

**Pathway to Preparedness:
Guidance for The Border Consortium on
Transitions from Vulnerability to Inclusion**



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Acknowledgements

We are grateful for the excellent logistical support provided to us during our field visit to the five camps along the Thai-Burma border. Field Coordinators and their staff provided us with tremendous assistance, in terms of sharing their knowledge, setting up discussions, and ensuring the availability of interpreters to enable us to carry out the interviews necessary for the completion of this report. We thank The Border Consortium and the Department of Foreign Affairs and Trade for making this work possible.

Photos: Maureen Moriarty-Lempke

Acronyms

BCM	Beneficiary Complaints Mechanism
CAP	Community Agriculture program
CBNRM	Community Based Natural Resource Management
CBO	Community Based Organization
CC	Camp Committee (a refugee led body)
CCEG	Coordinating Committee for Ethnic Groups (in Mae La only)
CCSDPT	Coordinating Committee for Services to Displaced Persons in Thailand
CEDAW	Convention on Elimination of Discrimination Against Women
CMPP	Camp Management and Preparedness Program
CMT	Community Managed Targeting
COERR	Catholic Office for Emergency Relief and Refugees
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
DFAT	Department of Foreign Affairs and Trade
DNH	Do No Harm (book by Mary Anderson)
EDP	Entrepreneurial Development Program
FGD	Focus Group Discussion
HH	Household
HI	Handicap International
INGO	International Non-Governmental Organization
IRC	International Rescue Committee
MV	Most Vulnerable (CMT designation to determine level of HH support)
PWD	Person with disabilities
PUAMI	Premiere Urgence - Aide Medicale Internationale
S	Standard (CMT designation to determine level of HH support)
SGBV	Sexual and Gender Based Violence
SHG	Self-Help Group
SR	Self-Reliant (CMT designation to determine level of HH support)
TBC	The Border Consortium
ToR	Terms of Reference
UNHCR	United Nations High Commissioner for Refugees
V	Vulnerable (CMT designation to determine level of HH support)
WRC	Women's Refugee Commission

EXECUTIVE SUMMARY

The Border Consortium (TBC) has undertaken an initiative to strengthen inclusion and equity in TBC services to Burmese refugees in Thailand. As part of this effort, TBC, with funding from the Department of Foreign Affairs and Trade (DFAT), commissioned a consultancy with five objectives:

1. To evaluate the performance by TBC in promoting inclusion and equity through its current core program activities and disaggregated by diversity.
2. To present recommendations on how to improve the level of inclusion and equity in TBC's current and planned future activities, making sure specific groups have a greater representation in camp management structures and preparedness while achieving increased self-reliance.
3. To achieve better integration among the various TBC programs maximizing the use of related data and demographics and enabling camp management and leadership structures to better engage in the design and implementation of programs while promoting access by various vulnerable groups.
4. To link the recommendations of the consultancy with the functionalities of TBC's integrated web database and any further analysis useful for the database design.
5. To enable the implementation of such recommendations by proposing capacity-building workshops for key staff on how to incorporate the evaluation recommendations into TBC's programs (e.g., through sensitization and capacity-building workshops targeting the various groups within the refugee community).

This report represents the culmination of our desk review; focus group discussions (FGD) with TBC staff at headquarters and in the field; FGD with camp leadership and refugee groups; individual interviews and household (HH) visits; and research on best practices for inclusion to meet the objectives of the Terms of Reference (ToR).

We needed to understand who is vulnerable as a first step toward working to strengthen inclusion and equity. The matter was not a trivial, for it uncovered the complexity of what vulnerability means within the five camps visited. As opposed to traditional understanding of *vulnerability* as an increased risk of some untoward future (as defined in development literature), TBC stipend staff use the term to define particular categories of HH that need more rations currently within the Community Managed Targeting (CMT) program. Thus, notions of vulnerability convey a different meaning within the camp context. Nonetheless, the introduction of CMT enabled TBC and the camp committees to recognize that some people and groups need more support for inclusion in camp life. Both translation of the word (as "poor," and "down and out," and common associations such as "inactive," or "lazy") and understanding of the conditions and manifestations of vulnerability render its use more complicated. To help distinguish these concepts, we refer to those who face current inequities as marginalized, under-served, or under-represented, depending on context. With this working definition, we identified six dimensions of marginalization within the camps:

1. Economic well-being (CMT)
2. Access to information and resources
3. Social exclusion
4. Participation, especially in programs

5. Protection and security
6. Material well-being and additional needs for specific populations

Moving forward, we propose four principles to guide TBC's work toward inclusion:

1. Principle of Participation, which states that people have a right to be consulted and involved in decisions that affect them.
2. Principle of Non-Discrimination, which ensures that people have access to assistance—in proportion to need and without discrimination.
3. Principle of Social Justice, which defines fairness *not* as meaning equal portions for all; rather, certain people may need and are entitled to additional support.
4. Principle of Belonging, which describes the sentiment of being part of the community.

Moving from marginalization to inclusion requires adopting four core competencies to mainstream inclusion. The **first core competency** is a demonstrated willingness to learn about and understand the barriers to access and inclusion. The time and energy dedicated to supporting this study, combined with the tremendous commitment of TBC staff and stipend workers is evidence of the will to do inclusion work. At the same time, more support may be needed to translate interest into specific commitments and action plans.

The **second competency** is established executive-level support and accountability for inclusion, under the guidance of a proposed Inclusion Working Group of selected members of senior management and field staff. An Inclusion Working Group may be mandated with mainstreaming the needs of marginalized groups, including those marginalized by gender, into the organizational structure, within its programs, and among its beneficiaries. A first task of this group, with support, could be to turn the Gender Action Plan Framework into an Inclusion Action Plan. Such an effort builds upon the previous gender consultancy but, in essence, expands to bring all who are marginalized into the process of inclusion. Executive-level support may also take the form of a policy on inclusion and an Inclusion Action Plan, (with benchmarks, targets, a time line, and a budget). Shorter-term action plans based upon TBC sectoral initiatives include shelter, nutrition, livelihoods, information management, CMT, and the Community Management and Preparedness Program (CMPP).

The **third competency** is to grow TBC's capacity to adhere to the above principles for inclusion while implementing any new inclusion policies, strategies, and programs. One key suggestion is to make a concerted effort to identify, hire, and support qualified individuals from all marginalized groups to ensure broader representation. Many potential measures that TBC could undertake to ensure adherence to the principles are outlined in the section on developing an inclusion strategy (see pp. 10-13 of the introduction for some examples).

The **fourth core competency** for inclusion relates to the capacity of organizations and institutions to identify, support, and protect diverse community leaders, especially those from marginalized constituencies. TBC can be a role model in this process by showing a commitment to working *with* diverse communities rather than *for* them. TBC can highlight their work by documenting success stories, stories of change, and information campaigns. That would increase the awareness of donors, camp leaders, and camp residents about such contributions. Providing skills in advocacy for community leaders can serve to institutionalize accountability mechanisms presently and to prepare those individuals for life outside of the camps.

To develop these competencies, a well-conceived strategy for inclusion is essential and may include, but not be limited to, inclusive communication, measures for reasonable accommodation, greater representation of under-represented groups in camp and section level governance, support of participation in design, monitoring and evaluation to track program inputs, outcomes and impacts for marginalized groups, collaboration with other implementing agencies, review of the effectiveness of the TBC Beneficiary Complaints Mechanism (BCM) through an inclusion lens, and skill building in education and advocacy.

Development of competencies for inclusion and a mainstreaming strategy may require a rigorous capacity-building effort. This report outlines a series of proposed sensitization training and workshops followed by technical support training in mainstreaming inclusion in program development, implementation, monitoring, and evaluation. Sensitization training and workshop topics for TBC field staff and stipend workers include: understanding the social model of disability, the rights-based approach to disability, the application of the concept of reasonable accommodation, and the appropriate communications (including but not limited to reducing biases in language). Technical support training in applying principles for good governance and inclusion; Do No Harm for camp management; Universal Design principles, standards, and good practices (for future settlement planning as well); participatory monitoring and Evaluation were requested in the course of interviews. This report describes capacity building in advocacy, emergency and hazard planning to ensure greater inclusion of vulnerable populations as well as data tracking and analysis for Camp Committees (CCs) and section leaders to ensure that marginalized groups are accessing programs and resources.

TBC's ability to strengthen inclusion and equity depends not only upon organizational commitment, adherence to inclusion principles, development of core competencies, strategic engagement, and capacity building but also upon greater integration and cooperation among programs and respective staff. Robust coordination between Community Agricultural Program (CAP) and the Nutrition Program was clearly articulated in the course of focus groups and interviews and demonstrated in widespread participation in kitchen gardens. The impacts upon nutritional outcomes, preparedness for return, and even protection should be documented. Further, the transparency of the supply chain potentially offers lessons learned for fair and inclusive governance and institutional coordination. TBC should give strategic consideration to strengthening inclusion and equity in programs. For example, the Shelter Working Group and Livelihoods Committees are the potential gateways for assessing the extent of marginalization and promoting greater participation in a variety of programs and activities including nutrition, savings and loans, and refugee advocacy. Support and capacity building should be key considerations in the year ahead.

This report has been structured to highlight observations and voices from the field, make specific recommendations, and link these recommendations to the preceding Gender Study. We include a toolbox in each of the sections, providing case studies, good practices, and additional resources. It is envisioned that this structure will assist program managers in each of the sectoral groups to develop and prioritize yearly action plans. It is with great pleasure and enthusiasm that the detailed findings, recommendations, and additional tools are presented below. This should be considered a living document, intended to spark discussion and action.

