



HANDICAP INTERNATIONAL'S MANDATE
An independent and impartial international non-governmental aid organisation

- Working in situations of poverty and exclusion, conflict and disaster
- Alongside people with disabilities and vulnerable groups
- Taking action and bearing witness in order to respond to their essential needs
- And to improve their living conditions and promote respect for their dignity and fundamental rights

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Myanmar-Thailand Program: OT Role

: a 'bridging' profession between rehabilitation and inclusion with strong foundations in personal and client-centered approaches.

: HI regional program merge in January 2016 saw the setting up of cross border initiatives in preparation of the forth-coming return of refugees from Thailand to Myanmar

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LET'S TALK ABOUT.....
Working as an OT in the refugee camps on the Thai-Burma border

- 1** My role as an OT with Handicap International
- 2** A brief history of the camps on the Thai-Burma border
- 3** The OT role within the camps
- 4** Exciting innovations
- 5** Australian Volunteer Program

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SOME KEY DATES FOR HANDICAP INTERNATIONAL

- 1982** Start of the production and provision of orthopaedic devices to Cambodian refugees in Thailand and official founding of Handicap International in Lyon
- 1992** Launch of the International Campaign to Ban Landmines (ICBL) and the beginning of mine clearance activities in Cambodia
- 1997** Co-recipient of the Nobel Peace Prize (ICBL)
- 2006** Adoption by the U.N. of the International Convention on the Rights of Persons with Disabilities
- 2017** Handicap International celebrates 35 years of humanitarian action

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OT ROLE

OT role is 75% supporting the program in Myanmar, and 25% supporting activities on the Thai-Myanmar border in Thailand.

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The OT role within the camps

Technical advisor to Community Based Rehabilitation teams

A team of people based in the HI MaeSot office, work as 'technical advisors' to 'camp-based staff', who are refugees in the camps, often young in their 20s, who receive training to work with people with disabilities within the camp.

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1. **COMMUNITY BASED REHABILITATION**
(OT, PT, technicians)
2. **SOCIAL INCLUSION**
(SW and accessibility)
3. **MINE RISK EDUCATION**
(manage and mitigate landmine injury)
4. **GROWING TOGETHER**
(inclusive play)



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Exciting innovations Growing Together

Growing up in a refugee camp is incredibly difficult, especially if you're a child with a disability.

Play is a fundamental right for all children, including refugees.

The IKEA Foundation is supporting Growing Together, a new 4 year Handicap International project that gives displaced children in Bangladesh, Pakistan, and Thailand the right to be a child.



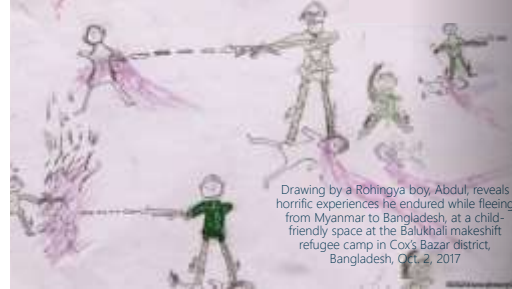
JODIE

GROWING TOGETHER

"Play is an important tool for children to deal with their difficult situation. Because being a child in a refugee camp doesn't come easy. Having fled war and violence, refugee children have to deal with difficult backgrounds and face poor living conditions. Play can help them to work through some of their issues and to be a child."



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Drawing by a Rohingya boy, Abdul, reveals horrific experiences he endured while fleeing from Myanmar to Bangladesh, at a child-friendly space at the Balukhali makeshift refugee camp in Cox's Bazar district, Bangladesh, Oct. 2, 2017

Sustainable Development Goals

ECD is included in **Goal 4**: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Target 4.2: "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education."



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GROWING TOGETHER: INCLUSIVE PLAY

Handicap International is creating safe, child-friendly **inclusive** spaces where all children can come together—through play—to work through some of the challenges they face, especially children with disabilities.

groups games play spaces toys



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Exciting innovations BLUE BOX

The Blue Box is a tool to support Early Childhood Development with children from birth to 3.

This intervention is:
Family-centered
Based in routines and play
Carried out in the natural environment of the child

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BLUE BOX Tool

1. Developmental journal
2. 4 sets of activity cards
3. Guidebook



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Developmental journal



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Holding an object with both hands



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WHEELCHAIR INTERNATIONAL
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Exciting innovations

ScoPeO KIDS

Score of Perceived Outcomes
(ScoPeO)

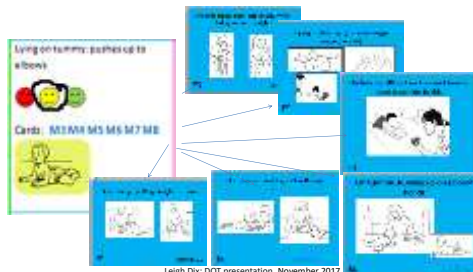
Children 4-18 years;
43 questions (reduce to 20)

A personal perspective on an individual's life is measured and asks the question, "How do they feel about their life now?"




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| | |
|---|---|
| <p>What ? When using both hands, the child integrates both sides of his body. It is an important step to be able to manipulate objects.</p> <p>How ? Place the child in a seated or lying position. Give the child a toy or object that is too large to be held in only one hand. Tell him to pick it up. You can guide him physically (elbows 'level'), then let him do it himself.</p> <p>Observe if the child only uses one arm or the arms look different. This may be a sign of concern.</p> | <p>When ? When the child is able to grip an object.</p> <p>During meal and snack times to bring a large biscuit to his mouth or to drink with a cup (with support) or with a feeding bottle.</p> |
|  <p>Try to look for a posture where her arms can function better (often side-lying). Some children will not be able physically to learn this skill. If so, you can physically guide her (your hands on her hands) so she gets the experience and understands that both hands can be used to hold objects. Some children will have better use of one hand, but they can be encouraged to use the other hand for support.</p> | |

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ScoPeO KIDS

I feel good about doing chores at home.
I feel good about needing help to feed, dress or bathe myself.
I can play games outside or do sports that other kids my age can do.
I rarely feel sad.
I feel safe when I am at home.
I feel loved.
There are adults that encourage me to do my best.
I feel hopeful about my future.
I like myself.
I play as much as I want in my free time.



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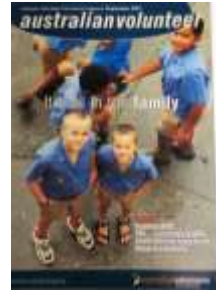
Australian Volunteer Program

AVP

Australian volunteering contributes to "people to people linkages, builds local capacity across the Indo-Pacific, and provides valuable cross-cultural experiences for participants".

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Australian Volunteer Program

Short (weeks) and long term placements (up to 18 months)

Four sectors: education, disability, peace building, governance.

Families welcome!

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Questions! Questions! Questions!

- What if a practice is culturally relevant but somewhat developmentally inappropriate? Where do you draw the line?
- What cultural practices are benign to infants' development and what practices are unquestionably harmful? What's the criteria? Who sets it?
- How are parents practices adaptive to the original culture? How adaptive are they to the current culture? Should they be practiced exactly as before or should they be modified? Who decides?
- How does one reconcile what one strongly believes in, based on research, with what parents believe, when the gap between the two is enormous?

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www.australianvolunteers.com

The Australian Volunteers program, an initiative of the Australian Government providing opportunities to contribute to aid objectives through volunteering.

- Contribute to lasting change
- Build bridges of understanding
- Gain valuable career experience and develop cross-cultural competency
- Travel!

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Being able to acknowledge, understand, and work with different beliefs and approaches without simply imposing your own expectations or assumptions.

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For more information,
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