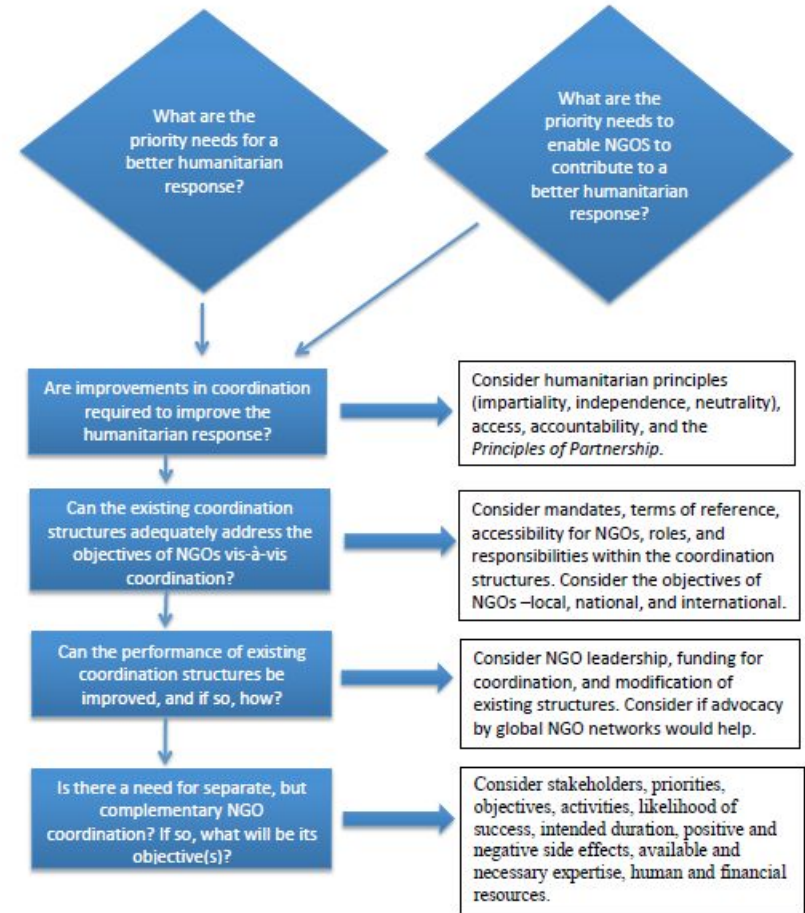
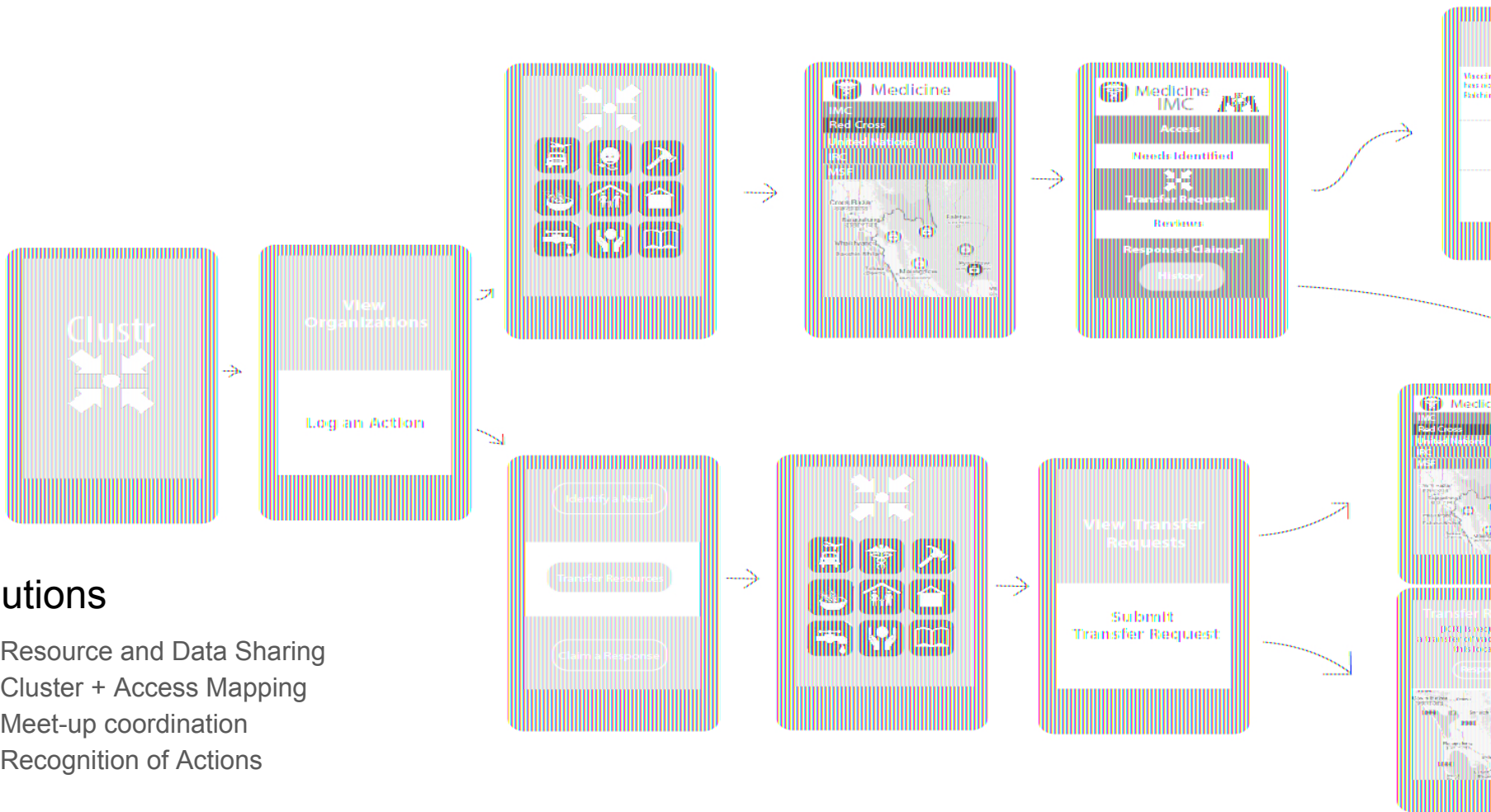




Problems

- Physical Barriers to Access
- Lack of Humanitarian Infrastructure
- Speed of Coordination
- INGO and local NGO Collaboration
- Redundancy of Action



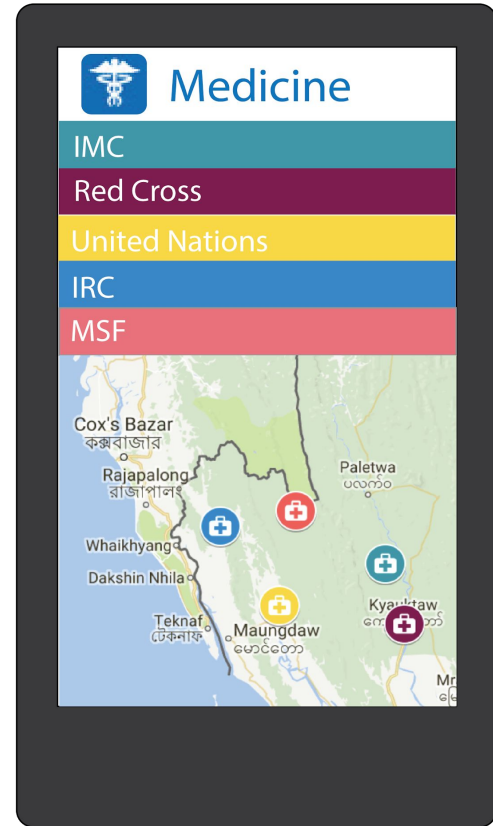


Solutions

- Resource and Data Sharing
- Cluster + Access Mapping
- Meet-up coordination
- Recognition of Actions

Discussion & Challenges

1. Potential Government Surveillance
2. Privileging access of INGOs / excluding local NGOs
3. Diminishing neutrality/independence of NGOs
4. Accountability and Trust of Organizations
5. Ego



Enhancing Local Participation in DRR Efforts



Chris, Abraar, Matthew, Brandon, Luk

Latest news

Home > World > Monsoon floods and landslides threaten 100,000 Rohingya refugees in Bangladesh

Monsoon floods and landslides threaten 100,000 Rohingya refugees in Bangladesh

Bangladesh is lashed by typhoons, and the Rohingya camps are clustered in a part of the country that records the highest rainfall. Computer modelling by the United Nations refugee agency (UNHCR) shows that more than 100,000 refugees will be threatened by landslides and floods in the coming monsoon.

A disaster within a disaster: cyclone fears in fragile Rohingya camps

Authorities in Bangladesh are scrambling to prepare for the looming monsoon season, but they're running out of time and space

Home The New York Times CLIMATE



The Biggest Refugee Camp Braces for Rain: 'This Is Going to Be a Catastrophe'

More than half a million Rohingya refugees face looming disaster from floods and landslides when the first storms of the monsoon season hit their camp in Bangladesh.

By SOMINI SENGUPTA and HENRY FOUNTAIN MARCH 14, 2018

Climate Change Poses Threat to Rohingya Refugees in Bangladesh

By Rachel Delia Benaim · September 25 2017 12:00 AM EDT · weather.com



Problem

Lack of communications infrastructure such as smartphones and internet access among local populace

- Trusted organizations in the area would struggle to allocate resources and volunteers to areas most in need of relief before and during a disaster

Idea: Get someone who can distribute info.

- Government is better able to inform citizenry through various channels
 - May not have knowledge of which areas need more help
- Have local organizations update government via DirectMe
- Government will have superuser access to App
 - Can then direct accordingly

The government can use DirectMe to monitor and disseminate information through established channels (Text message, TV, radio, papers, religious institutions, community groups)

Trusted institutions will update DirectMe

Local population gives feedback on environmental conditions to trusted institutions (NGOs, community groups, cooperatives, religious institutions)





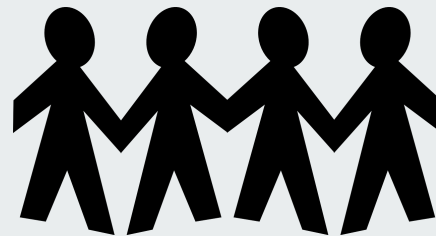
Summary

- DirectMe enhances local participation in disaster risk reduction efforts by improving resource allocation
- The app crowdsources actors on the ground in an efficient manner - done by greatest need - using factors such as historical and demographic variables
- We integrate local NGOs and communities into the disaster management process



BUDDY BAGS

Building Resilience and Empowering Rohingya Youth



By Livia Mucciolo, Kyle Kim, Wendy Koh, Emily Zhu, Eiichiro Kuno, Shinyoung Lee

OUR MISSION:

**To promote self-dignity and
improve access to education
through mentorship kits.**

The Issue:

- 37,000 children aged 3-10 years accessing pre primary or primary learning opportunities
- 5,450 adolescents aged 11-17 years accessing non formal education opportunities
- Less than 20% of children have access to education
- Only 11% of refugee children go onto post-primary level education (grades 6 and 7)





Our Solution



"I CAN HELP OTHERS
TOO!"

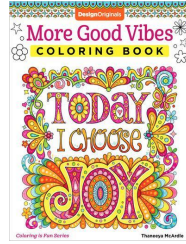


"I'M SUPPORTING
MY FAMILY"

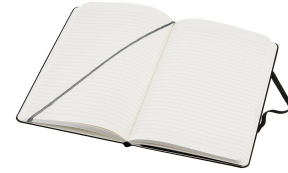
- Cash-based transfers to families of older children who stay in school and mentor younger kids
 - Contingent on attendance of school
- Mentorship kits in the form of backpacks provided to kids
 - Mentors: Grades 6 and up
 - Mentees: Grades 5 and below
 - Matched by gender
- Mentors role:
 - Walk mentee to school
 - Play games
 - Go to safe spaces together
 - Teach hygiene practices
 - Read together / tutoring

What's Inside a Buddy Bag?

Mentee



Mentor



Benefits of Buddy Bags



- Improved mental health outcomes by providing sense of purpose while building peer connections
- Enhanced resilience and coping skills
- Incentivizing education for older children
 - Improving rates of school attendance
- Giving mentees role models, peer interaction
- Sustainability

Concerns



- Accountability of mentors
- Teachers ability to implement program
- Geographical proximity of mentors and mentees



Thank you

Local participation in the development of drainage system

—

Enhancing local participation in
Disaster Risk Reduction effort

By Team 7

seoyeoun_park@brown.edu

Current status & challenges

1. Shelters constructed using bamboo and plastic sheeting
2. Refugee camps barely above sea level
3. Upcoming cyclone & monsoon season



What do we want to see?

1. Establishing guidelines for effective drainage
 2. Improvement in the current drainage system
 3. LOCAL PARTICIPATION
-

Models from other countries



PADF (“Yo me preparo”)

- Guatemala city
- Floods, landslides, and earthquakes
- Organization of workshops

“Best innovations happen at the local level.”

Kirsten Gelsdorf,
Director of Global Humanitarian Policy

Developing the drainage system

Involving local participation
as much as possible

With the help of BRAC and DWF...

Planning an effective drainage system

→ Mapping the system with the refugees

Distribution of information/knowledge

→ Knowledge core: involving the elderly (trust among the refugees) + physical strength

→ Dividing them into small groups

LIMITATIONS

- Innovative designs for the drainage model
- Supply and delivery of tools (Concrete, shovels, etc.)
 - Current estimated delivery time: 6 months
- Sea level rise
 - Necessity for bigger emergency shelters

Utilizing Bangladeshi Schools for Effective Education Aid

Zach Ricca, Ruban Hussain, Yuta Arai, Junaid Malik



Background

- There 1.2 million Rohingya refugees in need in Bangladesh
 - Of these, 720,000 are children, and lack education
- UNICEF current plans only aim to educate around 300,000 children
 - May leave several hundred thousand children without access to basic primary education

Background (cont.)

