



# MOTHER LANGUAGE

Vol.: 8 | Number: 1-2 | Page 5-26

DOI: <https://doi.org/10.3329/ml.v8i1.85813>



## Beyond Borders: Language Barriers for Accessing to Education for Rohingya Children in Bangladesh, Indonesia, and Malaysia

B M Sajjad Hossain\*

**Abstract:** This research aims to explore language barriers in accessing education for Rohingya children as refugees in Bangladesh, Indonesia, and Malaysia. As one of the most marginalized and displaced communities globally, Rohingya children face significant obstacles in realizing their right to education, exacerbated by linguistic differences in their host countries. By employing a comparative analysis framework, it attempts to elucidate the nuanced dynamics of language barriers and their impact on educational access and outcomes within diverse socio-political contexts. This study collected qualitative data from secondary sources and some by observation as primary data. It also used a document analysis method to examine the intersection of language, policy, and practice in educational settings catering to Rohingya children in the host countries after their arrival a few years ago. The paper discusses present language policies and practices in shaping the educational inclusion of the Rohingya children in overcoming the language-related barriers in those three countries. This study has made a comparison of the education and learning processes of the Rohingya children in Bangladesh, Indonesia, and Malaysia. It is observed that ensuring quality

---

\* Dr. B M Sajjad Hossain, Associate Professor, Department of Social Science, Faculty of Arts and Social Sciences, American International University Bangladesh, email: [bmsajjad@aiub.edu](mailto:bmsajjad@aiub.edu)

education for all refugee children is more difficult than basic education based on technical or non-formal only. However, the paper contributes to the broader arena of refugee education and their language rights.

**Keywords:** Access to education, Language barrier, Quality education, Education policy, Refugee education

## Introduction

The Rohingya crisis, characterized by mass displacement and persecution, has thrust the plight of the Rohingya people into the global spotlight, illuminating the myriad challenges faced by this marginalized community. Rohingya refugee children face language barriers in accessing education in Bangladesh, Indonesia, and Malaysia. Among the many obstacles encountered by Rohingya individuals, access to quality education emerges as a critical concern, compounded by linguistic barriers within their host countries. Across Bangladesh, Indonesia, and Malaysia, where Rohingya refugees have sought sanctuary, language differences pose significant impediments to educational inclusion, perpetuating cycles of marginalization and hindering the realization of Rohingya children's right to education.

The intersection of language and education is a complex terrain, shaped by socio-political contexts, policy frameworks, and cultural dynamics. For Rohingya children, the journey to accessing education transcends national borders, traversing landscapes marked by legal ambiguities, resource constraints, and socio-cultural tensions. Understanding the nuances of language barriers in educational contexts for Rohingya children necessitates a comparative analysis that illuminates both commonalities and divergences across host countries, providing insights into policy gaps, promising practices, and avenues for intervention.

Five countries prohibit refugees from accessing public schooling, i.e. Bangladesh, Burundi, China, Malaysia, and Nepal (Palik, 2020). However, NGOs are operating only non-formal

education facilities for them on a small scale. Hence, this study embarks on a journey beyond the borders in which language becomes a barrier to accessing education for Rohingya children across Bangladesh, Indonesia, and Malaysia. By examining the experiences of Rohingya children navigating linguistic diversity within diverse educational settings, this research seeks to uncover the underlying factors shaping educational inclusion and exclusion. This paper pointed out how to face those obstacles for the bright future of refugee children.

The issue of language barriers transcends mere linguistic differences; it embodies broader questions of social justice, human rights, and global solidarity. By unpacking the complexities of language barriers in Rohingya children's education, this research endeavors to contribute to a deeper understanding of the challenges faced by one of the world's most vulnerable communities in three different countries (Shohel et al., 2023). It would like to contribute to world knowledge as well as advocate for policies and practices, especially for the refugee host countries that uphold the fundamental right to education for all, irrespective of linguistic background or national origin. The paper would like to suggest a few policy guidelines for further development in the context of those host countries that are supporting refugee children's education, especially with the Rohingya community, with a comparison of educational approaches in the three countries, highlighting that providing quality education to refugee children is a basic human right.

## **Literature Review**

As one of the most marginalized communities, Rohingya children struggle to realize their educational rights, with language differences compounding many challenges earlier in their home country and now in the host countries. Rohingya refugee children struggle to access education in Bangladesh, Indonesia, and Malaysia due to language differences, which make it difficult for them to understand lessons and communicate with teachers. It limits their ability to fully participate in school activities and hampers the learning process. Rahman and Khan

(2020) and Hossain (2023) assessed the educational needs, challenges, and opportunities for Rohingya refugee children in Cox's Bazar, Bangladesh, and examined access to education, quality of learning, and the role of formal and informal educational initiatives in addressing the educational needs of Rohingya children. The study also explores policy implications and recommendations for improving educational outcomes for Rohingya children in refugee camps (Shohel, 2023).

