

**Skills Framework for Host Communities and Rohingya Refugees in
CXB**

**Skills Framework for Host Communities and
Rohingya Refugees in Cox's Bazar**

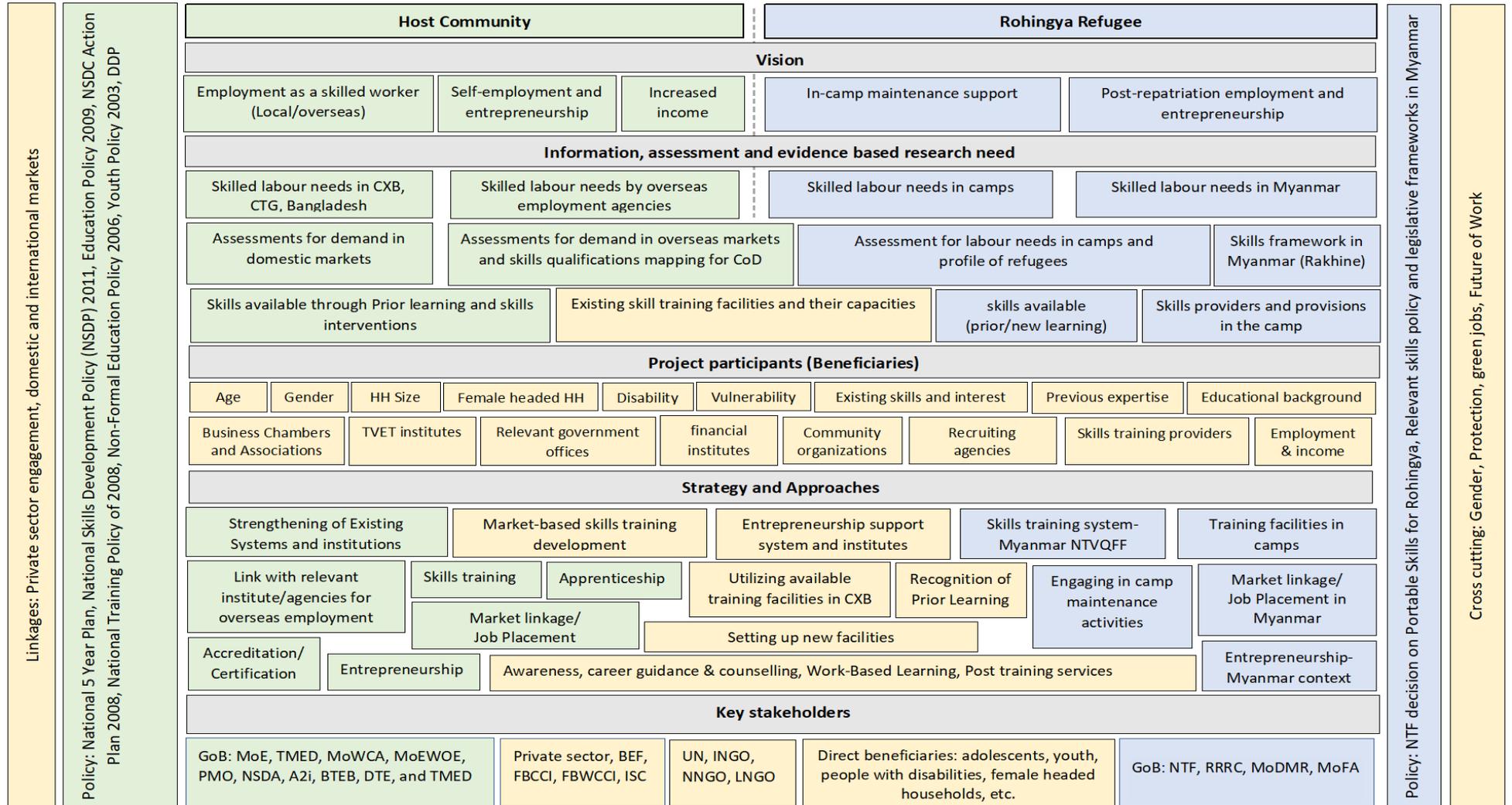
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Skills Framework for Host Communities and Rohingya Refugees in CXB

Key:

