

WORKING PAPER

Places for displaced children:

Improving children's experience of place in temporary settlements

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Introduction

The number of people forcibly displaced from their homes is growing across the world. In 2019 alone, 79 million were displaced (UNHCR, 2019a). By 2030 it is estimated that 2 to 3 billion people will live in fragile or conflict-affected contexts (Clark et al., 2020). Despite the fact that about half of all refugees are children, there is a dearth of understanding about displaced children's lived experiences in temporary settlements, and children's voices are rarely sought. This paper aims to shine a light on displaced children's experiences of place, based on the experience of Rohingya refugee children. Since August, 2017 over 819787 Rohingya people have fled from Myanmar to neighbouring Bangladesh (UNHCR, 2019b). Over 1 million Rohingya refugees are now living in Cox's Bazar-Ukhia-Teknaf area in Bangladesh, of whom more than half are children.

This working paper draws on the discussion in a stakeholder workshop in Bangladesh, arranged as part of a research project on 'Displaced Children's Experience of Places' supported by UCL Grand Challenges and Global Engagement Funds 2019-2020. The workshop, held in October 2019, was organised by UCL, University College London, together with the Health Management Bangladesh Foundation (HMBD). It was planned with stakeholders including architects, planners, teachers, health workers, education and health inspectors, and child protection officers working in various roles to enhance children's state of living, access to play, education and health in refugee camps. The workshop activities focussed on collective exploration of how planning and design can be used to improve children's experiences in temporary settlements, while reflecting on the existing barriers and challenges in implementing different interventions in Rohingya refugee camps in the Cox's Bazar-Teknaf-Ukhia area.

The workshop

20 people with relevant knowledge and professional experience participated. They operate in various capacities within national and international organisations (Annex 1). Representatives came from Humanitarian Response's Cox's Bazar Cluster, International Organisation for Migration (IOM), United Nations Humanitarian Council for Refugees (UNHCR), Bangladesh Rural Advancement Committee (BRAC), Dhaka University, World Vision, Community Development Centre (CODEC) and Health Management Foundation Bangladesh (HMBD).

The principal aim of the workshop was to understand how best to create places in temporary settlements to improve children's learning, health and well-being, using the insights of different professionals and representatives including architects, planners, aid organisations, public health practitioners, local government and NGOs. The workshop activities sought collectively to explore ways in which planning, and design might improve children's experiences in temporary settlements and how to best to support communities to develop and manage their own local areas reflecting on the existing barriers and challenges. Ways to influence policy to make children's rights a reality in design and planning in crises were also explored. The research gaps that need to be filled to inform policy were identified. The outcome of the workshop discussions is intended to feed into the framework for a larger research study into displaced children's perspective of places, to improve the children's wellbeing by transforming their environment. The knowledge gained from this investigation has potential for application in other postconflict settlements.

Different professionals brought different perspectives and knowledge base to the table. Through interdisciplinary debate and discussion participants brainstormed how temporary

settlements can be transformed, by listening to displaced children's voices and incorporating their place preferences. This paper provides an overview of the workshop discussions, followed by a more detailed account of the key points addressed. The findings are not attributed to individual participants, nor do they necessarily represent the perspective of all participants.

Discussion overview

Prior to the workshop, participants received email invitations including a brief document with background information on the research study, the aims of the workshop and the agenda.

The workshop began with a welcome from Dr Matluba Khan, (UCL Principal Investigator of the research study) who provided an outline of the research project and the aims of the workshop. Professor Mohammed Zakiul Islam from Bangladesh University of Engineering and Technology then provided a broad overview on what play means, the benefits and importance of consciously designing for play, in light of children's rights and United Nation's Convention on the Rights of the Child (UNCRC). Dr Khan discussed these aspects in relation to the particular context of the Rohingya refugee camps in Bangladesh and summarised preliminary findings from the workshops with children already carried out.

Those two half-day workshops were conducted with children (n=15, f=8, m=7, 8-12 years old) in the refugee camp near Thaingkhali. Multiple creative methods were employed to engage children in the workshop activities, including drawings, storytelling and photo-walks. The methods were designed to elicit children's views of their experiences in the built environment, their activities in the camp and their state of play, education and health. Preliminary findings were summarised under three themes - places children **liked**, **disliked** and **wished** for improvement.

