

Skills Development Technical Working Group Terms of Reference

Background

Violence and state driven persecution in Rakhine State against the Rohingya, which has a long history, became violent on 25 August 2017 driving over 700,000 Rohingya refugees across the border into Cox's Bazar, Bangladesh. Pre-existing settlements of Rohingya from earlier historical acts of violence against them have expanded with the new influx, while new spontaneous settlements have also formed and continue to grow. Denied citizenship and basic rights in Myanmar, many Rohingya arrived with limited attainment of education and skills development.

Education plays a key role in every young person's development, but it becomes even more visible, noticeable and tangible in a humanitarian context where education and skills development can both provide a protective role and hope for the future. Currently, Rohingya young people (10-24) face an uncertain future that can lead to frustration and despair. Without adequate opportunities for learning, they are more exposed to specific dangers and risks such as trafficking, early marriage, exploitation and abuse. Knowledge, skills development and work opportunities help to empower young females and males, help build their confidence and equip them with skills, knowledge and experience for the future and adulthood. With the right investment in skills development training and education, Rohingya adolescents and youth can begin to chart their own destinies and contribute more to their communities. Young people in the host communities also face specific challenges and require similar support.

The refugee settlements are concentrated in two Upazilas (sub-districts): Ukhia and Teknaf, putting an immense strain on the environment, infrastructure, and the delivery of basic services. The host population has high youth unemployment, which can create social tensions as competition for work increases. The challenges of the refugee population's limited self-reliance activities approved by the Government of Bangladesh (GoB) combined with the host community needs have resulted in increased attention to the issue. An initiative to develop a 'Skills Development Framework' started in Dhaka in 2019, to build on the Bangladesh government's Ministry of Labour efforts (for the host population of Cox's Bazar District) and the proposed Myanmar curriculum (for the refugee population). This work was disrupted due to the COVID-19 pandemic during most of 2020 and has recently resumed. Skills development actors will now need to operationalize the Framework at the field level. The Skills Development Technical Working Group (TWG) in Cox's Bazar has subsequently been formed to ensure cross-sectoral, inter-agency cooperation

Food Security & Livelihoods, Education and Protection Sector responses:

The speed and scale of the influx has resulted in a critical humanitarian emergency: the Food Security Sector members have responded with life-saving food assistance for the Rohingya and Livelihoods assistance for the host population. The sector members also support capacity strengthening programmes including; skill development training, agricultural production systems (for both Rohingya refugees and host community) and income generating activities -- including job opportunities creation for the host community. The Education Sector members provide education and learning opportunities for adolescent and youth groups, Rohingya aged 15 to 35 years receiving some literacy, numeracy, life-skills and vocational skills training. An alarming 89% of adolescent do not have access to education opportunities. Life skills are generally tailored for an age-appropriate audience of younger and older adolescents. Some agencies focus the delivery

of these services to include youth as well (15-35). Given the demographic focus of the sectors, it will be important to ensure full coverage of the youth population and tailored age-appropriate interventions.

Significant gaps remain. Programmes aim to be scaled up to reach all 94,085 Rohingya aged 15 to 35 years, along with realistic mentorship and apprenticeship placements within the camps, which are by themselves the 4th largest city in Bangladesh, with a population of over 860,000 refugees. The Protection Sector members are creating a healthy and safe living environment for both refugees and the host communities. The tracking and interventions to support the full youth demographic also need to improve, in terms of tracking those aged 15-35.

The Child Protection Sub-Sector (CPSS) is a coordinating body that brings together both International and National agencies functioning as part of and under the umbrella of the Protection Sector Working Group, with the aim of preventing and responding to abuse, neglect, exploitation, and violence against Rohingya and Host Community children affected by conflict.

These three Sectors work very closely and are involved in all skills development matters.

The Skills Development Technical Work Group: This multi-sectoral TWG aims at building synergies amongst stakeholder efforts and initiatives across all sectors, however, focuses primarily on identified linkages between the Food Security, Education and Protection Sectors primarily, and additionally with the Health, SMSD, and Shelter/NFI Sectors – and GBV Sub-Sector. It is focused on strengthening the connective tissue between education and skills development and the economy in terms of generating income and/or meeting the market needs and creating the space for sustainable and diversified livelihoods.

The TWG will focus on the following objectives:

Objective 1: Establish an effective network with the relevant partners and agencies to collect information regularly; to ensure cooperation among different partners avoid duplication and ensure a harmonized approach. Suggested activities may include:

- Defining 'skills development' - inclusive of transferable skills (e.g. life skills, market-oriented skills, resilience competencies, social innovation skills, etc.), plus vocational skills, entrepreneurialism, enterprise development, and what would be traditionally known or referred to as 'livelihoods';
- Ensure third party studies, evaluations, and innovations. Arrange workshops and webinars to showcase experience from Cox's Bazar - as well as developing M&E framework for Skills Development activities;
- Establish and maintain a knowledge management platform, repository of relevant documents & training modules, incl. how to provide training in COVID-19 context.

