

Thailand/Burma Health and Education Activities Review

Education Sector Final Report

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The views and recommendations expressed in this report are solely those of the MSI Evaluation Team and are not necessarily those of USAID or the U.S. Government.

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Table Of Contents

Acronyms	iii
Executive Summary	vi
Recommendations on Assessment.....	ix
I. Introduction	1
II. Historical Background To The Refugee And Human Rights Situation	3
III. Background Of The Current Study On Education.....	4
IV. Update On 2002 Study Of USAID Education Interventions	5
V. Educational Programs For Refugees And Migrants.....	7
General Conclusion	7
Local NGOs working Outside the Camps	8
VI. Effectiveness Of The Educational Services: UNHCR Standards.....	10
VII. Refugee and Migrant Population and Student Enrollment.....	14
VIII. Educational Quality.....	16
Language And Curriculum.....	16
Special Education.....	17
Standardization	18
Multi-Grade Schools.....	18
Recommendations on Language, Curriculum, Special Education, and Standards.....	19
IX. Student Achievement.....	19
X. Teachers and Teaching.....	20
XI. Vocational Training	23
XII. Tertiary Education.....	25
XIII. Capacity Building for Leadership and Funding.....	26
XIV. Draft RFA Outline And Timeline	28
XV. Bibliography.....	34
ANNEX 1: Individuals and Groups Interviewed.....	37

ANNEX 2: Changing Teacher Behavior.....	40
ANNEX 3: Educational Programs for Burmese Refugees, Migrants and Internally Displaced Persons.....	42
ANNEX 4: The Effective Basic Education School for Burmese Refugees.....	50
ANNEX 5: Checklist On School and Classroom Reform In Burmese Refugee Schools.....	54
ANNEX 6: Checklist of Questions – Education of Burmese Refugees In Thailand.....	56
ANNEX 7: Success Factors in the Nueva Escuela Unitaria of Guatemala.....	59

ACRONYMS

ABSDF	All Burma Student Democratic Front
ADRA	Adventist Development and Relief Agency
AMI	Aide Medicale Internationale
ARC	American Refugee Committee International
AusAID	Australian Agency for International Development
BBC	Burmese Border Consortium
BDEPT	Burmese Distance Education Project
BERG	Burmese Ethnic Research Group
BI	Burma Issues
BLSP	Burma Labour Solidarity Organization
BRC	Burmese Relief Center
BSA	Burmese Student Association
BWC	Burmese Women's Committee
CBO	Community-Based Organization
CCKnSO	Coordinating Committee for Karenni
CCSDPT	Committee for Coordination of Services to Displaced Persons in Thailand
CIDA	Canadian International Development Agency
CIDPK	Committee of Internally Displaced Karen People
CLC	Computer Learning Center
CLPG	Children's Light Publications Group
COERR	Catholic Office for Emergency Relief and Refugees
CON	World Education/World Learning Consortium
CSS/BSC	Community Support Service/Border Scholarship Service
DEO	District Education Officer
DEP	Distance Education Program
DFID	Department for International Development (United Kingdom)
DKF	Displace Karen Fellowship
ECHO	European Union Humanitarian Office
HARP	The Humanitarian Affairs Research Program
HI	Handicap International
ICS	International Christelijk Steunfonds
ICMC	International Catholic Migration Commission
IDP	Internally Displaced People or Persons
IOM	International Organization for Migration

IRC	International Rescue Committee-Asia
JRS	Jesuit Refugee Service
KBRC	Karen Border Refugee Craft
KCDEG	Karenni Computer Education Development Group
KED	Karen Education Department
KnDD	Karenni Development Department
KnED	Karenni Education Department
KnEHD	Karenni Environmental Health Group
KnHD	Karenni Health Department
KnRC	Karenni Refugee Committee
KNU	Karen National Union
KnYO	Karenni Youth Organization
KORD	Karen Office of Relief and Development
KSNG	Karen Student Networking Group
KSWG	Karenni Social Welfare Committee
KTTC	Karen Teacher Training College
KTWG	Karen Teacher's Working Group
KWO	Karen Women's Organization
KYO	Karen Youth Organization
MHD	Malteser-Hilfsdienst Auslandsdienst E.V.-Germany
MOE	Ministry of Education-Thailand
MOI	Ministry of Interior-Thailand
MSF	Medecins Sans Frontiers
MSI	Management Systems International
MTC	Mae Tao Clinic
NCA	Norwegian Church Aid-Norway
NGO	Non-Governmental Organization
NHEC	National Health and Education Committee
NLD	National Leader for Democracy-Burma
OKRSO	Overseas Karen Refugee's Organization
OSI	Open Society Institute
PKDS	Pan Kachin Development Society
PnDO	Pa-O National Development Committee
PPF	People's Progressive Front
PPAT	The Planned Parenthood Association of Thailand

PRM	Population, Refugees and Migration-US Department of State
PWU	Pa-O Women's Union
PYDO	Pa-O Youth Democratic Organization
RTG	Royal Thai Government
RTT	Resident Teacher Trainer
SCECC	Shan Culture and Education Central Committee.
SSSNY	School for Shan State Nationalities Youth
SHC	Shan Health Committee
SMRU	Shoklo Malaria Research Unite
SPDC	State Peace and Development Council (Myanmar Regime)
SVA	Shanti Volunteer Association-Japan
SWAN	Shan Women's Association
SYNG	Shan Youth Network Group
SYPM	Shan Youth Power Media
TEO	Township Education Officer
TOPS	Taipei Overseas Peace Service (Taiwan)
ToT	Trainer of Trainers
TPC	Teacher Preparatory Course
UNHCR	United Nations High Commission for Refugees
UNICEF	United National Children's Emergency Fund
USAID	United States Agency for International Development
WEAVE	Women's Education for Advancement and Power
ZOA	Zuid Oost Azie Refugee Care (ZOA)-Netherlands

EXECUTIVE SUMMARY

Background

For the past six years the U.S Government has provided funding to address the health and education needs of Burmese living along the border between Thailand and Burma. The health programs have assisted the Thai Public Health Service to provide basic medical care to Burmese refugees within and outside camps. NGO programs stress Primary Health Care (preventive and curative) services and training for service and management roles. In education, NGOs provide most of the educational services within the camps, and in a few cases to migrants outside the camps. A few migrants also attend Thai schools, but the majority of out-of-camp migrant children do not receive any formal education.

USAID has undertaken this assessment to plan a more systematic, longer-term approach to healthcare and education needs. Among the overarching considerations were the extent to which current program concentrations are equitable and adequately serve clearly identified US policy goals underlying the Burma border assistance program. This assessment does not evaluate the performance of individual NGO partners or grantees. It is designed to review the results of current refugee and migrant education programs in the light of overall identified needs and to make recommendations. The assessment describes USAID and non-USAID funded assistance to refugee camps along the Thai-Burma border, particularly the Karen and Karenni refugee camps. Due to time and access constraints, the Burmese migrant situation in the Border States was briefly assessed and the Burmese migrant population located in large urban areas was not assessed, except for one visit to a migrant camp outside Bangkok to observe urban migrant living conditions.

Thai law and practice makes a serious distinction between Burmese refugees and migrants, with serious implications for the services (including donor-funded services) and rights enjoyed. Certainly, many hundreds of thousands have fled fighting and repression in Burma, and many of these (largely ethnic minorities) find themselves housed in recognized camps with donor-funded services. Many more find themselves in a shadowy illegal or semi-legal status. Before the Thai (and regional) economic collapse of the late 1990s there was pressure on the Thai government to permit migrants, whose low wages and low demands assisted greatly in the Thai economic miracle. With the collapse, however, there was ongoing pressure to control the borders and repatriate the many illegal migrants. Today it is hard to make much of a distinction between the groups, as hundreds of thousands have been driven from their homes, their villages lands burned, landmines scattered randomly around, and life made unbearable. It is obvious that a majority of Burmese in Thailand fit the criteria of refugees. It is also true that with the economic recovery, there has been a growing demand for cheap labor, and in much of Thailand, the Burmese migrant population fills this.

For purposes of assessing the history and future of US funded programs for Burmese in Thailand, two other dimensions should be noted at the outset. The first is that the program has been marked by a cross-border dimension that attempts in a limited fashion to reach related populations in Burma, without falling afoul of the strict USG limitations on assistance through the illegal Burmese military regime. In doing so, the program recognizes simultaneously the close interdependence between public health and other conditions on both sides of the border. The other dimension is the uniquely close relationship between, and the integrated design of, democracy promotion, the humanitarian and the sustainable development objectives of the various facets of the Burma border assistance program.

Clearly, each of these special features of the US Burma border assistance program poses particular constraints. The assistance to IDPs, even when it is closely integrated with programming for Burmese inside Thailand, offers enormous logistical and security challenges, which in turn seriously constrain the scale of such assistance and the degree to which its effectiveness can be evaluated. The close relationship between the humanitarian, the sustainable development and the democracy purposes of the Burma border assistance program, reflecting Congressional intent and the origin of the assistance program, suggest that traditional measures of development effectiveness are useful, but inevitably to be modified by the characteristics peculiar to this program.

General Conclusion:

While the schools in the camps are doing a good job of meeting the basic educational needs of children, there are many things that could be done to improve their quality of education. A very few migrant children, from both registered and unregistered families, living near some of the camps receive a basic primary education in schools set up by NGOs. A few attend Thai schools, but the large majority of these children, perhaps hundreds of thousands, receive little or no education in Thailand. Children in the Karen State benefit from small, multi-grade schools, with assistance of Mobile Teacher Educators, but hundreds of thousands of children in other ethnic states in Burma currently receive little or no formal education. The education within Burma appears to have nearly disintegrated for ethnic communities and seriously deteriorated in quality for the rest of the Burmese society. Therefore, while the education of refugees, migrants, and IDPs should take into consideration the existing Burmese educational system, current Burmese schooling should be looked upon as a minimal standard, with all migrant and refugee schools attempting to significantly surpass them in every way possible. Finally, the October 15, 2004 decision by the Thai Ministry of Education to guarantee 12 years of schooling to all children of migrants, regardless of nationality, birth, or parental registration status, changes the possible nature of educational interventions that USAID should consider.

Based on the general conclusion above and the more detailed conclusions to be found throughout the text and the annexes that follow, we recommend the following actions.

Recommendations on out-of-camp schools for Migrant and Refugee Children

1. **Bilingual-Bicultural Thai Schools:** The Thai Ministry of Education on October 15, 2004 mandated that all migrant children have access to Thai schools. This is a very important first step. It is now imperative, however, that international organizations assist the Thai Ministry of Education at the local, provincial and regional levels, to enroll Burmese students in fully functioning bilingual, bicultural schools. This might entail utilizing teachers trained by the Consortium and Zuid Oost Azie Refugee Care (ZOA)-Netherlands in the camps and at workshops outside the camps, in order to provide mother tongue instruction, if such is permitted under the Thai rules and regulations. It will also be critical to supply a range of appropriate mother tongue (Karen, Karenni, Shan, Mon, other) textbooks and reading materials for children in the early grades. It will likely also mean working closely with Thai pre-service and in-service teacher training programs in assisting Thai teachers on how to work with the range of minority ethnic children in their classroom.
2. **Existing Migrant Schools:** Work with existing Migrant schools on the border, particularly in the Mae Sot, Mai Hong Son, and Fang areas of the country, to provide textbooks, teaching materials, teacher training, and possibly even salary support for teachers. Assistance to these schools, similar to those currently found in the camps, will greatly assist in expanding the educated cadre of qualified students and trained teachers when repatriation occurs.

3. **New Migrant Schools:** Following a needs assessment, schools could be started wherever there are sufficient migrant and refugee children to warrant it. Utilizing the recent registration of illegal workers, it should be comparatively easy to identify rural and urban settings where schools for migrant children could be started. Given the many political and other issues involving the southern region, it is likely that most of these would be found in the Central, Western, and Northern regions of the country.
4. **IDP Schools:** While it is difficult to assist schools for Internally Displaced Persons (IDPs) within Burma, the Karen Teacher Working Group (KTWG) has provided an interesting model of Mobile Teacher Trainers, which could perhaps be supported for other ethnic groups across the border. The actual building of schools will no doubt have to await a peace settlement, but instructional materials, teacher training and possible salary assistance could be provided

Recommendations on Language, Curriculum, Special Education, and Standards

1. Assist the National Health and Education Committee (NHEC), the Burmese coordinating body for assistance programs in these sectors for Burmese, in its efforts to assure that the education received by camp residents and out-of-camp migrants not only meets but surpasses anything currently required in Burma.
2. Lower the number of subjects in the primary grades 1-4, so that extra time can be given to basic literacy and numeracy.
3. **USAID should strongly support the production of Burmese ethnic language materials and training of teachers to work in the various mother tongues for camp, out-of-camp and for Thai schools where significant numbers of Burmese students can be found.**
4. Assist the National Health and Education Committee (NHEC), Karen Education Department (KED), Karenni Education Department (KnED), Shan, Mon and other ethnic educational leadership groups to document what children learn and at what level, what skills teachers have gained and courses they have completed, and move towards uniform and internationally recognized standards to assure that students and teachers receive full credit for their work on repatriation to Burma.
5. Any continuing or new programs within the camps, existing or new migrant schools, and Thai schools in the same catchment area working with migrants, should include the special education training of teachers and administrators, parental involvement and awareness programs and special instructional materials.
6. Begin a school assessment program, similar to that found in Annex 5. While traditional accreditation systems spell out in some detail the various grade level standards by subject area, teaching approaches in the classroom, and standards for schools and classrooms, we propose a simpler system involving a four rubric rating system, in which it is comparatively simple to measure improvement from unsatisfactory through excellent. Classroom standards could be assessed through a checklist similar to that found in Annex 6. This list is based on the internationally recognized new school movement in Latin America, which can be applied even in the poorest and most rural school. While there may be a few items or ideas that are not appropriate in the refugee and migrant situations, the list is something that can be used to provide a quick evaluation of how successful the classroom is in meeting international standards

Recommendations on Assessment

1. Use standardized tests to measure mastery of knowledge and skills in all subjects at the end of grade 4 in the Mother tongue, and at the end of grades 8 and 10 in Mother tongue, Burmese, English and the other subject matter areas.
2. In any move towards expanding efforts among out-of-camp children, it will be important to include a range of measures to show what students have learned and at what level. Schooling cannot and should not be measured only by “seat time,” or time spent in school, but on what children have learned. Once again, this will mean mastery of basic literacy, not just memorized words or phrases or decoding of words, but actual comprehension. It means more than just the abstract ability to do mathematics problems, but the ability to use arithmetic in one’s daily life. This means that authentic assessment must be used in addition to the periodic standardized measures.

Recommendations on Teachers and Teaching

1. Teacher circles or Teachers Training Teachers have proven the most powerful model of teacher change in the world. Teachers prepare training materials, author student workbooks, visit each others’ classes, and meet at least every 3-4 weeks to discuss issues of teaching and learning.
2. It will be important to continue and increase the number of Teacher Training Programs, both pre and in-service, which are currently going on in the camps. Currently, they are in new and old migrant schools. This should be expanded and also spread to include teachers from nearby Thai government schools that are making a concerted effort to provide a true bilingual, bicultural education. A range of summer, semester, one and two year programs exist primarily for teachers in the camp setting. These will need to be available to camp schools, migrant schools outside the camps, and participating Thai schools along the border, concentrating near Mae Sot, Mai Hong Son, the Shan Border, and the Fang district in the north.
3. Distance education should be explored, particularly in the upgrading of academic knowledge, of in-service teachers within the camps, in out-of-camp schools, and even for cross-border teachers.
4. Assistance should be provided to the KTWG mobile teachers, the development of the Karen Teacher Training College functioning on both sides of the border, and to the Teacher Training for Burmese Teachers in Chiang Mai. In addition, Thai teacher training institutions that wish to prepare bilingual, bicultural teachers could be given assistance.
5. Continue to assist camp, out-of-camp, and ethnic teachers in Thai schools with salaries. If possible, assistance should even be considered across the border.

Recommendations on Vocational Education

1. The Thai government should be encouraged in its apparent current course of providing greater opportunities for camp students and residents to learn a broader array of vocational skills and open up income generating activities.
2. Vocational courses and income generating activities should be available to out-of-camp youth and adults. Many of the skills being contemplated for camp residents are being started in migrant and Thai schools that have admitted significant numbers of migrant young people.
3. This does not mean opening expensive vocational middle or secondary schools, but rather utilizing such successful programs as apprenticeships, school-to-work, service-learning and other programs now in use throughout the world.

4. It is important to include out of school youth and adults in programming. A range programs including life-skills, non-formal, informal and vocational programs could be started to provide them with the necessary skills to support themselves and their families.

Recommendations on Capacity Building, Leadership and Funding

1. Build the educational leadership capacity and provide on-going support to the KED, KnED and other groups. None are yet ready for the complete administration of their camp schools, to say nothing of migrant schools outside the camps, working with Thai Schools, or administering a complete system across the border. While not likely to be realized in the near future, the integration of technical and administrative capacity across these populations should be an aspirational goal to guide program interventions.
2. Coordination will be even more critical in the coming years, with the possibility of multiple partners conducting work in multiple settings. Any contractor must continue to work closely with the CCSDPT (Committee for Coordination of Services to Displaced Persons in Thailand) in a coordinating role.
3. Continue and expand the small grants programs for International, Burmese and Thai NGOs, with capacity building as a crucial component of any such program.

Recommendations on Tertiary Education

1. Distance education for upgrading teacher's academic skills is an approach used in many parts of the world. While initially primarily correspondence, small group meetings and some higher technology, this could become more computer-based, as camps are hooked into the Internet, and as trainee teachers outside the camp in migrant or Thai schools have greater access.
2. The Open Society Institute (OSI), Internews and BDEPT (Burma Distance Education Project) appear to be doing an excellent job and are cost effective in what they offer in their respective programs. Devote more attention to integrating the design of programs for fostering elite capacity, a critical element of democracy promotion and capacity building for self-government and leadership, into the design of mass education programs.

Recommendations on Policy Issues

1. A small subcontract could be given to IOM or UNHCR to maintain the policy dialogue necessary to carry out the major components of the Education Programs designed in this RFA. Among the various policy aspects that need to be covered are:
2. Royal Thai Government: Regular meetings and coordination with the Ministry of the Interior, Ministry of Education, Ministry of Foreign Affairs and the National Security Council to keep the Royal Thai Government (RTG) appraised of and approving of all activities.
3. Provincial, District and Camp Officials: Keep working with the RTG at the central, provincial and district levels to assure the necessary "space" for the contracting NGO to work both within the camps, with Burmese migrant schools outside the camps, with neighboring Thai schools, and in educational cross-border activities.
4. Documentation, Certification, and Standards: The issue of uniform documentation, certification and standards for students, teachers and administrators is extremely critical, if the courses completed by students and training of teachers and administrators are to be transferable to the variety of environments in which Burmese are likely to find themselves, whether to long-term presence in Thailand, resettlement in third countries, or repatriation to a democratic and secure Thailand. International accreditation such as that found under BDEPT (Australian University

Distance Education) gives some legitimacy to work done, and additional efforts should be taken to try to get Thai or other international institutions to accredit work. In the absence of formal, legal agreements, all work completed by students, teachers and administrators must be formally documented as to time, substance and level or standard of achievement.

