

# ANNUAL REPORT 2014



Thabyay  
Education  
Foundation



**Thabyay  
Education  
Foundation**

inspire · empower · enable

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## TEF has five core programs:

**Kant Kaw Education Center** offers English classes for Exam Preparation (TOEFL and IELTS), Community Leadership and Social Studies Program (CLASS) and professional development courses.

**Curriculum Department** prepares and distributes context-appropriate materials and teacher training. It focuses on preparing adult learners from marginalized communities in Myanmar. It has two components – Educasia in Yangon and The Curriculum Project on the Thai-Myanmar border.

**Thabyay E-Learning Platform**, through the Exam Preparation Outreach Project, offers online exam preparation packages.

**Scholarship and Student Support Department** implements a number of scholarships – such as Open Society Foundation Network Scholarship, Prospect Burma – and provide essential support services to students studying abroad.

**Experiential Learning Program** seeks to empower the civil society leaders and organizations in Myanmar.

Thabyay Education Foundation

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Developing Communities and Civil Society in  
Myanmar through Educational Opportunities  
and Professional Development

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# Message from the Chairman of the Board

## Professor Saw Tun Aung Chain



Thabyay Education Foundation is happy to be part of the process of change and the effort to make Myanmar a more open society. It welcomes the challenges of this process as a test of commitment and energy. Most of these challenges are conducive to vitality and growth.

The foundation's particular concern and commitment is to the youth of Myanmar. As in all societies, they are the essential resource in building the future. For much too long, the future has been hazy and

uncertain in Myanmar, but the current process of change gives promise for the future. It has become possible for the youth of Myanmar to think of a future for themselves as well as for the society of which they are an active part.

Thabyay Education Foundation is involved in broadening the horizons of the youth of Myanmar, which have for so long been restricted. We support them so that they can make informed decisions about things that will affect their future. But more than this, the foundation is concerned with providing the youth of Myanmar with the knowledge, the skills and the experience to enable them not just to choose their future but to shape it in the way that they want.

Creating change in a population of 52 million of great social and cultural diversity is not an easy task. Thabyay Education Foundation has profited much from encouragement and assistance in many forms provided by organizations and individuals sharing resources and supporting our mission.

The foundation hopes for ongoing encouragement and support as it continues to be an active part of the process of change; serving the youth of Myanmar in their search for and creation of a future for themselves and for this country.

## Message from the Executive Director Saw Myo Min Thu



At Thabyay Education Foundation, we believe that quality education for all is essential for the development of peaceful, socially just, democratic

and prosperous societies. As such, our programs are designed to support human development with a goal to promote peace and national reconciliation in Myanmar. Towards this goal, we provide some of the most essential academic and student services to the neediest communities in the country.

In this Annual Report, we invite you to read about the impact of our work in and around Myanmar. All our programs – Community Leadership and Social Studies, Educasia, Curriculum Project, EPOP (now Thabyay E-learning Platform), and Experiential Learning Program – are aimed primarily at furthering the goal of a peaceful, democratic and prosperous Myanmar. Through these programs, we

seek to provide learning and life-changing experiences for tomorrow's leaders and their communities.

The Impact section will give you a first-hand look at the impact of scholarship programs that we administer on behalf of the Open Society Foundations, Prospect Burma and B. K. Kee Foundation. Also, you will be introduced to the students and community leaders who have received their year-long intensive training from the Kant Kaw Education Center. These highlights offer just a glimpse of the hundreds of men and women we have helped in the past 17 years through our programs. These individuals have a tremendous multiplier effect when they return to their communities with a newly-formed perspective, and the skills and experiences they need to make substantive contributions not only to their communities, but also to the public at large through the not-for-profit organizations they will work with as they seek to settle in their careers.

In 2014, our University Foundation School was retooled to meet the needs of our partners and the changing situation in

“Individuals have a tremendous multiplier effect when they return to their communities with a newly-formed perspective.”

the country. It has been upgraded to the Community Leadership and Social Studies program, with a goal to produce young community leaders who also possess skills in critical thinking and knowledge in social studies.

This past year alone, we were entrusted with projects and organizational grants from our funders – primarily the Open Society Foundations, B.K. Kee Foundation, the Prospect Burma and American Jewish World Services – totaling about US\$1.1 million for the duration. Undoubtedly we deeply appreciate the unwavering support from our friends and partners around the world. We are committed to working even harder to ensure that our programs are relevant to the changing circumstances and that they are implemented with utmost efficiency.

It is indeed an exciting time to be part of this remarkable foundation. Our unique focus on serving the marginalized communities through educational services continues to make impact and attract attention. The achievements of the last year would not have been possible without the extraordinary support of our donors, partners, volunteers, staff and board. It is a privilege to work with all of you. We celebrate our shared success and look forward to what lies ahead for the foundation and the country.



**Kant Kaw Education Center  
orientation day, 2014**

# ABOUT THABYAY EDUCATION FOUNDATION

## Our vision and mission...

**We envision** a peaceful, prosperous and intellectual society with social justice, equity and freedom in which people in Myanmar will be able to make informed choices for a better future. We seek to educate, develop, inspire, connect and empower individuals and organizations to become change-makers in Myanmar.

## We will accomplish by...

**We strive to achieve these goals through** knowledge creation, innovative learning and guided skills expansion, as well as by forging connections to networks, information and opportunities. We are inspired to create far-reaching transformations for peoples in the marginalized communities of Myanmar.



# Our strategic priorities

## ■ Reach out to internationally known organizations to develop signature partnership programs.

In addition to strengthening the existing partnerships, we will reach out to distinguished international organizations in the field of education and reputable universities – both domestic and international – to develop new partnership, scholarship and exchange programs that directly benefit Myanmar students.

## ■ Create professional development (training and/or workshop) opportunities for TEF staff.

We will organize in-house professional development program for TEF staff so that they will be able to develop their leadership, IT and customer relations skills. We will also encourage the staff to take advantage of other training opportunities on issues of accountability and transparency that might be available in Yangon.

## ■ Launch capital raising campaign and fundraising activities both at home and abroad.

We will approach private sector and international organizations to raise TEF profile, which should lead to more fundraising and partnership opportunities. We will also organize events to raise awareness on TEF programs and activities with the aim to find potential donors with interests in Myanmar education sector. We will expand our Evening/Weekend Professional Program to deepen our reach and generate more income at the same time.

## ■ Enhance capacity of, and sustain partnerships with, partner education centers and schools around the country.

We will organize partnership strengthening workshops and create an opportunity for our domestic partners and international partners to share their experience and knowledge working in Myanmar education sector, with emphasis on leadership, accountability and organizational development.

## ■ Strengthen partnership with formal education sector and serve as capacity-building bridge between domestic and international educators and other leaders in the field.

We will organize workshops and symposia on capacity building and critical issues facing higher education institutions in Myanmar by bringing together experts from international and domestic institutions to share their thoughts and ideas towards practical steps they can take to finding context-appropriate solutions.

# THE LEADERSHIP

## International Advisory Board

**Tun Myint, PhD**

Associate Professor of Political Science,  
Carleton College

**Christina Fink, PhD**

Professor of Practice,  
George Washington University

**Dr Cynthia Tin-Oo**

Former Country Director,  
Save the Children Myanmar

**Ms Carol Grodzins**

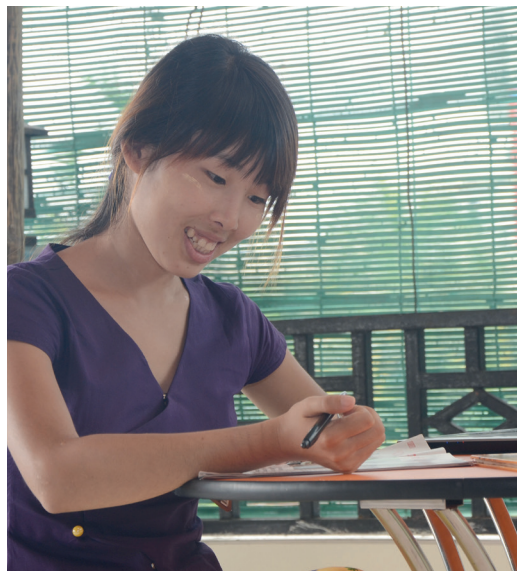
Former Director,  
Mason Fellow Program,  
Harvard University

**Ms Therese Caouette**

Executive Director,  
Partners Asia



Kant Kaw students Thandar Soe (above)  
and Twa Rang (below)



## Myanmar Board

**Professor U Tun Aung Chain, Chair**, holds an MA in History. He started his teaching career as tutor in 1954 at the History Department of Yangon University and continued working until he became a professor and retired in 1993. He worked as a consultant for SEAMEO Regional Center for History and Tradition from 2000-02 and then as Director in 2002-07. He served as Secretary for the Myanmar Historical Commission from 1996-2007 and as Vice Chairman from 2007-08. He is a member of the Myanmar Human Rights Commission and founding member of the Metta Foundation.