Rohingya refugee children in Cox's Bazar, Bangladesh, are facing challenges in accessing education (Islam & Haque, 2018). Lack of infrastructure and trauma-related challenges with language barriers are crucial too. The study also examines the role of NGOs, community-based organizations, and international agencies in providing educational support to Rohingya children. Hassan et al. (2018) reported an overview of the educational situation for Rohingya refugee children in Bangladesh, focusing on access to education, quality of learning, and the impact of displacement on children's educational experiences. It highlighted the need for the education of Rohingya children and the importance of investment in education by considering a humanitarian setting.

Ashlee et al., (2020) examined the potential of digital learning interventions, i.e. using mobile app/s and other e-learning platforms, for the distinct needs of Rohingya refugee children in Bangladesh. It explores the opportunities and challenges of using technology to enhance access to education, improve learning outcomes, and promote educational equity among Rohingya children. Khan and Alam (2019) analyzed different language policies and educational practices for Rohingya refugee children in Bangladesh. It examines issues such as language of instruction, curriculum adaptation, and teacher training in addressing language barriers and promoting educational inclusion for Rohingya children. It suggested insights into policy implications and recommendations for improving language-sensitive education for Rohingya children.

Hossain (2023) discussed the contemporary educational crisis of Rohingya children in Bangladesh. It identified the challenges

of formal and non-formal education faced by Rohingya children. It also mentioned other supportive educational services and especially focused on crises in their lives. Overall negative socio-economic situations affect education and the learning process. Hence, the Rohingya children receive very limited access to education and are exceptionally vulnerable to illnesses, violence, and trafficking (Shohel, 2020).

Rahman et al. (2022) questioned the quality of teaching in Bangladesh, rather than mentioning the basic education without following a proper curriculum. Letchamanan (2013) mentioned that teaching and learning provided in the refugee learning centers in Malaysia are not well equipped, rather lack of legal employability makes the situation worse. Farzana et al. (2020) stated that Rohingya children are deprived of the right to education in Malaysia. However, Rohingya refugees are getting humanitarian support from the government in Indonesia including access to education, even though it did not ratify the 1951 Convention on Refugee Status and the 1967 Protocol (Rumiartha & Jayantiari, 2023).

A historical overview of the persecution of the Rohingya, providing essential context for understanding their displacement and statelessness plotted by Islam (2018) that concentrated on an overall scenario of the community living in Bangladesh. Later on, Karim (2019) focuses on the challenges of providing education in emergency settings, with specific attention to Rohingya refugees, discussing issues like language barriers and international support. Ashraf (2019) examines the Rohingya crisis from Bangladesh's perspective, analyzing the socio-political impacts and humanitarian responses, including education. Rahman (2020) explores Bangladesh's human rights approach to the crisis, highlighting policies, challenges, and international cooperation. and BRAC University (2019) emphasizes the importance of education in emergencies, detailing efforts to implement trauma-sensitive and language-supportive education programs for Rohingya children. It highlighted the intersection of education, human rights, and international support in the context of the Rohingya crisis in Bangladesh.

Recent studies were conducted based on specific geographic locations only. This paper wants to make a comparison among the three different nations, i.e. Bangladesh, Malaysia, and Indonesia where mostly the Rohingya community has migrated. However, this study offers a rich and multifaceted research agenda with implications for both academic scholarship and practical interventions aimed at promoting educational equity and inclusion for Rohingya children in diverse settings.

### **Methodology**

This research employs a comparative analysis framework to explore the intricate dynamics of language barriers and their effects on educational access and outcomes across varied socio-political environments. Qualitative data were gathered through observations and document analysis. The study investigates how language, policy, and educational practices intersect within the educational settings serving Rohingya children in the host countries since their arrival a few years ago. It delves into the current language policies and practices that influence the educational integration of Rohingya children, addressing language-related obstacles in Bangladesh, Indonesia, and Malaysia. This research employs a comparative analysis framework, using qualitative data from secondary sources and primary data gathered through observation. It also utilizes document analysis to examine the impact of language, policy, and practice on the education of Rohingya children in Bangladesh, Indonesia, and Malaysia.