I. INTRODUCTION

For the past six years the U.S Government has provided funding to address the health and education needs of Burmese refugees and migrants living along the border between Thailand and Burma. The health programs have assisted the Thai Public Health Service to provide basic medical care to Burmese refugees within and outside camps. NGO programs stress Primary Health Care (preventive and curative) services and training for service and management roles. NGOs provide most of the educational services within the camps, and in a few cases to migrants outside the camps. A few migrants also attend Thai schools, but the majority of out-of-camp migrant children do not receive any formal education (See Annex 1 for Acronyms of Organizations).

USAID has undertaken this assessment to plan a more systematic, longer-term approach to healthcare and education programming. This assessment does not evaluate the performance of individual NGO partners or grantees. It is designed to review the results of current refugee and migrant education programs and to make recommendations. The assessment describes USAID and non-USAID funded humanitarian assistance to refugee camps along the Thai-Burma border, particularly the Karen and Karenni refugee camps. The Burmese migrant situation in the Border States was briefly assessed within time and access constraints, but not the Burmese migrant population located in large urban areas. However, one visit to a migrant camp outside Bangkok was made to observe the conditions under which urban migrants live. The assessment team spent three weeks in Thailand from September 16-October 10 2004. During this period, over 100 people were interviewed from international and local NGOs and organizations, donor organizations, clinics, schools, satellite posts and seven refugee camps. Interviewees included camp leaders, teachers, administrators, recipients and beneficiaries of small grants, and staff members of the many organizations working with the refugee and migrant populations from Burma. The assessment team reviewed the humanitarian aid activities of a number of large international organizations including the International Rescue Committee (IRC), the American Refugee Committee (ARC), the Burma Border Consortium (BBC), the education Consortium, which is a joint effort of World Education/World Learning (CON), and the Jesuit Refugee Service (JRS)¹. All of these organizations have significant experience in Thailand and enjoy excellent reputations. (See Annex 2 for list of those interviewed in the Education Assessment).

Thai law and practice makes a distinction between Burmese refugees and migrants, with serious implications for the services (including donor-funded services) and rights enjoyed. Certainly, many hundreds of thousands have fled fighting and repression in Burma, and many of these (largely ethnic minorities) find themselves housed in recognized camps with donor-funded services. Many more find themselves in a shadowy illegal or semi-legal status. Before the Thai (and regional) economic collapse of the late 1990s there was pressure on the Thai government to permit migrants, whose low wages and low demands assisted greatly in the Thai economic miracle. With the collapse, however, there was ongoing pressure to control the borders and repatriate the many illegal migrants.

Today it is hard to make much of a distinction between the groups, as hundreds of thousands have been driven from their homes, their villages lands burned, landmines scattered randomly around, and life made unbearable. It is obvious that a majority of Burmese in Thailand fit the criteria of refugees. It is also true that with the economic recovery, there has been a growing demand for cheap

¹ JRS does not receive USAID funding, but is the lead education organization in the Karenni Camps and closely coordinates its activities with the Consortium

labor, and in much of Thailand, the Burmese migrant population fills this. Owing to Thai government policy, new arrivals are all added to the unregistered and covert population. Many USG programs have focused on the Karen and Karenni camps. This exclusion of other ethnic groups such as Shan and Mon raises questions about priority setting.

Although numbers are inexact because of undercounting resulting from Thai government restrictions on Burmese refugees and migrants, there are approximately 135,000 persons in relatively well-assisted camps, and as many as 2 million outside camps. The baseline condition of Burmese coming into Thailand is important to the success of the types of assistance considered in each part of this assessment. According to World Bank figures, more than a quarter of Burma's population live below the subsistence level of \$1 per day, while 10% of Burmese children are severely malnourished and 20% moderately malnourished. Malaria is endemic particularly in the border areas closest to Thailand, and landmines are rife, as are injuries resulting from them.

The following fundamental considerations of policy and the Thai political and social environment frame the analysis that follows. The evolution of US policy and the current US assistance program reflect an unusually close degree of integration between democracy-promotion and humanitarian objectives. The US program reflects a cross-border dimension more than most traditional US refugee assistance, and more still than US development assistance programs. It provides in part programs that are for the benefit of populations still within Burma. Among its explicit goals is the development of capacity, which will be available for use within Burma in the event of a political transition there that allows the return of Burmese in Thailand.

The US assistance program has evolved in response to a Congressional judgment about the overall political, diplomatic and humanitarian importance of providing for the border population, rather than a clear development imperative. The executive branch's execution of the Congressional mandate, despite the best attempt to coordinate closely between State/DRL, State/PRM and USAID/ANE, with other donors and with NGOs, has evolved in an ad hoc manner because of the incremental development of its size, outlines and bureaucratic composition in response to identification of pressing needs and availability of programming opportunities.

The failure of ASEAN's policy of "constructive engagement" to encourage the Burmese government's movement toward democracy provides an opportunity for the international donor community to seek reconsideration by the Thai government of its restrictive policies.

Organized international assistance does not reach the vast majority of Burmese in Thailand are for a number of reasons. Thai government policies place significant restraints on activities that support unregistered Burmese and those outside the camps. The scattered nature of some of the beneficiary populations poses particular difficulties in systematic evaluation. This, along the unregistered and unrecognized status of the vast majority of the Burmese migrant population, poses difficulty in assessing needs and outlining assistance options. Nevertheless, the various Burmese populations should be seen as a whole, regardless of legal status, for purposes of assessing health and education interventions. This is due to both the degree of mobility between these populations, and because the international donor community's concern, diplomatic or humanitarian, is with the population as a whole.

Provide assistance to this population including various organizations; official bilateral and multilateral donors; international, local and exile Burmese NGOs; the Thai government; the governments of the various ethnic groups; and ethnic Burmese political and "government in exile" organizations. The variety of organizations involved in delivering assistance has varying levels of coordination with each other (and many gaps in coordination because of the levels of organization and the variety of types of work), and varying capacities for or susceptibility to monitoring. For

example, the sub-grantees of USAID's assistance are varyingly susceptible to monitoring and evaluation. This has implications both for evaluation of effectiveness and for purposes of program design, particularly with a view to more systematic programming. Implementation and impact on the Burma side of the border remains highly problematical for logistical and security reasons. Coordination among assistance organizations, while effective in preventing duplication of existing activities using available resources within policy constraints, does not result in systematic "needs-based" assessment or planning of comprehensive assistance programs or the setting of overall priorities. A variety of official and private, e.g. Open Society Institute, donors remain committed to assisting those who have fled or been displaced within Burma.

A challenge is posed by the variety of languages, and various scripts within particular languages, the political valence of language choices in multilingual situations, and the variety of cultures found among the Burmese border population. This has deep implications for the development of curriculum materials and for the precise design of health interventions with a view to cultural determinants of dissemination and use of primary health services and awareness. This variety also poses particular challenges in the development of coordinated approaches to such questions among donors and implementers.

II. HISTORICAL BACKGROUND TO THE REFUGEE AND HUMAN RIGHTS SITUATION

Until 1984, Shan, Karenni, Karen, Mon and other indigenous ethnic nationalities controlled their traditional areas along the Thai-Burmese border as de facto autonomous states. They did this most often through the exercise of military control and insurgency in the face of the Burmese army. Members of these ethnic groups often crossed the 2400 km long border and the populations of the ethnic groups straddled it. A series of dry season Burmese army campaigns pushed the armed forces of the Karen National Union (KNU), the most significant armed force, back towards the border. In 1984 a massive and characteristically brutal Burmese offensive opposite Tak province drove 10,000 refugees into Thailand. Further Burmese army occupation of indigenous areas, with serious human rights violations and destruction of livelihoods, culminated in 80,000 refugees fleeing into Thailand by 1994. Nearly 370,000 ethnic villagers inside Burma have been forced to move to relocation sites. Another estimated 270,000 in Eastern Burma are IDPs living in temporary shelters or on the run from military forces.

Most refugees entering Thai camps were small family groups, often accompanied by friends. Until 1995 they could travel back and forth to procure food and shelter materials for use in camps. Subsequently, Thai regulations prohibited refugee travel, farming, or collecting firewood outside the camps. Income-generating work was not permitted and vocational training by NGOs was curtailed. Not surprisingly, refugees in camps are now nearly completely dependent on outside help for food, shelter materials, cooking fuels, blankets and living supplies. These restrictions have had adverse effects on self-sufficiency, camp morale and mental health, and long-term sustainability prospects.

In the Shan state near northern Thailand similar Burmese army oppression, forcible relocations, and persecution have driven an estimated 300,000 across the Thai-Burma border. The Thai government does not permit camps, so the Shan are described as illegal migrants. Because adult migrants are widely needed as seasonal labor in farms, orchards and factories, a recent (July 2004) one-month period was opened to register healthy migrants for a one-year work permit. Furthermore, there may be an increasing prospect for vocational training in camps, as preliminary steps are considered for repatriation of Burmese refugees, uncertain as that event may be.

Even under a new Burmese democratic government and a somewhat comparable level of economic development to that of Thailand in the likely distant future, it is very likely that there will be tens of thousands of economic migrants coming into Thailand. This has profound implications for the educational systems of both countries, and for the preparation of current refugees and migrants, particularly in light of the very recent decision by the Thai Ministry of Education to provide free compulsory education to all school age children regardless of their nationality.

An Overdue Step Editorial October, *Nation*

The Education Ministry has confirmed that 12 years of free compulsory education will be provided to all school age children regardless of their nationality. The ministry to make sure that all children, including the children of immigrant workers, have access to education is drawing up a new regulation. This should end the discrimination against non-Thai children, who are generally refused admission to schools just because they do not have a household registration record, which is required of all Thai school children. The new regulation will make it clear that non-Thai children can be admitted even though they have no household registration record. More than 1 million immigrant workers, most of them from Burma, Laos and Cambodia, are employed throughout the country. Hundreds of thousands of children have been born in Thailand to immigrant workers. The expansion of free education to cover the children of immigrant workers should be commended not only because it is altruistic gesture and a show of respect for their fundamental human rights. But also because it will be beneficial to Thailand if and when they are granted permanent residency or perhaps given the opportunity to fully integrate into society.

III. BACKGROUND OF THE CURRENT STUDY ON EDUCATION

For the past six years, the U.S Government has provided funding in Thailand to a variety of cooperating agencies to address the health and education needs of Burmese refugees and migrants living along the border between Thailand and Burma. Education programs have assisted the Karen and Karenni Education Departments in providing comprehensive kindergarten through grade 10 in the refugee camps along the Thai/Burma border. To a much lesser extent some education activities have been provided for post grade 10 students in the camps and for primary school level migrant children outside the camps. There has been a strong emphasis on teacher and school administrator trainings, materials and curriculum development, as well as capacity building for the two Departments of Education.

In the past, funding for these programs has come primarily through the submission of unsolicited proposals from a handful of organizations. With funding levels increasing annually, it was felt that a more systematic, longer-term approach was needed to ensure that the needs of this population are standardized, consistent and fully covered. The overall purpose of this education sector assessment is to review on-going health and education activities along the border to determine future needs.

The objectives of the Review of Education Activities were:

1. To review the overall education opportunities for Burmese children living in campus and outside of camps along the Thai-Burma Border (in Thailand);
2. To review the overall range and relative effectiveness of education services being provided to this population by all sources;
3. To review the overall range and effectiveness of education services being provided to this population by US Government funded sources;

4. To identify gaps in education services and areas where standardization with camps/within migrant populations can be made; and
5. To develop a five-year program that can be competed (under an RFA) to address the future education needs of this population.

Annex 6 is a list of the questions asked during interviews. While most of the questions reflect what was found in the RFA, additional questions were added to attempt to ascertain the quality of the education that was observed in the various camp and migrant schools.

IV. UPDATE ON 2002 STUDY OF USAID EDUCATION INTERVENTIONS

One of the related tasks not listed in the basic objectives was to do a follow-up on the 2002 Review of Education and Health Activities that was conducted by a USAID team. The results of that analysis are found in the following table.

Table 1
Follow up on the Burma Interim Review Program of 2002

2002 Best Practices	Observations on 2004
IRC and Consortium both share “extinction” philosophy” working themselves out of a job.	Both continue to make progress in training counterparts, capacity building, but neither the Karen nor Karenni Education Departments are yet fully “on their own.”
Both work with traditional leaders structures (camp committees) to assess and meet community needs.	The assessment team was favorably impressed with the style in which they worked with traditional leaders and the patience in encouraging local leaders to do the work.
Both are increasing local staff capacity in the hopes of turning programs over to them in future.	Talented Karen and Karenni are being brought into leadership roles, and both IRC and the Consortium continue to turn over teaching and medical roles to them.
Both are working to encourage next generation of leaders in all fields.	The assessment team was impressed with the Post-10 training programs, although there appear to be the inevitable generational conflicts as better-educated young seek leadership roles.

Findings

2002 Findings	Observations in 2004
Program constraints are due to Thai and US policies and definitions.	While Thai restrictions remain, there does appear to be “space” opening at the provincial, local and camp levels to try out new approaches. The Ministry of Foreign Affairs and National Security Council both appear more open to such things as vocational training and income-generation than the MoI. The assessment team did not encounter significant US policy concerns.
Relatively high levels of NGO coordination can lead to niches that can be an effective use of limited funds.	The CCSDPT, which coordinates the activities in the camps, does a remarkable job of coordination. Our concern is not so much with “in-camp” coordination, but with the near total absence of assistance outside the camps with the 1-3 million migrants. While IRC and the Consortium fill important “niches,” in the camps, these could likely be filled by the many other NGOs already there.
Evolution of assistance begins with relief to capacity	This evolution continues to make solid progress, although if

2002 Findings	Observations in 2004
development.	repatriation were to occur soon, it is unlikely that either the Karen or Karenni could function without significant educational and medical assistance within Burma for some years to come.
Both IRC and Consortium seek to work themselves out of the job (ownership, human capacity and civil society building, and sustainability).	Both groups remain deeply committed to this goal, but as stated above, sustainability either within the camps or on repatriation does not yet appear to have been achieved.
“Idle Youth” in campus have few options. Vocational training and certification are logical programmatic approaches to current and future needs. However, niches and Thai government restrictions hinder new programs in these areas.	The Ministry of Foreign Affairs and the National Security Council now appear more open to vocational skill training and income generation, and the assessment team found more flexibility and openness at some of the provincial, local and camp level administrations. The CAN project now works with schools on agriculture, women receive weaving and sewing training, and families produce small, efficient cooking stoves. The NGOs have also done a good job in training for leadership, English language, and some computer skills in post-10 “schools,” and in joint planning for the possible expansion of vocational education to a broad range of skills areas.
USAID sub-grant program is good but could be improved.	We visited several sub-grantees and were very impressed with their commitment and competence. A sub-grantee program should definitely be continued, as some of the best and most creative work is done in these small “niches.” However, the overworked USAID/Bangkok staff should likely turn this over to a contractor for selection, administration, monitoring and evaluation of sub-grantees.
There is growing recognition of unmet needs outside camps. However, the program faces challenges and obstacles of how to access/address these needs as the current efforts are a drop in the bucket.	There continues to be a stream of economic and political immigrants from most Burmese ethnic groups coming across the border. Despite the 1.2 million refugees now registered and theoretically receiving medical exams and access to the Thai medical system, most observers believe that there is an equal number receiving no assistance. Many/most immigrants come with their families, and if the assessment team uses IOM’s low percentage of 30% age 18 and under, there are up to 720,000 children, most receiving little or no education. A few schools do exist: 3 unsupported Shan schools, some 20-30 for Karen, and some 161 unsupported schools in the Karenni area. A few others attend Thai schools but with little linguistic understanding and no financial support.
Large-scale decrease of in-camp assistance could have problematic effects.	Despite the capacity building and turning over leadership, the many years in the camps have created a population largely dependent on outside assistance. Given the various policies keeping them in camps and not permitting them to farm, learn vocational skills or generate income, this is not surprising. Unless and until these restrictions are lifted or repatriation occurs, large-scale assistance will continue to be needed.
Framework of current aid does little to address the need for tolerance/multi-ethnic harmony of future Burma.	While some multi-ethnic programs for leaders in the OSI program, journalism school, and workshops of post-10 student from various ethnic groups exist, the camps, in general, continue to do comparatively little to foster genuine cooperation between the groups. Outside the camps there are little or no attempts at this critical area.
Much more donor-wide assistance is needed for programs outside the camps.	The assessment team believes the major focus of any new U.S. effort should be outside the camps. While the U.S. should continue its “share” of camp support, it is the outside of camp and “across the border” migrants and displaced persons, who are in the greatest need.

V. EDUCATIONAL PROGRAMS FOR REFUGEES AND MIGRANTS

After conducting many interviews with Thai, Burmese, and international individuals and groups, reading numerous documents, and observing in camps, schools, classrooms, workshops, and clinics, the assessment team offers the following general conclusion to set the stage for the detailed documentation of our findings. We begin with our general conclusion as everything, which follows in the report is tied to it.

General Conclusion

While the schools in the camps are doing a good job of meeting the basic educational needs of children, there are many things that could be done to improve the quality of that education. A very few migrant children from both registered and unregistered families living near some of the camps receive basic primary education in schools set up by churches and NGOs. A few attend Thai schools but, the large majority, perhaps hundreds of thousands of children, receives little or no education in Thailand. Children in the Karen State benefit from small, multi-grade schools, with assistance of Mobile Teacher Educators, but hundreds of thousands of children in other ethnic states in Burma currently receive little or no formal education. The education within Burma appears to have nearly disintegrated for ethnic communities and seriously deteriorated in quality for the rest of the Burmese society. Therefore, while the education of refugees, migrants, and IDPs should take into consideration the existing Burmese educational system, current Burmese schooling should be looked upon as a minimal standard, with all migrant and refugee schools attempting to significantly surpass them in every way possible. Finally, the October 15 2004 decision by the Thai Ministry of Education to guarantee 12 years of schooling to all children of migrants, regardless of nationality, birth, or parental registration status, changes the possible nature of educational interventions that USAID should consider.

While educational services are currently being provided to Burmese refugees in three settings, the refugee camps, migrants outside the camps, and internally displaced persons within Burma, by far the largest percentage of those funds are expended within the camps. The main organizations offering educational services in the camps, with limited out-of-camp and IDP involvement, can be seen on the following table. IRC, through its small grants program, and the Consortium, through its training programs, offer limited assistance to schools and teachers outside the camps. However, their major efforts appear to be within the refugee camp settings.

