

# ROHINGYA CRISIS – A PROFILE OF CHILD PROTECTION ON HOST COMMUNITY CHILDREN



A Dissertation for the Degree of Masters in Disaster Management

By

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## **Abstract**

New Rohingya crisis is unique in its nature. Bangladesh has suffered for many crisis including Rohingya but the exodus started from August 2017 has crossed all previous record. This was termed as a text book example for ethnic cleansing. Host communities have supported from the very beginning of the influx and it continues. However, people of Ukhia & Teknaf have their own social & economic issues. These places are few of the less developed places of Bangladesh and Rohingya influx have brought immense pressure on them to cope with the situation. Children remains as the most vulnerable in any crisis and it is not different for children's from Teknaf & Ukhia.

Children's experiences in Cox's Bazar and the specific vulnerabilities they face are distinct from adults'. At the same time, children themselves are best placed to articulate their own needs and desires.

Children in host communities stated that they worry about their safety when leaving their home and immediate neighborhood. These concerns significantly limit children's freedom of movement and their ability to have a sense of normality in their environment. Children are currently unable or limited in their ability to play freely or learn in preparation for their future. Open areas that were once playgrounds are now occupied by the tents of refugees. Children indicated that they are also concerned about the cleanliness of their living environment and the impact of that on their health.

This study was designed to identify the additional needs of the host community children to protect their best interest in the crisis. This research was based on the output from both primary & secondary data.

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# **ROHINGYA CRISIS – A PROFILE OF CHILD PROTECTION ON HOST COMMUNITY CHILDREN**

## **CHAPTER 1 INTRODUCTION**

### **1.1 Background**

Bangladesh has a new crisis to deal with apart from the terrorism and corruption: the Rohingya community crisis. The incident that triggered the current influx happened on 25 August 2017, when a group under the banner name of Arakan Rohingya Salvation Army (ARSA) attacked several police stations and outposts with barely some weapons and machetes in the Rakhine state of Myanmar. The result was a major crack down by the Tatmadaw (Myanmar's Army) on the local Rohingya population. Atrocities, rape, destruction of properties that included burning of several Rohingya villages by Tatmadaw forced the Rohingya population to cross the border and seek shelter in Bangladesh. This has led Bangladesh to a precarious situation of providing basic human assistance to approximately 600,000 Rohingya communities arriving since 25 August 2017. The fresh influx of the Rohingyas is not a standalone incident. Bangladesh has (unwillingly) provided refuge to several Rohingyas since 1978, when the first riot broke out in the Rakhine (then Arakan) state in the west of Myanmar. Although both during 1978 and 1992 UN intervention led to repatriation of a significant number of Rohingyas back to Myanmar, there are several who stayed back.

Violent operations by the military, border police and vigilante groups in Myanmar have forced some 750,000 Rohingya to flee northern Rakhine for Bangladesh over the last twelve months. These numbers represent more than 85 per cent of the Rohingya population in the three affected townships. The UN, as well as the U.S. and other governments, have declared the 2017 campaign against the Rohingya “ethnic cleansing” and likely crime against humanity; some have raised the possibility that it may constitute genocide.

Bangladesh is facing the consequences of the fastest community movement across an international border since the Rwanda genocide in 1994. More than one million Muslim Rohingya – a figure that includes communities from previous exoduses – now live in camps near Cox's Bazar in the south-eastern corner of the country, close to the border with Myanmar.

The area is among the countries poorest. Since the influx of the Rohingya communities, local wages have fallen while prices have climbed. Discontent among local residents – now in the minority – is rising. Camp conditions, though improving, are still desperate: it is a major challenge to procure water and fuel without depriving other residents, and the threat of disease looms. The gravest security risks, though, are associated with the possibility of poor repatriation. While no repatriation appears likely any time soon, the return of the Rohingya under the wrong conditions – notably in the absence of rights for Rohingya returning to Myanmar – would jeopardize the lives of communities and prolong the crisis. The further suffering of the Rohingya in Myanmar itself could lead foreign jihadist fighters, notably from South Asia, to adopt the Rohingya’s cause; Bangladesh itself might even lend support to a cross-border insurgency. One way to guard against this outcome is to ensure UNHCR involvement in any repatriation process, a demand many Rohingya living in camps have themselves made. But while Dhaka is not opposed to UN involvement, it continues to seek a bilateral arrangement with Myanmar knowing the Myanmar government is more likely to accept repatriation without what it would consider intrusive international oversight. Moreover, Bangladesh has traditionally refused to grant stateless Rohingya communities’ rights; in fact, the government refuses to call them communities and threatens to move some to a flood-prone island in the Bay of Bengal. Outside powers, including the EU and its member states, should not underestimate Dhaka’s willingness to return the communities if an opportunity presented itself in the future – even under conditions that are far from ideal.

Bangladesh’s current short-term policies risk producing slum-like conditions in the camps, which would amount to their protracted, donor-funded confinement. The Rohingya are barred from work and their children from state-run schools, forcing many to work illegally and leaving poorly regulated religious schools as their only option. The government’s approach is rooted in the belief that state support in Bangladesh for the Rohingya risks attracting more communities. With the population now mainly in Bangladesh, this logic no longer holds; the government should take steps to allow the Rohingya to better integrate including by working and attending regular schools.

Cox’s Bazar is one of 20 (out of 64) identified ‘lagging districts’ of Bangladesh, and Ukhia and Teknaf upazilas are among the 50 most socially deprived upazilas (out of 509). Difficult terrain, bad roads and insufficient infrastructure contribute to poor living conditions. A lack of cultivatable land and consequent dependence on markets for food in Ukhia and Teknaf drive

high levels of food insecurity, and vulnerability to price fluctuations and food availability. The area has limited access to drinking water, particularly in remote rural areas, and only one third of people have a drinking water source in their dwelling. This, combined with low access to improved sanitation facilities, has contributed to high levels of malnutrition. Access to health facilities is restricted by distance and limited capacity of facilities to provide services. There are serious protection concerns related to trafficking and organized crime that persist in Cox's Bazar, due to the combination of poverty with its position on the border with Myanmar and the Bay of Bengal.

Rohingya populations, in fluctuating numbers, have been present in villages in Ukhiya and Teknaf since 1991. Their presence has, at some points, positively impacted the local economy as the population of these upazilas took advantage of new labor and livelihood opportunities provided by aid workers in and around camps. However, over time, their presence has increasingly strained already scarce resources. The rapid arrival of 688,000 Rohingya communities since August 2017 has been a significant shock to a community which already experiences underemployment, under-investment and poor access to services as challenges to development.

This thesis intended to identify the impact on education and protection issues of the host community children & the additional needs on response approach for the host community children after the crisis.

## **1.2 Problem Statement**

The majority of the Rohingya refugees fleeing from Myanmar to Bangladesh are, as of 5<sup>th</sup> December 2017, sheltering in refugee camps, makeshift settlements, new settlements, and host communities in Cox's Bazar district. A significant portion of these refugees entered Bangladesh through Bandarban district, which also continues to host a small population of refugees in new settlements. In the most-affected sub-districts of Cox's Bazar – Ukhiya and Teknaf – the Rohingya influx has led to a radical change in population demographics. As of November 26<sup>th</sup>, the size of the refugee population in Ukhiya was 271% compared to the Bangladeshi population, while the size of the refugee population in Teknaf was 59% compared to the Bangladeshi population.

The Rohingya are atomized, traumatized and angry. They lack political leadership, suffer from a lack of education and have endured extreme deprivation. Many say they will not return to

Myanmar without citizenship and guaranteed security. Some 27 schools, colleges and madrasas in Cox's Bazar and Bandarban have been damaged as these are being used by Rohingya refugees as temporary shelters causing a hamper of academic activities. The damage and losses of the infrastructures are huge, Professor Syed Md Gulam Farook, Director of Secondary and Higher Education in Chittagong region said.

In Teknaf and Ukhia upazila in Cox's Bazar district, the Rohingyas destroyed the infrastructures of 22 schools out of which 12 schools and Madrasha in Teknaf upazila include Alhaj Ali Ashia High School, Shyاملapur High School, Nayabazar High School, Kanzarpara High School, Shahpari-diwp Haji Bashir Ahmed High School, Heelah Moulovi Bazar Darun Quran Zamiria Madrasha, Ranggikhali Darul Ulum Fazil Madrasha, Ranggi-khali Khadijatul Kobra (R) Mohila Madrasha, Sab-rang High School, Katakhalı Raujatun (S) Dakhil Madrasha, Darut Tawheed Islamia Girls Madrasha and Lade Junior Secondary School.

