



Rohingya Student's Dream Beyond Border



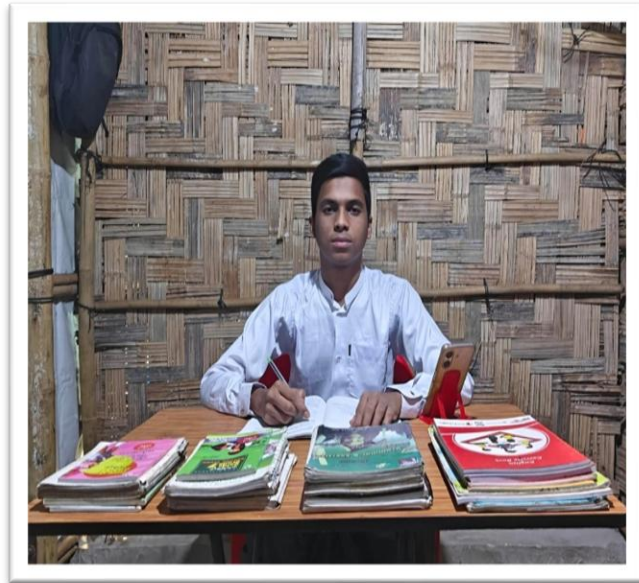
ROHINGYA AID AND EMPOWERMENT NETWORK



Case Story Guide for Rohingya Students’ Dreams Beyond Borders

Basic Information

Musa is a 16-year-old Rohingya student currently residing in Camp-11, Cox’s Bazar, Bangladesh. Despite the challenges of displacement, he has completed the Myanmar curriculum and developed strong foundational academic skills through determination and self-motivation, even with limited educational resources.



Background and Challenges

Musa comes from a low-income family that previously relied on daily labor for survival in Myanmar. Due to violence and insecurity, his family was forced to flee, losing their home, livelihood, and stability. Now living in a refugee camp, they depend entirely on humanitarian assistance and have no reliable source of income. This financial hardship directly affects Musa’s education, as he often lacks access to basic learning materials.

In addition to economic challenges, Musa faces multiple barriers to education, including legal restrictions on formal schooling, limited mobility within the camp, and social constraints that affect equitable access to learning opportunities. He also experiences personal challenges such as stress, limited study resources, and the need to support his family, which sometimes interrupts his education. Despite these difficulties, his family continues to encourage his studies, recognizing education as a pathway to a better future.



Journey in the Program

Musa joined the *Rohingya Students' Dreams Beyond Borders* program after learning about it through community outreach efforts. Motivated to continue his education despite displacement, he applied and became an active participant in the initiative.

Through the program, Musa received a digital learning device, access to online classes, and mentorship support. These interventions have enabled him to engage in structured learning and continue his academic development. Additionally, he has gained a wide range of skills, including academic improvement, digital literacy, communication, leadership, teamwork, creativity, and critical thinking, all of which contribute to his personal and educational growth.

Personal Voice

Musa expresses a strong sense of hope and ambition for his future. He states, *“I want to continue my studies and become a Rohingya youth advocate so I can empower children in my community.”* Despite the challenges of camp life, he remains optimistic, adding, *“Even though life is hard in the camp, I dream of returning to Myanmar one day and building a better future for my people.”*

He also emphasizes the importance of education in his life: *“Education gives me hope and a chance to build a better future. Even in the camp, studying makes me feel strong and motivated.”* At the same time, he acknowledges ongoing hardships, explaining, *“I cannot always buy books or materials because my family has very little money. Sometimes I have to help my family instead of studying because I need to survive.”*

Impact

Participation in the program has led to significant positive changes in Musa's life. He has grown in confidence, strengthened his knowledge base, and developed leadership skills. Musa is now more capable of expressing his ideas, engaging in learning activities, and taking initiative within his community.

He also plays an active role in supporting others by helping peers with their studies, sharing knowledge gained from his classes, and encouraging other children in the camp to continue their education. His progress demonstrates the transformative impact of targeted educational support for displaced youth.



Future Goals and Needs

Musa aspires to become a Rohingya youth advocate and community leader, with the goal of promoting education and supporting development within his community. To achieve these ambitions, he requires access to scholarships and opportunities for higher education beyond the camp setting. Continued investment in his education will enable him to build on his current progress and realize his full potential.

Message to Donors and Institutions

Musa conveys a message of gratitude and hope to supporters: *“Your support gives me hope and the chance to learn and grow. Thank you for helping me continue my education and pursue my dreams.”*

His story highlights the urgent need for sustained educational support and investment in Rohingya youth, whose potential can be unlocked through access to learning opportunities and resources.



Basic Information

Mohammed Reyas, a 20-year-old Rohingya refugee currently residing in Camp 14, Cox’s Bazar, Bangladesh, the matriculation completed with distinction





Background and Challenges

Mohammed Reyas fled Myanmar with his family in 2017 and has since been residing in Camp 14 in Cox's Bazar. Life in the camp has presented significant challenges, particularly for his family. His father, now over 60 years old, is no longer able to work consistently, and his mother is living with paralysis. As a household of seven members with no stable source of income, the family struggles daily to meet even their most basic needs.

Access to formal education within the camp remains highly limited. Financial hardship and lack of educational resources made it extremely difficult for Reyas to continue his studies in a structured manner. Despite these constraints, he has remained steadfast in his commitment to education, viewing it as the only viable pathway toward a better future for himself and his family.

Journey in the Program

Reyas joined the *Rohingya Students' Dreams Beyond Borders* program through a recommendation from a peer. Through this initiative, he gained access to online classes, a digital learning device, and mentorship support.

This opportunity enabled him to reconnect with education after years of disruption. For the first time in a long period, Reyas was able to engage in a structured and supportive learning environment, restoring his sense of direction and purpose.

Skills Development and Personal Growth

Through his participation in the program, Reyas has developed a range of academic and personal competencies, including:

- Enhanced English communication skills
- Improved understanding of Biology and Chemistry, particularly in areas related to human health, scientific concepts, and problem-solving
- Increased digital literacy and proficiency in online learning platforms
- Strengthened leadership abilities through peer learning and collaboration
- Greater confidence in public speaking and teamwork
- Improved critical thinking and creativity

Personal Voice

Reyas expresses his aspirations and renewed hope through his own words:

“Education is the only way I can change my life and help my community.”

“Before joining this program, I felt my dreams were fading. Now, I feel hope again.”