	Applicable for Host Community	Applicable for Rohingya refugees	Applicable for both
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Policy: National 5 Year Plan, National Skills Development Policy (NSDP) 2011, Education Policy 2009, NSDC Action Plan 2008, National Training Policy of 2008, Non-Formal Education Policy 2006, Youth Policy 2003, DDP

Policy: NTF decision on Portable Skills for Rohingya, Relevant skills policy and legislative frameworks in Myanmar

Cross cutting: Gender, Protection, green jobs, Future of Work

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Summary

- This is a policy level tool aimed at guiding livelihoods and skills actors in Cox's Bazar, based on the National Task Force (NTF) decision to introduce the formal education of the Myanmar curriculum to children and skills training for Rohingya youth and adults currently in the camps in Cox's Bazar, Bangladesh;
- The policy on skills training focuses both on Host Communities and the Rohingya Refugees, with an approach which focuses on the synergies as well as the ground realities between the two communities;
- It outlines areas where there is need to conduct further assessment, or build more capacity for the most appropriate and tailored action;
- It identifies key actors to foster coordination among the private sector, job seekers, training providers and certifier for designing and rolling out market-driven skills training.

Background and Rationale

Cox's Bazar and its surrounding districts of Bangladesh are among the lowest-performing districts in terms of education and skills training (World Bank, 2019). The district is historically lagging behind both in the economic performance as well as the human development index. About 33 per cent and 17 per cent of the population live below the poverty and extreme poverty lines, respectively. The low performance is even more evident when considering gender parity and women empowerment. There is significant discrepancy in terms of gender parity in labour market and educational attainment. Women are disproportionately engaged in low productivity agricultural sector and low productivity occupations leading to low earnings.

In terms of age, approximately 42.1 per cent of the total population in Cox's Bazar belong to 15 to 29 years. Adult population (30 and above) constitutes about 18.4 per cent of the population and the rest (i.e. 39.5%) are children from 0 to 14 years. The literacy rate in the district was 39.29 per cent in 2011 (male – 40.32% and female – 38.22%) compared to the national average of 47.08 per cent in the same year. Women account for only 1/3rd of the youth employed in Cox's Bazar, which falls to only 1/5th in the adult age group.

Local labour market faces skill shortages in the rapidly growing economy particularly in tourism-related businesses, services and occupations. Furthermore, ongoing and planned large development projects in Cox's Bazar is expected to also lead to demand for skilled workers in the medium and long-term. According to the TVET census 2015, there are 92 TVET institutes in Cox's Bazar – 50 in rural areas and 42 in urban areas. However, in terms of TVET enrolling, women only account for 37 per cent of the participants in Cox's Bazar.

The presence of 862,267 Rohingya¹ in the district is not only contributing to a large-scale humanitarian crisis² but also compounding the already existing strains on infrastructure, services, resources and the local environment³, making the district even more vulnerable. The Rohingya population consists of a large working age population with 42 per cent adult, 55 per cent children and only 3 per cent elderly⁴. Almost three-quarters of this population has never been to any formalized education institution as they self-reported to have either received only informal education (48.65%) or have not received any education at all (23.53%). Only 19 per cent reported that they went to primary school. Numbers go further down to 6.45 per cent for lower secondary (male- 5.04% and female- 1.41%), and 2.21 per cent for upper secondary schooling (male- 2.09% and female 0.12%). Approximately one out of 715 people have either attended or completed some form of university education in Myanmar⁵. Increasing access to education and skills opportunities would be key especially for adolescent girls in camps who are exposed to many forms of violence due to harmful norms like child marriage and religious practices. The Child Protection Sub Sector Information Management System report (2019)⁶ revealed that more than 24,000 children experienced

¹ As of 31 Oct 2020 (Joint Government of Bangladesh – UNHCR Population Factsheet)

² Joint Response Plan 2020 [accessed 24 Feb. 2020]

³ Following the Rohingya influx in 2017, approximately 7,000 hectares (ha) of forest was damaged or permanently lost. Through the SAFEPlus programme, approximately 2,000 ha in the host community and 259 ha in the camps have been reforested and maintained.

⁴ UNHCR, Population Factsheet; <https://data2.unhcr.org/en/documents/download/71790>; [accessed 24 Feb. 2020]

⁵ UNHCR, Education and former Occupation Data for Cox's Bazar Refugee Camps (Draft); [accessed 10 Mar. 2020]

⁶ An inter-agency database which is used for Case Management. It is an online platform used by all Child Protection agencies to do Case Management and hosted by UNICEF.