- Education (ie. Children on the Edge) has numerous community benefits
 - Increase in signs of self-esteem in children (30% - 90%)
 - Counters the rise of child marriage through indirect parental education
 - Decrease in aggressive behavior in camps
 - Reduction in illness
- Refugee-facilitated education has serious benefits and drawbacks
 - Affordable payscale
 - Relate well with refugee students: help to process trauma
 - Limited to refugee perspective

Different Education Solutions

1. New Temporary School Construction
2. New Permanent School Construction
3. Utilizing Bangladeshi Infrastructure
4. Distributed Learning

Our Proposal

- An education model that utilizes existing Bangladeshi infrastructure to more effectively provide schooling to primary school children by providing training to both Bangladeshi and Rohingya teachers
- We argue that a small pilot within Ukhta, in Chittagong Division, would demonstrate consistent education for a group of refugees and a viable alternative to temporary education

Primary Schools in Bangladesh to Go Digital, Reaching 20 Million Students

 By BRAC



By Zunaid Ahmed Palak and Safiqul Islam

TRENDING



Democrats Flood Andrew McCabe With Federal Job Offers To Save His Pension

Proposed Solution - Utilizing Bangladeshi Infrastructure

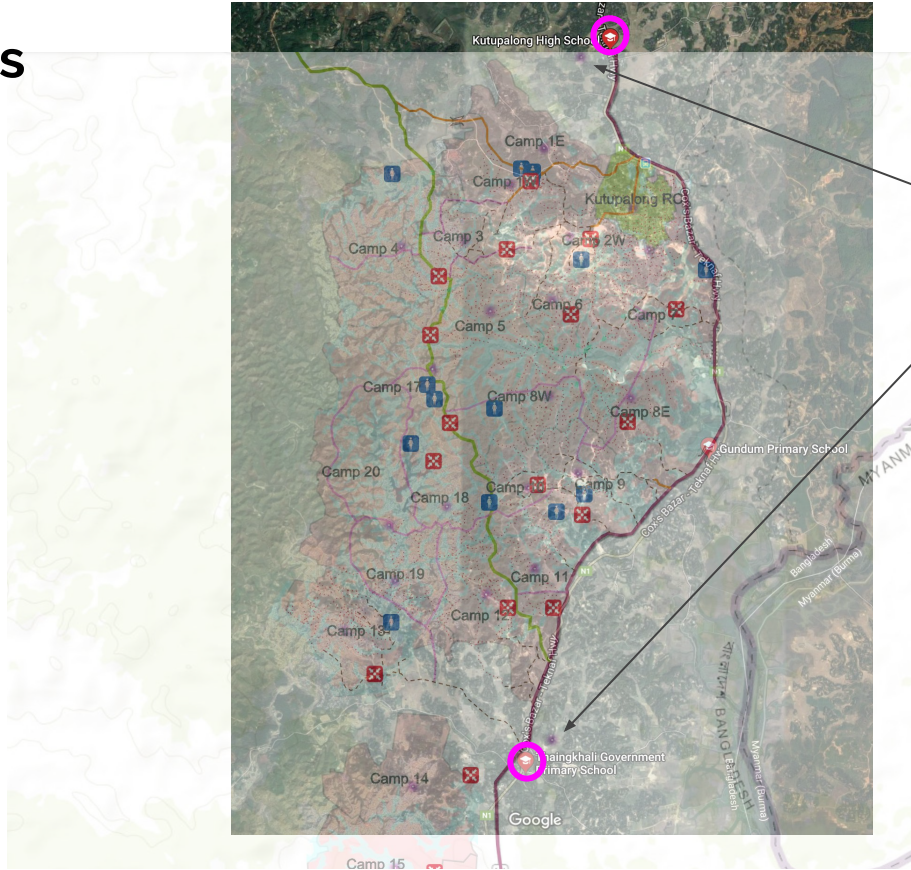
- Benefits of built schools where they exist
 - Technology
 - Protection from weather conditions
 - Environment conducive to learning
- Teaching model: train Rohingya and Bangladeshi teachers
 - Incentive for Bangladesh to accept proposal
 - Variety of perspectives for Rohingya students
- Afternoon refugee session: circumvent crowding schools
 - Precedent in Jordan
- Case-by-case evaluation
 - Pilot with two potential locations

Financial Feasibility

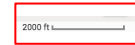
- Bangladeshi education budget/No. Students ~ \$187.34/student/year
- Children on the edge cost/student ~ \$100/student/year
- Cost of scaling unclear, but notably less than education budget: parts won't scale
 - Stipends for poor students
 - Education policy
 - Expensive teacher wages - offset with blended staffing of refugee and Bangladeshi teachers

Potential Candidates for Pilot Program

Ukhia



Host Communities



NGO Argument

- Combined schools are more permanent solutions: they can withstand monsoon conditions in relevant cases
- Access to Bangladeshi teachers
- Refugees empowered to teach, regardless of future circumstances
- Compared to Children on the Edge, we can provide:
 - A more conducive learning environment
 - More certain continuity in education
 - Closer contact with Bangladeshi communities, potentially destigmatizing refugee relations
 - Draw interest from donors with different priorities

Bangladeshi Argument

- There is a clear lack of human capital within Bangladeshi primary schools
- 53% of Bangladeshi primary school teachers have **not** received minimum training (Dhaka Tribune)
 - Public primary schools are not seen as viable competitors to private schools
 - Families in wealthier areas pay extra for coaching centers to obtain a strong education
- Training of Bangladeshi teachers by aid organizations would:
 - Increase overall teaching proficiency, dissemination of best-practices, and effectiveness of instruction

Conclusion

- The need for education for refugees in Bangladesh cannot be underestimated
 - The U.N. estimates that in protracted refugee crises, the time to return home averages about 25 years
- Education presents a unique area for cooperation and mutual development of both Rohingya refugee populations and local Bangladeshi communities

References

[https://www.unicef.org/appeals/files/UNICEF Bangladesh Humanitarian Situation Report 11 March 2018.pdf](https://www.unicef.org/appeals/files/UNICEF_Bangladesh_Humanitarian_Situation_Report_11_March_2018.pdf)

http://www.childrenontheedge.org/uploads/8/2/9/7/8297605/promisingpractices_children_on_the_edge_web.pdf

<http://www.dhakatribune.com/opinion/special/2017/12/25/fault-coaching-centre-classes/>

<https://www.ceicdata.com/en/bangladesh/education-statistics/bd-trained-teachers-in-primary-education--of-total-teachers>

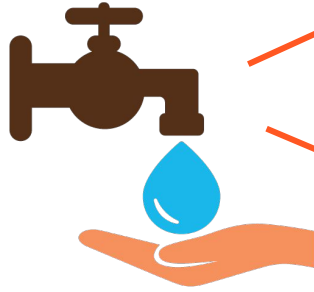
Fortification and Stabilization

Cristina Taylor, Sarah Campbell Tucker, Maya Omori,
Julia Kirschenbaum, Layla Beckhardt





Vetiver Grass



Sanitation

Inter-ethnic,
economic
relationships



Flood
Prevention

Fortification of refugee camps & society

What is vetiver grass?

- Non-invasive
- Very long & robust root systems
- Local precedent for use in Chittagong
- Fibrous → can be made into rope
- Resistant to diseases

Benefits:

- Landslide prevention
- Wastewater sanitation

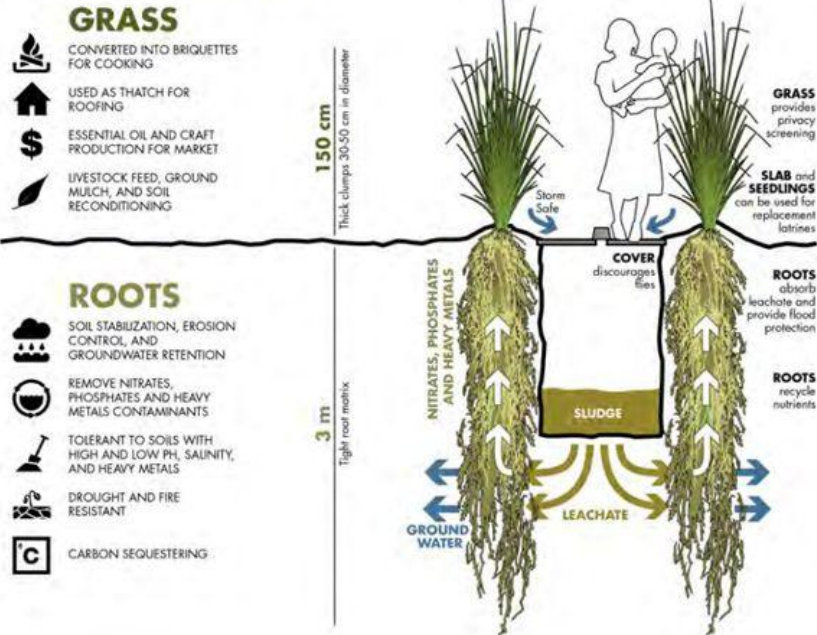


Fortification of refugee camps



Waste Water Sanitation

The **Vegeter Latrine**
Simple, Innovative & Sustainable



Landslide Prevention

PHOTO 4. QUALITY VGHR PROTECT CULVERT INLET *SLOPE C*



Inter-ethnic, Economic Relationships

- Establish replicable model of vetiver planting
- Camps as nurseries for vetiver plants for purchase by locals
- Purchase burlap from local jute economy
- Informal markets around exchange of ideas



**Strengthen
Civil Society**

Fortification of Civil Society

- Visibility of Rohingya
- De-victimization
- Inter-ethnic cooperation through exchange of ideas and goods
- Empowerment



Implementing a Health-based Curriculum for Refugee Rohingya Children

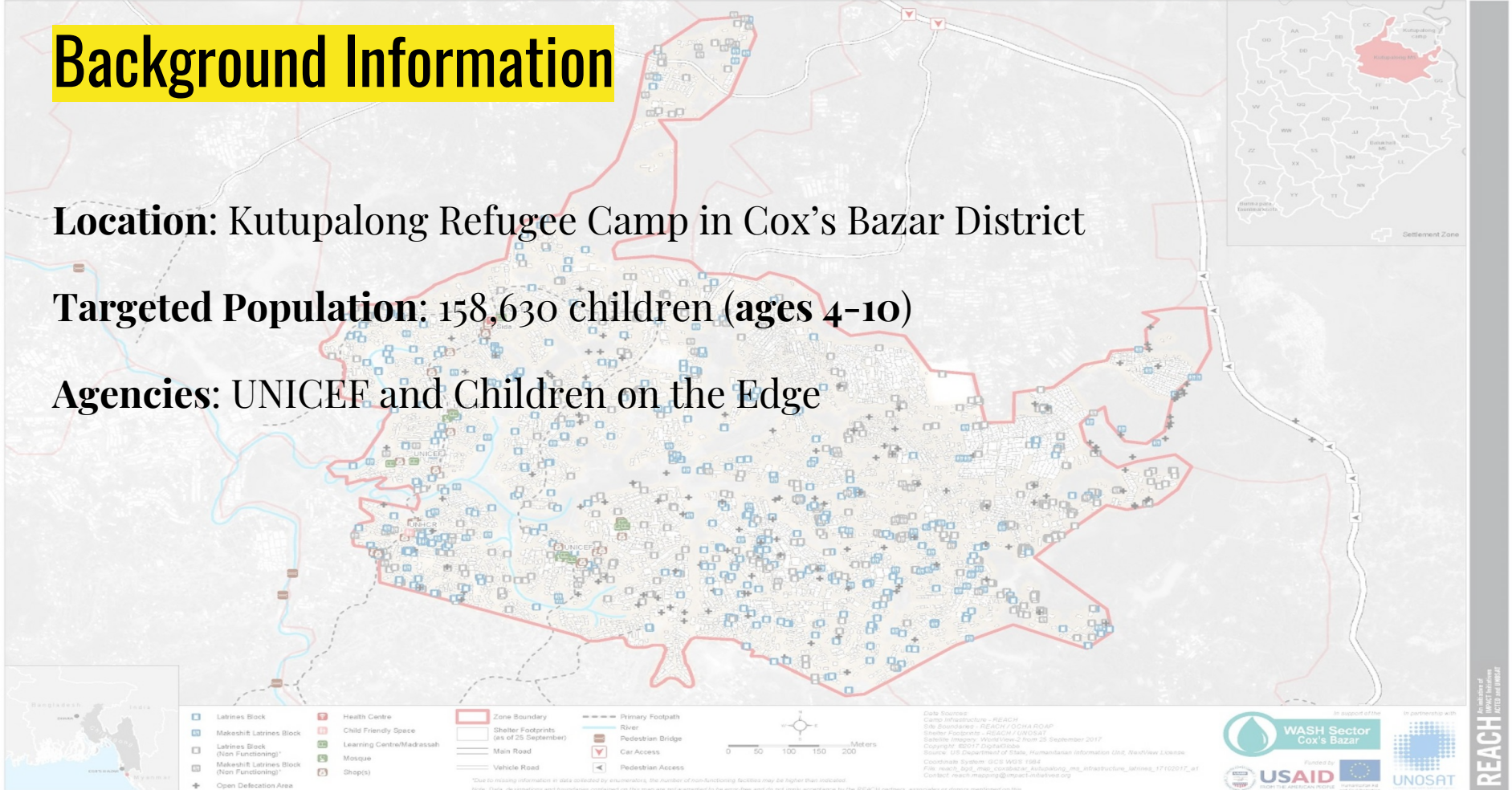
Jacqueline Agustin, Brandon Lê,
Amy Miao, Jazmin Piche

Background Information

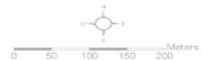
Location: Kutupalong Refugee Camp in Cox's Bazar District

Targeted Population: 158,630 children (ages 4-10)

Agencies: UNICEF and Children on the Edge



- Latrine Block
- Makeshift Latrine Block
- Latrine Block (Non Functioning)*
- Makeshift Latrine Block (Non Functioning)*
- Open Defecation Area
- + Health Centre
- + Child Friendly Space
- + Learning Centre/Madrasah
- + Mosque
- + Shop(s)
- Zone Boundary
- Shelter Footprints (as of 25 September)
- Main Road
- Vehicle Road
- Primary Footpath
- River
- Pedestrian Bridge
- + Car Access
- + Pedestrian Access



Data Source:
 Camp Infrastructure - REACH
 City Boundaries - REACH/COCHA/DOAP
 Shelter Footprints - REACH/UNOSAT
 Satellite Imagery - WorldView-2 from 25 September 2017
 Copyright: ©2017 DigitalGlobe
 Source: US Department of State, Humanitarian Information Unit, WorldView License
 Coordinate System: GCS WGS 1984
 File: reach_apt_map_conditions_kutupalong_mf_infrastructure_latrine_17102017_41
 Contact: reach.mapping@unicef.org/bd/west.org

*Due to missing information in data collected by enumerators, the number of non-functioning facilities may be higher than indicated.
 Note: Data, designations and boundaries contained on this map are not warranted to be error-free and do not imply acceptance by the REACH partners, associates or donors mentioned on this page.