“Even in the camp, I believe I can become something more.”



Impact

Since joining the program, Reyas has demonstrated significant personal and academic progress. He has become more confident, actively participates in learning activities, and engages meaningfully in discussions.

Beyond his own studies, Reyas contributes to his community by supporting his peers and assisting younger children in his block with their education, effectively serving as an informal tutor. His growth is reflected not only in his academic achievements but also in his increasing role as a responsible and supportive community member.

Future Goals and Needs

Reyas aspires to become a medical doctor, with the goal of serving refugee populations and underserved communities. In areas such as Cox's Bazar, access to healthcare remains limited, and many individuals suffer from preventable or treatable conditions. Reyas is motivated to address these gaps by providing care, saving lives, and offering hope to those in need.

To achieve his ambitions, he requires:

- Access to advanced and higher-level education programs
- Scholarships to pursue university education
- Reliable internet connectivity and continued access to learning resources

He remains strongly committed to continuing his studies at the university level in order to acquire the professional knowledge and skills necessary to contribute meaningfully to society.

Message to Donors and Institutions

Reyas shares a message of gratitude and hope:

“Your support gives me hope and the chance to learn and grow. By supporting us, you are not just helping one student—you are helping an entire community to grow. Thank you for believing in students like me.”



Basic Information

Abdu Zobi, a 20-year-old Rohingya refugee currently residing in Camp 14, Cox's Bazar, Bangladesh, the matriculation completed with distinction.



Background and Challenges

Abdu Zobi was forced to flee Myanmar with his family due to conflict and has since been living in Camp-14, Hakim Para, in Cox's Bazar. Like many Rohingya refugees, he left behind not only his home but also the stability and opportunities that once shaped his early aspirations. Life in the camp remains challenging, with limited resources, restricted opportunities, and an uncertain future.

One of the most significant challenges Abdu has faced is continuing his education. After completing the Myanmar curriculum, he encountered serious barriers to further learning, including a lack of access to higher education pathways and financial limitations. These obstacles made it difficult for him to pursue his academic goals in a structured manner. Despite these hardships, Abdu remained determined to continue learning and refused to let his dreams fade. As he reflects,

“Sometimes I feel like the world has forgotten us, but I cannot forget my dream.”

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Journey in the Program

Abdu joined the *Rohingya Students' Dreams Beyond Borders* program through the support and encouragement of his peer, Musa. Through this initiative, he gained access to online classes, mentorship, and digital learning tools.

This opportunity became a turning point in his life, enabling him to reconnect with education after a period of uncertainty. For the first time in years, Abdu was able to engage in a structured and supportive learning environment, restoring his sense of hope and direction for the future.

Skills Development and Personal Growth

Through his participation in the program, Abdu has developed a range of academic and personal competencies, including:

- Improved communication and interpersonal skills
- Enhanced leadership abilities through peer engagement
- Increased confidence in teamwork and collaboration
- Strengthened critical thinking and problem-solving skills
- Digital literacy and familiarity with online learning platforms
- Renewed self-confidence and motivation to pursue his goals



Personal Voice

Abdu shares his aspirations and determination in his own words:

“Education is the only way I can change my future.”

“Even if I am in a camp, my dreams are still alive.”

“I don’t want to stay dependent forever. I want to stand on my own and help my community.”

Impact

Since joining the program, Abdu has demonstrated meaningful personal growth and increased engagement in his education. He actively participates in learning activities and has become more confident in expressing his ideas and perspectives.

Beyond his own development, Abdu contributes to his community by supporting younger students and encouraging his peers to continue their education. In an environment where hope can easily diminish, he serves as a source of motivation and inspiration for others. His journey reflects the broader impact of educational support in fostering resilience and leadership among displaced youth.

Future Goals and Needs

Abdu aspires to pursue higher education and build a meaningful career that will enable him to support his community and contribute to positive change. He is committed to using his knowledge and skills to uplift others and amplify the voices of marginalized communities.

To achieve his ambitions, he requires:

- Access to higher education opportunities
- Scholarships and financial support
- Continued access to digital learning resources and mentorship

He remains determined to continue his educational journey and create a better future for himself and his community.

Message to Donors and Institutions

Abdu shares a powerful message to those who can support his journey:

“Please invest in our education. We are not just refugees—we are students, dreamers, and future leaders.”



Basic Information

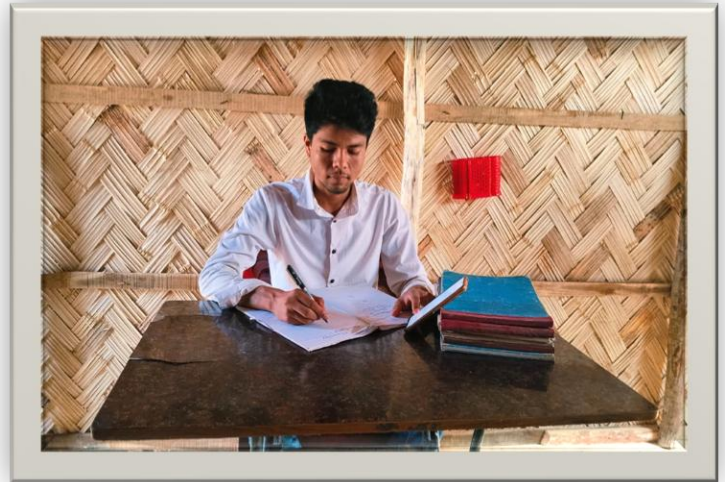
Mohammed Nob, a 19-year-old Rohingya refugee currently residing in Camp 14, Cox's Bazar, Bangladesh, the matriculation completed.

Background and Challenges

Muhammad Nob is a Rohingya refugee student from Myanmar, belonging to one of the most persecuted ethnic communities in the world. He was forcibly displaced with his family in 2017 due to violence and has since been living in a refugee camp in Cox's Bazar, Bangladesh, under challenging conditions. Prior to displacement, his family relied on daily labor for their livelihood. However, in the camp, they have no stable source of income and depend entirely on limited humanitarian assistance.

Nobi faces multiple barriers to education. Access to formal education remains restricted, and opportunities for higher education are extremely limited due to legal constraints, lack of recognized identity documents, and financial hardship. Movement restrictions further limit access to learning spaces, while the availability of books and educational materials is significantly constrained. Social challenges and structural inequalities also affect equal access to education.