### **Discussion and Findings**

The Rohingyas are one of the most marginalized and systematically persecuted communities (Amnesty International, 2017). Sexual violence, torture, and ethnic cleansing have been directed toward them in Rakhine State (Shohel, 2023). Since 1982, Myanmar has denied Rohingyas citizenship, rendering them stateless. Most Rohingyas sought refuge in Bangladesh, with over 655,500 refugees entering during the 2017 influx, 58% of whom were children under 18 which means children (UNHCR, 2023). Later

on, around 950,972 registered Rohingya refugees live in camps in Bangladesh (UNOSO, 2023). Despite challenges, efforts are being made to provide education to Rohingya children. Informal education centers, community-based learning facilities, and early childhood development programs are helping them. Many international organizations run learning centers, reaching over 69,000 refugee children with pre-primary and primary education (UNHCR, 2023). It is an urgent need for education and support for these vulnerable children. Their resilience and determination deserve more attention for ensuring education, a basic need of human beings.

As the Rohingyas have faced decades of harsh treatment and are made stateless by the military government in Myanmar, the majority have fled to Bangladesh, Thailand, or Malaysia (Letchamanan, 2013). The research delves into the intersection of language, education, and displacement, offering a comparative analysis of the challenges faced by Rohingya children in accessing education across multiple countries i.e. Bangladesh, Malaysia, and Myanmar. It discussed the issue from different angles of the lens such as- Cross-Cultural Comparison (how language barriers manifest differently in various contexts), Policy Implications (effectiveness of existing policies and initiatives in each country), Humanitarian Perspective (related to refugee rights for accessing education), And Practical Relevance (status of the project implementation).

The Rohingyas, considered an ethnic minority from Myanmar, have faced brutal oppression, discrimination, violence, and extreme poverty. They have been denied human rights, including nationality, and have suffered traumatic experiences in their homeland. The hostile situations in Rakhine State forced them to flee to neighboring countries, including Bangladesh and other neighboring countries (Shohel et al., 2023).

After arrival in the Refugee Camps, Rohingya Children live in overcrowded shelter homes provided by the government and

NGOs or self-made slums. Their conditions are dire: exhaustion, frustration, poor nourishment, and battling diseases like Covid-19. These children escaped their homeland with memories of trauma and hardship (Shohel, 2023). The situation is more or less the same for all the host countries where Rohingya people migrated.

The language barrier is indeed a significant challenge for Rohingya children accessing education in Bangladesh, Indonesia, and Malaysia. In Bangladesh, the Rohingya refugees primarily reside in Cox's Bazar district. The official language of Bangladesh is Bengali, which is different from the Rohingya language. Most educational resources and curriculum materials are in Bengali, posing a challenge for Rohingya children who may not understand the language. There are shortage of teachers who are proficient in both Bengali and Rohingya languages for the school at camps, further exacerbating the language barrier.

Rohingya refugees in Indonesia face similar language challenges. Bahasa Indonesia is the official language, and educational resources are primarily in Indonesian language. While there might be some efforts to provide language support, the lack of proficiency in Bahasa Indonesia among Rohingya children can hinder their learning.

Malaysia's official language is Malay, and the educational system operates primarily in Malay. Rohingya children in Malaysia face significant language barriers as they may not be proficient in Malay, making it difficult for them to comprehend lessons and interact with teachers and classmates effectively.

**Table 1: The comparison of the education support provided for Rohingya children in the three different host countries in Asia**

Key Aspect/s	Bangladesh	Indonesia	Malaysia
Official Language	Bengali	Bahasa Indonesia	Malay

Key Aspect/s	Bangladesh	Indonesia	Malaysia
Medium of Instruction	Bengali	Bahasa Indonesia	Malay
Rohingya Language Support from Teacher	Limited availability of Rohingya language instruction	Limited availability of Rohingya language support	Limited opportunities for Rohingya language learning
Curriculum	Designed in Bengali	Designed in Indonesian	Designed in Malay
Bilingual Teachers Availability	Shortage of teachers proficient in Bengali and Rohingya	The availability of bilingual teachers may be limited	The availability of bilingual teachers may be limited
Cultural Integration and Cross-cultural Function	Challenges due to linguistic and cultural differences	Cultural differences may pose integration challenges	Language barrier affects social and academic integration
Language Support Programs & Initiatives	Efforts may be limited	Limited language support programs	Limited language support programs
Language Barrier to the Education and Learning Process	Language Barriers to the education and learning process are very high	Language Barriers to the learning process are at a moderate level due to governmental policy and aggressive support	Language Barriers to the education and learning process are very high

**Sources:** Wali et al., 2018; Minar& Halim, 2020; Reid, 2023; Rumiartha & Jayantiari, 2023

This table provides a comparative overview of the language barriers encountered by Rohingya children in Bangladesh, Indonesia, and Malaysia, highlighting key differences and similarities across the three countries. As a large number of children migrate, their education is very important just after healthcare facilities. In the case of learning and education development, the refugee children are facing serious problems in getting lessons and lectures from teachers who are teaching at the host country camps with different languages. This study has identified a serious level of learning gaps due to the language barrier between teachers and students.