The 10 other educational institutions under Ukhia upazila in Cox's-bazar are Ukhia Government High School, Ukhia Girls' High School, Kutupalang High School, Balukhali High School, Thaingkhali High School, Nurul Islam Chowdhury High School, Palangkhali High School, Farirbeel Aleem Madrasha, Ukhia Degree College, and Cox'sBazar Government Girls' School.

Members of Bangladesh Army stayed three months at Alhaj Ali Ashia High School and members of Police Forces have been staying at Cox'sBazar Government Girls' High School for last two years, the survey said. The survey observed that 21 educational institutions under Teknaf and Ukhia Upazilas have been facing adverse impact on the academic activities.

The nine educational institutions which face adverse impact under Ukhia upazila are Ukhia Government High School, Ukhia Girls' High School, Kutupalang High School, Balukhali High School, Thaingkhali High School, Nurul Islam Chowdhury High School, Palangkhali High School, Farirbeel Alim Madrasha and Ukhia Degree College. In some of the schools, a good number of students have dropped out and started working in the Non-Government Organizations (NGO). Academic results in these schools are not satisfactory, the survey concluded.

Cox's Bazar district has long been known as a base for trafficking, organized crime and armed groups. Illegal activities are partly driven by unemployment and poverty and partly by

proximity to the borders with Myanmar and India, the active seaport, and vulnerable coastline. Cox's Bazar has become a hub for trafficking narcotics, small arms and light weapons, human trafficking and armed robbery against ships. Other protection concerns including child protection, child marriage and gender based violence are practiced in Bangladesh and known to be likely to be exacerbated at times of social and economic stress.

Transnational criminal organizations have utilized economically weak and marginalized people, who are prepared to take greater risks to make money due to their vulnerability. The change in social dynamics brought about by the influx together with the increase in economic vulnerability and the pressure on local authorities including law enforcement creates a situation where these illegal activities may increase.

Tensions are already rising between the host population and the refugees. Locals feel under threat as they are outnumbered. Prices are up, wages for day laborers are down and there has been much environmental and other damage. Sympathy is fading fast. The most significant human security problems are trafficking and gender-based violence targeting women and children. This has long been an issue in Cox's Bazar and the arrival of a large and very vulnerable population may amplify it.

Local markets have the capacity to meet the increased demand for basic commodities, and checkpoints limit the mobility of Rohingyas and their ability to access employment. Nevertheless, some increase in the prices of basic staples has taken place, and daily labour wages have fallen – although reports conflict by how much. The low agricultural productivity of Cox's Bazar makes the poor and very poor reliant on daily labor income to buy staples. Impact on the poor and very poor are severe enough that negative coping mechanisms have already been observed: selling of small assets and livestock, taking loans, temporary migration to Cox's and Bazar Township. Among the poor and very poor, women, girls and other marginalized and disadvantaged population groups may be expected to be disproportionately affected.

The construction, use and abandonment of transit settlements have caused damage to the environment and infrastructure in those sites. This includes uprooted vegetation, ground and slope disturbance, contamination of ponds, and solid waste left behind. Sites include now damaged schools and school yards, and landslide-vulnerable hills.

Extremism is a limited risk in the near term. Rohingyas are unlikely targets for global jihadi groups – they are mostly illiterate and follow a very traditional form of Islam. Lengthy stays in

squalid camps will raise the appeal of joining an insurgency in Rakhine or even international groups; improving conditions and security for both refugees and the host population is the best way to prevent the emergence of violent extremism in the form of either an insurgency or global jihadi violence.

This research intended to identify the condition of host community secondary education & to assess the risk exposure of child protection issues.

### **1.3 Research Objective**

The main objective of the study is to identify the impacts of Rohingya crisis on host community. As the impact can be diverse, there by the objectives of this study are

- To identify the present condition of the students and their exposures to protection issues (human trafficking, child marriage, road safety, possibilities to engage with narcotic business).

### **1.4 Operational Definition**

**1.4.1 Host Community:** Host community and host community children refers to Bangladeshi population of Ukhia & Teknaf.

**1.4.2 Child Protection:** Preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labor and harmful traditional practices, such as female genital mutilation/cutting and child marriage.

**1.4.3 Refugee:** A refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.

#### **1.4.4 UNCRC & Important Articles**

Child protection as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children. Child protection means safeguarding children

from harm. Harm includes violence, abuse, exploitation and neglect. The goal of child protection is to promote, protect and fulfil children's rights to protection from abuse, neglect, exploitation and violence as expressed in the UN Convention on the Rights of the Child (UNCRC)) and other human rights, humanitarian and refugee treaties and conventions, as well as national laws.

Child protection should not be confused with the protection of all children's rights, which is the responsibility of everyone working with children.

### **Focused United Nations Convention on the Rights of the Children articles for this document**

- **Article 3 (best interests of the child)** - The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 12 (respect for the views of the child)** - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- **Article 19 (protection from violence, abuse and neglect)** - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- **Article 28 (right to education)** - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.
- **Article 31 (leisure, play and culture)** - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- **Article 32 (child labour)** - Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education.
- **Article 33 (drug abuse)** - Governments must protect children from the illegal use of drugs and from being involved in.
- **Article 34 (sexual exploitation)** - Governments must protect children from all forms of sexual abuse and exploitation.
- **Article 35 (abduction, sale and trafficking)** - Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

## 1.5 Research Methodology

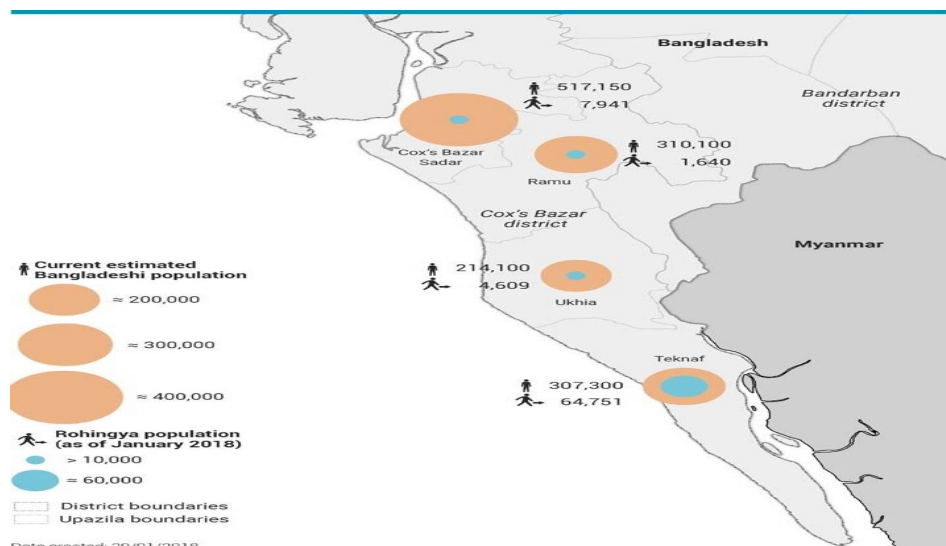
To find out the condition of the host community children after Rohingya influx in Bangladesh Ukhia & Teknaf was selected and study was carried out as per the following methodology.

### 1.5.1 Study Design

This study was combination of a cross sectional questionnaire survey and qualitative research. This research is based on output from both primary and secondary data. For primary data interview survey was carefully designed and conducted with the host community to fulfil the objective. Secondary data was collected from different reports of humanitarian research agencies, annual reports, articles, literature journals etc.

### 1.5.2 Study Area

The Rohingya influx in Cox's Bazar has put pressure on the district's Bangladeshi community, particularly in the upazilas of Teknaf and Ukhia where the Rohingya now constitute at least one third of the total population. For the purpose of this brief, the host community refer to all Bangladeshi people living in Ukhia & Teknaf.



**Fig 1: Comparison between Rohingya & Host Community**

Amongst the all school two school students, families & teachers were selected based on following criteria

- School authority agreed to consult students and teachers.



- Rohingya's stayed in the school initially and later military used those schools as camp.
- Both schools are very renowned in the locality.
- Schools and students residence were near to the Rohingya camp.
- Families were selected from the children who joined focused discussion.

### 1.5.3 Study period

The study was conducted between 01<sup>st</sup> March 2018 – 31<sup>st</sup> March 2018.

### 1.5.4 Study Population

As cross sectional study different groups of people were engaged during study period. Social context, livelihood, aggravating factors context was studied for the thesis.. Interviews were conducted with government officials of civil administration, higher secondary school & degree college authority/teachers, UN & other humanitarian national & international agencies, local children/children groups, local people's representative. Table 1.1 shows the composition of responders for interview.

