



ANNUAL REPORT 2015-16

THABYAY EDUCATION FOUNDATION



Developing communities and civil society in Myanmar through educational opportunities and professional development



**Thabyay
Education
Foundation**

inspire · empower · enable



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Developing communities and civil society in Myanmar through
educational opportunities and professional development



WHO WE ARE

TEF has five core programs:

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

+95 (1) 230 4242
info@thabyay.org
www.thabyay.org

Thabyay e-learning Platform, through the Exam Preparation Outreach Program (EPOP), offers online exam preparation packages.

apply@epopasia.org
www.epopasia.org
FB: epopasia

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

Educasia
+95 (1) 502 884
+95 (1) 230 4242, Ext. 209
educasia@thabyay.org
www.educasia.org
FB: Educasia

The Curriculum Project
+66 (0) 55 534 731
info@curriculumproject.org
www.curriculumproject.org
FB: The Curriculum Project

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

+95 (1) 230 4242, Ext 206
usoelay@thabyay.org
www.myanmarstudyabroad.org

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

+95 (1) 230 4242
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www.thabyay.org



TABLE OF CONTENTS

Message from the Chairman of the Board	7
Message from the Executive Director	8
About Thabyay Education Foundation (TEF)	10
Our vision and mission	10
Our strategic priorities	11
Our leadership	12
The TEF Leadership Team	12
Myanmar Board	13-14
International Advisory Board	14
Our programs in 2015-16	16
Curriculum Department (CD)	16
Kant Kaw Education Centre (KKEC)	26
Thabyay e-learning Program (TeP) (EPOP)	32
Scholarship and Student Support Department (SSSD)	40
HR, Finance and Operations	48
Partner recognition	50
TEF staff	51
How it works	52

MESSAGE FROM CHAIRMAN OF THE BOARD **PROFESSOR** **SAW TUN AUNG CHAIN**



Myanmar is going through a momentous period of change. There is a new consciousness in the air and voices are being raised calling for greater rights and freedoms as well as high expectations for a bright and prosperous future.

Thabyay has been able to position itself to play a significant role in this change. At the heart of the change is the need of knowledge. Knowledge is essential in a consideration of what the possibilities are of change, of what direction the change should take to be of the greatest benefit to the people of Myanmar, of what instruments are to be applied to carry out the change, of how the instruments are to be used for the greatest effect. Long cut off from the outside world, there is a large knowledge gap in Myanmar, a gap which has to be filled.

Thabyay has been some time in the field of providing knowledge to the youth of Myanmar in order to increase their capacity for envisioning their future and to equip them with the skills and knowledge necessary for realizing their aspirations. It has been able to establish a network of domestic, regional and international partners to provide its service to the youth of Myanmar.

Thabyay has been able to further strengthen its position and be of greater service within the comparatively short period of establishing itself in Myanmar. It is reaching out now to new areas where ceasefire agreements make possible a greater provision of services where they are most needed. It is also reaching out to sectors of society other than youth, where there is a comparable necessity of knowledge and skills for the creation and the shaping of a new Myanmar.

We at Thabyay are always conscious of the responsibility that is placed on us as Myanmar goes through its momentous period of change. We listen closely to the voices that are raised around us and we constantly strive to envision and to enlarge Thabyay's role in the process of change and to improve and expand the services which we provide to the people of Myanmar in their effort of creating a bright and prosperous future.

Thabyay has profited much from the encouragement and assistance provided by organizations and individuals who have shared in Thabyay's vision and concerns. Without them we would not have accomplished as much as we have done. We look to their continuing support as we continue in Thabyay's mission.

MESSAGE FROM EXECUTIVE DIRECTOR **SAW MYO MIN THU**



Myanmar as a country is going through a period of critical transition – from a closed, regressive society to a more democratic and progressive one. In this process, there are countless needs. Education is a key one among them and arguable one of the most fundamental. It is in this context that Thabyay Education Foundation exists to fulfill its mission to support the development of socially just and democratic societies. 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 – University Foundation School, Educasia, Curriculum Project, 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.

We are proud to introduce you to the students and community leaders who have received their year-long intensive training from the Kant Kaw Education Center. In December 2015, the first batch of Community Leadership and Social Studies program (CLASS) graduated and

they are now serving as community and civil society leaders throughout the country. These individuals have a tremendous multiplier effect when they return to their communities. With newly-formed perspectives, and the skills and experiences they need, they are eager to make substantive contributions. Not only to their own 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.

Last year alone, we were entrusted with projects and organizational grants from our funders – primarily the Open Society Foundations, the Leona M. and Harry B. Helmsley Charitable Trust, and the Prospect Burma – totaling about 1.3 million for the duration. With the support from our friends 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.

Our country is going through a historic transition period. We at Thabyay Education Foundation continue to do our best to help contribute to this historic change. Our unique focus on serving the marginalized communities through cutting-edge educational services continues to make great impact and attract attention. We have to admit that all the achievements the past years 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.



Fun learning with Kant Kaw Education Centre
Photo: Zahnur Rofiah

ABOUT THABYAY EDUCATION FOUNDATION (TEF)

OUR GOAL

TEF will become a leading national non-profit education foundation in Myanmar, with long-term financial sustainability to implement its programs and achieve its aspirations.

OUR MISSION

To inspire donors to invest in TEF's programs aimed at transforming lives and building a peaceful, just and prosperous Myanmar.

STRATEGIC PRIORITIES

Expand and enhance TEF's partnership with reputable institutions at home and abroad; Instill principles of excellence and efficiency among its leadership and program staff in all of TEF's operations; Increase TEF donor-base and diversify funding sources for long-term sustainability of the organization; Promote responsible stewardship of resources and funding entrusted to TEF and make sure they are used effectively and efficiently in pursuit of TEF's vision and mission.

TO ACHIEVE OUR PRIORITIES, WE WILL:

Continue reaching 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 partnerships, and scholarship/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 programs 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.

Approach private sector and international organizations to raise TEF's 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's 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, local 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's education sector, with emphasis on leadership, accountability and organizational development.

LEADERSHIP

Meet the Leadership Team:



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 and PhD 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 micro-finance, 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 (MSAA).



Naw Helen Pe, Director of Programs, holds a BEd from the Institute of Education, Yangon, an MA in English Language Teaching from Warwick University, UK and an MPA from Harvard University, USA. 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 and UN agency for a total of 15 years working in the field of humanitarian aid and development. The areas of her capacity and experience include human resources and operations management, capacity building and program management. During her employment with Thabyay, she had a chance to attend an Executive Certificate Course in “International Development “ at Warwick University , UK in July 2015. She is a member of the Myanmar United States Friendship Association and also serves on the Board of Directors for Yin Thway Foundation, an NGO in Myanmar.



Lae Lae Win, Director of Finance and Operations, 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).

Meet the Myanmar Board of Directors:

Professor U Tun Aung Chain, Chair, holds a Master's degree in History. He started his teaching career as a tutor in 1954 at the History Department in Yangon University and continued working till he became Professor and retired in 1993. He worked as Consultant, SEAMEO Regional Center for History and Tradition in 2000-2002 and then as Director in 2002-2007. He served as Secretary for Myanmar Historical Commission in 1996-2007 and as Vice Chairman in 2007-2008. His publications include: Selected Writings of Tun Aung Chain (2004); Broken Glass: Pieces of Myanmar History (2004); Texts and Images: Glimpses of Myanmar History (2011) and Flowing Water: Dipping into Myanmar History (2013). He has also done translation work on "The Miami Organ (1981)", "Chronicle of Ayutthaya (2005)" and "A Chronicle of the Mons (2010)". He is a member of Myanmar Human Rights Commission and founding member of Metta Foundation.