In addition, Nob experiences personal struggles, including stress, limited study resources, and family responsibilities. Often studying in crowded shelters and uncertain conditions, he continues to pursue his education with determination, despite the many obstacles he faces.



Journey in the Program

Nobi joined the *Rohingya Students' Dreams Beyond Borders* program after learning about it through community outreach initiatives. Motivated by hope and curiosity, he applied to continue his education despite the limitations of camp life. This program marked a turning point in his educational journey. Through the program, Nob gained access to digital learning tools, online classes, and mentorship support. These opportunities allowed him to engage in structured learning and gain exposure to broader educational systems. The program not only supported his academic development but also strengthened his confidence and sense of future direction.

Skills Development and Personal Growth

Through his participation in the program, Nob has developed a range of academic and personal competencies, including:

- Improved understanding of science subjects, particularly chemistry
- Enhanced digital literacy and ability to use online learning platforms
- Strengthened English language and communication skills
- Development of leadership abilities and peer support skills
- Increased confidence, motivation, and independent learning capacity



Personal Voice

Nobi shares his aspirations and challenges in his own words:

“Education is the only way that I can change my life and help others. Even though I live in a refugee camp, I still have big dreams.”

“I want to learn more about science, especially chemistry, because I believe it can help solve real-world problems.”

“I dream of returning to Myanmar one day and building a better future for my people and the world.”

“I cannot buy books or materials because my family has no income. Sometimes, I have to help my family instead of studying because I need to survive.”

“Studying makes me feel strong and motivated, so I never want to give up.”

Impact

Since joining the program, Nobi has demonstrated significant growth in both his academic performance and personal development. He has become more confident, actively participates in learning activities, and shows increased independence in his studies.

Beyond his own progress, Nobi contributes to his community by encouraging other students to continue their education and by sharing knowledge with his peers. His journey reflects resilience, determination, and the transformative power of education in challenging environments.

Future Goals and Needs

Nobi aspires to become a chemist and contribute to society by addressing challenges related to health, energy conservation, environmental sustainability, and the needs of vulnerable communities, including refugees. He is motivated to apply his knowledge to solve real-world problems and create positive change.

Message to Donors and Institutions

Nobi shares a respectful and hopeful message:

“I kindly ask for your support to continue my education. I have the passion and determination to succeed, but I need an opportunity. If you invest in my education, I will use it to help others and create a positive impact in the world. Thank you for helping me continue my education and pursue my dreams.”



Basic Information

Rahamot Ullah, a 19-year-old Rohingya refugee currently residing in Camp 15, Cox's Bazar, Bangladesh, the matriculation completed.



Background and Challenges

Rahamot Ullah is a Rohingya refugee student from Myanmar, belonging to one of the most persecuted and marginalized communities in the world. In 2017, due to violence and systemic oppression, he and his family were forced to flee their homeland and seek refuge in Bangladesh. Since then, he has been living in a refugee camp in Cox's Bazar, where daily life is marked by uncertainty and hardship.

His family has no stable source of income and depends entirely on humanitarian assistance. These conditions make it extremely difficult to pursue education consistently. Access to formal education in the camp remains highly restricted due to legal limitations, lack of official identity documentation, and financial barriers. In addition, movement restrictions and the limited availability of books and learning materials further hinder educational progress.

Despite these challenges, Rahamot remains determined to continue his studies. He often balances family responsibilities with academic efforts, studying under difficult conditions while striving to build a better future.

Journey in Learning and Growth

Rahamot's educational journey reflects resilience, perseverance, and a strong commitment to self-improvement. In the absence of consistent formal education, he has continued learning through self-study and community-based educational opportunities.

Personal Voice

Rahamot shares his aspirations and determination through his own words:

"Education is the only way I can change my life and stand up for my community. Even though I live in a refugee camp, my dreams are not limited."

"I want to become a political leader because my community needs a voice—someone who understands our struggles and can work for our rights, dignity, and future."

"Sometimes life in the camp makes studying very difficult, but I never give up. I believe that one day, my education will allow me to bring change."



Impact

Despite significant barriers, Rahamot has continued his educational journey with dedication and perseverance. He actively engages in learning activities and consistently seeks to improve his knowledge and skills.

Beyond his personal growth, he contributes positively to his community by encouraging other young people to remain committed to education. By sharing knowledge and motivating his peers, he plays an important role in fostering a culture of learning within the camp environment.

Future Goals and Needs

Rahamot aspires to become a political leader who can advocate for the rights, dignity, and future of the Rohingya people. He aims to represent his community on national and international platforms, raising awareness and working toward justice, equality, and sustainable solutions.

To achieve these ambitions, he requires:

- Access to scholarships and higher education opportunities
- Financial support to continue his studies
- Recognition and documentation to pursue formal education pathways
- A supportive and safe learning environment

Without these opportunities, his ability to advance academically and professionally remains limited despite his strong motivation and leadership potential.

Message to Donors and Institutions

Rahamot shares a message of hope and commitment:

“I respectfully seek your support to continue my education. I have the determination, vision, and commitment to succeed, but I need an opportunity.”

“By supporting my education, you are not only investing in me but also in the future of my community. I am committed to using my knowledge to create positive change and represent my people with integrity.”



Basic Information

Mohammed Rofique, a 19-year-old Rohingya refugee currently residing in Camp 11, Cox's Bazar, Bangladesh, the matriculation completed.



Background and Challenges

Mohammed Rofique is a Rohingya refugee student from Myanmar, belonging to one of the most persecuted minority communities in the world. In 2017, due to severe violence, he was forced to flee his homeland with his family and seek safety in Bangladesh. Prior to displacement, his family depended on daily labor for survival. Since arriving in Cox's Bazar, they have been living in a refugee camp under harsh and uncertain conditions.

Rofique's family has no stable source of income and relies entirely on limited humanitarian assistance. The ongoing financial hardship, combined with family responsibilities, makes it extremely difficult for him to pursue education consistently. Despite these challenges, his family continues to make sacrifices to support his education, hoping it will lead to a better and more secure future.

Access to education remains significantly constrained. Legal barriers, including the lack of recognized identity documentation, limit access to formal education. Financial limitations reduce opportunities for higher studies, while movement restrictions make it difficult to access learning spaces. Additionally, there is a severe shortage of books and educational materials in the camp environment, further hindering academic progress.

Despite these obstacles, Rofique continues to study under difficult conditions, often in crowded and resource-limited environments. Although he faces uncertainty about his future, he remains determined to improve his life through education.