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one or more forms of violence or exploitation including physical violence, child trafficking, child labour, exposure to harmful cultural social norms and practices, other violence etc. Furthermore, children with disabilities face additional challenges that compound their marginal status as they generally do not access education and are isolated from their peers which reduces their social network and opportunity to participate.

The top three occupation categories held by Rohingyas, according to the UNHCR profile, include domestic work, agriculture (including fisheries and animal husbandry), and community work. Over 35 per cent also either reported that they were unemployed or did not report any work experience during registration. While women dominate the domestic work category, more Rohingya men go into agriculture, fisheries and livestock rearing. This male gender bias is also prevalent in most other categories including community work, construction, manufacturing, mining, trading, service provision, education and specially in administrative roles. Other than domestic work, the only category with higher female involvement is handicrafts, and catering industry has a relatively smaller gender gap. However, women's participation in the labour force are known to have added protection risks that need to be mitigated.

Over the last two years, humanitarian actors have been providing this population with a wide range of support and services, including health, shelter and NFI, WASH, protection, etc.⁷ However, until recently it was estimated that only four in about a 100 refugee adolescents and youth have access to any form of education or life-skills and/or vocational training⁸. In 2019 around one hundred adolescent Multipurpose Centres (MPCs)⁹ (i.e. 28 in the host community and 74 in the camps) were established which provided access to vocational, life skill and numeracy and literacy to around 19,000 adolescents (56 % female). Engaging adolescents through the MPCs also create the opportunity to access other relevant services as well as serve to protect them from engagement in harmful practices or become victims of those seeking to exploit and abuse children and young people.

In order to support and facilitate a dignified and safe return as well as prepare them for sustainable reintegration in Myanmar both socially and economically, the Government of Bangladesh through its 'National Task Force (NTF) on Forcibly Displaced Myanmar Nationals' has recently agreed to introduce the formal education of the Myanmar curriculum to children, and skills training for Rohingya youth and adults currently in the Cox's Bazar camps in Bangladesh¹⁰. This will allow the Rohingya refugees to not only build skills for return to Myanmar, but also contribute to their communities and support with sustaining the camps, especially in the areas of skills, hand bore hole repair and maintenance, water purification, waste management, reforestation and prevention of environmental degradation, soap making, re-useable sanitary pad production, recycling of plastics, making and repair of beds, etc.

Relevant for host communities, within the Ministry of Education of the Government of Bangladesh, the National Curriculum and Textbook Board (NCTB) has been working to develop a unified curriculum from pre-primary to Grade 12 which integrates non-cognitive/transferable/soft skills into mainstream education system. The NCTB developed a consolidated national transferable/soft skill framework with engagement of all the relevant stakeholders and is now pursuing the process of integrating the concerned skills into the curriculum from pre-primary to Grade 12 as part of the mainstream regular education.

At the national level, to address the key urgency for action on skills, the Generation Unlimited (GenU) the government-led and private sector-driven multi-stakeholder platform was launched to enable catalytic progress for quality education, youth skills, employability and employment by convening key stakeholders and facilitating their collaboration towards a common set of goals. To pursue GenU the National Steering Committee was established and is chaired by the Principal SDG Coordinator of the Prime Minister's Office Mr. Md. Abdul Kalam

⁷ UNHCR, Education and former Occupation Data for Cox's Bazar Refugee Camps (Draft); [accessed 10 Mar. 2020]

⁸ Education and income-generation for Rohingya refugees must be top priorities, say Oxfam, Save the Children and World Vision; <https://reliefweb.int/report/bangladesh/education-and-income-generation-rohingya-refugees-must-be-top-priorities-say-oxfam>; [accessed 24 Feb. 2020]

⁹ Multi-Purpose Centres (MPCs) use an integrated multipronged approach to provide services and engage adolescents through training and support in literacy and numeracy, vocational training, entrepreneurship, apprenticeship and psychosocial support in the camps and the host community.

