Roadmap of Adolescent and Youth Programming in the Rohingya Response

August 2019
Introduction

The roadmap for adolescent and youth (A&Y) activities in the Rohingya response was developed under the close guidance of the Cox’s Bazar Youth Working Group (YWG), co-chaired by Plan International and the United Nations Population Fund (UNFPA). The Cox’s Bazar YWG - comprised of national and international NGOs and UN agencies - was established in 2018, under the supervision of the Education Sector. The purpose of the YWG is to serve as “a cross-sectoral group with the joint goal of supporting, advocating, and coordinating the implementation of youth programmes in the refugee and host community response”.¹

In line with the objectives of the YWG, this project aims to shed light on current efforts being undertaken by national and international actors on A&Y programming and provide further guidance on strengthening programming through the establishment of minimum standards for program design and core competencies of learners. The three focus areas of this project are programming on basic literacy and numeracy, life skills, and vocational training.

Keywords:

Adolescents and youth – while the definition of A&Y can vary by context and culture, the international community interprets this phase between the ages of 10-24.

Youth workers – any individual who is involved in the design, management, and/or implementation of A&Y programming.

Life skills – topics that support positive development of A&Y by increasing their understanding of psychosocial and physiological awareness, interpersonal relations, and good citizenship.

Vocational training - practical skills requiring hands-on training that increases technical knowledge and income-generating opportunities.

Who is the roadmap for?

This roadmap aims to provide guidance to individuals and organizations working in the Rohingya response. The audience might include members of the humanitarian community who are currently - or are planning to - work with Rohingya youth ages 15-24.

Existing adolescent and youth programming in the Rohingya response

Through collaboration with humanitarian actors in the Rohingya response, a list of existing A&Y programming on basic numeracy and literacy, life skills, and vocational training has been compiled. The list of programming provides a brief description of the programs, the targeted gender and age group served, and helpful resources utilized by the group. The goal of this initiative is to:

- Increase cooperation between organizations and sectors;
- Expand access to resources that are valuable and are sometimes contextualized; and
- Increase awareness of the range and types of activities and programs available to Rohingya A&Y.

The list of programming – which can be accessed from the Youth Working Group Dropbox folder - will remain a living document to allow the YWG the flexibility to update the list, when appropriate.

¹ Youth Working Group Terms of Reference.
Minimum Standards

The minimum standards aim to support youth actors in their process of designing effective programs for adolescents and youth. Youth actors are encouraged to be mindful of the standards and use them as foundations of program structure.

The minimum standards were derived from:

- Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education: Preparedness, Response, Recovery;
- Education in Emergencies Competency Framework, a draft competency framework developed by members of the INEE for education professionals; and
- Working with and for Young People in Humanitarian Emergencies Protracted and Crises, a draft guide developed by the Compact for Young People in Humanitarian Action.

The standards were validated through data collected from key informant interviews with youth actors and focus group discussions with A&Y. The data also helped to identify and fill gaps in the standards that are relevant to the context in Cox’s Bazar. The standards were reviewed by a group of youth actors working in the Rohingya response to validate and assess their relevance to the context.

### Humanitarian Principles

<table>
<thead>
<tr>
<th>Humanitarian principles</th>
<th>Apply the four humanitarian principles (humanity, neutrality, impartiality, independence) to all aspects of programming and implementation.</th>
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<tbody>
<tr>
<td>Do no harm</td>
<td>Being sensitive to power and wealth dynamics in the transfer of resources; avoiding unintended negative consequences; and ensuring that interventions do not fuel divisions or intra community tensions within the targeted community as well as contribute to bringing people together and alleviating tensions.</td>
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<tr>
<td>Humanitarian-development nexus</td>
<td>Humanitarian programming and development policies and planning are synchronized with the goal to reduce needs, risks, and vulnerabilities within a sustainable framework. The importance of enhancing engagement between humanitarian and development actors as well as programming across the humanitarian-development nexus is highlighted in the Grand Bargain and the New Way of Working.</td>
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### Program Foundations

| Gender-sensitivity | Based on social roles and expectations on gender, design interventions that increases the communities’ perception of women and girls as a viable source of talent and skills. Programming actors will adhere to non-biased and non-discriminatory practices in their interaction with learners as well as colleagues. |