Table 2
Organizations Providing Education in the Refugee Camps

Organization	Educationally Related Programs
Consortium (CON or CT)	Education in the Karen camps, assistance in Karenni camps completed: shared decision-making, capacity-building, leadership training, pre-service teacher preparation, curriculum materials, special education, adult literacy, migrant teachers, English immersion, and teacher subsidies.
International Rescue Committee (IRC)	Sub-grants to Educational Groups in camps and out-of-camps: cartoon books, capacity building, computer training, CAN project, vocational training, textbooks, language training, newsletter, mobile teacher training, emergency education, and community development
Zuid Oost Azie Refugee Care (ZOA)-Netherlands	Primary and secondary education and training in the seven Karen camps. Curriculum, textbook development, workshops, teaching and learning materials, in-service teacher training, school construction and maintenance, capacity building of KED, teacher subsidies, education surveys and statistics, vocational training, and agriculture.
Jesuit Refugee Service (JRS)	Education and Humanitarian Aid. Responsible for K-10 education in Karenni Camps. English language.
Adventist Development and Relief Agency (ADRA)	Run schools in several of the camps
Burma Distance Education Programme-Thailand (BDEPT)-Australia	Organizational Development, Management Education through Distance Education-Accredited by Australian University
Community Addiction Recovery and Education Project (CARE)	Member of CCSDPT sub-committee on Education. Role not specified but works with youth and adult addiction.
Catholic Office for Emergency Relief and Refugees (COERR)	Environmental education in the camps. Many other roles with refugees throughout the country.
International Christelijk Steunfonds (ICS)	Member CCSDPT sub-Committee. Education role not specified.
Shanti Volunteer Association (SVA)-Japan	Member CCSDPT sub-Committee. Education role not specified.
Taipei Overseas Peace Service (TOPS) Taiwan	Nursery schools in three Karen camps. Other roles not known.
Women's Education for Advancement and Empowerment (WEAVE)	Nursery schools, weaving classes, sewing, organizational development, carpentry, embroidery
Burma Issues	English language, Agriculture in the camps.

Local NGOs working Outside the Camps

In addition to these primarily international NGOs working in the camps, there are many local NGOs, which carry out a wide range of educational services both within and outside the refugee camps. In our short visit to Thailand and the border area, we were able to meet with many groups, but as can be seen in the list of organizations and acronyms in Annex 1, there are numerous groups carrying out some form of direct education, educational policy work, teacher or administrator training, capacity building, organizational development, management training, migrant teacher training, textbook development, and curriculum and instructional materials. Many of the local

NGOs working along the border receive small grant funds from IRC as well as additional funding from other international sources. Even though the assessment team spoke with many of them and received descriptions of a few of their projects, we did not have access to the constitutions, objectives, overall funding or other critical data. The following table provides a quick summary of the education projects funded by IRC. These particular organizations center near Mae Sot, Mai Hong Son and the nearby camps. However, they offer a small indication of the type and breadth of local NGOs and what they do.

Project Location	Local Group	Organization Name	Project Name
Mae Sot	DKF	Displaced Karen Fellowship	Education assistance for school children. Stipends for teachers in Mae Sot town.
Manee Loy camp, Rachaburi	BSA	Burmese Student Association	Children's day care center
Manee Loy camp, Rachaburi	CLC	Computer Learning Center	Computer Training
Bangkok	OKRSO	Overseas Karen Refugees Social Organization	English and Computer Training
Kanchanaburi	PPF	People's Progressive Front	Education
Border wide	CLPG	Children's Light Publication Book.	Development, production and distribution of Cartoon Book for school children.
Mai Hong Son	KCDEG	Karenni Computer Education Development Group	Computer training
Mai Hong Son	KnED	Karenni Education Department	English off-the-shelf textbooks, generic textbooks
Mai Hong Son Border	PKDS	Pan Kachin Development Society	One computer set for the organization
Mai Hong Son Border	PnDO	Pa-O National Development Committee	TOT language training program for Pa O youth.
Mai Hong Son Border	PYDO	Pa-O Youth Democratic Organization	Language training and bridge funds for school supplies and textbooks
Mai Hong Son Border	KnED	Karenni Education Department	Textbooks for 5000 refugee children.

While the assessment team received little formal information on education projects among the large Shan population living along the border and as far south as Chiang Mai, we did meet with the Shan Culture and Education Central Committee (SCECC) and heard the stories of rape, pillage and murder in their home state. They also discussed their work in producing textbooks, some of them multi-colored, attractive volumes, along with a new Shan dictionary. They have three schools on the Shan/Burmese side of the border, which receive a little international support through Burmese Relief Center (BRC) and the Foundation for the People of Burma.

Another group working along the Shan/Burmese Thai Border is the Shan Women's Action Network (SWAN), one of the most impressive self-directed and effective NGOs we visited. In education it runs a few of its own schools but primarily works through Buddhist temples to provide education for Shan migrant/refugee children. The Shan Youth Power Media (SYPM) provides

education in HIV/AIDS, computer skills, and Shan Language, often in informal settings such as construction sites. The School for Shan State Nationalities Youth (SSSNY) provides computer education, English language programs, and seeks to provide a 9-month certification in social studies, English or computer skills.

The Burma Relief Center (BRC) is a fund raising, policy development, and capacity building organization that has an excellent reputation among the Shan people and the various NGOs working in the north. It has received extensive funding in the past from the Canadian International Development Agency (CIDA), but those funds are ending soon. The MAP Foundation primarily works with women, both Burmese migrants and Thai women on a range of empowerment issues, to combat trafficking, promote ethnic language programs and deal with issues related to drugs, HIV/AIDS and reproductive health.

VI. EFFECTIVENESS OF THE EDUCATIONAL SERVICES: UNHCR STANDARDS

The following material is NOT an evaluation of the programs offered by the various organizations, as that was not in our Scope of Work. They are strictly our observations of what we read, saw and heard. In addition, individuals and organizations were promised anonymity during our visits. All of them, however, without exception, went out of their way to assist us in seeing any and all aspects of their programs, in addition to providing us with all internal documents requested. They did an exceptional job of cooperating with each other through the Committee for Coordination of Services to Displaced Persons in Thailand (CCSDPT), building capacity in the groups with whom they work, preventing overlap, and meeting the needs of children and adults in the camps. The recommendations listed throughout the document are given in the hopes of assisting them in better meeting those needs.

One measure of effectiveness of the educational services offered to Burmese refugees and migrants is how well they meet the UNHCR Education Program Guidelines. After presenting each guideline, the assessment team will comment briefly on how well the Burmese refugees and migrants are being served in the camps, out of the camps, and as internally displaced persons in Burma.

1. *Safeguard the right of refugees to education and implement the six goals of Education For All (EFA), which include free access to primary education, equitable access to appropriate learning for youth and adults, adult literacy, gender equity and quality education.*

Within the camps there is free access to primary education, adult literacy programs for most adults who care to participate in them, and general gender equality within the school setting, we have many concerns about both “appropriate learning for youth and adults,” and the quality of education received. As was mentioned in the introduction, there are numerous policies which, to date, have prevented youth and adults from either learning vocational skills or participating in income generating activities. The education offered children and youth, while free, remains highly traditional in nature, and while having made enormous progress since the camps were founded a decade ago, cannot yet be considered of high quality. Education for refugees and migrants outside the camps, with the exception of a very few schools started by private groups and NGOs, meets none of the UNHCR criteria. While information from within Burma itself is limited, there is strong evidence that the educational system has ceased to exist in many sections of the country and that the quality of much of the rest has fallen drastically over recent decades. This can be seen in the extremely low levels of education of recent refugees and migrants to Thailand.

2. *Ensure the provision of basic education, for refugees and other persons of concern, to ensure their protection and security and to enhance the possibility of durable solutions.*

While the camps provide for a basic education and “protection and security,” they also control their inhabitants in ways that lead to not only almost complete dependency on outside assistance to survive, but also limit the possibilities of the gaining skills necessary for the future. This appears to lead to not only a sense of hopelessness, but also to reports of growing gender based violence (GBV), and a range of emotional problems. For those refugees and migrants outside the camps, the Thai government has sought through its recent registration program to provide some semblance of protection and security, but this is not true for the estimated 1-2 million Burmese not registered who remain in the country illegally. Internally Displaced Persons (IDPs) within Burma often receive no government sponsored education, have no protection and security, and literally hundreds of thousands have been forced from their villages, schools, farms and homes. Schools started by the “back-pack” teacher educators of the KTWG appear to be the only exception to this dismal record. While providing a basic education to small groups of Karen, most other IDPs receive little or nothing.

3. *Guarantee the availability of primary education (Standardized as the first eight grades of schooling) as a first priority, including community-based initiatives providing early childhood and pre-school education, where these are prerequisites for formal education.*

Once again, the camps provide education up through grade 10 for all students wishing to remain in school. This includes a range of nursery and kindergarten programs assisted by NGOs and utilizing community members in caretaking and teaching roles. To call these “community-based initiatives” is likely a bit of a stretch, however, as the closed camp settings are dependent on international assistance, they are not good settings in which to experiment with local control and community involvement. To their credit, the NGOs have done a good job of capacity building, so that if and when repatriation occurs, hopefully there will be thousands of adults prepared to lead their communities in early childhood, pre-school and primary education. Outside the camps and within Burma, however, the ongoing political situation in Thailand and Burma makes almost none of this possible.

4. *Support the provision of lower secondary education (standardized as grades 9 and 10). In addition, UNHCR will support the enrolment and retention of achieving students in higher secondary (grades 11 and 12) as a prerequisite to post-secondary education. Moreover, UNHCR will advocate for tertiary education and will support the effective use of resources donated for this purpose.*

The Burmese educational system ends at grade 10, so the camps only offer regular schooling through that level. Due to demographic factors including migration to the camps and some dropouts, the earlier grades tend to be much larger than those in grades 9 and 10. With the camps now having been in existence for a decade, the need for additional space at the high school/secondary level is rapidly increasing. The policies of the Thai government prevent the vast majority of camp students from going on beyond grade 10 into tertiary education in Thailand or elsewhere, but the camps have been permitted to have a variety of “post-10” programs in English, computers, distance education in management (BDEPT), and leadership. There remains, however, a great need for vocational training and income generation, both of which have been effectively prevented to date by Thai government policies. A small number of the best students are able to go to Chiang Mai to attend the Burmese Teacher Training program, the Internews Journalism program, and the Open Society Programs to prepare students for tertiary education in English medium institutions in Thailand, elsewhere in Asia, and a few in Western Countries, but these numbers remain but a tiny minority of the eligible camp population. In other words, the problem of “idle”

youth, mentioned in previous evaluations of the camps, remains as a major concern. While a tiny handful of out-of-camp refugee and migrant children enter and succeed in the Thai educational system, the vast major of them are lucky to complete even basic primary education. The same is true of a growing number of IDPs in Burma, who even if they succeed in completing basic and secondary education, enter a Burmese higher education system that by all accounts has been closed regularly throughout the past two decades and whose quality has seriously eroded.

5. *Provide low-cost adolescent and adult non-formal education linked to the psychosocial development and specific education needs of the groups. Where appropriate, this will include technical and vocational education.*

The International Organization of Migration (IOM) has submitted plans to offer adolescent and adult non-formal education for refugees and migrants outside the camps, but to our knowledge, nothing is currently being done in this area. As mentioned above, technical and vocational education, other than small amounts of agriculture, sewing, typing, and weaving for most students, and English, computers, management and leadership for the privileged few in post-10 programs are not available. Adult literacy programs also exist in some of the camps. Once again, migrants, refugees living outside the camps and IDPs receive little or nothing in the way of non-formal education, technical or vocational education.

6. *Promote quality education as a high priority commitment through teacher training and the development of quality teaching and learning materials.*

ZOA and the Consortium have developed a wide array of teacher training workshops and teaching and learning materials for use in the camps, many of which have been used in Mobile Teacher Training across the border in the Karen State. As will be discussed later in this document, teacher behavior change is a longer-term and more difficult task. Outside evaluators indicate that teaching and learning remains highly traditional in the large majority of camp schools and classrooms. The team's observations confirmed this. This is not necessarily due to the "quality" of the workshops, teaching or learning materials, but to the lack of utilizing approaches that have proven successful in the New Schools of Latin America and Africa but are not being fully practiced in the camps. While teachers from nearby migrant schools and Karen teachers in Mobile Teacher Training receive assistance, there is little indication of significant change or quality improvement in teaching and learning in any of the settings.

7. *Support innovative enrichment programmes in life skills and values education that improves the quality of education.*

In the camp setting a few life skills or values education programmes can be found in the formal curriculum of the schools. Health, HIV/AIDS, drugs, sex education, agricultural and environmental education, English language and limited computer skills classes are now included in many middle and secondary schools. However, out of camp dwellers and IDPs have little access to these classes except as their teachers come into contact with the curricular materials or attend workshops.

8. *Ensure early intervention and development of education programmes in the earliest stages of an emergency and access to education programmes by children and adolescents upon arrival.*

Since some of the camps have existed for up to two decades, it is hard to document how well they fulfilled this requirement in the early years. Little or nothing, however, is being done for the other groups of migrants, refugees and IDPs.

9. *Co-ordinate local, national, regional and global inter-agency mechanisms and partnerships regarding refugee and returnee education issues including educational materials, certification of studies, teacher training and support for education. In addition, there will be inter-sectoral collaboration to ensure a cohesive and integrated approach.*

The members of CCSDPT and UNHCR are addressing this critical area of concern with papers currently under development. The final documents should be available during the fall of 2004. This is not say that “solutions” will be found, however, as repatriated refugees all over the world have discovered that their own governments, either new or continuing, often refuse to accept the learning that occurred outside the country or the certificates gained under another system. This will be addressed later in this report and is emphasized here to reinforce the critical importance of carefully and completely documenting births, health interventions, school years completed, levels of knowledge (test scores etc.) gained in school, workshops completed, official and unofficial certificates completed while under refugee status, and “accredited” programs completed within host countries, internationally, or under national or international accreditation associations.

10. *Monitor and evaluate all refugee education programmes in line with the established standards and indicators, ensuring that these programmes receive the necessary human resources and appropriate funding at all levels and phases of UNHCR’s operations.*

This relates closely to #9 above, in that internationally accepted standards and indicators need to be developed to clearly indicate to a new Burma the level of work refugees have completed and how successful they have been in it. Given the apparent near collapse of the Burmese educational system, the refugee educational programs should not just attempt to “meet” Burmese expectations but actually surpass them.

Table 3 provides another way to compare how well education is provided for children and youth in the camps, out-of-camp migrant children, and internally displaced children in Burma.

Table 3
UNHCR Refugee School Minimal Equipment

Element	Thai-Burmese Refugee Camps	Burmese Migrant Children in Thailand	Internally Displaced Children in Burma
1. Minimum of 4 hours of study/day (6 hours after class 4)	Yes	No	No
2. Class size of 35-40 pupils on average day	Yes	No	No
3. Two core books per student (e.g. reading, mathematics)	Yes	No	No
4. At least one set (50 copies) of all other prescribed textbooks, per schools	Yes	No	No
5. Other reading materials in resource centres, libraries, classroom book boxes	Most	No	No
6. Writing materials, according to year of studies	Yes	No	No
7. Minimum 2 meters of blackboard space per classroom repainted regularly	Yes	No	No
8. Laminated wall charts in each classroom (letters, numbers, subject matter related, small maps)	Many	No	No
9. Large world and relevant country maps and globe (at least one per school)	Many	No	No
10. Other educational materials as appropriate	Some	Few or none	No
11. Sports equipment in each school	Yes	Few or none	No
12. Chair and table for each teacher	Homemade	Few or none	No
13. In-service training courses for all refugee teachers, at least 10 days per year	Yes	Some days in Karen St.	No
14. In-school teacher training by project education advisors, and mentoring	Yes	Some	No

Element	Thai-Burmese Refugee Camps	Burmese Migrant Children in Thailand	Internally Displaced Children in Burma
15. Simple clean seating for pupils, based on local practice	Yes	Few or none	No
16. Playground sufficient for recreational activities	Most schools	No	No
17. Latrines (separate for male/female pupils and teachers)	Most schools	No	No
18. Potable water	Yes	No	No
19. Reading room/resource center	Some	No	No
20. Lockable storage room	Most	No	No
21. Staff room	Most	No	No
22. Reproduction equipment	No	No	No
23. Laminating machines (one per project office)	Some	No	No
24. Community support in site clearing and construction	Yes	Some	No
25. Gradual transition to more durable shelter with good frame, roof and floor (cement) if justified by likely duration of stay.	Some	No	No

We will now turn our attention to our own data collection, interviews and observations on the effectiveness of current educational interventions. The findings, conclusions and recommendations that follow are based on the international schooling literature and on over 40 years of educational experience by the team leader that includes working with schools, teacher training programs, curriculum and instructional materials around the world. No two situations are identical, and while the Burmese camp residents, out-of-camp migrants, and IDPs live in some of the world's most challenging educational settings, we believe that there are lessons, which can be adapted to these current and future realities.

VII. REFUGEE AND MIGRANT POPULATION AND STUDENT ENROLLMENT

The very words 'refugee' and 'migrant' are loaded with political, human rights, and other implications. Before the Thai and regional economic collapse of the late 1990s there was pressure on the Thai government to permit migrants, whose low wages and low demands assisted greatly in the Thai economic miracle. With the collapse, however, there was ongoing pressure to control the borders and repatriate the many illegal migrants. Today it is hard to make much of a distinction between the groups, as hundreds of thousands have been driven from their homes, their villages burned, landmines scattered randomly around, and life made unbearable. It is obvious that the majority of Burmese in Thailand fit the criteria of refugees. It is also true that with the economic recovery, there has been a growing demand for cheap labor, which in Thailand, is filled by the Burmese migrant population.

The exact number of Burmese refugees and migrants in Thailand remains subject to extrapolation from other figures. The 2004 count of illegal workers of all nationalities, published in October 2004, counted 1,269,074, with Burmese making up 71% of those registering. Most knowledgeable observers from NGOs and international refugee agencies believe that an equal number of Burmese

refugees did not register out of fear or the cost of registration in health care fees. It is therefore likely that the total number of Burmese refugees is somewhere in the 2 million person range. Among registered Burmese, 55% are males and 45% females. Table 4 presents the totals by regions of the country.

Table 4
Burmese Workers Registered (July, 2004)

Region	Male	Female	Total
Central	112,254	90,425	202,679
Eastern	25,591	13,711	39,302
Western	42,610	29,143	71,753
Northern	129,082	122,954	252,036
Northeastern	2,896	2,403	5,299
Southern	134,562	72,534	207,096
Regional Totals	446,995	331,170	778,165
Bangkok	50,377	77,339	127,176
Whole Kingdom	497,372	408,509	905,881

While the number of children in general, or the number of school-age children is not delineated in the overall registration statistics, IOM found that between 30% and 40% of most refugee populations are children under the age of 18. This would put the children of registered Burmese at between 271,500 - 362,000. If, in fact, the actual number Burmese in Thailand is double the registered figures, then the number of children is between 543,000 - 724,000. While obviously not all children under 18 would be attending school, the numbers of out-of-camp migrants is significantly higher than those currently enrolled in the camps. In 2004, the total in-camp school population is 43,387, a figure dwarfed by the out-of-camp Burmese refugee and migrant children currently receiving little or no education. If one takes into consideration the unknown number of school age IDPs within Burma itself, the numbers are truly immense.