¹⁰ 'National Task Force (NTF) on Forcibly Displaced Myanmar Nationals' meeting held on 26 December 2019

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Azad and consists of senior officials from the Cabinet division, Ministry of Labour, Ministry of Education, NSDA, and other government ministries, representatives of three UN agencies (ILO, UNDP and UNICEF), World Bank, presidents of 15 industry associations, representatives of NGO/CSO partners and youth groups. Based on a bottleneck analysis, the Gen U partnership has now articulated 10 key priority timebound actions to address key bottlenecks in quality skills development and employment opportunities, including integration within the World Bank supported skills development, employment and entrepreneurship programmes.

Against this background, this framework will provide agencies active in Cox's Bazar, the policy level guidance to enhance programming for skills development, focusing on both the host communities, especially those affected by the Rohingya influx, as well as the Rohingya refugee communities in CXB.

Policy and regulatory environment

National Skills Development Authority (NSDA) of Bangladesh under the leadership of Prime Minister is the highest authority governing skills development programmes and policies in the country. National Skills Development Policy 2011 and National Skills Development Authority Act 2018 are the major policy and regulatory tools governing the skills development policies and practices in Bangladesh.

Apart from these, following policy and regulatory tools also shape the skill development of the host communities:

1. Education Policy 2009;
2. National Training Policy of 2008;
3. Non-Formal Education Policy 2006;
4. Bangladesh Health Policy;
5. Youth Policy 2003;
6. National Women's Development Policy-2011
7. Environment Policy¹¹
8. 7th Five year plan (and subsequent 8th Five year plan);
9. District Development Plan for Cox's Bazar (*under development*);
10. Directives from the National Task Force (NTF) on education and skills development dated 26 January 2020.

At the operational level, the Bangladesh Skills Development System has two components: (a) the National Training and Vocational Qualifications Framework (NTVQF) and (b) the National Skills Quality Assessment System. Together, these ensure quality, demand-based skills development in Bangladesh. The NTVQF is a comprehensive, nationally consistent yet flexible framework for all qualifications in technical and vocational education and training.

In Myanmar, three different sources of skills training and certification are available:

1. The formal TVET under the Ministry of Education, which is guided by National Education Law 2014;
2. Workplace- based skills development and training, under the Ministry of Labour, Immigration and Population, particularly under Department of Labour - which is guided by Employment and Skills Development Law (ESD Law) enacted in 2013.

[As of current legal provision, only Myanmar citizens as evidenced by National Registration Certificate (NRC), can acquire government skills certificate and permission to work.]

1. Training on industry curriculum and standards and acquire industry certifications. For instance, metal and hotel industries, have their own skills training standards, and they are recognized globally.

¹¹ Important policy documents in this respect include the Environment Policy (1992), the Forest Policy (1994), the Fisheries Policy (1998), the Water Policy (1998), the New Agriculture Extension Policy (1995), The Energy Policy (1995).

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Information, assessment and evidence-based research to guide skills interventions

All the skills intervention will be market and demand driven to ensure sustainability of the interventions. Furthermore, age/gender specific analysis would be an integral component of the assessment and evidence-based research to guide development of gender-transformative skills interventions. Currently, there are several assessments completed or in progress that can support the Government of Bangladesh and UN Agencies to develop its skills development programmes for both Bangladeshi host communities as well as the Rohingya population in Bangladesh.

For **Bangladeshi host communities:**

- A thorough understanding of the existing market demands and skills gaps, with specific focus on gender specific barriers and opportunities. This will include the assessment of the supporting functions as well as the rules governing the labour market system in Cox's Bazar district. The assessment will also identify the problems associated with demand and supply-side actors, including gender biases and gender discriminatory social norms that may be hindering equal opportunities for women and men, map out agencies and actors responsible for offering supporting functions like business linkages, training provision, and policies and regulations for effective skills development of the locals.
- Considering various planned and current public and private sector led infrastructure development projects in the district, a thorough skills demand anticipation study will be commissioned showcasing the number and types of skills trades needed in the region for foreseeable future.
- Existing and/or planned assessments¹² that take in consideration impact of COVID 19 effects in employment markets and labour market demand abroad will be utilized for host community interventions.
- Skills qualification mapping exercises will be done with key destination countries and/or International Qualifications Authorities against the identified qualification framework to draw broader equivalence and mutual recognition possible with National Technical and Vocational Qualifications Framework (NTVQF). Assessment of Local Service Provider (LSP) technical capacity such as livestock vaccinator, farm mechanics in repairing agricultural machinery and farmers' access to high quality inputs and services, technical know-how and connecting farmers to market.
- Assessment of smallholder families for improving the farm productivity and establishment of aggregation centre to link with the market aggregators (young people) and provide them skill development training and/or introduce apprenticeship programme.
- Assessment of the youth for providing ICT based improved agricultural extension advisory services to the farmers and inputs retailers;
- Assessment of current women level of engagement in agricultural inputs utilization, management (such as seeds, vermi compost and fertilizer etc.,) and entrepreneurship