On arrival all 23 participants were assigned a table number ensuring that each of four tables included representatives of different professions at different positions (site planner, architect, teacher, health professional, policymaker) and different organisations. Two discussion sessions were held. The first sought to identify the barriers, challenges and opportunities of existing interventions, and the evidence for improving children's lives and experiences of place. The second focused on exploring the potential of improving children's experience of places based on research, policy, and interventions. The key points that emerged are summarised below.

Discussion session 01:

Barriers, challenges and opportunities for improving children's experience of places in informal settlements or camps

Participants were encouraged to use the questions below to start, but not to limit, their discussion.

- What is the international and national policy context in terms of opportunities and limiting factors for ensuring children's rights and enabling children's play experiences in cities/informal settlements?
- What are the barriers and challenges to enabling children's play experiences in the context of Rohingya refugee camps in Cox'sBazar-Ukhia-Teknaf?

- Are the needs of children of different ages currently met in child friendly spaces/learning centres or in places that are used by the children in the Rohingya camps? What are the main factors obstructing the needs of differently aged children being met within camps?
- What are the barriers, challenges and opportunities for listening to children's voices and reflecting their ideas in design and planning during crises?

The key points emerging from the discussion are outlined below.

Barriers and challenges in enabling children's play experiences

Lack of knowledge of the International and national policy context and 'invisible' children

In many cases stakeholders are not aware of the international and national policy context on children's rights in which they operate. In most cases, designers and field workers are unaware of the existence of such policies. Very few of the stakeholders working with children are aware of the United Nations Convention on the Rights of the Child, UNCRC. During the workshop, the UNCRC, International Child Labour Law and Bangladesh National Child Policy were perceived as a positive policy infrastructure that can be used by planners and other actors to make a case to donors and Governments for creating play opportunities for children.

Children's rights in the built environment are not commonly understood and were not priorities in design and planning of different camps. The rights that apply to people of different age and sex are generally known; the needs of women and elderly people were acknowledged in designing the Water, Sanitation and Hygiene (WASH) facilities in the camp, however children's needs were not discussed, nor were the needs for children with special needs. Inclusive planning or programs of different facilities currently take into account the need of women and the elderly; however, the needs of children are not yet visible.

While insufficient effort has been made to date in educating different stakeholders on policies related to children's rights, in fact there are clear policy guidelines on what can be designed and how. The policies encourage replication of prototypes while it would be preferable to have flexible guidelines that can be adapted to different camp contexts, thereby encouraging community involvement in adapting designs for a particular setting.

Lack of awareness of the benefits of play and children's need for psycho-social support

Public awareness of the benefits of play and the importance of enabling children's play appeared to be absent. There is a deep lack of psycho-social support for children to overcome trauma resulting from the conflict, the loss of family members, and the journey from 'home' (Myanmar) to the camps in Bangladesh. People working in the field with refugee families, as well as community members are largely unaware of the potential benefits of play to deal with trauma and help children adjust to the new settings.

Lack of space

Lack of space is the challenge mentioned by many different actors in camp settings. A large number of people live in small areas. Average surface area per person is 20 m² whereas the standard is 45 m² per person (UN Refugee Agency, 2019). The minimum shelter area is 3.5 m² per person which is also not available in this context. The standard for open spaces is 15-20% of the entire land area. On average eight people live within a tiny shelter, and many emergency facilities are overcrowded, hence provision of play spaces for children is often perceived as an affordable luxury.

There are few child friendly spaces (CFS¹) and learning centres (LCs) in many camps, and the limited spaces that are available are not fully utilised. Due to poor planning and distribution of locations, some areas have a concentration of CFSs within a short distance, whereas other areas do not.

Lack of safe access, physical risks and hazards

A sense of security and comfort in individual neighbourhoods is absent in many cases. Physical risks occur due to manmade hazards (e.g. conflict between host community and refugee community) and natural hazards (e.g. cyclone and landslide due to monsoon). Substandard planning and construction along with poor weather conditions have created many ditches and ponds deemed risky for children. Due to the Myanmar exodus, the population is continually rising, and newer facilities are constantly being built to meet growing needs. Lack of safety procedures makes construction sites risky for children.