Journey in the Program

Rofique joined the *Rohingya Students' Dreams Beyond Borders* program after learning about it through community outreach initiatives. Motivated by hope and curiosity, he enrolled in the program, which became a significant turning point in his educational journey.

Through the program, he gained access to online classes, digital learning tools, and mentorship support. These opportunities enabled him to strengthen his academic knowledge, particularly in science subjects, while also developing digital literacy, communication skills, and English language proficiency. Additionally, he enhanced his leadership and teamwork abilities.

The program not only supported his academic development but also increased his confidence and provided him with a clearer vision for his future.

Skills Development and Personal Growth

Through his participation in the program, Rofique has developed a range of competencies, including:

- Improved understanding of science subjects, particularly chemistry
- Enhanced digital literacy and use of online learning platforms
- Strengthened English language and communication skills
- Development of leadership and teamwork abilities
- Increased confidence, motivation, and independent learning capacity



Personal Voice

Rofique shares his aspirations and challenges in his own words:

“Education is the only way I can change my life and help others. Even though I live in a refugee camp, I still have big dreams.”

Impact

Since joining the program, Rofique has demonstrated significant personal and academic growth. His confidence has increased, and he actively participates in learning activities. He has developed greater independence in his studies and maintains a more optimistic outlook on his future.

Beyond his personal development, Rofique contributes positively to his community by encouraging other students to continue their education. By sharing knowledge and experiences, he helps foster a supportive learning environment within the camp. His journey reflects resilience, determination, and the transformative power of education.

Future Goals and Needs

Rofique aspires to become an honest and responsible leader who can serve not only his community but also society at large. He aims to lead with integrity, fairness, and accountability, believing that effective leadership requires listening to others, understanding their needs, and working for the collective good.

Without these opportunities, his ability to advance academically and professionally remains limited despite his strong potential and determination.

Message to Donors and Institutions

Rofique shares a respectful and hopeful message:

“I respectfully request your support to continue my education. I have strong passion and determination to succeed, but I need an opportunity.”

“With your support, I will use my education to help others and contribute positively to society. Thank you for helping me build a better future and pursue my dreams.”



Basic Information

Mohammed Kaisaer, a 19-year-old Rohingya refugee currently residing in Camp 11, Cox's Bazar, Bangladesh, the matriculation completed.

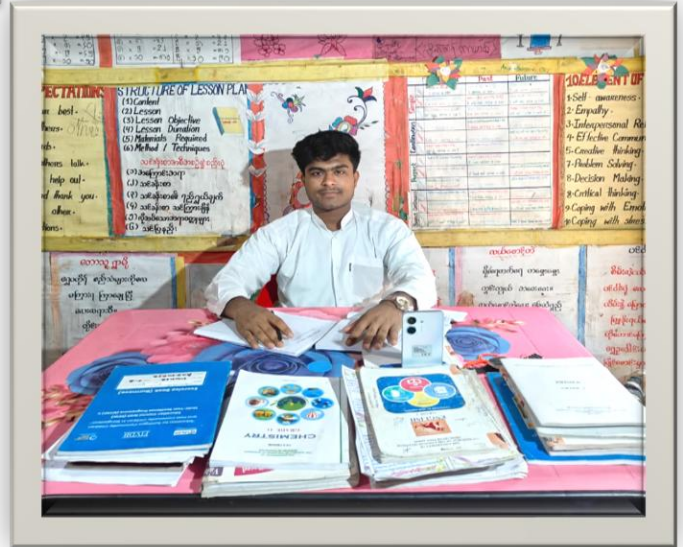
Background and Challenges

Mohammed Kaisaer is a Rohingya refugee from Rakhine State, Myanmar. In 2016, due to violence and insecurity, he and his family were forced to flee their homeland and seek refuge in Bangladesh. They currently reside in Camp-11, Balukhali, where living conditions are difficult and resources are limited.

His family depends on irregular daily wage labor, which makes it challenging to meet basic needs. Despite these hardships, his parents strongly believe in the value of education and continue to support his studies to the best of their ability. However, financial instability and displacement have made it difficult for Kaisaer to pursue education consistently and access necessary learning resources.

Access to quality education in the camp is limited. Formal schooling opportunities are insufficient, and many students struggle to continue their academic journey. In addition, there is a shortage of books, study materials, and quiet learning spaces. Unstable internet access further limits opportunities for online learning and research.

Kaisaer also faces personal challenges, including balancing household responsibilities and supporting his family while continuing his education. At times, the uncertainty of his future and the loss of his home and community weigh heavily on him. Despite these difficulties, he remains focused and committed to achieving his goals.



Journey in the Program

Kaisaer joined the *Rohingya Students' Dreams Beyond Borders* program after learning about it through a community learning center.

Motivated by his ambition to continue his education, he applied and became an active participant.

Through the program, he gained access to online classes, recorded lessons, academic resources, and one-on-one mentorship. These opportunities enabled him to strengthen his understanding of science and mathematics, develop research skills, and improve his communication abilities, including public speaking and writing. The program also exposed him to global perspectives and career guidance, helping him to plan his future more effectively.

This experience has been transformative, providing Kaisaer with both academic support and renewed confidence in his potential.



Skills Development and Personal Growth

Through his participation in the program, Kaisair has developed a range of competencies, including:

- Improved knowledge in science and mathematics
- Enhanced research and analytical skills
- Strengthened communication, writing, and public speaking abilities
- Increased confidence, independence, and motivation
- Greater awareness of global issues and career pathways

Personal Voice

Kaisair shares his aspirations and determination through his own words:

“I want to be a doctor because I have seen too many people suffer without proper healthcare. I believe I can make a difference in my community and beyond.”

Impact

Since joining the program, Kaisair has demonstrated significant academic and personal growth. His performance has improved, and he has become more confident, independent, and motivated in his studies.

In addition to his own progress, he actively supports others in his community. He helps fellow students with their studies and encourages them to pursue education despite challenges. His growing leadership and willingness to share knowledge contribute to a more supportive learning environment within the camp.

Future Goals and Needs

Kaisair aspires to pursue higher education in medicine and become a doctor dedicated to serving refugees and marginalized communities. In the future, he hopes to establish a free clinic to provide healthcare services to displaced families and underserved populations. He also aims to mentor young students, encouraging them to believe in their potential and pursue their dreams.

Message to Donors and Institutions

Kaisair shares a message of hope and determination:

“I respectfully seek your support to continue my education. With your help, I can achieve my dream of becoming a doctor and serve my community.”