| Mid-term to long-term approach | Focus on multi-year interventions to achieve the desired social impact. |
| Triangulation between society, family, and youth | Enable opportunities to sensitize the community and families to the developmental, social, and emotional needs of adolescents and youth and how best to support them in this critical phase. |
| Open feedback mechanisms | Mechanisms are established for beneficiaries and staff to share feedback about program, service delivery, staff attitude, and code of conduct. |
| Understanding of landscape | A needs assessment is conducted to better understand the needs, priorities, risks, and vulnerabilities of the beneficiaries. |
| Life-course approach | Designing programs that address needs at different age levels to maximize the continuum of support throughout the course of life. |

### Community Engagement

| Community participation | Active participation from community members, including, community leaders, parents, and adolescents and youth in the development, implementation, and monitoring and evaluation of programming. The Grand Bargain and the New Way of Working also stressed the importance of including those who receive aid in the decision-making that affects their lives. |
| Understanding of rights | Community members and A&Y will be aware of their rights as beneficiaries and will hold the agencies accountable for proper, unbiased, and gender-sensitive service delivery. |

### Coordination

| Coordination mechanisms | A coordination mechanism is established to promote collaboration between sectors and agencies in order to provide transparent, timely, and equitable delivery. Coordination mechanisms can be effective in managing accountability among the actors. |
| Cross-sectoral collaboration | Sectors employ a results-oriented approach to ensure that all stakeholders are involved in ensuring that the education response is well coordinated and produces the desired results. |
| Inter-agency collaboration | Mechanisms are established to promote information sharing and collaboration across agencies for robust training opportunities, reduced duplication, and broader assessments of needs and capacities. |

### Protection and Well-being

| Protection | The learning environment is free from sources of harm (all forms of physical, emotional and social threat, abuse, exploitation, and violence) to learners, teachers, trainers, and staff. |
| Protection violations | In the event of a protection violation, protocols and referral pathways are established and formalized with clear instructions. All involved personnel (learners, teachers, and staff) are made aware of protocols and referral pathways within camp settings. |
| Well-being | Well-being is ensured through constructive development, positive social interactions, and good health. Learners recognize their individual contribution to promoting their well-being. |
## Teaching and Learning

### Curricula

Curricula, instructional materials, and teaching methodologies are gender-sensitive, eliminate bias, and reinforce equity. The materials are appropriate to the age, developmental level, language, culture, capacities, and needs of learners. Non-formal education program curricula are enriched with knowledge and skills specific to the context.

### Teaching and learning materials

Teachers are trained on identifying and creating teaching aids using locally available materials.

### Core competencies

Core competencies for participants in a program are identified before the development or adaptation of learning content and teacher training materials. Core competencies are used as indicators or measurements for assessment and evaluation of program.

### Recruitment guidelines

**Job posting**

Clear, appropriate, non-discriminatory job descriptions and guidelines are developed before the recruitment process.

**Codes of conduct**

Codes of conduct, roles and responsibilities, supervisory mechanisms, conditions of work, contractual arrangements, compensation, and working entitlements are developed and made accessible to teachers.

**Qualification**

Teachers are selected based on merit, experience, and/or relevant degree.

**Compensation and conditions of work**

The contract should specify: job tasks and responsibilities; compensation; attendance requirements; hours and days of work; length of contract; code of conduct; support, supervision and dispute resolution mechanisms.

### Age

The minimum age for teachers and other education personnel should be 18 years, according to international labor and human rights instruments, laws, and regulations.

### Gender balance

Teacher and staff recruitment ensure an equitable gender balance corresponding to the number of male and female learners.

### Youth-friendly staff

Employ working-age young people and adults who demonstrate youth-friendliness and a passion for the needs of young people. Staff should be familiar with the developmental stages of A&Y and are prepared to support their growth in positive development.

### Recruiting from the affected community

Teachers are selected, if possible, primarily from the affected community because of their understanding of the social, economic, and political issues faced locally as well as their ability to communicate in the language of the learners.

### Recruiting from the host community

If or when recruitment is done from the host community, organizations should be mindful of tensions or hierarchy between the host community and affected community and actively pursue to mitigate these tensions within the professional environment.

