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NAVIGATING THE IMPOSSIBLE: A GROUND-LEVEL PERSPECTIVE ON THE CHALLENGES FACED BY TEACHERS IN ROHINGYA REFUGEE CAMPS

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ABSTRACT
The aim of this review is to shed light on the various challenges faced by the teachers who work in the Rohingya refugee camps in the Coz Bazaar district of Bangladesh. Even though education is considered to be a basic human right which should be protected at all costs, in the Rohingya refugee camps, its delivery is riddled with a vast range of issues and challenges. These challenges include policy restrictions, sociocultural tensions, poor or no infrastructure, a shortage of resources and materials, and a lack of proper training of teachers. This review reveals that teachers play a crucial role in providing education in the refugee camps but are heavily under-supported. They have to deal with gender norms, uncertain curriculum, intergenerational expectations, complex governance structures, and trauma-affected children. This study argues that, the systemic educational reform must take into consideration the wellbeing of teachers, their professional competency, and institutional recognition.

INTRODUCTION

A humanitarian crisis that has been going on for a long time, is the one involving the Rohingya refugees. In 2017, a serious violation of human rights happened when a large number of Rohingya refugees escaped from the Rakhine State of Myanmar due to large-scale violence and armed attacks (UNHCR, 2026). These people took refuge in Bangladesh's Cox Bazar after taking dangerous journeys by foot, or sea. In a few months, over 750,000 Rohingya, which comprised mainly muslims, crossed the border after escaping brutality and systemic violence, and made the coastal region of Bangladesh into one of the largest refugee settlements with a refugee population going over a million (UNHCR, 2026). This huge immigration of Rohingya refugees made the region highly dense where they live in makeshift shelters and are vulnerable to challenges such as natural disasters, monsoon, fires, and others. But, as the demand of the refugees grows, the services have also stretched thin. Providing basic needs like healthcare, security, and food has also proven difficult for humanitarian groups and international aid.

Among these difficulties, education comes forward as hope for these people. It is not just a basic human right, as defined by the UN Convention on the Rights of the Child, but it is also important for protecting people, especially children from exploitation (Shohel, 2022). Early marriage, radicalization, and other problems that come from the exploitation and manipulation of people, especially young ones, are known to be stopped by education. The establishment of a suitable education system in the Rohingya refugee camps, however, has several obstacles. These difficulties include a lack of proper infrastructure, political disagreements, and limited resources (Hossain, 2023). Facing multidisciplinary obstacles, teachers are at the front of this struggle. These teachers are often the refugees themselves that portray resilience in the face of difficulties (Hossain, 2023). This review discusses the ground-level challenges which such teachers or educators face in Rohingya refugee camps. It discusses how teaching and education is limited by systemic failures. It also shows how such failures have a long-lasting impact and can lead to emotional exhaustion in teachers by shedding light on the classroom realities and policy gaps.

SECTION 1: THE UNSTABLE FOUNDATION: EDUCATION IN A PROTRACTED LIMBO

1.1 : Architecture of Emergency Education

The Cox Bazaar region of Bangladesh, especially the Ukhiya and Teknaf region, shelters one of the largest populations of Rohingya refugees, among which, half of the population is noted to be children (Hoque et al. 2023). These children are the most vulnerable to exploitation and have their childhood interrupted because of violence and conflict. Such children also lack access to formal education and are thus provided informal education under temporary and makeshift architecture. According to the study by Shohel, (2023), the main method of providing education to Rohingya children is through the Temporary Learning Centers (TLCs).

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TLCs are constructed with the help of local materials, plastic sheetings and bamboo and offer emergency education to refugee children. However, the learning environment provided by TLCs is unstable and prone to issues like high teacher to student ratio, and environmental hazards. UNICEF provides this education via the Learning Competency Framework and Approach (LCFA) (Shohel, 2023). But, the enrollment figures show a great difference, with many kids still not able to attend teaching classes.