**Daw Khin Mar Aung, Vice Chair**, is a Senior Program Officer of World Education in Myanmar. She holds degrees in MA, MEd, BEd, BSc and has a background in Early Childhood Education, Primary Education and Non-formal Education. She started her career as primary school teacher and then worked in the education and development fields for more than 30 years. She worked with Save the Children (UK) from 1997-2006 and in 2007 she worked with Save the Children (US) as an ECD specialist for post-tsunami program in Aceh. During that time,

she successfully implemented a community-based ECD program in collaboration with national partners at community and provincial level. Now with World Education, she works for the project of land mine victims assistance to the land mine affected communities in Kayah State, in partnership with civil society organizations and CBOs. She is a member of Asia and Pacific Regional network for ECD (ARNEC) and of Myanmar United States Friendship Association (MUSFA).

**Dr Anna May Say Pa, member,** is a holder of a PhD in Theology from Princeton University. She is a retired principal and theology professor of the Myanmar Institute of Theology in Yangon. She is also a founder of the Bachelor of Arts in Religion Studies (BARS) Program and is regarded as Professor Emeritus of the Liberal Arts Program. She has served on advisory boards for several INGOs and NGOs that include: World Vision International/Myanmar, Thingaha Gender Group and Cetena Education Foundation. She is currently serving as adjunct professor, teaching feminist theology at Myanmar Institute of Theology.

**Daw Myint Su, member,** is a health and development specialist with more than

nine years experience in managing HIV prevention and care and other development programs in Myanmar. She holds degrees in MSc (Zoology) and MSc (Marine Ecology). She is Executive Director of Community Partners International (CPI). Prior to CPI, Myint Su worked in Open Society Foundations' Burma project, where she was responsible for facilitating OSF's work with local organizations and setting up the Yangon office. She previously worked for the Burnet Institute Myanmar, where she headed the Local Resource Center (LRC) and was a champion of local organizations and civil society. She has been the recipient of a Hubert Humphrey Fellowship in the US and a Chevening Fellowship in the UK. She serves as an advisory board member for national NGOs in the HIV network, Pyit Taing Daung Foundation and Thukha Taman Trust Fund.

**U Kyaw Min Sann, member,** studied law at Dagon University. He holds degrees of LLB and LL.M. After serving for several years as Advocate at the High Court in Myanmar, he won a scholarship from OSF under its supplementary grant program to study in Hong Kong. Currently he is serving as legal advisor to Myanmar Scholarship Alumni Association (MSAA). He is a member of the Board of Directors for the Myanmar Lawyer Network.

**Dr Margueritta Mu Yeh Hpeh, member,** earned an MBBS degree in 2003. She served in Northern Rakhine State with MSF (Holland) from 2003-04 before studying for MPH in Mahidol University in Thailand. She came back to Myanmar in 2005 and served the community with MSF Holland's HIV program until 2007. She joined the International HIV/AIDS Alliance from 2007-10 to work on community mobilization and empowerment program on HIV/AIDS. From 2010-11. She worked with AMI for the refugees along the Thai-Burma boarder as medical officer, responsible for curative and preventive health care for two camps. From 2011 until recently, she worked with Paung Ku for civil society strengthening initiative for peace, justice and good governance. She is one of the founders of ComREG, a civil society organization. She is now serving as Vice Chair for Myanmar Scholarship Alumni Association (MSAA).



## The TEF Leadership Team 2014



**Saw Myo Min Thu, Executive Director,** is an alumnus of OSF Network Scholarship Program, and came to Thabyay after serving in the US higher education system for more than 12 years – five years

as a University Evaluator at the University of San Francisco, six years as an Associate Director of Undergraduate Admissions at the University of Maryland, College Park, and over a year as the Director of Admissions and Records at California State University, Bakersfield. Since his return to Myanmar, Saw Myo Min Thu has been actively advocating for a better education system in his native country. He is involved in the national efforts for education reform through the Salween Institute for Public Policy and a broad network of Myanmar educators. He also serves on the Board of Burmese Community Center for Education based in Indianapolis, Indiana. He holds a BA in International Relations from San Francisco State University, USA and an MA in Development Economics from Williams College, Massachusetts, USA.



**Zin Mar Oo, Director of Programs,** holds a BA in English Literature from Yangon University and an MS in Gender and Development Studies from the Asian Institute of Technology, Thailand.

Prior to working for Thabyay, she worked for the National YWCA of Myanmar and World YWCA in Geneva, Switzerland and was a researcher at the Asian Institute of Technology. She focused on gender issues in war and armed conflict, women and microfinance, women and cross-border migration, street children and child rights, livelihood strategies of the rural poor, youth leadership, education and development. She received the 2010 Gender, Place and Culture (A Journal of Feminist Geography) Award for New and Emerging Scholars to present a paper to the International Sociological Association (ISA) World Congress of Sociology in Gothenburg, Sweden. She won a scholarship from the Open Society Foundations from 2000 -01 and is chairperson of the Myanmar Scholarship Alumni Association.



**Dave Williams, Director of Programs,** holds an MA in Human Rights from Lancaster University UK, a post graduate diploma in Higher Education Teaching

from Manchester University UK and a graduate high school teaching qualification from London University, UK. In addition to being a Director of Thabyay, he lectures in Justice and Human Rights on the MA in Community Development at MIT Yangon. Prior to working for Thabyay he held the position of Organization and Senior Management Development Adviser at the INGO VSO in Sri Lanka, and earlier, was principal of Manchester Youth College in the UK. He is also the owner-director of the UK-based organizational development consultancy “Future Proof DM”.



**Helen Pe, Director of Operations,** holds a BEd from the Institute of Education, Yangon, a post graduate diploma in English from the Institute of Foreign Languages, Yangon,

Myanmar; an MA in English Language Teaching from Warwick University, UK (with a scholarship granted by the British Council); and an MPA from Harvard University, USA (with a scholarship granted by David and Lucile Packard Foundation). Prior to working for Thabyay, she initially worked as an English teacher under the Ministry of Education for a total of 15 years and then worked for various INGOs, NGOs and UN agencies for 15 years in the areas of human resources and operations management, capacity building and some program management. She is a member of the Myanmar United States Friendship Association (MUSFA).



**Lae Lae Win, Director of Finance,** holds a BCom and MCom from the Institute of Economics, Yangon, and an ACCA Affiliate and Group Diploma in Accounting and

Management Accounting. Prior to Thabyay, Lae Lae Win had over 21 years working experience in the accounting and finance field with private sector and other audit firms, and is well-versed in International Accounting Standards (IAS) and Generally Accepted Accounting Principles (GAAP). She provided auditing advisories to several hotel industries and companies. She also leads and conducts trainings on International Financial Reporting Standards (IFRS).

# OUR PROGRAMS

## The Kant Kaw Education Centre

“KKEC has been expanding its course offerings, establishing and collaborating with new partners, and serving students from all of Myanmar.”

The past year has been a pivotal time at the **Kant Kaw Education Center (KKEC)** of continually celebrating diversity, community development, and growth. We continue to engage, inspire, and empower both inside and beyond the classroom. KKEC has been expanding its course offerings, establishing and collaborating with new partners, and serving students from all of Myanmar through our Daytime Intensive Program, Evening & Weekend Professional Programs, and our newly designed custom programs. With growth comes expansion and new initiatives.

The full-time intensive program at KKEC has a brand new name: Community Leadership and Social Studies (CLASS). This program is redesigned, retooled, and redefined from the University Preparation Program (UPP) in terms of English language acquisition, relevant social science subjects, professional and community leadership development, and experiential learning programs with the

purpose of training and equipping the next generation of leaders to contribute back to the community. We have been in full swing, connecting with community partners nationwide, marketing rigorously via print and electronically, recruiting by conducting information sessions for all programs, and attracting students from all over the country to further expand and brand this program.