### Training, professional development, and support

**Teacher professional development**

Teachers and trainers are presented with ongoing professional development opportunities that help to increase their motivation and interest and address gaps in content knowledge, facilitation strategies, understanding of adolescent and youth development paradigm, humanitarian principles, code of conduct, etc. Trainers should ensure follow-up and monitoring of implementation of trainings. Mentoring and peer support can motivate teachers and other education personnel by helping them to set goals and recognize steps that need to be taken to improve their performance.

**Identification of physical and psychosocial distress**

Teachers are trained to recognize signs of physical or psychosocial distress and other protection concerns among the learners.

**Supervision**

A transparent and accountable supervisory mechanism is established to provide regular assessment, monitoring, and support for teachers and other education personnel. Students and parents regularly have the opportunity to provide feedback on the performance of teachers and other education personnel.

**Well-being**

Akin to the learners, many teachers, volunteers, and facilitators might have endured trauma and distress. Appropriate, accessible, and practical psychosocial support is made available to teachers and other education personnel.

### Instruction and learning process

**Learners' needs**

Instruction and learning processes address the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning.
### Core Competencies for A&Y Learners

This section contains a suggestion of 17 general core competencies relevant to A&Y learners. The core competencies have been divided into *internal* (skills that promote self-development) and *external* competencies (skills that ensure positive management of interactions with social actors and resources).

The 17 core competencies were identified based on literature review of skills needed for the positive development of A&Y taking part in programs. Positive A&Y development is defined as having “strengths and that children and youth will develop in positive ways when these strengths are aligned with resources for healthy development in the various settings in which adolescents live and interact”. 2 The core competencies were first aggregated from UNICEF’s 12 Core Life Skills. 3 Gaps were identified and filled with data from KILs and FGDs. The core competencies were limited to foundational skills that often feed into more specific skills, such as, conflict management, citizenship skills, negotiation, leadership, etc. This approach enables programming actors the agency to formalize competencies that are significant to their specific programming.

Furthermore, each competency has been broken down into assets that serve as concrete examples that give meaning to the core competencies 4. The competencies and the assets were reviewed in a validation and contextualization workshop attended by a group of youth actors involved in the Rohingya response. Each asset was reviewed based on its value and meaning to the social and emotional development of adolescents and youth, its potential to be achievable through proper programming guidance, and its relevance to the target population. The youth actors were asked to make judgments based on their impression of and experiences working with A&Y in the Rohingya community and the social context, including but not limited to, cultural norms and standards, gender relations, faith-based norms, economic conditions, and access to resources in the camps. When mapping programming against the core competencies, youth actors should be mindful of the impact of gender dynamics on the operationalization of core competencies. In a context where gender dictates social roles and influences one’s foothold as an active participant in society, gender considerations will help to ensure equitable and effective participation in programs.

Additionally, the Cox’s Bazar Education Sector has developed a set of core competencies in basic literacy and numeracy and vocational training specific to the needs of Rohingya A&Y in the Skill Development Framework for Adolescents and Youths of Displaced People from Rakhine State, Myanmar in Bangladesh. Many of the competencies included in this roadmap are parallel to the competencies outlined in the Skill Development Framework.

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3 *12 Core Life Skills*. Life Skills and Citizenship Education and Initiative Middle East and North Africa. UNICEF.

4 Many assets were directly taken from Population Council’s *Building Assets Toolkit* and categorized under an appropriate competency. The remaining assets were adapted from *12 Core Life Skills*.
# Adolescent & Youth Core Competencies and Assets

The core competencies and the associated assets are meant to provide guidance to organizations during the project cycle. Organizations are encouraged to assess, revise, and adapt the competencies and assets based on program scope and objectives. Although this roadmap makes a distinction between internal and external competencies, it is important to recognize that these competencies are often interdependent and regularly overlap.