In-camp school attendance appears to be near universal at the primary level, with some apparent dropouts in standards 5-10. No studies, to our knowledge, have been done on dropouts. In June 2004 the total number of students was 36,341 in seven Karen camps, with 6,524 in KG B and 1,107 in Standard 10. In the Karenni camps a total of 7,046 students are being educated. There also appears to be considerable growth in the camps, with 600 babies born in the past year in the Karenni camps. There has been growth in the high school student population from 100 in 1997 to 300 in 2004 and projections of 1000 in 2007 in the same camps. A careful monitoring and study of dropouts, with adjustments to curricular programs, vocational counseling and other interventions could likely lead to near universal K-10 schooling in the camps.

While all children in the camps have the opportunity to receive a full ten years of schooling in addition to access to Kindergarten and Post-10 programs, very few children outside the camps have either access or opportunity to receive even a basic education. In a real sense, these 43,387 are the "privileged" ones among the refugee and migrant population while several hundred thousand children outside the camps, to date, have had little opportunity to receive even basic education in their destroyed Burmese villages or in the make-shift communities in Thailand in which they find themselves.

All schools near the selected Burmese “migrant” schools should be assisted through invitation to teacher training(s), textbooks in the mother tongue of their children, instructional materials and any other assistance that would improve relations between the host country and the Burmese migrants working in their midst. The key to good teacher/school circles is the fact that Teachers-Training-Teachers is the most powerful model of teacher change. Weekly or bi-weekly meetings of teachers facing similar classroom dilemmas are the most powerful mechanism for improving teaching.

Recommendations on out-of-camp schools for Migrant and Refugee Children

1. **Bilingual-Bicultural Thai Schools:** On October 15, 2004, the Thai Ministry of Education mandated that all migrant children have access to Thai schools. This is a very important first step. It is now imperative, however, that international organizations assist the Thai Ministry of Education at the local, provincial and regional levels to enroll Burmese students in fully functioning bilingual, bicultural schools. This might entail utilizing teachers trained by the Consortium and ZOA in the camps and at workshops outside the camps in order to provide mother tongue instruction, if such is permitted under the Thai rules and regulations. It will also be critical to supply a range of appropriate mother tongue textbooks and reading materials for children in the early grades. It will likely also mean working closely with Thai pre-service and in-service teacher training programs in assisting Thai teachers on how to work with the range of minority ethnic children in their classroom.
2. **Existing Migrant Schools:** Working with existing migrant schools on the border, particularly in the Mae Sot, Mai Hong Son, and Fang areas of the country to provide textbooks, teaching materials, teacher training, and possibly even salary support for teachers. Assistance to these schools, similar to those currently found in the camps, would greatly assist in providing an educated cadre of qualified students and trained teachers when repatriation occurs.
3. **New Migrant Schools:** Following a needs assessment, schools could be started wherever there are sufficient migrant and refugee children to warrant it. Utilizing the recent registration of illegal workers, it should be comparatively easy to identify rural and urban settings where schools for migrant children could be started. Given the many political and other issues involving the southern region, it is likely that most of these would be found in the Central, Western, and Northern regions of the country.
4. **IDP Schools:** While it is difficult to assist schools for IDPs within Burma, the KTWG has provided an interesting model of Mobile Teacher Trainers, which could perhaps be supported for other ethnic groups across the border. The actual building of schools will no doubt have to await a peace settlement, but instructional materials, teacher training and possible salary assistance could be provided.

VIII. EDUCATIONAL QUALITY

Language And Curriculum

The curriculum in the camp schools is similar to that found in most of the world with literacy, mathematics, social studies, science, health, art, and health, with additional work in languages and basic vocational skills at the middle and high school levels. While a strong case could be made that the curriculum is overloaded in the early grades, the major challenge facing the camp schools and migrant schools outside the camps is that of language. While the National Health and Education

Committee has made its declarations, by necessity, they are political in nature. They do not, however, really address the issue of instructing young people so that they are literate in their mother tongue, Burmese, which is a language of the oppressor for many migrants, English, or Thai, which is likely to be the most useful language for many to survive.

The current curriculum offered in the camps is under the control of the KED and the KnED, with significant support from all the national and international NGOs working in them. There does appear to be efforts to standardize the education received in the various camps, as ZOA has the lead role in this effort, with strong support from the Consortium and others. The curriculum itself, while apparently overloaded in the early grades, does not appear to be significantly out of line with that found in many countries around the world. A major concern, however, has to do with language of instruction, and when and how to introduce second, third and even fourth languages.

Basic literacy in the mother tongue and Burmese, as agreed on by the NHEC, must be a first priority if only because there is a consensus on that approach. However, the perceptions of various participants remain charged with ethnic sensitivities, politics and historical senses of grievance. These spring largely from the consequences of the long record of dominance and oppression of minority rights and aspirations by successive Burmese governments and the Burmese armed forces. There are some educators who make a strong case that English should be the second language in all camp and migrant schools and justify this also on the grounds that it will open as many or more doors than the Burmese language. Others have noted that if there were no sustainable political settlement in Burma in the near future, Thai would be a more useful language for refugees and migrants in Thailand to have mastered. If ethnic mother tongues and Burmese remain the media of instruction, this likely means postponing English, Thai or other languages until later grades.

This is not just a “political” question, but also one that has profound educational implications. There is overwhelming evidence that children can and do master basic literacy in one or two languages, but that the introduction of 3rd and 4th languages in the absence of mastery of one’s mother tongue and one other language, leads to being illiterate in all languages. Learning the alphabet, chanting a few phrases, or reading grade one books in a language is NOT literacy. Mother tongue books, which are age appropriate, are in short supply and part of any meaningful literacy program is the production of such storybooks. While ZOA has responsibility for textbooks, USAID could assist with reading materials and books.

For migrant students attending Thai schools under the new Thai government mandates, it is hoped that they will be able to begin their literacy training in their mother tongue, as this has proven to be critical to mastery of literacy throughout the world. It is necessary in these settings, however, that the second language be Thai.

Special Education

Like many countries and cultures around the world, children with special needs have been kept “hidden” in the home with little or no access to the outside world. This is true of camp children as well as those outside the camps. One of the first steps to breaking down these prejudices has been acceptance by the community leadership of the need for all children to be educated, followed by home visits to get parents to become partners in the educational process. Before special needs children can be integrated into the schools, assistants must be trained to work in the classrooms, and regular teachers need training on how to integrate the children into the life and learning of the school.

This comparatively new and innovative program is comparatively inexpensive and works with Handicapped International (HI) in addition to other groups. The Consortium is breaking new

ground in this area. Contractors should continue training special teachers and regular teachers who will have integrated special needs children in their classrooms, should produce specialized materials for children with special needs, work with parents of special needs children, and continue community awareness of this population. Given the landmine situation, pesticides and other dangers in the Karen State, it is likely that the population of handicapped children will only increase, if and when repatriation occurs

Standardization

Standardization can mean many things to many people. It can mean every child learns the same things on the same day, similar to the centralized French system. It can mean a full-blown accreditation system to assure that there are standards for teaching and learning, classrooms, schools, such as is found in the United States and a growing number of countries around the world. Lastly, it can mean assuring higher quality “output” through a range of measures. The assessment team is proposing the third system. Annex 4 details a comparatively simple system that while not completely output based, does attempt to assure that all children in an educational system are receiving a high quality education and calls for indicators of that quality in individual and school performance.

The Scope of Work anticipates greater standardization of effort. This will prove even more difficult if USAID decides to move beyond the camps and into new or existing migrant schools, cooperating Thai Schools, and schools across the border. In Annex 4, we have listed a structure for evaluating schools utilizing a range of standards that could be used in some type of mini-accreditation system. Another step that could be taken would be to move the curriculum in all the supported schools towards educational standards now found in most countries of the world. This is an expensive and time consuming process, however, and has been done to some extent in the curriculum materials already developed by ZOA and others for use in the camps. The continuing emergency nature of meeting the very basic needs of the thousands of migrant children does not place “subject-matter” standards high on the agenda at this time. Annex 5 provides a checklist of what a good primary or middle school classroom looks like, and is based on the successful New Schools of Latin America, whose facilities, levels of teacher training, and material resources parallel much of what we saw on the Burmese Border.

Multi-Grade Schools

Multi-grade schools are those in which one teacher is responsible for teaching more than one grade of children at a time. This can range anywhere from 2-6 grades at a time. There are literally hundreds of thousands of these schools around the world, and in the vast majority of them, the teacher teaches math the first graders, for example, while the rest of the students either read textbooks (not often observed), play or sit to wait for their turn. Time is not used efficiently, frustrates teaching staff, and contributes to low learning and high dropouts. While children in the camps receive a competent graded education, as there are sufficient students and staff to carry out such a program, this is not true of the large majority of schools still functioning the Burmese Border States or in some of the out-of-camp migrant schools in Thailand.

Various books and articles describe educational reform in New School multi-grade schools of Latin America. Annex 8 provides a detailed synopsis of the New Schools of Guatemala. The characteristics listed below are some of the most salient. They are, valid for multi-grade schools as well as regular, graded schools and thus could be used in both camp and out-of-camp migrant schools of all types. The success of the model in several Latin American countries where rural,

multi-grade children perform at or above the level of the children in larger, urban, graded schools has proven that the model works. It is now being adapted for use in Africa.

- 1) Democratic Education and Student Leadership
- 2) Community Involvement and Shared Decision Making
- 3) Empowered Teacher Authors and Trainers
- 4) Continuous Assessment and Flexible Promotion
- 5) Individualized and Small Group Instruction
- 6) Cultural Sensitivity and Local Content
- 7) Active Learning and Teacher Facilitators
- 8) Learning Centers and Classroom Libraries
- 9) Student Workbooks and Teacher Handbooks
- 10) Mother tongue, Burmese, English and/or Thai

Recommendations on Language, Curriculum, Special Education, and Standards

1. Assist the NHEC in its efforts to assure that the education received by camp residents and out-of-camp migrants not only meets but also surpasses anything currently required in Burma.
2. Lower the number of subjects in primary grades 1-4 so extra time can be given to basic literacy and numeracy.
3. USAID should strongly support the production of Burmese ethnic language materials the and training of teachers to work in the various mother-tongues for camp, out-of-camp and Thai schools where significant numbers of Karen, Karenni, Shan and other students can be found.
4. Assist the NHEC, KED, KnED, Shan, Mon and other ethnic educational leadership groups to document what children learn and at what level, what skills teachers have gained and courses they have completed, and assure that students and teachers receive full credit for their work wherever they find themselves in the future.
5. Any continuing or new programs within the camps, existing or new migrant schools, and Thai schools in the same catchment area working with migrants, should include the special education training of teachers and administrators, parental involvement and awareness programs and special instructional materials.
6. Begin a school assessment program, similar to that found in Annex 4 to assist schools in meeting a wide range of standards. Classroom standards could be assessed through a checklist similar to that found in Annex 5.

IX. STUDENT ACHIEVEMENT

Annex 3 provides the reader with a detailed analysis of the findings, conclusions and recommendations of education in the camps. The main body of this document, however, focuses only on the major issues. Continuous assessment, regular testing, and end of term and year examinations measure achievement in the camp schools. There appear to be few, if any, studies of

literacy, numeracy, or knowledge in science, social studies, and other subjects to ascertain at what level students are actually achieving. There are currently no “standardized” achievement tests at any level to measure the mastery of learning by subject matter and grade level. Scores on examinations do not only evidence achievement, however, but by a wide range of evidence of student learning.

Recommendations on Assessment

1. Utilize standardized tests to measure mastery of knowledge and skills in all subjects at the end of grade 4 in the mother tongue, and at the end of grades 8 and 10 in mother tongue, Burmese, English and the other subject matter areas.
2. In any move towards expanding efforts among out-of-camp children, it will be important to include a range of measures to show what students have learned and at what level. Schooling cannot and should not be measured only by “seat time,” or time spent in school, but on what children have learned. Once again, this will mean mastery of basic literacy, not just memorized words or phrases or decoding of words, but actual comprehension. It means more than just the abstract ability to do mathematics problems, but the ability to use arithmetic in one’s daily life. This means that authentic assessment must be used, in addition to the periodic standardized measures.

X. TEACHERS AND TEACHING

According to many educators, and briefly observed by the assessment team, teaching remains teacher centered, with teachers doing most of the talking and students copying off the blackboard and reciting in unison. Teachers have been trained during pre- and in-service workshops in active teaching methodologies, the importance of student work being exhibited in the classroom, and the production and use of low-cost instructional materials, but little of this was observed in the classrooms. Changing teacher behavior is a difficult task, as we have outlined in Annex 2, and seldom, if ever, does it occur following a series of workshops, even when followed up by periodic supervision. One of the unique components of Burmese education is the use of subject matter specialists starting at grade one. This is justified on the basis of the lack of formal education and training of teachers and is found in almost no other country in the world at the early primary levels. At the Karenni camps, they are now experimenting in kindergarten and grade one with teachers who teach most subjects and hope to move it up through at least grade four. The following table presents the current responsibilities in teacher training in the camps and provides a strong indication of how well the various groups working within the camps coordinate with each other.

Teacher training at the pre-service level is the responsibility of ZOA, with the Consortium providing most of the in-service teacher training. As can be seen in the table below, TOPS and WEAVE have the major camp responsibilities at the nursery school level, and in the Karenni Camps, and JRS works closely with the Consortium to train its teachers. The KTWG provides mobile teacher training (backpack teacher educators) across the border, attempts to bring together teachers in the Karen State for periodic workshops, and does follow-up visits to the schools and classrooms. As will be discussed below, the options for longer term pre-service or even graduate teacher training could occur in a Karen Teacher Training College or at the Teacher Training for Burmese Teachers in Chiang Mai.

Table 5
Teacher Training Responsibilities in the Camps

Group	Camp	Nursery	Kindergarten	Primary	Middle	High	Directors	Spec.	Literacy
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								Ed.	
Karenni	Camp #2	WEAVE	CON JRS	CON JRS IRC-H. Ed.	CON JRS	CON JRS	CON JRS	CON JRS	CON (new)
Karenni	Camp #3	WEAVE	CON JRS	CON JRS IRC-H. Ed.	CON JRS	CON JRS	CON JRS	CON JRS	CON (new)
Karenni	Camp #5	WEAVE	CON JRS	CON JRS IRC-H. Ed.	CON JRS	CON JRS	CON JRS	CON JRS	
Karen	MaeKhong Kha	COSEFEB		ZOA IRC- KTWG	ZOA IRC- KTWG	ZOA IRC- KTWG			
Karen	MaeRaMa Luang	WEAVE		ZOA IRC- KTWG	ZOA IRC- KTWG	ZOA IRC- KTWG			
Karen	MaeLa	TOPS	CON	ZOA CON TOPS	ZOA CON	ZOA CON	CON	CON	CON
Karen	Umpiem Mai	TOPS	CON	ZOA CON	ZOA CON	ZOA CON	CON	CON	CON
Karen	NuPo	TOPS	CON	ZOA CON	ZOA CON	ZOA CON	CON	CON	
Karen	Ban Don Yang			ZOA		ZOA			

The summer Teacher Preparation Course (TPC), under the auspices of the Consortium, has proven important and should be continued in the short term. Any pre-service training should be tied closely to ZOA's in-service teacher training programs in capacity building, teacher guides, use of textbooks, and other instructional materials. The KTWG has also written a proposal for a Karen Teacher Training College to be established within Burma. The concept, as discussed with our team, is solid. While it would meet the needs of only the Karen population, it could function as a useful pilot for other more institutionalized, sustained and sustainable cross-border initiatives, which would build on expertise and best practices established in Thailand and address issues and populations which are by their nature cross-border. Serious logistical challenges may present themselves, as well as questions of oversight, but the RTG's concerns about border control and security may very well be outweighed by the attractiveness of an approach which provides an incentive for groups to remain on the Burmese side of the border.

In the event of a restoration of democracy and security in Burma, with the likely self-repatriation and planned repatriation of Karen, Karenni, Shan, Mon and other groups in Thailand, each province in Burma will need large numbers of teachers. The Karen Teacher Training College could be used as an initial model, which could then be used by the Karenni, Shan, and Mon, as they also prepare to eventually return. Since teacher training is absolutely critical to the eventual improvement of not just the camp and migrant teachers on this side of the border, but for the future system in Burma, it should receive continued support for a longer period of time. In many of the small communities to which teachers will eventually return, they will be the most highly educated and be considered leaders in the community. For this reason, any teacher training programs or schools should prepare teachers in community development and leadership, outside their traditional education and teaching roles.

Distance education has been used in management training among refugees through the BDEPT program, in an AusAID funded program. Distance education is used throughout the world in teacher training. The contractor should look into developing some type of distance learning program to upgrade the skills of camp and migrant schoolteachers and administrators. Such a program should concentrate on upgrading subject matter knowledge, not pedagogical skills, as the latter is better dealt with in workshops and other face-to-face formats. It should also be a low-technology program, concentrating on correspondence work, with small group instruction and as available, computer-based instruction.

Teachers in the camps currently receive a 600 baht (\$15) per month stipend. This is more than most teachers of migrants or those in Burma receive, but if the camp schools are to continue offering education, it is important that USAID continue to provide 1/3-1/2 of the stipends, until such time as other donors can be found or repatriation occurs. This is especially important since one of the three donors has pulled out. If repatriation occurs, teachers will still need funding until stability returns and a new Burmese government is ready to pay its teachers. The contractor, however, should seek other donors to fill the stipends.

Recommendations on Teachers and Teaching

1. Teacher circles or Teachers Training Teachers has proven the most powerful model of teacher change in the world. Teachers prepare training materials, author student workbooks, visit each others' classes and meet at least every 3-4 weeks to discuss issues of teaching and learning.
2. It will be important to continue the Teacher Training Programs, both pre and in-service, that are currently going on in the camps and spread them to not only new and old migrant schools, which has already occurred, but to also include teachers from nearby Thai government schools that are making a concerted effort to provide a true bilingual, bicultural education.
3. Distance education should be explored, particularly the upgrading of academic knowledge, of in-service teachers within the camps, in out-of-camp schools, and even for cross-border teachers.
4. Assistance should be provided to the KTWG mobile teachers, the development of the Karen Teacher Training College functioning on both sides of the border, and to the Teacher Training for Burmese Teachers in Chiang Mai. In addition, Thai teacher training institutions that wish to prepare bilingual, bicultural teachers could be given assistance.
5. Continue to assist camp, out-of-camp, and ethnic teachers in Thai schools with salaries. If possible, assistance should even be considered across the border.

XI. VOCATIONAL TRAINING

One of the major problems identified in the 2002 evaluation was the limited opportunity for young people to learn vocational skills and for camp residents in general to be involved in income producing occupations. The following table lists the current limited vocational, skill training opportunities in the camps. It is also a good indicator of how the various NGOs working in the camps are attempting to assure coverage and prevent overlap.