KKEC also progresses with the newly named part-time program: Evening & Weekend Professional Programs (EPP), adding such classes as Business English, IELTS Intensive courses and multilevel English courses. KKEC has formulated and initiated to institute the KKEC Custom Programs, customizing course offerings to NGOs, Yangon University, and private corporations in language acquisition and professional development to staff and faculty, furthering KKEC’s outreach and community network. We look forward to 2015 with more growth and commitment to developing our communities.

	Numbers: Intensive University Preparation Program				
	Sept 2013	Jan 2014	May 2014	Sept 2014	Jan 2015
Applications	39	55	20	60	61
Enrolled	15	21	N/A	15	20

Number of students attending University Preparation Program and geographical coverage		
Total number of students	60	20 students per term (3 intakes per year)
Ethnic diversity	10	Kachin, Shan, Mon, Rakhine, Pa-Oh, Chin, Burman, Kayah, Karen, Naga, Wa
Geographic diversity (states/divisions of Myanmar)	13	States: Kachin, Shan, Chin, Karen, Kayah, Mon, Rakhine Divisions: Ayerwaddy, Sagaing, Thanintaryi, Mandalay, Yangon, Maesot (Thai/Myanmar Border)
Religious diversity	5	Buddhism, Christianity, Islam, Hinduism, Catholicism
Gender balance (%)	100	Overall, half of our students have been male and half female
Age	21.5	Age (Mean): 21 Distribution: 18 - 28

**New Initiatives:**

- Recruiting trips for the UPP Program (Chin and Shan States)
- Active recruiting in Yangon (first information session at KKEC, marketing to evening/weekend program students, and marketing via social media, print collateral, and email)
- Summer Intensive Program at KKEC (mid-April to mid-May)
  - General English Grammar
  - General English Writing
  - IELTS Foundation
  - APTIS Test Preparation.

	Evening & Weekend Professional Programs:				
	Sept 2013	Jan 2014	May 2014	Sept 2014	Jan 2015
Applications	142	132	135	181	N/A
Enrolled	132	117	167	153	N/A



KKEC graduation ceremony

**Classes offered in the Evening & Weekend**

**Professional Program:**

- Elementary English I & II
- Pre-Intermediate English I & II
- Intermediate English I & II
- Academic Reading & Writing I & II
- IELTS I (Foundation) and II (Preparation)
- Business English I.

KKEC custom programs:		
Institution	Target Group	Curriculum Content
Danish Refugee Council	INGO Employees	Intermediate English
Holy Cross Anglican Seminary	Clergy and staff	English and Test Prep for priests to further seminary studies in Thailand and Singapore
Yangon University	Junior faculty	IELTS Test Preparation
KBZ Bank	Employees	

Outcomes: Scholarship recipients for higher education abroad						
Name	Batch	University	Institution	Year	Subject	Degree
Sai Htong Kham	9	HKIED	Hong Kong Institute of Education	2014	Social Sciences Education	BA
Sai Oo Seng Ngin	10	UWC	UWC SEA Singapore	2014	Liberal Arts	IB
Saw Nay Thura	10	PB	Rangsit University	2014	International Relation Development	BA
K Ling Mang	10	PB	Rangsit University	2014	Philosophy, Politics and Economics	BA
Chyahkyi Myo San Naw	11	UWC	UWC Hong Kong	2014	Liberal Arts	IB
Shain Min Hun	11	Norwegian-Mahidol		2014	Environmental Mgmt. and Tech.	MA

### **Scholarship recipients for projects abroad**

- Holly and Lily (Indiana University)
- Moe Thuzar (Temple University)—YSEALI Institute of Religious Pluralism
- Katherine (University of Missouri).

### **Noteworthy events with KKEC students**

- VIA Collaboration (11/2013, alumni visit, huge success, scholarships for the students)
- Collaboration with the Thunderbird Global School of Management Students and KKEC as translators
- Mike Bunge: Libbey Glass, future opportunities for the students to be involved in this business.

### **Student services**

Another important aspect at the KKEC is the student experience. Once admitted into the program, the students will be immersed into a collaborative environment where they will not only learn from the teachers and staff inside the classroom, but will learn beyond the classroom, being exposed to various speakers, events, and experiential learning.

KKEC is passionate about delivering this service to each of the students so that they will grow professionally and gain a global perspective to become a leader with compassion and vision.

### **Service Learning/Experiential Learning and Community Service**

The service learning program is designed to encourage the spirit of volunteerism and motivate students to make the link between their academic goals, professional goals and the needs of their communities. It also provides students with valuable skills that can help them impact on social challenges.

All intensive students are required to do service learning in different local communities which are in partnership with KKEC. We have partnerships with around 50 local organizations all over Myanmar. Closely integrated with the school's existing social studies curriculum, the revised program introduces students to the theoretical basis of service learning, helps students develop skills to impact real social changes and provides students with the opportunity to apply these skills within their local community.

### **Service Learning Projects, with community partners by students**

- Child Soldier Project with World Vision – January 2014
- Volunteer teaching on civic engagement and education (communities in all states and divisions of Myanmar)
- Fellowship activities with YWCA's adolescent girls empowerment project.

### **Professional development**

- CV/resume writing workshop for KKEC students (Lucas) 3/2014
- Word/Excel/PowerPoint seminar with our IT personnel
- Scholarship presentations/opportunities
- Hong Kong Scholarship presentation (10/8/2013)
- Bush Center Leadership and Liberty Scholarship presentation (3/2014)
- Internship presentations
- Yangon Bakehouse.

### **Interactions with other students**

- Danish students (3/2014)
- University students from Karen State (5/2014)
- Seed of Hope (30 students from the US, CV writing workshop, debate).

### **New initiatives**

- Fundraising Event to give back to the needy community
- Teacher/Student Mentorship Program (Counseling, Job Trajectory, and Study abroad counseling).



# Curriculum Department

Thabyay's **Curriculum Department (CD)** upholds equity and quality in education and promotes positive social change and development through its programs: Educasia in Myanmar and the Curriculum Project along the Thai-Myanmar border.

teaching skills, community development, mathematics and science. Most of the Curriculum Department developed modules have a student's book and a teacher's book and some have audio CDs or DVDs.

### Learning and teaching materials

CD develops and distributes accessible, quality, low-cost and context-appropriate learning materials in English and Myanmar languages across a range of subject areas including English language, social science,

### Material distribution

During 2014, CD directly distributed 13,850 copies of learning and teaching materials. The tables below and right provide more detailed information on materials distribution for each program.

“CD develops and distributes accessible, quality, low-cost and context-appropriate learning materials in English and Myanmar.”

Educasia materials distribution statistics, 2014	No. of items distributed	
	Sold	Donated
English Language Teaching	2,354	966
Social Studies	1,046	952
Teacher Training	421	413
Movie Modules	420	1
Mathematics and Science Modules	151	0
Other Resources	559	6
<b>TOTALS</b>	<b>4,951</b>	<b>2,332</b>



Curriculum Project materials distribution statistics, 2014	No. of items distributed		Refugee camps	Migrant schools	NGOs, CBOs
	Sold	Donated			
English Language Teaching	771	1,785	1,304	658	594
Social Studies	1,987	673	1,407	689	564
Teacher Training	0	1,034	681	287	66
Movie Modules	5	27	0	11	21
Mathematics and Science Modules	22	262	0	260	24
Other Resources	0	61	0	47	14
<b>TOTALS</b>	<b>2,725</b>	<b>3,842</b>	<b>3,392</b>	<b>1,952</b>	<b>1,283</b>

During 2014, over 9,160 copies of learning and teaching materials were

downloaded free of charge from the programs' websites (table below).

Downloads during 2014		
	Educasia	Curriculum Project
No. of items downloaded	4,919	4,241

#### Curriculum consulting

CD supports education programs in curriculum and syllabus development, implementation and adaptation. The department also advises on the selection of appropriate learning materials.

In 2014, CD contributed to the curriculum development of Myanmar Community Academies Program (MCAP) through developing English language courses

syllabi, mid-term and final assessments and teaching resources. MCAP was also provided with technical support in reviewing various components of the program's English Language courses.

CD contributed to the development of the Earth Right curriculum for EarthRight International that includes subjects such as: human rights, environment, development and globalization. In Thailand, CD

contributed to the development of the Karen Refugee Committee Education Entity (KRCEE) science curriculum by developing physics learning and teaching materials.