Safety and security are also compromised due to elements of the settlement that are not 'child-friendly'. The design of steps and pathways on the hilly terrain is not friendly to children (nor to pregnant women and older people), as the steps are high, and handrails are few and far between. Many pathways are not well-maintained posing threats to users. Inadequate street lighting, unhygienic places and a hostile social environment are perceived to contribute to a sense of insecurity and discomfort for children.

Limited funds and priorities of donor

There are limited funds for creating play opportunities. How the money is spent often depends on the intention and priorities of the donor or funding agencies, rather than the expressed needs of refugees or the camp specific needs raised by fieldworkers. In many cases the priorities are making shelters or CFSs and not creating play opportunities for children.

Lack of facilities to meet the needs for different aged children

Learning Centres offer education to children aged 4-14, with different age group using the same classroom separately in three shifts making it difficult to provide age-specific design. There is a lack of outdoor play spaces in both CFCs and LCs. The stakeholders acknowledge that different types of spaces are needed for encouraging different types of play among children, however, are wary that facilities are mostly indoors and there are not enough play props. There are also not enough age-appropriate play equipment and facilities as the same props/toys are used by children from 4 to 14 years. Teens have few opportunities for play resulting in occasional bullying and dominance by older children that is mentioned as a barrier. The quality of both teachers and the physical environment in many centres (CFS, LC) are not adequate. Few well-trained staff are available to support and encourage children's play and recreational activities.

Lack of time, uncertainty and short-term planning

Lack of time is a big issue in camp settings, particularly in a vast camp hosting one million people. The 'uncertainty' of the situation impacts the planning. How long should the projects last? How long will the children live there? The duration of projects is often for a year or six months with funding available for only that period of time without any contingency. Sometimes projects are discontinued while further funding is secured, bringing disruption to the children's daily routine.

¹ Child friendly spaces (CFS) have become a widely used approach to protect and provide psychosocial needs to children. These spaces are created to provide a temporary and safe environment in supportive of children's wellbeing in emergencies.

Challenges related to culture and tradition

Traditional Rohingya families are conservative and many families do not permit their female children to play. Female children's movements are restricted once they reach puberty and they are not allowed to go out in public without wearing a *burqa*². Many children are married off once they reach puberty.

There is also discussion around whether in the context of crisis the social construct of 'childhood' should be debated. Children take many roles and responsibilities in the family. Where an adult male is absent or died in the conflict, children bring rations for their family. In many cases older children assume caring responsibilities for their younger siblings and for older or physically less able family members (e.g. grandparents or disabled family member).

Nutrition and health

Malnutrition and ill health (both physical and mental) are perceived as a huge barrier for children's strength and capability to engage in play. Children are not well-nourished, and their vitamin and mineral requirements are not fulfilled. Children love variation in their food, however only rice and dal are given as staples in the camp.

The provision of sewerage and water management and WASH facilities is inadequate. Lack of appropriate WASH facilities pose problems for children's safe play and recreation.

Barriers to listening to children's voices

In addition to the barriers and challenges in enabling children's play experiences workshop participants also discussed the barriers that prevent listening to children's voices. The main barriers discussed are time, dominance of adults in the consultation process, lack of interest in engaging children, and the lack of knowledge and training of field staff who work with the community. As many projects in emergency situations are short term with an urgent drive to complete, it can be a struggle to take time to include the community in the design process. In instances where the community is consulted, the discussion is dominated by the adults and in some cases by the *majhi*³. The discussions are usually designed to focus on adults as there is a lack of interest in engaging children by many parties. According to many participants, listening to children's views is not generally prioritised in the South Asian culture and tradition. Normal practice is that parents decide for their children, the elderly of the family decide for their junior members and control their movements. Hence consultation with children in many cases was not considered, not even by the community. Consultations with the community are sometimes demanded by donor agencies, but so far donors do not prioritise consultation with children.

Children are generally perceived by adults (by both the actors from different agencies and the community) as less able and therefore are not included in consultation. As part of evaluation of projects and assessment of needs by different NGOs, many focus group discussions (FGD) were conducted with the community. The FGDs consulted only adults and in most cases did not consider asking children, due to their perception that adults know what children need. There are not enough trained field staff, designers, architects, planners and school managers with experience or knowledge of working with children or engaging children in the design and planning process. Hence even if consultations take place there could be a lack of ability

² A piece of clothing that Rohingya women use to cover the entire body from the top of the head to the ground with or without their face open

³ The Rohingya leader of a block in the camp, their role is to oversee around 120-180 refugee families in a block. They work under the supervision of the Government appointed camp-in-charges and with international and local agencies to help identify and address the needs and problems of refugees in their blocks.

among actors to interpret children's needs. There is also lack of spaces in which such consultation with children may be held.