INTRODUCTION

“There’s no such thing as ‘voiceless.’ There are only the deliberately silenced, or the preferably unheard.” – Arundhati Roy, author and human rights activist

At a time when donor funds were decreasing, TBC introduced CMT as a way of ensuring adequate support for those who were most vulnerable in the community. CCs, led by refugee leaders, defined criteria to identify the levels of support based upon HH need. Four categories of HH were defined: Most Vulnerable (MV), Vulnerable (V), Standard (S), and Self-Reliant (SR). While each of the CCs defined criteria for its own camp (and thus there are variations in the definitions), vulnerability has been looked at primarily through the lens of income and economic well-being.

The ToR for this consultancy highlighted TBC’s desire to strengthen its capacity to improve inclusion and equity for those who have been marginalized. We outline five steps to do this work. **The first step** is to understand who is marginalized or vulnerable (as per TBC’s use of the term in the CMT program). While identifying who is vulnerable has helped CCs and CMT stipend workers to understand the difference between equality (all HH receive the same rations) and equity (HH that need more receive more), those lessons have not filtered down to all residents in the camps.

Some practical challenges with the implementation of the CMT approach were reported during discussions with refugees:

1. People felt transitions from MV to V happened too quickly, especially when they began to get support from one of the livelihoods programs. Residents and CMT staff described this as giving with one hand while taking away with the other.
2. CMT staff indicated it is difficult to monitor the income levels that HHs report (as a determinant for which category they are in).
3. Economic criteria may not be the only criteria that needs to be considered when thinking about who is vulnerable. In some cases CMT workers have begun to look at other aspects, such as house condition, as part of their assessments of vulnerability.

TBC staff have noted that the term *vulnerable* is complex, not only because of how the term is translated into local languages.¹ Kent Helmers noted that other agencies talk of *vulnerability* in terms of the heightened risk of some untoward event happening in the future.² In contrast, TBC is interested in the disadvantages that some individuals or groups currently experience, asking how TBC can adjust its programs to better meet the needs of those populations. To help distinguish these concepts, we refer to those who face current inequities as marginalized,

¹ TBC should clarify with native Karen and Karenni speakers the most appropriate translations for key terms and should add them to the glossary. Pricha Petlueng noted: *vulnerable* is “nana,” which means poor, and *most vulnerable* is “nana gligli,” which means very poor. Does that adequately convey what TBC understands when staff use the term? Given those translations, it makes sense that residents think of vulnerability primarily through an economic lens.

² Debrief with consultants on 24 November 2014 and comments on draft report

under-served, or under-represented, depending on context. We use *vulnerable* only in the context of CMT categories.

Discussions with a cross-section of refugees in five camps led the consultants to conclude there are at least six dimensions of marginalization:

1. Economic well-being (CMT)
2. Access to information and resources
3. Social exclusion (neighbors and at section level)
4. Participation, especially in programs (in planning, implementation, assessment, and evaluation)
5. Protection and security concerns (for example, those who are unregistered, or those at risk of Sexual and Gender Based Violence (SGBV), etc.)
6. Material well-being and additional needs for specific populations (e.g., new mothers will have specific housing and food needs).

The second step is to articulate guiding principles for supporting inclusion of those who have been marginalized. It is important to note that exclusion is context specific. People are marginalized when they don't have the support they need and are entitled to. As such, subsets of the population (elderly, persons who are illiterate, persons with disabilities, etc.) are not disadvantaged, *per se*, but rather *may* be marginalized if they don't have adequate support systems in place. We submit four inclusion principles that are rooted in human rights laws and conventions and align with the human rights-based approach to development as follows:

1. Principle of Participation: People have a right to be consulted and involved in decisions that affect them. This principle is enshrined in UN conventions (see *inter alia*, Article 4 of the Convention on the Rights of Persons with Disabilities (CRPD), Articles 10 and 14 of the Convention on the Elimination of Discrimination Against Women (CEDAW), Articles 12 and 13 of the Convention on the Rights of the Child (CRC) and the Sphere Standards (*Core Standard 1 – People-centered humanitarian response*; and *Core Standard 4 – Design and response*).
2. Principle of Non-Discrimination: This principle is enshrined in UN conventions (see *inter alia*, Article 5 of the CRPD, Articles 1 and 2 of CEDAW, Article 2 of CRC) and the Sphere Standards (*Protection Principle 2: Ensure people's access to impartial assistance – in proportion to need and without discrimination*).
3. Principle of Social Justice: Fairness does not mean equal portions for all. Certain people may need and are entitled to additional support. For example, persons with disabilities (PWDs) have the right to reasonable accommodation in order to exercise their rights on an equal basis with others (see Article 2 of CRPD). Likewise, certain measures may be necessary to facilitate equity for women (see Article 4 of CEDAW).
4. Principle of Belonging: While there are at least six ways in which marginalization can be manifested, inclusion may be as straightforward as a feeling of belonging, of being part of the community, in line with the other core principles of participation, non-discrimination, and social justice. Do people feel that can participate (if they want to)? Do people feel they are given the support they need to facilitate their participation? Do they feel discriminated against that either prevents their participation or disenfranchises them when or if they participate?

The third step is to define targets for TBC in response to the question: what are the core competencies of an organization engaged in social inclusion work? In this report, we define *competencies* as “knowledge, skills, capacities, and actions to fulfill a certain role.” We describe four main competencies, and then we describe measures TBC could take to grow these competencies:

1. Demonstrated willingness to learn and understand the barriers to access and inclusion.

An organization has to show a commitment to learning about the dynamics that unjustly exclude certain groups and individuals and limit their capacity to exercise their rights on an equal basis with others. Barriers can be legal, environmental, attitudinal, and/or behavioral. Strategies to work toward greater inclusion need to be predicated on a comprehensive understanding of the barriers that marginalize some subsets of the population.

By virtue of proposing and securing funding to work on strengthening inclusion, TBC has shown it understands the importance of this work. More support may be needed to translate interest into specific commitments and action plans. We would be able to assist TBC with this process (see pp. 13–14 for a list of potential trainings and support to build capacity of TBC and partners).

2. Clearly established executive-level support and accountability for inclusion.

Support for inclusion at the executive level includes the development of a policy on inclusion, a strategic plan (with benchmarks, targets, a time line, and a budget), and shorter-term action plans.

The TBC Senior Management Team has shown support for gender and inclusion work. TBC may want to consider adding a component on inclusion in staff induction training and refreshers, so all staff learn about the principles of inclusion, and measures that staff can take to facilitate inclusion in field practices. TBC may also want to look at job descriptions of key field staff to ensure sufficient attention is paid to inclusion and fostering greater accountability of refugee leaders to the entire community.

3. Capacity to adhere to principles to support inclusion within the organizational structure, in its programs, and among its beneficiaries.

Adherence to the four above principles is essential to strengthen an organization’s ability to provide more inclusive services. To be more effective, changes need to happen at the level of the organizational structure (staffing) as well as in the design and implementation of programs.

While TBC has identified targets for hiring staff and stipend workers with disabilities (as one example of working toward inclusion), the targets have not been reached. TBC may want to make a more concerted effort to identify, hire, and support qualified individuals from all marginalized groups as a first step toward making the organization and its programs more representative of the population with whom it works. The expansion of

the database is a positive sign and will help TBC to design and implement programs that are more sensitive to needs of more marginalized individuals.

4. Capacity to identify, support, and protect diverse community leaders.

Closely linked with the Principle of Participation, successful organizations have the capacity to help raise the profiles of leaders from historically under-represented groups, providing them with the support they need to advocate for their rights and to secure what they need to participate fully in community life.

TBC can be a role model for other organizations by showing a commitment to working *with* diverse communities rather than *for* them. The importance of this distinction was made in several of the conversations with different groups. Handicap International (HI) and Catholic Office for Emergency Relief and Refugees (COERR) are seen as providing services for persons with disabilities, but this is sub-optimal in four respects:

- a. It continues a dependency dynamic and emphasis on provision of commodities.
- b. It is not holistic (needs remain separated, or siloed).
- c. It does not recognize what the person can offer and their other capacities.
- d. It does not recognize the right of the person to be central to the process and involved in decisions that affect them.

The fourth step is to devise a strategy for engaging people who have been marginalized in some way within the camp setting. The following eleven issues should be considered as TBC develops such a strategy:

1. Creation of an Inclusion Working Group.

The Senior Management Team may want to consider the creation of an Inclusion Working Group, comprising headquarter and field staff as well as some refugee community leaders that would be tasked with developing, implementing and monitoring the roll-out of a policy on inclusion and an Inclusion Action Plan. Effort should be made to ensure members of the group represent diverse constituents, including those who have hitherto been considered “vulnerable” within the context of CMT. The working group would focus on strategic issues and how to support staff and refugee leaders to understand both what inclusion work is, and why it matters.

2. Attention to inclusive communication.

The TBC Communication Strategy (2010–2013) identifies five communications objectives³ and three main audiences (beneficiaries, internal, and external). That strategy is currently being reviewed and updated.

³ The objectives (abbreviated) are to: “1) share information with beneficiaries, internal and external audiences; 2) build organizational communication capacity; 3) build capacity among stakeholders to facilitate their initiatives to advocate; 4) develop existing communication tools and seek new opportunities for information sharing; 5) communicating change processes and highlighting success” as per TBC Communication Strategy: 2010-2013, page 2.

TBC should take measures to ensure that information about the organization and its programs and services are communicated in an inclusive and timely manner. This means that materials should be prepared for different types of beneficiaries, including persons who use minority languages, and that information is disseminated in appropriate ways to persons who are Deaf, persons with intellectual disabilities, and persons who are illiterate. This also means paying attention to reducing biases in language.⁴ Terms (in English as well as in local languages) used to describe particular disabilities should be consistent across camps and should be cross-checked with terminology in the CRPD, and with refugees with disabilities themselves. Another step would be to identify refugees who are skilled in using Braille, sign language, and other forms of communication used by persons who are Deaf or blind. Once appropriate point people are identified, they could be asked to train community leaders, TBC staff, and other International Non-Governmental Organization (INGO) workers on these communication methods. Alternatively, the point persons could be hired (as stipend workers) to facilitate communication with persons who are blind or Deaf or persons with intellectual disabilities.