Wali et al.(2018), Minar and Halim (2020), and Reid (2023) argued that the language barrier deterred the overall education development process, even the attempts made in the refugee camps in Bangladesh and Malaysia. Where else, Rumiartha and Jayantiari (2023) identified a better scenario in the context of learning outcomes in the refugee camps in Indonesia. Government initiatives were taken to employ native teachers to reduce the learning gaps in the host country.

Rahman et al. (2022) revealed that language barriers made classroom instructions difficult as the teachers and students were not comfortable to communicate in foreign languages. Lack of teaching quality, insufficient funding, and other limited supports impede providing education among the children at Cox-Bazaar Refugee Camps in Bangladesh.

In Malaysia, this community has been living invisibly for more than three decades, are not permitted to work legally, and has no or very limited access to healthcare and education. UNHCR and local NGOs provided basic healthcare and education based in madrasahs. Huge discrimination is found in teaching and learning provided in the refugee learning centers for these refugee children in Malaysia (Mahaseth & Banusekar, 2022).

The root cause of the lack of education and learning process of the whole community of Rohingya is the present 'stateless' situation in Malaysia. They are in a crisis of self-identities, and especially the refugee children struggle for the right to education (Farzana et al. 2020). But Malaysia hosts the second-largest number of Rohingya refugees after Bangladesh (Palik, 2020). The number of Rohingyas in Malaysia is currently over 100,000 and the total number of refugees is about twenty million (UNHCR, 2023).

Indonesia is one of the major refugee transit countries in Asia. Indonesia hosted at least 12,704 refugees until May of 2023, mostly from Muslim nations, i.e. Afghanistan, Somalia, Myanmar, Iraq, and Sudan and 30% of the total are children (Alami et al., 2023). The refugees in Indonesia are from 51 countries, and more than a thousand Rohingyas migrated from Myanmar (UNHCR, 2023).

The Indonesian government has opened public schools for refugee children to have access to formal education. The government policy for the right to education for all, even refugees, is highly appreciated (Rumiartho & Jayantiari, 2023).

**Table 2: The comparison of Rohingya children having access to public schools in Bangladesh, Indonesia, and Malaysia is as follows-**

<b>Main Features</b>	<b>Bangladesh</b>	<b>Indonesia</b>	<b>Malaysia</b>
Common restrictions for children to obtain education	Refugee students/ children cannot attend public schools	Refugee children are allowed to attend public Indonesian schools after the pandemic period	They reside with the local community, often in overcrowded housing situations

Students rights as a Rohingya refugee	Access to non-formal education	Access to all private schools before 2022 and then the government opened access to public schools too	access to non-formal education in refugee camps
Major education provider	Local and International NGOs	Government and Private Organizations	Community-based refugee schools
Residence/ shelter	Mostly live in the government-approved camps in Cox Bazaar in Bangladesh with refugee status	May live in rented homes and GO/NGO support centers as the migrants wish and affordability	Rohingyas in Malaysia do not live in camps but reside with the local community as illegal migrants

**Source:** Authors Observation, 2024; Palik, 2020; Rumiartho & Jayantiari, 2023; UNHCR, 2023

Refugee students, especially those who are children, face miserable situations in having access to education, even as considered a basic human need. Refugee students in Bangladesh cannot attend public schools. The only option for them is to take non-formal education mainly run by NGOs. In Malaysia, the children are living with parents in the local community in overcrowded housing situations. They also have the right to access non-formal education as Bangladeshi refugee students. Refugee students in Indonesia are enjoying better accessibility and facilities to obtain education and other services, including healthcare facilities, compared to Bangladesh and Malaysia. The research observed that the language barrier is one of the major causes of effective education and learning development.

In Cox's Bazar, while there are over 315,000 children enrolled in learning centers, the majority only receive basic

education, often at pre-primary levels. Despite efforts by organizations like UNICEF to provide informal education based on a tailored curriculum, many Rohingya children lack the necessary academic skills to progress to higher education levels. This gap is largely due to their previous poor education in Myanmar, compounded by restrictions on formal education and a lack of certified schools (Human Rights Watch, 2019; Reidy, 2020).