SN	Respondents	Numbers
01	Families	10
02	Government officials	02
03	Teachers from Educational Institutes (02 Secondary)	04
04	Host Community People	10
05	Sector expert	04

**Table 1.Composition of Respondents for Interview**

Four focused group discussions were conducted with 36 children (20 girls & 18 boys) with the idea that children's will be more comfortable discussing various issues with other children's presence. Children's were randomly selected from the host community and educational institute.

SN	Respondents	Numbers
01	Children group -1 (Girls)	10
02	Children group – 2 (Girls)	10
03	Children group – 3 (Boys)	10
04	Children Group – 4 (boys)	08

## **Table 2. The composition of respondents for questionnaire**

The age group of the respondents ranged from 14- 60 years. The interviews with the people's representative of educational institute were taken in their office. However the children's were interviewed in their school considering their comfort level.

### **1.5.5 Inclusion criteria**

The persons were working in the relevant sectors on children education & protection were included.

### **1.5.6 Exclusion criteria**

Community people who were unwilling to participate were excluded.

### **1.5.7 Sample Question Size**

The study was conducted with approximately 50 questions.

### **1.5.8 Sampling Technique**

After taking the prior permission the respondents were interviewed. Sectoral experts were selected purposively and conveniently.

### **1.5.9 Research Instrument**

Questionnaire & UNCRC articles

### **1.5.10 Research tools**

- a. Samsung s6
- b. Clip board & necessary stationary
- c. Laptop-Del

### **1.5.11 Research Approach**

Research approach was presented and approved by honorable faculty members of BRAC University. Identity of the researcher and purpose of data collection were explained to the respondents. At the same time verbal consent was taken.

### **1.5.12 Data Collection Procedure**

The data collection included structured questionnaire survey. Though the questionnaire was structured still study accepted any kind of information and opinion of interviewees which they

wanted to share. Questions were asked in Bangla & English where applicable. Rewording was hardly necessary. It was made clear to the respondents that they were at the liberty to answer or not to answer any question. The respondents were given full assurance on some ethical point of view that under no circumstances any part of the interview/discussion 7 their identity will be disclosed to unauthorized person.

#### **1.5.13 Data Processing**

At the end of the day of individual questionnaires, focused group discussion were edited through checking and rechecking to see whether it was filled completely and consistently.

#### **1.5.14 Reliability & Validity**

Trained data collector along with me collected the data; the interview and focus group discussions were conducted with all possible category of host community people and analyzed through systematic approach. Therefore research is reliable and valid, however more data will be required for developing projects and this cannot be taken as a base document for any project.

#### **1.5.15 Limitation**

While collecting the data following difficulties were faced by data collectors

- Inside the host community the families were initially very reserve to answer the questions. They seemed to be little hesitate to discuss about the facts of narcotic and child tracking. However, after confirming and counselling the research objective their response were different.
- The community still possess the understating of receiving goods and were asked about the materials/relief they would receive after the research. Some of the communities were not all interested to take part in the data collection process.
- School teachers were reluctant to discuss about the problem faced by them and there most of the response were limited within the materialistic need of the school.
- Students were found shaky to discuss about their problem & needs. They also were comfortable to discuss in separate boys & girls groups.

## **CHAPTER 2**

### **LITERATURE REVIEW & OVERVIEW OF HOST COMMUNITY**

#### **2.1 Literature Review**

**2.1.1 Refugee & impact scenario on host country** Most studies and international attention focus on refugee camps and the needs and problems of the refugees themselves, while the impact that the refugees have on the host community is often overlooked. The construction of a refugee camp, and the subsequent influx of thousands of refugees from different ethnic groups and countries, changes the environment of the host community in positive and negative ways. In most cases, initial kindness gives way to hostility as security issues and resource scarcities arise. The host community's attitude toward refugees will depend on the economic, political, and security situation within the host state.

The highest refugee concentrations are in some of the poorest countries in the world. A large number of such movements are into Least Developed Countries (LDCs). The presence of refugees compounds the already prevailing economic, environmental, social and, at times, political difficulties in these countries. Often such countries are confronted by a combination of all four of these factors. Nearly always their impact is substantial.

If refugees are from the same cultural and linguistic group as the local population, there is often identification with and sympathy for their situation. There are many examples of refugees being given shelter in local people's houses. Over 400,000 refugees have been housed with family or friends in the Federal Republic of Yugoslavia. Different ethnicity, however, can be a basis for problems. Traditional animosities may exist between groups. Even if it is not the case, failures in communication and understanding caused by language and/or culture can form serious barriers. In some cases, the presence of one (ethnic) group of refugees may affect ethnic balances within the local population and exacerbate conflicts.

There are commonly complaints that refugees have added to security problems in general and crime rates, theft, murder etc., in particular. Alongside, other social problems such as prostitution and alcoholism are also claimed to rise in the refugee areas. On the one hand, enforced idleness and poverty within a refugee camp may cause an escalation of such tendencies, particularly if there are groups of young men who are not meaningfully occupied. On the other hand, refugees, as an "out" group, can be blamed for all untoward activities.

Incidence of crime may rise no more than would be expected in a population group of the new size, but in a remote and previously quiet area, this would not go unnoticed. If the area has become a hub of economic activity, as the presence of large scale aid would indicate, it may have attracted a group of people who will profit from the current situation and may not be constrained by the social and legal safeguards of the region. In a border area, this could include cross border problems.

### **2.1.2 Syrian Crisis & Impact on Jordan**

Close to 600,000 Syrian who took refuge in Jordan now account for nearly 10 percent of Jordan's population. Most of the live in urban & rural communities across the country.

Coming at a most challenging economic period for the country, the sheer number has placed a critical pressure on the country's social, economic, institutional and natural resources.

Increased competition for access to public utilities, schooling, health services, infrastructure and jobs is not only straining the budget, government services and families, but also poses threats to social cohesion and peace.

Needs Assessment Review of the Impact of the Syrian Crisis on Jordan [NAR] indicates that the impact of the Syrian crisis on Jordan has manifested in three different but interrelated manners: increased pressure on public finance, worsened trade deficit and losses to key economic sectors; worsened vulnerabilities for the poorest segments of the Jordanian population; deteriorated access to quality basic services in the most affected governorates.

Overall, the Central Bank of Jordan estimates that the impact of the Syrian crisis will have reduced Jordan's GDP growth by 2 percentage points in 2013, reducing growth to 3-3.5 per cent.

This may threaten not only to derail the development trajectory of Jordan, but also to stunt economic growth and development for years to come, especially if the situation in Syria persists. The spillover effects of the Syrian crisis are taking a heavy toll on Jordanians, especially on the most vulnerable segments of the population in the northern part of the country, where over half of Syrian refugees currently reside.

With a 25 per cent decline in agricultural exports to Syria and a 30 per cent decline in imports, the crisis has also led to losses of livelihoods in agriculture and food trade.

The provision of social services has also suffered as a result of the crisis, as pre-existing pressures are exacerbated as a result of increased demand.

Countrywide, 41 per cent of Jordanian public schools are now crowded, against 36 per cent in 2011. About 80 schools had to work double shifts in order to enroll over 85,000 Syrian children (excluding camps) — of an estimated 150,000 eligible for enrollment.

The Syrian refugee influx has also overwhelmed the capacity of an already under-resourced public healthcare system to deliver quality services to all. The increased caseload has pushed the healthcare financing system close to breaking point.

The existing supply of housing is not able to meet demand, in particular for lower-income groups. Increased demand has inflated rental prices up to 200 per cent, with extremes at 300 per cent in some areas, compared to pre-crisis values.

Additionally, municipal service delivery capacity is overstretched and development control has become increasingly difficult. Growth of informal settlements has exacerbated shortfalls in maintenance and building of roads.

Host communities, services and infrastructure will soon reach their absorption capacities. In some areas, these thresholds have been stretched to breaking, whilst in others they have already been exceeded.

It was undertaken in coordination with all relevant line ministries and provides the basis for Jordan's National Resilience Plan — a three-year program of high-priority investments required to address impacts of the crisis, as detailed above, in health; education; water and sanitation; livelihood and employment; municipal services; energy; housing; and social protection.

Failure of the international community to support Jordan with the burden of financing these investments will undoubtedly jeopardize hard-won development gains achieved over decades. Through this National Resilience Plan, Jordan is appealing to the international community, at this particular point in time, to increase the level of aid to its national and local institutions and communities to mitigate the adverse consequences of the Syria conflict.