3. Measures for reasonable accommodation.

The CRPD defines *reasonable accommodation* as “necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.”⁵ Persons with disabilities have a right to request reasonable accommodation to enable their full participation on an equal basis with others, and organizations have an obligation to provide reasonable accommodation unless it poses an undue burden. TBC should inform residents about the concept of reasonable accommodation and educate camp leaders as well as other organizations about their responsibility to provide reasonable accommodation for persons with disabilities.

4. Promoting greater representation of under-represented groups in camp and section level governance.

TBC’s assistance with the development of the Coordinating Committee for Ethnic Groups (CCEG) in Mae La has been an effective first step to ensure that some ethnic minorities have both a voice and a responsibility to be accountable within their own communities. Currently, members are not elected to the CCEG, but CCEG acts as a channel to ensure ethnic minorities receive information from TBC, and it gives advice to TBC and the CCs on issues pertaining to their populations. CCEG exists only in Mae La, but TBC may want to consider helping to create committees with similar mandates in other camps.

5. Supporting participation in design, monitoring and evaluation.

⁴ See Appendix 1: Reduce Disability Biases in Language.

⁵ CRPD, Article 2 (Definitions). The rest of the CRPD covers specific human rights of persons with disabilities.

In Mae La, for example, persons with disabilities say that they actively report on issues of inaccessibility to Solidarte or HI. TBC should proactively seek input from all vulnerable HH on issues of shelter and construction before commencing with any construction project. As TBC considers new programs or changes to existing programs, consultation mechanisms must be institutionalized as part of a good (inclusive) governance framework. In the Web Database Section of this report, M&E recommendations are outlined, which include inclusion of participatory methodologies as well as data disaggregation by marginalized groups to track program inputs, outcomes, and impacts.

6. A twin track approach to implementation.

The first track would consist of stand-alone pilot programs specifically for under-served groups, and the second track would consist of better integration of marginalized groups within existing programs. An example of the first track would be the shelter special needs identification. Any assessment of MV HH should include sets of questions on physical access, especially as pertains to sanitation, washing, personal safety, proximity, and access to services, sleeping arrangements, etc. An example of the second track would be the adjustment of outreach methods and training materials to facilitate more inclusion of under-represented populations in livelihoods activities.

7. Muslims in the three Tak camps.

Approximately 8–10% of the population in the three Tak camps are Muslims. We visited two of the three Tak camps (Mae La and Nu Po). Tensions appear to be more heightened in Mae La. TBC may want to focus on two issues that could trigger greater difficulties moving forward:

- a. There have been some serious and well-founded allegations of corruption, mismanagement, and intimidation levied against a few section leaders in the Muslim areas (Zone C). Inhabitants are understandably reluctant to come forward, given their fear of repercussions. TBC will need to work closely with United Nations High Commissioner for Refugees (UNHCR), International Rescue Committee (IRC), and Thai authorities to protect those who have suffered, but at the same time ensure that the justice system hears the allegations and is able to initiate a process to hold persons accountable. Simultaneously, support on advocacy and good governance could be offered to Community Based Organizations (CBOs) active in Zone C.
- b. Given the discrimination against Muslims in Burma, it will be difficult or impossible for Muslims to return to Burma. TBC may want to raise this issue at the Coordinating Committee for Services to Displaced Persons in Thailand (CCSDPT) meetings, and among donors and potential resettlement countries.

8. Collaboration with other implementing agencies.

At the organizational level, TBC should work on finding ways to raise awareness on the value of working on social inclusion at CCSDPT. At the field level, TBC has seen some advances in collaboration through the formation of the Livelihoods Committees. It may

be worth exploring whether there would be interest in creating health and nutrition committees across agencies as a way of making everyone's work more efficient.

9. Reviewing the effectiveness of the BCM through an inclusion lens.

The BCM, revised most recently in May 2014, categorizes three types of complaints that beneficiaries can make concerning TBC staff members:

Code A covers specific incidents of SAE.

Code B covers specific accusations or grievances (non-SAE related) of staff misconduct (for example, a breach of the TBC Code of Conduct).

Code C covers any and all complaints about programs, policies, services, etc.

It would be of interest to gather summary data on how often the different complaints are made, and the profile of the persons who make complaints. Gathering summary data would not require revealing any information that should remain confidential. Once that summary data is studied, it would be possible to identify groups that do not use the BCM, and focus group discussions could be convened to ascertain reasons for non-usage. Do they not have complaints? Do people not know about the BCM? Do they not trust the BCM would work? Have they tried to use the BCM but were in some way dissuaded? Are there other mechanisms they use to resolve complaints?

10. Education and Advocacy.

At the organizational level, TBC may want to consider developing specific communication and advocacy strategies on inclusion with key stakeholders, including Thai authorities, UNHCR and CCSDPT. At the camp level, this could be led by field coordinators, and could include guidance on working with CCs and CBOs.

11. Offer Internships.

INGOs (including but not only TBC) may consider offering internships for refugee youth, particularly for those who have finished their schooling but may be too young for participation in livelihoods programs.⁶

The fifth step is to identify areas where further training may be needed or advised. The ToR for the strengthening inclusion consultancy mentions the identification of trainings aligned with recommendations from this report. A sample of possible trainings is described in brief for TBC's consideration. We would be happy to outline, in more detail, scopes of work for carrying out any of the below trainings.

Trainings/Support Connected to Core Competency 1 (Barriers to Access and Inclusion)

1. Training on the meaning of equity and good governance, as per principles of inclusion, and the difference between equity and equality, and with practical discussions on how

⁶ A participation gap was noted in several focus group discussions among those who were no longer in school, as found among young mothers, but could not yet participate in livelihoods programs.

to strengthen ties between majority and minority groups, moving from focus on the individual “deficits” (vulnerability, as per CMT) to specific steps to facilitate greater social inclusion.

2. Training for TBC field staff and stipend workers on understanding of the social model of disability, the rights-based approach to disability, the application of the concept of reasonable accommodation, and inclusive communications (including but not limited to reducing bias in language).

Trainings/Support Connected to Core Competency 2 (Executive-Level Support and Accountability)

1. Assistance with defining a scope of work for an Inclusion Working Group.
2. Adaptation of the Gender Action Plan Framework to an Inclusion Action Plan (ideally an exercise or workshop with TBC staff at headquarters and at the field office level to discuss and jointly construct the broader framework).
3. Support with the development of a policy on inclusion.

Trainings/Support Connected to Core Competency 3 (Adherence to Principles to Support Inclusion)

1. Training on Universal Design principles, standards, and good practices.
2. Do No Harm training to better integrate conflict sensitivity into food and shelter strategies as well as to sensitize section leaders on the effects of transparency on inclusion for under-represented members.
3. Training on disability to staff who are responsible for registration and data collection, including sessions on terminology and definitions; how to identify, classify, and register persons with disabilities; and support for communication with persons with disabilities.
4. Emergency and hazard planning to ensure greater inclusion of MV HH, the target audience including CCs, TBC staff in the field, and select individuals from most vulnerable HH.
5. Training on using Performance Story Methodology (*note: a guide was already shared with TBC staff during our visit in November 2014*) to capture lessons learned, impacts, and innovative practices.
6. Training for CC and section leaders on how to analyze data and use it to ensure populations are meeting their needs and availing themselves of opportunities.

Trainings/Support Connected to Core Competency 4 (Identify, Support, and Protect Community Leaders)

1. Leadership, advocacy, rights, and notions of justice and equity training for youth groups.
2. Training on advocacy for HI Self-Help Groups (SHGs) and/or refugee organizations (especially youth organizations) and/or members of ethnic or religious communities.

METHODOLOGY

We undertook a comprehensive preparation phase prior to our visit to Thailand. That preparation included an extensive desk review, not only of material from TBC (in addition to the reports that were provided to us directly by TBC, we found additional readings on their website and on websites of other actors working along the border and in Burma). We read Kirsten McConnachie's Governing Refugees: Justice, Order and Legal Pluralism and corresponded with her about her findings from the years she spent on the border. We reviewed reports from Women's Refugee Commission (WRC) about access and inclusion in other refugee camps, and interviewed WRC staff about their findings specifically in Thailand. We also reviewed the draft Gender Study (undertaken by consultants Elsebeth Gravgaard and Olga Ege) and discussed their findings with them. The tables below are presented to show how our findings are connected with the findings from the draft Gender Study.

All these materials helped inform the design of question guides for the individual interviews and FGDs. Separate FGD guides were made for discussions with the following groups: refugees with disabilities, elderly, youth refugees, ethnic or religious minorities, non-disabled women, members of the CCs, and members of the different camp-based refugee organizations. Individual and group discussion guides were made for TBC headquarters staff, TBC field office staff. In addition, interview guides were made for visits to HH that had been classified as MV according to the CMT criteria. Finally, performance story forms (to document impact, innovative practices, and lessons learned) were created and provided to TBC staff in Bangkok.

The interview and FGD guides were provided to TBC staff in advance of the field visits. This provided TBC the opportunity to help shape, guide and narrow the scope of questions. During the field visits both authors attended meetings with CCs, but thereafter met separately with different groups in order to cover as much ground as possible. When logistically possible, FGD groups were divided by sex. Given some last minute changes to our itineraries, the final copies of our itineraries are with each of the field offices.

The initial meetings in Bangkok were held on 11 November 2014, and the field visits were conducted between 12–21 November 2014. A draft report was provided to the Senior Management Team and to technical advisors during debriefings in Bangkok on 24 November 2014. A separate debriefing was held with Leda Tyrrel, Humanitarian Coordinator at DFAT. The debriefings were invaluable as they provided us with the opportunity to share our findings and receive feedback from team members and DFAT. Thereafter, we received written feedback from seven team members, and have tried to incorporate all of those comments.