Table 6
Vocational Training in the Camps

Group	Camp	Eng. Lang	Environ.	Agriculture	Sewing	Typing	Weaving	Misc.	Org Dev
Karenni	Camp #2	CON,JRS, IRC,DEP	COERR	IRC	COSFEB				WEAVE IRC
Karenni	Camp #3	CON,JRS IRC,DEP, OSI post X	COERR	IRC					WEAVE IRC
Karenni	Camp #5	CON, JRS, IRC,DEP	COERR	IRC	COSFEB				WEAVE IRC, DEP
Karen	Mae Khong Kha	DEP	COERR	ZOA	COSFEB ZOA	ZOA	ZOA		WEAVE DEP
Karen	MaeRaMa Luang	WEAVE, DEP	COERR	ZOA	WEAVE ZOA	ZOA	WEAVE ZOA	WEAVE (Embroid)	WEAVE DEP
Karen	MaeLa	CON OSI post X DEP	COERR	ZOA	WEAVE COERR ZOA	ZOA	WEAVE ZOA	WEAVE (Embroid) CON lib/ CONcomp	WEAVE DEP
Karen	Umpiem Mai	CON, DEP OSI post X	COERR	ZOA	WEAVE ZOA	ZOA	WEAVE ZOA	WEAVE CON	WEAVE DEP
Karen	NuPo	CON	COERR	ZOA	WEAVE ZOA	ZOA	ZOA	CON comp.	WEAVE DEP
Karen	Ban Don Yang	DEP	COERR	ZOA	ZOA	ZOA	ZOA		DEP
Karen	Tham Hin	BI, DEP	COEER\Bi-	ZOA, HI	ZOA	ZOA	ZOA	BI,Weave	

Distinct issues are posed in relationship to in-camp and out-of-camp populations. In-camp vocational education is framed by the reality that camp populations are restricted in their movements, and therefore unlikely under current policy to participate in the larger Thai economy. Moreover, there are also RTG imposed restrictions on the development of livelihood generation activities in the camps. This makes the camp populations seriously dependent on charitable action, and substantially constrains, with the exceptions noted below, the development of a truly rational and needs based vocational education program in the camps. Outside the camps, the practical and

political challenges of establishing and conducting vocational education are more daunting, but the fact that the “migrant” population from Burma participates in the Thai workforce lends a degree of rationality to the prospect of vocational education in that population.

While several donors offer post-10 courses, we believe those offered by the current USAID contractor are vastly superior to others observed. If, as has been intimated by UNHCR, there will be a growing flexibility by the RTG to permit more vocational training and income generation in the camps, then we believe the USAID contractor could, in collaboration with the other partners, offer a range of programs, particularly grades 5-Post 10. Preliminary documents already exist on the vocational programs each NGO could offer and at which camps. Computer training, weaving, and stove making exist. The CAN program has agriculture, animal husbandry, chicken raising, fish raising, horticulture, vertical and upland farming. New skills possible and already planned for are bakery, barber, entrepreneurship, electronics, batik, bicycle repair, blacksmith, construction, candle making, carpentry, cooking, drawing, first aid, food processing, growing cotton, hairdressing, handicraft design and marketing, mechanics, music or dance performance, recycling, sewing and embroidery, silkscreen, soap making, tool making and repair, typing and word processing in mother tongue, Burmese and English, journalism (camp paper, radio), and T-Shirt printing. Among its greatest contributions taken from the current USAID program are English language, leadership, service leadership in the camp, computer skills, and communication skills. Lessons learned should be transferred to others working within the camps.

According to the July-August 2004 study recently published under the Resolution of the Cabinet, 231,208 Thai employers are seeking 1,503,536 alien workers to fill their enterprises. Among those enterprises surveyed were the following: marine fisheries, fresh water fisheries, agriculture, farming, rice mill, brick factory, ice factory, transportation, construction, mining, and house maid. The largest employers of alien workers are marine fisheries, agriculture, farming, construction and those seeking housemaids.

In the out-of-camp setting, hundreds of thousands of migrants are gaining a wide variety of vocational skills through their work. For the vast majority of refugees and migrants from Burma, while they may be gaining some new skills, they are all too often underpaid, overworked, charged excessively to be smuggled across borders, rent totally inadequate housing at exorbitant rates, and have little or no protection from police, factory owners, or others seeking to take advantage of them. Even more regrettable are the thousands of migrants caught up in various forms of trafficking, the sex trade and drugs.

Recommendations on Vocational Education

1. The Thai government should be encouraged in its apparent current course of providing greater opportunities for camp students and residents to learn a broader array of vocational skills and open up income generating activities.
2. Vocational courses and income generating activities should be available to out-of-camp youth and adults with many of the skills being contemplated for camp residents being started in both migrant and even in those Thai schools that have admitted significant numbers of migrant young people.
3. This does not mean opening expensive vocational middle or secondary schools, but rather utilizing such successful programs as apprenticeships, school-to-work, service-learning and other programs now in use throughout the world.

4. It will be important that out of school youth and adults not be neglected, and thus a range of life-skills, non-formal, informal and vocational programs could be started to provide them with the necessary skills to support themselves and their families.

XII. TERTIARY EDUCATION

One of the more problematic areas in any educational programming for refugees and migrants is tertiary education. Among the more difficult decisions is how much to spend on the “masses” of children at the primary, middle, secondary and vocational levels, and how much to spend on the comparatively small elite who will access Thai, Burmese, or international institutions of higher education. This has been made more difficult in the past with the limits and controls on what grade 10 graduates in the camps could do, with a range of post 10 classes in English, leadership and computers being permitted. A small number of the best graduates have been permitted to go to Chiang Mai to attend the Teacher Training for Burmese Teachers course, while others have gone on to the journalism program run by Internews. Finally, some have gone to OSI’s preparatory programs leading to admission to English language medium programs of study within Thai and other Asian universities with a handful going on to universities in English speaking developed countries. The largest post-secondary program, however, has been the BDEPT program, in which some 800 camp residents have received instruction and certificates in organization and management through an accredited Australian university.

The Open Society Institute has a range of programs in S.E. Asia, expending approximately \$1,000,000 annually for education and training of people from Burma near the border areas. The Supplementary Grants program was started in 1994 to address primarily the needs of Burmese refugee students whose college education was disrupted by their active participation in the pro-democracy movement of 1988. The Supplementary Grants program has awarded 1,821 scholarships, most in the range of \$500-\$6,000

Country Sector Activity	Description	Contractor, Grantee	Est. Life of Project Funding	Average annual expenditure	Funding Period
Democracy and Governance: Media Capacity	To train Burmese pro-democracy organizations to improve quality and dissemination of news and information	Internews -CA-	1,500,000	375,000	12/18/00-2/28/04 (Continuing)
Humanitarian Assistance: to Burmese refugees	To assist Burmese refugees, displaced persons, and pro-democracy groups to improve health care, nutrition, food security, and build national NGO and community leaders	International Rescue Committee -Grant-	7,919,877	1,319,980	7/99-3/31-05
Education: Assistance to Burmese Refugees	To provide education and training to Burmese refugee educators which will develop skills and knowledge that can be used to implement an effective educational system on return to Burma.	World Education-World Learning Consortium -Grant-	6,385.026	1,064,171	6/99-3/31/05
Education and Higher Education and	To address the needs of Burmese refugees and other students whose college education was disrupted.	Open Society Institute	1,500,000	375,000	1/01-9/30/05

capacity building	Provides international scholarships for Burmese Students, women's empowerment, and democracy	-CA-			
Health: Improving Health Conditions of Migrants	To collaborate with the Thai Ministry of Public Health to provide better health services to Burmese migrants in Thailand	IOM -Grant_	1,400,000	466,667	9/02-9/30/05

Since 2001, USAID has funded the Internews program “Media Capacity Building for the Pro Democracy Movement in Exile.” The program consists of in-house mentoring of journalists, small grants to training partners, organizational capacity building and intensive longer-term training of young journalists in a journalism school. The latter program offers a range of basic and intermediate training seminars and on-site training for journalists, print managers, and editors. Up to 60 trainees at a time participate in the basic journalism “school” in Chiang Mai, while the total number of trainees was 251 in 2001, 273 in 2002, and 255 in 2003, with women making up approximately 20% of the trainees each year.

Another post-secondary or tertiary option for camp and non-camp refugees and migrants is the Burmese Distance Education Project-Thailand (BDEPT). Since 1998, the primarily AusAID funded program has provided accredited distance education in governance through its Certificates III and IV in Community Management (CM). CM is delivered in both Burmese and English and is complimented by an English for Academic Purposes course that is delivered inside the camps. The program has serviced over 800 students through three regional offices and has an in-country operational budget of less the \$220,000 annually. AusAID, despite excellent reviews of the program, has decided to discontinue funding it and is encouraging other donors to consider picking it up.

Recommendations on Tertiary Education

1. Distance education for upgrading teacher's academic skills is an approach used in many parts of the world. While initially primarily correspondence, small group meetings and some higher technology, this could become more computer-based, as camps are hooked into the Internet and as students outside the camp studying in migrant or Thai schools have greater access.
2. The Open Society Institute, Internews and BDEPT appear to be doing an excellent job and are cost effective in what they offer in their respective programs. More dedicated attention can be devoted to integrating the design of programs for fostering elite capacity, a critical element of democracy promotion and capacity building for self-government and leadership, into the design of mass education programs.

XIII. CAPACITY BUILDING FOR LEADERSHIP AND FUNDING

It is important for USAID to continue with a more limited, educational role in the camps. This is critical for additional capacity building of the KED and KnED, not yet completed. It is also important for USAID to be involved, even if at a lowered level of support, in order to continue contacts with the Thai Government (MoI, MoFA, NSC) in their currently accepted role. The proposed termination dates are given at the end of each activity description.

Since no one can predict if and when repatriation will occur, it will be important for the education contractor to continue working with the other NGOs on building capacity. This should concentrate

on greater community and parental involvement in schools, not just “higher level” committees. It is an activity that should be continued by trained counterparts, rather than international staff, and could continue through a possible repatriation stage.

Because of the close integration between democracy and humanitarian and development objectives of USG programs, it is valuable to examine models developed elsewhere to integrate democratic self-government and political capacity building into educational program design. The New School model from Latin America has developed what many observers believe to be the most democratic educational institutions in the world, with class and school committees and with and without parental involvement, serving in almost every capacity of the school: first aid, academic assistance, library, nutrition and lunch, school and ground maintenance, peer and cross-age tutoring, class and student councils, etc.

The assessment team was most impressed with the Small Grants Programs administered by IRC and the Consortium and believe that any future assistance must include a significant amount of funding to encourage community groups, individual and school groups, Burmese and Thai NGOs and others to meet specific local needs. The KnED and KED have some experience with needs assessment, grant writing, monitoring and evaluation, as do some in the Shan and Mon communities. Capacity building in this area should be continued until the contractor believes the groups are prepared to “stand alone.”

Recommendations on Capacity Building, Leadership and Funding

1. The KED, KnED and capacity building of the educational leadership of other groups need continuing and ongoing support. None are ready to completely administer their camp schools. Leadership is even less prepared in migrant schools outside the camps and those working with Thai Schools or administering a complete system across the border.
2. Coordination will be even more critical in the coming years with the possibility of multiple partners conducting work in multiple settings. Any contractor must continue to work closely with the CCSDPT in a coordinating role.
3. Continue and expand the small grants programs for International, Burmese and Thai NGOs. Capacity building should be a crucial component of this program.

XIV. DRAFT RFA OUTLINE AND TIMELINE

Prefatory Note:

The following presents an outline description of the key elements recommended for programs and activities in the education sector. The outline is presented in order to solicit RDMA's guidance as to whether the final Draft RFA should continue to be developed along these lines.

The assessment conclusions provide ample justification for continuing current programs at the current levels of support at a minimum. The following draft RFA takes that as the baseline and proceeds from that point. The assessment clearly implies the need for enhanced resources for the program and found no rational basis for reducing the level of support for current programs for the purpose of transferring finite resources to other populations, even in part. At the same time, the assessment did conclude that there is a need in the currently unserved population that must be met if the broad US policy objectives in democracy promotion for a future Burma, in relief of humanitarian needs, and in development, are to be adequately served.

The assessment presents conclusions about the scale of need and further demonstrates the need for enhanced US assistance and resources to the entire Burmese population in Thailand. In the absence of that, it is recommended that the burden of financing of currently supported activities, which serve an explicitly refugee population, and one that is familiar to refugee assistance and humanitarian relief programs, be transferred to USG or other humanitarian and refugee assistance budgets in order to free up the current resources for addressing the newly identified needs.

I. Enhancements of Existing Programs

- USAID should strongly support the production of Burmese, Karen, Karenni, Shan and Mon ethnic language materials and the training of teachers to work in the various mother tongues for camp, out-of-camp and for Thai schools where significant numbers of students from Burma can be found.
- Assist the NHEC, (National Health and Education Committee), KED (Karen Education Department), KnED, (Karenni Education Department), Shan, Mon and other ethnic educational leadership groups to document what children learn and at what level, what skills teachers have gained and courses they have completed, and move towards a uniform and internationally recognized standard to assure that students and teachers receive full credit for their work on repatriation to Burma.
- Any continuing or new programs within the camps, existing or new migrant schools, and Thai schools in the same catchment area working with migrants, should include the special education training of teachers and administrators, parental involvement and awareness programs and special instructional materials.
- Begin a school assessment program, similar to that found in Annex 4. While traditional accreditation systems provide some detail about the various grade level standards by subject area, teaching approaches in the classroom, standards for schools and classrooms, the assessment team proposes a simpler system involving a four rubric rating system, in which it is comparatively simple to measure improvement from unsatisfactory through excellent Classroom standards could be assessed through a checklist similar to that found in Annex 5. This list is based on the internationally recognized new school movement in Latin America, even in the poorest and most rural school. While there may

be a few items or ideas which are not appropriate in the refugee and migrant situations, the list is something which can be used to provide a quick evaluation of how successful the classroom is in meeting international standards

- Use standardized tests to measure mastery of knowledge and skills in all subjects at the end of grade 4 in the mother tongue, and at the end of grades 8 and 10 in mother tongue, Burmese, English and the other subject matter areas.
- In any move to expand efforts among out-of-camp children, it will be important to include a range of measures to show what students have learned and at what level. Schooling cannot and should not be measured only by “seat time,” or time spent in school, but on what children have learned. Once again, this will mean mastery of basic literacy, not just memorized words or phrases or decoding of words, but actual comprehension. It means more than just the abstract ability to do mathematics problems and includes the ability to use arithmetic in one’s daily life. This means that authentic assessment must be used, in addition to the periodic standardized measures.
- Distance education should be explored, particularly in upgrading academic knowledge of in-service teachers within the camps, in out-of-camp schools, and even for cross-border teachers.
- Assistance should be provided to the KTWG mobile teachers, to the development of the Karen Teacher Training College functioning on both sides of the border, and to the Teacher Training for Burmese Teachers in Chiang Mai. In addition, Thai teacher training institutions that wish to prepare bilingual, bicultural teachers could be given assistance.
- Explore support of programs such as apprenticeships, school-to-work, service-learning and other programs now in use throughout the world.
- Support distance education for upgrading teacher’s academic skills. While initially primarily correspondence, small group meetings and some higher technology, this could become more computer-based, as camps are hooked into the Internet, and as trainee teachers outside the camp in migrant or Thai schools have greater access.
- Work with existing migrant schools on the border, particularly in the Mae Sot, Mai Hong Son, and Fang areas of the country to provide textbooks, teaching materials, teacher training, and possibly even salary support for teachers. Assistance to these schools, similar to those currently found in the camps, will greatly assist in expanding the educated cadre of qualified students and trained teachers when repatriation occurs.

II. Expanding Beyond the Camps to the Larger Migrant Population

The following steps are a critical part of the process of expanding the emphasis from the camp setting to the broader migrant community, cooperating Thai schools, and cross border activities.

- A. Needs Assessment:** Conduct a needs assessment, primarily in the Tak Province near Mae Sot, in Mai Hong Son and in the Fang District of the Chiang Rai Province as many of the most needy migrant children can be found in these districts. It will be important to identify the following: where they are, how many are within walking distance of a proposed or actual

school, the number of educated adults who can and are willing to serve as teachers, what language(s) possible teachers and students speak, ethnic origin, levels of previous education and other information needed for planning purposes. In brief, as accurate a census as possible of this population is needed. With the putative new Thai policy concerning permission for all migrant children to attend Thai schools, it will be important to assess the interest of migrant parents and children and of nearby Thai schools in attending Thai language only schools, mother tongue classrooms within Thai schools, and mother tongue-Burmese migrant schools. (Completed by 12/05 or 3/06)

B. Feasibility Assessment of IDP Schools Support: While it is difficult to assist schools for Internally Displaced Persons (IDPs) within Burma, the Karen Teacher Working Group (KTWG) has provided an interesting model of Mobile Teacher Trainers, which could be supported for other ethnic groups across the border. The actual building of schools will no doubt have to await a peace settlement, but instructional materials, teacher training and possible salary assistance could be provided (Completed by 12/05 or 3/06)

C. Phase-In Pilot Program: After the appropriate communities and/or schools have been identified and selected in the three areas mentioned above, a phase-in period should be begun in 2006. Support for already existing migrant and/or cooperating Thai schools could consist of additional teacher training, teacher stipends equivalent to those found in the camp schools, textbooks, reading books in the mother tongue, assurance of standardization of curriculum with camp and Burmese standards, and certification, assessment and documentation. (2006-2010)

D. Selection Criteria/Questions

1. Community involvement evidenced by having already started or solid plans to start a school, willingness to provide a site, willingness to provide a small amount of matching funds (perhaps 5-10% of costs), existence “educated” adults in the community willing to undergo training and work as teachers or teacher aides, and inclusion of adult and community in education.
2. Informal and non-formal educational programs for youth that are not employed or in school to assist them in earning a living. These can be in the form of youth clubs, sports activities, and vocational skill training in areas similar to those previously outlined.
3. Is the school located sufficiently near a population of children large enough for either a multi-grade (up to 40 children), or a regular grade (40-100 children) school?
4. Is the leadership of the school willing to follow the mother tongue/Burmese language policy of the NHEC and the agreed upon Burmese curriculum?
5. Will the school permit and even encourage children of different ethnic groups to be part of it?
6. Will issues of gender equity be seen as important in teaching, leadership, classroom and out of school activities?
7. Will the staff participate in the school/teacher circles for the catchment area, including other migrant schools and neighboring Thai schools?
8. Schools should be located in the same locations as health clinics for migrants, whether those of the RTG, IOM, IRC or other groups offering clinics.