## Internal Competencies

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>Resilience</th>
<th>External Competencies</th>
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<tbody>
<tr>
<td>Be able to describe something unique or special about oneself</td>
<td>When faced with obstacles, remaining optimistic and have hope for the future</td>
<td><strong>Cooperation</strong></td>
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<tr>
<td>Recognize one’s strengths and weaknesses</td>
<td>Setting short-term and long-term goals and have plans to meet them</td>
<td>When working in group settings, listening to other’s perspectives and being open-minded to new ideas</td>
</tr>
<tr>
<td>Be able to identify goals and ambitions in life</td>
<td>Ability to regulate thoughts, actions, and emotions</td>
<td>Not interrupting when someone is talking</td>
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<tr>
<td>Be able to identify one’s own well-being</td>
<td>Having a support group of same-age friends and older mentors</td>
<td>Encourage someone to join when they are left out</td>
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<tr>
<td><strong>Creativity</strong></td>
<td>Recalibrating when plans don’t go the way one anticipates them to</td>
<td>Take responsibility for one’s part of the task</td>
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<tr>
<td>Ability to generate new ideas or build on existing ideas</td>
<td>Have at least three non-family friends</td>
<td>Put common goals ahead of individual goals</td>
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<tr>
<td>Ability to adapt ideas to fit the needs of a situation</td>
<td><strong>Problem-solving</strong></td>
<td>Work through suggestions to find something that all can agree with</td>
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<tr>
<td>Ability to think outside of the norm</td>
<td>Ability to explain, in their own words, the purpose and significance of a situation</td>
<td><strong>Social awareness</strong></td>
</tr>
<tr>
<td>Brainstorm to determine a solution to a problem</td>
<td>Identify/analyze elements of a problem/situation</td>
<td>Is aware of both positive and negative social norms and values</td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td>Clarify assumptions by asking questions</td>
<td>Have adult role models who provide guidance and support</td>
</tr>
<tr>
<td>Ability to explain, in their own words, the purpose and significance of a situation</td>
<td>Predict implications and consequences based on history and past events</td>
<td>Is aware of implications of gender on social roles</td>
</tr>
<tr>
<td>Identify/analyze elements of a problem/situation</td>
<td>Generate solutions or conclusions that are based on reason and evidence</td>
<td>Have knowledge of environmental hazards and ways to avoid them</td>
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<tr>
<td>Clarify assumptions by asking questions</td>
<td>Communicate decisions</td>
<td>Knows religious boundaries and expectations</td>
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<tr>
<td>Predict implications and consequences based on history and past events</td>
<td><strong>Empathy</strong></td>
<td><strong>Education</strong></td>
</tr>
<tr>
<td>Generate solutions or conclusions that are based on reason and evidence</td>
<td>Can recognize nonverbal signs of how someone might be feeling</td>
<td>Know the levels of formal education and varieties of non-formal education available in the camp</td>
</tr>
<tr>
<td>Communicate decisions</td>
<td>Can understand and positively handle the perspective of someone who has differing views or opinions</td>
<td>Be able to read a sentence in Burmese and English</td>
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<tr>
<td><strong>Empathy</strong></td>
<td>Practice kindness for someone in need</td>
<td>Know how to read diagrams or maps</td>
</tr>
<tr>
<td>Can recognize nonverbal signs of how someone might be feeling</td>
<td>Can recognize when a friend or a family member is being bullied or taunted</td>
<td>Know how to write a simple letter in English or Burmese requesting something</td>
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<tr>
<td>Can understand and positively handle the perspective of someone who has differing views or opinions</td>
<td>Nurture a respect for and sense of responsibility to one another</td>
<td>Know how to write and send text messages and use mobile media to secure safety and access to resources</td>
</tr>
<tr>
<td>Practice kindness for someone in need</td>
<td><strong>Decision-making</strong></td>
<td>Know basic math (fractions, decimals, and percentages) and how to calculate simple costs</td>
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<tr>
<td>Can recognize when a friend or a family member is being bullied or taunted</td>
<td>Differentiate between right and wrong</td>
<td>Know codes of behaviour expected of teachers and facilitators</td>
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<tr>
<td>Nurture a respect for and sense of responsibility to one another</td>
<td>Be able to assertively and respectfully navigate safe and healthy choices with regard to education, employability, and family planning</td>
<td>Recognize helpful signs around the camp</td>
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<tr>
