don't want to publish their name.

1. https://www.facebook.com/groups/924812548657872/
2. https://www.facebook.com/groups/529710405981628/
3. https://www.facebook.com/groups/1214720851986661/
4. https://www.facebook.com/groups/1783894251883246/
5. https://www.facebook.com/groups/allrohingyanow/
6. https://www.facebook.com/groups/1551270861585665/
7. https://www.facebook.com/groups/rohingyaonlinenews/
8. https://www.facebook.com/groups/915641676285330/
9. https://www.facebook.com/groups/1482378618458557/
10. https://www.facebook.com/groups/496778100494394/
11. https://www.facebook.com/groups/302527287736516/
12. https://www.facebook.com/groups/RohingyaDailyNews/
13. https://www.facebook.com/groups/1707444029565614/
14. https://www.facebook.com/groups/236096458164739/

Appendix 2- Interview Notes

Interview 1

Interview Date: 10 May 2024

Name: DM Sharife

Organisation: UNCHR

Email: sharife.dms@gmail.com

Contact Number: +8801711321070

Duration of Work: 5 years

Language: Bangla

Time: 30 minutes

No Audio clip (Notes taken)

Mr. Sharife, a UNHCR representative with five years of experience working on the Rohingya refugee response in Bangladesh, underscored the challenges associated with ensuring Rohingya children have access to education on account of their perceived transient status. He emphasized how, because integration was not as important as repatriation, the government did not make any investments in the infrastructure of formal education inside the camps. He also talked about how the Rohingya are seen in the local population to get disproportionate resources, which strains social relations and impedes integration initiatives. Though he pointed out that environmental issues are a big problem, Mr. Sharife acknowledged the good effects of NGO development initiatives in terms of employment creation. Constant problems were also noted to be the limitations on erecting permanent buildings, the need on temporary fixes, and the fast population increase inside the camps. Though UNHCR and the Bangladeshi government have worked together to guarantee safe and honourable repatriation, the COVID-19 pandemic and the absence of legal and administrative backing have seriously hampered educational initiatives inside the camps.

Interview 2

Interview Date: 10 May 2024

Name: Afsana Jaman Lipi

Organisation: Jago Foundation

Email: afsana.lipi.ok@gmail.com

Contact Number: +8801706048382

Duration of Work: 3 years

Language: Bangla

Time: 45 minutes

No Audio clip (Notes taken)

Ms. Afsana, worked with Jago Foundation discussed her insights on the many difficulties the group faces, especially with regard to education. Thinking back on the intricate relationships between the refugees and the locals, she saw that occasionally underlying tensions boil over because of perceptions of unequal resource allocation. Ms. Jaman also voiced worries on the strain the huge refugee population in the Cox's Bazar region is putting on the environment and emphasized the need of coming up with long-term solutions that will help the refugees as well as the ecosystem.

Turning now to education, she said that the government has been hesitant to build permanent schools because of the continuing desire for repatriation. She did, however, fervently detail the unwavering efforts of the Jago Foundation and other NGOs to deliver essential educational services in the constraints of temporary learning facilities and limited funds. She talked of a recent change in government policy that now allots some development money to initiatives that benefit the Rohingya refugees as well as the local population. With any luck, this shift will serve to reduce some of the current tensions and promote a more cooperative atmosphere in the area.

She went into further detail on the particular difficulties educators working in the camps encounter. Just a couple of the obstacles they had to get over were packed classrooms and a shortage of certified teachers. Logistically challenging was also the transient character of the learning centers, which required teachers to continuously modify their resources and teaching strategies. The educators' commitment to giving the Rohingya children some kind of normalcy and opportunity encouraged Ms. Jaman in spite of these difficulties.