- E. Phase 1:** Assistance to primary schools (Kindergarten-4) already functioning is the first priority. Not all 29 schools in the Mae Sot area or the 161 identified near Mae Hong Son can enter this first group. However, five in each area, along with the three Shan Schools on the border could be in the pilot program in the first year. Assistance could also be provided to neighboring cooperating Thai schools as part of the school/teacher circles explained later. Finally, teachers for a multi-grade model should be trained and materials developed for small schools in which teachers cover 1-4 grades in one classroom, a model based on the New Schools of Latin America, and now in use in parts of Uganda in Africa. Many schools in the various ethnic states of Burma are currently and likely to remain multi-grade schools in the future. (2006-2010)
- F. Phase 2:** In the second year, the expansion should assist other functioning schools in the same regions, with an additional 10 schools in each of the three areas, including some schools that go up to grade 8. At this stage five multi-grade schools should be brought into the process after teachers have been trained and materials developed in Phase 1. (2007-2010)
- G. Phase 3:** In year three, an additional 20 schools in each of three districts could be added, as the model will hopefully be solid by this time. By 2008, a few schools may be offering course work up to grade 10, so these could be also be included. This will mean approximately 103 functioning schools. These model schools, both multi-grade and regular graded schools, could be part of USG “Democracy” funding, as has been explained earlier in that the New School movement is perhaps the most powerful educational tool for democracy in the world today. (2008-2010)
- H. Camp Personnel and Educational Materials for Work with Migrant Education Programs:** As approvals, permissions or “space” allow, migrant education programs should use the many individuals trained in the various camp committees and community-based organizations, along with teachers, textbooks, curriculum guides, reading materials developed in the past and under any new camp-based contract in the assorted components. This will provide them with the range of practical leadership and community building skills needed to not only continue their camp work, but to also prepare them for eventual leadership after repatriation to Burma at some time in the future. It also means that Burmese children outside-the-camps will benefit from all the materials and skills learned by their fellow citizens in the camps. (2006-2010)
- I. Coordination:** Within the camps there are many organizations working well together, thanks to the work of CCSDPT. It will be critical that the contractor work as a member of a new migrant component of the organization. It will also be necessary to coordinate the migrant work with other donor agencies, such as DFID, AusAID, ECHO, Japan, ADB, and others. (2010)
- J. Teacher Training:** This section reiterates many of the components of teacher training in the camps but is included to assure that any migrant program contains a strong component of teacher training. Once communities have been selected for participation in the pilot project and meet stated criteria, pre-service training should occur, concentrating training and material preparation initially on bilingual education, with mother tongue instruction and Burmese receiving the highest priority. Utilizing a methodology similar to that found in the “Breakthrough to Literacy” programs throughout Southern and Eastern Africa, the early years should concentrate on speaking, reading and writing literacy of the two languages. While it is recognized that most ethnic groups of migrants and refugees have legitimate reasons for rejecting Burmese as a language of instruction, it has been agreed upon by the National Health

and Education Committee (NHEC) that mother tongue should be learned, along with Burmese. There are few, if any, nations that have succeeded in teaching basic literacy (reading, writing, and comprehension) in more than two languages. In the migrant schools, Thai could be offered fairly early on, as their parents are likely to continue crossing the border to Thailand for as long as the two economic systems are not equivalent in salaries. English, since it has been accepted as a priority of the NHEC should be begun in grade 5, at the earliest, and only as teachers, materials and mechanisms are found to assure quality instruction.

Assistance should be provided to the KTWG mobile teachers, the development of the Karen Teacher Training College functioning on both sides of the border, and to the Teacher Training for Burmese Teachers in Chiang Mai. In addition, Thai teacher training institutions that wish to prepare bilingual, bicultural teachers could be given assistance.

- J. School and Teacher Circles:** All schools near (same student catchment area) to the selected Burmese “migrant” schools should also be assisted through by inviting them to attend teacher training(s), by providing textbooks in the mother tongue of their children, and by providing instructional materials as well as other assistance that improve relations between the host country and the Burmese migrants working in Thailand. The key to good teacher/school circles is the fact that Teachers-Training-Teachers is the most powerful model of teacher change. Weekly or bi-weekly meetings of teachers facing similar classroom dilemmas are the most powerful mechanism for improving teaching. With the new Thai policy on migrant attendance at Thai schools, it will be particularly important to reach out to cooperating Thai schools in all workshops, teacher circles and training sessions.
- K. Instructional Materials:** While the Karen and Karenni educational systems have had significant international assistance in the development and publication of their textbooks and instructional materials for the past 6-10 years, the Shan people have developed a set of materials, with comparatively little assistance from the outside world. The materials from the Karen and Karenni camps can and are being used in the migrant schools, but significant assistance should be provided for the further development of Shan materials. While it is true that Shan can more easily learn Thai due to the linguistic similarities, the commitment by the NHEC is to have mother tongue materials first. As such, the further development and publication of existing Shan textbooks and instructional materials for grades 1-4 or higher as appropriate should be a first priority. With the new Thai government policy to admit all migrants to Thai schools, it is hoped that this will include mother tongue instruction in the early grades, wherever feasible. This will mean providing textbooks and instructional materials to cooperating Thai schools.

In addition to the materials for the Shan, student workbooks, in which groups of children can jointly work on creative, problem-solving activities, have proven to be a critical part of the New School programs in Latin America. To be effective, continuous assessment must be tied directly into the materials, and a flexible promotion system must be practiced that permits students who are absent due to illness, migration, work or any other reason to continue their work exactly where they left off, rather than have to repeat a whole grade as is customary throughout much of the world. This model is vastly superior for migrant children than any other model yet developed. Student workbooks and teacher manuals are developed by teachers, not university professors or scholars, and are thus appropriate to the group being served.

USAID should strongly support the production of Burmese ethnic language materials and the training of teachers to work in the various mother-tongues for camp, out-of-

camp and for Thai schools where significant numbers of Burmese students can be found.

L. Policy Coordination Issues

Formalized processes and coordinating mechanisms should be supported to maintain a dialogue among donors, implementers and responsible RTG policy makers to coordinate donor/implementer advocacy with the RTG. Among the issues to be covered include:

- 1. Royal Thai Government:** Regular meetings and coordination with the Ministry of the Interior, Ministry of Education, Ministry of Foreign Affairs and the National Security Council to keep the Royal Thai Government (RTG) apprised of and approving of all activities.
- 2. Provincial, District and Camp Officials:** Continue working with the RTG at the central, provincial and district levels to assure the necessary “space” for the contracting NGO to work both within the camps, with Burmese migrant schools outside the camps, with neighboring Thai schools, and in educational cross-border activities.
- 3. Documentation, Certification, and Standards:** The issue of uniform documentation, certification and standards for students, teachers and administrators is extremely critical if the courses completed by students and training of teachers and administrators are to be transferable to the variety of environments in which Burmese are likely to find themselves, whether they have a long-term presence in Thailand, resettle in third countries, or repatriate to a democratic and secure Burma. International accreditation such as that found under BDEPT (Australian University Distance Education) gives some legitimacy to work done. Additional efforts should be taken to try to get Thai or other international institutions to accredit work. In the absence of formal, legal agreements, all work completed by students, teachers and administrators must be formally documented as to time, substance and level or standard of achievement.

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ANNEX 1: INDIVIDUALS AND GROUPS INTERVIEWED

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ANNEX 2: CHANGING TEACHER BEHAVIOR

By Richard J. Kraft and Barbara Hunt

Evolution in the Application of Active Learning

Beautiful buildings, and even good attendance, are no guarantee that a child will be actively learning and happy in school. Armenia's goal is to encourage a change in teaching practice from traditional rote learning to one in which children are working together, participating actively in their own learning. This is a very difficult change to make; teachers generally teach as they were taught, and changing behavior is difficult, often taking years. The change sought in Armenian schools requires far more than providing a few new activities or materials to teachers; rather it is a change in a deep-rooted culture. Experiences in other countries suggest that there is a continuum of change that can be noted in teachers. These may be outlined as follows:

STAGE ONE: No Form and No Substance.

They almost have the lesson memorized. The louder the chanting the greater the learning

Teachers in this stage teach as they were taught, generally through rote memorization and group chanting of responses. Taking dictation from teachers or copying endlessly off the black/white board characterizes much of the classroom time for both teachers and students. The group is often evaluated on the basis of how well it can memorize and how loudly it can chant the "correct" answers. Any questions asked of children are at the level of simple facts, and there is no diversification of instruction for different levels or different needs of groups or individuals. Teachers at this stage, if asked to change, often express a combination of fear and resentment. Some feel they "know" the right way to teach, while others, interested in the change, are fearful of trying unfamiliar, time-consuming new methods. Sometimes they fear the reaction by parents to new ways of teaching. Community and parent awareness of the reasons for change are particularly important at this stage.

STAGE TWO: Form and No Substance.

Now I sit them in groups for their dictation and copying in each subject

At this stage many teachers become conversant with the new jargon, and may begin to try some of the new ideas. Teachers learn the basic behaviors of a new form of teaching, but have difficulty going beyond that in which they have been trained. Students are placed in groups, but students do not do much real group work, and the teacher still dominates the classroom. Some active learning enters the classroom, but all teachers do the same activities with little or no variation. Evaluation and assessment is irregular at best, and often occur only at the end of a term or year. There is still little or no diversification of instruction for different groups or individuals. Teachers at this stage, who are trying to change, need ample support in-class as well as support from their peers, principals and supervisors. Without such support, they may simply try the new methods, find them difficult, and abandon them.

STAGE THREE: Improved Form and Substance.

My student groups are working on different aspects of an integrated unit on animals

Teachers at this stage begin to create their own learning materials and forms of active learning, with many new approaches to concepts being taught. They place students in groups, and do genuinely cooperative learning. Subject matter is often integrated and the teacher regularly assesses the individuals and groups on their progress. Teachers have a better understanding of the scientific method, underlying mathematical principles, and a more sophisticated understanding of the teaching of reading and writing. Teachers at this stage can begin to serve as trainers or mentors for their peers, helping to reinforce change in a school or cluster of schools.

STAGE FOUR: Form and Substance.

We as teachers are not satisfied with learning in our classes. My students and I are studying and working towards the elimination of pollution in our community

Teachers at this stage are never satisfied with learning in their classes, and they work cooperatively with their peers to improve it. Students play an active role in teaching and learning, and the subject is integrated to confront "real life" problems. Learning occurs not only in the classroom but also out in the community. This is the ultimate goal of any pre- or in-service teacher-training program and these teachers are characterized as "Reflective Practitioners," who not only know what they are doing and how to do it, but also are continuously asking why, and how they can improve children's learning. They have a deep knowledge of subject matter and of how children learn. They are constantly looking for new ways to assist children who are having difficulty mastering any concept, whether in reading, writing, mathematics, social studies, science or life skills. To observe a true master teacher is to see an artist at work; the class is a seamless web in which it hardly appears that the teacher is teaching

ANNEX 3: EDUCATIONAL PROGRAMS FOR BURMESE REFUGEES, MIGRANTS AND INTERNALLY DISPLACED PERSONS

Preliminary Findings, Conclusions, and Recommendations

Introduction: The following table of findings, conclusions and recommendations are merely observations from our visit and was not intended to be an evaluation of programs. Participating individuals and organizations were promised anonymity. Everyone, without exception, went out of their way to assist us in seeing any and all aspects of their programs, in addition to providing us with all internal documents requested. They do an exceptional job of cooperating with each other, building capacity in the groups with whom they work, prevent overlap, and meet the needs of children and adults in the camps.

I. Education in the Refugee Camps

Findings	Conclusions	Recommendations
1. Attendance appears to be near universal at the primary level, with apparent dropouts in grades 5-10. In June 2004 the total number of students was 36,341 in 7 Karen camps, with 6,524 in KG B and 1,107 in Standard 10. In the Karenni camps a total of 7,046 students are being educated in 2004. 600 babies were born in the past year, and there has been growth in the High School from 100 in 1997 to 300 in 2004 and projections of 1,000 in 2007.	The camps are providing education for all students who are motivated to stay in school. Studies have not yet been done to identify how much of the differences in class numbers in KG B and grade 10 is due to demographics, attendance of cross-border children and dropouts.	A careful monitoring and study of dropouts, with adjustments to curricular programs, vocational counseling, and other interventions could likely lead to near universal K-10 schooling in the camps.
2. Achievement is measured by continuous assessment, regular testing, and end of term and year examinations.	There appear to be few, if any, comparative studies of literacy, numeracy, or knowledge in science, social studies, and other subjects.	The application of tests to measure mastery of knowledge and skills in all subjects at the end of grade 4 in the mother tongue, and at the end of grades 8 and 10 in mother tongue, Burmese and English.
3. Subject matter specialists are found in most camp schools, all the way down to grade 1.	Burmese refugee camps (and possibly Burma) are among the only examples of subject matter specialists in the early grades. This is not in keeping with international standards for the education of young children.	In the Karenni Camps, JRS now has teachers in K and grade 1, who teach most subjects, and plan to add one grade each year through grade 4. Such a plan should be put in place in all camps, accompanied by appropriate teacher training.
4. Textbooks appear to be available to all children in all subject areas, but few were observed in use.	While a curriculum must be much more than textbooks, it is critical that students regularly read and analyze text.	Teacher training in the appropriate use of textbooks, instead of "lectures," needs to be emphasized and re-emphasized.
5. The curriculum appears to be parallel, to a greater or lesser extent than found in Burma.	While it is important to maintain mother tongue and local culture, if repatriation occurs it will be critical to assure that students are at equivalent or higher levels than Burmese students at the same age and grade level.	While there is an understandable desire to develop one's own educational curriculum and there is evidence of falling educational standards within Burma, camp curricula should generally parallel that of the home country, but at a higher standard.

Findings	Conclusions	Recommendations
<p>6. The languages of instruction appear to differ from camp to camp. Teachers appear to have significant difficulties in reading, writing, and speaking at least one of the languages of instruction. One class a day in each language is likely insufficient to achieve levels of mastery.</p>	<p>Mother tongue languages appear to be at different academic levels, in regards to their development as tools for more advanced learning, and there appear to be differences in the acceptance of Burmese and English as the 2nd or 3rd languages of instruction.</p>	<p>If repatriation is to occur, it will be important for all students to master not only spoken Burmese, but also be fully literate in the language, if they are to be full participants in a new Burma. Mastery of English is an added bonus, but likely not as critical as Burmese.</p>
<p>7. Literacy levels appear to vary greatly in mother tongue, Burmese and English, the three languages agreed on as necessary.</p>	<p>All students speak well in their Mother tongue, but only a small number appear to speak, read or write fluently in all three languages. According to informants, many teachers also have significant difficulty in one or more of the languages of instruction.</p>	<p>The “Breakthrough to Literacy” programs sweeping Africa have shown it is possible to create bi-literate persons, beginning with their mother tongue and moving into an international language. Few developing nations, however, have developed fully tri-literate individuals.</p>
<p>8. Instructional materials appear to be limited in most camp classrooms. A few contain alphabet and charts or tables, but neither of these nor other materials was observed in use.</p>	<p>Despite availability of training on “new” methods of instruction involving in-class and outside activities, active learning, mathematics manipulatives, student writing, artwork, etc., very little of this was observed.</p>	<p>The workshops, to date, do not appear to have been sufficient. Specific locally-made or written materials need to be tied to each grade and lesson, at no cost to the teacher, to successfully change teacher behavior.</p>
<p>9. School and classroom infrastructure are similar to that found in poor, rural sections of many tropical countries.</p>	<p>While higher quality walls, tables, desks etc. would be nice, the current infrastructure is sufficient if not ideal.</p>	<p>Design “movable” desks/chairs in order to change from traditional pedagogy to “active” learning.</p>
<p>10. Vocational training has been a priority of the camp schools, particularly in grades 7-10 in recent years. Restrictions on people in the camps making money and expansion of vocational programs have made this process difficult.</p>	<p>The camp schools have started school gardens, a few students have had access to basic computer education, English, language and leadership are also seen as important skills. Camp educators have an extensive list of vocational skill areas they would like to include.</p>	<p>Despite the severe limitations on what can be taught, in-camp apprenticeships and internships, camp-based service learning, and skills currently in the adult population could easily be added to the school curriculum and for out of school youth. See #11 for specific skill training.</p>
<p>11. Idle Youth: The camp leadership and youth still raise the issue of lack of opportunities for a large majority of dropouts or grade 10 graduates. Most young people, however, have a very limited perception of vocational occupations and would prefer to continue schooling, receive leadership training, teach, work for an NGO, or become a health worker.</p>	<p>Talented, small minorities of students participate in the post-10 programs in leadership, community service, journalism, English or programs leading to university education in Thailand. The large majority literally remains idle, with little hope for the present in the camps, or an uncertain future in Thailand or Burma.</p>	<p>Some computer training exists, along with weaving and stove making, and the CAN program has agriculture, animal husbandry, chicken raising, fish raising, horticulture, vertical and upland farming. If permission can be received, the following skills training activities could be added to the 7-10 curriculum and for out-of-school youth: bakery, barber, entrepreneurship, electronics, batik, bicycle repair, blacksmith, construction, candle making, carpentry, cooking, drawing, first aid, food processing, growing cotton, hairdressing, handicraft design and marketing, mechanics, music or dance performance, recycling, sewing and embroidery, silkscreen, soap making, tool making and repair, typing and word processing in mother tongue, Burmese</p>

Findings	Conclusions	Recommendations
		and English, journalism (camp paper, radio), and T-Shirt printing.
<p>12. The school year and school day appear to be of appropriate length, with sufficient time to learn most of the designated curriculum, although likely insufficient to master literacy in 3 languages.</p>	<p>While the scheduled days and hours appear adequate, there appear to be problems in “school time,” due to holidays, celebrations, late start to classes, teacher absences, inflexibility in the curriculum, student illness and other factors affecting schools in most developing nations.</p>	<p>Given the low teacher salaries, it is hard to know the appropriate positive and negative reinforcements to assure the presence of teachers or the use of substitute teachers and parents. Starting times and closing times, however, can be more carefully managed, however.</p>
<p>13. In-service teacher training sessions have been conducted for most, if not all of the 1600+ teachers through the work of ZOA working with the Karen Education Department. Most teachers in the Karenni camps have also been trained.</p>	<p>The teacher-training manual contains a traditional set of skills in educational psychology, lesson planning, writing objectives, classroom management, lesson presentation, questioning skills, teaching methods and school and community.</p>	<p>While there is nothing “wrong” with the current teacher training materials, they do not appear sufficiently powerful to have greatly changed traditional teacher behavior. Teacher circles, student and teacher manuals and workbooks, case studies and other mechanisms have been successfully used in the New School movement in Latin America. In-service teacher training can also be partially delivered through Distance Education, particularly for teachers upgrading subject-matter knowledge.</p>
<p>14. Pre-service teacher training is now occurring through the 2-year Teacher Training Program or through a 6-month program Teaching Training for Burmese Teachers in Chiang Mai. Not all new teachers are graduates of these programs, and due to rapid growth in some camps, some teachers have only completed a short, 3-week course just prior to entering their classrooms.</p>	<p>Pre-service teachers are receiving a basic training in pedagogy under these various programs. Since many new teachers have only a grade 10 certificate themselves, most appear lacking in depth knowledge of academic subject matter.</p>	<p>The Chiang Mai model is multi-cultural in nature, while the KWTG model is primarily a Karen model. Which model is preferable will depend on the final settlement in Burma and the amount of autonomy permitted in each state. Distance education is used throughout the world to supplement face-to-face teacher training, particularly in upgrading subject matter knowledge.</p>
<p>15. Certification of teachers is an important concern. Teachers receive a certificate at the end of their various training courses and programs.</p>	<p>While teachers currently receive certificates upon completion of work, no programs have yet been “accredited” by any Burmese, Thai or other university. Such may be necessary to prevent their having to go through complete retraining.</p>	<p>As part of any repatriation agreement, teachers trained under the current program need acceptance of their training by a new government. If these trainings could be accredited by a Thai, Australian or other university, then not only teachers, but their students could perhaps be fully accepted.</p>
<p>16. School management and administration courses have been held for principals, emphasizing collaborative styles and management skills in administering schools.</p>	<p>The groups offering these sessions are providing up-to-date material adapted to the situation in the camps. However it remains comparatively limited.</p>	<p>This is a second area in which some form of Distance Education, along with face-to-face and small group collaboration could assist in the development of professional educational leaders.</p>
<p>17. School and class sizes are large, but well within international standards.</p>	<p>International research indicates that with appropriate training and materials, teachers can handle the 40 or less students found in most camp schools. While camp teachers have received training in handling large groups, they do not appear to have</p>	<p>The critical factor is not necessarily class size, but rather how teachers instruct their classes. With appropriate student workbooks, activities, and instructional materials, teachers should be able to instruct the current size classes.</p>