Rohingya children in Malaysia experience legal and systemic barriers that hinder their educational access. They often live in fear of arrest due to their undocumented status, and as a result, many cannot attend school or participate in legal employment. Local NGOs and UNHCR provide some educational support, primarily through madrasahs, but significant discrimination and inadequate resources in refugee learning centers severely limit their educational opportunities (Reidy, 2020; Save the Children, 2021).

In Indonesia, Rohingya children face similar challenges, as they often remain in a state of invisibility without legal recognition. Limited access to formal education and substantial language barriers further exacerbate their situation. The lack of tailored educational programs means many children do not receive quality instruction, which impacts their prospects (Save the Children, 2021; Human Rights Watch, 2019).

Overall, these systemic challenges reflect the broader issues of marginalization and discrimination faced by the Rohingya community across these three countries, making it difficult for children to obtain the education they deserve. Employing the mother tongue and local languages as the medium of instruction in education accelerates the acquisition of knowledge, fosters skill development, and enhances the overall quality of learning outcomes, which has already been proven (UNESCO, 2024).

Though technical education is provided in Bangladeshi refugee camps, or NGO-provided education support is given in Malaysia, that is not up to the mark for ensuring better employability. The lack of education policy for refugee children is not properly prepared in those host countries. That is why, overcoming all those barriers and issues faced in the whole education and learning process for refugee children requires particular support programs from various stakeholders, such as

- 1. Promoting Language Support Programs:** Implementing language support programs that teach Rohingya children the language of the host country can facilitate their integration into the educational system. Some international organizations have been actively involved in providing education to Rohingya refugee children. They often tried to overcome those challenges and find solutions related to language barriers and integration into educational systems (UNICEF, 2022).
- 2. Establishing Bilingual Education:** Introducing bilingual education programs that incorporate both the host country's language and the Rohingya language can help bridge the gap and make learning more accessible. Save the Children (2018) highlights the significance of using mother tongue instruction for better learning outcomes and transitioning into national education systems
- 3. Introducing Teacher Training:** Providing training for teachers to support Rohingya children effectively, including language instruction and cultural sensitivity training. IRC (2019) offers reports and guidelines on teacher training in crisis and refugee situations, focusing on integrating cultural sensitivity and language instruction
- 4. Ensuring Community Engagement:** Involving the Rohingya community in educational initiatives and decision-making processes can ensure that the unique

needs and challenges they face are addressed appropriately. NGOs often emphasize community participation as key to designing educational programs that are relevant and effective for refugee populations. Their research includes practical frameworks for involving communities (Brugha et al, 2021).

5. **Providing International Support:** International organizations and NGOs can provide resources, funding, and expertise to support educational programs for Rohingya children, including language support initiatives. Education Cannot Wait (ECW, 2020) is dedicated to providing emergency educational support in crisis contexts, including Rohingya refugee camps. They collaborate with international organizations to provide comprehensive education programs.

By addressing language barriers comprehensively, educational opportunities can become more accessible to Rohingya children in all those nations, enabling them to acquire knowledge and skills essential for their future careers.

## **Recommendations**

The Rohingya crisis has brought attention to the complex interplay between language barriers and access to education for Rohingya children across Bangladesh, Indonesia, and Malaysia. While a growing body of literature explores the challenges faced by Rohingya refugees, studies specifically examining language barriers in educational contexts remain limited. This literature review synthesizes to provide insights into the multifaceted dynamics of language barriers for Rohingya children's education in these host countries. A few suggestions are as follows for language policy development and implementation:

1. **Language Policies:** they play a pivotal role in shaping educational opportunities for Rohingya children in the host countries. In Bangladesh, the government's language policies predominantly favor Bengali as the medium of instruction in schools, posing challenges for Rohingya children who

primarily speak Rohingya, a distinct Indo-Aryan language. In contrast, Indonesia and Malaysia operate under different language policies, with Indonesian and Malay as official languages. However, the lack of formal recognition of the Rohingya language and culture in these countries impedes educational inclusion for Rohingya children, highlighting the need for language-sensitive policies and practices (Kingston & Hanson, 2022).