The one major suggestion that we felt we could not properly address concerned a determination of the feasibility of each of our recommendations. Since we don't have access to budget, human resource or planning information, we feel we are not in a position to assess to the extent to which different recommendations are feasible.

LIMITATIONS OF STUDY

The authors acknowledge several limitations in this assessment, including sample of population consulted, the inherent shortcoming of the qualitative methodologies employed, language barriers, and exclusion of other marginalized groups.

First, the visits to each of the designated camps (Sites 1 and 2, Mae La, Tham Hin, and Nu Po) were one day in duration. Further, the methodology (FGDs and individual interviews) was not intended to produce quantitative data that could be analyzed for statistical significance.

Second, the desk review included in-depth review of information on nutrition, population, ethnic composition, and participation in programs by marginalized groups to inform the composition of FGD questions. Still, FGDs have limitations. FGDs can support the emergence of the most socially acceptable opinions. This was noted on a few occasions. For example, when a Camp Leader was asked if there are any provisions in hazard or emergency planning for persons with disabilities, elderly, or others who may have mobility issues, it was clear there was no plan but he knew he *should* have a plan. To that end, his response was, “We tell them to stay where they are.” The answer allowed us to infer that such considerations are needed. FGDs can be dominated by stronger personalities or those with a particular agenda unrelated to the needs and concerns of the remaining participants. This was noted in one discussion with the elderly, in which individuals from Section 16 (in Nu Po) attempted to appropriate the time and space for individual concerns not related to the questions asked. Finally, time frames for meetings and were relatively short and some required significant time to build rapport and trust before participants felt comfortable speaking. Skillful and careful facilitating can offset some of these limitations but not all.

Individual interviews proved to be an excellent way to elevate the voices of those who do not often have a chance to be heard, enabling, for example, PWDs, to express their honest and personal opinions about the topic of inclusion and equity. Still, because many were hesitant to express their thoughts, the recommendations made in this report are all the more important.

Third, language barriers are a de facto limitation within any assessments: through translation, meanings are lost, information is summarized, and whole portions of responses may be omitted (particularly when comments may be pointed or perceived as aggressive). While professional translators were not available, the native language speakers did the best they could but acknowledged that not everything said could be captured.

Fourth, there were some marginalized groups who were not consulted. We consider the individuals presently working outside of the camps to be particularly vulnerable due to threats of imminent arrest and other protection concerns. Time constraints, as well concerns about protecting their privacy, meant that their perspectives were not included in this report.

It is important that future efforts by TBC to promote inclusion and equity include greater participation of marginalized groups in program design and do not rely solely on the observations presented in this report. At the same time, the authors hope this report offers a sound starting point for TBC’s inclusion efforts in the coming year.

1. CAMP MANAGEMENT AND PREPAREDNESS PROGRAM

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>CMT has helped generate awareness among CC and CMT staff about which HHs are vulnerable and some of the factors that lead to vulnerability.</p>	<p>At ten-household level set up a buddy system where a neighbor is asked to look out for and support individuals or HHs that may be more vulnerable and to identify untapped capacities of members of vulnerable HHs.</p>	
<p>CC and section leaders don't have a proactive strategy for identifying vulnerable HHs and their needs (or capacities). CC leaders in Site 1 and elsewhere noted, "We don't go out and identify them."</p>	<p>While it should be part of the shelter special needs assessments, this may not be working as well as TBC had intended.</p> <p>The CC Sub-Committee on Social Protection should have an explicit mandate to develop strategies on greater inclusion and training on the rights-based approach to disability and the concept of reasonable accommodation.</p>	
<p>There is inadequate representation from vulnerable HH as section leaders and on the CCs (so CCs aren't aware of the needs of people in MV HHs).</p>	<p>Create a mechanism for underserved groups (which will be specific to each camp) to provide input to CCs (much like the CCEG in Mae La).</p>	<p>The draft Gender Study (p. 9) says that voting rules are complex, and "there is a high risk that many camp inhabitants do not understand the rules that apply"</p>
<p>CCs tend to rely on INGOs to provide service for those who are vulnerable (and thus don't view them as "their problem").</p>	<p>Feedback mechanism could/should be in place whereby INGOs and camp residents can inform CC and section leaders about issues they face and priorities /actions they'd like to see implemented or lead.</p> <p>This would further be assisted by giving the</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	CC Social Protection Sub-Committee a mandate to work on inclusion.	
There is room to improve information flow to HHs of some of the MV.	<p>Communication strategies should be developed to ensure Deaf persons and illiterate persons have access to information and are able to participate on an equal basis with others.</p> <p>Adjustments or modifications to programs can and should be made to enable participation by Deaf persons and illiterate persons (for example, how trainings are conducted and requirements for participation).</p>	
<p>Emergency planning needs to factor in how persons in vulnerable HHs will be supported.</p> <p>Annika Grafweg notes that TBC is trying to set up a group at the CCSDPT level.</p>	<p>While section leaders need to know who is vulnerable in their sections, people in vulnerable HHs need to be involved in planning and need to inform others about reasonable accommodation needs of those in their HHs.</p> <p>TBC should also ensure that refugee organizations (women’s organizations and youth organizations) are involved in this planning effort.</p> <p>People from vulnerable HHs should have opportunities to provide input in discussions at the CCSDPT level.</p>	
Planning for group return needs to factor in how persons in vulnerable HHs will be supported.	To facilitate return, people in vulnerable HHs need to be involved in planning and need to inform others about reasonable	Greater involvement of women’s organizations in this process (draft Gender Study, p. 2);

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	<p>accommodation needs of those in their HHs.</p> <p>TBC should also ensure that refugee organizations (women’s organizations and youth organizations) are involved in this planning effort.</p>	<p>Indicators for return are not gender specific (draft Gender Study, p 8)</p>
<p>Data collection – section leaders need to be holders or keepers of data.</p>	<p>Support data sharing initiatives (among CCs, refugee organizations, and INGOs).</p> <p>Track to what extent Sphere standards are being met and what gaps there are, if any.</p>	
<p>Women face specific gender based risks, including trafficking, SGBV, prostitution, limited access to justice, etc.</p>	<p>IASC guidelines contain many suggestions for mitigating these risks, which may vary from camp to camp.</p>	<p>The draft Gender Study (p. 3) recommends strengthening informal judiciary system in camps (security teams and section leaders to be offered training in gender awareness, counseling, and mediation).</p>
<p>The HI SHG mechanism (which exists in some but not all camps) could be replicated.</p>	<p>The HI SHG BCM could be used to assist ten-household and section leaders in understanding reasonable accommodation needs, which will be useful in emergency planning and planning for group return.</p> <p>Support work of HI SHG to undertake monitor, education, and advocacy roles.</p> <p>SHG are already doing some spot checks to see what vulnerable HHs need – so this needs to continue.</p> <p>SHG could issue periodic oral reports to CCs to educate them about conditions for PWDs</p> <p>SHG could receive advocacy trainings.</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>In four of the five camps, residents (at all levels) distinguished “persons with disabilities” from “handicapped persons.” In their view, “handicapped” persons were persons who had been injured (for example, due to a landmine), whereas disabled persons were those who’d been disabled from birth. There appeared to be more acceptance of handicapped persons than persons with disabilities. Residents indicated that with adjustments (such as prostheses), handicapped persons could still work, whereas there was a perception that disabled persons could not work. The “value” of a person may be linked to capacity to work; thus PWDs may be worth “less.” Youth in Mae La, for example, straight out said, “We pity them.”</p>	<p>Education/sensitization on disability and the various barriers (legislative, environmental, attitudinal) that confront them;</p> <p>This could be linked with a larger training on good governance, focusing on inclusion principles and notions of good governance, accountability, and legitimacy.</p>	
<p>With budget cuts, more will have to be done to begin to hand over leadership.</p>	<p>CCs should appoint focal points so the CCs can monitor distribution specifically to MV HHs (on a random or ad hoc basis) and to visit to special needs HHs.</p> <p>See WRC guidance on distributions for persons with disabilities.</p> <p>Support capacity building of CBOs (refugee organizations) to hold CCs accountable.</p> <p>Support capacity building in good governance and ethical, inclusive, and conflict-sensitive technical training through provision of Do No Harm at the camp leadership level.</p>	

Toolbox

United Nations. *Convention on the Rights of Persons with Disabilities*, <http://www.un.org/disabilities/index.asp>

Inter-Agency Standing Committee. 2005. *Guidelines on Gender-Based Violence Interventions in Humanitarian Settings Focusing on Prevention of and Response to Sexual Violence in Emergencies*.

http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf_gender-gbv

The Sphere Handbook. 2011. <http://www.sphereproject.org/handbook/>

UNHCR. 2011. *Need to Know Guidance: Working with Persons with Disabilities in Forced Displacement*.