<td>Protection</td>
<td>Financial literacy</td>
<td>Participation</td>
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<tr>
<td>Know where the nearest CIC office is and the kind of help they can provide</td>
<td>Have savings that can be accessed in case of a personal emergency or a household shortfall</td>
<td>Identify problems in the community and speak up against harmful practices</td>
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<tr>
<td>Identify someone to go to for help in case of abuse at school or home and know where to report abuse</td>
<td>Have the skills to track a budget and know how to track income and spending</td>
<td>Know the ability to tell parents or family when something is illegal</td>
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<tr>
<td>Recognize signs of abuse and GBV and know where and whom to go to for help</td>
<td>Have short-term financial goals and a plan to meet them</td>
<td>Know the legal voting age, where to register, and where to vote</td>
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<tr>
<td>Know what abuse is and the difference between a “good touch” and a “bad touch”</td>
<td>Have long-term financial goals and a plan to meet them</td>
<td>Know community groups, where they meet, and some of the official leaders</td>
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<tr>
<td>Know what to say and what not to say when someone has been a victim of a violent crime</td>
<td>Have considered carefully the skills needed to earn money engaged in an enjoyable activity</td>
<td>Have identification card to access services</td>
</tr>
<tr>
<td>Know the time of day/week when one is likely to face more risks at home, at school, and on the street</td>
<td>Know how to distinguish between a required expense and one that can be postponed</td>
<td>Know about government programs/entitlements that one’s family may be eligible for</td>
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<tr>
<td>Know when and where it is safe enough to go out alone (or when groups are safer)</td>
<td>Know the legal age of work and basic approved conditions</td>
<td>Know the location of a community center, activities offered there, and how to participate</td>
</tr>
<tr>
<td>Know about trafficking and where to get help if someone is at risk</td>
<td>Know what abuse is and the difference between a “good touch” and a “bad touch”</td>
<td>Know that child marriage is associated with poor health, poverty, and divorce</td>
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<tr>
<td>Know about referral pathways to report abuse or violence in the community</td>
<td>Know where to get access to information about national and global matters</td>
<td>Know that men and women have equal rights</td>
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<tr>
<td>Know safe times/routes to WASH facilities</td>
<td>Be involved in the education of one’s child(ren)</td>
<td>Have a ration card to access services from humanitarian agencies</td>
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<td>Have a safe place to spend the night away from home, if needed</td>
<td>Take part in family decision-making</td>
<td>Know someone who can help with translation, if needed</td>
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<td>Know the meaning of consent and when to feel comfortable giving consent</td>
<td>Have a productive skill that meet daily basic needs</td>
<td>Know one’s social responsibility within the community and be able to distinguish the positive from the negative</td>
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<tr>
<td>Know what information should be kept confidential and what can be shared with trustworthy people</td>
<td>Know about education services available for children and adolescents</td>
<td>Know humanitarian rights one is entitled to</td>
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<tr>
<td>Know the block and house number and the names of one’s caregivers</td>
<td>Know where to get education services available for children and adolescents</td>
<td>Get involved in community groups (such as, community improvement initiatives)</td>
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<tr>
<td><strong>Financial literacy</strong></td>
<td><strong>Humanitarian principles</strong></td>
<td><strong>Participation</strong></td>
</tr>
<tr>
<td>Have a productive skill that meet daily basic needs</td>
<td>Be aware of one’s humanitarian rights and what to do when a violation occurs</td>
<td>Identify problems in the community and speak up against harmful practices</td>
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<tr>
<td>Know where to get access to information about national and global matters</td>
<td>Know to treat individuals with dignity and respect regardless of gender, age, religion, race, ethnicity, political views, etc.</td>
<td>Know the ability to tell parents or family when something is illegal</td>
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<td></td>
<td>Identify the roles of different members in society responsible for protecting human rights</td>
<td>Know community groups, where they meet, and some of the official leaders</td>
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<td>Have identification card to access services</td>
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</table>