For **Rohingya refugees:**

- Existing assessment are available¹³ to provide guidance, however in addition to the needs and interests of the Rohingya community, more thorough and detailed research and analysis of camp level market assessments, facilities mapping in the camps, gender analysis/protection implications of the programming, is needed.
- Skills need assessment at the camp level in Bangladesh in terms of on farm and off farm;
- Analysis of the potential labour market demands in the Rakhine State, focussing strongly on gender specific needs, challenges and opportunities, is needed.
- Identification of employment sectors which are more likely to reopen in the event of a repatriation scenario for Rohingya population.
- Skills qualification mapping exercises will be done with Myanmar Qualifications Framework to draw broader equivalence and mutual recognition possible with NTVQF. The skills qualification mapping would ensure that the qualifications of the both countries are aligned.
- Furthermore, there is need to check and identify the trades and sectors for which NTVQF has qualifications and how that aligns with the qualification and market demand in Myanmar.

¹² Existing assessment include, but not limited to: (a) ILO Report of Rapid Needs Assessment for Skills Development in Cox's Bazar; (b) MCCI Compilation of industry and employers data and demand side analysis; (c) Integration of GenU targets into district branding; (d) Development of an integrated data management platform to include real-time data collection covering both demand- and supply-side data by selected parameters.

¹³ Existing assessments include, but not limited to: (a) WFP Household Survey on the Rohingya refugees; (b) UNHCR Education and former Occupation Data for Cox's Bazar Refugee Camps.

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Assessment of skills providers

- In line with the skills need assessment for both host communities and Rohingyas, assessment of the current skills providers (institutions and processes) would be an immediate next step. This will be in addition to the existing stock of information available from ILO's rapid skills demand and supply need assessment and will mainly focus on the nature of the skills programmes in the existing TVET institutes, skills delivery capacity of the existing TVET institutes to the Camps, etc.

Selection of Beneficiaries

Skills development programming under the framework will target the host and Rohingya communities as ultimate beneficiaries of the intervention. The selection of these beneficiaries will be driven by the skills providers based on agreed prioritisation criteria¹⁴ agreed by the Government of Bangladesh, development partners, and humanitarian actors, which include age, gender, ethnicity, people with specific needs¹⁵, previous expertise, household size, market needs, access to livelihood opportunities, **interest, education background, employment and income information** etc.

The specific criteria will take into account the ground realities in terms of available programmes, training facilities, and so on. For refugees in particular, there is a need to map the various skills and livelihoods initiatives taking place across agencies, identifying which individuals/households are benefiting to ensure an equitable distribution of the skills opportunities. To that end, measures will need to be undertaken between stakeholders to harmonize and share information on those partaking in skills development and other similar activities.

The skills development framework will also emphasize the capacity building of the skill providers, employers, business membership organizations and relevant public agencies like BMET. Those group of stakeholders form direct beneficiaries of the skills development interventions.

Service Delivery mechanisms

The current policy environment will lead to a two-pronged approach for Rohingya refugees and the Bangladeshi host community.

For Bangladeshis, the approach will aim to foster transition towards a more employment and entrepreneurship-oriented skills that is recognized and could be put in use beyond their current livelihood interventions. For this, interventions will focus on different levels including in the Skills providers (TVET, Private sector), ultimate beneficiaries both in camps and in the host communities, potential employers (Businesses, public works program) and partners (I/NGOs). Considering the current status of missing linkages among these players, intervention will also work with different private sector and community-based organizations including women-led organizations, youth organizations, environmental and agricultural groups, and educational service providers in the camp and the host communities.