CD book donation at The Curriculum Project's resource centre

Materials and their components developed or under development by the Curriculum Department during 2014.				
Item	Components produced			Stage
	Student's book	Teacher's book	Other	
Teaching skills (Myanmar language)	X	X		Rewritten
Teaching skills (English language)	X	X		Rewritten
Teaching skills (English language)			Teaching resources	Developed
Southeast Asia Studies				Developed
General English/Think English				Developed
Think English beginners level	X	X		Drafting
Think English elementary level	X	X		Reviewing and updating
Southeast Asia Studies	X	X		Reviewing and updating
Community Project Management	X	X		Editing
Movies modules (10 titles)	X			Redesigning covers
Math modules (4 titles)	X			Redesigning covers

### Resource centers

CD operates resource centers in Myanmar and Thailand offering free of charge access to adult teaching and learning resources. The Curriculum Project's library has over 3,000 items: books CDs & DVDs and other resources, making it one of the most comprehensive educational libraries on the Myanmar-Thai border.

Educasia's library has over 1,060 items. CD centers offer materials for English language learning, teacher training, books for post-ten schools and adult education subjects, skills-focused activities,

dictionaries, encyclopaedias, textbooks for GED and TOFEL preparation and Myanmar curriculum and matriculation exam preparation.

In 2014, around 500 books and 360 books were borrowed respectively from the Curriculum Project and Educasia centers by teachers, students and personnel from schools and organizations.

### Teacher training

CD builds capacity of teachers and educators to provide quality education, using student-centered approaches;

create active analytical classrooms; and to effectively use CD learning materials. The Curriculum Department completed the following teacher training workshops in 2014 (table below).

### Other activities

CD conducted a needs assessment of educational needs (curricula, learning materials and teacher training) in Karen, Kayah, Mon, and Shan states in Myanmar.

The Curriculum Project conducted a teacher training needs assessment in seven schools for migrants in Mae Sot area, Thailand.

Educasia was bestseller at the International Youth Day in August and at the Karunar Myanmar Social Services (KMSS) Education Fair in December.

Curriculum Department: teacher training workshops				
Description	Location	Duration	Number of attendees	Profile of attendees
Basic English Language Teaching Skills	Hpa-An, Karen State, Myanmar	5 days	30	Teachers-to-be in summer programs of CBOs from Hpa-An and nearby townships
Strategies for Assessing Students Progress	Mae Sot migrant areas, Thailand	2 days	19	High and post-secondary schools teachers from Mae Sot migrant learning centers
		<b>TOTAL</b>	<b>49</b>	

# Exam Preparation Outreach Program (EPOP) – now known as TeP

“Providing online academic English and exam preparation services to help civil society activists gain qualifications to support their work.”



The year 2014 was full of challenges, development projects and progress for **Thabyay e-learning Program (TeP), formerly Exam Preparation Outreach Program (EPOP)**. In consideration of the experience, results, knowledge and know-how that Thabyay received through EPOP during its five years, in 2014 the Board decided to extend the spectrum of the online education sector by developing Thabyay e-learning Platform (TeP) based on EPOP's e-learning system. Hence EPOP, providing university and test preparation services for students in Myanmar, Thailand and Cambodia, became one of the multiple projects implemented within TeP. Thabyay e-learning Platform aims to serve people who are in need of assistance to engage themselves in higher education, as well as in personal and community professional development for their future career.

## The TeP team

In March the position of TeP Program Manager was moved from our Chiang Mai Office to the head office in Yangon opening the possibility for a closer co-operation with other departments of Thabyay Education Foundation.

### **Strategic planning**

The TeP Team came together for a strategic planning meeting in October. Due to their disparate locations, the team rarely has the opportunity to work together in person. The TeP working mode is usually online communication including: email, G-chat, Viber, Skype and EPOP portal. The goal of TeP's strategic meeting was to develop future action plans and solve the ongoing issues that the program faces. This very collaborative meeting saw some fruitful discussions, and agreements and plans were made for the future of EPOP/TeP.

### **Rebranding, evaluating and network building**

Beyond strategic planning, some adjustments were needed to logos, brochures, banners, business cards and information sheets to demonstrate the rebranding of EPOP. This opens the way for visual development of the TeP brand and other online courses under the umbrella of TeP in the near future.

In addition, at the end of every semester, students were asked to give feedback through a student survey that fed into TeP's internal monitoring and evaluation report. This became a core document in defining the future of TeP.

Moreover, the Myanmar team visited three organizations to strengthen the cooperation with the Shan Intensive English Program in Yangon, with Nau Shawng Education Network in Kachin State and with the Myanmar Scholarship Alumni Association in Nay Pyi Taw.

### **EPOP Timeline**

In March 2014, EPOP launched the year's first semester with 187 students from Myanmar, Thailand and Cambodia, providing online academic English and exam preparation services to help civil

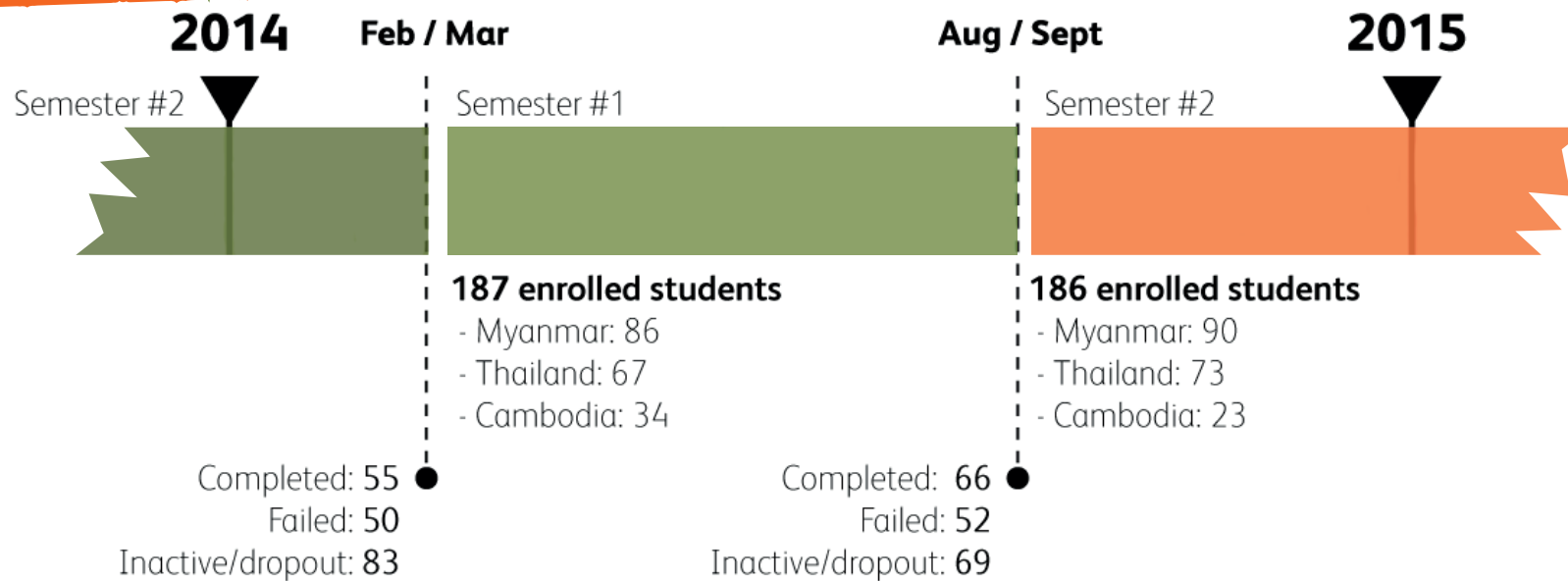
society activists gain qualifications to support their work and pursue further studies. The second semester started with 186 participants in September.

All students had the chance to measure their progress since the beginning of the course. TeP officers arranged mid-term diagnostic tests in Myanmar, Thailand and Cambodia at the beginning of June and December. Based on these results, EPOP provides TOEFL ITP exam to students who reached their target scores.