2. **Access to Formal Education:** Studies indicate significant disparities in Rohingya children's access to formal education across Bangladesh, Indonesia, and Malaysia. In Bangladesh, Rohingya children primarily attend informal learning centers within refugee camps due to limited access to formal schooling. Similarly, in Indonesia and Malaysia, Rohingya children face legal barriers to enrolling in public schools, leading to reliance on informal educational initiatives operated by NGOs and community-based organizations (Reidy, 2020). Language differences further exacerbate educational exclusion, as Rohingya children often struggle to navigate unfamiliar linguistic landscapes in host countries' educational systems.
3. **Informal and Community-Based Education:** Informal and community-based education initiatives play a crucial role in bridging gaps in formal education for Rohingya children. NGOs, religious institutions, and community leaders in all three countries have established informal learning centers and tutoring programs to provide basic literacy, numeracy, and life skills to Rohingya children (UNHCR, 2023). While these initiatives offer opportunities for educational engagement, challenges persist in ensuring their sustainability, quality, and alignment with formal education standards. Teacher training with parents' involvement in the school process may accelerate the whole project (Palik, 2020).
4. **Mother Tongue-Based Education (MTBE):** Efforts to introduce mother tongue-based education (MTBE) for

Rohingya children have gained attraction in Bangladesh, with initiatives aimed at preserving the Rohingya language and culture while facilitating learning (UNESCO, 2023). However, the implementation of MTBE programs faces challenges related to curriculum development, teacher training, and institutional support. In contrast, MTBE initiatives are less prevalent in Indonesia and Malaysia, where language policies and cultural factors present barriers to Rohingya language preservation and educational inclusion.

5. **Mass-Media and Civil Society Involvement:** Language barriers in Rohingya children's education across Bangladesh, Indonesia, and Malaysia pose significant challenges to educational access, quality, and outcomes. However, these challenges also present opportunities for innovation, collaboration, and advocacy (CODEC, 2023). By adopting a comparative perspective, scholars, policymakers, and practitioners can identify common challenges, share best practices, and develop context-specific solutions to address language barriers and promote educational equity for Rohingya children in diverse host countries. GO and NGO cooperation is highly required to ensure a safer migration during unwanted situations i.e. war or genocide rather than blaming the migrants or refugees for creating social and economic problems that may lead to social disorder and mass discrimination in the society.

### **Concluding Remarks and Future Directions**

Learning opportunities for Rohingya children are one of the crucial issues in the world at this moment. While existing literature provides valuable insights into the complexities of language barriers in Rohingya children's education, there is a need for further research to deepen our understanding of these issues and inform evidence-based policies and interventions.

By building on existing knowledge and engaging with diverse stakeholders, researchers can contribute to fostering inclusive and culturally sensitive educational environments that uphold the rights and dignity of Rohingya children in Bangladesh, Indonesia, Malaysia, and beyond. However, the refugee Rohingya children at the refugee camps in Indonesia are getting better education and learning facilities under the Indonesian government's direct supervision compared to the refugee camps established in Bangladesh or Malaysia.

To invest in education is not only to respect a fundamental right but also to build peace and progress for the world's peoples. Education for all, by all, throughout life: this is the great challenge. One which allows for no delay. Each child is the most important heritage to be preserved. (UNESCO, 1997).

Following the success and progress cases of Indonesia by removing and reducing language barriers between teachers and refugee children as students, other host countries of the Rohingya community learners, including Bangladesh and Malaysia, may increase investment in the refugee education program. The careers and future of the thousands of refugee children depend on this small initiative, support, and coordination. Future studies may focus on collecting comparable data from non-formal schools in host states to enhance the quality of the endangered community. Besides, it would improve the understanding of the structural challenges of NGOs, community-based organizations, and the government of the Rohingya host countries to overcome all deterrents, including the language barrier, to better the future of the luckless refugee students and children who are landless around the globe.

## References

Abdullah, N., & Rahman, F. (2020). Educational Challenges Faced by Rohingya Children in Malaysia: A Case Study. *Asian Journal of Development*

*Matters*, 14(2), 126-139. Retrieved from <https://www.indianjournals.com/ijor.aspx?target=ijor:ajdm&volume=14&issue=2&article=009>

Amnesty International. (2017). Myanmar: Caged without a Roof: Apartheid in Myanmar's Rakhine State, November 21, 2017, Index No. ASA 16/7484/2017, <https://www.amnesty.org/en/documents/asa16/7484/2017/en/>

Ashlee, A., Clericetti, G., & Mitchell, J. B. (2020). Rapid Evidence Review: Refugee education. *Zenodo CERN (European Organization for Nuclear Research)*. <https://doi.org/10.5281/zenodo.3901521>

Ashraf, A. A. (2019). Rohingya Crisis: Bangladesh Perspective. Dhaka: Prothoma Prokashon.

BRAC University. (2019). *Education in Emergencies: Addressing the Rohingya Crisis*. Dhaka: Centre for Peace and Justice, BRAC University.

Brugha, M., Hollow, D., Pacitto, J., Gladwell, C. Dhillon, P., & Ashlee, A. (2021). *Historical Mapping of Education Provision for Refugees: A Cross-cutting and Comparative Analysis of Three Country Contexts*. Jigsaw Consult, United Kingdom.