<http://www.unhcr.org/4ec3c81c9.html>

The Women's Refugee Commission website has many publications on all aspects of inclusion of persons with disabilities in humanitarian emergencies. Of particular relevance is the *Resource Toolkit for Field Workers and Refugees with Disabilities: Increasing Inclusion, Building Community*. <http://www.womensrefugeecommission.org/programs/disabilities/research-and-resources>

2. COMMUNITY MANAGED TARGETING (CMT)

“ We do our job, but it is hard. People will say, ‘CMT is useless.’ What can we do? There had to be a change.” – CMT stipend worker, Tha Hin

“It’s true. We are more aware of the actual people and households who are having a difficult time.” – CC member, Mae La, on being asked if CMT has helped camp leaders to understand more about vulnerable groups

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>Despite challenges, a strong capacity-building effort at all levels, combined with information campaigns, has resulted in an understanding of the criteria even if people do not necessarily agree with the changes.</p> <p>Frequent announcements and written materials in several languages have enabled those with low literacy or language barriers to become educated and aware of CMT.</p> <p>This demonstrates that creating awareness and understanding of complex and difficult issues throughout the camps is possible.</p>	<p>The strategy and processes used to introduce CMT can also be used in a more robust understanding of inclusion, not just at the programmatic level but at the community level. A proposed TBC Inclusion Working Group could revisit the process used in implementing CMT, consider the lessons learned in that effort, and design a rollout of educational, capacity-building, and informational initiatives to create awareness of how TBC and CCs will promote greater inclusion in their work.</p>	<p>The draft Gender Study (pp. 2-3) calls for development of a gender policy, gender training, and integration of gender in program planning, implementation, and monitoring. We recommend expanding this to all marginalized groups.</p>
<p>In FGDs, participants were quick to identify what additional needs they had.</p>	<p>Since TBC cannot increase ration amounts and is unlikely to introduce new products into the ration baskets, there may be an opportunity to link those needs (soap, candles, etc.) with livelihoods trainings and entrepreneur support. This would also assist with skill</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	building and preparedness for return.	
<p>When asked what they consider “fair,” with few exceptions, people described equal rations for all. When asked about people who are more marginalized, such as the elderly and PWDs, they acknowledged that what would be fair is equal rations and extra support for those groups.</p>	<p>Trainings, TBC programs, and information and awareness campaigns will have to include definitions and notions of equity. These are important concepts, not only for life within the camps but in preparing for return to develop and foster a sense of responsibility and consideration for those who are marginalized. There is also a protection element to this: marginalized people and those without equal access to resources and opportunities, including justice, are at more risk of violence and harm.</p>	
<p>Some PWDs expressed desire not to be considered MV, since, they indicated, their families could support them.</p>	<p>This underscores the notion that not everyone wants to be classified as MV or V.</p>	
<p>Restrictions in movement into and out of the camps and changes in the security environment have brought CMT to the forefront. People describe SR category as being impossible and consider the SR criteria as inapplicable.</p> <p>Muslims, initially placed in the SR category, argued, successfully, against this classification. The issue remains contentious.</p>	<p>In discussions with field staff in Mae La, the possibility of conducting a Do No Harm training with leaders in the Muslim community was raised as a way to educate and raise awareness of how aid can affect the conflict context. Some of the key principles within the DNH framework, including dividers and connectors, different values for different lives, and ethical messages, can serve as an entry point for notions of good governance, fairness, and inclusion.</p> <p>In Mae La, use the CCEG to bring Muslims into dialog about inclusion, access to information</p>	<p>The draft Gender Study (p.13), identifies a need to work with minority groups within camps.</p>

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>Some people expressed concern that their participation in CAP or the Entrepreneurial Development Program (EDP) causes them to be moved off MV criteria too quickly. They stated “We start a program and then are moved off [MV criteria] during the next monitoring...before we can establish ourselves as moving toward self-reliance.”</p>	<p>and protection.</p> <p>Whether real or perceived, this can be seen as a disincentive to participate in livelihoods programs. CMT at all levels should decide which parts of this concern are real and which are based on perception or misinformation and make decisions accordingly. As livelihoods are the entry point into preparedness, it is important to eliminate any barriers to participation.</p>	
<p>With the exception of forums, there is no platform for PWDS to provide input on CMT. In theory, they could provide input, but without exception, those interviewed said they did not contribute to this discussion. In addition, people in real need may not approach CMT due to feeling inadequate (shame around illiteracy, for example, or lack of fluency in the majority language, etc.; shyness and stigma, according to Site 1).</p>	<p>In all camps, women were often the primary educators and implementers of CMT, as well as negotiators with those challenging CMT in the camp. Continue to use these educators and advocates to foster greater inclusion of PWDS in the CMT six-month review (and in hiring, communication, and appeals processes related to CMT).</p>	
<p>In terms of preparedness: if cash transfers or rations are provided for return, transparency and accountability will be essential.</p>	<p>To begin the process of fostering more responsibility to CMT, as in the case of Muslim leaders, training for CMT in DNH was also suggested by TBC staff.</p>	

Toolbox

CDA. *The “Do No Harm” Framework for Analyzing the Impact of Assistance on Conflict: A Handbook*, <http://www.cdacollaborative.org/publications/do-no-harm/dnh-tools/the-%E2%80%9Cdno-no-harm%E2%80%9D-framework-for-analyzing-the-impact-of-assistance-on-conflict-a-handbook-%28english%29/>

3. SUPPLY CHAIN

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>By all accounts, the supply chain for ration distribution seems to be exceedingly efficient, effective, and without controversy.</p> <p>We did not hear of a single account (with two exceptions below) of any grievances related to the transparency and accountability of either the supply chain process or its workers.</p>	<p>Capture the dynamics of the success of the supply chain to illuminate any potential lessons learned in terms of “good governance.”</p>	
<p>In Mae La Camp, some Muslim section leaders have been accused of skimming from or withholding rations. In FGDs, it became apparent that Muslim camp residents were unwilling (and afraid) to speak about the issue in order to hold their leaders accountable.</p>	<p>Advocacy and rights-based training to improve leadership within the Muslim community. Transparent and accountable Muslim stipend workers within the supply chain appear to be successfully challenging any attempts to corrupt the process. This is especially true in Mae La.</p>	
<p>Both elderly persons and PWDs described needing help when rations are distributed. Many must pay a neighbor or some kind of valet. This concern was expressed during a visit to an HH in Tham Hin, where skimming may have also occurred.</p>	<p>Rations should be distributed in a way that does not take money from their pockets and protects people from having their food “skimmed” once it leaves the warehouse.</p>	

Toolbox

Women's Refugee Commission. *Resource Kit for Fieldworkers*,
<http://www.womensrefugeecommission.org/programs/disabilities/research-and-resources>

Good Practice in Distribution

In Gulu district, northern Uganda, protection monitoring by UNHCR highlighted a number of challenges facing older people in accessing food distribution. The older people reported that food distributions often last all day and involve waiting in the hot sun during the dry season with limited shade, or in cold, wet conditions during the rains. People have no access to latrines or water during this lengthy process, which further contributes to anxiety and ill health. Some—particularly older women—also expressed concerns about the difficulty of carrying heavy food items to their huts.

The protection and food distribution agencies discussed these findings and found a way to modify the distribution procedures. They began running a separate distribution line for older people and those with disabilities. They also set up a proxy collection system, where younger able-bodied relatives or neighbours could collect the food on the person's behalf. Information on the proxy person was noted either on the registration card or with the distributing agency to make sure the proxy person could access the distribution and to avoid fraudulent collection of assistance.

Taken from HelpAge, *Protecting Older People in the Field: A Good Practice Guide*,
http://www.dochas.ie/Shared/Files/4/Protecting_older_people_in_emergencies.pdf

4. LIVELIHOODS

“I think youth don’t want to participate in agriculture because they have not seen farming here. CAP needs to come in and talk to them. We want to farm and can show them... but the CAP office is far by the gate – too far for elderly in this part of the village.” – Mae La, senior citizen

“We want to revise their activities to support those who cannot read or write. We want to provide trainings that take advantage of their strengths. They can do technical work that won’t require them to know how to read or write. We say to them, ‘Don’t be afraid,’ but we are having trouble finding methods to convince them. We need some help to think about this.” – EDP stipend worker, Site 1

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>In Sites 1 and 2, some EDP and CAP staff were very reluctant (shy) to share their experiences working on livelihoods activities, while in Nu Po and Tham Hin, both workers and participants were enthusiastic and had clear goals for future projects. This may be because CAP and EDP are relatively new in Sites 1 and 2.</p>	<p>Livelihood leaders voiced concern that field staff “stipend workers might not be approaching them the right way” and requested communications training to help field staff describe livelihoods programs in ways that reach and encourage marginalized to participate, helping them to address their barriers, real and perceived.</p>	
<p>Some participants are very successful with their projects, but they are struggling to apply what they are learning within or outside of the camp due to movement restrictions and limited access to markets.</p>	<p>Tham Hin’s public market appears to be a vibrant and robust venue for people to sell products, eat, and join together. Capture the impact of this initiative via Impact Story methodology and explore the possibility of replication in other camps.</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>In Nu Po, Tham Hin, and Mae La, land access is an issue in terms of agricultural activities and gathering grass for livestock.</p>	<p>Tham Hin seems to have made inroads into negotiating with villagers and Thai authorities to access land. Through Good Practice and Lessons Learned performance stories, capture the institutional arrangements, communication processes, and contributing factors that have led to land access.⁷</p> <p>In relation to preparedness, provide land literacy skills for those working in agriculture. Nu Po and Than Hin provide good cases where participants negotiated with powerful interests (Camp Commander, village leaders, and private landowners) for land access and use, including title review and contract signing. As land is a main factor in return, these skills will be necessary where land relations are tenuous in Myanmar.</p>	
<p>While EDP and CAP have targets for involving certain percentage of vulnerable HHs, data appears to be as yet unavailable to capture participation by marginalized groups.</p>	<p>Develop template reporting forms for EDP/CAP to track participation by ethnic affiliation, literacy level, disability, and reasonable accommodation needs in addition to current practice of age and gender.</p>	

⁷ We understand that the military authorities in Tham Hin are quite different from other camps but wonder if these avenues are worth pursuing regardless.