Students taking the EPOP diagnostic test

## FACTS & FIGURES



### During 2014, TeP

- Served 373 students with its three EPOP courses (Academic English 1 & 2, TOEFL ITP exam preparation)
- Provided 121 certificates for students who completed EPOP courses
- Offered 104 Official TOEFL ITP exams that included official transcripts usable for university entrance
- EPOP reached every state and region in Myanmar, except for Magway region, which shows great progress compared to the 2013 results. TeP is keen to keep

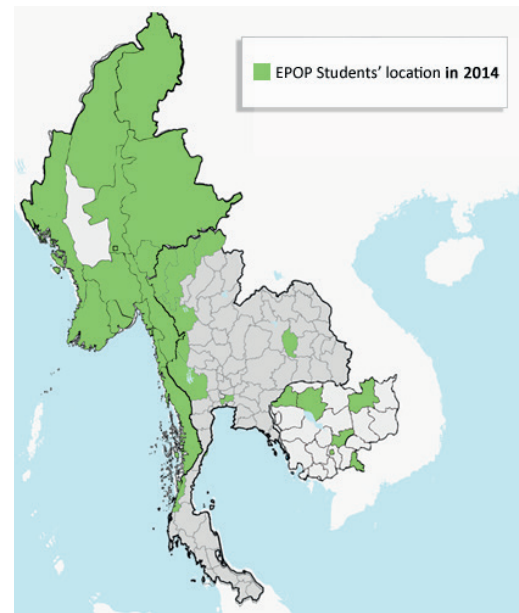
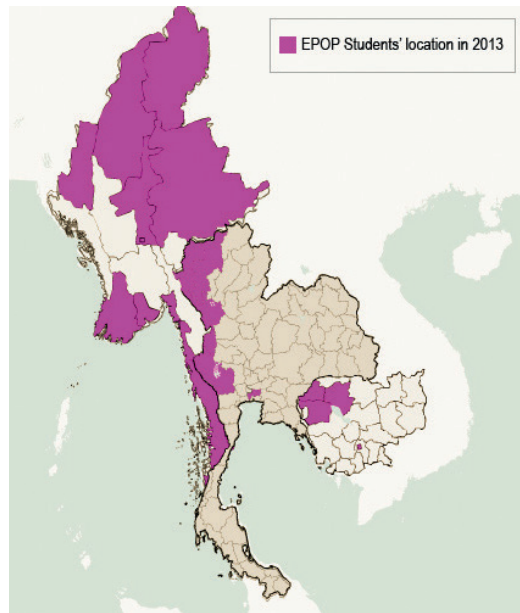
this dynamism on the same level next year as well as to deliver its services to marginalized groups in each and every state and region.

### UNICEF: EPOP in the World Top 14 Innovative education programs

EPOP was selected out of 160+ projects worldwide, by UNICEF and the Center for Education Innovations at the Results for Development Institute (R4D), as one of 14 innovative education initiatives

representing a local solution to a problem that occurs globally. A panel of a dozen experts considered the 14 initiatives, including EPOP. UNICEF's Innovations in Education Meeting was held on September 16, 2014 in New York.





Myanmar's Internally Displaced People (IDPs). According to UNHCR, this is more than half-million people. TeP's team strongly believes that with the support of UNICEF, a better organized partner network and the essential combination of innovation, online education and multimedia devices, Thabyay e-learning Platform will be a key tool to support digitally excluded, bright, committed and motivated individuals who are living in these marginalized and isolated communities.

### Thabyay E-learning Platform in 2015

After laying down the basics of TeP, 2015 will be the year of expansion and development. Thanks to the new structure, the team can be more efficient than earlier. The Communication Officer can focus on internal and external communication issues, as well as the online volunteer tutor program, in order to serve more students. The Network Officer will have the chance to maintain, build and strengthen TeP's partner network, extending channels and target groups of the program. Delegating the EPOP courses to just one officer indicates that roles and

responsibilities will be more obvious and clear, giving the opportunity to improve, update and maintain EPOP in a quantitative way.

As well as EPOP, new and innovative programs will be launched within TeP, after the necessary technical development of TeP's database and tracking system. This will allow for better follow-up and will deepen the relationship with EPOP's alumni. It will also support the redesign and restructuring of TeP's website. Early in 2015 the team is going to try to reach a new target group,



# Scholarship Administration and Student Support Department

“Through sourcing, fundraising for, and administering scholarships, TEF aims to broaden access to higher education for marginalized groups.”

The **Scholarships and Student Support Department (SSSD)** contributes to TEF’s mission by enabling future leaders from marginalized communities to pursue high quality, relevant university education, and to access the networks and expertise required to participate effectively in the development of their communities on graduation.

The operations of the SSSD can be roughly divided into two groups of programs:

**Scholarship Programs:** Through sourcing, fundraising for, and administering scholarships, TEF aims to broaden access to higher education for marginalized groups in Myanmar committed to working for social justice, human development and reconciliation. SSSD administers eight scholarship programs, provides key support to two further programs, and raises funds for Burmese students to study at university. TEF also networks closely with universities to facilitate access and obtain tuition fee waivers for TEF-affiliated scholarship recipients.

**Student Support Service:** SSS was established in 2001 to provide selected

individuals from Myanmar with information and support to help them seek and join appropriate, high quality education programs. We aim to recruit applicants from a diverse range of ethnic and religious backgrounds.

This is achieved through information and networking websites, networks with civil society organizations, NGOs and educational institutions in Myanmar that provide free information, resources, advice and logistical assistance to scholarship and university applicants. In addition, SSS aims to provide support to students at university to ensure that they can successfully complete their studies. SSS also aims to encourage, support and monitor scholarship alumni activities by facilitating online and physical networks. SSSD closely works with MSAA-alumni network.

## Activities and achievements

**Arohana Scholarship Program:** During February 2014, a staff member from Global Giving US website visited TEF’s Yangon office to receive an update on the programs and to meet with relevant staff members. As SSSD

has a fundraising project on Global Giving's US and UK websites, the SSSD Program managers both met with the Global Giving staff member to discuss the current status of the project. In 2014, TEF awarded US\$1,161 to seven students through Global Giving for air tickets and IELTS preparation.

**The Lloyd George Asia Foundation:** The foundation supported five students in the academic year 2014-15. Of the five, two are based in Thailand, two in Hong Kong and one is a new student selected to receive a tuition bursary, also in Hong Kong. LGAF agreed to continue to support three students and transferred the full scholarship funds to TEF to distribute.

**BK Kee Foundation:** The foundation funded the three continuing BK Kee scholars and three new students who are going to study in Hong Kong in the 2014-15 academic year.

**Hong Kong Undergraduate Scholarship Program (HKUG):** City University of Hong Kong selected one applicant to receive a 100% tuition bursary to study for a BA in Public Policy, Management and Politics. This student's living expenses are supported by LGAF. Poly U selected the one student they interviewed to receive 100% tuition bursary. This student was also selected for a living expenses scholarship by Prospect Burma. All

three scholars selected for HKIEd received full entrance scholarships, including living expenses. One of the three HKU scholars was selected by Prospect Burma. The other two were not selected in the original round of awards, and this year the HKU scholarship committee could not increase all their awards to full scholarships. However the BK Kee Foundation agreed to support these two students, as their awards from HKU could not be deferred. In total there are eight new scholars studying in Hong Kong under the HKUG program in the academic year 2014-15.

**Prospect Burma (PB):** Prospect Burma agreed to fund all 32 continuing students who submitted applications. In addition, the donor selected 25 new students to receive scholarships.

**United World College:** This year there were 32 applicants and the entrance exam was held in Yangon. In total, 12 candidates were short listed to attend a Challenge Day in March, which comprised a number of group activities, individual interviews and a presentation by each applicant to their peers and the assessors. One staff member from Li Po Chun UWC travelled to Yangon to serve as a member of the selection committee. The UWC selected four students to study at the UWC Robert Bosch College in Germany, Li Po

Chun United World College in Hong Kong, the UWC South East Asia in Singapore, and the UWC Atlantic College in United Kingdom.

**Scholarship Outreach and Counseling:** Over 300 students dropped in or visited SSSD for academic counseling and 878 were reached through outreach presentations both outside and inside Yangon. The information basically three main categories: SSSD branding or marketing; how to prepare for universities and scholarships; and available scholarships managed and connected with SSSD.

**Students Work Advancement Program (SWAP):** In August 2014, SWAP program was transferred to SSSD to provide internship opportunities to the students who receive a scholarship under SSSD administration. The SWAP program recruited 18 students to do internships; 13 in Myanmar, two in Thailand, two in Cambodia and one in Hong Kong.

# Experiential Learning Program

“ Myanmar  
CSO and CBO  
leaders share their  
expertise with  
colleagues in their  
host organization  
and, at the same  
time, learn from  
their different  
approaches.”