These institutions are run under the direction of the Cox's Bazar Education Sector, which comprises numerous NGOs and UN agencies like UNICEF and Save the Children as well as groups like BRAC and Plan International. They hire volunteers from among the Rohingya and Bangladeshi population to work as facilitators at these centers. These volunteers are given very limited training to impart life skills and literacy to children. However, there are bureaucratic issues involved in making these centers scalable due to government restrictions in Bangladesh. The restrictions include giving these centers another name, such as "Child Play Areas," and not allowing them to become accredited (Shohel, 2022). On the other hand, according to the study by Nilsen et al. (2023), which interviewed Rohingya refugee students and educators, it was found that community led teaching programs also play a crucial role in educating children. Nonetheless, the NGOs and other humanitarian organisations rarely include the Rohingya community educators in developing programs. In addition to the temporary, makeshift learning centers, Rohingya children also receive education through technology-based programs. This was especially observed during the Covid-19 when the home-school program was introduced to educate children at home, in a safe learning space, as explored by Prodip & Roy (2023).

However, these studies shed light on the fact that the education landscape for Rohingya refugee children is precarious and highly lacking.

1.2 : Policy Vacuum and an Uncertain Future

The educational planning in the refugee camps in Bangladesh is greatly impacted because of the political stalemate concerning the refugee status of Rohingya people. As per the exploration of Ferdous & Atar (2025) repatriation efforts are delayed because of Myanmar being reluctant to offer citizenship. This is further exacerbated due to the geopolitical influences from India and China who give more importance to strategic interests. The study found that due to all this, the refugee camps have turned overcrowded and the education in such camps is underfunded and ad-hoc. This leads to a lost generation of Rohingya children without basic literacy, skills, and future integration. In addition to this, the study by Howlader, Nesa & Islam (2025), showcased that the service gaps are further magnified due to the absence of legal frameworks in Bangladesh for the integration of refugees. This declines the aid and negatively impacts the temporary education programs and it also fails to tend to the long-term need and trauma of children.

On the contrary, Hossain (2023), shed light on the fact that formal education is denied by government policies because of the non-signatory status of refugees. This causes the Burmese-medium programs to be informal and without accreditation. The study also found that this leads to teachers providing stop-gap lessons with the qualifications of students after return, being unclear. Uddin, in his study (2024), discovered the refugees' persistence to attain citizenship status and ensure safe repatriation. The study observed that failed attempts create limbo, that makes educators to rely on makeshift curricula that do not hold long-term prospects. Lastly, Mithun (2023), suggested that the lack of resettlement possibilities, which were halted in the year 2010, exacerbates the policy dilemma, making it difficult to access education while depending on humanitarian aid to provide basic skills, which may not be long-lasting.

SECTION 2: NAVIGATING THE SOCIOCULTURAL LABYRINTH

2.1 : The Politics of Language and Curriculum

A lot of debates have been going on with respect to the education of Rohingya refugees in the Bangladeshi camps. These issues are concerning the medium of instruction and language used and its role in keeping a balance between practical needs and identity preservation. As per the examination of Monir (2024), it was found that Burmese language is given more priority over Bangla or Rohingya due to government restrictions. The study also concluded that this preference leads to the undermining of repatriation possibilities and cultural identity. As the Rohingya dialects get ignored in the curricula, it leads to poor relations with the hosts and alienation amid fears of integration. On the other hand, as per the study by Habib, Chowdhury & Uldanov (2024), there are some informal programs run by NGOs that use a multilingual education approach which includes English language as well. However, it was observed that accreditation is restricted because of political pressures which eventually leaves the curricula in a state of limbo. It gives rise to tension between the neutrality for repatriation as demanded by the state and the demands of the community for Rohingya-inclusive education. In the view of Rahman, Shindaini &

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Abdullah (2023), the choice of curriculum is linked with identity politics. This is evident in choosing a Burmese curriculum which hints at repatriation possibilities, but, meanwhile it erodes the heritage of Rohingya and also puts a strain on the relationship with Bangladeshi hosts who consider it as an integration threat to adopt Bangla. Moreover, it was found by Kingston & Seibert Hanson (2022), that English might be adopted as a neutral language, however, it is met with resistance from elders who still put more emphasis on religious texts in Rohingya, thus, making education more complicated.