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>There are not standard criteria for participation in livelihoods programs for other organizations. Sometimes people get referred to programs but they don't actually meet any of the criteria "which can be demoralizing to some."</p>	<p>Use Livelihoods Committees to gain greater consensus around the development of standard criteria across organizations.</p> <p>Use CCSDPT or Livelihoods Committees to share or harmonize criteria for participation in livelihoods programs camp-wide so that organizations can have these criteria on paper when referring HHs to alternatives.⁸</p>	
<p>Despite the challenges of pig-raising activities, which are not all TBC's, people continue to pursue this activity because possessions of pigs are perceived to be the closest representation to secure access to money within the camps.</p>	<p>Those who have participated in savings and loans programs have been enthusiastic in their support for this initiative. Publicize Impact and Success stories to demonstrate it as a true source of money and credit.</p>	
<p>By marginalized groups specifically</p>		
<p>Persons with disabilities Many PWDs were eager to participate in either CAP or EDP but did not because of access and mobility issues or a feeling they "couldn't do it."</p> <p>One elderly PWD in Site 2 told how she wanted to participate in an activity, but once she showed up, she was told that her assistance was not needed. This</p>	<p>Physical and social isolation for PWDs is real barrier to participation in camp life – and for preparedness. Please see the following toolbox.</p> <p>For all, strengthening the Livelihoods Committees should be a priority. Because of limited resources, a first step can be to gather</p>	<p>For all, an Inclusion Action Plan can be applied for all programming, which would be an adaptation of the Gender Action Plan Framework.</p>

⁸ TBC has done a considerable amount of effort relating to CCSDPT, often without much cooperation. Perhaps CCs can play a role in requesting organizational criteria and forwarding to TBC staff, or, for example, the Livelihoods Committee in Mae La can facilitate this process as a beginning.

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>underscores that inclusion is about belonging. Even if she could not help as much as others, she wanted to be seen as being part of the community.</p>	<p>them for sensitization workshops on marginalization and inclusion (described in more detail in recommendations for trainings).</p> <p>Given real barriers in the physical environment (for example, in Site 1), TBC should explore ways to bring services closer to homes of persons with disabilities.</p> <p>TBC and CCs should be encouraged to offer more accessible housing locations to families with persons with disabilities once such homes are available.</p>	
<p>Elderly Many elderly participate in CAP kitchen garden programs. Some expressed a desire to participate more fully in CAP programs to educate young people on traditional farming techniques and how to link with new technologies, but they are afraid young people don't want to be bothered with them.</p>	<p>Create an intergenerational mentoring program for farming, in which older farmers work with younger people on a specific growing project that complements an ongoing CAP program.</p>	
<p>Women Women's participation in livelihoods activities is notable. Muslim women have been enthusiastic in their support of EDP.</p> <p>Women-headed HHs participate in multiple activities to broaden earning capacity. Savings and loan programs</p>	<p>Capture, highlight, and publicize women's success stories as a way to encourage livelihoods programs generally and as a way to encouraging planning for future livelihoods specifically. These stories may serve as an introduction to donors and funders for future livelihoods activities.</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>were also favored. This group was most vocal in acknowledging that they were preparing for life outside of the camps.</p>	<p>Leverage women’s participation in EDP as a way to engage other marginalized groups to participate. For example, create a woman’s mentoring program for younger girls and women with disabilities.</p> <p>Explore whether there is an opportunity to foster more peaceful links between Muslim and other ethnic groups through women’s livelihoods programs, taking a strategic, incremental approach.</p>	
<p>Literacy Literacy is a major issue for inclusion in issue livelihoods programs. TBC staff described high dropout rates for those with low literacy. Other TBC staff described providing extra assistance to ensure participants passed through with success. Most staff requested tools or methods to teach livelihoods to this population.</p>	<p>See the toolbox for an overview of considerations in teaching livelihoods where illiteracy is present among participants.</p>	
<p>Youth There is youth apathy (specifically among teenagers) regarding participation in livelihoods.</p> <p>A participation gap was expressed by young mothers, who described being unable to return to school after giving birth but are too young to qualify for livelihoods activities.</p>	<p>See the toolbox below.</p> <p>Consider a Young Mother’s Livelihoods Group, which can provide support to young women to pursue small agricultural projects or enterprises, have slightly lower qualification ages, and provide babysitting services. With the goal of strengthening</p>	<p>The draft Gender Study (p. 2) indicates a need to strategically target young women and men in the camps.</p>

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>Young people also described a gap in education and training between the time when many children in the camps leave school and meeting the age criteria for participation in livelihoods programs. However, in other camps, such as Mae La, children in boarding school were already participating in CAP and other vocational training programs.</p>	<p>peer-to-peer networks and mentors, to reduce young mother's isolation, the group be used as a platform to initiate mentorship programs and trainings, including financial literacy, work readiness skills. Such a group can also serve an important protection and TBC program integration function where mothers can safely form friendships, share concerns related to their lives and the health of their babies, and develop group support networks.</p> <p>Start an internship program for younger people who may be interested in work of INGOs.</p>	
<p>During Focus Group Discussions, a few participants in CAP shared that they had not been successful their livestock activities and because of this were not eligible for future funding.</p>	<p>Track participation in activities by different population types for enhanced targeting. Capture data on youth participation to better target information campaigns and reach into camps.</p> <p>While corroboration of the facts of such cases may support ineligibility, it may be useful to track the causality, for example, of crop failures or death of livestock, to surface any mitigating factors and make any needed programmatic corrections if required.⁹</p>	

⁹ This may already be a process within CAP.

Toolbox

The World Bank. *Skills and Literacy Training for Better Livelihoods: A Review of Approaches and Experiences*,
http://siteresources.worldbank.org/AFRICAEXT/Resources/skills_and_literacy.pdf

Women's Refugee Commission. *Building Livelihoods: A Field Manual for Practitioners in Humanitarian Settings*,
http://reliefweb.int/sites/reliefweb.int/files/resources/E0DF36818D088BF0852575C9005A4BFA-wrc_livelihoods_manual.pdf

Good Practices in Inclusion and Livelihoods

The Women's Commission for Refugee Women and Children provides a Resource Kit for Fieldworkers that, in part, provides guidance on ensuring inclusion for marginalized groups, particularly PWDs. All vocational and Livelihoods Training Initiatives are asked to consider the following:

- Do persons with disabilities, including older persons, have access to existing vocational training, skills training and adult literacy classes? Are there special vocational training or adult education programs geared toward persons with disabilities, including older persons?
- Are the needs and skills of persons with disabilities taken into account when planning vocational training courses?
- Are vocational training classes physically accessible for persons with disabilities (e.g., centers are near homes, on flat ground, with wide doors and without steps)?
- Is transport provided to help persons with disabilities attend vocational training courses?
- Do vocational trainers receive any training or sensitization on disability issues, including communication methods (e.g., sign language/Braille/other forms of communication)?
- Can community workers help identify the skills and training needs of persons with disabilities in the community and encourage them to participate in vocational training courses?
- Are vocational training courses linked to possible job opportunities?
- Is there a market for the skills learned/products made during vocational training courses?
- Are vocational training courses regularly evaluated on the basis of attendance rates, progress of participants and ability to find jobs and/or sell products at the end of the course?
- Are participants with disabilities included in course evaluations?

<http://reliefweb.int/report/world/disabilities-among-refugees-and-conflict-affected-populations-resource-kit-fieldworkers>

5. NUTRITION

“There is a lot of resistance to any changes in nutrition and food that is not ‘traditional.’ We went door to door to hand out free pumpkins to mothers for their children, but the grandmothers said, ‘Don’t give the baby that – it will make their stomach sick.’

“I know we are right. I’m not afraid to keep trying, but I don’t know how to explain that this is okay.” – Nutrition stipend worker, Tham Hin

“Go? I cannot go. Stay? Well, I cannot stay here in Thailand either. This camp is my home.

“I would like to just be comfortable today. Perhaps an extra blanket and a cup of milk.” – Senior citizen, Mae La, on asking about prospects for return

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>Statistics relating to stunting remain as high as 40% in some camps, despite robust feeding and educational initiatives. FGDs with young mothers reveal that nutrition for children and babies is seen as “the mother’s problem.” At the same time, pressures from senior family members on feeding for children remains the primary deterrent for good nutrition for babies.</p>	<p>Place stunting and malnutrition as a community problem as opposed to a woman’s problem. Use information campaigns to target all segments of the community, including school-age children, camp leadership, and agricultural programs.</p> <p>Data on stunting can play important roles: (a) the education of camp leadership and the ensuring of improved targeting of efforts and information campaign to lower stunting rates; (b) vertical and horizontal data links and subsequent reporting provide a conduit of information that</p>	<p>Although nutrition workers try to involve men in activities, the main efforts are toward teaching mothers how to provide a nutritious diet for the babies and the provision of supplementary feeding to families with young children. The issues of malnutrition are not dealt with as a community responsibility.</p> <p>The draft Gender Study (p. 3) indicates need to involve fathers and community leaders.</p>

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	<p>comes to and through Camp Committees, contributing to a more community-wide change in attitudes and actions around nutrition; and (c) if resources are available, consider increasing sample size in the Nutrition Survey to discern whether there are differences in stunting by ethnic group.¹⁰ Growth Monitoring & Promotion is an important first step to guide the directions that a, b, and c should take. If possible, train section leaders and CAP, EDP, and Nutrition leaders to input the data and feed it to CCs, so it will then reach field offices and headquarters.</p> <p>Identify families who have children who have better nutrition results and investigate what factors have led to those positive results. Disseminate information on the practices and engage family members as role models and peer educators.</p> <p>Encourage the development of Nutrition and Health Committees along the model of</p>	

¹⁰ Discussions with Maria Bovill and Kent Helmers indicated that 504 HHs, per camp, with children under five years, or about 5,400 children in total, were sampled. This is the recommended sample size to enable comparison among camps. This sample is not sufficient to reliably compare the difference in stunting rates among different sub-groups within camps. Indeed, for smaller groups, such as sections, ethnic minorities, or CMT MV and V populations, there probably would not be enough children – even if you measured them all – for reliable comparative stunting rates. If and until population fluctuations allow this to occur, we put a placeholder on this issue for future reference.