The Issues of Education and Health

Education

- 90% of Rohingya parents are willing to send children to school given the opportunity
- 60% of students did not have an education pre-camp

Health

- Increased rate of Acute Watery Diarrhea cases
- Outbreaks of cholera, diphtheria, malaria, and Hepatitis A

Innovations and Additions

Academics Component (2 of 3 time blocks)

Language/Literacy

- *Currently taught:* Bangala, English, Burmese
- *Proposed:* Implement cultural preservation (teach religion, history, and traditions)

Math

- *Currently taught:* Basic arithmetics
- *Proposed:* Emphasize applied math knowledge with respect to the **Rohingya's economic sector (agriculture + market transactions)**

Health Component (1 time block - rotates based on day)

- Sanitation
- Explanation of treatments
- Coping Methods
- Nutrition

Example: Class on Nutrition

This is what a ~1 hour class on nutrition would look like:

- 5 min: Ask students about **baseline nutrition knowledge**
- 20 min: Explain concepts of **malnutrition, warning signs** to look for, **what to do** when malnutrition signs are present
- 5 min: Show how to use and demonstrate **armband (MUAC)**
- 15 min: Give students bands to use on selves and others, show and explain **food packs**
- 15 min: Discuss how to **relay this information back to families**

Pilot Program

Pilot Implementation: Demographics

Target Population: 2,700- 4-10 year olds; 90 classrooms, 30 students/class

Teachers: Teachers from the community, older adolescents as assistants

- *Training* - Teachers training others to be teachers ¹

Partners

- *Local* - Elders, camp leaders, and existing teachers, Ministry of Education
- *International* - Children on the Edge and UNICEF (education)

Pilot Implementation: Logistics and Planning

Where: Classrooms are existing rooms attached to living areas, meeting children where they are for accessibility

What: 2-shift education day divided into age groups (4-7, 8-10) with classrooms with *only* female students and educators to ensure cultural sensitivity and safety

Outreach: Meeting with camp leaders, elders, promote program after religious and community gatherings

Incentives: Supervised childcare, Putting context into practice with on site first aid, students take home food

Scale Up: Directions, Challenges (5 years)

Secure long term funding in accordance with **INEE's minimum standards of education** and receive feedback on what can be done better

- **Challenges**
 - Sustainability & Community Empowerment
- **Access for Other Populations**
 - Smaller satellite classrooms for **vulnerable communities**, e.g. children with disabilities

Thank you!

Obstruction of Humanitarian Aid

Overcoming

Victoria C. Chávez
&
Charles I. Njoroge

Problems

- Severe gap b/w persistent needs and the territorial access required to meet needs.
- Severity of the problem unknown
 - Can't complete comprehensive needs assessment.
- Despite pressure applied at various diplomatic levels, Myanmar appears committed to controlling humanitarian action in northern Rakhine.
 - Deliberate denial of events occurring

"The international community seems to have made up its mind [...] We don't know if these allegations are true. If we find that these allegations are true, we will take action."

-Aye Aye Soe, Deputy Director at the Ministry of Foreign Affairs

Goals

Improve Negotiation Effectiveness

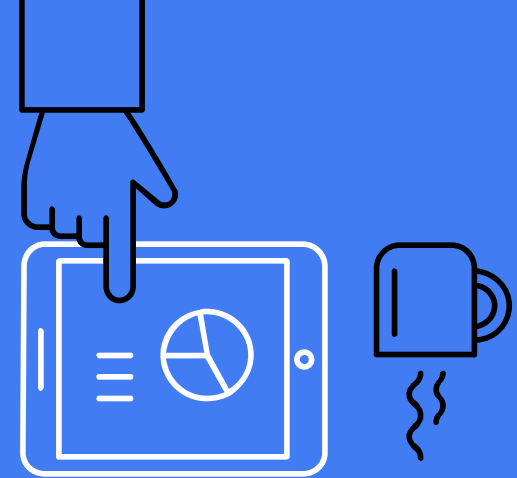
- Background info
- Goal setting
- Actionable plan
- Confidence
- Self-Interest
- Objectivity

Increase Awareness and Accountability









- No accurate data
- Adequate needs assessment
- Cause of obstruction

Foster Flexibility b/w NGOs

- Communicate w/in their organizational hierarchy
- Communicate among other NGOs



Humanitarian Code

< 3	< 18	≥ 18	N
 			   

Humanitarian Code

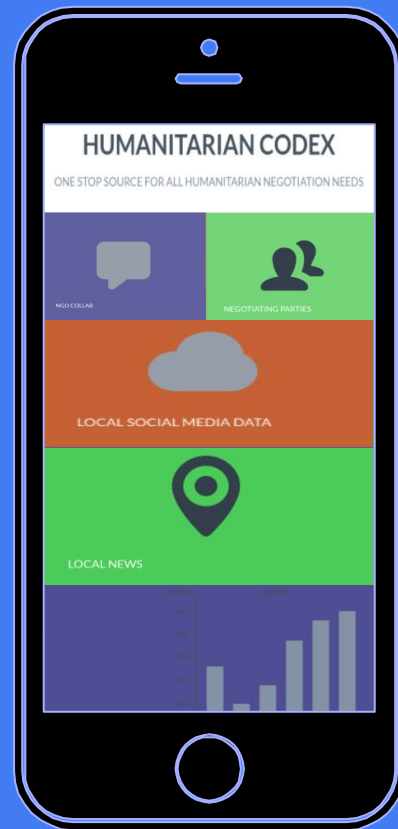
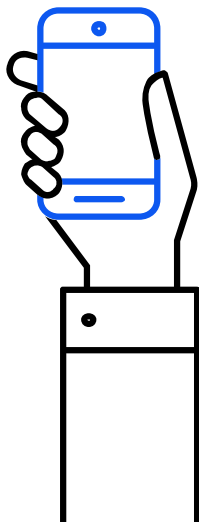


DATA PRESENTATION

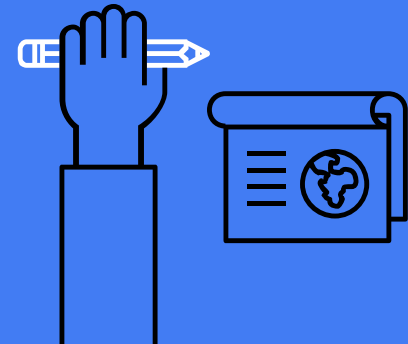
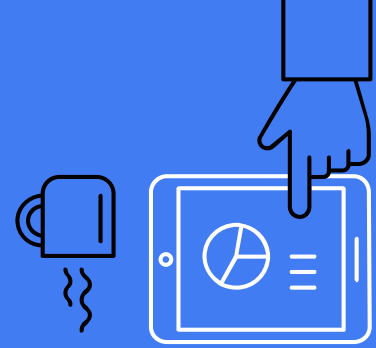
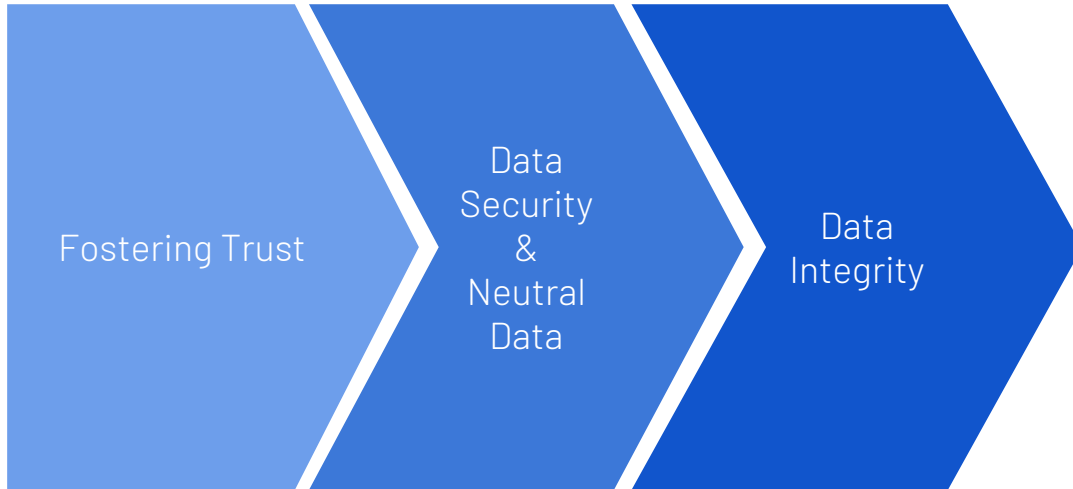
- Analytics of user generated content
- Sourced content from Social media (Twitter, Facebook)
- Sourced content from local news outlets
- Messaging forum between NGOs



Always at your
fingertips



MOVING FORWARD



Thank you

You can find us at:

@CharlesINjoroge

charles_njoroge@brown.edu

&

@vickiebananas

victoria_chavez@brown.edu



INCREASING ACCESS TO COMMUNITY-BASED MANAGEMENT OF ACUTE MALNUTRITION PROGRAMMING

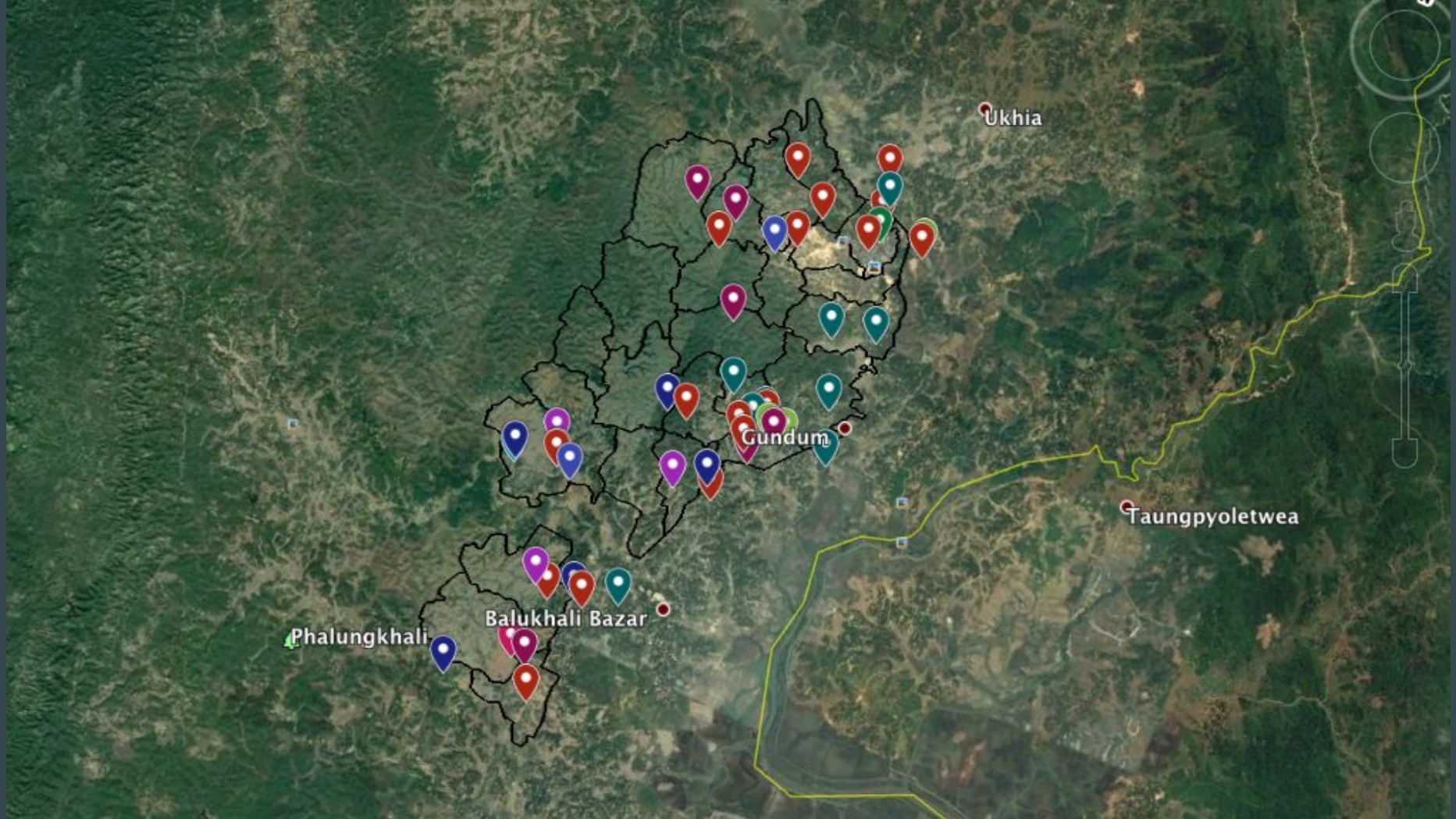
HARSHITA & NHU

CONTEXT



TARGET POPULATION





Ukhia

Gundum

Taungpyoletwea

Balukhali Bazar

Phalungkhali

CHALLENGES



PROPOSED PLAN OF ACTION


IDENTIFY

INFORM

INCENTIVISE




LIMITS








আপনার অধিকার এবং আপনি কি পাবেন

Your rights and entitlements

သင့်ရဲ့အခွင့်အရေးနှင့် ရရှိခွင့်များ



Families of 1-3 people receive	Families of 4-7 people receive		
			
			
<p>Once per month</p> <p>প্রতি মাসে একবার</p>	<p>Twice per month</p> <p>প্রতি মাসে দুইবার</p>	<p>Twice per month</p> <p>প্রতি মাসে দুইবার</p>	<div style="text-align: center;"> <p>কিনামুলে সাপা সহায়তা</p> <p>Assistance is free</p> <p>အခမဲ့ အထောက်အကူ</p>  <p>কিনামুলে কোনো টাকা/সেবা দিতে বা নেওয়ার প্রয়োজন নেই No payment or favours ပေးရန်/လိုက်နာရန် မလိုအပ်ပါ</p> </div>

THANK YOU FOR LISTENING!