The interventions will take into consideration all possible Protection risks such as physical and sexual exploitation and abuse, forced and bonded labour, modern slavery, etc. that may be associated with specific skills interventions, programmes and occupational categories during its designing as well as implementation of skills intervention. Besides, interventions will pay a due attention to harmonize cordial relationship among the host communities and Rohingya people. In addition, it will be vital to ensure that the Rohingya refugees are able to access the skills programmes within or outside the perimeter of the camp. Advocacy efforts will need skills intervention to ensure that the Standard Operating Procedures governing security measures in the camps will allow flexibility and access of Rohingyas to training facilities going forward. The table below outlines the major areas of interventions towards a skilled population in Cox's Bazar.

¹⁴ To be developed or adapted from the existing ones

¹⁵ Special needs may include female headed households, people with disabilities, amongst others.

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		Host Community	Rohingya Refugee
Skills Infrastructure	Strengthening of existing systems and economic partnerships in skills provision and market linkages	<p>A range of public and private entities are involved in building skills in district and upazila level covering technical and vocational trades, agricultural, poultry, livestock rearing, aquaculture, etc. Based on the assessments described above and as guided by an established coordination mechanism in CXB, activities will be targeted at the capacity-building of the existing training providers. This will include equipment support to facilities, enhancing capacity of instructors/teachers/trainers, addressing gender barriers and specific needs and interests of women, strengthening present skills training courses, increasing number of industry assessors, strengthening mechanism for private sector linkage, etc.</p> <p>Mobilization of the Private sector by capacitating BMOs, CClIs and other relevant bodies to be a part of skills training, apprenticeship and employment provision will also be explored.</p> <p>Apart from the capacity building initiatives, TVET institutes will also be supported to promote skills training given the negative perception in society for technical qualifications, especially for women.</p>	
	Utilizing available facilities or establishment of training centres	<p>There are approximately 92 existing TVET institutes in Cox's Bazar, including a few women focused institutions, which can be utilized for targeted skills development activities for the host communities. In addition, existing mobile training facilities can also be utilized.</p>	<p>Limited freedom of movement of Rohingyas coupled with other policy restrictions means existing training facilities outside of the camps are not accessible for Rohingyas. The extremely congested nature of camps also further limits establishment of new facilities. Therefore, feasibility of two options will be explored: utilizing existing TVET institutions outside of camps and facilities like learning centers and safe spaces to impart gender disaggregated skill training inside camps.</p> <p>Furthermore, existing mobile training facilities can also be utilized inside the camps.</p> <p>In case, decongestion of camp materializes, new training facilities can be established.</p>
	Market based skills training	<p>The assessments and market analysis¹⁶ from CXB, CTG, Bangladesh and abroad will guide activities geared towards updating existing courses and introducing new courses and curriculum for the host community. Gender analysis of the market-based skills training needs to be conducted in order to develop customized courses and curriculum for women.</p> <p>Linkages with ongoing national level skills, employability and employment programmes should be established).</p>	<p>The gender-responsive skills-needs assessments inside of camps will guide activities on skills development for Rohingya Refugees inside the camps.</p> <p>The assessments and market analysis from Myanmar will guide activities geared towards introducing new courses and curriculum for the Rohingya Refugees while in Bangladesh to prepare for repatriation.</p>

¹⁶ In addition to the market analysis, skills development should be linked with proper market linkage assessment.