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	<p>the Livelihoods Committees in order to increase efficiency and information sharing.</p>	
<p>Interviews and FGDs with CBOs, Nutrition stipend staff, and women indicate an increased number of men who are heads of the HH. Although the reasons vary on this trend, a common theme has been the prevalence of nutrition and hygiene deficiencies in these cases.</p>	<p>Include hygiene information in TBC nutrition initiatives. Use shelter assessments and other occasions for home visits to identify male-headed HHs and provide referrals for nutrition programs.</p> <p>Apply the Gender Framework in future programming.</p> <p>According to UNICEF, “The single best way to promote the psychosocial well-being of children is to support their families. Extra help should be given to single parent families, such as help in physical tasks (building a shelter, collecting wood and water, planting gardens, etc.) and child-care. For example, a single father may be unfamiliar with domestic tasks and therefore unable to feed the child properly.”¹¹ A thorough search for possible good practices for resources/models for male support groups to recommend to TBC did not yield a single reference for single, male-headed</p>	<p>Call for better integration of TBC programs (draft Gender Study, p. 10)</p> <p>Recognition that men’s roles in camps are changing and therefore require support (draft Gender Study, p. 9).</p> <p>More could be done to address men’s gender rights (draft Gender Study, p. 9).</p>

¹¹ UNICEF, *Refugee Children: Guidelines on Protection and Care*, http://www.unicef.org/violencestudy/pdf/refugee_children_guidelines_on_protection_and_care.pdf

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	<p>HHs or resources for men. TBC could utilize home visits or shelter assessments to identify these HHs and provide information on nutrition or education programs for children while providing social support for men.</p>	
<p>During FGDs, the elderly consistently described a lack of energy. At the same time, a show of hands revealed none participated in additional nutrition programs. Interestingly, they requested some kind of supplementary feeding, not additional rations.</p>	<p>Revisit criteria for inclusion in supplemental feeding programs for elderly and/or investigate possible funding sources for supplemental nutrition support for elderly in a pilot camp.</p>	
<p>In Mae La and Tham Hin camps, CMT and Nutrition staffs were vocal in their concern about the prevalence of stunting. Both groups, however, were most worried about conditions worsening in the event of return, acknowledging that despite stunting and malnutrition, children in camps may be doing better than children in Myanmar.</p>	<p>As TBC transitions its role from implementing programs to providing technical support to CCs, it will be important for the community as a whole and camp leadership specifically to fully understand the causes and cures of malnutrition throughout the lifespan. Training programs for camp leadership is one avenue, but community-wide awareness and educational campaigns are also essential. Low-cost approaches can include leveraging existing public venues, such the public market in Tham Hin, as a way to publicize good nutrition practices for babies, children, <i>and</i> seniors.</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
Children in boarding schools reported adequate and sufficient food and acknowledged that they were lucky that this was not a problem for them and that many others were not as fortunate.	Ensure that children in the boarding schools have awareness of tenets of good nutrition and how they can be empowered (through cooking skills, growing their own food, etc.) to make healthy choices once they leave school.	

Toolbox

The Mother and Child Health and Education Trust. <http://motherchildnutrition.org/nutrition-protection-promotion/index.html>
 Excellent, detailed, and broad-based web resource on community, practitioner, and program approaches to prevent stunting and malnutrition. Includes a specialized forum on stunting and resources to promote changes in attitudes and behaviors within the community as a whole. Numerous toolkits and advocacy suggestions.

USAID, *Integrating Water, Sanitation and Hygiene into Nutrition Programs*.
http://www.washplus.org/sites/default/files/wash_nutrition2013.pdf

HelpAge International. 2011. *Nutrition and Baseline Survey of Older People in Three Refugee Camps in Dadaab*,
<http://www.enonline.net/fex/44/nutrition>

6. SHELTER

“While there is much talk about food rations – shelter assistance is needed. Families are struggling to repair their houses because they can’t use trees as they are protected. They are asking for a return to the standard ration for shelter maintenance.” – Shelter stipend worker, Nu Po

“I know there is something different. In the camp, I used to hear the wind and feel it blow on my face... Now the sun is hotter too. We’ve cut down too many trees and are hurting nature... I want to learn more about the environment.” – CBNRM worker, Nu Po, on being asked what he has learned since working on CBNRM

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>In Mae La and Site 2 camps specifically, some senior citizens expressed a desire to be more involved in the shelter assessment process as a way to meet members of their community and to learn more about the assessment process.</p>	<p>Encourage participation of those who have indicated a desire to participate in shelter assessments, even if it only includes a sample of section HHs. This may also serve to make any contributions to the CMT process more inclusive. As the Shelter Working Group at section level and community level gains momentum, this is may be a focal point for shelter inclusion.</p>	<p>Synergy between programs and attention to the most vulnerable (draft Gender Study, p. 10).</p>
<p>During an HH visit in Tham Hin, we noted that one Deaf man had been placed in a home with one elderly Burmese man. They had no shared language and did not know one another before displacement.</p>	<p>Ensure that persons placed in same living quarters have a common language.</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>Across camps, residents expressed concern about insufficiency of shelter rations. During assessments, for example, a family might require ten pieces of bamboo, but receive six. In FGDs, many requested a return to the S category.</p>	<p>Continue to use shelter assessments as a method of capturing a holistic account of HH status. Use these home visits to refer HH members to applicable nutrition, protection, and livelihood activities. Support Shelter Assessment Teams to be able to take a more comprehensive assessment of HH and member conditions.</p> <p>Use assessments and information campaigns to raise understanding to make houses last by building better (structurally) and with longer-lasting materials. Trainings in bamboo leaching for residents and shelter staff are recommended.¹²</p>	<p>Synergy between programs and attention to the most vulnerable (p.10).</p>
<p>Participation and interest by the most vulnerable, according to CMT, in shelter activities including training can be low due to “the demands of daily life.”</p>	<p>According to TBC staff, more emphasis in the coming year will be placed on helping and reaching the most vulnerable. Use site visits by Shelter Assessment Teams (see above) to find ways to include them in Shelter activities in ways that encourage participation.</p>	
<p>Across all camps, TBC staff and camp residents expressed concerns related to accessibility and safety in housing and community structures.</p>	<p>Children, senior citizens, and PWDs are especially impacted by inaccessible and unsafe structures. Future shelter training should include Universal Design</p>	

¹² Since CBNRM stipend workers mentioned this technique as one they would like advanced training in, we assume there may be some pre-existing training or at least knowledge of this topic.

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	<p>principles, standards, and good practices to help address access issues <i>within</i> camps. Such training will also contribute to preparedness by providing new skills, for example, settlement planning in Myanmar.</p>	
<p>Community Based Natural Resource Management (CBNRM) in Nu Po has been successful in mitigating shortcomings in bamboo and is illustrative of “good practice” in sustainable development, environmental management capacity, and negotiation.</p> <p>Staff and participants, most of whom were young people working within CBMRM, exhibited exceptional pride in their work and requested advanced training directly and indirectly related to CBNRM, including hydro power, sustainable building practices, and environmental management.</p>	<p>Use Performance Story Methodology to capture dynamics that have led to successful negotiations for bamboo harvesting with Thai authorities to capture lessons learned that may be used for replication in other camps for additional bamboo harvesting to meet shelter needs.</p> <p>Additional training in areas requested will address shelter needs <i>within</i> the camp and can help advance livelihoods skills for life <i>outside</i> of the camps.</p>	<p>It is recommended that TBC more strategically target young women and young men in the camps for activities and opportunities within camps (draft Gender Study, pp. 9-10)</p>
<p>CBNRM staff has noted a decline in environmental conditions in camps (for example, in Nu Po) due to overharvesting of bamboo and other wood for shelter and fuel. They expressed a desire both to learn themselves and to have people within the camps learn about the environment and how to use resources more wisely.</p>	<p>Environmental training for school-age children developed specifically for children living within refugee camps. See the toolbox.</p>	<p>Targeting youth (draft Gender Study, pp. 9-10).</p>

Tool Box

Universal Design Overview: Principles and Additional Resources, <http://enact.sonoma.edu/content.php?pid=218878&sid=1850089>

AusAID. 2013. *Accessibility Design Guide: Universal Design Principles for Australia's Aid Program*, www.ausaid.gov.au/publications

Cubides, Andrea. 2013.¹³ *Towards an Understanding of Participatory Processes in Development: The Case of the Incremental Housing Strategy in India*, <http://democracies.com/2013/04/03/towards-an-understanding-of-participatory-processes-in-development-the-case-of-the-incremental-housing-strategy-in-india/>

See also Manaf Abdulghani, 2014. *Shelter Projects for Refugees in Lebanon: Prospects for Participatory Design*, www.academia.edu/5833405/Shelter_Projects_for_Refugees_in_Lebanon_Prospects_for_Participatory_Design

UNCRD. 2013. *Workshop on Environmental Protection for School Age Children and Capacity Building for Conflict Prevention*, 15-16 March 2013, Dadaab, Northern Kenya, www.Uncrd.Or.Jp/Content/Documents/1270aide%20memoire%20-%20enviromental%20protection%20for%20school%20age%20children.Pdf

UNEP. *Youth Receiving Ecosystem Training for Environment*, http://www.gy.undp.org/content/guyana/en/home/ourwork/environmentandenergy/successstories/Bina_Hill_Institu

¹³ This resource is included specifically at Annika Grafweg's request for models of inclusion in housing. While the article's context is at a much larger scale, the principles take an inclusionary and empowerment perspective and, we think, can be adapted for TBC. Note that there is a dearth of participatory planning and construction models for housing and community structures in the refugee literature apart from urban refugee contexts.