This will complement the generous humanitarian support being provided. It will also enable Jordan to take greater responsibility for the planning, implementation and management of response interventions designed for its own host communities.

### **2.1.3 Impact of Persistent Fear & Anxiety on Children’s Development**

All children experience fears during childhood, including fear of the dark, monsters, and strangers. These fears are normal aspects of development and are temporary in nature. In contrast, threatening circumstances that persistently produce fear and anxiety predict significant risk for adverse long-term outcomes from which children do not recover easily. Physical, sexual, or emotional abuse; and the persistent threat of violence in the community are examples of such threatening circumstances in a child’s environment. Experiences like abuse and exposure to violence can cause fear and chronic anxiety in children and that these states trigger extreme, prolonged activation of the body’s stress response system. In studies with animals, this type of chronic activation of the stress system has been shown to disrupt the efficiency of brain circuitry and lead to both immediate and long-term physical and psychological problems. While much of the evidence for the effects of stress on the development of brain architecture comes from animal studies, strong similarities in the processes of brain development across species indicate that experiences of persistent fear and chronic anxiety likely exert similarly adverse impacts on the developing brain in humans. Thus, stress-system overload can significantly diminish a child’s ability to learn and engage in typical social interactions across the lifespan.

Persistent fear can distort how a child perceives and responds to threat. Fear learning typically takes place in specific contexts and results in those fears becoming associated with the places where the learning occurred. Children may also express fear in response to situations that are similar (not identical) to those initially learned or to situations that are similar to the contexts in which the original learning occurred. These are called “generalized” fear responses, and they are thought to underlie the expression of later anxiety disorders, including post-traumatic stress disorder.

Early exposure to intense or persistent fear triggering events affects children’s ability to learn. There is extensive and growing scientific evidence that prolonged and/or excessive exposure to fear and states of anxiety can cause levels of stress that can impair early learning and adversely affect later performance in school, the workplace, and the community. Multiple

studies in humans have documented problems in cognitive control and learning as a result of toxic stress. These findings have been strengthened by research evidence from non-human primates and rodents that is expanding our understanding of the brain mechanisms underlying these difficulties.

## **2.2 GENERAL CONTEXT INFORMATION OF THE HOST COMMUNITY**

Cox's Bazar is a district of southeastern Bangladesh within Chittagong division, bordering Myanmar. The Rohingya population fleeing violence in Rakhine state of Myanmar now mostly reside in camps and settlements (91%), or Bangladeshi villages of the Cox's Bazar district. There are eight upazilas (sub-districts) in Cox's Bazar. Of these, Rohingya refugees can be found in Cox's Bazar Sadar, Ramu, Ukhia, and Teknaf. Ukhia and Teknaf have the largest Rohingya populations with all official camps and settlements located in these two upazilas. The largest settlement is in Ukhia and has over 500,000 Rohingya people. In Teknaf there is a more even distribution of people between host communities and settlements.

There are generally four groups distinguished:

- Rohingya in registered camps: Rohingya people living in Kutupalong Refugee Camp and Nayapara Refugee Camp. This includes both registered refugees prior to the August influx as well as new arrivals.
- Rohingya in settlements: unregistered Rohingya people living in settlements.
- Rohingya in host communities: Rohingya population living among the host community
- Host community/Host communities: Bangladeshi people and villages who/which have been directly or indirectly affected by the Rohingya influx.

The definition of host communities as compared to makeshift settlements is not always clear as settlements continue to expand and have come to include Bangladeshi communities. Some of the Rohingya population who are counted as living in host communities, are in effect living in makeshift shelters that are expansions of already existing settlements.



For the purpose of this paper, host communities will refer to Bangladeshi living in Ukhia.

Upazila	Population (2011 census)	Estimated Population (excluding Rohingya) (2017)	Rohingya population in HC (Jan 2018)	Rohingya population in camps (Jan 2018)	Total Rohingya population in both camps and HC (Jan 2018)	%Rohingya total and population (Rohingya HC)
Cox's Bazar Sadar	459,000	517,150	7,941	-	7,941	1.5%
Ramu	266,600	310,100	1,640	-	1,640	>1 %
Teknaf	264,400	307,300	64,751	64,986	129,737	29%
Ukhia	207,400	241,100	4,609	756,450	761,059	76%
Total	1,197,400	1,375,700	78,941	821,436	900,377	39%

**Table 3: Comparison of population of Host & Rohingya Community (Source: Government Census 2011, IOM NPM Round 8; ISCG 07/01/2017 )**

The number of Rohingya people living in host communities was found to be slightly lower in January than the numbers reported in December. Next to likely changes in the delineation of Rohingya and host communities, this may also be explained by the fact that the Rohingya population previously living in these locations have relocated to other sites where access to assistance is better. There are also reports that refugees living outside settlements are increasingly unwilling to be identified as Rohingya, for fear of being forcibly relocated. It is estimated that the population residing within host communities is higher than the above figures indicate. Trends in relation to this should be monitored to avoid gaps in humanitarian assistance.

### **2.3 LIVELIHOOD OF THE HOST COMMUNITY**

The primary means of production in the zone are sea fishing and cultivation of betel nuts and betel leaf (pan) with the majority of the households within the zone being involved with these activities in one way or another. Fishing is done using both small to large size boats, as well as without boats on the shore and in the Naf River. Betel trees, as a perennial crop, provide

little in the way of labour opportunities for poorer households. Betel leaf gardens require significant amounts of labour at all stages of cultivation. Images below, clockwise from top left; salt drying, betel leaf garden, drying fish, sorting through the fish catch.



**Figure 2: Livelihood of Host Community (1)**

Salt production and shrimp cultivation are also of importance in the zone. Only a small percentage of better off households have such businesses, however they are a source of labor income for poorer households. Food cropping is present, but makes only a minor contribution to the zone, and is found in isolated pockets on the east side of the peninsula near the Naf River. Food crops cultivated include rice, potato, beans and vegetables, garlic and ginger. Unlike most other parts of Bangladesh,



**Figure 3: Livelihood of the host community (2)**

Livestock ownership is scarce with limitations in land holding sizes restricting the availability of grazing land and the lack of rice production means that straw or fodder is minimal.

Following the construction of a new road connecting Cox's Bazar and Teknaf along the western side of the peninsula, land prices are increasing in that area. Land is being sold by better off to external investors seeking to construct hotels, resorts and restaurants aimed at domestic tourists. Most households in the area do not have opportunities to engage economically with the increasing tourism.

Availability of cultivable land is very limited in the host villages of this zone. Only the middle and the better off cultivate land and this is typically limited to between 1-3 kani of land, which is around one acre (1 kani in this area equals 40 decimals, or 0.4 acre). Better off households own more land than the land they cultivate, a minimum of 3 kani, up to 12 kani. The land that is not dedicated to cultivation is rented out to people from outside the village for use as salt or shrimp farms, betel tree and leaf gardens, construction of restaurants and hotels, as well as given for free to very poor households to live on. The very poor do not own any land, often even including the land that their home is on. Some live as squatters on government land while others rent or live on land owned by the better off for free. The poor typically own around 10 decimals of homestead land, enough only for their home.

It is relatively normal for most homestead yards to have two or three fruit trees such as a papaya, mango or banana tree, as well as a few vegetables such as pumpkins and gourds, mostly for own consumption. Small numbers of chickens are owned by some households, but no other livestock are typical. The very poor and non-local poor do not own any productive assets, therefore rely exclusively on labour as their means of income. The poor wealth group typically share a small paddle boat and fishing nets with other households from the same wealth group. The main productive asset of middle and better off households are their betel nut tree plantations. In addition, the better off also own large boats and fishing nets. From external appearances, it is difficult to distinguish between nonlocal poor households and very poor and poor households from the host community. Socioeconomic features such as household size, lack of cultivable land and no or minimal access to productive assets are common. Households from all wealth groups own mobile phones.