Any questions?

Special thanks to our amazing mentor Maria Kasparian for all your support and input.

Special thanks to Nour Audi for being an awesome advisor.

InScribe



Cindy Zeng, Kevin Du, Lena Renshaw, and Sara Shapiro

How can we provide educational safe spaces that contribute to a brighter future for the Rohingya refugees?

Our project

We aim to improve literacy and the expressive power of the Rohingya people through a digitized database of shared experiences, oral, and written stories in the Rohingya language.

Community leaders will be able to communicate feedback, data, and curricula in the educational realm using our app. Through storytelling, we aim to strengthen social connections among displaced Rohingya and within fractured communities.

Background

Community Challenges:

Broken social networks

Lack of community trust

Trauma and violence

60%

of Rohingya children have never attended school

70%

of heads of household have never received formal education

Educational opportunities in refugee camps remain limited

- a. Bangladeshi government has banned secondary schools in camps
- b. Gender-based restrictions for girls receiving education
- c. Lack of resources

The Rohingya Language

- Primarily oral language
- Written language developed in the 1980s using Latin, Arabic, and Burmese letters
- In the process of being converted to Unicode for use in email, texting, etc.
- Language barrier between Rohingya people and aid workers



80%

Illiteracy rate of Rohingya refugees

Implementation

Action Plan

Step 1

Identify community literate leaders with a variety of perspectives.

Step 2

Empower these leaders to **create groups** that meet weekly to share experiences.

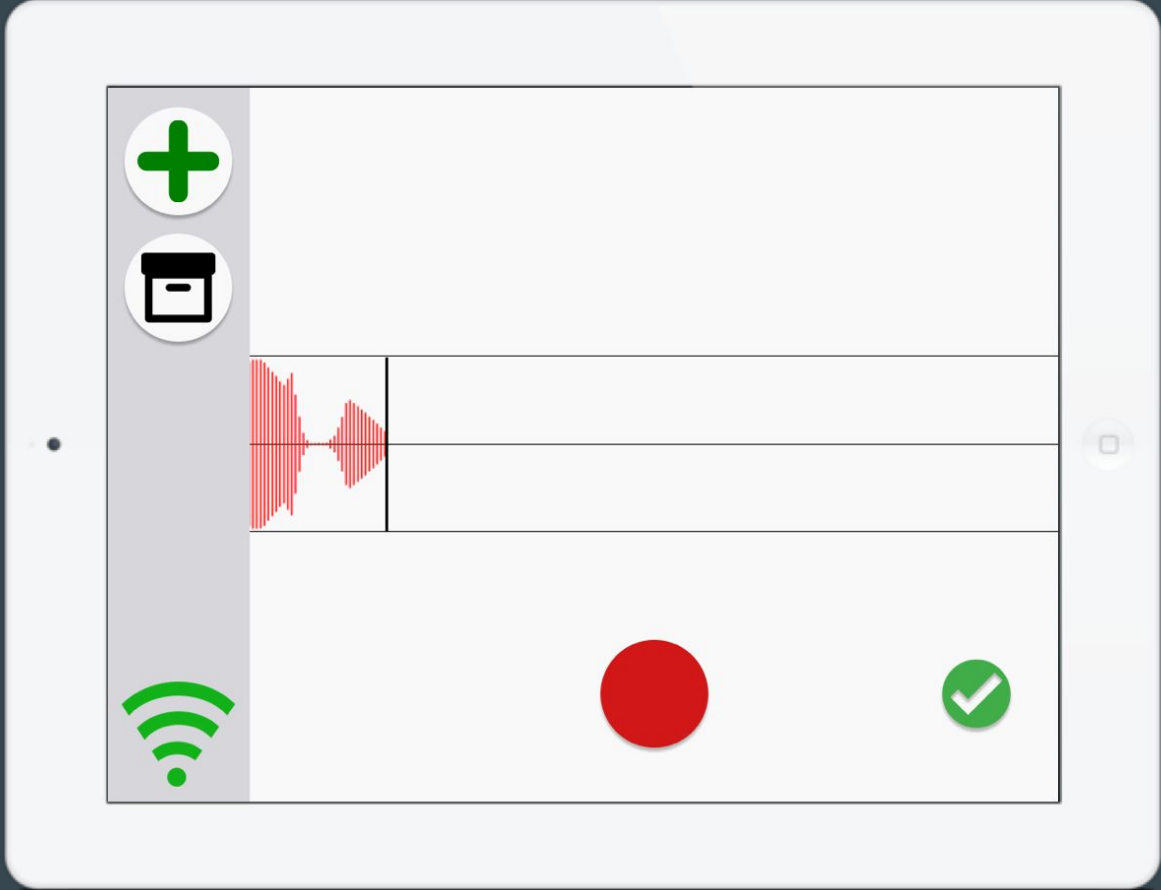
Step 3

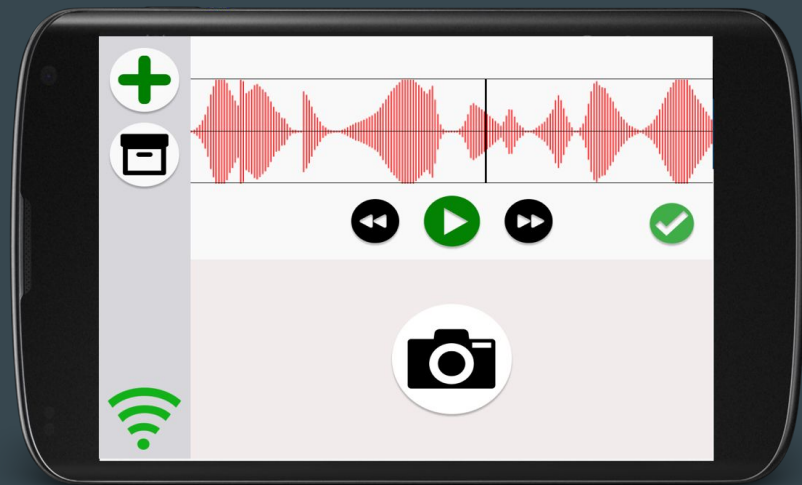
Once these groups have established trust, leaders will ask group members for consent in recording their experiences and stories.

Step 4

Leaders will collect and transcribe this information using InScribe and upload the encrypted data to the database.

The Platform







العربية



العربية



العربية



العربية



العربية



العربية



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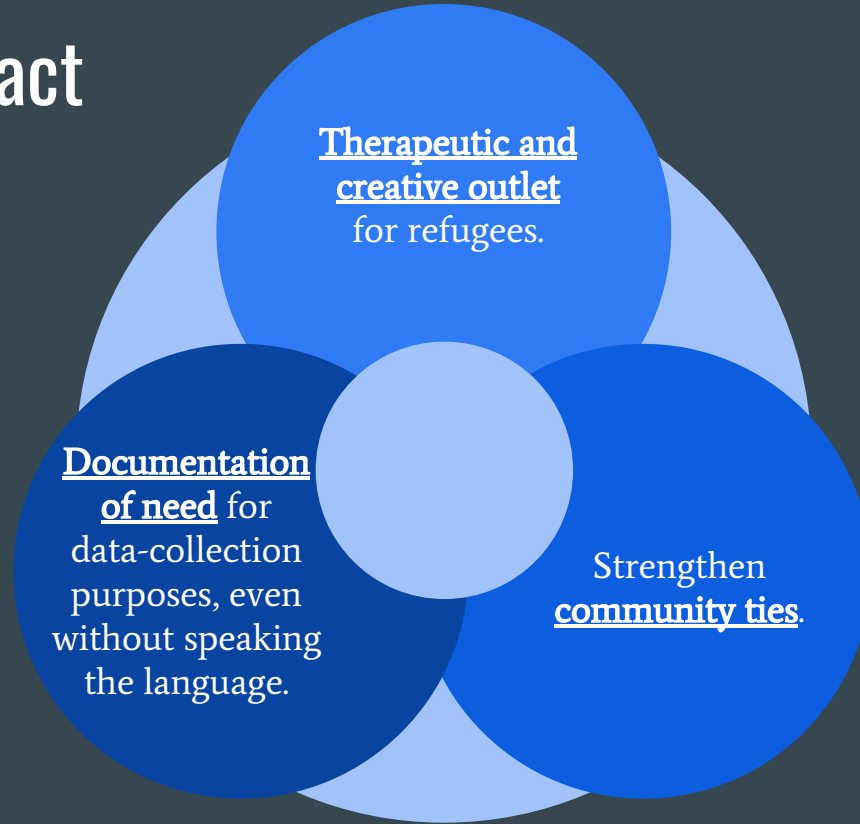
العربية



العربية

Outcomes

Short Term Impact



Long Term Impact

Written transcriptions of the Rohingya language stored in global database.

Accessible history of culture, people, educational curriculum

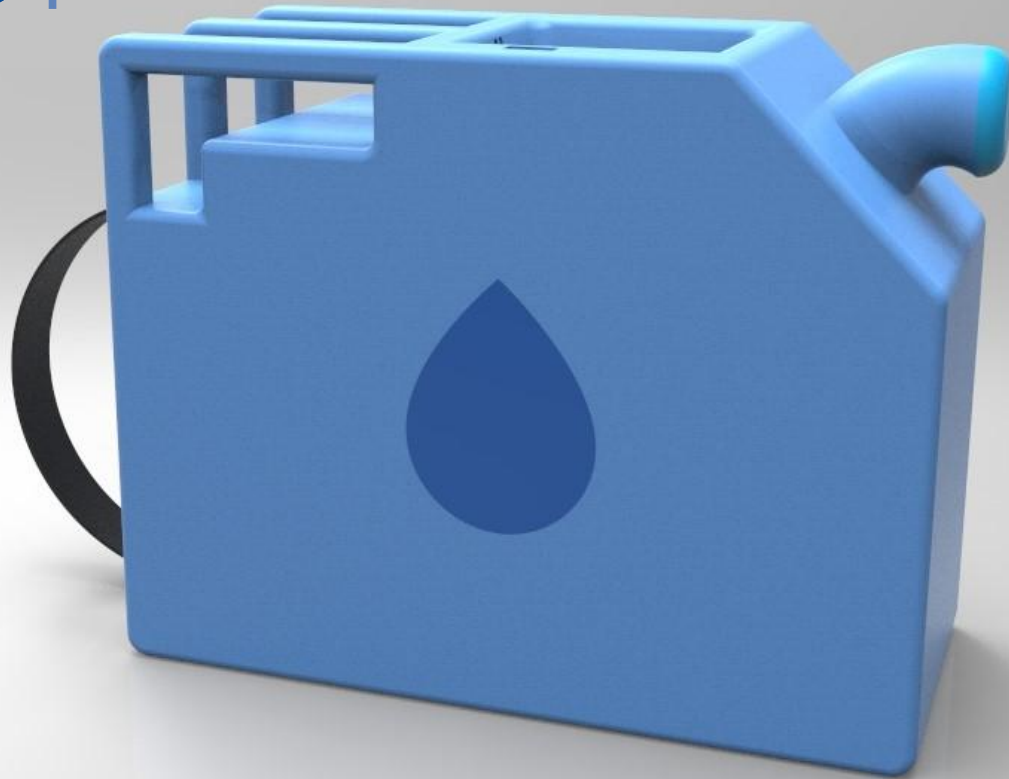
Documented translation between other languages and Rohingya improves education.

Foreign teachers can communicate without much knowledge of Rohingya.

Rohingya community schools have access to learning other languages.

Thank you!