“By investing in my education, you are not only helping me but also creating a positive impact for many others in need. Thank you for supporting my journey.”



Basic Information

Yasin Arfat, a 19-year-old Rohingya refugee currently residing in Camp 11, Cox's Bazar, Bangladesh, the matriculation completed.

Background and Challenges

Yasin Arfat's life is shaped by hardship, responsibility, and determination. He comes from a family of six, including his mother and four sisters, where daily survival depends on resilience and sacrifice. His mother works long hours as a tailor to support the household, while two of his sisters walk long distances each day to sell vegetables under difficult conditions. The remaining sisters pursue madrasa education with limited resources.

As the only member of his family with access to formal education, Yasin carries a strong sense of responsibility. For him, education is not only a personal goal but also a pathway to improve his family's future. The sacrifices made by his mother and sisters serve as a constant source of motivation. As he reflects, *"When I see my mother working late into the night and my sisters walking long distances to earn money, I find the strength to keep going."*

In 2017, Yasin's life changed dramatically when violence in Arakan State, Myanmar forced his family to flee their home. They left behind their possessions, security, and sense of belonging, undertaking a dangerous journey to safety. Since then, they have been living in a refugee camp in Cox's Bazar, facing ongoing hardship and uncertainty.

Yasin continues to face multiple barriers to education. Legal restrictions limit access to formal and certified education pathways, while financial hardship makes it difficult to afford learning materials. Movement restrictions and limited access to quality education further constrain his opportunities. Despite these challenges, he remains determined to continue learning and build a better future.



Journey in the Program

Yasin joined the *Rohingya Students' Dreams Beyond Borders* program through the support of his teachers, who introduced him to the opportunity through community outreach.

Through the program, he received access to digital learning devices, structured online classes, and continuous mentorship. These resources enabled him to strengthen his academic foundation and engage in consistent learning despite the constraints of camp life.

The program has played a vital role in enhancing his skills, including digital literacy, communication, teamwork, and leadership. It has also provided him with a sense of direction and renewed confidence in his abilities.

Skills Development and Personal Growth

Through his participation in the program, Yasin has developed a range of competencies, including:

- Strengthened academic foundation
- Enhanced digital literacy and technical skills
- Improved communication and interpersonal abilities
- Development of teamwork and leadership skills
- Increased confidence and problem-solving capacity



Personal Voice

Yasin shares his aspirations and perspective in his own words:

“When I see my mother working late into the night and my sisters walking long distances to earn money, I find the strength to keep going.”

“Education is the key that opens my future.”

“I want my creativity to change how people see the world.”

Impact

Through his participation in the program, Yasin has experienced significant personal and academic growth. He now communicates more confidently, actively participates in learning activities, and approaches challenges with a solution-oriented mindset.

Beyond his own development, Yasin plays an active role in his community. He supports peer learning by helping fellow students understand difficult subjects, sharing knowledge, and encouraging others to remain committed to their education. His contributions are helping to build a more supportive and hopeful learning environment within the camp.

Future Goals and Needs

Yasin aspires to become a skilled Computer Science Engineer, specializing in software development and creative digital solutions such as graphic design and applications. He aims to use technology to solve real-world problems, expand access to information, and support underserved and displaced communities.

To achieve these ambitions, he requires:

- Access to scholarships and higher education opportunities
- Financial support to continue his studies
- Access to advanced technology and learning tools
- A stable and supportive learning environment

Without these opportunities, financial constraints and limited access to resources may hinder his progress.

Message to Donors and Institutions

Yasin shares a message of hope and determination:

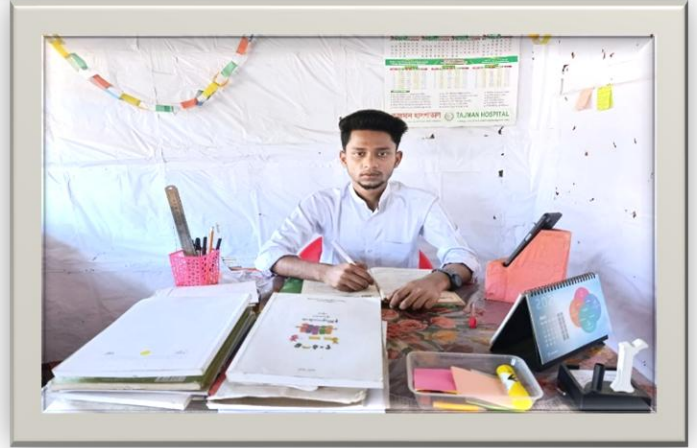
“I respectfully ask for your support to continue my education and pursue my dreams. This opportunity will not only change my life, but also help me support my family and give back to my community through knowledge, creativity, and service.”

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Basic Information

Mohammed Yaha, a 20-year-old Rohingya refugee currently residing in Camp 14, Cox's Bazar, Bangladesh, the matriculation completed.



Background and Challenges

Mohammed Yaha is a Rohingya refugee student whose life has been shaped by hardship, loss, and responsibility. Born into a low-income family in Myanmar, his early life depended on daily labor for survival. Despite financial constraints, he remained committed to his education and developed strong foundational academic skills through determination and self-motivation.

In 2017, during the violence in Rakhine State, Mohammed Yaha experienced profound personal loss. Several members of his immediate family, including his father and elder brothers, were killed, leaving him as the only surviving male in his household. This tragedy deeply affected his life and placed significant emotional and practical responsibilities upon him at a young age.

Currently residing in Camp-14 in Cox's Bazar with his mother and elder sister, his family has no stable source of income and relies entirely on humanitarian assistance. As the only son, he carries the responsibility of supporting his family, often prioritizing their survival needs over his own education.

Mohammed Yaha faces multiple barriers to continuing his education. Legal restrictions limit access to formal and higher education opportunities, while financial hardship prevents him from affording books and learning materials. Movement restrictions within the camp and limited educational infrastructure further constrain his ability to learn. Despite these challenges, he continues to pursue education with resilience and determination.

Journey in the Program

Mohammed Yaha joined the *Rohingya Students' Dreams Beyond Borders* program after learning about it through community outreach. Despite his challenging circumstances and responsibilities, he applied with the hope of continuing his education. Through the program, he received access to a digital device, structured online classes, and continuous mentorship. This support enabled him to reconnect with learning in a meaningful way and access educational resources that were previously unavailable to him.

The program has served as a critical turning point, restoring his hope and strengthening his commitment to education.