**Humanitarian principles**
- Be aware of one’s humanitarian rights and what to do when a violation occurs
- Know to treat individuals with dignity and respect regardless of gender, age, religion, race, ethnicity, political views, etc.
- Identify the roles of different members in society responsible for protecting human rights

**Communication**
- Be able to present an argument to a group of people
- Obtain parental/family approval for work
- Be able to express feelings and notify a friend or trusted adult of a problem at school or at home
- Listen with empathy and patience
- Speak assertively, not aggressively
- Have the ability to de-escalate a conflict situation experienced among friends and classmates
- Negotiate with family and advocate for future goals
- Saying “no” to friends if they are pressuring to do something that isn’t right
- Engage in a conversation with someone of the opposite sex with respect and humbleness
- Negotiate with community leaders on addressing cultural barriers or harmful practices
- Tell the truth even when it is not easy
- Stand up for oneself and one’s friends
Adolescents and youth at the center-stage of program cycle

For effective programming, it is critical to involve A&Y in the situation analysis, program design, implementation, and monitoring and evaluation processes in a manner that is age-appropriate, gender sensitive, fair and inclusive, and promotes transparency between the organization and the beneficiaries.\(^5\) Engaging this key population group in the above processes ensures the following:\(^6\)

- Increase in A&Y’s awareness of their rights and entitlements and promotes trust in the agency;
- Influence program design for the better and guide youth actors on how best to serve beneficiaries;
- Clarification of the perceptions and experiences of A&Y as program participants, leading to more effective program design.

Ensuring youth participation and feedback throughout the project cycle:

- Identify the ways in which A&Y will be active participants in the project cycle by clarifying responsibilities of participants at all levels, setting clear and realistic expectations and limitations based on the capacity of the A&Y participants, and establishing clear guidelines on who makes what decisions;
- Build rapport and trust with A&Y participants;
- The participation protocol adheres to established policies regarding child protection, code of conduct, and ethical standards;
- Determine the resources, tools, and methods to promote a safe, non-judgmental, and encouraging environment;
- Ensure that staff is committed and trained to engage with A&Y and foster a climate of sharing and understanding between the two groups. The staff understand the benefits and added value of youth participation;
- Identify barriers or challenges to participating and have plans in place to consult with A&Y in addressing them;
- Reorient organizational mindset on working with, not working for, A&Y.

### Situational Analysis

1. Are a diverse group of young women and men consulted at this stage?
2. What tools does the organization use to consult with young people? Are they youth-friendly?
3. Are young people supported and given necessary guidance to play an active role in the situation analysis process — e.g. by gathering data and information?

### Program Planning

1. Does young people’s feedback directly influence the design of programs that will involve them?
2. Are young people invited to strategic planning workshops/meetings where objectives and program strategies are discussed?
3. Has the organization identified what roles young people will take in each activity?

### Implementation

1. Does the organization recruit young people as staff members?
2. Are youth represented on program decision-making structures, such as, project management committees?
3. Are leadership training and capacity development support for young people offered as part of the program?
4. Are program activities held at times that are suitable for young people, in particular, young women?
5. Does the organization use a range of targeted mobilization strategies to ensure a diverse range of young people, including young women, are participating in program implementation?

### Monitoring and Evaluation

1. Does the organization identify and review the risks of involving young people in work on a regular basis?
2. Do staff understand the benefits and added value of involving youth in the M&E processes?
3. Does the organization assess or evaluate the quality of youth participation in projects on a regular basis?
4. If young people are actively involved in the M&E processes, do they receive training and support?
5. Are young people involved in the analysis of M&E findings?

The above has been adapted from [Youth audit tool for strengthening youth engagement in your work](https://www.inter-agency-study.org/booth/toolkit) developed by Girls not Brides.

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Recommendations
The following recommendations are based on 17 key informant interviews (KII’s) with youth workers in the Rohingya response and 3 KII’s with members from the Cox’s Bazar Education Sector and the Child Protection Sub-Sector.

Training on humanitarian principles
- Although a refugee crisis is not novel to Bangladesh, the scale of the current influx of Rohingya is unprecedented and has instigated a new wave of humanitarian efforts. Humanitarian aid workers in this context are often individuals who do not have experience working in a humanitarian setting or have been exposed to the principles of humanitarian standards. To address this gap, the Humanitarian Leadership Academy, in partnership with BRAC, held a 3-day workshop for managers and training facilitators and a 2-day training for 203 aid workers in September 2018 on humanitarian standards. Currently, a 65-minute self-directed online module on the Introduction of Core Humanitarian Standards is accessible in English and Bangla. This module can be integrated in the onboarding of new hire to increase new hires’ understanding of the 9 commitments of the Core Humanitarian Standards through guided actions and responsibilities.
- In instances when training is not sufficient, close monitoring of actions and behaviors should be implemented. Organizations should also conduct regular assessments of staff attitude towards, and interactions, with target beneficiaries; an effort that will be best supported through the creation of specific guidelines and other assessment and accountability tools.
- Reporting mechanisms should be implemented to report violations of humanitarian rights. Reports should be accessible by staff and beneficiaries. Organizations should also appoint designated focal persons per camp and implement a system of alternative communication methods – such as hotline numbers in health centers - whereby beneficiaries can directly and anonymously seek help when needed.