Daw Khin Mar Aung, Vice Chair, is currently a Senior Program Officer of World Education in Myanmar. She holds a M.A, M.Ed, B.Ed, and B.Sc and has a background in Early Childhood Education, Primary Education and Non-formal Education. She started her career as a Primary School Teacher and then worked in education and development for more than 30 years at different levels and positions. She worked with Save the Children (UK) from 1997-2006 in the Early Childhood Education program and she implemented a community-based ECD program in Myanmar (1998-2006). In 2007, she worked with Save the Children (US) as ECD Specialist in a Post Tsunami program in Aceh. During that time, she has successfully implemented community-based ECD programs in collaboration with national partners at different level (community and provincial level). Now with World Education, she works in the project of land mine victims assistance to the land mine affected communities in Kayah States in partnership with civil society organizations and local CBOs. She is a member of ARNEC (Asia and Pacific Regional network for ECD) and of Myanmar United States Friendship Association (MUSFA).

Daw Myint Su, member, is a Health and Development Specialist with more than nine years of experience managing HIV prevention and care and other development programs in Myanmar. She holds degrees in M.Sc (Zoology) and M.Sc (Marine Ecology). In her current role as an Executive Director of Community Partners International (CPI), she is managing two field offices which work with 25 community based organizations providing access to safe births, immunizations, malaria control, and other essential health services for more than 700,000 women, children, and men. Prior to CPI, Myint Su worked in Open Society Foundation's Burma project, where she was responsible for facilitating OSF's work with local organizations and set up the Yangon office. She previously worked for 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 U.S. and a Chevening Fellowship in the U.K. She serves as Advisory Board Member for National NGOs in HIV network, Pyit Taing Daung Foundation and Thukha Taman Trust Fund.

U Kyaw Min Sann, member, graduated high school level from State High School, Bago. He then continued studying Law at Dagon University. He holds degrees of LLB and LL.M. After serving for several years as Advocate at High Court in Myanmar, he won a scholarship from OSF under a 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 Board of Directors for 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 to 2004 before studying for MPH in Mahidol University in Thailand. She came back to Myanmar in 2005 and served the community with MSF Holland in HIV program till 2007. She joined the International HIV/AIDS Alliance in 2007 till 2010 to work with community mobilization and an empowerment program on HIV/AIDS. From 2010 to 2011, worked with AMI for the refugees along the Thai-Burma border 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).

U Tun Tun, member, is a Myanmar entrepreneur and a believer in education. In 1993 he started the Red Horse Industrial Group and later established Red Horse Dairy Industries limited. Currently, RHDI Limited has three separate business units with a combined workforce of 700 persons and the PEP brand is one of the best known brands in the Myanmar dairy industry. RHDI is expanding its operations in Naung Cho, Shan State with a new dairy farm. A successful entrepreneur, U Tun Tun holds a Bachelor of Science in Geology from Yangon University and a Diploma in Agriculture.

Dr. Thein Swe, member, taught economics, finance, and globalization studies at Payap University in the International MBA program and the South East Asian Institute of Global Studies. He has served as Alternate Executive Director of the World Bank Technical Group (1977-1979), representing the member countries of Cambodia, Malaysia, Singapore, Indonesia, Thailand, Burma, Nepal and Fiji on the Board of Directors. He joined the Asian Development Bank in January 1990 as Project Specialist in the Central Projects Services Office and later on as Program Officer for Bangladesh, Nepal and Bhutan and Senior Programs Officer for Nepal and Bhutan. Dr. Thein Swe has studied at Rangoon University; Central School of Planning and Statistics, Poland and the Australian National University, where he earned a BA with General Honors; M. Econ, DSc. Econ, Manpower and Economic Development and Transition Economics respectively.

Meet the International Board of Directors:

Tun Myint, PhD,

Associate Professor of Political Science, Carleton College

Christina Fink, PhD,

Professor of Practice in International Relations, George Washington University

Dr. Cynthia Tin-Oo,

Former Country Director of Save the Children Myanmar

Ms. Carol Grodzins,

Former Director of the Mason Fellow Program, Harvard University

Ms. Therese Caouette,

Executive Director, Partners Asia

Anna May Say Pa, PhD,

Former Principal, Myanmar Institute of Theology



Thabyay Education Foundation annual meeting in Thailand, November 2015



We are educators, designers, administrators.

We support education through teacher training and curriculum development.

On the Thai-Myanmar border we work with migrants, Internally Displaced People and refugees.
In Myanmar we serve various groups, focusing on disadvantaged and vulnerable people.

- From two trainings to 31
- From one new book to five
- Network expansion of 50%
- Branding of all publications
- Expanded team

ACHIEVEMENTS

WHO ARE WE?

Curriculum Department

ACTIVITIES

The publishing cycle – needs assessment, design and development, piloting, review, print, translation, distribution

Teacher training – different levels, various beneficiaries, focus on access and quality.

Curriculum design and development.

IMPACT

- 807 teachers trained and using their skills to provide education to thousands of students in vulnerable and conflict-affected communities
- 7,000+ context appropriate curricula distributed and used in low-resource classrooms

NEXT YEAR...

- Increase material distribution locations and number and variety of materials
- Develop training packages
- Increase teacher training coverage (locations, number, days etc.)
- Trainer Training Program (7 month)
- Curriculum development support to programs at higher education level
- Sustainable Development and Environment Conservation curriculum.

OUR PROGRAMS 2015-16

Curriculum Department

Curriculum Department (CD) upholds equity and quality in education and promotes positive social change and development through its two programs and offices: Educasia in Myanmar and the Curriculum Project (CP) along the Thai-Myanmar border. The programs support the development and provision of context-appropriate curricula and learning structures.

1. Learning and Teaching Materials

CD develops and distributes accessible, high quality, low-cost and context-appropriate learning/teaching materials in English and Myanmar languages. Its wide range of subject areas include English Language, Social Studies, Teacher Training, Community Development, Mathematics and Science. The majority of the 41 Curriculum Department-developed modules have a student's book and a teacher's book. Some have audio CDs or DVDs. Most of the Social Studies and Community Development modules are in two versions: English language and Myanmar language.

Material distribution

During 2015, CD directly distributed 7,555 copies of learning/teaching materials. 75% of these copies were distributed in Myanmar. 40% of the copies were donated and the other 60% were sold at a very low cost. 46% of

the distributed material was for English language, followed by social studies at 25%.

Material download

CD makes all its developed materials available for free download through two websites. In 2015 more than 10,113 copies were downloaded.

Website download analysis shows that books are not just downloaded in Myanmar and Thailand, but also in countries in Europe, the Americas and Oceania.

Informal surveys indicate that most of those who mentioned they download the books were teachers. When asked about the use of the downloaded items, they mentioned they download each item once and made at least 20 photocopies of it for each of their classes.

MATERIALS DISTRIBUTION 2015

	No. of items distributed		Distribution breakdown			
	Sold	Donated	Refugee camps	Migrant schools	NGOs in Thailand	Around Myanmar
English Language Teaching	2482	994	310	220	254	2,692
Social Studies	1,053	828	294	290	241	1,056
Teacher Training	162	986	7	10	75	1,056
Movie Modules	152	53	11	0	23	171
Mathematics Modules	154	49	0	8	17	178
Science Modules	127	8	126	6	3	0
Community Development	215	97	0	2	11	299
Other Resources	181	14	0	1	8	186
TOTALS	4,526	3,029	748	537	632	5,638
GRAND TOTAL	7,555 copies		7,555 copies			

MATERIALS DOWNLOADED 2015

	www.educasia.org	www.curriculumproject.org
No. of items downloaded	4,289	5,824
TOTAL	10,113	

Materials development

This year CD published five books. Two are new:

1. Self-starter is a self-study English language resource at an Elementary level for those unable to access formal education.
2. Community Project Management in Myanmar language.