Skills Development and Personal Growth

Through his participation in the program, Mohammed Yaha has developed a wide range of academic and personal skills, including:

- Strengthened academic knowledge and learning capacity
- Improved digital literacy and ability to use online learning tools
- Enhanced communication, teamwork, and leadership skills
- Development of creativity and problem-solving abilities

In addition, he successfully completed a robotics engineering training supported by TIKa Turkey. This experience expanded his interest in technology and inspired him to pursue a future in computer science and engineering.



Personal Voice

Mohammed Yaha expresses his aspirations and reflections through his own words:

“I want to continue my studies and become a computer science engineer. I also want to become a Rohingya youth advocate so I can support children in my community.”

“Education gives me hope and strength. When I study, I feel like I still have a future.”

“Sometimes I have to stop studying to help my family survive, but I still try my best to continue.”

Impact

Through the program, Mohammed Yaha has demonstrated significant personal and academic growth. He has become more confident, actively participates in learning activities, and expresses his ideas more clearly. His leadership abilities are also developing, enabling him to take initiative in both his studies and community engagement.

Beyond his personal progress, he contributes to his community by supporting other students with their studies. He shares knowledge gained from the program and encourages younger learners to continue their education. Despite his own challenges, he plays a positive role in fostering a supportive learning environment within the camp.

Future Goals and Needs

Mohammed Yaha aspires to become a computer science engineer and a Rohingya youth advocate. He aims to use his knowledge and skills to support education, empower young people, and contribute to the development of his community. He believes that education and technology can bring meaningful and lasting change.

To achieve these goals, he requires:

- Access to scholarships and higher education opportunities
- Financial support to continue his studies
- Access to advanced learning resources and technology
- A safe and supportive environment for education

Without such support, his ability to continue his education remains at risk due to financial and structural barriers.

Message to Donors and Institutions

Mohammed Yaha shares a message of resilience and hope:

“I have faced great loss and carry the responsibility of my family, but I have not given up on my education.”

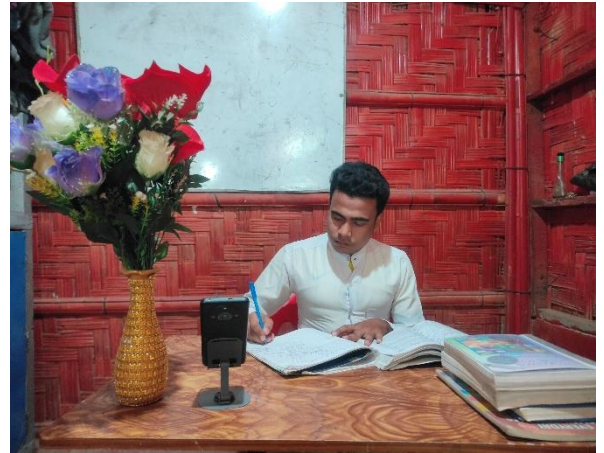
“I want to become a computer science engineer and support my community. Your support can change my life and help me continue my studies.”

“Please give me a chance to achieve my dreams and build a better future for others like me.”



Basic Information

Muhammed Haras, a 20-year-old Rohingya refugee currently residing in Camp 14, Cox's Bazar, Bangladesh, the matriculation completed.



Background and Challenges

Muhammed Haras is a Rohingya refugee student from Myanmar, belonging to one of the most persecuted minority communities in the world. In 2017, due to violence and insecurity, he was forced to flee his home and seek refuge in Bangladesh. Since then, he has been living in Camp-14 in Cox's Bazar under extremely challenging conditions.

Haras comes from a low-income family that relied on daily labor in Myanmar. In the refugee camp, his family has no stable source of income and depends entirely on humanitarian assistance. Financial hardship and family responsibilities make it difficult for him to consistently pursue his education. Despite these challenges, his family continues to support his aspiration to build a better future through learning.

Access to education remains one of the most significant barriers he faces. Formal education opportunities in the camp are limited, and access to higher education is nearly nonexistent due to legal restrictions, lack of recognized identity documents, and financial constraints. Movement restrictions further limit access to learning centers, while shortages of books, internet access, and study materials create additional obstacles.

In addition, Haras faces personal challenges, including stress, uncertainty about his future, and studying in overcrowded environments. At times, he must prioritize supporting his family over his education. Nevertheless, he remains motivated and committed to continuing his studies.

Journey in the Program

Haras joined the *Rohingya Students' Dreams Beyond Borders* program after learning about it through community outreach. Motivated by determination and hope, he enrolled in the program, which became a turning point in his educational journey.

Through the program, he gained access to digital learning tools, structured online classes, and mentorship support. These resources enabled him to reconnect with education and engage with more structured and internationally aligned learning approaches.

His participation in the program has significantly enhanced his academic and personal development, providing him with a renewed sense of direction and purpose.

Skills Development and Personal Growth

Through the program, Haras has developed a range of competencies, including:

- Academic improvement, particularly in science subjects
- Digital literacy and proficiency in online learning platforms
- Enhanced English communication skills
- Leadership abilities and peer support skills
- Increased confidence, independence, and motivation



Personal Voice

Haras shares his experiences and aspirations in his own words:

“Education is the only way I can change my life and help others. Even though I live in a refugee camp, I still have big dreams.”

“I cannot afford books or study materials because my family has no income. Sometimes I have to help my family instead of studying just to survive.”

Impact

Since joining the program, Haras has demonstrated significant personal and academic growth. He has become more confident, actively participates in learning activities, and has developed greater independence in his studies. His outlook on the future has become more optimistic and goal-oriented.

Beyond his own development, Haras contributes to his community by supporting and encouraging other students to continue their education. He shares knowledge and motivates his peers, helping to create a more positive and collaborative learning environment within the camp.

Future Goals and Needs

Haras aspires to become a computer scientist, with the goal of using technology to address real-world challenges, improve access to education, and support vulnerable communities, including refugee populations.

To achieve these ambitions, he requires:

- Access to scholarships and higher education opportunities
- Financial support to continue his studies
- Access to learning resources and academic guidance
- A safe and structured educational environment

Without these opportunities, his ability to continue his education remains limited despite his strong motivation and potential.

Message to Donors and Institutions

Haras shares a message of hope and commitment:

“I kindly and respectfully ask for your support to continue my education. I have the passion and determination to succeed, but I need an opportunity.”