Understanding of how to work with adolescents and youth
- Adolescent and youth development stages - Currently, organizations are making a strong effort in conducting a needs assessment to identify needs and priorities of the target beneficiaries. This is a crucial step in developing an understanding of the present needs and future ambitions of A&Y. However, youth actors also identified the need for staff at the program and field level to have a better understanding of the developmental stages of adolescence and youth to foster positive youth development. The international community’s definition of A&Y falls between 10-24 and the spectrum of life phases that the Rohingya youth experience within this age range can vary greatly. A better understanding of these experiences mapped against sociocultural norms and trends, experiences of oppression, and migration into a new culture can strengthen program design.
- Gender differences - The differences in risks, needs, and opportunities between girls and boys within the Rohingya community can be stark. As a result, gender differences pose significant implications on program design, outputs, and indicators. A&Y programs must be flexible to respond to the differing needs of each gender and make adjustments to program design to mitigate barriers.
- Adolescent and youth engagement with illegal activities - Youth actors make assumptions on A&Y involvement in illegal activities, including, trafficking and sale and abuse of drugs. Although cited frequently during KII’s, no empirical evidence exists to validate this claim. Further assessment and research needs to be conducted in this area to form a stronger and accurate depiction of youth involvement in illegal activities.

Training and professional development
Ongoing training and professional development opportunities were identified as a high-need item by youth actors. However, in order for trainings to be effective, the following factors need to be considered:
- Selecting the right people for training – Organizations should select the right personnel for training opportunities. Selection should be guided by the individual’s understanding of the training objectives, ability to transfer knowledge to colleagues, and authority in effecting change at the organizational level.
- Cascading of training – An expectation from training participants is to transfer the knowledge and training guidance to appropriate colleagues. Sharing of training knowledge can be possible when the participant has a stake on the training objectives, the participant is able to synthesize the information and deliver key messages, and organizations allow time and opportunity to share the learnings.
- Language barrier – Language barrier has implications on selection of participants and active participation in the training. Organizations and trainers should be mindful of the use of language and promote inclusiveness through language that is most effective and engaging for the participants.
- Follow-up – Trainers or host organizations should include post-training follow-up with the training participants as part of the training design. The follow-up can provide opportunities for participants to discuss challenges and/or successes in cascading of training, implementation of training topics, and need for refreshers or clarification of certain topics.

Collaboration and cooperation
Youth actors advocated for increased collaboration across sectors and agencies. Two main reasons for increased collaboration were cited as decrease in duplicated efforts in programming and increase in knowledge and resource sharing. However,
programming actors need to further reflect on the specific approaches or directions that can be taken to construct a collaborative environment in this context. The YWG can serve as a platform for such discussion and can bring the objectives of the collaboration to the appropriate channels for further action.

**Improved data formats to capture A&Y involvement**

As humanitarian actors expand their focus on reaching A&Y, it is imperative to consider the nature of data collection and its subsequent impact on reporting and illustrating social impact changes within the population. Data reported as part of needs assessments or situation reports are typically age and gender segregated. However, the format for age reporting often blends A&Y into two categories: minors under 18 and adults. This format makes it challenging to draw conclusions on the impact of social influences on this critical population group. As emphasis on A&Y is gaining traction across the world, particularly in emergency settings, social researchers and data collectors need to redefine data collection and presentation formats to enhance understanding of the target population.

**Youth-centered feedback mechanism**

In conjunction with the minimum standards for A&Y programming, it is important to ensure that A&Y are able to provide periodical feedback on their experience in the program. A participatory youth-centered design should be implemented to collect their feedback as an aspect of program monitoring.