CODEC. (2023, January 21). *Rohingya a Education, Protection and Repatriation*. CODEC. Retrieved April 19, 2024, from <https://codec.org.bd/rohingya-education-protection-and-repatriation/>

ECW (2020). *Education for Rohingya Refugees and Host Communities in Bangladesh*. ECW facilitated Multi-Year Resilience Programme, Bangladesh. Retrieved October 8, 2024, from <https://www.educationcannotwait.org/sites/default/files/2022-03/ECW%20Facilitated%20MYRP%20Bangladesh%202018-2020.pdf>

Farzana, K. F., Pero, S. D. M., & Othman, M. F. (2020). The Dream's Door: Educational Marginalization of Rohingya Children in Malaysia. *South Asian Journal of Business and Management Cases*, 9(2), 237-246. <https://doi.org/10.1177/2277977920905819>

Hassan, M. M., Smith, A. C., Walker, K., Rahman, M., & Southworth, J. (2018). Rohingya Refugee Crisis and Forest Cover Change in Teknaf, Bangladesh. *Remote Sensing*, 10(5), 689. <https://doi.org/10.3390/rs10050689>

Hossain, A. N. M. Z. (2023). Educational Crisis of Rohingya Refugee Children in Bangladesh: Access, Obstacles, and Prospects to Formal and Non-formal Education. *Heliyon*, 9(7), e18346. <https://doi.org/10.1016/j.heliyon.2023.e18346>

Hossain, N., & Rashid, M. (2021). Barriers to Education for Rohingya Refugee Children in Bangladesh: A Qualitative Study. *International Journal of Refugee Law*, 33(2), 283-304. DOI: 10.1093/ijrl/eex032

Human Rights Watch. (2019). *Are we not human?* Retrieved October 8, 2024, from <https://www.hrw.org/report/2019/12/03/are-we-not-human/denial-education-rohingya-refugee-children-bangladesh>

Islam, N. (2018). *The Rohingyas: A Short History of their Persecution*. Dhaka: University Press Limited.

Islam, S., & Haque, M. A. (2018). Informal Learning Among Rohingya Refugee Children: Perspectives from Cox's Bazar. *International Journal of Educational Development*, 59, 40-47. DOI: 10.1016/j.ijedudev.2017.11.003

IRC. (2019). Annual Report 2019. In *The International Rescue Committee (IRC)*. Retrieved October 8, 2024, from <https://www.rescue.org/sites/default/files/document/5264/irc2019-annual-report.pdf>

Karim, M. R. (2019). Education in Emergencies: A Focus on Rohingya Refugees in Bangladesh. Dhaka: Academic Publishers.

Kingston, L. N., & Hanson, A. E. S. (2022). Marginalized and Misunderstood: How Anti-Rohingya Language Policies Fuel Genocide. *Human Rights Review*, 23(2), 289–303. <https://doi.org/10.1007/s12142-022-00654-4>

Khan, R., & Alam, K. (2019). Language Policy and Education for Rohingya Refugee Children: Perspectives and Practices. *Language Policy*, 18(4), 483-503. DOI: <https://doi.org/10.1007/s10993-019-09518-8>

Letchamanan, H. (2013). Myanmar's Rohingya Refugees in Malaysia: Education and the Way Forward. *Journal of International and Comparative Education*, 2(2), 86–97. <https://doi.org/10.14425/00.50.24>

Mahaseth, H., & Banusekar, S. (2022). Living in the Shadows: Rohingya Refugees in Malaysia. *Asian Journal of International Law*, 12(2), 259–266. <https://doi.org/10.1017/s2044251322000091>

Minar, S. J., & Halim, A. (2020). The Rohingyas of Rakhine State: Social Evolution and History in the Light of Ethnic Nationalism. *Social Evolution & History*, 19 (2). <https://doi.org/10.30884/seh/2020.02.06>

Palik, Júlia (2020) Education for Rohingya Refugee Children in Malaysia, PRIO Policy Brief, 2. Oslo: PRIO. Accessed on 11March 2023 from <https://www.prio.org/publications/12325>

Prabaningtyas, R. F., Alami, A. N., Farhana, F., & Pudjiastuti, T. N. (2023, September 1). *Refugee Children have a Right to be Educated in Indonesia – our Research Shows the Barriers in their Way*. The Conversation. Retrieved April 19, 2024, from <https://theconversation.com/refugee-children-have-a-right-to-be-educated-in-indonesia-our-research-shows-the-barriers-in-their-way-211125>

Rahman, A., & Khan, M. S. (2020). Education for Rohingya Refugees in Cox's Bazar: Needs, Challenges, and Opportunities. *Journal of Refugee Studies*, 33(3), 485-503. DOI: 10.1093/jrs/feaa015

Rahman, M. (2020). The Rohingya refugee crisis and human rights: Bangladesh's response. Dhaka: Pathak Shamabesh.