Findings	Conclusions	Recommendations
	the necessary instructional materials.	
<p>18. Teacher assessment appears to occur throughout the camps, with observation instruments translated and adapted from effective school literature in other countries. There does not appear to be any monitoring or examination process for measuring teacher subject matter knowledge.</p>	<p>School principals have been trained in clinical supervision, but a long tradition of hierarchical, inspectoral approaches is hard to change. A system of teacher awards (teacher of the year at the building, camp, and national levels) and other positive reinforcements for success in the classroom can lead to teacher change.</p>	<p>Most teachers respond well to fellow teachers offering support and advice, something found in the teacher circles referred to earlier. Teachers need time to reflect on their teaching and to share what does and does not work. Some form of assessment of basic skills could be instituted to be sure that teachers have mastered the subjects they are purporting to teach.</p>
<p>19. Parent and Community involvement exists in the form of camp education committees, the KED and KnED, and school meetings.</p>	<p>Given the fact that adults in the camp community have comparatively less to do each day than working or migrant parents, their involvement with the schools appears to be considerably less than might be expected.</p>	<p>The far greater use of parents as classroom assistants, teacher aides, interpreters (when there are linguistic problems), assistance with special needs children, library assistants, literate adults reading to children and vice versa, serving instructors to apprentices in vocational skill areas, and a range of other roles are all possible.</p>
<p>20. Education for democracy and conflict resolution occurs through course work in the social science curriculum and through workshops.</p>	<p>While conflict resolution workshops and social science courses are important they are seldom sufficient.</p>	<p>Schools as democratic institutions with student committees involved in all aspects of the school have been instituted in many Latin American and some African countries. These are the most effective democracy training (albeit longer term) institutions in the world today.</p>
<p>21. Accelerated learning for adolescents and adults exists in the camps, and some older individuals appear to take advantage of these opportunities.</p>	<p>Andragogy (adult learning principles) do not yet appear to have been widely adopted in these programs, so that The programs are often just an acceleration of children's materials, and not appropriate for adult learning abilities, life experiences, or interests.</p>	<p>Classes for older children and adults need to use age-appropriate materials, in addition to different instructional and evaluation techniques. This is particularly true of those who have had previously unsuccessful school experiences.</p>
<p>22. Dormitories and Orphanages exist in the camps for unaccompanied children and orphans, many of whom have come across the border to study or whose parents may be working elsewhere in Thailand.</p>	<p>While in a few cases, teachers appear to live with the children, there does not appear to be any standard of care for these vulnerable children, and in some cases they appear to pretty much live on their own.</p>	<p>Standards of care should be designed and enforced, so as to assure not only the physical well being and safety of these most vulnerable children, but that their psycho-social and emotional needs are being met by caring adults from the community.</p>
<p>23. "International" examinations do not yet appear to be in use in the camps. OSI, however, is using the U.S. GED examination to "certify" their students as ready for English language universities in Thailand, throughout Asia, and occasionally the U.S., Australia or the U.K.</p>	<p>As with the certification of teachers, any form of international recognition of student learning would be of assistance to camp and migrant students, whether they remain in Thailand, study abroad and return, are resettled in another 3rd country, or repatriated to Burma at some point in the future.</p>	<p>While the OSI staff is not satisfied with the GED examination, it is one of the only mechanisms available for use internationally, and thus could be introduced in the Post-10 or even Standard 10 classes in the camps.</p>

Findings	Conclusions	Recommendations
<p>24. Special Education programs now exist in most or all the camps, with special needs students identified, parents voluntarily bringing their children to schools, teachers being trained, and prejudices overcome. An integrated (mainstreaming) model prevails.</p>	<p>Special education programs are now an accepted part of the educational system, and while there are limited instruments or techniques to identify students with learning disabilities, traditional prejudices are being overcome, children being identified, and teachers being trained.</p>	<p>Assistance into the early identification of children and aid to parents of children with learning disabilities would be helpful. The obviously physically handicapped children appear to be identified and their parents assisted.</p>
<p>25. Educational research is needed on a range of issues, if money becomes available to go beyond meeting the basic needs of classrooms, textbooks, teacher training, and curriculum development.</p>	<p>Now that “stability” has been reached in educating the camp population, a range of studies is needed to improve the education of the children.</p>	<p>Research on the knowledge and skills of children, particularly in literacy (reading, writing and speaking) and numeracy, but all subject area is needed, perhaps at the end of Standards 4, 8 and 10. Research on dropouts (causes, effects and solutions), effective teaching, multilingualism, and other critical issues.</p>
<p>26. Critical thinking, creativity, and higher order thinking skills are taught in teacher training and in post-10 classes.</p>	<p>Changing a “traditional” approach to teaching is difficult and a long-term process. Ultimately, all education involves critical thinking and creativity, but we are uncertain that the current training methods and materials are powerful enough to make this change. We observed little of this occurring in the current classrooms.</p>	<p>Textbooks, student workbooks, teacher guides, and other instructional materials at each grade and in every subject matter can and should reflect age-appropriate critical thinking and creativity. Classroom structure, pedagogical methods, and appropriate materials have brought these changes in other countries.</p>
<p>27. Gender issues are discussed and attempts are being made to deal with issues of gender balance in the teaching profession, gender based violence, rape, and a range of other issues. According to observers, there is a growing problem of gender based violence in the camps.</p>	<p>While we were unable to obtain gender percentages on teachers, there appeared to be an appropriate balance in schools observed. On camp leadership committees, however, male elders appeared to dominate many committees.</p>	<p>Gender relationships are difficult but certainly not impossible to change. It will take not only formal curriculum materials and workshops but also open discussions among young and old alike, along with enforcement of camp and Thai laws to bring about necessary changes. Leadership roles for females could possibly be brought about through rules and regulations on the gender balance of all camp committees.</p>
<p>28. Student Gender Balance does not appear to be a major problem, although at every grade level there is a slightly greater number of boys enrolled than girls.</p>	<p>There is not widespread discrimination on girls attending camp schools, although the 48.8% female figure in school attendance points to the likelihood of some girls being kept home to care for younger children, although it may be an artifact of boys coming from across the border.</p>	<p>In most classrooms observed, boys and girls sat on different sides of the room. This is no evidence of discrimination, and both pre- and in-service teacher training attempt to sensitize teachers to issues of gender treatment in the classroom setting.</p>

Findings	Conclusions	Recommendations
<p>29. Advocacy on policies, human rights and other issues appears to be a function of groups such as the BBC and CCSDPT, along with international groups, such as IOM and UNHCR.</p>	<p>The NGOs in the camps are well aware of policy constraints and through their representatives on the CCSDPT make those concerns known. They have also recently contributed to a series of papers on issues around repatriation.</p>	<p>Advocacy is a difficult role for NGOs, who serve at the good will of the host government. It appears that they are doing as much as can be expected of them, although national and international agencies would do well to listen to their concerns and issues, whenever policy issues are raised.</p>

II. Education for Children of Registered and Unregistered Burmese Children in Thailand and/or Internally Displaced Persons

(Almost all issues described for Camp Schools apply in the migrant settings, but to an even greater extent. We have tried not to repeat them here).

Findings	Conclusions	Recommendations
<p>1. The numbers of migrant children appears to be anybody's guess. While some 1.2 million Burmese are now registered in Thailand, many are young and single, while many others bring their families. Many tens of thousands are estimated to not have registered due to fees and fear of repatriation. The estimate of migrant children not in camps ranges from 180-720,000. This is the most neglected population of children in Thailand.</p>	<p>Most of these migrant children receive, at best, an intermittent education due to the migratory nature of their parents' work and the registered or unregistered nature of their parents' status. Thailand is not a signatory to the Refugee Convention and while a few children are enrolled in Thai schools, there are no incentives for the Thai government to educate them. With the continued destruction of their homes and villages in the border states, it is likely that many children will continue to follow their parents into Thailand.</p>	<p>Given the migratory nature of Burmese families seeking work in orchards and factories, a first step must be to identify groupings of students sufficient to have at least a multi-grade school. The largest numbers are along the Thai-Burmese border, in Fang province, and in large cities such as Bangkok and Chiang Mai. Any study should attempt to identify the numbers of migrants in these locations.</p>
<p>2. Attendance at Thai schools is an option for some children and a few apparently are permitted to sit in on Thai classes, dependent on local practice and</p>	<p>No studies have been conducted of either the numbers of students or their success in Thai schools. Given the fact the Thai is likely the 3rd or 4th language for many of these students, it is unlikely that many succeed in learning much more than a few basics.</p>	<p>Provide financial or other incentives to the Thai government to train bilingual teachers and assist impacted Thai schools. This option is most appropriate for Shan children who can more easily learn the Thai language.</p>
<p>3. Attendance at migrant schools appears to be primarily existing around Mae Sot, Mae Hong Son, along the Thai-Shan State Border, and possibly within the Fang and Chiang Rai provinces. There is no doubt a need for such schools in larger cities such as Bangkok and Chiang Mai, but many of these migrants appear to be "settled," in addition to many being single young males without families. Schools for migrants meet the needs of only a small fraction of the student population. Schools that do exist depend on churches, NGOs and others for intermittent support.</p>	<p>Registered migrants with secure jobs are a minority of the population and thus the majority of children are subject to frequent moves. This hinders their ability to make real educational progress and mastery of basic literacy or numeracy skills.</p>	<p>While the current system meets the needs of a small minority, it is critical that a new system focusing on literacy and numeracy, portable documentation of achievement, flexible promotion and other innovations from the New Schools of Latin America be instituted. The reader is referred to the section describing the New Schools.</p>
<p>4. Support for Migrant Schools currently comes from a few church, NGOs and international agencies. Funding appears to be very insecure, often for only a few months or years.</p>	<p>If these future citizens of Burma are to be contributing members of their state and nation, it is critical that they receive at least a basic minimal education in literacy and numeracy.</p>	<p>Small grants to pay teachers and promote the opening of schools wherever there are sufficient students to form a multi-grade or graded primary and/or secondary school.</p>

<p>5. Training of Teachers for migrant schools does not yet occur anywhere in the region to our knowledge.</p>	<p>Thai institutions are not training teacher for these schools. Some teachers appear to have been included in Camp teacher training, but this is not yet a major component of their practice.</p>	<p>It is critical that teachers in migrant schools be included in any and all camp training programs or programs such as the Chiang Mai Teacher Training for Burmese Teachers. Funds could be made available for textbooks, instructional materials and other assistance. The UNHCR list of necessary school components would be a good starting point.</p>
<p>6. Thai Schools near the Burmese refugee camps appear to often feel that they receive little assistance and are worse off than those in the camps.</p>	<p>Many children who attend these schools are of the same linguistic group as those in the camps, and thus could be and are easily assisted by camp programs.</p>	<p>Assistance to neighboring Thai schools is essential for keeping positive relations with the Thai government. The NGOs working within the camps are well aware of this concern and should continue to assist these schools whenever possible through trainings, materials and other support.</p>
<p>7. Community development in the form of potable water, latrines, a clinic or school appear to depend not so much on leadership in the community as the largesse of the landowner, orchard owner, farmer, or factory owner.</p>	<p>Little leadership has been developed in the migrant community, and little is likely to develop, given their low economic status, legal or illegal status, and migratory nature of their work.</p>	<p>As “semi-permanent” communities appear in states along the border or in large cities, NGOs could begin the process of upgrading them and developing leadership capacities among both the elders and the future leaders.</p>
<p>8. Multi-grade schools are the norm in many of the ethnic migrant communities on both sides of the border. These schools often have a few students, an untrained teacher, and a handful of books.</p>	<p>To our knowledge, no one is currently training teachers, preparing materials, or working with communities for the multi-grade settings on either side of the border.</p>	<p>The Multi-grade New Schools of Latin America and Africa have proven highly successful and are characterized by Democratic Education and Student Leadership: Community Involvement and Shared Decision Making: Empowered Teacher Authors and Trainers: Continuous Assessment and Flexible Promotion: Individualized and Small Group Instruction: Cultural Sensitivity and Local Content: Active Learning and Teacher Facilitators: Learning Centers and Classroom Libraries: Student Workbooks and Teacher Handbooks: and Mother tongue, Burmese, English and/or Thai.</p>
<p>9. Traditional and Rigid Instruction: Given the interrupted and often crisis nature of education for migrants running for their lives in Burma, the migratory nature of work in Thailand, and the untrained teachers, traditional and rigid pedagogy is not unexpected in these schools.</p>	<p>Flexibility is not a word generally associated with formal schooling in the camps or among migrants on either side of the border. Unless and until flexibility in student placement, grouping, and instruction is instituted, children will continue to receive little more than extreme basic literacy and numeracy.</p>	<p>Flexible promotion schemes, portable libraries, rapid testing for placement, small group learning in classrooms and outside the school, student workbooks which can actually go with the students, and a range of other techniques have been developed to assist children to learn in even some of the most desperate situations. Formal, rigid, traditional instruction does not and likely cannot work for these populations.</p>

ANNEX 4: THE EFFECTIVE BASIC EDUCATION SCHOOL FOR BURMESE REFUGEES

Research Based Relevant Quantitative and Qualitative Indicators Rubrics for Levels of Accomplishment (Standards are only illustrative, open for discussion)

By: Richard J. Kraft, Consultant

Topic	Description of the Indicator	Unsatisfactory	Satisfactory	Proficient	Excellent
Textbooks	Number of texts and percentage of texts in use in each classroom. Number of pupils per text by subject	Texts available, but not being used	Texts used occasionally	Texts used regularly	All texts used daily
Reading Materials	Number of age-appropriate reading books readily available per class, per child, and number actually read.	No books available	1-5 books available per class	6-10 books available	10+ books available
Reading	Number and percent of children actually observed reading "for pleasure." Books signed out of class or school library.	Students never seen reading	Students read occasionally	Students read once a week	Students read daily
Learning Corners	Instructional materials for student use in all subjects: abacus, math manipulatives, old newspapers, stones, corn, bottle caps, plants, animals, and inexpensive art activities.	No corners exist	A few corners exist with few materials	Corners exist for all subjects, with some materials	Well-stocked corners with many materials
Student work	Student original writing, drawings, penmanship, art projects, science experiments displayed in room/on walls	None	1-5 objects	6-10 objects	10+ objects displayed
Teacher Pedagogy	Variety in teaching methods used by teacher: large and small group work, individual, games, workbooks, creative activities, writing and reading-not copying, debates, library work, games, and role play.	Large-group, chalk talk, copying most of time. 50-100%	50% chalk-talk-copying	25% Chalk-talk-copying	10% chalk-talk-copying
Teacher Talk	Percentage of time teacher talks during lessons	Above 70%	50-70%	30-50%	30% or less
Attendance	Student attendance at school. Number of days missed. Reasons for Absence	20% absences	15% absences	10% absent	5% absent
Time	Teachers and Heads arrive on time, open school and class on time, begin and end instruction on time	School or class begins late 40%	Begins late 20%	Begins late 5%	Begins late less than 5%
Student Time on Task	The actual percent of time in which children can be observed in "academic" learning.	Students off task 40%	Off-task 20%	Off-task 10%	Off-task 5% or less
Pupil-Teacher Ratios	While teachers and schools should not be penalized for large classes, goal could be under 50.	100+ students	75-99 students	50-74 students	Less than 50 students
Homework	Little or none in 1-3, Some daily 4-6, regular in 7-10. Assigned and graded.	Never	Weekly	Bi-weekly	2-3 times weekly
Continuous Assessment	Student understanding checked for quality by teacher through assignments,	Monthly	Weekly	2-3 times weekly	Daily

Topic	Description of the Indicator	Unsatisfactory	Satisfactory	Proficient	Excellent
	observations, quizzes, tests, workbooks				
Student Leadership	Elected class and school governance, with subcommittees involving most students	None exist	Class and School Gov. exists	Governance with student Committees	50% of students active
Local, decentralized system	Evidence that the local school and community are active in their school, through local curriculum, materials, support	No evidence of any local control	A few local adaptations		School has many locally developed
Teacher Empowerment	Level of teacher involvement in curriculum, workbook preparation, school decisions	No teacher involvement	Teachers attend but no decisions	Teachers involved in professional decisions	Teachers-Training-Teachers
Student Enrolment	Number and percentage of students enrolled	70%	80%	90%	95%
Seats	The number of seats and percentage of children seated on bench, desk, chair	Below 60%	60%	80%	100%
Writing book or slate	Percentage of children with personal access to writing tablet or slate	Below 80%	80%	90%	100%
Writing utensil	Percentage of children with pencil, pen, or chalk	Below 80%	80%	90%	100%
Time in School	Appropriate amount of time in school for grades 1-9	Below 4 or above 6 hrs.	4 hours	5 hours	6 hours
Orderly Classroom Environment	Students doing what they were assigned to do: may involve classroom action and movement, not just quiet, sitting in rows.	General Chaos	Regular interruptions of learning	Orderly with interruptions	Orderly almost all the time
Parental Involvement	Parents/guardians visit classroom, attend PTAs, contribute funds or in-kind to school	No parental or guardian involvement	35% of parents or guardian	70% of parents or guardian	90% of parents or guardians
Transparency	Student, financial and other public records readily available, no evidence of corruption	No records, reputation of corruption	Poor records, little corruption	Good records, no corruption	Excellent, public records, no corruption
Supervision and Monitoring	Number of visits with follow-up by Heads, Inspectors or Univ. faculty. Depends on size of school, number of teachers, new teachers	No visits made	1 visit annually	3-4 annual visits	5+ visits annually
School and cluster meetings	Number of meetings in which teachers, Heads, or others meet on academic matters.	No meetings held	1 per term	2-3 per term	4+ per term
Continuous Professional Development	Teachers involved in CPD	None	50%	75%	90%
Teacher Attendance	Teacher absences per term	15+	10-14	5-9	0-4
Graduation rates	Percentage of entering students who successfully complete grades 6 & 10 exams	60% and below	70%	80%	90%
Years to Complete Basic and	The average number of years it takes for students to complete 10 years of basic	15 or more years	12 years	10 years	9 years