The other three are reviewed and updated versions of the existing books:

3. Community Project Management (English version),
4. Teaching Skills (English version) and
5. Think English Elementary (1-6).

CD team is developing eight further Learning/Teaching Materials as outlined below:

Item	Type	Student's book	Teacher's book	Other	Stage	Publication
Community Project Management (English language)	Training and classroom course	✗	✗		Reviewed/Updated	Mar. 2015
Think English (Elementary English 1-6)	Classroom course	✗	✗	Compact Disc	Reviewed/Updated	Sept. 2015
Self-Starter (Elementary English)	Self-study	✗		Compact Disc	Developed	Dec. 2015
Community Project Management (Myanmar language)	Training and classroom course	✗	✗		Translated	Dec. 2015
Teaching Skills (English language)	Training course	✗	✗		Reviewed/Updated	Dec. 2015
Teaching Skills (Myanmar language)	Training course	✗	✗		Updating translation	2016
Work Skills (English language)	Classroom course or self-study	✗	✗		Developing	2016
Introduction to Environmental Studies (English language)	Classroom course	✗	✗		Developing	2016
Environment: Problems and Solutions (English language)	Classroom course	✗	✗		Developing	2016
English Communication for Development	Classroom course or self-study	✗	✗		Developing	2016
Think English (Beginner English 1-12)	Classroom course	✗	✗		Developing	TBA
Sustainable Development (English language)	Training and classroom course	✗	✗		Developing	TBA
Self-Starter (pre-intermediate English)	Self-study	✗		Compact Disc	Developing	TBA



Educasia teacher training in Kalay (this picture and below, right) and Ye (below, left)



2. Teacher Training

CD builds capacity of teachers, trainers and educators to provide quality education, using student-centered approaches; create active analytical classrooms; and effectively use CD learning materials. CD runs two teacher training programs:

Border-Based: Implemented by The Curriculum Project, this covers refugee camps, migrant areas in Thailand and IDP (internally displaced people) settlements near the border. It focuses on upgrading teachers' skills by training the same trainees on various topics, conducting in-depth needs assessments and continuous teacher support and follow-up.

In-Country: Implemented by Educasia, this prioritizes increasing access to basic teacher training throughout the country. In its two years plan (2015-2016), it aims to provide training in all Myanmar states and regions.

The map on next page illustrates Educasia's geographic coverage for 2015.

Both programs provide a standardized introduction to advanced training. This training can be customized based on a needs assessment and/or schools and trainees' request.

Teacher training: ranges from Introductory (two-three days), Basic (three-five days) to advanced (three-seven days). Basic training equips trainees with skills such as lesson planning, teaching methods, classroom management and student assessment. Advanced training focuses on skills such as school management, differentiated teaching and curriculum adaptation.

Trainer training: lasts at least five days and covers main training skills and topics: teacher training design and delivery, facilitation and training skills, among others.

The training area and beneficiaries selection prioritizes unprivileged and unreached schools and communities. Training are either completely or partially funded by CD: providing trainees' accommodation, transportation, food, trainers and training materials.

Number of trainings	31	Number of teachers (and trainers) trained	807
Number of delivered training days	83	Number of direct beneficiary schools	247
Number of indirect beneficiaries			149,259 +

This year's achievements are summarized below:

60% of our trainees are currently working teachers and are using their newly acquired skills from our training. 33% of trainees are teachers-to-be and usually start their teaching within less than a year from the training. 65% of all our trainees are female.

Due to difficulty in accessing some IDP areas, CP has trained 56 Mobile Teacher Trainers who each year train more than 2,934 teachers from 1,430 schools. This in turn serves over 100,000 students across Kayin State. Details are illustrated in the table on page 22.

Curriculum Development

This year various education programs and schools in Myanmar and along the border received advice on curriculum and syllabus selection, development, implementation and adaptation.

CD started a two year project: the curriculum development and implementation of KKEC's Community Leadership and Social Studies (CLASS) program. The project started by conducting a baseline analysis, needs assessment and context analysis. This was followed by the curriculum design

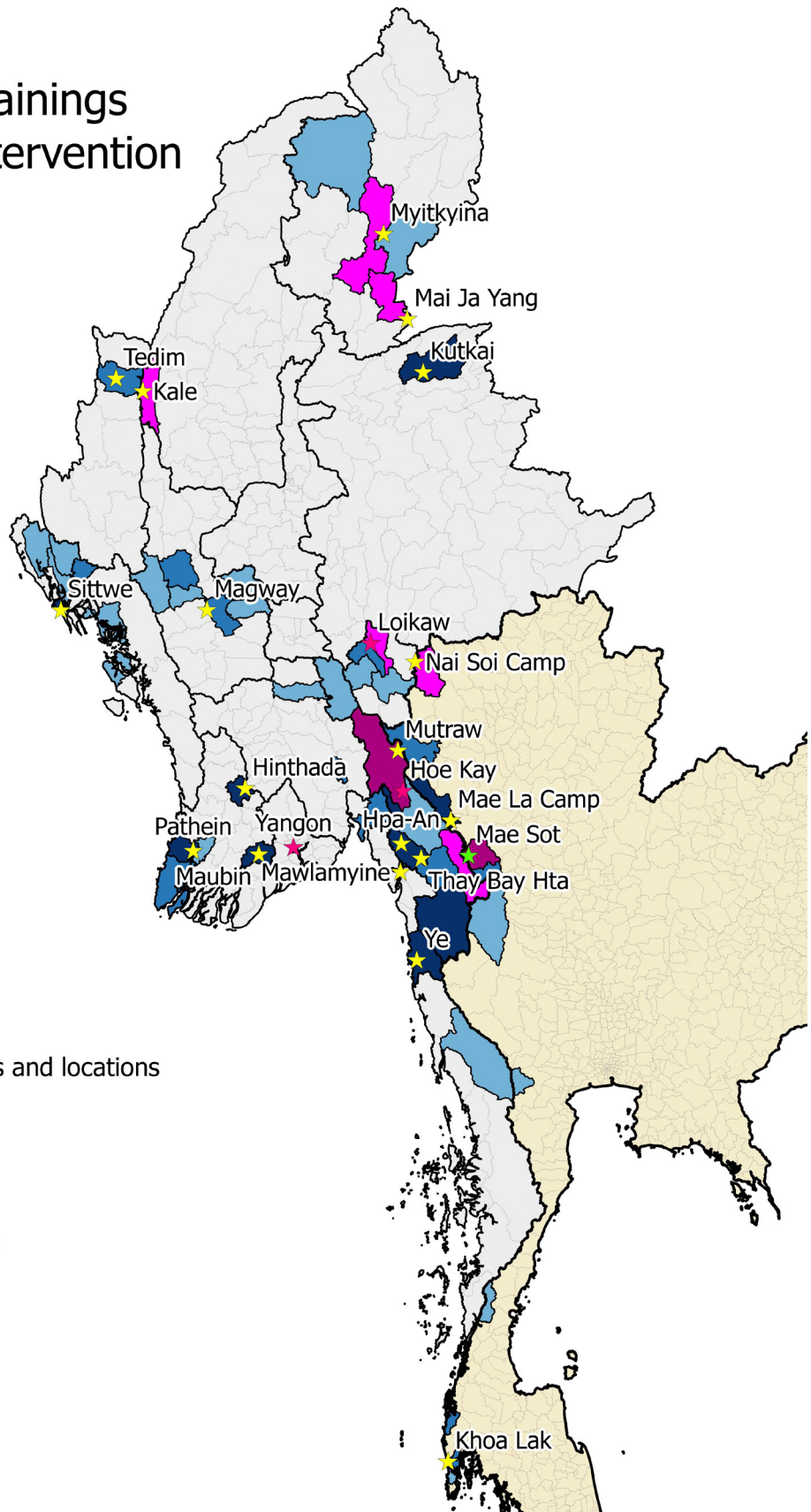
and the development of core components: syllabi, teaching and assessment methodologies standardization and other learning support structures, such as student mentoring and service learning. Additionally, a Knowledge and Experience Capitalization system and feedback system were set.