Every year the **Experiential Learning Program (ELP)** organizes regional internships for leaders of civil society organizations in Myanmar to share and learn from the experiences of their counterparts in the Asia region. The internship program provides opportunities for Myanmar CSO and CBO leaders to share their expertise with colleagues in their host organization and, at the same time, learn from their different approaches to tackling some of the issues their organizations face. The program is also designed to encourage them to become a “reflective practitioner” by requiring them to write quality reports demonstrating their learning throughout the internship.

In 2014, ELP supported three-month internship placements for three exceptional

candidates to work as interns in Cambodia and Thailand.

ELP acted as a facilitator and organizer at the “Bi-Monthly Job Coach Coalition Myanmar Meeting (JCCM)” together with the coalition members including Shwe Minthar Foundation, Myanmar Autism Association, and Mary Chapman School for the Deaf and Pyin-Oo-Lwin Needy Blind School. Through Job Coach Coalition Myanmar (JCCM), ELP held a job interview for 15 eligible disabled people to work in the new Novotel Hotel.

With the Curriculum Department team, SSSD, EPOP, and two volunteers, ELP also participated at the “Education Fair” organized by Karuna Myanmar Social Services.



The “Bi-Monthly Job Coach Coalition Myanmar Meeting (JCCM)”





Clockwise from above: Kant Kaw students on the way to class; students Aye Aye Aung, Van Bawi Thawng and Myo Chit Ko; and the Thabyay Education Foundation reception area



“A one-day cultural exchange program was a great opportunity for all students to learn from each other about their respective countries.”

## Notable international visitors and other highlights

Over the last year, we were fortunate to have a number of notable international visitors and scholars at the Kant Kaw Education Center.

**Dr Matthew Walton, Oxford University**, gave a talk titled “Panlong’s Lessons and Myanmar’s National Political Dialogue” to KKEC students.

**Dr Noel Jones, University of Thai Chamber of Commerce**, delivered a lecture on “Inspirational Leadership”.

**Dr Kevin Fogg, Oxford University**, spoke on “Recent Elections in Indonesia: Lessons Learned” and drew some comparisons to the transition process in Myanmar.

A group of **22 special high school students from Denmark** visited Thabyay Education Foundation and exchanged views with KKEC students. The one-day cultural exchange program on 24 March, was a great opportunity for all students to learn from each other about their respective countries and culture.

Thabyay’s Curriculum Department launched a **book donation and curriculum resource library** at its The Curriculum Project branch office in Mae Sot, Thailand on 6 July. More than 3,000 books developed by the Curriculum Department were donated to 11 migrant and camps schools along the Thai-Myanmar border. Teachers from nine schools and representatives from six education organizations attended this event.

Thabyay’s Curriculum Department **donated more than 1,800 books** of various curricular to five local monastic schools in greater Yangon area. Teachers from the five schools attended the book donation event held on the rooftop of KKEC in Hle Dan on 21 February, 2014.

Published in partnership with Myanmar Scholar Alumni Association (MSAA), Thabyay released the first ever **Study Abroad Resource Book for students in Myanmar** in May. The guide features select universities in Asia that have established partnership with TEF.





Clockwise from above: Two pictures from the Danish exchange; book donation; the Study Abroad Resource Book; Dr Noel Jones; Dr Kevin Fogg



# Financial support

**At Thabyay, 87% of our expenditure directly supports the programs. For every \$100 that we spend in 2014, we self-support ourselves \$10.**

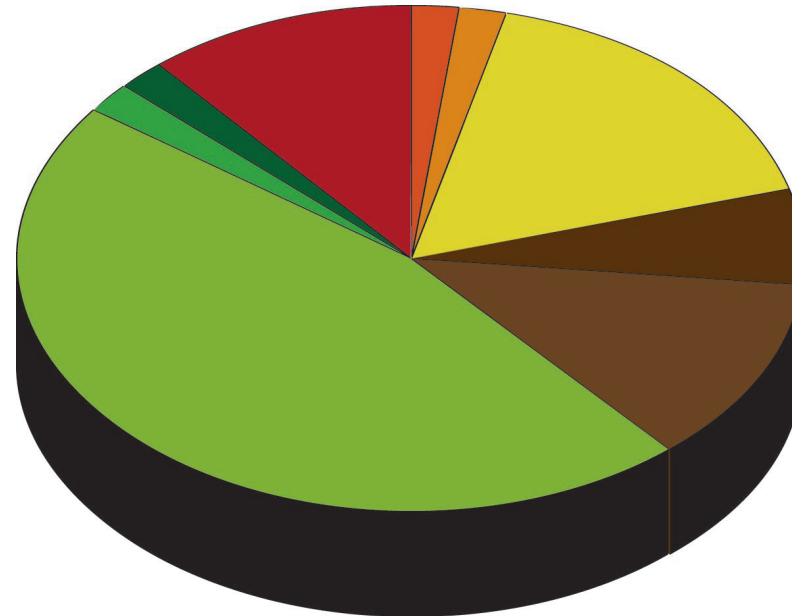
We would like to thank our donors and funders, whose generous support – financial and otherwise – help make possible everything TEF has done in the year 2014. Our funding comes from a mix of individuals, family foundations and institutional donors. Since our founding in 1996, the Open Society Foundations, Prospect Burma, B. K. Kee Foundations and American Jewish World Services have been primary supporters of our programs as well as administration.

Fiscal efficiency is one of our top priorities. We also take great pride in our operational efficiency, accountability and transparency.

**From left to right our charts show:**

1. Thabyay Education Foundation’s (TEF’s) funders and the percentage they contribute to our combined programs
2. Funders for our scholarships – our biggest outgoing – and the percentage they contribute
3. A breakdown of overall expenditure by percentage on our individual programs.

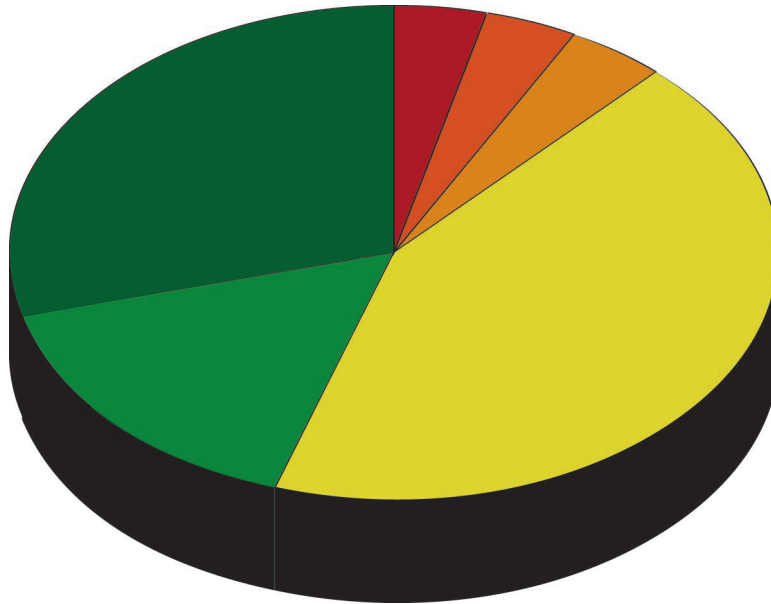
**THABYAY EDUCATION FOUNDATION FUNDING SOURCES**



Funder	Percentage %
Self Support Income	11%
American Jewish World Service - TRIP	2%
ASEAN Foundation	2%
B.K.Kee Foundation	17%
OSF – New Executive Grant	6%
OSF – Network Scholarship Programs	12%
OSF– Burma Project	47%
Others	2%
Prospect Burma	2%