JERRY POT



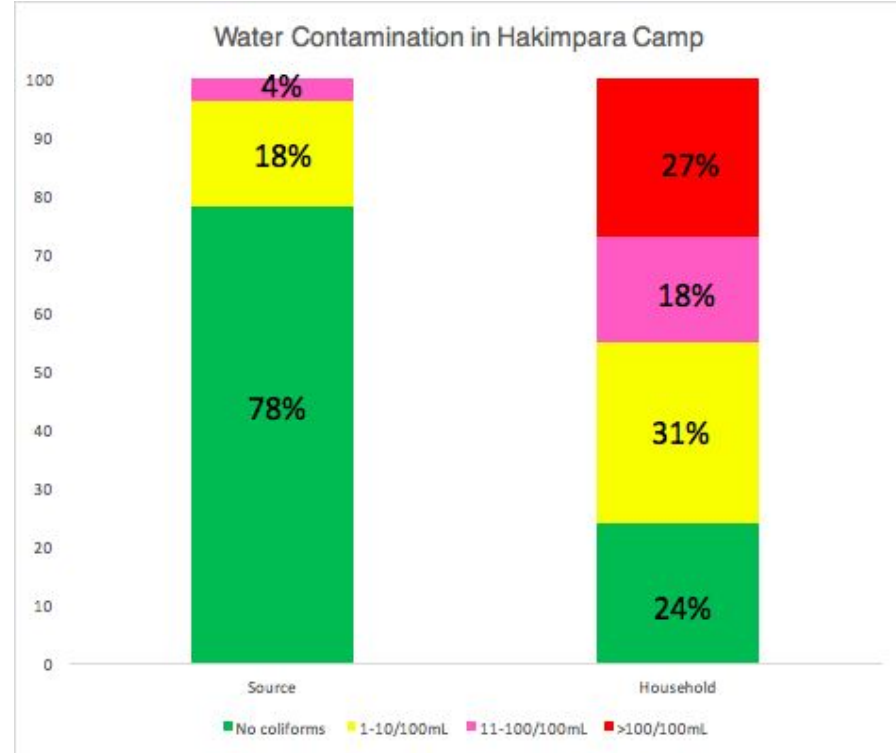
Truong Cai, Matthew Chen, Subhanik Purkayastha, Emily Yamron, Jing Zeng
WASH - Team 35

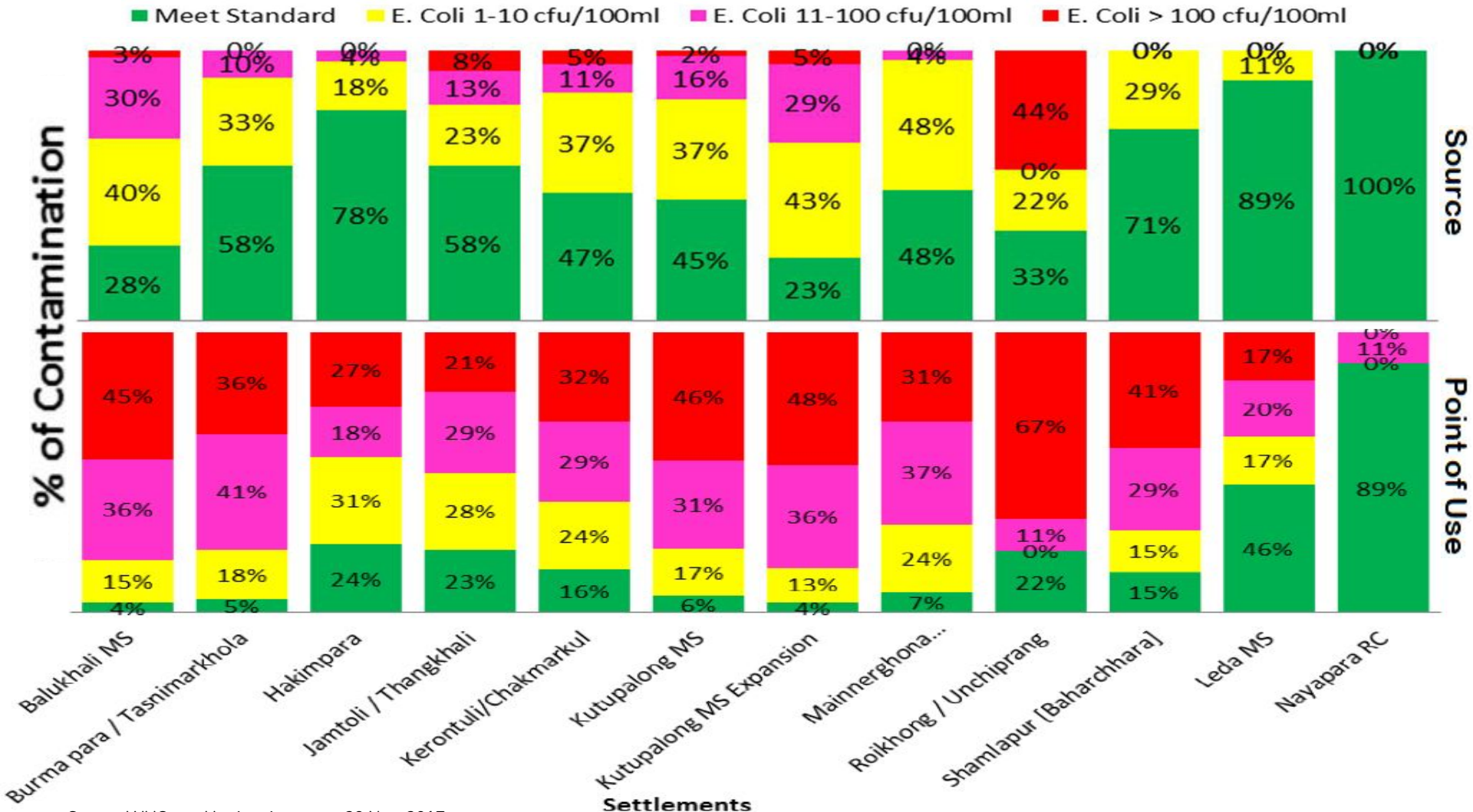


Source: UNICEF Bangladesh

The Problem: Point of User Water Contamination

- WHO report: **50%** of water samples tested were contaminated with fecal coliforms at the **source**
- **89%** percent of samples tested were contaminated at **household level**





Source: WHO weekly situation report 29 Nov, 2017

**Effe
on C**

Ayse E
Luby²

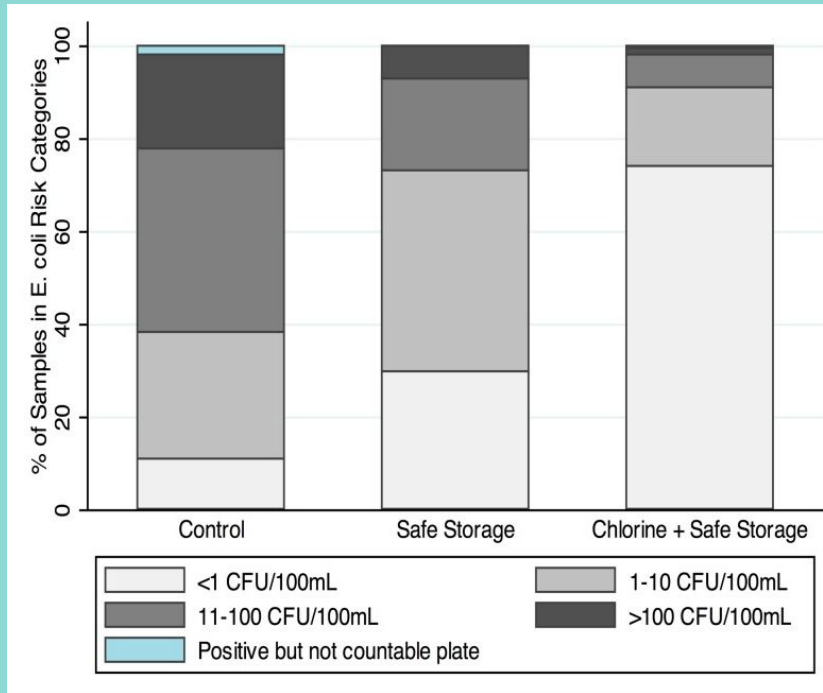
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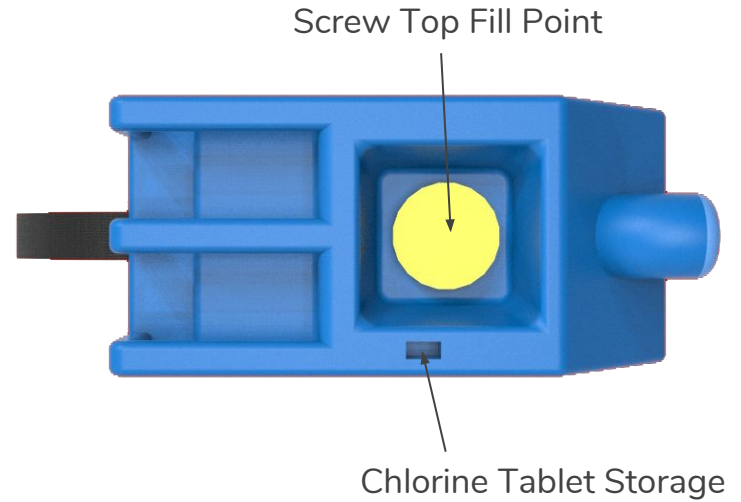
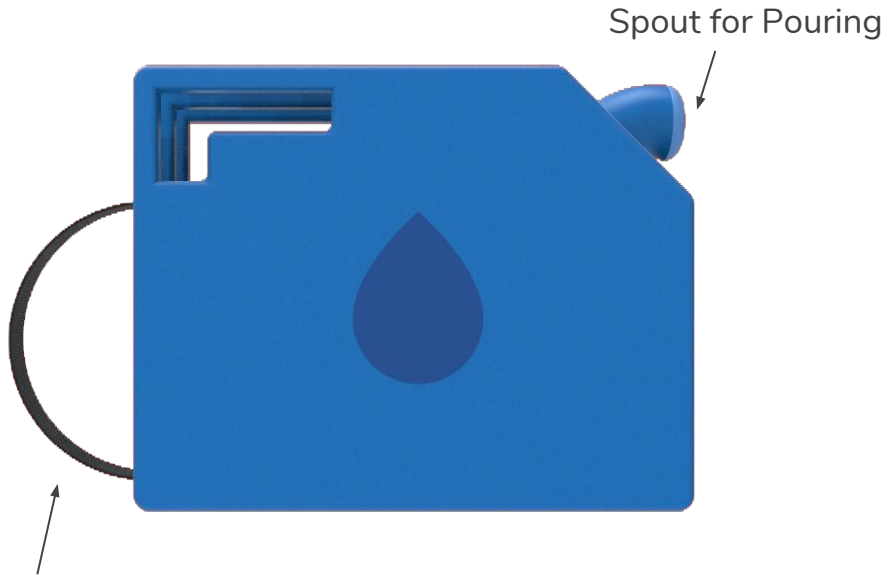
Safe s
rural
should be undertaken to implement and evaluate long-term efforts for safe water storage in Bangladesh.



“...safe storage as an effective and readily adopted standalone intervention could substantially reduce waterborne illness...”



Our Solution: JerryPot





Materials and Other Expected Costs

Materials/Other Costs	Cost / 1000 units
High-Density Polyethylene	\$12,000
Straps	\$500
Manufacturing	\$2,000
Transportation	\$10,000
	Total Cost / 1,000 units: \$24,500



Existing Jerry Can
\$15-20



JerryPot
\$ 24.50

Future Developments

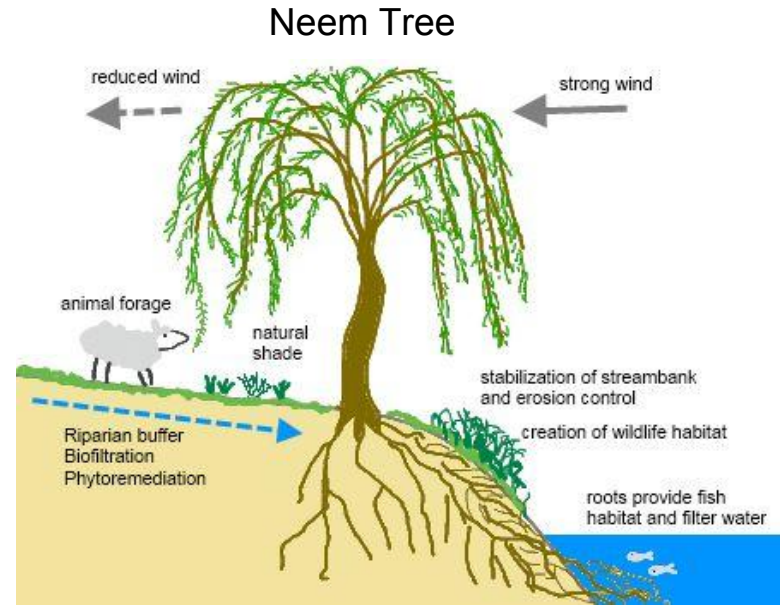
- Create compartment to hold neem soap
 - Neem trees are indigenous to South Asia
 - Local production of soap
- Possible disposable filter for water spout that can be produced and sold locally(leaf,twig)

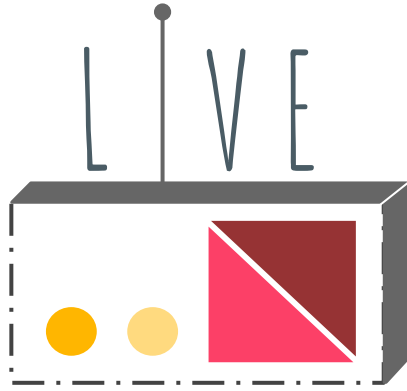




Impact

- Reduce water contamination at the household level
 - Aims to reduce diarrheal illness
- Provide integrated storage for water and purification
- Promote local participation in WASH efforts in future steps by incentivizing production, trade, and use of soap
 - Enhance efforts to stabilize ground & prevent erosion and mudslides by encouraging planting more neem trees
 - Could work in concert with a public health campaign about handwashing and hygiene





Alyssa, Divya, Jennifer, and Xe
Group #26



Overarching
Problem

The infographic features a light blue background with several overlapping circles in teal, yellow, orange, and red. A lightbulb icon is in a yellow circle at the top left, and a thumbs-up icon is in a teal circle at the bottom right. A puzzle piece icon is in a yellow circle on the right side. Small colored dots are scattered around the main circles.