The implementation and piloting phase started in the last quarter of 2015. The curriculum review phase will be conducted starting from mid-2016.

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 Thai-Myanmar border. Educasia's library has over 1,060 items. CD centers offer materials for English language learning, teacher training, skills-focused activities, as well as dictionaries, encyclopaedias, books for post-ten schools, textbooks for GED and TOFEL preparation and Myanmar curriculum and matriculation exam preparation.

Teachers Trainings Areas of Intervention 2015



Legend

Number of trainings and locations

- ★ = 1
- ★ = 2
- ★ = 3
- ★ = 4

Number of trainees

- 1 - 4
- 5 - 14
- 15 - 24
- 25 - 49
- >50

Curriculum Department teacher training

Programs	Coverage locations	Number of trainings	Number of days	Profile of trainees			Number of trainees			Schools details			Number of students served
				Working teachers	Teachers-to-be	Trainers (MTT)	M	F	Type	Number	Level		
Border-based	IDPs (Kachin and Kayin)	5	21	82	14	58	59	95	IDP schools	42	Primary to post-secondary	100,000	
	Refugee camps (7)	3	6	46	27	0	44	29	Refugee camps schools	15	Post-secondary	1,239	
	Migrant area (Mae Sot, Mae Hong Son, Ranong Thailand)	7	17	111	71	0	63	119	Learning centers, migrant schools	48	Nursery and middle to post-ten	7,136	
In-country		15	44	239	112	58	166	243		105		108,375	
	Ayeyarwady, Chin, Shan, Kachin, Kayah, Kayin, Magway, Mon, Sagaing, Rakhine, Yangon	16	39	242	156	0	119	279	Monastic, Ethnic, Public, Community schools	142	Primary to post-ten	40,884	
	Totals	31	83	481	268	58	285	522		247		149,259	



Hsa Blue Paw preparing for books distribution along the Thai-Myanmar border

Resources in our libraries	4,000+	Total number of books borrowed	733
New books	27	New members	125

Most popular books: General English language, English language test preparation, reading and writing

Other activities

Increasing efficiency, effectiveness and impact: CD started in 2015 by implementing an action-plan based on the department’s strategic planning in late 2014. This includes:

1. Developing and establishing a comprehensive Monitoring and Evaluation (M&E) system documenting and analyzing the programs’ impact, effectiveness, efficiency, relevancy and sustainability.
2. Implementing marketing and visibility strategies by producing and distributing promotional materials: Myanmar and English leaflets, banners, partial update of the website and outreach activities. Book launching events contributed to this purpose as well.
3. Increasing outreach and partnerships: CD conducted several networking trips and meetings to expand its operations’ scope and improve the understanding of its partners’ needs across Myanmar and the Thai-border. In a one-year period CD’s network members increased by over 50%.

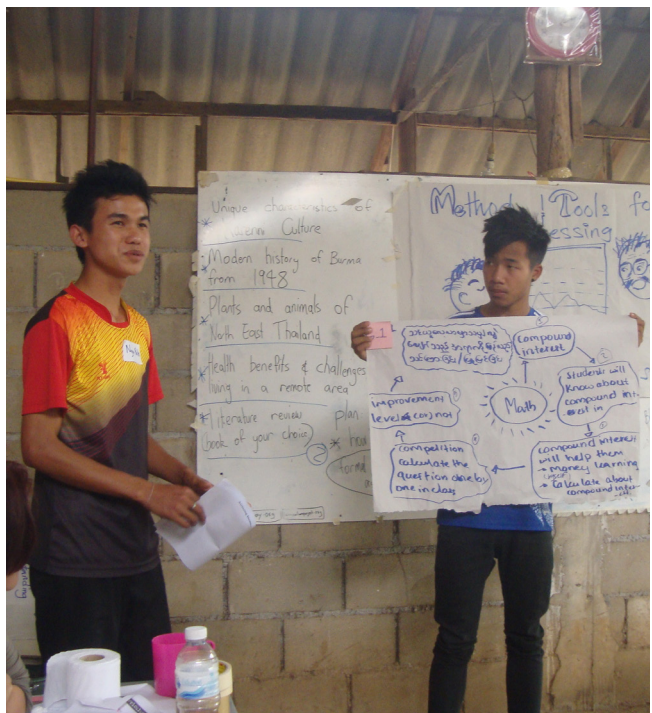
Future plans

The Curriculum Department plans to enhance its impact and access to its products and services, as well as start some new initiatives. Specifically:

- Increase learning/teaching material distribution locations
- Increase the number and variety of materials
- Develop training packages on courses such as Project Management, governance etc.
- Increase teacher training programs coverage (locations, number, days etc.)
- Design and pilot a Trainer Training Program (3 month +)
- Provide curriculum development support to programs at higher education level
- Develop a “Sustainable Development and Environment Conservation” Curriculum
- Design and implement a Trainer Training Program (7 month).



CP team travelling to deliver a training to Mobile Teacher Trainer in an IDP area; and delivering training (below)





Educational leadership and management training in Mutraw District for IDP teachers

- 32 future young leaders from UPP and CLASS
- 20 communities benefit from service learning programme
- 605 evening and weekend student intake
- 100 custom programme students

- 32 scholarships received
- Seven internship placements
- Service learning to 20 communities
- Expansion of community partners
- Addition of field visit and guest speaker activities in curriculum
- EPP students increased by nearly 35%

ACHIEVEMENTS

IMPACT

KANT KAW EDUCATION CENTRE

ACTIVITIES

WHO ARE WE?

Community Leadership and Social Studies (CLASS) diploma – a one-year residential intensive programme for aspiring community leaders of diverse ethnic backgrounds.

Provider of free and low-cost quality education for young leaders in Myanmar.

EPP – affordable evening and weekend English classes for students and professionals.

Outreach & custom programs – tailored English classes for companies and organisations

NEXT YEAR...

- Expansion of partners from 17 to 35
- More custom programs – from 5 to 10
- Expand networking to private sector

OUR PROGRAMS 2015-16

Kant Kaw Education Center (KKEC)

Kant Kaw Education Center was established in 2009 with the purpose of supporting change makers to enhance their community development skills and access to international university education. In 2015, our goal was transformed into producing young community leaders who also possess sufficient academic skills to further their study abroad. We have been continuing to engage, inspire, and empower youth inside and beyond the classroom with the following programs to achieve our goal.

Accomplishment-1:

The Community Leadership and Social Studies (CLASS) program is a year-long residential program that prepares qualified students of diverse ethnic backgrounds in Myanmar for leadership roles in their community and university study abroad. Students in the CLASS program will develop their potential for leadership through an increased understanding of community project management and knowledge in social studies.

Subjects offered:

- Academic Reading, Writing and Speaking and Listening
- Environment and Economics
- Gender and Global Issues
- Social Change and Transformation
- International Relations and Political Science
- Peace and Conflict
- Work Skills
- Study Skills and Critical Thinking
- Civic Education and Community Leadership
- Service Learning and Workforce Exposure.