The implementation of co-designed ideas with children and the community is perceived as difficult and almost impossible as there are challenges in relation to getting these ideas approved. A very small number of approved designs are generally implemented across all camps and there is little flexibility in terms of adapting them to the particular site. The restrictions on acceptable ideas has the potential to make any consultation meaningless. For example, participants mentioned consulting the community about the design of shelters but implementation was deemed difficult.

Discussion session 02:

What can we do to improve children's experience of places and enable play?

The second part of the discussion sessions explored ways to improve children's experience of places, addressing the barriers and challenges identified in the first session. Participants also discussed the areas where new research might be of support to stakeholders and suggested recommendations for policy and practice. The following questions were used to guide the discussion.

- How can we most effectively address the barriers and challenges in ensuring children's rights in their built environments?
- How can we best support communities to develop and manage their own local areas including the safe and experiential uses of place by children?
- What are the recommendations for future research and practice in this line?
- What are the recommendations for policy makers?

The keypoints from the second part of the discussion are summarised below.

How to address barriers and challenges in enabling children's play

Community based approach

Community based approach was a common theme perceived as a highly effective measure to improve children's play experiences in the camps and ensure their rights in the built environment. Workshop participants stressed the need to involve the community elders and parents in understanding the benefits of play, discussing children's lived experiences, their needs for play and what can be done to enable play in the neighbourhood. For a community-based approach to be successful it is important to create awareness among parents about the rights of their children and promote the idea of children's development through play. There is a perception that play is generally considered by South Asian adults as just fun devoid of any other benefit. Hence the participants proposed that it is important to impart knowledge on why children play, and for play to be viewed as an integral part of children's process of growth.

Making children aware of their rights and mainstreaming of their rights

Children themselves are not aware of their rights. It is important to make children aware of their own rights. Therefore, it is suggested that the curriculum within Learning Centres and Child Friendly Spaces should include aspects of UNCRC, United Nations Convention on the Rights of the Child, and inform children of their rights in a language appropriate for their developmental stage.

Inclusive, pro-active and long-term planning and design

Design and planning of the camps should be inclusive and pro-active instead of biased, reactive and short term. The planning should consider the needs of different ages and differently abled children, protect places for play, and plan ahead to minimise disturbance to the children's routine who have already been uprooted and displaced. This includes planning for longer project duration, at least more than one year, and informing donors of the benefits and importance of long-term inclusive planning for children and listening to children's voices. More provision for teenage children should be made. Protected places for younger children can prevent bullying and dominance of older children. Support and counselling for children should be in place as part of the overall planning. A system for management of traffic should be in place for safe access and movement of children.

Standard policy for child-centred design, planning and implementation

The need for a child-centred policy in the camp was highlighted by the stakeholders. National policy for the camps for child-centred design, planning and implementation should be developed and introduced by the Inter Sector Coordination Group (ISCG). Specific guidelines for managers of CFSs, adolescent clubs and LCs around children's rights and how to protect those rights should be in place. Training for CFS/LC staffs on how to listen to children's voices in the design and development of activities and spaces is needed.

Supporting communities to develop and manage their own local areas

Empowering communities

The communities may be empowered by

- a) Creating awareness among members of the community and supporting them in development and management of their local areas. Workshop participants mentioned the use of audio-visuals as a powerful tool to create awareness. A reference to Meena cartoon (UNICEF Bangladesh, 2020) was made. The popular Meena cartoon, available in several languages and broadcast in several countries, was developed by UNICEF and perceived to play a major part in creating awareness in relation to girls' education, and child marriage among the people of the subcontinent. Similar media could be used to create awareness among members of the community, children and parents on children's rights and the importance of play and recreation for child development, their mental health and well-being.
- b) Ensuring community representation in deciding priorities and during monthly meetings of parent-teacher associations (PTA). Involving community leaders and members of all groups of the community in plot allocation is important. Decision making around places that may have impact on children and young people's lives must include their voices. Representation from PTA in regular meetings with the Camp in Charge (CiC) was also stressed.
- c) Establishing community committees for camp maintenance and development. Respective communities may be contacted by camp management for updates and providing support through them.