Estimated
gap of
234,727
students

800,000
refugees

60%
children

135,273
have access
to education



Overarching
Problem

Lack of
educators

Lack of
adequate
infrastructure

Need for additional
2300 classrooms
and 5200 teachers





Goals

1. Increase number of educators
2. Increase accessibility to teacher training
3. Provide relevant education that of value
4. Providing tools for the refugee community to empower themselves





Current Educational Programs



UNICEF Child Learning Centre at the Unchiprang Makeshift Camp in Cox Bazar




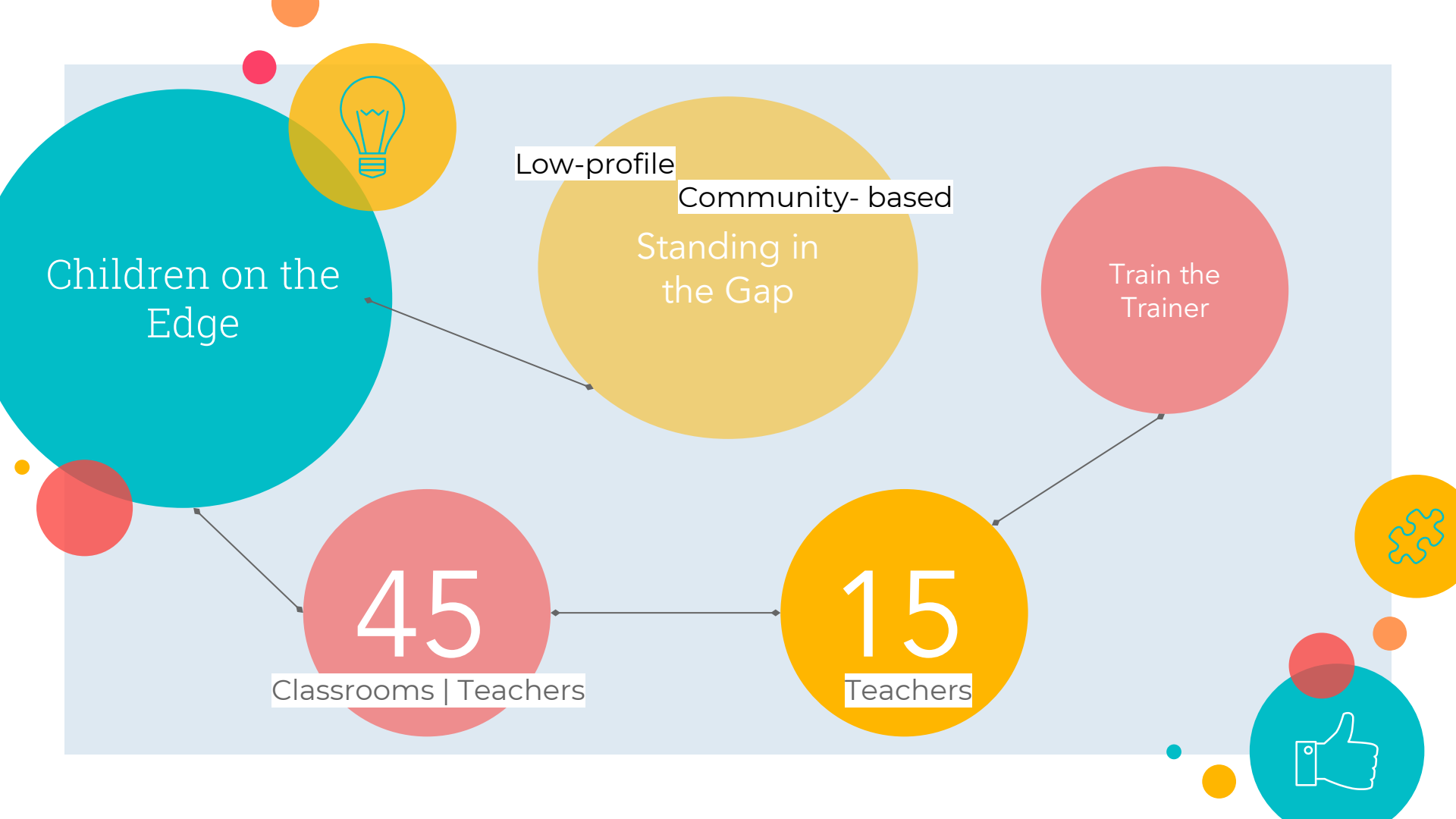
Children on the Edge classroom in Kutupalong, the largest refugee camp in Bangladesh





UNICEF and Save the Children

- Currently have 695 learning centers
 - Teach more than 80,000 children and aim to raise that number to 201,000 by 2018
 - Provide lessons up to grade 2; vocational training for older children
-
- Bangladesh - education programs in two camps in the Cox's Bazar district
 - Myanmar - 52 temporary learning spaces with 10,000 students enrolled
- 



Low-profile
Community-based

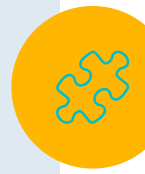
Standing in the Gap

Train the Trainer

Children on the Edge


45
Classrooms | Teachers

15
Teachers





Problems Addressed

1. Lack of infrastructure (lack of roads) that is preventing the teachers' physical movement
 2. Prohibition of refugee movement in/out of camps
 3. Violence and harassment that teachers face when leaving camps to receive training
 4. Disproportionately small number of female teachers
- 

Proposal

- Collaborate with Children on the Edge and expand on their "train the trainer" strategy of training refugee members to be educators for the community.
- LIVE is a remote teacher training system that utilizes radios and visual aid for each educator that prioritizes community-based education and empowerment by decreasing barriers of access to teacher training.

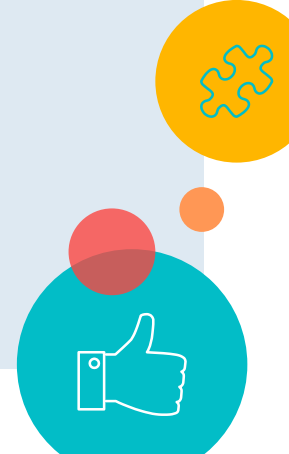


LIVE





Impact

1. More female educators
 2. Safer learning environment
 3. Community-based knowledge sharing
 4. A sustainable system that the communities can carry out
 5. Preserving the culture and values of the Rohingya people
- 

Action Plan


1. Focus Group: survey teachers currently participating in *Children on the Edge*
 - a. Collaborate with the Bangladesh NGOs Network for Radio and Communication (BNNRC)
2. Implement “pre-pilot” program
 - a. Distribute individual radios and visual aid
 - b. Train teachers on use of materials
3. Feedback and Improvement
4. Collaborate with other NGOs to build schools
 - a. UNICEF, Save the Children, Education Cannot Wait
5. Pilot Program with Kutupalong camp
6. Feedback and Improvement
7. Scale to other refugee camps

Distribution

- Work with camp leaders (mahji) to distribute radios and supplies
 - Communicate with camp leaders through mobile communication
- Work with other NGOs to distribute these materials along with other supplies



Curriculum

- Two types of educational content
 - Academics: math/science, reading/writing, classroom management, conflict-resolution
 - Non-formal: disease prevention, trauma recovery, utilizing and accessing aid, asylum process
- 

Translation

- Work in partnership with older Rohingya community in Bangladesh to translate training
 - Radio and visual aid
 - Conducted in Rohingya
 - Language courses in Burmese and Bengali

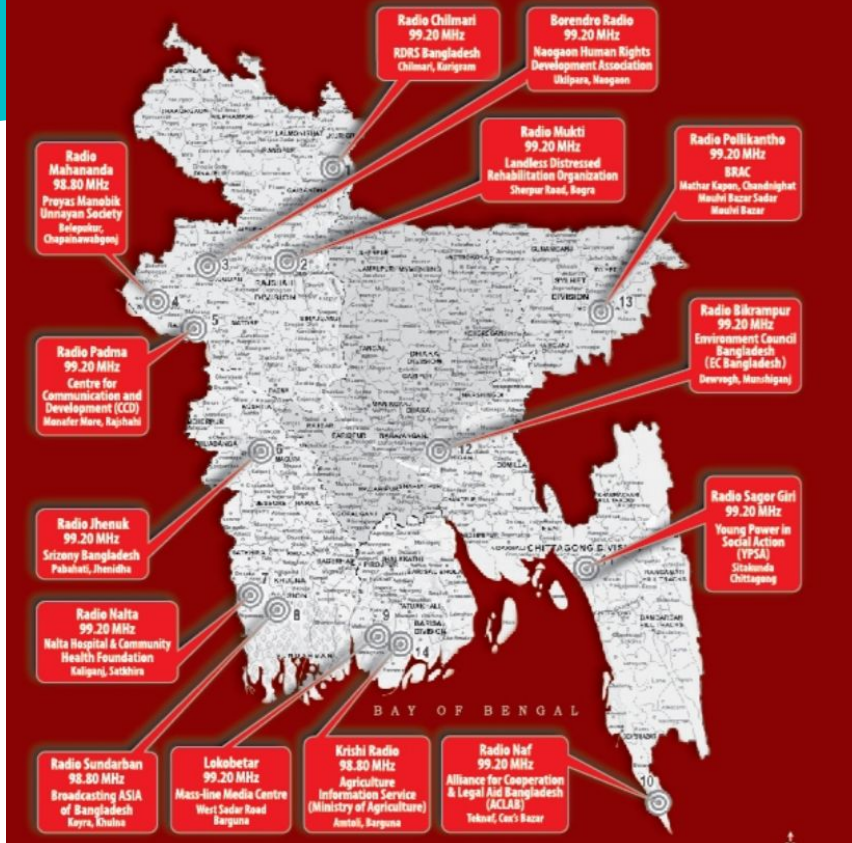


Community Radio as a tool for LIVE

- The Bangladeshi government's Coastal Development Strategy calls for the establishment of community radios with 14 in operation



COMMUNITY RADIO IN BANGLADESH



A 'community' is considered to be a group of people who share common characteristics and / or interests such as sharing a single geographical location i.e. a specific town, village, or neighborhood; sharing of economic and social life through trade, marketing, exchange of goods and services.

Community radio is a medium that gives a voice to the voiceless, serves as mouthpiece of the marginalized and is central to communication and democratic processes within societies.

The program contents should cover educational, social, gender, economic, environmental and cultural fields be relevant to the needs of that particular community. It should not go beyond the community's cultural and historical heritage. Any kind of political, sectarian or doctrinal program shall be prohibited.

Regarding station management and programming, the licensee will promote equity and social justice with special priority to the marginalized communities in terms of their race, caste, religion, physical disability and gender.



Feasibility

- How would we implement a radio system?
- How to transport materials (radios and supplies) to the camps?
- What would the costs look like?
- What is the system of usage for the radios?
 - Manual? Training?

Potential Limitations

- FD7 approval slowing down implementation
- No available data on Rohingya Bangladeshis
 - Asking for help may put them at risk of violence and harassment
- Bangladeshi government may not formally recognize the Rohingya people and their rights as needed to implement the radio system

Future Steps

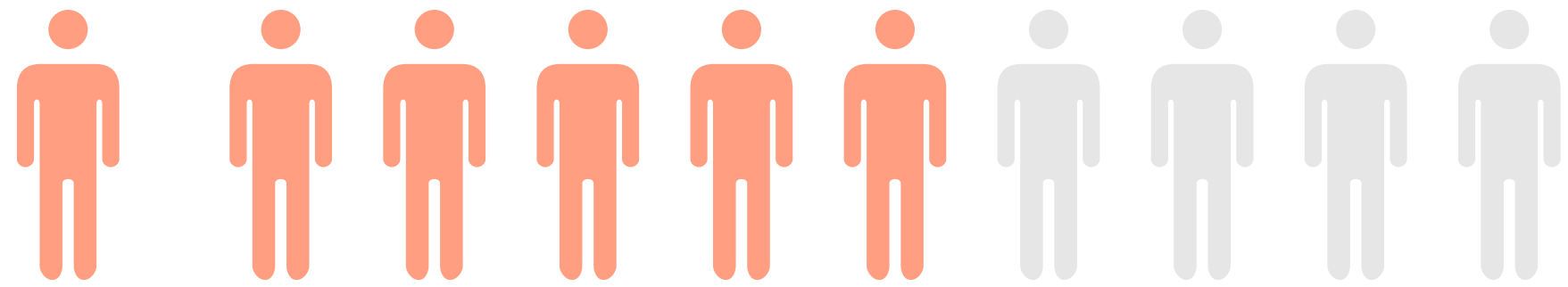
1. Expand to the larger refugee community
 - a. Education on subjects such as disease prevention and the asylum process
2. Empowering the community
 - a. Trained refugees can later become educators themselves

Thank You



Program for Education and Engagement of Refugees (P.E.E.R.)