Student Enrollment and Diversity

Total Number of Students	60	Average 20 students per term (three intakes in 2015)
Ethnic Diversity	10+	Kachin, Kayah, Karen, Chin, Mon, Rakhine, Shan, Burma, Wah, Narga and Mixed-ethnicity
Geographic Coverage (States/Divisions)	13	States: Kachin, Kayah, Karen, Chin, Mon, Rakhine and Shan Divisions: Ayerwaddy, Sagaing, Magway, Pago, Tenasserim, Mandalay and Yangon
Religious Diversity	4	Buddhist, Christian, Hindu and Muslim
Gender Balance (%)	100	Male: 55 % Female: 45 %
Age (Average)	21.5	Age (Mean): 21 Distribution: 18-28

Accomplishment-2:

Evening and Weekend Professional Programs (EPP):

offering multi-level General English courses, IELTS Foundation/Preparation, Academic Reading/Writing and Critical Thinking, and Communicative English in the business world. The students improve their English proficiency preparing for their workplace and study abroad through this program.

Classes offered:

- Elementary General English
- Pre-intermediate General English
- Intermediate General English
- Upper Intermediate General English
- Academic Reading/Writing and Critical Thinking
- IELTS (Foundation & Preparation)
- Communicative English in the Business World.

Applications and enrollments

	Sept 2013	2014	2015	2016
Applications	142	480	616	N/A
Enrollment	132	405	605	N/A

Accomplishment-3:

Custom Programs: customizing course offerings to NGO's, Partner Organizations and private corporations in language acquisition and professional development to their staff

and furthering KKEC's outreach and community network. We look forward to more initiatives and commitment to developing our communities in the New Year, 2016.

Custom Programs

Institution	Target Group	Curriculum Content
Danish Refugee Council	Staff	Intermediate General English
DAT (Dirace Technology)	Staff	Communicative English in Business world
Disable Business Incubation Center	Disabled Youth	Elementary General English
Save the Children (Myanmar)	Staff	Elementary General English & Pre-intermediate General English
Myanmar Baptist Convention	Youth from remote areas	Elementary General English & Pre-intermediate General English

Outcomes: Scholarship Recipients for Higher Education Abroad

One of the significant achievements of KKEC is guiding students towards scholarship awards to attend academic programs at international universities. The scholarship donors are B K Kee Foundation, Supplementary Grant Program Asia, Prospect Burma, Child's Dream, Hong Kong Open University, Jetana Foundation, Martin Luthur, Asia Pacific Scholarship Consortium, WEDU, Hong Kong Institute of Education, United World College, Norwegian-Mahidol University, Han Dong University, Young Southeast Asian Leaders Initiative and Global Scholarship from Thammasat University.

Extracurricular activities

1. Fund-raising activity for nation-wide flood affected victims
2. Relief work in flood affected communities: Moe Nyo and Pathein
3. Mid-term trip to Pye to explore the cultures and ancient pagodas
4. Education Fair; and workshop and seminar

Service 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 have an impact on real social challenges. All CLASS students are required to do service learning in different local communities which are in partnership with KKEC. 21 communities received our services in 2015. 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.

Internship Placement/Experiential Learning

The internship program provides opportunities for students to experience the real working situation of organizations doing work based on their interests. It is expected that CLASS graduates are able to contribute to the work being done by their host organization and take the initiative to create learning opportunities for personal and professional development.

Interaction with other students or institutions

- Cultural Exchange with high school students from Denmark
- Google hangout session (English session) and Youth & Education (Burmese session) organized by BBC.
- Site visits to civil societies in Yangon to expand professional networks and deepen understanding on its roles in the transition period.
- Weekly DVB Debate show
- Special talks by experts based on current issues.

Professional development training

- Individual and group coaching session by professional coach
- Reading and Writing and Critical Thinking Training
- Scholarship Presentation by international institutions
- Computer Literacy Class

Progression: Compared to last year, more diverse ethnic students are recruited from marginalized communities. A total of 60 students from partner communities around Myanmar have been recruited. Among them four students received scholarships to join international study and exchange programs (YSELI). On the other hand, the number students enrolled (605) in Evening/Weekend Professional Programs (EPPS) have increased significantly.

The first Kant Kaw alumni conference was held in May at Summit Parkview Hotel and about 90 alumni attended it. According to our alumni tracking, most of them are

actively involved in civic engagement in different sectors by working at NGOs, CBOs, Monastic Education schools, private companies, and social businesses, as well as doing internships based on their interests and studying abroad for their professional development.

Future Plans:

More partner organizations and networks need to be expanded to recruit diverse students in marginalized communities and information dissemination should reach marginalized communities by different ways. In 2016, there will be 10 more partners who can support in student recruitment. Our long-term goal is to reform Kant Kaw Education Centre as an undergraduate institution and “knowledge society” to create the next generation of positive leaders.

Impact:

KKEC is very proud of its students’ achievements and the services they contribute in the communities. We believe that training and nurturing young community leaders with needed skills is a long term investment for nation building. KKEC is passionate about professional development of individual students so that they will grow professionally and gain global perspective to serve and lead the community.

Our students come from seven states (Kachin, Kayah, Karen, Chin, Mon, Rakhine and Shan) and seven divisions (Ayerwaddy, Sagaing, Magway, Pago, Tenasserim, Mandalay and Yangon).



KKEC culture and food festival, March 2016



KKEC Alumni Conference
Photo: Ko Ye Ko



Experienced teachers at work at KKEC
Photos: Zahnur Rofiah



Thabyay e-Learning Platform provides services to facilitate education and career development for those in full time work

- 147 graduates in 2015
- 533 TOEFL diagnostics in 2015
- 34 TOEFL ITP tests administered
- 76% of test takers reached target scores
- 326 study packages distributed
- 5 new partners in Kachin State
- September 2015 intake 221

Regression – inactive and dropout rates increased

WHO ARE WE?

ACHIEVEMENTS

TeP (EPOP)

ACTIVITIES

IMPACT

Academic English and TOEFL testing

- Coverage outreach to new locations and conflict areas
- Increased pass rate
- More applications received

Learning material distribution

Outreach presentations, extending network etc

- Access to scholarships
- Career development

NEXT YEAR...

Advisory information session

- Tablet PC Project
- Strong TeP team
- Moodle (mobile version) upgrade
- Diagnostic test development