2.2 : Gender Dynamics and the Classroom

Female children and teachers face additional barriers in attaining and imparting education in the Rohingya refugee camps of Bangladesh. According to the exploration of Hossain (2024), even though there is a presence of learning centers, the participation of Rohingya girls is much less. This is due to the various risk factors, girls are exposed to in camps, such as child marriage, sexual abuse, and psychological trauma and stress. The study suggested that policy, should prioritise the safety and wellbeing of girls in order to increase their educational participation. In addition to this, according to the study by Wan (2024), gendered difficulties for girls make them less likely to gain education. These difficulties include traditional beliefs about domestic duties and marriage, economic limitations, lack of proper infrastructure, and social marginalisation. These challenges are increased because of a lack of female teachers in the learning centers of the camp. As per the reports of UNICEF (2022), mixed-gender classes are looked down upon after the girls reach puberty due to concerns over their safety and traditional norms. There is often a drop in female attendance because parents keep them in confinement and the inclusivity of education centers is hampered due to lack of female teachers.

2.3 : Intergenerational Gaps and Community Expectations

In refugee camps for the Rohingya people, the divide between the generations becomes apparent as there are disagreements between older members of the community, who value religious education, and younger members, who prefer secularly-focused educational options. These conflicts, many times, are resolved with assistance from educators within the community. A study by Mim (2020), noted that the older generation prioritizes religious education and preserving their cultural identity based upon Islamic value systems; thus, older generations oppose what many view as secular humanitarian programs. This causes tensions when younger generations aspire to acquire vocational skills through the educational system in order to have better career opportunities. In contrast to this, the research by Zahed & Prodip (2021) shed light on the fact that eternal rewards and discipline was provided by madrasas that provide religious education. Nonetheless, such madrasas do not get official recognition and this causes generational differences as younger people aim to get formal education in the midst of resource limitations. As per the view of Al-Haddad, Duran & Ahmed (2022), there is a clash between the secular aid which emphasises on non-formal schooling and the views of older people, who give priority to religion-based curricula for cultural preservation. The study stated that without balanced strategies, there is a risk of lost generation of Rohingya refugees.

SECTION 3: THE INVISIBLE BURDEN: PSYCHOLOGICAL AND EMOTIONAL TOLL

3.1 : Carrying Collective Trauma: Secondary Trauma and Burnout

Teachers in Rohingya refugee camps, sometimes being refugees themselves, have to go through secondary trauma by absorbing the trauma of students. This adds to their own past and trauma, and causes burnout. According to Henderson, (2025), in a content analysis, there were multiple dimensions of risk for vicarious trauma and secondary traumatic stress, among refugee service providers; the authors underlined emotional demands leading to burnout and organizational support required to prevent exhaustion. Likewise, Küçüknane, Dikeç & Uygun, (2025), observed that professionals, who were assisting refugees were undergoing extreme states of sadness, helplessness, and mental exhaustion as a result of listening to their clients' stories, leading to burnout.

3.2 : Pedagogy in the Shadow of Trauma

There are great challenges faced by teachers when teaching children with symptoms of trauma in Rohingya refugee camps. These challenges are increased without proper training for teachers. As the research by Boukhari, (2025), states that refugee kids, who have significant displacement trauma, are noted to show dissociation, hyperactivity, and grief in classroom settings. This highlights the crucial need for pedagogy that is trauma-informed; still, teachers are without culturally responsive resources which leads to disrupted learning. In another study, Bakali & Wasty, (2020), showed that classroom dynamics for Rohingya children is disrupted because of their emotional withdrawal. It was seen that the traumatic memories of these children show up as uncertainty and fear and lead to emotional withdrawal. It was also noted that there is a

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greater risk of re-traumatization because of teachers lacking psychological support resources and training in counseling. On the contrary, it was explored by Khan (2024), that even though the focus of students is disrupted because of grief and hyperactivity, there are simple activities like play-based interventions, that are trauma-sensitive, which help. However, the study also noted how training is not provided to facilitators which leads to ineffective teaching and burnout.