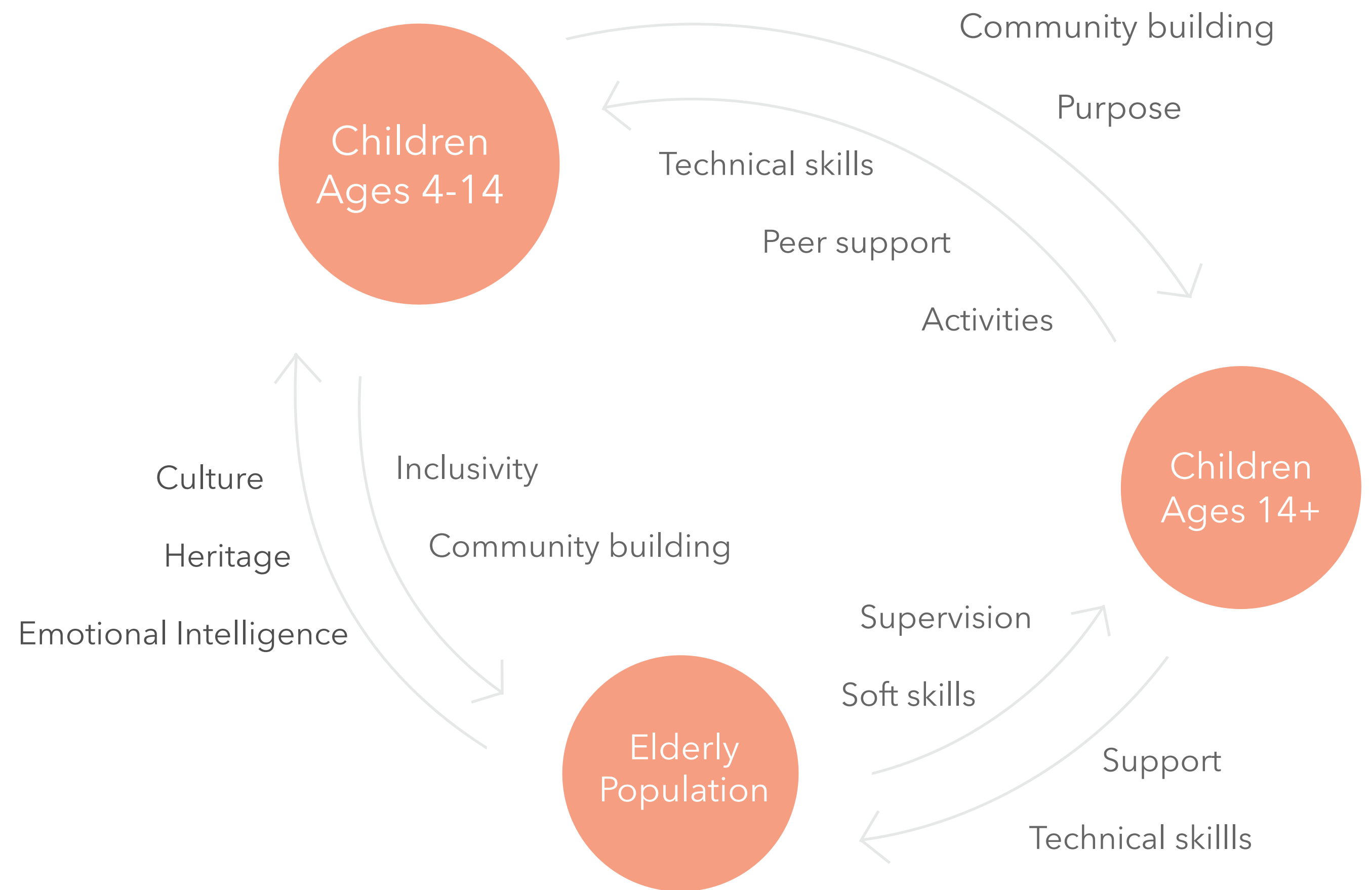
Lola Liyuan, Yamini Mandava, Nina Yuchi, Zlatko Salko Lagumdzija



Almost 60% of Rohingya refugees are children.



UNICEF built 182 learning centers in the camps, in which around 15,000 children are enrolled. That's almost 83 children per center.



Reducing Disaster Risks for Pregnant Women in Refugee Camps



Hack for Humanity 2018

Ongoing Rohingya Refugee Crisis

Juba, South Sudan - 2014
South Sudan Crisis

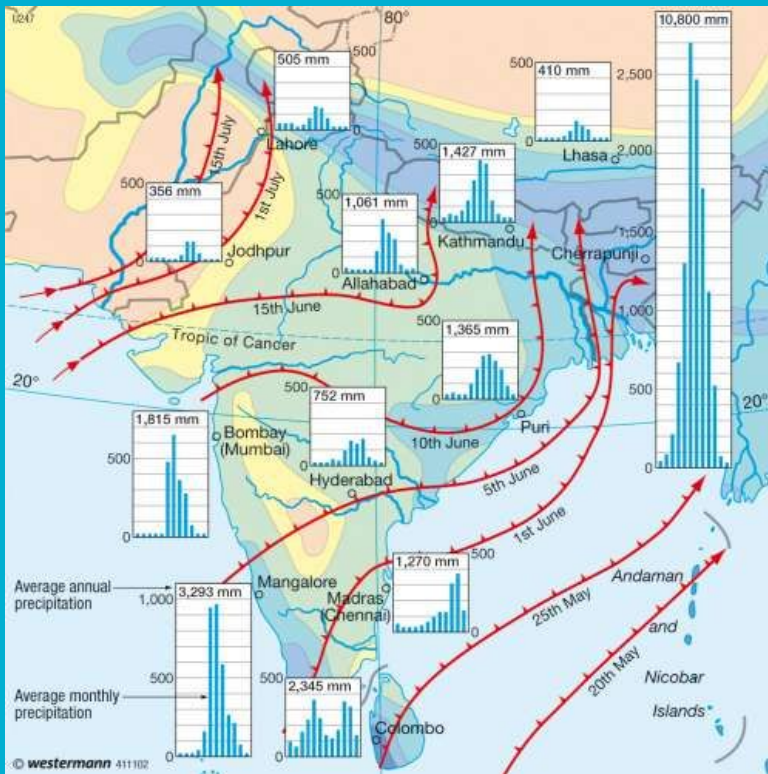
Team Members

- **Aki Camargo – Brown University,**
- **Jessie Jiang – Brown University,**
- **Sarah Perumattam – Brown University,**
- **Joe Faller – Naval War College, US Marine Corps**
- **Jason Harrington – Naval War College, US Army**

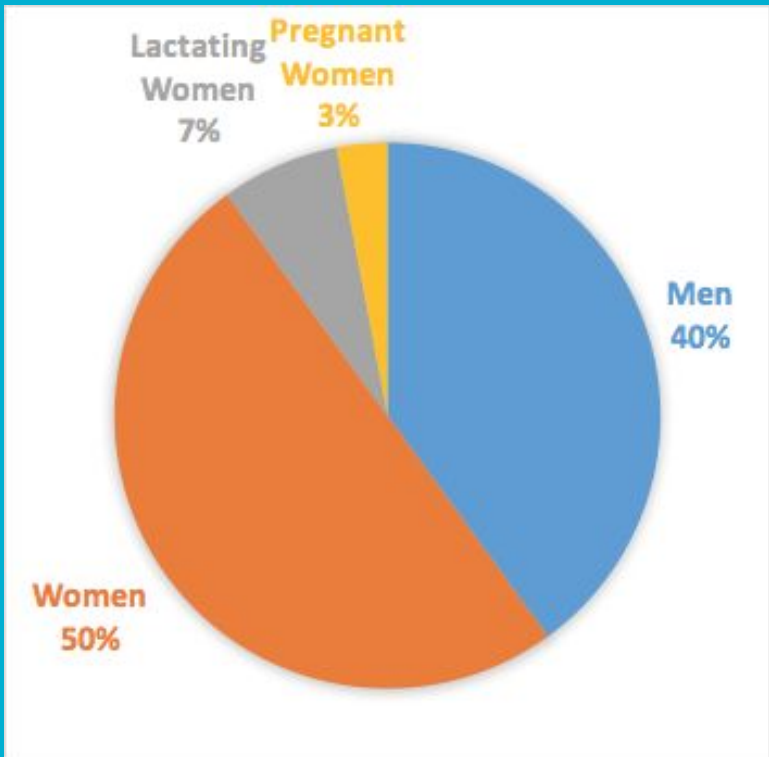
Balukhali refugee camp in Cox's Bazar



Monsoon Paths



Demographics



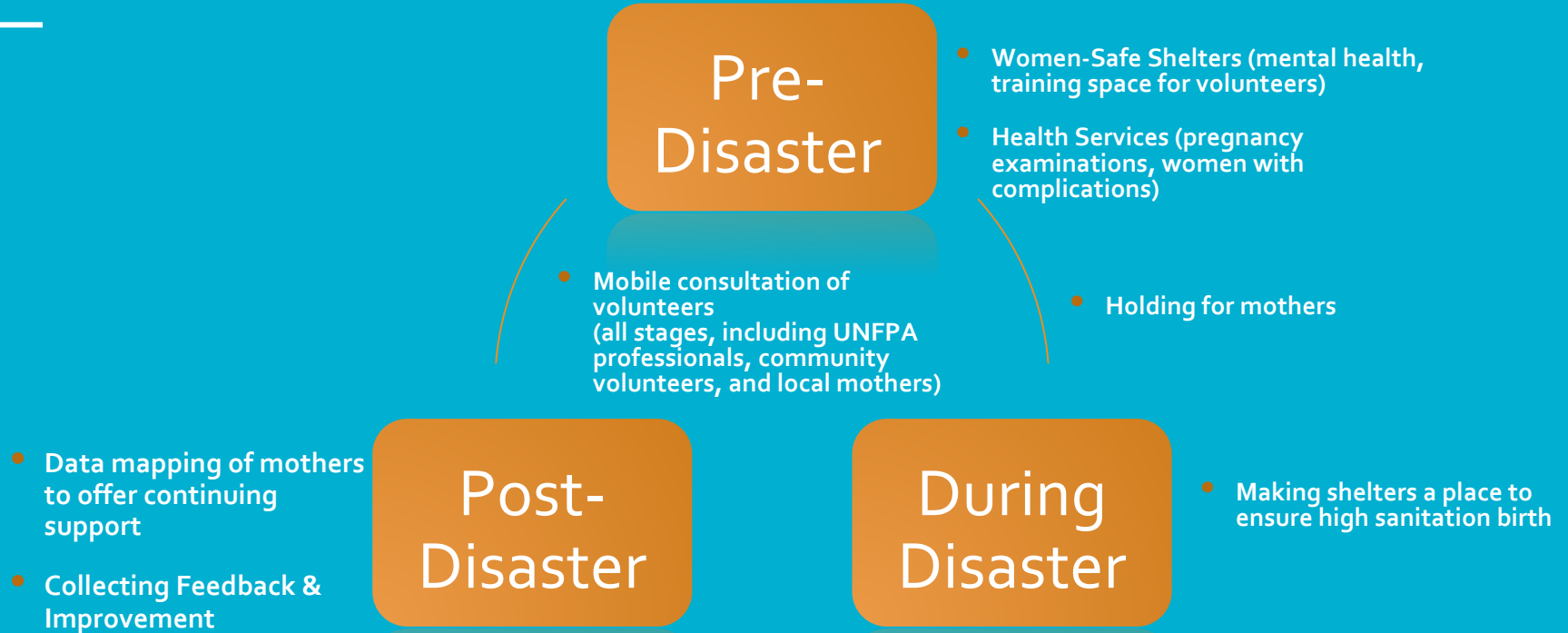
Problem Definition

How can we reduce risk for Rohingya mothers and pregnant women during monsoon season in Bangladesh?

Challenges



Solution



Actors Involved

Pre-
Disaster

Government / Foreign Donors
(funding for volunteers,
financial incentive)

Médecins Sans Frontières
(Infrastructural/Programmatic
Oversight)

IOM
(Psychological Services)

Save the Children
(Medical Services)

**Local Rohingya Mothers and
Volunteers**
(Interpretation and Shadowing)

AUW Volunteers
(Shadowing and Medical
Assistance)

TRAINING

- Women-Safe Shelters (basic mental health services)
- Mobile consultation (monitoring/assistance)

During Disaster

- Housing for pregnant mothers and newborn children
- Mobile consultation of volunteers

Médecins Sans Frontières
(Infrastructural/Programmatic Oversight)

IOM
(Psychological Services)

Save The Children
(medical services)

Rohingya Residents in
Bangladesh
(Interpretation and Shadowing)

Save the Children
(Medical Services)

AUW Volunteers
(Shadowing and Medical Assistance)