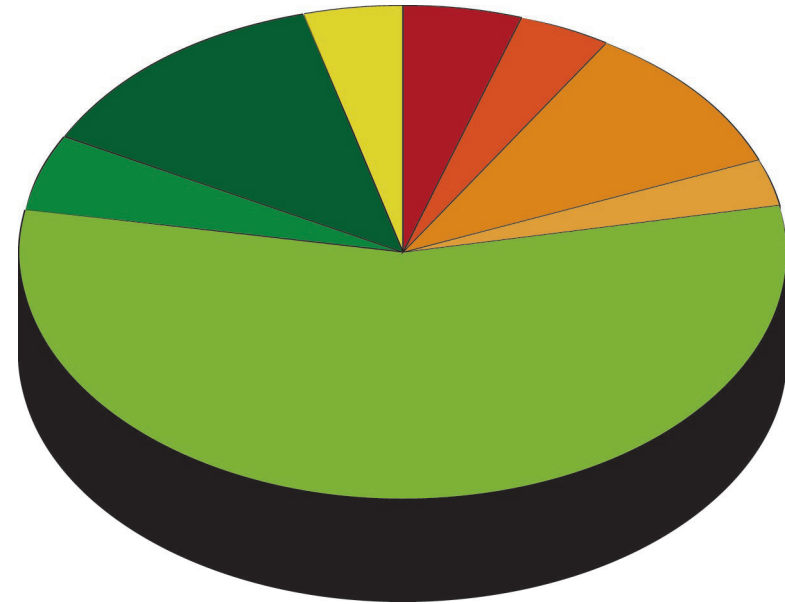


### SCHOLARSHIP FUNDING SOURCES



Funder	Percentage %
Arohana	4%
B.K.Kee Foundation – Scholarship	4%
Junior Faculty Scholarship Program	4%
OSF – Network Scholarship Programs- APSC	43%
OSF – Network Scholarship Programs- SGPA	16%
Prospect Burma	29%

### TEF – TOTAL EXPENSES FOR 2014



Expense	Percentage %
Curriculum Department – CD	5%
Experiential Learning Programs – ELP	4%
Kant Kaw Education Center - KKEC	10%
Other programs	3%
Scholarship	56%
Scholarship and Student Support – SSS	5%
Thabyay Education Foundation – TEF	13%
Thabyay E-Learning Platform – TeP	4%

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**SINCERE**

**THANKS!**

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We value our relationship with all our partners: individuals; local, national and international organizations; universities; and funders. We couldn't achieve what we do without every one of you.

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## Impact: stories from our programs

“ Training motivates us to work as a team, gives us a chance to review what we have learned, to share, to explore and to learn new things.... ”

### ■ A story from the Curriculum

#### Department

The political and social changes in both Myanmar and Thailand are resulting in gradual reduction of support, including funds, to both migrant and camp schools on the Thai-Myanmar border. Consequently, the number of teachers in the area is decreasing and school staff are increasingly directing their efforts to income generation and fund hunting, to the disadvantage of focusing on teaching and learning.

To ensure its activities are serving the current needs of the neediest, The Curriculum Project (CP) conducted a needs assessment of the least supported schools in Mae Sot area, Thailand. Based on the findings, CP delivered its last training of the year on ‘Strategies for Assessing Student Progress’; benefiting 19 working teachers from nine schools for migrants. Follow-up demonstrated that participants’ motivation and interest in teaching is growing. Many of them are continuously requesting more training on various topics and teaching skills. A participant teacher noted “attending the training is really very helpful... such activity motivates us

to work as a team, gives us a chance to review what we have learned, to share, to explore and to learn new thing... It would be great to have regular training of this kind”. The interactions with the teachers continued with the CP team visiting schools and conducting observations for teachers’ assessment; and with the teachers visiting the CP office and resource center to seek advice on curriculum and teaching, as well as borrowing books.

A previous CD training on “Basic English Language Teaching Skills” targeted teachers-to-be in programs of different CBOs from Hpa-An and nearby townships in Myanmar. It lasted five days and benefited 30 participants; most of whom had no prior teaching skills or experience. In reflections and assessments of the training, all participants felt and demonstrated they had acquired basic teaching skills and become aware of their role. Some of the participants mentioned that they now “see it [teaching] in a totally new way”.

Most of them expressed that they now feel “able to appropriately choose what to teach”, demonstrating confidence to start

their teaching journey. The achievements of CD were also accompanied by recognition its role on the border as expressed by some of the participants: “Educasia should have come to us a few years ago”.

■ **KKEC’s 2014 scholarship recipients**

Thabyay bid farewell to five of its University Preparation Program students, who are continuing their studies in Singapore, Hong Kong and Thailand with full scholarships. Thanks to Prospect Burma, Norwegian-Mahidol Scholarship and the United World College for making the dream of higher education comes true for the following students.



**Saw Nay Thura**, a Karen, is originally from Lashio. He received the Prospect Burma scholarship to study at Rangsit University, Thailand. His major is International Relations and Development and his goal is to become an ambassador.



**Shain Min Hun (Sunshine)**, a Shan, was awarded the

Norwegian-Mahidol scholarship to study for a Masters degree in Environmental Management and Technology at Mahidol University, Thailand.



**Myo San Naw** is originally from Myitkyina, Kachin State, where he completed high school and studied English at Hope Education Center. Myo San Naw received a United World College scholarship and is going to study in the International Baccalaureate program at Li Po Chaun United World College, Hong Kong and wants to become a civil engineer.



**Sai Oo Hseng Ngin**, is from Mong Pan, Southern Shan State. After graduating from high school in Keng Ton, he studied English at the Keng Ton Learning Center before coming to KKEC. Sai Oo Hseng Ngin was awarded the UWC scholarship to study in the International Baccalaureate Program at United World College of Southeast Asia in Singapore. His aim is to become an architect.



**K Ling Mang**, from Mintut, Chin State, came to KKEC through Paung Daw Oo monastic high school in Mandalay. He was awarded a full scholarship from Prospect Burma and is at Rangsit University in Thailand, where he is majoring in Philosophy, Politics and Economics. His goal is to establish local capacity centers throughout Myanmar.

■ **EPOP: Successful change makers in 2014**

EPOP would like to share the success stories of the following two students, whose dreams came true in 2014 when they won scholarships to Hong Kong and to Australia.

The first student is a committed teacher from Kayin State who is going to study Social Sciences and Public Policy in order to fulfill her plans improving the quality of English language education in her community. She said: “I envision the initiation of two plans in my home town for the



“Without any worries about finance I can focus on my ambition to be an outstanding student – who can help other students in the future.”

betterment of a developed society. Firstly, I would like to establish a better English language center providing scholarships to poor, talented students in order to teach them proper English language skills at the English center that I am hoping to open. Secondly, I would like to open an accessible local library to support students with affordable materials and better learning methods, because it is my belief that the only way out of poverty and misfortune in my community is education.”

The second student says: “I very much appreciated EPOP team’s efforts and support for every candidate. I found the program to be very well-designed and I could hardly find one in other private institution. I think it is very flexible and effective for students, even if they are working or living in remote areas. The programs I have gone through have a huge impact on my academic success. So far, I have won an Australian Award Scholarship from the Australian government for the 2015 intake. I would say that EPOP has contributed the major proportion of this priceless success. Without taking the English courses with EPOP, I may not be able to stand where I am standing today. EPOP, you are the vehicle that brought me from where I was to where I wanted to be and you helped me to open the door of academic life.”

### ■ Stories from Scholarship Administration and Student Support

Two students talk about their life at university in Hong Kong, thanks to a BK Kee scholarship administered by Thabyay Education Foundation.



**Cho Zin Thet, final year, Public Policy, Management and Politics, City University of Hong Kong:** The scholarship is very

helpful for me in terms of accommodation and

other living expense. Also, it allows me to buy academic books to enrich my knowledge skills in depth. Because of the scholarship I received, I am able to survive in Hong Kong, focusing on studying to contribute to society in the future.

As an undergraduate, the professors I have met have given me a lot of inspiration to be an academic researcher in my future career. As research is also my passion, I will be focusing on analysing social issues. I am confident that such research and academic findings will be helpful for Myanmar’s community development. The role of research in social development is still weaker than other market sectors. But research is a very important tool to analyze the current

political and social situation of citizens. It can also support the government's policy implementation and policy analysis. As Myanmar is now transitioning towards a democratic society, the development sector is very crucial to improve living the standards of citizens.



**Win Lai Lai, first year, Education and Social Sciences, Hong Kong University:** My ambition is to become an education consultant and this scholarship award makes my

dream come true. As I come from a small city in Myanmar, I did not have the same education opportunities as students from big cities. I want to develop the education system in rural areas. I have attended Yangon University of Foreign Languages, Myanmar majoring in English. As an enthusiastic youth leader who wants to change the world to make a better place, I have been doing community service throughout my life.

In the first semester of my university life, I have found some difficulties in adjusting to the studying style and choosing courses. I overcame these with the help of senior students and lecturers from HKU, as well as through my own enthusiasm. I am now

trying very hard to become an honored student who is not only good at academic life but also excels in extra-curriculum activities. I am participating in a social innovation internship next summer; and am planning to go on an exchange in year three.