Basic Information

Ashorof, a 19-year-old Rohingya refugee currently residing in Camp 11, Cox's Bazar, Bangladesh, the matriculation completed.



Background and Challenges

Ashorof is a Rohingya refugee student originally from Aung Seik Phin village in Maungdaw District, Rakhine State, Myanmar. He grew up in a modest but stable household, where his father worked as a writer and he attended primary school while supporting his family at home. This stability was abruptly disrupted in 2017 when violence forced his family to flee their homeland.

At the age of 13, Ashorof undertook a dangerous journey to Bangladesh with his family, traveling for days under severe conditions with limited food and constant fear. Upon arrival in Cox's Bazar, they settled in a refugee camp, where temporary shelters gradually became long-term homes.

In the camp, his father struggled to secure stable employment, leaving the family dependent on humanitarian assistance. His eldest brother assumed significant responsibilities to support the family, while Ashorof sought to continue his education despite these difficult circumstances.

Access to education has been significantly disrupted throughout his life. Even prior to displacement, educational opportunities were limited, and in the refugee camp, learning environments remain basic, overcrowded, and under-resourced. Ashorof has faced multiple barriers, including interrupted education, lack of learning materials, language challenges—particularly in English—family responsibilities, and the absence of recognized certification for higher education.

Despite these challenges, he has remained committed to his studies, often studying at night using minimal resources and borrowed materials.

Journey in the Program

Ashorof's educational journey took a positive turn when he joined an education program designed for Rohingya students. Through this initiative, he gained access to academic support, English language training, digital skills development, and leadership opportunities.

For the first time, he experienced structured and interactive learning that encouraged critical thinking and active participation. He quickly became a dedicated and engaged student, consistently contributing to lessons, supporting peers, and demonstrating strong commitment.

Over time, the program helped him build confidence, strengthen his academic foundation, and develop leadership skills. It also renewed his belief in his ability to shape a better future through education.

Skills Development and Personal Growth

Through his participation, Ashorof has developed a range of competencies, including:

- Improved academic performance and subject understanding
- Enhanced English communication skills
- Increased digital literacy and learning capacity
- Strengthened leadership and teamwork abilities
- Greater confidence and self-motivation



Personal Voice

Ashorof shares his perspective and aspirations in his own words:

“Education has given me hope. It has shown me that my future is not fixed.”

“I only need an opportunity to prove myself.”

Impact

Ashorof’s progress has created meaningful impact at multiple levels. Personally, he has gained confidence, improved academically, and developed strong communication and leadership skills.

Within his family, he serves as a positive role model by encouraging his siblings to continue their education and supporting them in their studies.

At the community level, he motivates other young people to remain engaged in learning and promotes positive attitudes toward education, contributing to a more supportive and hopeful environment.

Future Goals and Needs

Ashorof aspires to become a civil engineer. His experiences living in fragile and unsafe shelters have inspired him to design and build safer housing solutions for displaced and vulnerable communities.

He aims to pursue higher education in engineering, develop professional skills, and use his knowledge to create meaningful and sustainable change.

To achieve these ambitions, he requires:

- Access to scholarships and higher education opportunities
- Financial support to continue his studies
- Recognition and certification to pursue formal education pathways
- A safe and enabling learning environment

Message to Donors and Institutions

Ashorof shares a message of determination and hope:

“Please support students like me. We have faced many challenges, but we are determined to learn and grow.”

“Education is our only path forward. If you invest in us, you are investing in resilience and hope.”



Basic Information

Sharifa BiBi, a 17-year-old Rohingya refugee girl currently residing in Camp 14, Cox's Bazar, Bangladesh, and currently enrolled in the Pre-Undergraduate Program at Asian University for Women.



Background and Challenges

Sharifa Bibi is a 17-year-old Rohingya refugee girl whose life has been shaped by displacement, resilience, and determination. She fled Myanmar with her family due to violence and persecution and now resides in Camp-14 in Cox's Bazar, Bangladesh.

Growing up in a refugee camp has meant living with uncertainty, limited resources, and restricted opportunities. Her family, like many others in the camp, depends on humanitarian assistance for survival and has no stable source of income. Despite these challenges, her family has remained supportive of her education, recognizing it as a pathway to a better future.

As a young girl in a refugee setting, Sharifa has faced multiple barriers to education, including limited access to formal schooling, financial constraints, and social norms that can restrict girls' educational opportunities. The lack of learning materials, safe study spaces, and consistent access to educational resources further complicated her journey.

Despite these obstacles, Sharifa remained committed to her studies, demonstrating resilience and determination to continue learning under difficult circumstances.

Journey in Education

Sharifa's educational journey represents perseverance and progress. Through dedication and hard work, she successfully advanced in her studies and earned the opportunity to enroll in the Pre-Undergraduate Program at Asian University for Women.

This milestone marks a significant turning point in her life. The program provides her with access to structured academic learning, critical thinking development, and exposure to a broader educational environment beyond the camp.

Through this experience, she is strengthening her academic foundation, improving her communication skills, and gaining confidence as a young learner preparing for higher education.

Skills Development and Personal Growth

Through her educational journey, Sharifa has developed:

- Strong academic discipline and commitment to learning
- Improved English language and communication skills
- Critical thinking and analytical abilities
- Increased confidence and independence
- Leadership potential and a sense of responsibility toward her community



Personal Voice

Sharifa shares her hopes and determination in her own words:

“Education is my only way to build a better future for myself and my community.”

“Even though I come from a refugee camp, I believe I can achieve my dreams through hard work and learning.”

Impact

Sharifa’s journey has created a meaningful impact both personally and within her community. She has grown into a confident and motivated student, demonstrating strong commitment to her education.

Her progress serves as an inspiration to other girls in the camp, encouraging them to pursue their studies despite challenges. By sharing her experience and supporting her peers, she contributes to promoting girls’ education and empowerment within her community.

Future Goals and Needs

Sharifa aspires to pursue higher education and build a professional career that enables her to support vulnerable communities, particularly Rohingya girls who face barriers to education.

To achieve her goals, she requires:

- Continued access to higher education opportunities
- Scholarships and financial support
- Academic mentorship and guidance
- A safe and supportive learning environment

With the right support, she has the potential to become a strong leader and advocate for education and empowerment.

Message to Donors and Institutions

Sharifa shares a message of hope and determination:

“I respectfully ask for your support to continue my education. I am determined to learn and succeed, but I need opportunities to move forward.”

“By supporting my education, you are helping not only me but also many other girls who dream of a better future.”

