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
**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.

---

**Climate Change Poses Threat to Rohingya Refugees in Bangladesh**

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

Trusted institutions will update DirectMe

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

- 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

- Cash-based transfers to families of older children who stay in school and mentor younger kids
  - Contingent on attendance of school

- "I can help others too!"

- "I'm supporting my family"
What’s Inside a Buddy Bag?
<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Buddy Bag" /></td>
<td><img src="image2" alt="Pen" /></td>
</tr>
<tr>
<td><img src="image3" alt="Coloring Book" /></td>
<td><img src="image4" alt="Notebook" /></td>
</tr>
<tr>
<td><img src="image5" alt="Crayons" /></td>
<td><img src="image6" alt="Pencils" /></td>
</tr>
<tr>
<td><img src="image7" alt="Play Dough" /></td>
<td><img src="image8" alt="Uno" /></td>
</tr>
</tbody>
</table>
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
Current status & challenges

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

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
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 Zunaid Ahmed Palak and Safiqul Islam
Proposed Solution - Utilizing Bangladeshi Infrastructure

- Benefits of built schools where they exist
  - Technology
  - Projection 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

Host Communities

Ukhia
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


Vetiver Grass

Sanitation

Inter-ethnic, economic relationships

Fortification of refugee camps & society

Flood Prevention
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

Landslide Prevention
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
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

**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
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

1F 3M
18F 43F
SMWF
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

Fostering Trust

Data Security & Neutral Data

Data Integrity
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
CHALLENGES
PROPOSED PLAN OF ACTION

IDENTIFY
INFORM
INCENTIVISE
LIMITS

Your rights and entitlements

Families of 1-3 people receive:
- 9 KG
- 3 L
- 30 KG
Once per month

Families of 4-7 people receive:
- 9 KG
- 3 L
- 30 KG
Twice per month

Families of 8 or more receive:
- 13.5 KG
- 6 L
- 60 KG
Twice per month

Assistance is free
No payment or favours
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

https://theconversation.com/the-history-of-the-persecution-of-myanmars-rohingya-84040
Implementation
### Action Plan

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify community literate leaders</strong> with a variety of perspectives.</td>
<td>Empower these leaders to <strong>create groups</strong> that meet weekly <strong>to share experiences</strong>.</td>
<td>Once these groups have established <strong>trust</strong>, leaders will ask group members for consent in <strong>recording their experiences and stories</strong>.</td>
<td>Leaders will collect and <strong>transcribe this information</strong> using InScribe and <strong>upload the encrypted data</strong> to the database.</td>
</tr>
</tbody>
</table>
The Platform
العربية
Outcomes
Short Term Impact

Therapeutic and creative outlet for refugees.

Documentation of need for data-collection purposes, even without speaking the language.

Strengthen community ties.
Long Term Impact

- **Written transcriptions** of the Rohingya language stored in a global database.
- **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**.
- Accessible history of culture, people, educational curriculum.
Thank you!
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
“...safe storage as an effective and readily adopted standalone intervention could substantially reduce waterborne illness...”
Our Solution: JerryPot

- Spout for Pouring
- Flat, Adjustable Strap
- Screw Top Fill Point
- Chlorine Tablet Storage
## Materials and Other Expected Costs

<table>
<thead>
<tr>
<th>Materials/Other Costs</th>
<th>Cost / 1000 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Density Polyethylene</td>
<td>$12,000</td>
</tr>
<tr>
<td>Straps</td>
<td>$500</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>$2,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**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

Neem Tree
Alyssa, Divya, Jennifer, and Xe
Group #26
Overarching Problem

Estimated gap of 234,727 students

60% children

135,273 have access to education

800,000 refugees
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
Children on the Edge

Standing in the Gap

Train the Trainer

45 Classrooms | Teachers

15 Teachers

Low-profile 
Community-based
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.
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
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 alongs 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
○ The Bangladeshi government’s Coastal Development Strategy calls for the establishment of community radios with 14 in operation
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
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

Juba, South Sudan - 2014
South Sudan Crisis

Hack for Humanity 2018
Ongoing Rohingya Refugee 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

Pre-Disaster
- Women-Safe Shelters (mental health, training space for volunteers)
- Health Services (pregnancy examinations, women with complications)
- Mobile consultation of volunteers (all stages, including UNFPA professionals, community volunteers, and local mothers)
- Data mapping of mothers to offer continuing support
- Collecting Feedback & Improvement
- Holding for mothers
- Making shelters a place to ensure high sanitation birth

Post-Disaster

During Disaster
Actors Involved

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

Pre-Disaster

• Médecins Sans Frontières (Infrastuctural/Programmatic Oversight)
• IOM (Psychological Services)
• Save the Children (Medical Services)

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

Local Rohingya Mothers and Volunteers (Interpretation and Shadowing)

AUW Volunteers (Shadowing and Medical Assistance)

TRAINING
• Housing for pregnant mothers and newborn children

• Mobile consultation of volunteers

During Disaster

- Médecins Sans Frontières (Infrastructural/Programmatic Oversight)
- IOM (Psychological Services)
- Save The Children (medical services)
- Save the Children (Medical Services)
- Rohingya Residents in Bangladesh (Interpretation and Shadowing)
- AUW Volunteers (Shadowing and Medical Assistance)
• 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

- **Women’s Care Center** (distributed inside camps)
  - **Mother Volunteers/Networks**
    - **Rohingya Residents in Bangladesh**
    - **UNFPA** (providing professionals)
    - **Médecins Sans Frontières** (construction like Ethiopia)
  - **Community Volunteers** (Asian University for Women)
  - **Rohingya Mothers or Midwives**
  - **Government / Foreign Donors**
    - **financial incentive (funding)**
  - **INGO** (e.g. Save the Children)
    - **provides**
  - **NGO** (e.g. WaterAid Global)
    - **holds**
  - **Shelters (for women)**
    - **serves as**
    - **Offer Psychological Consultations** (e.g. IOM)
      - **provides working/gathering space for**
  - **Health Services**
    - **provides**
  - **Water Purification Facilities**
    - **communicates**
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

continual

x150

x300
Our Solution
UNICEF Child Alert, October 2017

"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
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