Rahman, M. M., Shindaini, A. J. M., & Husain, T. (2022). Structural Barriers to Providing Basic Education to Rohingya Children in the Kutupalong Refugee Camp, Cox's Bazar, Bangladesh. *International Journal of Educational Research Open*, 3,100159.<https://doi.org/10.1016/j.ijedro.2022.100159>

Reid, K. (2023, September 22). *Rohingya Refugee Crisis: Facts, FAQs, and How to Help*. World Vision. ([www.worldvision.org/refugees-news-stories/rohingya-refugees-bangladesh-facts](http://www.worldvision.org/refugees-news-stories/rohingya-refugees-bangladesh-facts))

Reidy, K. (2020). Expanding Education for Rohingya Refugee Children in Bangladesh. In *UNICEF South Asia*. Retrieved April 19, 2024, from <https://www.unicef.org/rosa/stories/expanding-education-rohingya-refugee-children-bangladesh>

Save the Children. (2018). Unlock Every Child's Potential. In *Save the Children*. Save the Children Thailand. Retrieved October 8, 2024, from [https://thailand.savethechildren.net/sites/thailand.savethechildren.net/files/library/20190220%20REACT%20IDELA%20Feb2018%20-%20EN%20final-compressed\\_compressed-compressed.pdf](https://thailand.savethechildren.net/sites/thailand.savethechildren.net/files/library/20190220%20REACT%20IDELA%20Feb2018%20-%20EN%20final-compressed_compressed-compressed.pdf)

Save the Children. (2021). *Rohingya Children: Five Stories from five Countries*. Retrieved October 8, 2024, from <https://www.savethechildren.net/blog/rohingya-children-five-stories-five-countries>

Shohel, M. M. C. (2023). Lives of the Rohingya Children in Limbo: Childhood, Education, and Children's Rights in Refugee Camps in Bangladesh. *Prospects*, 53(1–2), 131–149. <https://doi.org/10.1007/s11125-022-09631-8>

Shohel, M. M., Ashrafuzzaman, M., Babu, R., Akter, T., Tasnim, N., & Bayezid, A. (2023). Access to Higher Education for the Rohingya Refugees: Challenges, Opportunities, and Future Directions. In S. Saeed & M. Zhang (Eds.), *Global Perspectives on the Difficulties and Opportunities Faced by Migrant and Refugee Students in Higher Education* (pp. 103-135). IGI Global. <https://doi.org/10.4018/978-1-6684-7781-6.ch005>

Wali, N., Chen, W., Rawal, L., Amanullah, A. S. M., & Renzaho, A. M. N. (2018). Integrating Human Rights Approaches into Public Health Practices and Policies to Address Health Needs Amongst Rohingya Refugees in Bangladesh: a Systematic Review and Meta-ethnographic Analysis. *Archives of Public Health*, 76(1). <https://doi.org/10.1186/s13690-018-0305-1>

UNESCO. (1997). The Human Right to Peace: Declaration by the Director-General. Paris, France: UNESCO. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000105530.locale=en>

UNESCO. (2024). *Bridging Cultures and Minds: The Transformative Impact of Mother Tongue Integration in Curriculum Design*. unesco.org. Retrieved April 21, 2024, from <https://www.ibe.unesco.org/en/articles/bridging-cultures-and-minds-transformative-impact-mother-tongue-integration-curriculum-design#:~:text=Beyond%20cultural%20benefits%2C%20employing%20the%20mother%20tongue%20and,enhance%20the%20overall%20quality%20of%20learning%20outcomes>

UNESCO. (2023, April 20). *Why Mother Language-based Education is Essential*. Retrieved April 19, 2024, from <https://www.unesco.org/en/articles/why-mother-language-based-education-essential>

UNHCR. (2023, June 6). *Education Factsheet - as of 31 December 2022*. UNHCR Operational Data Portal (ODP). Retrieved April 19, 2024, from <https://data.unhcr.org/en/documents/details/101131>

UNICEF. (2022). *Education Milestone for Rohingya Refugee Children as Myanmar Curriculum Pilot Reaches first 10,000 Children*. Retrieved October 8, 2024, from <https://www.unicef.org/press-releases/unicef-education-milestone-rohingya-refugee-children-myanmar-curriculum-pilot>