Families that have opted to live in host community villages typically have their homes closer to the beach than the host population. This relates mostly to the fact that they are residing on the more marginal land that is owned by government. Relationships between host communities and these non-local families are positive, functional and productive for the most part. There are cases of marriage between the two communities, co-operation for communal matters is common and better off members of the host population often employ people from these non-Bangladeshi families on boats and fields,

## **2.4 Situation Aggravating Factors**

**2.4.1 Cyclones:** Cox's Bazar is prone to cyclones, and has been affected by cyclones every year in the past three years (Cyclone Mora May 2017, Cyclone Roanu May 2016, and Cyclone Komen July 2015). The pre-monsoon cyclone season occurs from April–June; a post-monsoon season occurs in October–November. Each cyclone has resulted in severe damages and has rendered the district more vulnerable as complete recovery between cyclones has not been possible. Research suggests host communities have thus far experienced greater losses from these natural disasters than the Rohingya population, with losses of livelihoods and damages to housing and WASH facilities. Inhabitants of Cox's Bazar were heavily impacted by cyclone Mora in May 2017, where six people were killed and 218 people were injured. 17,000 houses were destroyed across Teknaf upazila, crops were severely damaged and livelihood activities were temporarily diverted towards reconstruction of houses. Access to water was restricted in remote areas, latrines were damaged and overcrowding in cyclone shelters was a major concern

Communities in Teknaf have not fully recovered. The district continues to face the risk of being impacted by another cyclone.

**2.4.2 Monsoon and landslides:** Heavy rainfall during the monsoon (June–September) destroys crops and food stocks, reducing food availability. During heavy rains, flooded tube-wells may lead to contamination of drinking water. A new strategy adopted by some communities in the district is to “seal” or cap tube wells when flooding is imminent. This practice prevents the contamination of the well. Flooded roads during the monsoon season restrict movement, especially for hard to reach communities, which rely on already poor roads. This further limits access to services and water points, leaving households to rely on collected rainwater. Damage and destruction of crops from heavy rain and landslides reduces food available to host communities. An estimated 300,000 people in Cox’s Bazar district live in landslide-prone areas, this includes Ukhia and Teknaf. The latest deadly landslide in Teknaf was in 2008 when 13 people were killed. In 2009, five people were killed in Ukhia and two other districts (Dhaka Tribune 15/06/2017). The disruption to the terrain caused by deforestation and reworking the land to create settlements for the Rohingya population has disturbed ground and slopes. This is likely to have increased landslide risks in hilly areas.

**2.4.3 Poverty and deprivation:** Although overall poverty levels in Cox’s Bazar district are similar to the national average (around 18% of people living under the lower poverty line), according to the United Nations Development Assistance Framework, Cox’s Bazar district is considered one of 20 (out of 64) ‘lagging districts’ of Bangladesh (based on indicators of poverty, literacy, nutrition, risks associated with environmental degradation, etc.). Cox’s Bazar is one of nine districts performing poorly on all indicators (UNDAF 2012). Further, according to UNICEF’s pockets of social deprivation evaluation, Ukhia and Teknaf upazilas are among the 50 most socially deprived upazilas of Bangladesh (out of 509), based on indicators of literacy, child labour, access to sanitary toilets and connection to electricity (UNICEF 2013). Lack of adequate infrastructure and poor roads contribute to poor coverage of basic services and also make access to these services difficult. The host community is therefore vulnerable because any shock that destroys or damages their assets will be difficult for them to bounce back from.

## CHAPTER 3

### HOST COMMUNITY CHILD PROTECTION & EDUCATION PROFILE

#### 3.1 Education

Cox's Bazar performs poorer on all school related indicators than the national average. The literacy rate is 39.3%, significantly lower than the national average of 61.5% School attendance is also low, partly due to high incidence of child labor in Cox's Bazar. Children seeking employment to help their families following the Rohingya influx because of the growing employment challenges faced by adults discussed above may result on even lower school attendance rates as well as the associated protection risks faced by children not in school.

Literacy and school attendance	Gender	Cox's Bazar	National
Children literacy rate (15-24 years)	Boys	58%	74%
	Girls	63%	77%
Adult literacy rate (> 15 years)	Male	44%	57%
	Female	38%	49%
School attendance rate at 5	Boys	21%	21%
	Girls	21%	22%
School attendance rate at primary	Boys	70%	76%
	Girls	73%	78%
School attendance rate at secondary	Boys	58%	73%
	Girls	70%	80%
Proportion of out-of-school children (6-10 years)	Boys	30%	24%
	Girls	27%	22%
Proportion of out-of-school children (11-15 years)	Boys	41%	28%
	Girls	30%	20%

**Table 4: Literary rate and school attendance per gender in Cox's Bazar and national average**

In Ukhia and Teknaf, there are about 5,000 primary and 8,000 secondary school students. According to a recent joint assessment host communities cited child labor as the main reason for not sending boys to school (38%), and high school costs (28%) for not sending girls to school. School costs significantly impact poor households and may contribute to reducing children's access to school. Pocket money for children to buy snacks at schools is reportedly a major source of expenditure in host communities.

Children from host communities near Thangkhali settlement report that increases in transport costs and that congestion on roads lengthens travel time to school. They are also reportedly struggle to meet the increased costs of transportation, which is likely to reduce some children's

access to school. Parents from this host community are reportedly restricting girls from going to school due to protection concerns. Road safety is also a major concern for children, with increased road traffic and road accidents reported.

As of late 2017, students in host communities are reportedly dropping out of school or skipping classes in order to assist their families with income-generating activities. Host community children reportedly go to settlements to obtain food and other relief items through distributions. In addition, children sell items at markets in settlements.

Shortages in teaching material has been highlighted by host communities as of January 2018 with 52% of teachers in host communities listing the provision of teaching materials as a priority for teachers to conduct their classes.

## **3.2 Protection**

**3.2.1 Human trafficking:** In 2012, it was reported that an estimated 100,000 to 200,500 women were victims of trafficking every year in Bangladesh. It is unclear whether this number refers only to women trafficked into prostitution or if it also includes women trafficked for other reasons such as forced labor. Bangladesh has ratified the SAARC Convention on Preventing and Combating Trafficking in Women for Children and Prostitution but not the UN Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children. This means that there are limited legal safeguards for people forced into labor.

As a border district, Cox's Bazar is particularly affected by this issue. As of January 2018, 21% of host communities indicated that people unknown to the community offered to take their children away for different incentives (jobs, better care), particularly boys. There is no indication that the problem of human trafficking has decreased in recent years. People of Cox's Bazar are vulnerable to human trafficking in part due to their desire to migrate from the area for work, and many are trafficked to Malaysia and Thailand. A main reason identified for being pulled into human trafficking is poverty, followed by marginalization and general statelessness. Trafficking can be the result of abuse of trust or it can also be the result of kidnapping.

**3.2.2 Child marriage:** Child marriage is common in Bangladesh, over 50% of girls are married before the age of 18. Child marriage is used as a coping mechanism for the poorest host community households and known to increase aftershocks such as natural disasters. As of

January 2018, 23% of host communities reported an increase in child marriage practices within three months, indicating an increase in the use of this practice as a negative coping mechanism. There are concerns that the increased strain on resources due to the recent influx of Rohingya people may boost the use of child marriage as a coping mechanism.

### **3.3 Children Consultation**

This influx has changed the reality for host community children's. Children's specific focuses on the below issues:

Awareness among host community children of child protection concerns in the camps was particularly enlightening. Many boys and girls said that they had heard that children in the camps were alone without parents and that girls were scared of being raped or harassed. Girls expressed that children from the host community used to be able to go outside and play everywhere with their friends in their village, but that now their parents are more restrictive and will not let their daughters help them in the paddy fields or even collect water on their own. The girls attributed these changes to the vast number of refugees in their area and to their parents' fears that something might happen to them. Boys and girls described how they used to play happily in the village playground or in their 'courtyards,' but since these areas are now crowded with refugee families they do not feel comfortable playing there anymore. Either refugee families are living in the play space or large numbers of refugee children are playing there. Children described feeling intimidated and scared to play there because there were too many children they did not know.