SECTION 4: THE DAILY GRIND: LOGISTICAL AND INFRASTRUCTURAL HURDLES

4.1 : Hostile Learning Environments

The refugee camps of Rohingya in Bangladesh are often under very hostile environments. It was noted by Lyu (2025), that education of kids is disturbed because of the congested camps along with the informal education settings facing additional challenges, such as deteriorating conditions and funding shortages. The study also observed that the high population density in these camps cause unstable access due to various restricting factors like financial conditions, conservative perspectives, and more. In a similar way, as per the view of Ahmed & Duran, (2026) on climate justice, bamboo and other makeshift structures are threatened because of disasters like floods and fires. These incidents amplify the trauma and very little protection is provided by temporary structures during times of landslides and monsoons. In another study by Moniruzzaman (2021), it was found that due to security checkpoints around camps and frequent identity verification, students are often harassed and bullied and it also impacts Bangladeshi students around the Cox Bazaar area. It was also observed that students might get involved in immoral behaviour and can also contract various diseases because of the difficult environment of the refugee camps.

4.2 : Scarcity in All Forms: From Chalk to Training

In the view of Rahman (2020), there has been a significant lack of international funding, basic teaching resources, and trained teachers in the refugee camps for Rohingya children. It was also found that there are various discriminatory factors, like socio-economic status, ethnic background, gender, age, religious identity, and others that prevent the students from attaining education. The study by Mahmud & Nalifa (2020), finds out that in refugee camps, due to language concerns, there is no proper curricula, and there is also lack of sufficient resources to align the curricula with that of Myanmar. There are also very few textbooks and other learning materials for higher education. Shohel et al. (2023) also concluded that proper implementation of education is prevented due to a shortage of learning resources and qualified teachers. The study also noted that teachers are not trained in trauma-informed methods and there are also severe resource limitations that impact the education of children in Rohingya refugee camps.

SECTION 5: PRECARIOUS POSITION: SECURITY AND SOCIAL COHESION

5.1 : Between Multiple Authorities: Community, NGOs, and the State

The navigation of different and conflicting demands from refugees, NGOs, and Bangladeshi authorities creates an unstable and difficult situation for the teacher, their legitimacy, and safety. In their study, Rahman & Husain (2022), pointed out that for those teaching within learning centers supported by NGOs, the restrictive role of the government along with the lack of formal recognition, causes the creation of competing agendas. This impacts their safety and legitimacy. In another study by Habib, Chowdhury, & Uldanov (2024), the top-down approach of policy and institutional approaches by the government and NGOs, creates a restrictive environment for teachers, and they have to balance the needs of refugees with the restrictions of government.

5.2 : Economic Precarity and Exploitation

Rohingya refugee teachers depend on volunteer work, and very little compensation, hence their circumstances make them more vulnerable and experience high turnover. A Human Rights Watch (HRW) study from 2025, noted that community-led school teachers, who were sometimes supplemented with NGO employment in the face of aid cuts, were compensated between 3,000 and 8,000 taka ($25-$65). Formal learning facilities, on the other hand, compensate Rohingya "volunteer" teachers with only 13,000 Bangladeshi taka (US$106) each month. Furthermore limiting teachers' financial circumstances, and increasing their vulnerability to unofficial exploitation, is the government's allowance of stipends within the camp but prohibition of outside employment, as indicated in a GAGE-ODI study by Guglielmi et al. (2024). This is further worsened by high turnover, which is linked with poor pay. In their estimation of economic opportunities for young Rohingyas, Talukder et al. (2022) shed light on the fact that there are limited opportunities, with teaching aspirations commonly limited to poorly paid NGO volunteer work, such as that of unskilled labor at 50 BDT/hour, a situation that reinforces gender biases and further causes

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instability.