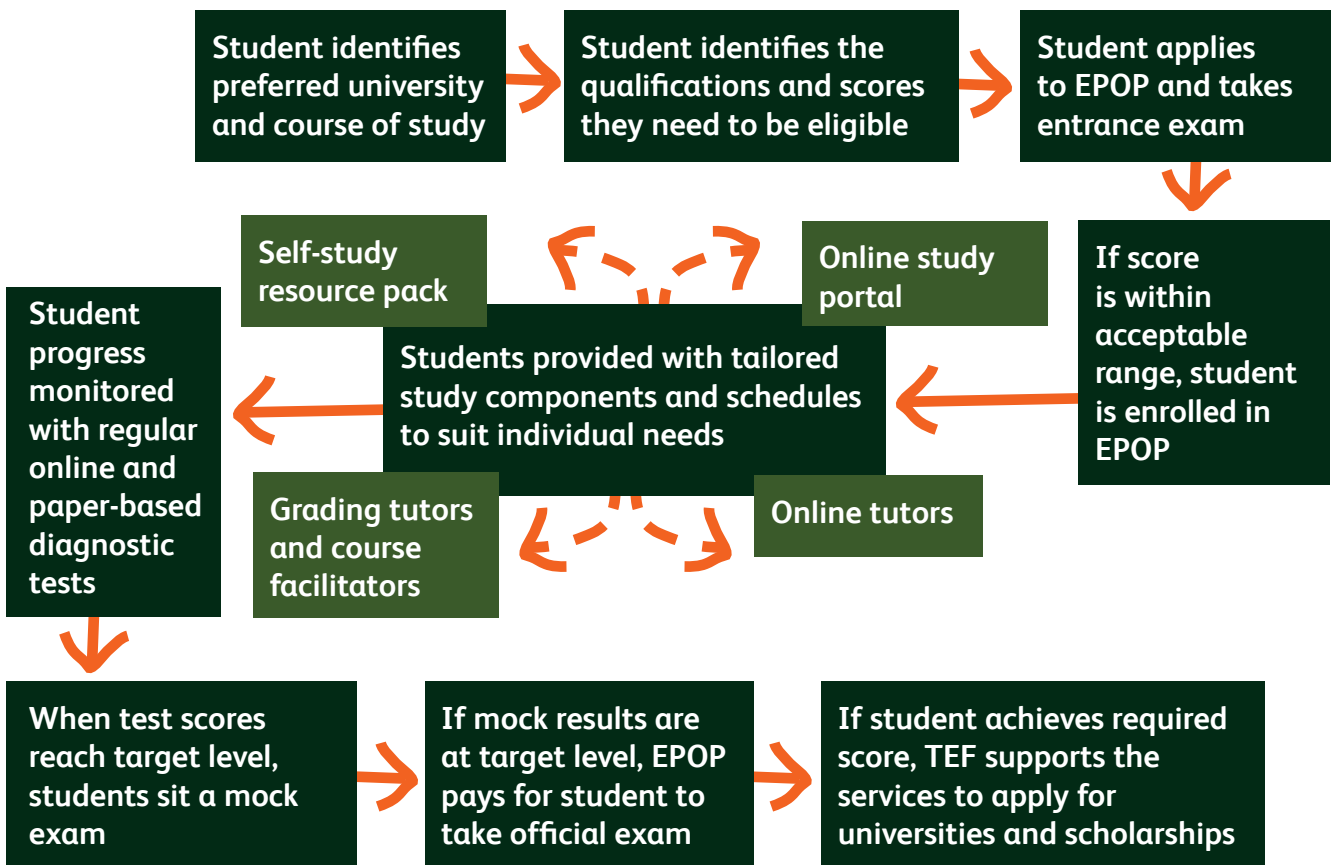
- Network extensions
- Website revision and redesign for marketing
- M&E
- Alumni database

OUR PROGRAMS 2015-16

Thabyay e-learning Platform (TeP)

Exam Preparation Outreach Program (EPOP) is the flagship of Thabyay e-learning Platform. It provides university and test preparation services for committed, community-minded individuals in Myanmar, Thailand and Cambodia who would like to improve their professional and academic knowledge. EPOP, launched in 2009, offers a unique and highly flexible blended learning model including self-study packs and the online study portal. These enable participants in almost any location in Myanmar and Thailand to study for free on a schedule that suits them.

The students are from different cities of Myanmar, and from refugee camps and migrant learning centers of Thailand-Myanmar border areas. The courses that EPOP offers are Academic English 1, Academic English 2 and TOEFL ITP which aims to provide students, who have solid communicative competency in English, but lack the exposure to academic content, structure and vocabulary to be able to achieve necessary scores for their selected programs and to develop critical thinking skills while practicing relevant academic content areas.

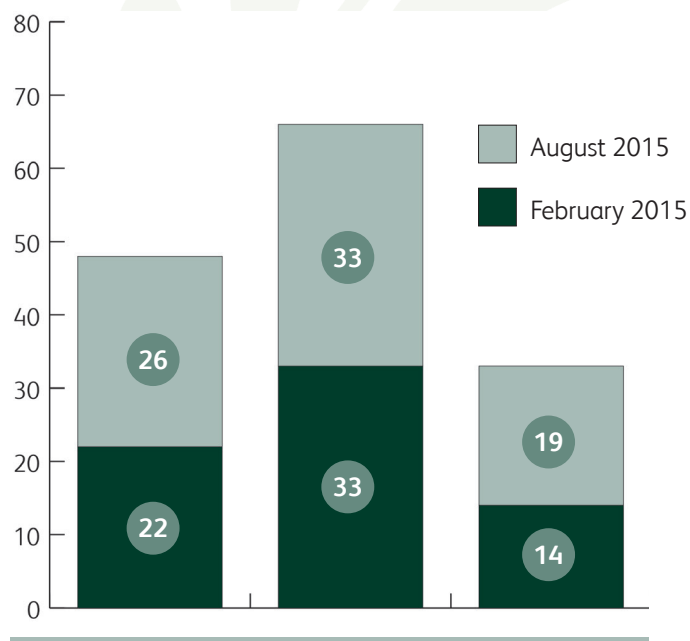


Accomplishments

During 2015, Thabyay e-Learning Platform served 305 students through three EPOP courses -Academic English 1 &2, TOEFL ITP exam preparation- and provided 147 certificates for students having completed EPOP courses by the time of reporting. 533 TOEFL diagnostic tests have been given in order to measure the improvement of EPOP's

students and the level of English of the new applicants during the period of January- September. In 2015, EPOP extended its network and supporting services to Myitkyina and the internal displaced area, Mai Ja Yan. 34 official TOEFL ITP tests were given in 2015 for 30 EPOP students and 4 non-EPOP students. 77% of the official TOEFL ITP test takers reached their target scores.

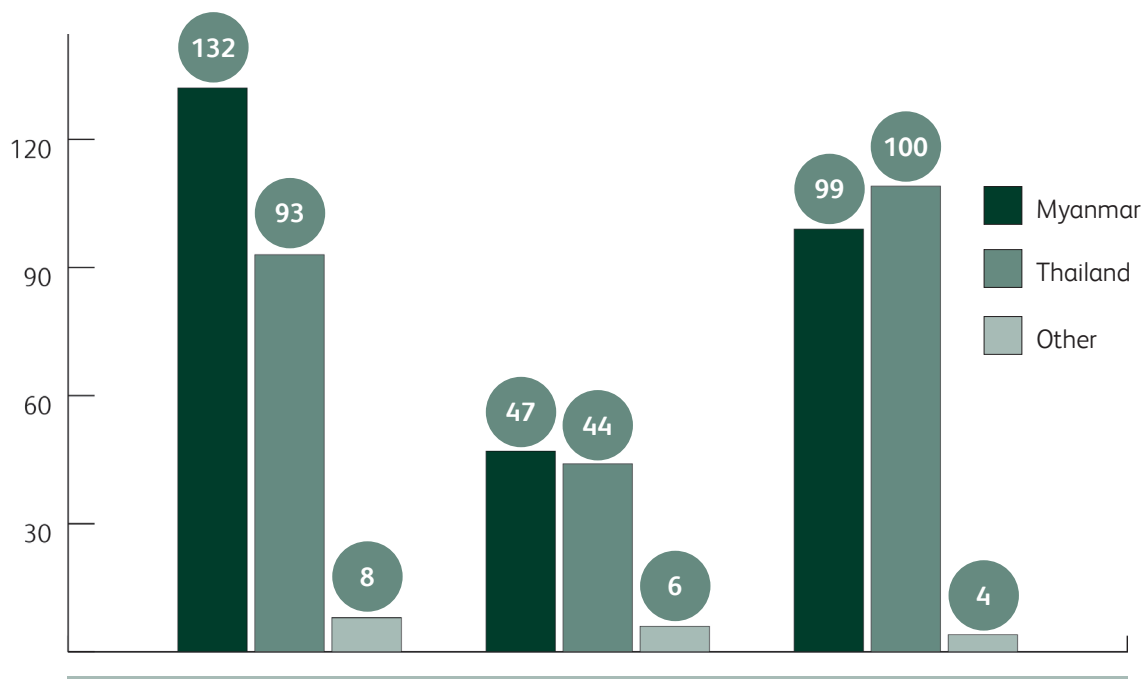
147 EPOP Graduates in 2015



EPOP Study package distribution in 2015: 326 packages

2015	AE1	AE2	TOEFL ITP	
FEBRUARY	55	52	42	
SEPTEMBER	84	51	42	
TOTAL	139	103	84	326

533 TOEFL Diagnostic Tests given in 2015





Diagnostic test taken by Migrants and refugees in Maesot; Explanation of the application process; Handover meeting of EPOP staff at Maesot Office



Other activities for further development

Through the outreach presentations and networking, TeP established new partners in Myitkyina, Mai Ja Yan (Kachin IDP) and Hpa-An to provide higher education in marginalized areas. Furthermore, discussion and initial collaboration has started with prospective partners near the Thai-Myanmar border in Mae Sai, Tachileik and Ranong for extending the opportunity for further studies to marginalized ethnic migrant youths.