**Fig 4: Focused Group Discussion Session (Ali Asia High School)**



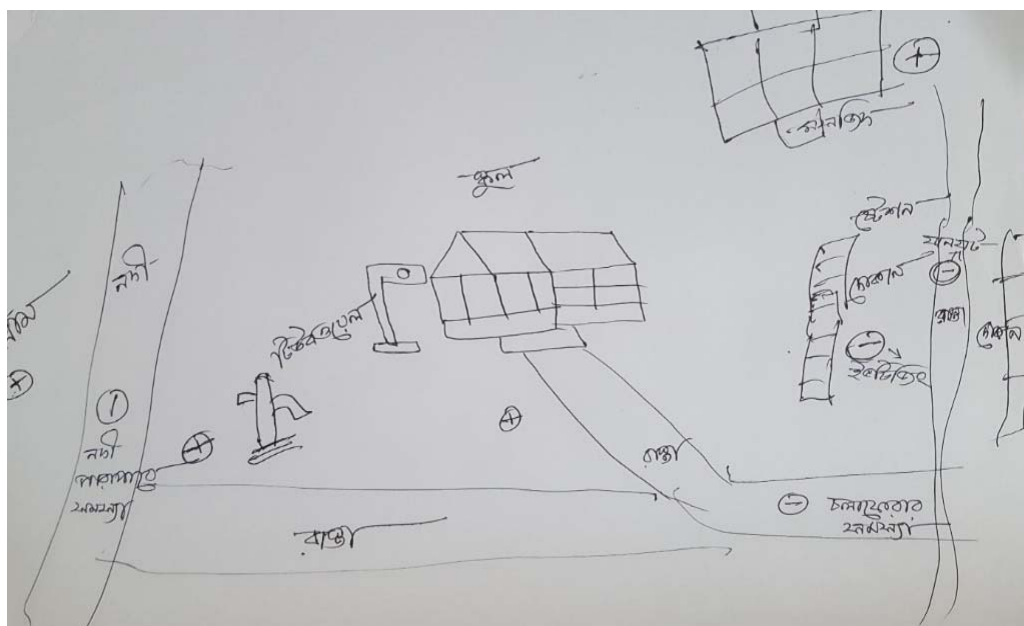
Boys in the 15–17-year-old age group shared that they had heard stories of children being kidnapped from the roadside, which makes them worried and unhappy.

Children in the host community stated that they used to attend school regularly, but since the influx of refugees, this has become more difficult. 15–17-year-old boys identified education as their second greatest need now. Children’s school routines have also changed since the influx at the end of August 2017. 15–17-year-old boys in Tajnimar Khola said it used to take them only ten minutes to get to school, but it now takes an hour as a result of the heavy traffic, which they attribute to the refugee influx and ‘big cars coming in’. They now have to leave earlier in the morning to get to school on time.

Children indicated that transport prices have increased and it is now more expensive to go to school. Some mothers from the host community shared that since the influx they have less money, which makes it even more difficult to pay for the local transportation children take to school.

School was described as a place where children feel safe, but a group of 14-17 year-old girls shared that they no longer feel safe going to school alone because there are so many new people in their community. Many parents also expressed fears about sending their daughters to school and shared that they tell their daughters to stay at home to avoid “anything bad happening to them”.

Rohingya’s movement frequently from Teknaf to Ukhia and large presence in and around the house breaking attention of the children and it indirectly effects the attention towards study. Many children remain engaged in survey, research, translator activities. Children have also engaged themselves with NGO’s working inside the camp with counter fate education and birth certificate.



**Fig 5: Risk mapping by children**

**Positive (+): Safe places, Negative (-): Unsafe places**

According to children from the host community, the cost of food has increased since the influx, particularly the cost of meat, while food relief items commonly sold in the market (ie, rice, oil and pulses) have decreased in price. Young girls shared that they eat three times a day as usual, but the quality and diversity of what they eat has changed.

Children talked about the increased amount of rubbish and dirt in their living environment. They said they did not like the smell or sight of waste everywhere and along the roadside. They also stated that the water in the canals is no longer clean and that diseases had increased since the influx of refugees. Older children (15–17 years old) mentioned that the generally polluted environment and dust were causing respiratory problems, diarrhea, eye problems (described by children as ‘yellow eyes’) and skin diseases. It should be noted that though children attributed ‘yellow eyes’ to the pollution and dust, yellow eyes could also be a symptom of more serious conditions, for example acute jaundice syndrome or potentially hepatitis.

Boys shared that they help their fathers in their families’ shops; this was a change for some of the boys whose fathers have set up shops since the large-scale influx of refugees after August 2017. As mentioned above, agricultural land has been taken up by new settlements and so for some boys helping their parents on the land is no longer possible. Boys and girls indicated that they feel it has become more difficult to move around because areas are so crowded. Girls between 15 and 17 years of age said they are now less involved in household chores that involve

them going outside, such as collecting water. A group of 15–17-year-old boys claimed that girls are now doing less in the household than before because they have taken up jobs with local and international aid organizations.



**Figure 6: Safe places from children’s view**

Children said that they used to play in the playground, their back yards or the fields, but that now the open spaces near the camps are “occupied by Rohingya families who live there now or the Rohingya children play there. Boys identified the lack of playing space as their biggest problem. Some host community children associated their lack of freedom to play outside directly with the influx of refugees coming to their country. Negative feelings towards the refugees often stemmed from the fact that host children did not like how their circumstances had changed as a result of the latest influx. However, most were very aware of, and concerned about, the horrors refugees had experienced in Myanmar.

Girls are particularly afraid of getting abused by the Rohingya. Eve teasing incidents were reported and gradually creating fear amongst the girl across the area. Also the girls fear about restriction of their movement in Ukhia & Teknaf which can turn in some cases to early marriage.

Vehicle movement in the area increased the risk of road accident. Student are afraid walk in the road as the vehicles are more and some of them don’t maintain any traffic rules. On March

22, Azhigul Karim, a 9th grade student of Waikung Alhaj Ali Aasia High School, was killed under the pressure of dumper. In protest against the death, human chain and protest meeting was held in Whitekong Bazar demanding the trial of the murder of safe road and Azizul Karim at Whitekang Alhaj Ali Aasia High School on Saturday 24 March.



**Figure 7: Protest for student's death by road accident**

Speakers have demanded six points

- Driving with valid and efficient driver
- Speed breaker on both sides of the Hoeking market
- Evacuation of illegal structures on the road;
- Unloading of passengers for the passengers,
- To start the traffic system in the market
- Stop haphazard parking of NGO and other vehicles.

### 3.4 Situational Impact on Children

The dramatic surge in population has strained resources, infrastructure and public services in the district which were already fragile before the influx. The most affected areas have been the unions in Ukhia and Teknaf Upazilas but impacts are being felt throughout Cox's Bazar District. The international community has recognized the need to support host communities and institutions in coping with the impact of the influx. The impact on the host community children are diverse and correlated with the children development. Their mental & physical stress level is crossing its limit due to various issues, which directly & indirectly impact on physical & mental development. Learning environment is hugely effected due to the surge and future development of the community by its own people is also questioned.



## **CHAPTER 4**

### **RESPONSE TO THE NEED OF COMMUNITY**

#### **4.1 Priority Areas of Support**

Under the leadership of the Government, support will be extended to local host communities, who are experiencing the strain of the influx, to improve their ability to cope with it and to maximize the gains and opportunities this presents for strengthening resilience and development in the affected sub-Districts in the medium to long term. Under the leadership of Government authorities and host communities, the medium to longer term goals and intent will be to mitigate the impacts of the refugee influx on host communities; strengthen resilience of host communities and capacity of local government service delivery to cope with the crisis; and mitigate tensions among communities through increased engagement, communication and programming where possible to promote peaceful coexistence and social harmony. Host Community consultations spread across the operational areas are underway to ensure social cohesion efforts on a range of issues directly relevant to host communities and refugees. Under the leadership of the Deputy Commissioner, a Working Group is being formed to guide the host community response, forging partnerships with the concerned national and District institutions at the Cox Bazar level, to ensure that assessments and subsequent program me response formulation are undertaken in a consultative manner. In recognition that further joint analysis and planning by the Government of Bangladesh and humanitarian and development actors is required, steps to work towards collective outcomes that help link humanitarian relief to medium term development will be undertaken during the course of 2018 simultaneous to the JRP. This will include further in-depth analysis in several areas where, based on global experience, a possible impact on host communities could be anticipated, but of which the exact extent and depth need to be further assessed (impact on the local economy, in all its dimensions; public sector planning and service delivery capacity as a result of additional crisis-generated demands; infrastructure deterioration, bottlenecks and capacity constraints; security, conflict resolution and rule of law sector strengthening; impact on the delivery of government mainstream programmes, including the many components of the national social safety net interventions; response and prevention capacities for possibly increasing intra- and intercommunity tension; and challenges of spatial planning and land allocation in function of changing demand scenarios).

Institutional support to core government functions in the management of the crisis, according to need and request, will underpin efforts. Host community response will cross over to link up with broader based responses including development and other funding and will be focused in four main areas:

**4.1.1 Environment and eco-system rehabilitation:** Community response will focus on addressing deforestation and fuelwood depletion through reforestation and forest management systems support, including planting of fast growing tree nurseries and seedling production. Environmental outreach and education, conservation and biodiversity protection, and strengthening agro-forestry and collaborative forest management farming systems will be included.

**4.1.2 Agriculture, markets and livelihoods support:** Enhancing food security capacities through livelihoods, targeting the household level (and in particular ultra-poor women) based on vulnerability assessments and including cash grants for livelihoods, support for small business development; social empowerment; fisheries, crops, and livestock support; agricultural activities and farmer field schools; and agricultural inputs.