“Thank you for believing in students like me.”



Basic Information

Muslima BiBi, a 16-year-old Rohingya refugee girl currently residing in Camp 14, Cox's Bazar, Bangladesh, and Currently enrolled in the Pre-Undergraduate Program at Asian University for Women.



Background and Challenges

Muslima Bibi is a 16-year-old Rohingya refugee girl whose life reflects resilience in the face of displacement and hardship. She fled Myanmar with her family due to violence and persecution and now lives in Camp-14 in Cox's Bazar, Bangladesh.

Life in the refugee camp presents ongoing challenges. Her family relies on humanitarian assistance and has no stable source of income, making it difficult to meet basic needs, including educational expenses. Despite these circumstances, her family continues to encourage her to pursue her education, believing it is the key to a better future.

As a young girl in a refugee setting, Muslima faces multiple barriers to education. These include limited access to formal schooling, financial constraints, restricted mobility, and social norms that can limit girls' educational opportunities. Access to learning materials, safe study environments, and consistent academic support remains limited.

Despite these challenges, Muslima has remained determined to continue her education, showing strong commitment and perseverance.

Journey in Education

Muslima's educational journey is marked by dedication and progress. Through her hard work and determination, she earned the opportunity to enroll in the Pre-Undergraduate Program at Asian University for Women.

This opportunity represents a transformative milestone in her life. The program provides structured academic learning, exposure to new ideas, and a supportive educational environment that nurtures her potential.

Through this experience, Muslima is strengthening her academic foundation, improving her communication skills, and gaining the confidence needed to pursue higher education.

Skills Development and Personal Growth

Through her educational journey, Muslima has developed:

- Strong academic commitment and discipline
- Improved English language and communication skills
- Critical thinking and problem-solving abilities
- Greater confidence and independence
- Emerging leadership skills and a sense of responsibility toward her community



Personal Voice

Muslima shares her aspirations and perspective:

“Education is the path that will help me change my life and support my family.”

“Even though I live in a refugee camp, I believe I can achieve my dreams through education.”

“I want to continue my studies and become someone who can help other girls like me.”

Impact

Muslima’s journey has already created meaningful impact. She has become more confident, focused, and motivated in her studies. Her progress demonstrates the power of education in transforming lives, even in challenging environments.

She also inspires other girls in her community by showing that education is possible despite obstacles. By encouraging her peers to continue learning, she contributes to building a more supportive and hopeful environment for girls’ education in the camp.

Future Goals and Needs

Muslima aspires to pursue higher education and build a professional career that allows her to contribute positively to society, particularly by supporting vulnerable and marginalized communities.

To achieve her goals, she requires:

- Continued access to higher education opportunities
- Scholarships and financial support
- Academic mentorship and guidance
- A safe and enabling learning environment

With the right support, she has the potential to grow into a leader and advocate for education and empowerment.

Message to Donors and Institutions

Muslima shares a message of hope:

“I respectfully ask for your support to continue my education. I am determined to learn and succeed, but I need opportunities to move forward.”

“By supporting my education, you are helping not only me but also many other girls who dream of a better future.”



Basic Information

Abu Alom, a 21-year-old Rohingya refugee currently residing in Camp 14, Cox's Bazar, Bangladesh, and the matriculation completed.



Background and Challenges

Abu Alom is a Rohingya refugee student who was forced to flee Myanmar with his family in 2017 due to violence and persecution. Originally from a low-income household that depended on daily labor, his family now resides in Camp-14 in Cox's Bazar, Bangladesh, where they face ongoing hardship and uncertainty.

In the refugee camp, Abu Alom's family has no stable source of income and relies entirely on humanitarian assistance for survival. Financial hardship and family responsibilities significantly affect his ability to continue his education. Despite these challenges, his family remains supportive of his learning journey, recognizing education as a pathway to a better future.

Access to education remains highly restricted. Legal limitations, including the lack of formal identity documents, severely limit opportunities for certified and higher education. Additionally, mobility restrictions within the camp, along with the shortage of books, study materials, and learning spaces, create further obstacles to his academic progress.

Amid these constraints, Abu Alom faces ongoing personal challenges, including stress, limited resources, and family pressures. He often studies in crowded and difficult environments while navigating uncertainty about his future. Nevertheless, he remains committed to his education and continues to strive for improvement.

Journey in the Program

Abu Alom joined the *Rohingya Students' Dreams Beyond Borders* program with determination and hope. This opportunity marked a significant turning point in his educational journey.

Through the program, he gained access to digital learning tools, structured online classes, and mentorship support. These resources enabled him to reconnect with formal learning and engage with a broader, more structured educational system.

During his participation, he developed key competencies, including improved understanding of science subjects, enhanced digital literacy, and stronger English language skills. The program has not only supported his academic growth but has also strengthened his confidence and motivation to pursue higher education.

Skills Development and Personal Growth

Through his engagement in the program, Abu Alom has developed:

- Stronger academic knowledge, particularly in science subjects
- Improved digital literacy and ability to use online learning platforms
- Enhanced English communication skills
- Greater confidence, motivation, and self-discipline
- A growing sense of responsibility toward his education and future



Personal Voice

Abu Alam shares his aspirations in his own words:

“Education is the only way that I can change my life and help others. Even though I live in a refugee camp, I still have big dreams.”

“I want to learn more about science, especially chemistry, because I believe it can help solve real-world problems.”

“I dream of returning to Myanmar one day and building a better future for my people and the world.”

Impact

Since joining the program, Abu Alam has demonstrated significant personal and academic growth. His confidence has increased, and he has become more actively engaged in learning activities. He is now more independent in his studies and maintains a hopeful outlook toward his future.

Beyond his personal progress, he contributes to his community by encouraging other students to continue their education. By sharing knowledge and motivating his peers, he plays a positive role in promoting learning within the camp environment.

Future Goals and Needs

Abu Alam aspires to become a chemist, with the goal of contributing to society through work related to health, energy conservation, and sustainable living. He is particularly motivated to support vulnerable communities, including those living in refugee settings.

To achieve his ambitions, he requires:

- Access to scholarships and higher education opportunities
- Financial support to continue his studies
- Access to recognized academic certification pathways
- A stable and supportive learning environment

Without these opportunities, his ability to progress academically remains at risk.

Message to Donors and Institutions

Abu Alam shares a message of determination and hope:

“I kindly and respectfully ask for your support to continue my education. I have the passion and determination to succeed, but I need an opportunity.”