Empowering young people

Adolescents can be empowered by

- a) setting up youth mentorship programs. Programs for older children and young people can be introduced to train them so that they can support the younger children. This will also provide young people who are currently at large with a sense of responsibility as few programs cater to the need of adolescents and young people.
- b) training older children in leadership skills and taking initiative, including training them to help design and manage spaces can create a sense of ownership.

Community-run and child-run spaces

The community and the young people can be trained in management and running of the spaces in their local areas. The communities can be supplied with necessary equipment and appropriate design props, and with proper training they may be able to build and manage their local spaces.

Lack of space or lack of proper utilisation of space was raised in many discussions and is one of the principal barriers to enabling children's play. There were proposals around design of individual neighbourhood which can be time consuming, resource intensive and requires fund. However, the stakeholders suggested that it is possible to design prototypes applying creative and innovative ideas and involving communities to help build those play spaces. The prototype design can come with detailed guidelines for the communities and young people can be trained who can put them together, develop and manage their own places.

Recommendations for future research

Recommendations from stakeholders for future research priorities include:

- a) Empirical research investigating the **association of play and children's wellbeing**. A relationship is assumed between play and psychosocial wellbeing, however more empirical research is needed to confirm this assumption. The link between nutrition and school attendance is also rarely investigated and merits further research. The Rohingya settlement in Bangladesh is perceived by workshop participants as a good place in which to collect these data and form a database enabling analysis of what works to improve children's wellbeing in post-conflict settings.
- b) The possibility of implementing **different pedagogical approaches** (e.g. using information technology and use of tablets) suggests a randomised control trial to find out the best approaches in this context.
- c) Quasi-experimental evaluation of interventions related to children's play in different camp settings. Many programs are in place that could attract academics to design and implement the methodology to evaluate their achievements.
- d) Spatial benefits of large and small play spaces for displaced children. A common assumption is that dedicated large play spaces are required to meet play needs however a variety of small and larger spaces may be beneficial. Research on the minimum area required for an effective play space, and what it might contain would be useful. Identifying the benefits of clusters of a large play space together with multiple smaller play spaces near a group of shelters would be useful, while also addressing how a network of small playspaces could interact with each other, and possible adjustments for different communities. Might some communities prefer larger spaces while some might need smaller spaces?
- e) How space can be designed so that it can be shared well by different age groups from 4 to 16 year olds, while supporting the distinctive needs of different age groups, Research should also investigate the needs for children with special needs living in temporary settlements.
- f) Dissemination of the outcomes of the research should reach beneficiaries, participants and be in a form ready for communication and implementation.
- g) It was noted that the existing aid distribution system does not include urgent needs for children's food and clothing, and the researchers therefore recommended a cash or voucher scheme to fulfil these basic needs.

Recommendations for policy and policymakers

- a) Policymaking for crisis should be collaborative, forged through interactive sessions with beneficiaries and stakeholders. Where possible, policymakers should also have the opportunity to work with children and young people allowing the children to exercise their rights.

- b) Guidelines from international organisations should be customised for specific cultural and geographical contexts or new guidelines should be prepared if needed. Prototypes should not be implemented across communities without first taking note of the socio-cultural and geographical context. For example, architects and planners may try to adhere to international guidelines established in Geneva or other centres that may be inappropriate for the particular context of Bangladesh and the socio-cultural context of the Rohingya refugee people. If a national policy framework is in place, a public body should ensure that the guidelines of the international and/or donor agency conform to the national framework.
- c) Play, including innovative forms of play, should be introduced and promoted to harness positivity and help children who have been exposed to trauma.
- d) International and national policy frameworks should recognise multiple types of play. Policy and guidelines should not be restricted to offering opportunities only for formal play or playground equipment. Policy should prioritise children's independent mobility, social cohesion and free play. This may necessitate the need of spaces for creative and free play, spaces for reading, daydreaming etc.
- e) Policies should recognise the need for place and for innovative design of places. Proper utilisation of the available spaces should be prioritised. When needed, expansion of learning centres (vertical where land is not available) should be approved by policy makers where possible.
- f) Formal education, in Burmese or other languages, must be a policy priority.
- g) Teenagers' needs for education and play should be prioritised in national and international policy guidelines.
- h) The design approval process can be slow and micromanagement of approvals can make implementation difficult. Guidelines are therefore needed on community-based approaches to design as well as for the approval process. A generic approval system for any structure or space (e.g. a shelter, learning centre or child friendly space) based on key criteria, with room for adaptation, can allow the approval process to adjust to the circumstances of different locations.
- i) Policy should prioritise access to open spaces.
- j) The need to listen to the voices of children and caregivers, should be incorporated into policy guidelines, together with indicators for tracking the engagement.
- k) Policy guidelines should include the effective use of information technology.