Topic	Description of the Indicator	Unsatisfactory	Satisfactory	Proficient	Excellent
Secondary Ed.	education.				
Special Needs	Special infrastructure, instructional materials, teacher training for special needs	Nothing	Teachers trained	Teachers and infrastructure	Teachers, infrastructure & materials
Examinations	The percent of graduates at each grade level: 3, 6 & 10 who achieve scores	Below 40%	40% +	50% +	80% +
Feeding and Nutrition	The percent of children with breakfast snack or lunch each day from home or school	Below 80%	80%	90%	100%
Water	Access to potable water	Below 100%	100%	100%	100%
Teacher-Student relations	The number of students teachers can name after one month	Below 80%	80%	90%	100%
Teacher Questions	Variety and types of questioning: factual, analytical, explanatory, problem-solving,	All factual, short answer	Some "higher order" questions	Mixture of questioning	Wide variety of challenging questions
Immunizations	Percentage of children immunized	Below 90%	90%	95%	100%
HIV/AIDS	Presence of a range of HIV/AIDS interventions: clubs, curriculum, meetings or lectures.	No programs	Occasional lecture	Curriculum and lectures	Clubs, lectures, curriculum
Student Records	Student records: personal, academic, family	No records	Partial, incomplete	Most records available	All records complete
Gender Balance	Gender balance of students, staff and administration	Large imbalance	Some imbalance	Slight imbalance	Appropriate
Gender Issues	School handling of issues of menstruation, adolescence, pregnancy, harassment, defilement	No policies and no practice	Aware of policies, low practice	Some awareness, practice and policies	High awareness & practice of gender issues
Language Usage	Teachers' appropriate use of English, Karen, Karenni, Shan, Burmese, or Thai	No knowledge in language of instruction	Weak Command of language of instruction	Adequate command of language of instruction	Excellent command of language of instruction
Trained Teachers	Percentage of teachers trained (levels important for salary and some indication of knowledge, but not as significant for student achievement)	50% untrained	30% untrained	15% untrained	10% trained
Trained Head Teacher	Head teacher training through Training Program, Teacher Training Institute	Untrained	Little training, no CPD	Basic Training as Head	Trained, CPD, cluster meetings
School Size	School size has an effect, like class size, but schools should not be punished for things beyond control	500 students	300-500	100-300	Under 100
Multi-grade	Teachers trained in multi grade teaching	None	A few	Many	All
English	Teachers able to use English	None	Basic	Good skills	Native Speaker
English	Students able to read English	None	Basic	Good	Excellent
English	Students able to speak English	None	Basic	Good	Native Speaker

Topic	Description of the Indicator	Unsatisfactory	Satisfactory	Proficient	Excellent
Expenses	Costs to students or parents to attend school	High Cost	Hard to pay	Minimal	No cost

ANNEX 5: CHECKLIST ON SCHOOL AND CLASSROOM REFORM IN BURMESE REFUGEE SCHOOLS

Subject/Topics	Indicator Exists	Comments
• Student centered		
• Empowerment of teachers		
• Cooperative learning		
• Democratic education		
• Integrated reform		
• Bottom-up reform		
• Process-product reform		
• Voluntary teacher participation		
• Pilot programming		
• Non-bureaucratic		
• Charismatic leadership		
• National commitment		
• Democratic student leadership		
• Self-discipline		
• Community projects		
• Cooperation with NGOs		
• Flexible promotion		
• Reflective, creative. Problem-solving		
• Student administered school library		
• Learning centers or corners		
• Practice with theory		
• Individualized instruction		
• Student workbooks		
• Flexible curriculum		
• Clear and simple educational. Philosophy		
• Parent and community involvement		
• Community mapping		
• Public/private partnerships		
• Wall posters		
• Continuous evaluation		
• Teacher training manuals		
• Teachers as reflective professionals		

Subject/Topics	Indicator Exists	Comments
• Flexible calendar		
• Teacher circles		
• Gender equity		
• Bilingual instructional materials		
• Cultural sensitivity		
• Shared decision-making		
• Active learning		
• Facilitating roles for teachers		
• Peer and cross-age tutoring		
• School wide daily meetings		
• Local content		
• Student work exhibited		
• Communication skills activities		
• Elimination of punishment		
• Positive learning environment		
• Reflective skills		
• Mastery learning		
• Teacher-training-teachers (TTT)		
• Collegiality-sharing of ideas		
• Self-instruction		
• Research and evaluation reports		
• Community development		
• Agricultural and production calendar		

ANNEX 6: CHECKLIST OF QUESTIONS – EDUCATION OF BURMESE REFUGEES IN THAILAND

Basic Questions

1. Should USAID fund educational programs only in the camps or throughout the country?
2. Should children of registered and non-registered migrants be treated the same?
3. If programs were funded for migrants outside the campus, would children or adolescents attend or would they remain working the streets, factories and farms?
4. Will the education or certificates received in or out of the camps be recognized by the Thai, the Burmese or other countries?
5. What language should be used for instruction in the camps or migrants outside of camps?
6. Could or should health and educational services be combined in any settings?
7. What programs should be supported? Pre-school/day-care, primary, secondary, tertiary, vocational/technical, adult, literacy?
8. Should the focus be academic? Life-skills? Vocational/technical?
9. Could some of the programs be conducted by Distance Education? Correspondence? Radio? Tutorials? Testing? Mobile clinics or classrooms?
10. Role of small grants, particularly for migrant populations outside camps?
11. Would USAID consider funding of large projects such as a Teacher Training College? Large secondary school(s)? Distance Education?
12. Similarities and differences of Karen and Karenni Educational Agencies in Burma and in Thailand?
13. # of RFAs? 1 for both health and education? 2 with one RFA for each? More?
14. Are there sufficient adult roles in the Migrant community for apprenticeships, on-the-job training?
15. What current U.S., Thai or other policies prevent or promote certain types of activities? National? Regional? Local?
16. Is there any hope of Burmese children, young people attending Thai schools?
17. Can any funds/programs for refugees assist neighboring Thai schools?
18. Predicted numbers of migrants monthly over coming 5 years?

Refugee Camp and Migrant Children

A. Pre-school age children ages 0-5 (5% in camps age 0-4)

1. Any formal pre-schools? Number, size, quality, training of teachers, materials?
2. Supervision of pre-schools?
3. Any informal day-care centers?

4. Numbers and percent of children receiving day care or pre-school?
5. Formal or informal parental training on child rearing, health, pre-literacy and numeracy?

B. Formal Primary Schools ages 6-11 (11% in camps age 5-14)

1. Ages of children in attendance in each grade? Age at initial enrollment? Same ages as in Burma or Thailand?
2. Percentages of children enrolled in school at each age/grade level? % who never attend school?
3. Size of classes and schools? Low, average and high class enrollment? Average attendance? Reasons for non-attendance?
4. Number of years in primary? % of students completing in “required” years? Graduation rates? Dropout rates and causes?
5. What is/are language(s) of instruction? Burmese, Karen/Karenni, English, Thai?
6. Accessibility to all children? Gender, location, fees, uniforms, family background, cultural practices or barriers, special needs children?
7. School use as adult education center? Health center?
8. Mental and physical health of children? Protection?
9. Infrastructure-chairs, desks, blackboards, pencils, paper, protection from rain, sanitary facilities, potable water, electricity?
10. Access to textbooks? Numbers of texts in each subject, language, age appropriateness?
11. Display of children’s work in classroom? Art, writing, book lists?
12. Class or school library? Usage of books.
13. Age, experience, and training of teachers? Salaries and Incentives? Language ability, pre- and in-service training, supervision of teachers, attendance,
14. Age, experience and training of principals/directors? Supervision of Directors?
15. Transparency of budgets, employment practices? Record keeping?
16. Curriculum at each grade level, times in each subject area?
17. Any life-skills curriculum?
18. Assessment of learning? Continuous assessment? Weekly, monthly, semester, annual? Comparative data on reading and mathematics?
19. Role of parents and community?

C. Junior and Senior Secondary ages 12/13-18

1. What grades are included and age groups attend each?
2. What % and numbers of students attend?
3. Is it important to add grades 11 and 12 at this time?

4. What language(s) are used for instruction or as foreign/second language? International languages?
5. Academic curriculum? Hours per week?
6. Pedagogy?
7. Vocational/technical skills in curriculum or separate institution?
8. Life-skills: HIV/AIDs, trafficking, health, drugs, values, culture, internships, apprenticeships?
9. Acceptability of certificates on graduation in Burma, Thailand, elsewhere?
10. Accessibility: gender, costs, location (camps, small towns, cities)
11. Certificates availability on passing an examination (e.g. GED)?
12. Assessments: Continuous, comparative-international, national?
13. Teachers? Pre- and In-Service Training? Salaries? Incentives?
14. Infrastructure: Laboratories, computers, sanitary, water, electricity
15. Textbooks? Language used?
16. Tutorial Centers around the country?
17. Peer-to-peer programs on life-skills? Sports? Youth clubs?

D. Tertiary Education

1. Scholarships US, UK, Australia etc. universities?
2. Policies on attending Thai universities?
3. Policies on returning to Burmese universities?
4. TOEFL training?
5. Distance Education?

E. Vocational/Technical Education

1. Basic survival technical skills?
2. Entrepreneurial skills?
3. Occupational Skills: farming, auto/bicycle/motorcycle repair, tailoring, blacksmithing, food preparation,

ANNEX 7: SUCCESS FACTORS IN THE NUEVA ESCUELA UNITARIA OF GUATEMALA

A. Educational Reform

<p>1. Integrated: Perhaps the greatest strength of this educational reform effort is the fact that all components of the reform are integrated and coherent. Rather than have one group work on curriculum frameworks, another on teacher training, and a third on textbooks and instructional materials, the same group of teachers and educational reformers designed all components jointly.</p>
<p>2. Bottom-Up: Unlike almost all other reform movements, this one started with teachers, parents and students at the building and community level, not at the national or regional Ministry of Education. This provided an incredibly high level of “buy-in” on the part of teachers and others who actually have to carry out the reform.</p>
<p>3. Process-Product: Many reform movements fail due to concentrating only on the process of reform, without producing any product. Conversely, numerous reforms, particularly in Latin America, produce a “product,” but often in a top-down, mandatory fashion, with little concern for who was involved or how the reform is to be carried out.</p>
<p>4. Voluntary: A key to NEU appears to be the fact that no teacher or community was forced to participate. If and when NEU is expanded to include many more schools, MINEDUC ought to consider carefully whether to not expand slowly, with voluntary participation.</p>
<p>5. Non-Bureaucratic: There are few, if any, examples of bureaucratically effective school reforms anywhere in the world. While there were and continue to be a few “promoters,” this was and is a highly decentralized reform. How to continue this when “going to scale,” will be particularly challenging, given the history of central Ministries “killing” the vast majority of reform efforts worldwide.</p>
<p>6. Leadership: Most successful reform efforts have a charismatic leader, and Oscar Mogollon appears to have been absolutely key to helping set the direction and getting this program going. Deeply committed, effective managers are now needed at the next stage of the reform. It is highly unlikely that enough of these individuals are currently trained to take the reform nationwide without destroying its most effective components.</p>
<p>7. Pilot/Model Programs: Too many educational reform movements attempt to change a total region or whole nation. All have failed. NEU began small, with a few schools with voluntary participants, and expanded only on the basis of success.</p>
<p>8. National Commitment: The Government of Guatemala has made a national commitment to providing educational opportunity for its indigenous and rural populations. Such a national commitment through funding and bureaucratic permissions to innovate is essential to any continued expansion of NEU nationwide.</p>
<p>9. Positive Change: One of the most interesting components of NEU is its rare ability to bring about positive, democratic change, without proposing a radical ideology, something that has destroyed similar movements throughout the Third World.</p>
<p>10. Cost-Effective: While external, international funds were used to support the teacher training and curriculum materials development, the NEU has proven to be cost-effective when one considers that vast number of children who do not drop-out of NEU schools, when compared to those in traditional settings. Continued cost-benefit studies need to be conducted to assure comparability of expenditures when the program “goes to scale.”</p>
<p>11. Regular Research and Evaluation: The NEU program has been regularly evaluated and researched by both internal and external experts, and this provides it with greater credibility than is true of most educational reform movement.</p>

12. Location and Communication: Too many reform programs are only successful in urban, wealthy, or private schools. NEU is geared at the poorest, most isolated communities and yet has proven its success. These communities often have greater freedom to experiment, however, as supervisors tend to ignore them, and it will be an interesting challenge to see whether more urban, bureaucratic, wealthier communities will permit this type of “radical” innovation with their children and schools. A carefully designed communication system, not based on expensive technology but rather on new communication between teachers in neighboring schools, has helped to make NEU a success.

B. Curriculum and Instructional Materials

1. Flexible: This is the only curriculum observed by this evaluator in the Third World that is truly flexible, and designed in a way to have students move at their own pace, leading to a genuine “flexible promotion” policy.

2. Primary Teacher Writers: Unlike most workbooks, textbooks, and teacher’s guides in the Third World, these materials were actually written by practicing primary teachers, not Ministry or University “experts,” or secondary teachers with little or no knowledge of child learning, growth and development. In addition, the teacher’s guides are both short and process-oriented, rather than the massive guides written by distant experts, which are ignored by teachers worldwide.

3. Individualized: Educational literature has almost one hundred years of discussion on the need to individualize instruction, but precious few Third World, or even First World classrooms make much effort to do so. The NEU curriculum, through its workbooks has developed a unique approach to individualizing instruction, while at the same time promoting cooperative learning.

4. Practice with Theory: Educational reform movements are littered with failed experiments based on theoretical constructs that have little or no connection to classroom reality. NEU curricula have a sound theoretical, constructivist base, but using tried and tested approaches to the poor, rural classrooms and communities in which they are located, not wealthy, urban or private settings where almost any intervention could succeed.

5. Culturally and Locally Relevant: While few curricula anywhere in the world are completely relevant to every local or cultural reality, NEU, due to its decentralized, rural emphasis, does as good a job at this as most curricula that are seen in other countries. This is due to a great extent to having local teachers involved in materials development.

6. Bilingual: NEU has made a strong attempt to develop bilingual materials for some of the larger language groupings. This coincides with national policy and provides evidence of the national commitment to non-Spanish speakers and language. On the other hand, many indigenous parents want their children to master Spanish, making teaching in children somewhat problematic. In addition, there are additional problems with enough fluently bilingual teachers for some groups, and the lack of children’s’ or even adults’ materials written and published in some of the indigenous languages.

7. Clear, Simple Educational Philosophy: “LEARN, PRACTICE, APPLY.” These words appear on almost every page of every manual, workbook and curricular guide, thus reinforcing the importance of each component. While these three words appear in curricular materials around the world, the overwhelming majority of classrooms in the Third World concentrate on the first of these words, with the memorization of large quantities of information. There is often some form of repetitive practice, but seldom any attempts at applying the new knowledge to any type of “real life” setting. NEU is one of the more interesting attempts to break the “ivory tower” syndrome that dominates schooling throughout the world.

8. Communication Skills: While all schools claim to emphasize various forms of literacy: written, oral, listening and reading, the NEU model has gone well beyond that seen in most Third World classrooms. Children actually read books other than their texts. They are not only permitted, but also encouraged to take books home from the library. Students write their own words and thoughts, rather than the endless copying off the blackboard that characterizes 99% of traditional classrooms.

9. Learning Centers/Corners: The NEU teachers and promoters have done an exceptional job of utilizing no-cost, low-cost locally developed materials for use in the classrooms. The sand table for practicing writing is a new innovation to this observer, and the vast array of math manipulatives and locally collected science materials are excellent. While it appears that teachers and children from grades 2-6 have a good idea of how to use the centers, teachers do not yet appear to be real confident on how to help children in pre-primary and first grade to access the necessary materials for pre-reading, pre-math and other basic skills.

10. Reflective, Creative, Problem-Solving: While some have criticized NEU workbook materials for not being “constructivist,” it appears to this evaluator that while some components of them appear in traditional texts and teacher’s guides, they contain a good deal more activities involving the student in creative, problem-solving behavior than is found in 99% of traditional classrooms.

11. School Library: While many Third World countries have begun to provide small libraries for their schools, the NEU schools are among the few with which this evaluator is acquainted to actually encourage their students to read during the school day and even more unusual to have them take books home at night to read to their often illiterate parents. It is the only setting in which the children themselves are in charge of the library.

C. Teachers and Teacher Training

1. In-Service Training: NEU is predominantly an in-service training model, and a highly successful one at that. A major key to its success has been to take practicing teachers in rural, indigenous communities and give them the training needed to succeed in their own environment, rather than take urban, non-indigenous teachers, who all too often refuse to go to the rural areas, are not culturally or linguistically competent, leave for 2-4 day weekends each week, and soon “escape” back to the city.

2. Normal Schools: Governmental, national, public Normal Schools appear to have little knowledge or understanding of NEU, its processes, philosophy, training programs, or curriculum. On the other hand, several private, religious Normal Schools have wholeheartedly adopted to model and are successfully training teachers for the rural, indigenous schools.

3. Teacher Professionalism: An absolutely critical factor in NEU success is the treatment of “teachers as professionals.” The only experts on rural, indigenous education are the rural, indigenous teachers themselves, and NEU is one of the only programs to have involved them in all aspects of reforming their schools. Programs that do not respect teachers are automatically destined for failure.

4. Teacher Trainers or Promoters: The NEU model uses a “teachers training teachers” model, something quite unique, but a major key to its success. The “circuitos de maestros,” is another important component, with teachers sharing their insights with each other on monthly basis with others in their locale. Teacher visits to each others’ classrooms is a further factor in helping teachers learn how to teach in a new manner. Successful teaching behavior change is almost always due to observing, modeling and trying out new approaches, rather than the study of theoretical models in the ivory tower of a university or normal school.

5. Teacher Training Manuals: These Manuals or Modules were designed by teachers for use with fellow rural teachers. The language is simple, without being simplistic, and provides an excellent guide for training additional teachers.

6. Second or Third Generation Teachers: It is obvious that the first group or generation of teachers in NEU is deeply committed to the process and philosophy. This is due in part to their active involvement in the writing and testing of materials and in training others to use them. Whether later generations of teachers will have this same enthusiasm for materials not directly developed by themselves may prove problematic.

7. Teaching Behavior: Perhaps the most unusual success in NEU has been the radical change in teacher classroom behavior. Rather than Chalk Talk and Copy-Memorize that characterizes almost all traditional classrooms worldwide, no NEU teacher was observed writing on the blackboard or children copying information from the board into their notebooks. The success of this radical change in teacher behavior is highly unusual in Third World settings and appears to be due to several factors including: teacher to teacher training workshops, student workbooks, cooperative learning,

D. Community

1. Public-Private Partnership: One of the most fascinating expansions of NEU is the interest of the Cafetaleros in developing NEU schools on their large fincas. This public-private partnership is an exciting innovation, and one that could possibly be extended to urban areas through connections to businesses, governmental agencies and other organizations.

2. Community Projects: In keeping with the NEU commitment to “apply” what is learned in school, there are numerous examples in which the teachers and community members have identified community needs and then sought joint solutions to them.

3. Non Governmental Organizations: The connection of NEU to several NGOs, such as Plan Internacional, Don Bosco, and Talita Kumi do name but a few of them, is most encouraging. How to maintain and expand on these connections, while simultaneously expanding involvement of regular governmental and other public agencies will be a major challenge as NEU is expanded nationwide.

4. Rural/Urban Development: NEU has proven itself as a successful rural development educational and community development model. The challenge will be to make the model work in urban settings, where more hierarchical, bureaucratic models tend to dominate.