**Annex**

**Methodology**

KII’s were conducted with 17 youth workers from the humanitarian sector in Cox’s Bazar currently working with Rohingya A&Y and 3 members of the Cox’s Bazar Education Sector and the Child Protection Sub-Sector. The purpose of the interviews was to gain a better understanding of current programming landscape, identify gaps and challenges in program implementation, and provide participants an opportunity to share their thoughts on relevant standards and competencies in the Rohingya response. Participants for the KII’s were initially selected following recommendations from the co-chairs of the YWG. Additional participants were contacted and interviewed using snowball sampling techniques. The interviews touched on topics related to program background, staff capacity, community engagement, partnerships with sectors and agencies, standards and competencies, assessment and evaluation of programming, and suggestions regarding the roadmap. The primary focus of the interviews with members of the sectors were to validate information collected from KIIs, discuss possible solutions to common challenges, and understand their expectations of the roadmap.

Furthermore, focus group discussions (FGDs) were conducted with 60 A&Y from the Rohingya between the ages of 15-24. Due to time constraints, the FGDs were not meant to be representative of the overall population, but to gain a sense of their experiences in the camps by inquiring about their daily activities inside and outside of the home, their interpretation of societal and family expectations, and their future goals and aspirations in relation to their current circumstances. Additionally, FGDs were conducted with 30 parents and caregivers who fall within the A&Y population group. The parent and caregiver groups were asked questions similar to those asked by A&Y. The data from KIIs and FGDs were utilized to validate the selection of minimum standards and core competencies.

A desk review of existing guidelines, standards, and best practices was also conducted to inform the development of minimum standards, core competencies, and data assessment tools. The specific sources used for each element are included in the appropriate sections.

Lastly, an open call to organizations through focal points and sectors was organized to urge youth workers to share materials and resources relevant to their work with A&Y living in the Rohingya community. The materials were then reviewed, summarized, and included (with permission from organizations) to compile a list of existing A&Y programming in the Rohingya response.
**Additional Resources**

**Program development and planning**
- *Strengthening Life Skills for Youth: A Practical Guide to Quality Programming*, Global Partnership for Youth Employment
- *Youth Livelihoods Development Program Guide*, Education Quality Improvement Program
- *Tapping the Potential of Displaced Youth: Guidance for Non-formal Education and Livelihoods Development Policy and Practice*, Women's Refugee Commission
- *INEE Thematic Issue Brief: Youth*, Inter-Agency Network for Education in Emergencies
- *Participatory Action Research: A “How-To” Guide for Use with Adolescents with Humanitarian Contexts*, Save the Children
- *Analytical Report on the Good Practices in Adolescent and Youth Programming*, UNICEF
- *Toolkit for Adolescent and Youth Engagement*, UNICEF
- *Program Planning Checklist*, You For Youth
- *Igniting Hope: Compact for Young People in Humanitarian Action*, UNFPA & International Federation of Red Cross and Red Crescent Societies

**Positive adolescent and youth development**
- *Ways to Promote the Positive Development of Children and Youth*, Child Trends
- *Youth-Centered Design Toolkit*, UNICEF

**Gender**
- *Gender Equality in and through Education: INEE Pocket Guide to Gender*, Inter-Agency Network for Education in Emergencies
- *IASC Gender with Age Marker Tool*, Inter-Agency Standing Committee
- *Gender-Transformative and Positive Youth Development Programming Checklist*, USAID, PEPFAR, Youth Power
- *Guidance on Monitoring and Evaluating Changes in Gender Beliefs and Norms*, EMpower
- *How to Make Youth Employment Programs “Girl-Friendly”*, World Bank
- *Gender and Health Planning and Programming Checklist*, WHO

**Assessment**
- *Child-Friendly Participatory Assessment Tools*, Suzanne Pike and Jessica Lenz
- *Possible Methods to Collect Data on Youth-Related Program Objectives*, EMpower

**Facilitation**
- *Creating Healing Classrooms: A Multi-Media Teacher Training Resource*, International Rescue Committee

**Adolescent development**
- *Adolescent Development: Perspectives and Frameworks*, UNICEF

**Youth engagement in assessment and evaluation**
- *Youth Engagement Evaluation Tool*, Ministry of Children and Family Development, Province of British Columbia
- *Participatory Evaluation with Young People*, University of Michigan

**Monitoring and evaluation**
- *Monitoring Templates for Humanitarian Organizations*, ECHO
- *Monitoring and Evaluation Systems Strengthening Tool*, USAID