7. INFORMATION MANAGEMENT

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>Section leaders need to be central points of data collection (note: TBC Mae La efforts to get integrated data). Currently data is not gathered or shared across Nutrition, CAP, EDP, Shelter, and CMT. So, section leaders and committees (or TBC) don't have a comprehensive profile of the needs or capacities within their sections. TBC also doesn't have enough on other NGOs.</p>	<p>Section level should receive data from all programs (CMT, Nutrition, Shelter, CAP, and EDP).</p> <p>Data analysis training for section level and CCs on data analysis techniques for program monitoring and adjustments.</p> <p>Advocate for strengthening CCSDPT sub-committees.</p>	<p>Need for data disaggregation by sex, age, ethnicity, homeland, and refugee status. (draft Gender Study, p. 7).</p> <p>We add disability status, and reasonable accommodation needs (if any).</p>
<p>Top-down vertical information flows relatively well in camps. Every week CCs meet with section leaders. This method works very well since section leaders are well acquainted with problems. In between weekly meetings, as issues arise, they communicate through loudspeaker. However, bottom-up information flows do not seem to be as effective or efficient. This is true for adjudication, input in project design and implementation, and protection issues (with special emphasis on Muslim minorities in the three Tak camps).</p>	<p>There is still room to improve top-down information flow for some segments of the population, including persons who are illiterate, persons who are Deaf, and persons who do not know majority languages (Karen, Karenni).</p> <p>Consider how TBC can support greater inclusion and representation of different members of the refugee community specifically in forums and discussions related to preparedness for voluntary repatriation. Proposed training on equity and good governance will assist in this process.</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>Most youth do not want to go back to Burma (Site 1, Mae La, Nu Po, etc.), but some requested more information on conditions. Some would consider going back if the ceasefire holds and if there is greater stability.</p>	<p>Information Sharing Centers being set up by CCSDPT, with support from TBC and DFAT: are they being used, are they offering what people need? (There is concern that information may be too “sanitized.”)</p>	
<p>Information Sharing Centers are low budget – usually just 1 staff. Information seen as sanitized. Information is in majority languages and is inaccessible to illiterate.</p>	<p>TBC and others should study: where do refugees currently get information, what channels do they use, and who do they trust? Strategize how TBC, CCSDPT, and DFAT improve those flows (rather than create or invest in a parallel structure).</p>	
<p>CBOs and community residents are asking for access to political information that they can analyze for themselves.</p>	<p>TBC to work with relevant stakeholders on improving access to timely information (in appropriate formats and languages) that refugees deem as trustworthy.</p>	
<p>The Muslim population (in Tak camps) equates a lack of information with hiding and non-disclosure. This is because of their experiences in Myanmar.</p>	<p>Encourage participation by Muslim community in the CCEG mechanism and with Muslim-led CBOs. Trust building should be leveraged through robust performance and inclusion in TBC livelihood activities, such as EDP.</p>	
<p>Burmese do not always have access to information in their native language.</p>	<p>TBC to work with relevant stakeholders on improving access to timely information (in appropriate formats and languages) that refugees deem as trustworthy.</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
Orphans (unaccompanied youth in boarding schools) think that settlement in Thailand for continued education is an actual option and preference.	TBC can work with relevant stakeholders on improving access to timely information (in appropriate formats and languages) that refugees deem as trustworthy.	

Toolbox

Ullamaija Kivikuru. 2013. *Upstairs downstairs: Communication contradictions around two African refugee camps*. Journal of African Media Studies, Volume 5, Issue 1.

This article describes and analyses the United Nations High Commissioner for Refugees (UNHCR) communication policy in the current world environment This article discusses both the possibility of establishing 'small media' or community media in the camps.

Maingi, Rita. 2013. *Relationship between communication and accountability, and implications for community engagement*, <http://www.alnap.org/overlay/23.aspx>

8. CBOs, INGOs, REFUGEE ORGANIZATIONS

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
Gender organizations are highly effective in reaching the most vulnerable in their communities, with the common factor being house visits on a section-by-section basis.	Gather information from gender organizations and from members of most vulnerable HHs about factors that have enabled them to do their work effectively.	The draft Gender Study (p. 8) highlights some of the important roles women’s organizations play.
Organizations tend not to have success stories regarding how their work has led to a positive change for MV HHs.	It would be important to first ascertain to what extent the CBOs are reaching and supporting the MV HHs. If there are some success stories, TBC could support a training on how to document and use them for advocacy.	
Youth organizations were not prominent in advocacy activities and focused on sports and entertainment.	Youth programming should include leadership, advocacy, rights, gender, and notions of justice and equity.	
HI has established some self-help groups (SHGs) of persons with disabilities. Their main task is to identify and organize support for other persons with disabilities.	Expand the role of the HI SHGs to undertake more proactive education, monitoring, and advocacy roles.	
Early and forced marriages are a problem, but women’s refugee organizations and boarding schools are teaching rights-based approaches and how to resist.	Early and forced marriage, SGBV, and male-headed HHs must be viewed as a “community problem” as opposed to a “woman’s problem.” Men need assistance	The draft Gender Study (p.9) underscores the need to involve men in discussions.

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	and support as they take on responsibilities of both work and childcare.	

Toolbox

Centre for Refugee Research. 2011. *Power through participation training manual*, <http://www.refworld.org/pdfid/464ab7ea2.pdf>

There are many useful tools/websites on building capacity of organizations to do advocacy and communications work. One website that we would recommend, not only for CBOs but also for TBC, is <http://www.smartchart.org>.

9. WEB DATABASE

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
<p>Data for population and housing data are being captured, but mobility is high due to renting, resettlement and moves to MV HHs. Camps are working hard to ensure data accurate before housing assessment, but there is a gray market in housing.</p>	<p>TBC may want to assess, in light of budget constraints, the costs versus benefits of capturing gray housing markets.</p>	
<p>More data are needed at the camp level relating to agriculture and livelihoods. The data from the database needs to be made available to the CC and section leaders to enhance their understanding of status and inclusion of vulnerable groups.</p>	<p>Include the following fields for livelihoods reporting:</p> <ul style="list-style-type: none"> • Type of activity by business (e.g., pig raising, duck raising, type of crop, entrepreneurial activity) • Age • Literacy level • Religious/ethnic group • Type of disability (and, if known and relevant, whether disability preceded displacement or occurred during or after displacement) • Any requested reasonable accommodation • Information about support services provided prior to displacement and any current support services/assistance provided • Attached Performance Story Manual (as applicable) <p>Complete monthly data could be</p>	

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	<p>channeled either through sections or camp committee IT. With this information, field staff we could sit with Section Leaders and analyze programs and improve communication and implementation.</p>	
<p>See the Mae La integrated data template. Food/population is well documented because CMP collects and administers the program, whereas other data is collected by TBC staff. Nutrition data are not available from Health Agency (PUAMI in several camps).</p>	<p>Train section leaders and CAP, EDP, and Nutrition to input the data for CCs.</p> <p>Develop reporting templates for section and camp levels on marginalized groups.</p> <p>Gathering data at section and camp levels could help with planning processes for return and ensuring MV groups are accounted for and safe.</p>	
<p>There is inadequate/insufficient data on prevalence of disability in the camps. HI has captured some data, but it is not clear how accurate or up-to-date it is.</p>	<p>Washington group “short form” could be used, to better account for PWDs.¹⁴ Additional questions on the need for reasonable accommodation should be added to short form. This data would include:</p> <ol style="list-style-type: none"> 1. Type of disability 2. Type of reasonable accommodation needed. 	

¹⁴ It should be understood that even with this form, the number of persons with disabilities would be undercounted. Please see this website for explanation: http://www.cdc.gov/nchs/washington_group/wg_rationale.htm.

Voices from the Field/Observations	Recommendations	Links to Gender Study (if applicable)
	<p>Please see the toolbox for the short form. Monitoring of programs will need to include a question on whether reasonable accommodation measures were requested and provided (and if not, why not).</p>	
<p>Performance stories can capture good practices, lessons learned and impact stories for groups that have been marginalized. Most Significant Change methodology can capture impacts of TBC programs on marginalized groups and specified domains of change.</p>	<p>See the Performance Story Manual provided. Training on these methodology and Most Significant Change recommended.</p>	

Tool Box

Washington Group. *Disability statistics, short form*,
http://www.cdc.gov/nchs/data/washington_group/WG_Short_Measure_on_Disability.pdf

APPENDIX 1: REDUCE DISABILITY BIASES IN LANGUAGE

Just as with other constituencies (persons of different races, sexual orientations, etc.), there is not universal agreement on one specific term to describe each group’s affiliation. While certain outdated terms should not be used, more current preferred alternatives are available. When in doubt about which term is appropriate, ask the person, simply and neutrally, what term she or he prefers.

Nature of Disability ¹⁵	Preferred Term(s)	Outdated term(s)
General / generic term	Person with a disability (more common in the US) or disabled person (more common in the UK)	Disabled, handicapped
Physical	Person with a physical disability	Crippled, lame, etc.
	(subset, person who uses a wheelchair, wheelchair user)	Wheelchair-bound
Psycho-social	Person with a psychosocial disability, person with a psychiatric disability, or user of mental health services	Mentally ill, deranged, crazy, etc.
Cognitive	Person with an intellectual disability, person with a developmental disability, or person with a learning disability	Retarded, slow
Auditory	Deaf ¹⁶ , hard of hearing	Hearing impaired
Auditory and Visual	Deaf-blind	Deaf and dumb
Visual	Blind or person with visual disability or person with low vision	Visually impaired
Little Person	Little Person	Midget

Persons without disabilities should not be described, collectively, as “normal” or “healthy,” as this incorrectly classifies persons with disabilities as “abnormal” or “unhealthy.” Using more appropriate terms is a good first step, but there is much more to educating non-disabled persons about proper etiquette toward persons with disabilities.

The social model of disability emphasizes the fact that legal, environmental, and attitudinal barriers hinder the ability of persons with disabilities to exercise their rights and to access opportunities and services on an equal basis with others. Each person has a right to reasonable accommodation (specific to particular disability) to enable full participation in all spheres of life.

¹⁵ Within each category there is a broad spectrum. Different terms may be preferred by persons depending upon where they are along the spectrum. For example, persons who have no hearing tend to prefer the term *Deaf*; persons with some hearing may prefer the term *hard of hearing*.

¹⁶ World Federation of the Deaf have adopted the practice of capitalizing “Deaf” in all instances (See <http://wfdeaf.org>). This practice is recommended.