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Skills Qualifications	Recognition of Prior Learning	Interventions will be designed to formally recognize the self-acquired skills and skills obtained through learning by doing. This will increase employability of currently under/unemployed host community members in domestic market. MRAs with key CoDs (on which RPL will be based), will help to ensure formal recognition of skills of host community members in CoDs for overseas employment.	Though, educational qualification of Rohingya refugees are very low, a small segment of the community was employed in different occupations while in Myanmar. Eligibility for recognition of prior learning for Rohingya will be assessed by skills providers and avenues to bring them under formal schemes will be explored.
	Certification & Accreditation	<p>At the country level, there are ongoing initiatives to make certification and accreditation process stronger and in accordance to the national technical and vocational qualification framework. Women have lower level of education. Therefore, courses need to be designed to cater for the needs of lowly educated to gain certificate and employment.</p> <p>Activities will ensure portability of skills through certification will be explored.</p> <p>Activities will seek to link the training providers in CXB to this process above. Furthermore, linkages to international accreditation in cases where the individual wants to migrate, will also be explored.</p>	<p>While assessments and certification on Myanmar standards may be particularly challenging, efforts will be made to seek certification based on the Myanmar competency framework that would subsequently contribute towards a more effective return and reintegration of the Rohingyas to Myanmar.</p> <p>In addition, international, third-party and/or private certification which are currently accredited in Myanmar will be explored.</p>
Skills Utilization	Entrepreneurship support	<p>Entrepreneurship and self-employment opportunities for the host communities using the appropriate tools and methodologies, such as through financial support programmes, financial inclusion including digital financial services, soft skills development, etc. will be pursued.</p> <p>Beneficiaries may receive business start-up support or business improvement support through seed funding, business skills development, networking, linkages with the financial institutions etc. Special attention will be given to women entrepreneurs, especially in engaging them in seed and other agricultural inputs (i.e. vermi compost) business.</p>	<p>Skills training cultivating entrepreneurship for refugee women and men can be provided and serve as both transferable skills while remaining in Bangladesh and upon return.</p> <p>Beneficiaries may receive business start-up support or business improvement support through in-kind kits, and incentives.</p>
	Apprenticeship, job placement and volunteering	<p>Engagement of Industry Skills Councils (ISCs) and private sector in all aspects of the designing and delivering skills training will be a core strategy. This is done to assure the, Market driven-training provision, job placement, industry led apprenticeship and work-place based learnings. During apprenticeship and internship, insurance coverage should be taken into consideration, issues of Occupational Health and Safety and prevention of sexual harassment and exploitation should be observed.</p> <p>Beneficiaries selected through above mentioned selection criteria will receive job placement and apprenticeship support upon graduation from training institutes. Private sector will be engaged to promote workplace-based learning opportunities including apprenticeship, internship, and industry-institution partnership. Centre for Excellence can also promote skills-based job placement for host community members.</p>	<p>The camps require skilled workforce in maintaining WASH, Shelter, infrastructure facilities. Provision of education, protection and health services also require human resources. Engaging Rohingya women and men in such activities will bring down the operational cost of humanitarian response and at the same time contribute to empowerment of both men and women refugees.</p>

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Partners and Key Stakeholders

In line with JRP 2020 commitments, the operational level coordination among stakeholders will be done through cross sectoral planning and increase cooperation of food security and livelihood, protection and education sector and Youth Working Group and Gender in Humanitarian Action Working Group. For ensuring smooth implementation, humanitarian space, and providing strategic guidance and policy advocacy, a skill taskforce will be established at Dhaka level comprising of relevant UN entities, INGOs, NNGOs, development partners and relevant private sector representation working on skills development.

	Host Community	Rohingya Refugee
Government (Policy level)	Ministry of Education, Ministry of Labour and Employment, Ministry of Women and Children Affairs, Ministry of Expatriates' Welfare and Overseas Employment, Ministry of Youth and Sports, Technical and Madrasah Education Division, Bangladesh Investment Development Authorities, Cabinet Division, and Prime Ministers' Office, amongst others.	National Task Force, Ministry of Disaster Management and Relief, Office of the Refugee Relief and Repatriation Commissioner and Ministry of Foreign Affairs, Prime Ministers' Office, amongst others.
Government (Operational level)	National Skills Development Authority, Access to Information (A2I) project, Bangladesh Technical Education Board, Department Technical Education, SME Foundation, Deputy Commissioner, Gen U partnership Platform, districts level representation of above mentioned ministries (policy level) .	Relief and Repatriation Commissioner, and Camp in Charge.
Private sector	Metropolitan Chamber of Commerce and Industry (MCCI), Federation of Bangladesh Chambers of Commerce and Industry (FBCCI), Cox's Bazar Chamber of Commerce and Industries, Industry Skills Councils (ISCs) particularly for Tourism and Hospitality and informal sector International certification institutions, training service providers, Business Membership Organizations and other private sector organizations.	International certification institutions, training service providers.
Development and humanitarian Actors	UN entities, World Bank, Asian Development Bank, INGOs, NNGOs and donors working on skills development.	UN entities, World Bank, Asian Development Bank, ISCG, INGOs, NNGOs , community based organizations and donors working on skills development in the Rohingya refugee camps.
Beneficiaries	Specific criteria for beneficiaries will be defined and agreed by implementing agencies. This will take into account age, gender, ethnicity, and diversity framework to ensure wide representation and full inclusion.	Specific criteria for beneficiaries will be defined and agreed by implementing agencies. This will take into account age, gender and diversity framework to ensure wide representation and full inclusion.

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