**4.1.3 Community and public infrastructure:** Community driven interventions to rapidly rehabilitate key social service, community and economic infrastructure through Quick Impact Projects will be included. This may cover improvements of shared public spaces and community assets (shared infrastructure, public lands, markets, beaches) for communities and local government (District, Upazila and Union level); common infrastructure improvements (drainage, pathways, school rehabilitation, markets); solid waste management; or public lighting.

**4.1.4 Health and Education:** Strengthening government services forms a key part of the plan, in particular in health and nutrition, including disease surveillance, equipment, training and institutional support to the District health complex: Cox's Bazar District Hospital, Teknaf and Ukha Health Centres; provision of laboratory capacity for water quality testing; learners and teachers provided with education materials; and teacher training.

## **4.2 Planned Activities Subjected to Available Funding**

**4.2.1 Site Management:** Small quick impact projects in Bangladeshi communities hosting large numbers of refugees. Public lighting in communities hosting refugees. Disaster risk reduction activities including training for government and volunteers and infrastructure

improvements. Shelter: Around 3,000 Bangladeshi families will be supported by agencies for: localized site improvements and shelter upgrades, distribution of alternative cooking stoves and fuel to most vulnerable families, targeted distribution of essential household items to most vulnerable, support to or establishment of small enterprises to manufacture construction materials and disaster risk reduction.

**4.2.2 WASH:** Water Supply; Construction and Rehabilitation of tube wells and production well pipeline water network with treatment plant. Regular O&M of water points. Creation and training of Water Management Committee, WASH facilities in schools. System strengthening through capacity development of Department of Public Health Engineering (DPHE), private sector and others. Comprehensive Water Resource Mapping & Management of targeted area, in addition with Water Quality surveillance and testing laboratory. Sanitation; Construction/rehabilitation/upgrading Latrines and Bathing facilities. Regular O&M of sanitation facilities. Special attention to Host Communities through modified Community Lead Total Sanitation approach. Construction of multiple small to medium and large scale sludge treatment management unit with onsite/offsite feasible technologies Establishment of middle/large scale Solid Waste Management System for Ukhia and Teknaf area (for both refugee and Bangladeshi host community).

Hygiene promotion through outreach workers (community engagement, HHWT & periodical Kit distribution). Developing and supporting a common platform for hygiene promotion through periodical assessment/KAP survey, FGD and mass Communication campaigns (Radio, shows, events).

**4.2.3 Nutrition:** Treatment of Acute Malnutrition in Government Hospitals and Host community clinics in coordination with civil surgeon office. Support the delivery malnutrition Prevention interventions i.e. Micronutrient Supplementation, IYCF. System strengthening to improve nutrition service delivery in the host community: Support on human resource capacity in IYCF, CMAM, Nutrition surveillance and recruitment of Staff to Civil Surgeon office to support Nutrition Coordination, and Nutrition officers at the Upazila level. Provision of equipment and Supplies to SCs in Government hospitals. Undertake nutrition surveillance SMART Nutrition surveys. Health: Strengthening the three main health facilities: Cox's Bazar district hospital, Teknaf and Ukhia health complex, strengthening surveillance system at district and Upazila level - establishment of control rooms and rapid response teams, structural



support and strengthening of Lab and Diagnostic services at Medical College in Cox's Bazar and strengthening of Health Care Waste Management system.

**4.2.4 Food Security:** Income generating activities (business plans, vocational training, cash grants for new activities or post-cyclone repair); support crop production and crop diversification (cereals, vegetables, orchards); home-gardening, and small-medium farming areas; support fisheries and livestock rearing and production; enhance market capacity and link local production to the value chain; farmers field schools and training; promotion of food security and nutrition initiatives, training and skills enhancement with a focus on women, safety nets (school programmes) infrastructure rehabilitation (irrigation canals) and agro-forestry and forest management farming system. FAO will continue to support the existing 24 farmer groups to produce for the refugee market, and will expand its support to an additional 24 groups in coordination with the DAE and the RRRC. Threshers, reapers and combines will be distributed to farmers associations to support the upcoming harvest season and to reduce post-harvest losses. Livelihoods programmes to be scaled up among the most impacted host communities, including marginalized farmers, herders and fishermen. Protection: Mediation/conflict resolution facilitation with communities and local government. System strengthening for government institutions, including capacity building. Police support. Quick impact projects in vicinity of settlements. Expanding psychosocial support and case management services for affected children. Expanding GBV case management and psychosocial support services. Engagement and empowerment programming targeting women and girls. Increased engagement with the Women's Development Forum to promote social cohesion and prevent violent extremism. To promote social cohesion, UNHCR is in the process of developing medium-term community development interventions in the areas of livelihoods and peaceful coexistence.

**4.2.5 Education:** Children and youth enrolled in learning opportunities. Safe, protective classrooms rehabilitated including water and sanitation. Learners and teachers provided with education materials. Teacher training with DPEO and MOPME. Community outreach activities. Close collaboration with District Level Authorities and support to local education authorities. Communicating with Communities: Special Radio program (Bectar Banglap BBC program). TV Program. Audio and written program in Bangla and Burmese. Call Centre to be established in Host Community (or reinforce the existing one). Field Staff using common tools to share feedback and listening group.

**4.2.6 Gender:** An UN Women project entitled “Empowered Women, Peaceful Communities” has started in April 2017 and the first phase has closed in March 2018. The work in the districts is focused on the empowerment of women and building community resilience to promote social cohesion. Disaster Risk Reduction: A joint IOM, UNDP and Red Cross Program will strengthen the capacity of government’s existing Cyclone Preparedness Program through provision of human resources, logistics, infrastructure and training support including collaboration in establishing community volunteer at camp level in collaboration with American Red Cross and German Red Cross. Capacity Building of Disaster Risk Management structure and mechanism (including DMCs) will also be undertaken.

### **4.3 Additional Needs for Children**

**4.3.1 Road Safety:** Road safety is important, so that all drivers use roads safely and cautiously to help keep themselves, passengers, motorists and pedestrians safe. Traffic accidents are a leading cause of injury in many countries, but they can usually be avoided if drivers are careful and not distracted.

Children can be especially at risk as either pedestrians or passengers in a car. Defensive-driving practices can help keep children and adults safe. Defensive driving involves the driver thinking ahead about possible safety concerns or other issues while driving. Defensive drivers are not distracted, they do not talk or text on their cell phones, and they concentrate fully on driving. It is important for drivers to be familiar with the rules of the road and stringently adhere to these rules.

**4.3.2 Eve teasing social awareness & response:** Children, specifically girl children are more vulnerable to eve teasing. It is appalling and in some cases an extremely perilous practice. This is something that the women are supposed to either just tolerate or are even accused of bringing it upon themselves. But the fact is that the act of eve teasing is widely condemned and considered a nuisance by the public and is also punishable as eve teasing does not involve any physical harassment the law refuses to recognize it as a violent act.

**4.3.3 Movement control of Forcibly Displaced Myanmar National:** Approximately 1.3 million Rohingya people are living in Teknaf & Ukhia and there is no control of the government forces on their frequent movement. Their frequent & unplanned movement facilitating eve teasing and narcotic transportation process.

**4.3.4 Access to Education:** Government, Donor & NGO's are more focused on safe, protective class room, good infrastructure, teachers training, radio program etc. However students demand for a safer road, safe & cost effective transport are ignored on the efforts taken by different stake holders.

**4.3.5 Recreational Activities:** Space shortage for recreation, games, and sports, cultural activities have become acute. Lack of such activities will increase the risk of drug use and anti-social behavior.

## **CHAPTER 5**

### **RECOMMENDATION & CONCLUSION**

#### **5.1 Conclusion**

The Government of Bangladesh (GoB), responded rapidly upon the arrival of the Rohingya refugees from Myanmar since August 2017. Including the allocation of 5,800 acres of land and continued support stretching across a wide range of Government departments. Most notably the main first responders to the refugee influx were the local communities of Cox's Bazar and the local District Administration. The dramatic surge in population has strained resources, infrastructure and public services in the district which were already fragile before the influx. The most affected areas have been the unions in Ukhia and Teknaf Upazilas but impacts are being felt throughout Cox's Bazar District.

This children's consultation interviewed 200 children and 40 women to better understand their experience in the refugee crisis, as well as their fears, hopes and desires. This thesis can provide critical insights into the day-to-day lives of host community children and into how this crisis continues to affect their well-being and futures.