TeP/EPOP produced promotion materials such as postcards, posters, and flyers for both online and offline marketing. The certificate of completion is redesigned to reward the students' efforts by stating the course grade and level of the course.

A Scholarship Advisory Information Section has been developed in collaboration with the Thabyay Scholarship Department to provide consultation, information and feedback to the students on available scholarships in line with their interested area, eligibilities, application process and university admission process.

TeP/EPOP increased support to students by having writing tutors for all levels in 2015. Since most of the students are full time working learners, TeP provides them with tailored study components and a study schedule to suit individual needs such as a self-study resource package, online study portal with qualified grading tutors and course facilitators.

The description and instructions for 18 writing assessments of the EPOP students' portal for all 3 courses were revised. Grading rubrics for all the writing assessments were reformatted to let the students experience university level writing requirements including checks on plagiarizing, citation, and word-counts.

New intake in September 2015 (EPOP 2/2015 semester)

Demand for TeP/EPOP services is increasing throughout the region. The increasing demand from students has led to increases in enrollment. In the last week of September 2015, EPOP's new semester, 2/2015, began. The new students' intake and the ending of the previous semester were processed in Myanmar and Thailand during

Thabyay Education Foundation
Inspire . empower . enable

TOP
Thabyay e-learning Platform

Exam Preparation Outreach Program (EPOP)

Do you want to **IMPROVE** your English Proficiency for Further Studies?
Then **EPOP** is your **SOLUTION!**

EPOP will enable you to:

- study English Language online program that encompasses 3 courses
- gain exposure to academic content, structure, and lexis
- acquire vocabulary, comprehension and study strategies
- have interactive discussions with and gain feedback from online tutors of native speakers
- practice and enhance your TOEFL skills
- be prepared for the TOEFL ITP exam through TOEFL ITP course
- gain an opportunity to sit an official TOEFL ITP test developed by the IIE (Institute of International Education) free of charge, if a required score is earned in TOEFL ITP course.

Note: Entry-level courses are determined by the scores gained in the entrance examination.

For more information, please contact:
Sandar Lwin
Program coordinator (TeP)
Email- sandar@thabyay.org
Tel: + 66 (0) 819-936-603 (Thailand)
Tel: + 95 (0) 9421117906 (Myanmar)
Website: www.epopasia.org

EPOP's services include:

- 20 – week online courses and diagnostic exams
- Course books and learning materials

September. The current students from Cambodia continued their studies with EPOP in the TOEFL ITP course.

A total of 221 students enrolled to join the EPOP's 2/2015 semester. EPOP's Financial Aid, exemption of course fee and learning materials fee, was provided to 125 students. Altogether 137 new applicants registered for the new semester; 62 from Myanmar, 74 from Thailand and one Myanmar student who is currently studying in Germany.

221 students enrolled in 2/2015 semester	
Academic English 1 Course: 100	New Students: 120
Academic English 2 Course: 65	Continuing Students: 56
TOEFL ITP Course: 56	Repeating/Rejoining: 45

2/2015 Students by country	
Myanmar: 98 students from 19 regions	
Bhamo, Bilin, Dawei, Falam, Hpa-an, Kyaiklat, Kyauk, Pa Daung, Loi Je, Loikaw, Mai Ja Yang, Mandalay Mawlamyine, Muse	
Thailand: 119 students from 11 regions	
Bangkok, Chiang Mai, Mae Hong Son, Mae La, Mae Sariang, Mae Sot, Phuket, Ranong	
Cambodia: 3 students from 3 regions	
Siem Reap, Stung Treng, Svay Rieng	
Germany: 1 student from 1 region	
Gottingen	

Progression or retrogression (M&E)

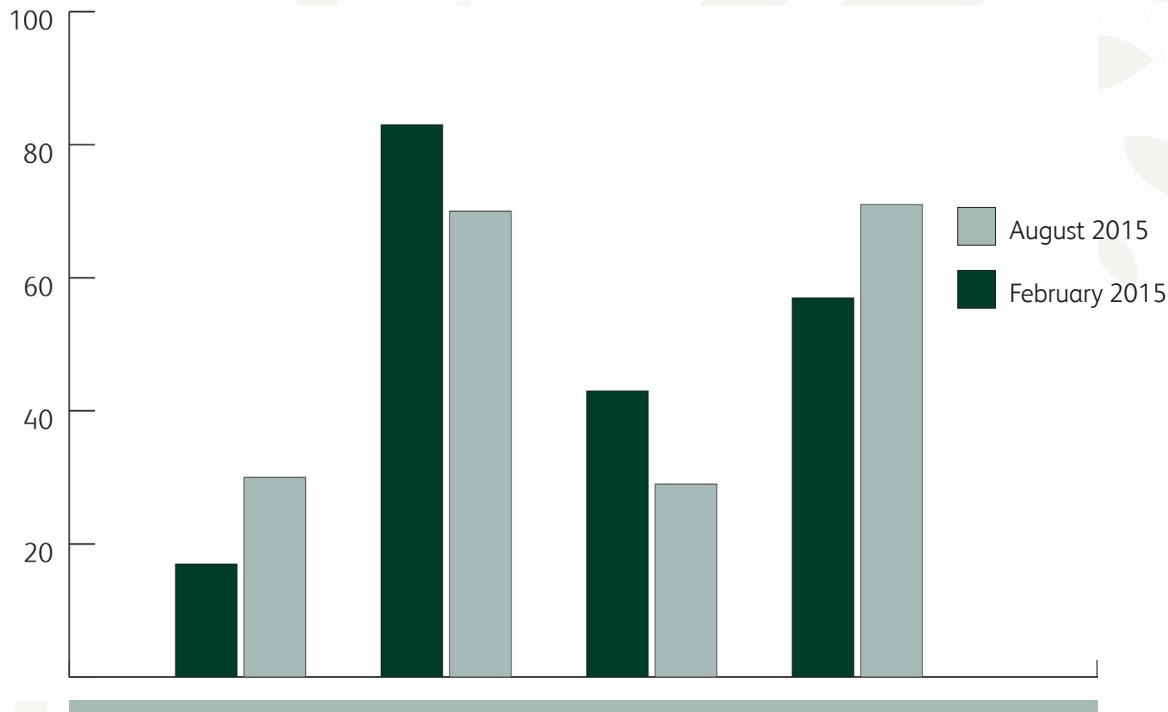
February 2015	Enrolled	Attrition	Active	Failed	Passed
Myanmar	61	16	45	23	22
Percentage		26 %	74 %	51 %	49 %
Thailand	67	5	62	20	42
Percentage		7 %	93 %	32 %	68 %
Cambodia	19	4	15	10	5
Percentage		21 %	79 %	67 %	33 %
Total	147	25	122	53	69
Percentage		17 %	83 %	43 %	57 %

August 2015	Enrolled	Attrition	Active	Failed	Passed
Myanmar	85	28	57	23	34
Percentage		33 %	67 %	40 %	60 %
Thailand	67	19	48	7	41
Percentage		28 %	72 %	15 %	85 %
Cambodia	6	1	5	2	3
Percentage		17 %	83 %	40 %	60 %
Total	158	48	110	32	78
Percentage		30 %	70 %	29 %	71 %

Summary of the EPOP students' status in 2015

2015	Enrolled	Attrition	Active	Failed	Passed
February	147	17 %	83 %	43 %	57 %
August	158	30 %	70 %	29 %	71 %

Summary of the EPOP students' status in 2015



Future plans

While considering the development of some new projects, TeP will monitor and evaluate how to increase the online students' active participation and to reduce attrition. EPOP team will communicate with the students in a timely manner assisting in the login concerns, providing formative feedback, and tracking the frequency and amount of time usage on the student portal.