DISCUSSION

The efficacy of education in the Rohingya refugee camps of Coz Bazaar (Bangladesh) is highly impacted by the stress which the teachers face from logistical, psychological, sociocultural, and political factors. Gender disparities along with the politics of language are found to be linked with psychological factors, such as collective trauma. In addition, these issues are more compounded by logistical barriers like makeshift bamboo learning centers, resource constraints, and lack of accreditation. Teachers have to deal with intergenerational conflicts and community demands for religious education, in addition to dealing with unresolved trauma of their own about displacement when curricula in Burmese or English are used for teaching Rohingya-speaking students. This cultural conflict, apart from promoting dissociation and hyperactivity among students in the classroom, feeds into the secondary trauma of the teachers themselves, as they absorb stories of grief from children without support and protection; eventually, they burn out. These problems are also increased because of logistical factors, like the absence of teaching resources and the hazardous environments of floods and fires, resulting in daily education turning into survival situations. This is made worse by the absence of trauma-informed pedagogy.

A harmful cycle is developed due to the link between these factors. A high turnover of teachers is caused due to economic instability and low pay. This further weakens social cohesion and the legitimacy of NGOs and government institutions. Eventually, this causes reduced training access to deal with concerns, like multilingual instruction and gender and culture-sensitive teaching. The lack of logistical resources add to the mental exhaustion and burnout which the teachers face. This is due to teachers facing secondary trauma from their students and also improvising with whatever they have due to a shortage of resources and learning materials. The sociocultural perspectives, mostly concerning safety of girls, conservative family thinking, and fewer female teachers, causes reduced participation of female students in education. This limbo is more extended due to policy gaps concerning repatriation and this increases the human-cost and adoption of stop-gap approaches. These obstacles need to be addressed together for better education opportunities for Rohingya children.

CONCLUSION AND RECOMMENDATIONS

In summary, this review has shed light on the significant challenges which teachers face in Rohingya refugee camps and it also highlights the importance of supporting teachers' needs in order to improve Rohingya education in Bangladesh. These teachers are frequently the refugees themselves, and they are at the front of facing the sociocultural, psychological, political, and economical challenges. Teachers are often found in situations that add more to their trauma due to various issues such as inadequate infrastructure, policy gaps, resource limitations, language politics, gender disparities, and intergenerational conflicts. They are also subjected to exploitative conditions, low pay, and dangerous settings of refugee camps. All of these causes high turnover and burn out of teachers and eventually causes education challenges for Rohingya children. The following recommendations are provided to address the identified issues:

- There must be systemic investment done for the wellbeing of teachers. These include both financial and psychological support. This helps in reducing burn out, promoting resilience, and fair employment opportunities.
- In addition, continuous professional development of teachers is needed. This should be context-specific, and teachers should be trained in classroom management, multilingual teaching approaches, counseling, and trauma-informed pedagogy.
- Recognition and stability for educational initiatives and centers are needed for the long-term, from both international and host authorities. Formal integration and accreditation is required for better educational outcomes.
- To reach the minimum sufficient needs, for learning and teaching, there should be improvements made in resource supply chains and infrastructure. Consistent facilities, disaster management, safe spaces, and addressing of hostile environments is needed.
- There should be better collaboration between donors, NGOs, and governments to improve the education of Rohingya children. It is also necessary to include individuals from the Rohingya community in planning the initiatives, and curricula to reduce conflict and resistance.
- An increase in female teachers and counselors is needed to address the issue of female safety and to counter the traditional views on the role of females in the household.

Overall, these recommendations should be considered when creating policies and interventions, and there

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should be collaboration among the various authorities and institutions to deliver effective strategies. Special emphasis on teacher wellbeing and training is needed to enhance the quality of education and address the needs of children.

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