Objective 2: Refugee and host community households have access to quality skills development and supportive services for apprenticeship, mentorship, business and enterprise development, and job matching services in Cox's Bazar district for the host communities and within the camps themselves for the refugees.

This objective will be supported by the following activities: **mapping, harmonizing & matching services**

- Map existing work and resources across stakeholders in the area of livelihoods, self-reliance and skills development. Mapping will include:
 - activities, implementers (UN, INGO, NGO, GoB), programmes delivered, certificates if any, experts delivering trainings and capacity development, timeframes of programmes;
 - assessments of the minimum quality assurance standards required; and
 - assessment of technical expertise and capacity gaps of implementing partners, by using sector identified minimum standards;
 - develop a plan of actions based on the findings mapping exercise
- Support cooperation among agencies to develop jointly or try to harmonize skills training curriculums with the national training standards, in Bangladesh and Myanmar, so that all relevant agencies and partners can deliver unique and standardized skills training programs, including assessment and certification, which are demand-driven by the current market and employers;
- Review and prepare a standardized ToT and assessor training programmes in line with the government approved competency-based training programme and develop a pool of master trainers and assessors;
- Promote skills in the livelihood and enterprise development sector with harmonization/standardization – to ensure minimum quality across all actors, such as:
 - GBV risk mitigation and gender equality in skills development programming and the workplace
 - Ensure gender inclusivity and persons with disability are targeted
 - Standard module for vocational for both on-farm and off-farm activities
 - Basic transferable or life skills, financial and functional literacy, foundational numeracy and literacy, occupational hazard and safety
 - Training on market linkages – baseline and endline surveys for IPs
 - Apprenticeship & certification
 - Recognition Prior Learning (RPL)/Recognition Current Competency (RCC)
 - Entrepreneurship Training; inclusive of business and enterprise development skills.
 - Develop online trainee management information platform for camps and host community

Objective 3: Utilize innovative approaches for refugee skills development, host community livelihoods and market driven jobs. This includes:

- Review existing labour market studies and prepare labour market information about the priority sectors and occupations in in Cox’s Bazar district. The latter should be reviewed as per the demand of the employers in Cox's Bazar;
- Support in the formalization of a Skills Development Platform for Cox’s Bazar which is private sector led and coordinated, in collaboration with skills providers, relevant government agencies and representative of beneficiaries and workers;

Objective 4: Provide strategic engagement for **advocacy, resource mobilization, policy and planning** - in host and refugee communities. This includes:

- Support in the establishment of a Skills Development Fund for Cox's Bazar district; to enhance south to south dialogues for skills development through organizing workshops at the strategic levels as well as regional levels
- Create awareness and image campaigns about Skills Development in Cox's Bazar level as well as at the national level;
- Advocate for the creation of a Skills Development pool/ basket for funding from donors by forming a central skills fund; and
- Form a coordinated Skills Development graduate database for Cox's Bazar district, alumni data and Master Craft Persons, including classroom trainers and assessors in the area, in cooperation with the relevant government ministries.

The TWG is an action-oriented forum. It will act as a consultative forum and 'think tank' to generate innovative solution in terms of skills development, will provide technical advice, documentation and recommendations to the concerned Sectors and partners and will ensure a cross-cutting linkage with other relevant Sectors (e.g. Education, Wash, CWC, Child Protection sub-Sector, Health, Site Management, Engineering/SMEP, etc.) and finally advocate for and guide to resource mobilization through relevant mechanisms or calls for proposal from donors.

This group will also connect with and provide if/when required technical guidance and analysis to relevant government-led structures and especially the RRRC Office, the District Commissioner's Office, the Minister of Disaster Management and Relief (MoDMR), the Ministry of Education (MoE), Ministry of Labour and Employment (MoLE), Ministry of Youth and Sports (MoYS) and the Ministry of Women & Child Affairs (MoWCA).

Close linkages will be maintained and strengthened with the Livelihoods Working Group, Youth Working Group and Host Community Technical Working Groups. The group is co-chaired by FSL (leading the technical supervision on aspects related to **food security & livelihoods**) and Education (leading the technical supervision on aspects related to **education**). FSL's Skill Development focal point and Education's Youth Working Group chair will co-lead on **Monitoring and Evaluation** for Skill Development, whereby the coordinator position is co-led by FSL and Youth Working Group (under the Education Sector). The chair position of the TWG will be reviewed at a quarter (three-month) interval. The TWG reports directly and equally to FSL, Education and Protection Sectors. Membership is open to stakeholders active in relevant areas, especially including Livelihoods and Adolescent Program Managers, Specialists and Officers.

Next steps

1. Presentation of TOR to ISCG and Sector Coordinators on Sunday – HOSOG to follow
2. Involvement of other Sectors and WG