Post-Disaster

- Data mapping of mothers to offer continuing support

Save the Children

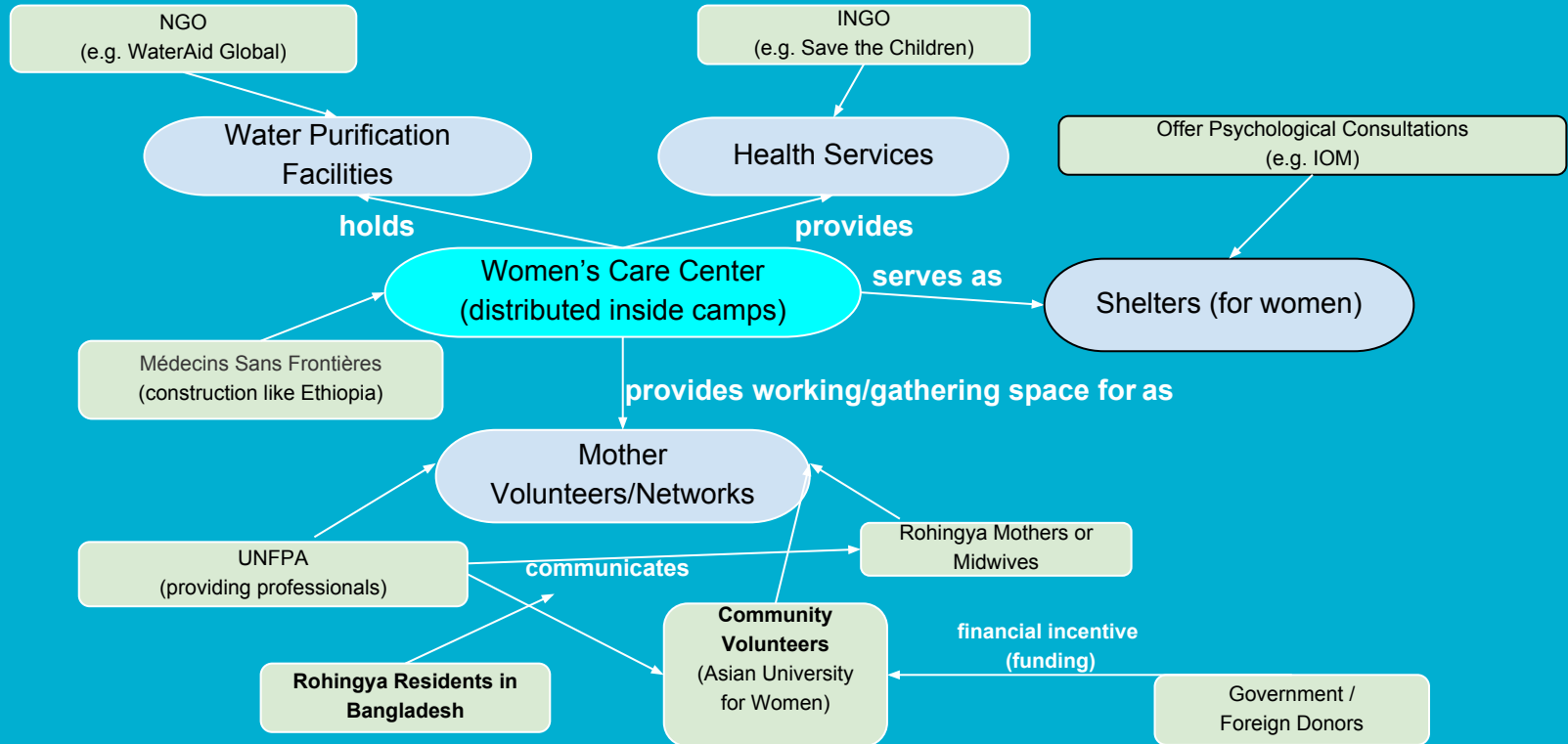
**Asian University for Women
Researchers**

- Collecting Feedback & Improvement

**Volunteer Network - Rohingya Mothers, Midwives
(Interpretation Services, Cultural Consultation)**

UN Women's Working Group
(Research and Data Collection)

Network/Services Map



Conclusion/Goals

- Creating a robust (PPRR) cycle encompassing different stages of natural disasters (Monsoon season)
- Reducing risks for pregnant women and newborns in terms of the problem of sanitation
- Empowering local population by establishing a local network gathering forces from different communities and sectors

Packaging and Reuse

Tarelle, Mimi, and Silas

Key Background Information

- Nutrition packs (RUTF and RTE) are used to treat malnutrition (SAM and MAM)
- Current solution is burning the waste once returned to distribution clinic
 - Harmful air pollution
 - Waste of a potential (waterproof, durable) material
- 150 per child (over a few weeks), coincides with 150 per box
- Absence of flooring particularly problematic during floods
- Dealing with severe PTSD and stress

Aims

Values

- Dignity
- Agency
- Choice
- Humanising
- Adaptability

Therapy

- Skills
- Learning
- Rebuilding
- Recovery

Community

- Craftsmanship
- Exchange
- Tradition
- Culture
- Inclusion
- Shared

Waste Material



x150

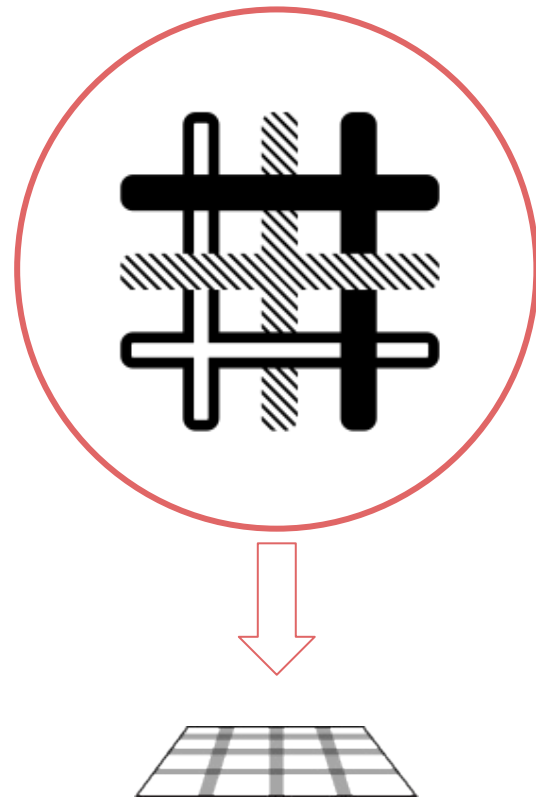
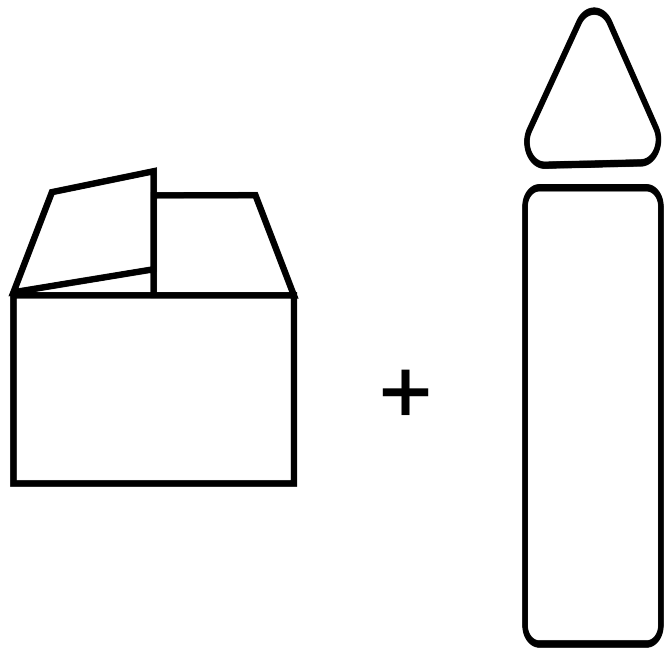


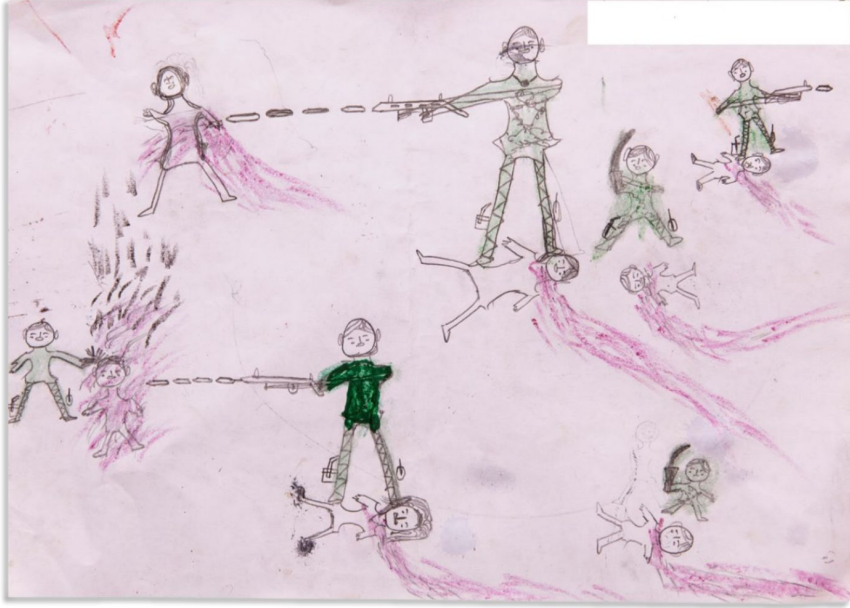
continual



x300

Our Solution





UNICEF Child Alert, October 2017
<http://acutemalnutrition.org/en/resource-library/Ge>

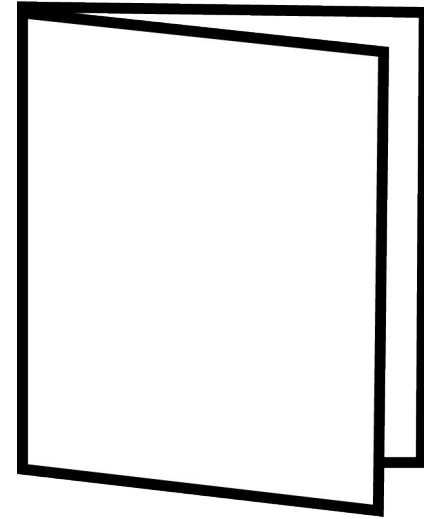
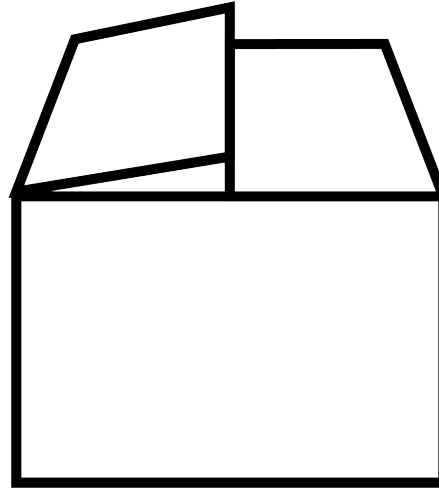
© UNICEF/UN0128672/BROWN



“Art day at the Rohingya refugee camp”, December 2017
<https://medium.com/@TanmoyCartoons/art-day-at-the-rohingya-refugee-camp-f23cd371cef0>

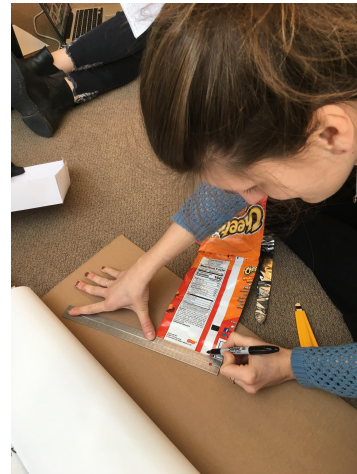
Coloring Book

- Box of crayons/markers with every palette of 90 boxes
 - Includes instructions for health workers to administer a crayon per box
- Only key positive images displayed
 - No imposed narrative
 - Site-specific visual references
- Incentivises completion of nutrition course
 - Coloring book given out only after showing used packets



Woven Packaging

- Mats and baskets
- Work with local artisans
 - Make sure process uses readily available tools
- Technique that's already familiar
- Creativity supply chain
 - Noticed solutions/needs are fed back to the packaging company through aid workers
- Instructions printed on the inside of packaging



Next Steps

- Testing and collecting site-specific user insights
- Creating packaging instructions
 - Clear, visual and understandable
- Check with packaging manufacturing about certain feasibility
 - Perforations
 - Expense
 - Adding crayons to shipment
- Boxes, after colored, what happens next? What about wrapping once worn out?

Youth Speaks

Giving Refugee Youth a Voice

brown.edu/go/youthspeaks



Giving Refugee Youth a **Voice**

Hear their Stories

Youth **Speaks**

A Platform for Storytelling and Leadership

Featured Stories

Here's some of our favorite stories from (anonymized) members of our program:



Minty

7 years old, Taung Bazaar

I wish I am a princess living in a castle. It is a magical castle. The castle has 642 rooms. I will live in the 66th room. The castle will have many princesses and princes. I will wear a blue dress and learn to dance.

There will be a school in the castle. I will meet teachers from all over the world and I will learn to read Jane Eyre.

There will be a room full of dolls that will be my friends. I will teach them because I want to be a teacher when I grow up. I will teach them science because I like science.

In my free time, I will go walking in the garden. There will be a lot of flowers, like roses and daisies. I will make a daisy chain that I put in my hair.

I hope I can live in this castle.



Solimullas

10 years old, Taung Bazaar

Before the crisis I was studying at school. Sometimes it was difficult because the Buddhist children would throw stones at us on our way to school.

My favorite subject is Burmese, because it is the language of my country and if I want to live there I will need it to communicate with my neighbors.

Youth Speaks Out Loud

- ★ Participants become trained **peer educators**
- ★ Student-driven discussion-based seminars focused on **building leadership**
- ★ Themes
 - Communication skills
 - Persuasive verbal and written communication
 - Listening
 - Compassion
 - Creativity
 - Confidence training
 - Managing resources/people
 - Community and trust building exercises
 - Wellness education
 - Dealing with trauma and building resilience

Organization

- ★ **Meetings twice a week (90 min each)**
 - First 45 minutes: training module led by instructor
 - Last 45 minutes: workshop to apply the skills learned and work on biweekly magazine publication



Benefits of Youth Speaks

- ★ Alternative modular educational model through the combination of theory and practice
- ★ Holistic take on education based on developing essential, widely applicable skills
- ★ Routine and community building
- ★ Unflattening the humanitarian narrative of the refugee
- ★ Provide agency and empowerment to displaced youth

Implementation

- ★ We identify leaders in the community
- ★ Leaders bring in volunteer teachers
- ★ Teachers work from/adapt our curriculum
- ★ Students share their stories
- ★ Stories get published in our magazine

Our Team



Sandy



Minty



Jia-Hong



Noah



Amélie

Youth Speaks

Giving Refugee Youth a Voice

brown.edu/go/youthspeaks