I promise that I will contribute my skills and knowledge, which I have gained from this program to the community and now, I strongly believe I can strengthen not only myself but also Myanmar with the help of this scholarship. By awarding this scholarship grant, you have brightened my future. Without any worries about finance I can focus on my ambition to be an outstanding student – who can help other students in the future.

#### ■ Empowering civil society leaders through the Experiential Learning Program

In 2014, ELP supported three-month internship placements for three exceptional candidates to work as interns in Cambodia and Thailand.

**Shelly Htwe** from LGBT groups **Kings N Queens** and **Colors Rainbow**, is based in Yangon. She completed a three-month internship from September to December 2014 with the **People Empowerment Foundation (PEF)** in Thailand.

**Zaw Min Hlaing**, a member of **Lawyers' Network in Myanmar**, had his internship from August to November 2014 with the **Community Legal Education Center** in Cambodia. His organization promotes Rule of Law and offers free legal services to victims of human rights violations.

**Thazin Hlaing**, a project manager from **Myanmar Muslim Students and Youth Network**, completed her three-month internship with **Foundation for Education and Development (FED)**, based in Thailand. Thazing said in her report that she “learned a lot about Myanmar migrant workers situation in Thailand, and their (lack of) legal rights”. She plans to apply the experience and knowledge she gained through this internship in the works she does in her organization.

# TEF staff 2014

## **Sam Kang, Program Manager, KKEC**

- BA Genetics, University of California Berkley
- MS Molecular Biology, University of California Davis
- MDiv Theology/Counseling, Gordon-Conwell Theological Seminary

## **U Soe Lay, Sr. Program Manager, SSSD**

- Post Graduate Certificate in International Health, Curtin University
- MSc Counseling Psychology, University of Assumption
- BA Nursing Science, University of Assumption

## **Soundous Drissi, Program Manager, Curriculum Department**

- BA English Studies, Mohammed V University
- MA in International Development and Education, Newcastle University

## **Cho Cho Win, Program Assistant, SSSD**

- B.Sc. Physics, Mawlamyine University
- Dip. Liberal Arts, Australian Catholic University

## **Shwe Yee Oo, Program Assistant, Experiential Learning Program**

- BA English, Yadanabon University

## **Siwakorn “Stephen” Thamlongkhunnatham, Finance Manager**

- Myitkyina University (completed 2nd year)

## **Lin Lin Kyi, Program Assistant, KKEC**

- BSc Chemistry, Sittway University

## **Ei Ei Tun Shein, Program Administrator,**

### **Curriculum Development**

- BA English, Dagon University
- MPA (Thesis), Institute of Economics, Yangon

## **Matyas Benedek, Program Manager, EPOP**

- BA Political Science, University of Pecs
- MA International Relations, Budapest College of Management
- MA International Communication, Budapest College of Communication

## **Kyi Min Han, Program Officer, EPOP**

- BEcon (Honors), Meikhtila Institute of Economics

## **Taplee Praisathitsawat “Cleo”, Program**

### **Coordinator, Curriculum Project**

- Dip Liberal Arts, Australia Catholic University
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## **Naw Nu Nu Tin, Program Officer, Curriculum Project**

- Master of Social Science, Tilak Maharashtra Vidyapeeth University
- BLA Development Studies and Social Service, Spicer Memorial College

## **May Thu Htike, Program Assistant, KKEC**

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## **Ei Ei Win, Finance Assistant**

- BSc Math, Dagon University

## **Sandar Lwin, Program Officer, EPOP**

- MEd Curriculum & Instruction, Assumption University
- NCC (IDCS) International Diploma in Computer Studies
- BSc Math, Yangon Arts and Sciences University

## **Sokha Kheam, Program Officer, EPOP**

- BSc Biology, Royal University of Phnom Penh
- BA Education in English, Cambodian Mekong University
- MSc Science Education, De La Salle University

## **Naw Jenny, Logistic Officer**

- Dip. Accounting and Bookkeeping, Chiangmai Vocational College

## **Patricia (Tricia) Chesson, Instructor (Social Sciences and English), KKEC**

- B.A. Global Studies, University of North Carolina – Chapel Hill

## **Zahnur “Zee” Rofiah, Instructor (English), KKEC**

- B.A. English, CELTA (Certificate in English Language Teaching to Adults)

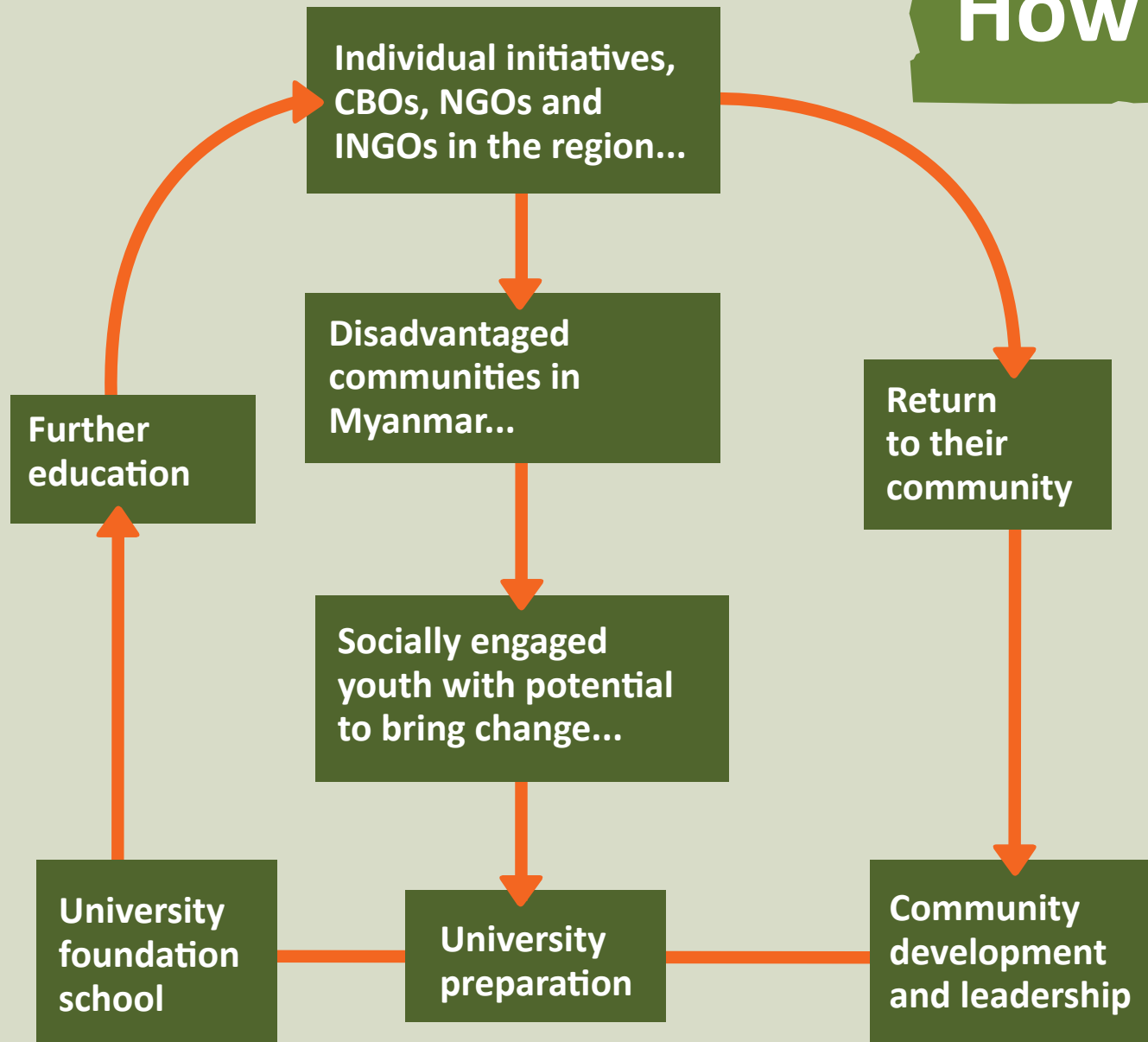
## **Jenelle Thomson, Instructor (Social Science), KKEC**

- B.A. International Relations, University of Southern California

## **Rebecca Heeb, Instructor (English), KKEC**

- B.A. East Asian Languages & Literature, Smith College, Massachusetts

# How it works





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