Concluding remarks

Dr Matluba Khan and Professor Mohammed Zakiul Islam offered concluding remarks following the two phases of discussions, that include reflections on some keypoints discussed by the participants and outlined in this paper.

Different actors need to work together to ensure better learning, health and well-being for displaced children living in refugee camps and an awareness of the United Nations Convention on the Rights of the Child (UNCRC). Academics might argue that 'childhood' is a social construct, that cannot readily be applied to children living in refugee camps whose basic human rights have been violated, who are caring for their siblings and elders and are carrying rations for their family. However, such responsibilities should not take over the 'being' of a child. Therefore representatives of national and international organisations, as well as the community and children themselves should be made aware of children's rights as outlined in the UNCRC.

Stakeholders in the workshop unanimously agreed that children should be at the core of planning and development. A settlement that caters for the need of children is liveable for

people of every age, gender and ability. Hence children should be represented in all planning and design consultations. The children's voice must be taken into account for any programme that affects their living, learning and well-being. If given the opportunity children can propose ideas for developing and running their own spaces. With adequate training teenagers can be the gatekeepers of spaces for children.

A community-based approach can address many challenges related to lack of knowledge and public awareness or to the culture and tradition of the group. Given capacity building opportunities, appropriate materials and guidance, many communities can co-design, create and manage their own spaces. Children and young people can be pro-active in favourable environments and can play an important role. There is room for creativity in the design and planning of in-between spaces especially since they are not under the jurisdiction of a formal building approval process. While discussions on children's play often culminate in the provision for formal playgrounds, it is clear that children often find play opportunities in the most unlikely spaces. Streets for example, have always been a popular playspace for children across the world. Hence designers and researchers may demonstrate their creativity by making play opportunities in spaces between buildings and other defined facilities.

While planning and development in refugee camp settings are usually guided by top-down policies, stakeholders suggested that the policies should also cater for requirements coming from the actors in the field. A combination of top-down and bottom-up approaches is desirable for enabling children's play.

Stakeholders referred to 'No one policy fits all' pointing to differences in topography, micro-climate and demography between the camps within the same settlement. Some camps are flat whereas some are in hilly areas, however one policy is applied for all camps irrespective of the topography, size and residents.

The workshop concluded by noting that play can have the restorative power to heal trauma. Opportunities for play should be embedded in the design of everyday spaces and not be limited only to places specified as playgrounds. There is a lack of sufficient empirical research exploring children's play opportunities in temporary settlements and investigating children's rights in the built environment of these settlements. It was recommended that a databank should be created assembling knowledge of effective ways to improve children's experience of play in temporary settlements.

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Annex 1

List of organisations and/or professions represented at the workshop

Role	Number
1 Site Development Coordinator	1
2 Site Planner	5
3 Site Development Officer	1
4 Architect	1
5 Deputy Program Manager	2
6 Teacher (Learning Centre and Child Friendly Space)	3
7 Director (Health Care)	1
8 Coordinator (Health)	1
9 Academics (Architecture and International Relations)	2
10 Writer	1
11 Focal point contact, Water, Sanitation and Hygiene Services	1
12 Co-coordinator Shelter	1
13 Co-ordinator (Health and Education)	1
14 Manager- Operations	1
15 Field Manager (Child Protection)	1
Total	23

Organisations	
1 International Organisation for Migration, IOM	5
2 United Nations High Commissioner for Refugees, UNHCR	2
3 BRAC	1
4 Health Management Bangladesh Foundation	4
5 Bangladesh University of Engineering and Technology	1
6 Dhaka University	1
7 World Vision	1
8 Inter Sector Coordination Group, ISCG – Cox's Bazar sector	1
9 Community Development Centre, CODEC	5
10 Independent member	2
11 Total	23