All should continue to prioritize efforts to actively listen to children, to ensure appropriate and child-sensitive programming which is guided by children's needs and rights. It is our duty to hear all those affected by this crisis, including children, as stated in the Core Humanitarian Standard. This is particularly relevant in Cox's Bazar where children make up almost 60 per cent of the displaced population. Children who took part in the thesis requested more opportunities to share their insights.

Children themselves are in the best position to express their needs, priorities and experiences. They want to learn and play, feel safe, eat and live healthily, as well as for their families to earn an income. Children clearly identified safety risks in their direct environment related to their daily activities (often in support of their households) that should be addressed in a consolidated effort by all those responding to this crisis.

## 5.2 Suggestions

- A detail & joint survey to understand the children's need to protection issue. A large scale coverage Children's participation in the survey to be ensured to listen their voice and know their demand.
- Government including other stake holders to re asses the need of children ensuring that programs/actions against anti narcotic, eve teasing are focused on their program.
- A road safety program and infrastructure development will be useful to tackle road accidents.
- Community policing to protect the host community from transportation & the effect of drug.
- Government should demarcate the boundary of movement for the Rohingya population. Also an approach for interaction with host community for a co-existence will be required. This can be achieved by arranging games / sports / cultural competition and equal participation on different development program.
- Local people representative in coordination with government agencies to find out and mark places for children development program apart from school. Establishing club activities organizing cultural program would be reduce the stress of the children.
- Government including the international community to discuss and facilitate repatriation process before the perception of the host community changes. A team of all actors should continuously work on the issue and provide continuous update to the international forum constantly.

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## Annex A: Sample of discussion with Teachers

SN	Category	Questionnaire/ Area needs to be covered	Response
01	Physical structure & assets	a. What are the structural changes happened after influx. b. What are the areas need immediate support. c. Have you lost any school property (fan, light , benches)	
02	Learning materials	a. What are the learning facility/materials were in the school for students before influx?	
03	Support facilities	a. What are the present condition of support facilities like (Separate wash room & fresh drinking water) b. What are changes in school games & sports and any other recreational facilities?	
04	Program/activities	a. How many classes & examinations was stopped for the Rohingya influx? b. What are the major activities was stopped for Rohingya influx?	
05	Presence of teacher	a. How did the teachers of this school reacted during influx? b. Is the salary for the teachers continuing? c. Is there any teacher resigned after the influx, if so why? d. Is there any absence of teachers, if so why?	
06	Alternative arrangement of the facilities	a. Is there any alternative arrangement done the continuing education? b. How far the alternative arrangement will continue? c. Who are supporting this arrangement? d. What are the difficulties for continuing this alternative arrangement?	
07	Arrangement for teaching /	Similar as above	

	examination gaps		
08	Support from the governing body / government	a. How government and school governing body reacted on this situation? b. Was there any proposal submitted to stake holders for continuation, if so what are those?	
09	Support from the aid agencies	Similar as above. Additional, was there any NGO involved on improving education of this school?	
10	Vulnerabilities for the children	a. Did any student communicated with you regarding their problem in the family / community? b. What type of problem they were discussing about?	
11	Any other issues		



## Annex B: Sample questionnaire for Children

SN	Category	Questionnaire/ Area needs to be covered	Response
01	Education	<p>a. From when your school is closed ?</p> <p>b. Are you continuing your study at home? If no, why?</p> <p>c. How can you achieve your class room curriculum?</p> <p>d. What is your future planning for education?</p> <p>e. What are the barriers to reopen their education?</p> <p>f. Do you think this influx hampered your learnings?</p>	
02	Changes in Life	<p>a. What are the changes in your present life after you've stopped going to school?</p> <p>b. How do you now pass your days if not engaged in study?</p> <p>c. Do you think/know about any engagement of children's in the Rohingya response activity?</p> <p>d. Do they get any honorarium?</p> <p>e. Are you happy with this?</p>	
03	Family Affairs	<p>a. What is the thought of your family regarding your education?</p> <p>b. Is your family supportive for your education? If not why they aren't supportive and what can be done to get their support to re start education?</p> <p>c. What is the planning of your family about you future?</p>	
04	Risk mapping	<p>a. Draw an area of your community and school.</p> <p>b. Mark the safe &amp; unsafe places &amp; why?</p>	
05	Messages to Stake Holders	<p>a. Do you want to tell anything to the government /local chairman/police?</p> <p>b. Do you want tell anything to the NGO/INGO/UN who are working in camp.</p>	

### Annex C: Sample questionnaire for Family

S/N	Questionnaire	Response (Tick)
01	What are the major barriers or challenges for your BOYS (aged 15 to 17) to access learning facilities & safety?	There is no school/learning center
		School/learning center is too far
		Children feel unsafe at School/learning center
		Dangerous Traffic on their way or coming back from School/learning center
		Children feel unsafe on their way or coming back from School/learning center NOT BECAUSE of TRAFFIC
		Not enough learning materials
		There aren't enough teachers or teachers don't show up
		Instruction is not in children's language
		Children needed at home to help family (collect firewood or water, relief items, take care of siblings)
		Cannot afford school fees or other costs
		Children are afraid of movement for the camp
		Children are working
		Drug paddlers , abusers and traffickers are every where
Children are physically disabled		
02	What are the major barriers or challenges for your GIRLS (aged 15 to 17) to access learning facilities & safety?	There is no school/learning centre
		School/learning centre is too far
		Children feel unsafe at School/learning centre
		Dangerous Traffic on their way or coming back from School/learning centre
		Children feel unsafe on their way or coming back from School/learning centre NOT BECAUSE of TRAFFIC
		Water and/or latrines are unavailable at learning centers
		Not enough learning materials
		There aren't enough teachers or teachers don't show up
		Instruction is not in children's language
		Children needed at home to help family (collect firewood or water, relief items, take care of siblings)

		Cannot afford school fees or other costs
		Young people are married (early) or have children
03	In your opinion, what are the three main services would want provided or improved in yours GIRLS (15 to 17) learning facilities?	Improve children's sense of safety at school
		Improve children's sense of safety on the way to school
		Improved Latrines, handwashing facilities and access to water
		Improved Quality of Teaching
		Language Skills
		Mental Health services provided in school
		Provided with Hygiene kits
		Recreational Activities
		School feeding
		Vocational Skills
	Other	
04	In your opinion, what are the three main services would want provided or improved in yours Boys (15 to 17) learning facilities?	Improve children's sense of safety at school
		Improve children's sense of safety on the way to school
		Improved Latrines, handwashing facilities and access to water
		Improved Quality of Teaching
		Language Skills
		Mental Health services provided in school
		Provided with Hygiene kits
		Recreational Activities
		School feeding
05	Would you be willing to let your children to be taught, Math, Science and English at your local Madrassa?	Yes
		No

## Annex D: Sample of Focused Group Discussion Response from Children

SN	Category	Questionnaire/ Area needs to be covered	Response
01	Education	<p>a. From when your school is closed ?</p> <p>b. Are you continuing your study at home? if no, why?</p> <p>c. How can you achieve your class room curriculum?</p> <p>d. What is your future planning for education?</p> <p>e. What are the barriers to reopen their education?</p> <p>f. Do you think this influx hampered your learnings?</p>	<p>১) বোম্বাইয়া আসলে স্কুল বন্ধ ছিল না।                  ২) বোম্বাইয়া আসলে স্কুল বন্ধ করা হয়।                  ৩) বোম্বাইয়া আসলে স্কুল বন্ধ করা হয়।                  ৪) বোম্বাইয়া আসলে স্কুল বন্ধ করা হয়।                  ৫) বোম্বাইয়া আসলে স্কুল বন্ধ করা হয়।                  ৬) বোম্বাইয়া আসলে স্কুল বন্ধ করা হয়।</p>
02	Changes in Life	<p>a. What are the changes in your present life after you've stopped going to school?</p> <p>b. How do you now pass your days if not engaged in study?</p> <p>c. Do you think/know about any engagement of children's in the Rohingya response activity?</p> <p>d. Do they get any honorarium?</p> <p>e. Are you happy with this?</p>	<p>১) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ২) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ৩) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ৪) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ৫) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ৬) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।</p>
03	Family Affairs	<p>a. What is the thought of your family regarding your education?</p> <p>b. Is your family supportive for your education? if not why they aren't supportive and what can be done to get their support to re start education?</p> <p>c. What is the planning of your family about you future?</p>	<p>১) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ২) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ৩) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ৪) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ৫) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।                  ৬) স্কুল থেকে আসলে কিছু জিনিস খাওয়া, খেলা, বসে বসে কাটাতে।</p>