TeP's Learning Management System, the student portal, will be upgraded in 2016 to be available on mobile devices. TeP aims to serve and help ethnic minorities in states and rural areas, internally displaced people (IDP), domestic and international refugees and people with disabilities from Myanmar.

TeP is developing an innovative, low-cost and new generation online learning approach. It provides access to digitally excluded communities, marginalized groups and minorities in the remote areas of Myanmar on a small but easy-to-use device, i.e, a tablet. TeP primarily targets learners who are living in refugee camps, far from developed cities and towns with lack of any infrastructure, but who are in great need for education.

The platform can provide learning materials, interactive courses, videos, books and multimedia contents in order to give a helping hand to those people who, despite their condition, want to break out from their current circumstance.

Impact

40% of EPOP's migrant and refugee students have been selected to attend the Higher Education Programs such as Brighter Future, Wide Horizons, BEAM, and MEF in Thai-Myanmar border areas.

20 EPOP graduates of 2015 have been informed of their receipt of scholarship awards for further studies during the reporting period : 3 in Hong Kong, 1 in Korea, 1 in Bangkok, 1 in Canada, 5 in Chiang Mai and 9 in Australian Catholic University (Online Diploma).

On the opposite page are just two students for whom TeP has been helpful to their ongoing studies.



“I have been living in Mae La Refugee Camp for five years. Although the students in the camp could access the education, they could hardly continue further studies. However, there are few courses and training that are helping refugees to continue further studies, and EPOP is one of them.”

Lin (Mae La refugee camp)



“I took a risk to come to Thailand in order to continue the eighth- standard in 2008. I am now very excited to study at the Hong Kong Institute of Education (HKIED) for my degree in Bachelor of Social Sciences in Global and Environmental Studies.”

Saw (Mae Sot)



Regression – decline of scholarships for Myanmar students during 2015

- Not just scholarship students doing internships but partner organizations and KKEC graduates
- Extended our partnership network for internships

- 107 scholarships
- 400 students dropped in or visited SSS for counselling
- 829 students contacted through outreach ELP presentation both in Yangon and nationally
- 19 interns in Thailand and Myanmar

ACHIEVEMENTS

PROGRESS

SSSELP

ACTIVITIES

IMPACT

Administered seven scholarships and facilitated grants

Outreach presentation

Academic and career counselling

Uploading scholarship information on MSA website

Dealing with different organisations for internships

- 41 scholars will graduate and 67 will continue
- In the 2015-16 academic year, TEF's existing donors saved over US\$444,000 in tuition fees from their grants through our work to obtain fee waivers
- In 2015, more than 80% of graduates returned to work in their communities

NEXT YEAR...

- Will continue to administer scholarships
- Network closely with universities outside Myanmar to obtain MoUs and tuition fee waivers
- Assist students from KKEC to do internships
- Promotion via social and print media

OUR PROGRAMS 2015-16

Scholarships Student Support and Experiential Learning Program (SSSELP)

The Scholarships, Student Support and Experiential Learning Program (SSSELP) contributes to TEF's mission by enabling future leaders from marginalized communities to pursue high quality, relevant university education. It also supports their access to networks and expertise required to participate effectively in the development of their communities.

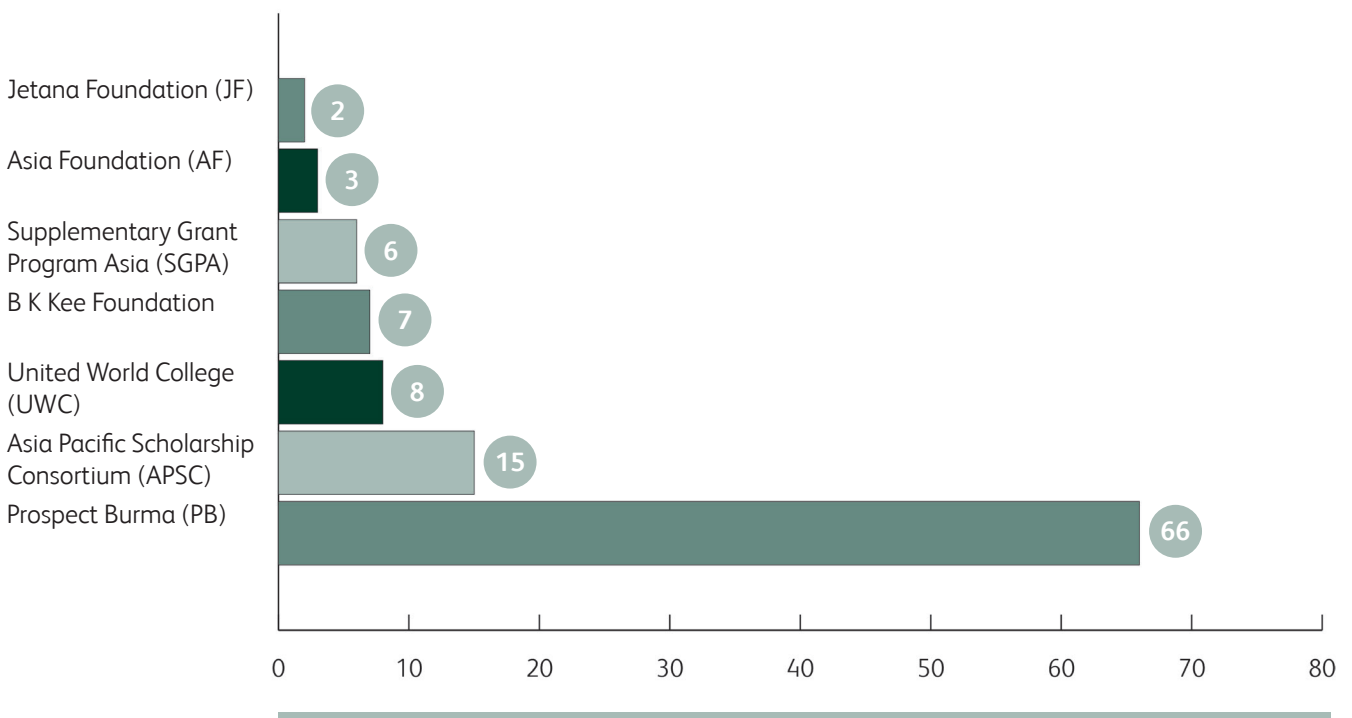
Activities and Achievements

Scholarships and Student Support (SSS):

In the 2015 academic year SSS successfully administered seven scholarship programs: Prospect Burma (PB), Asia Pacific Scholarship Consortium (APSC), United World College (UWC), B K Kee Foundation (B K Kee),

Supplementary Grant Program Asia (SGPA), Asia Foundation (AF) and Jetana Foundation (JF). Out of 107 scholarship students, 79 are continuing students and 28 are new students. The majority of the students are studying in Thailand and the rest are in the Philippines, Hong Kong, Bangladesh and Malaysia.

Scholarship Grantees

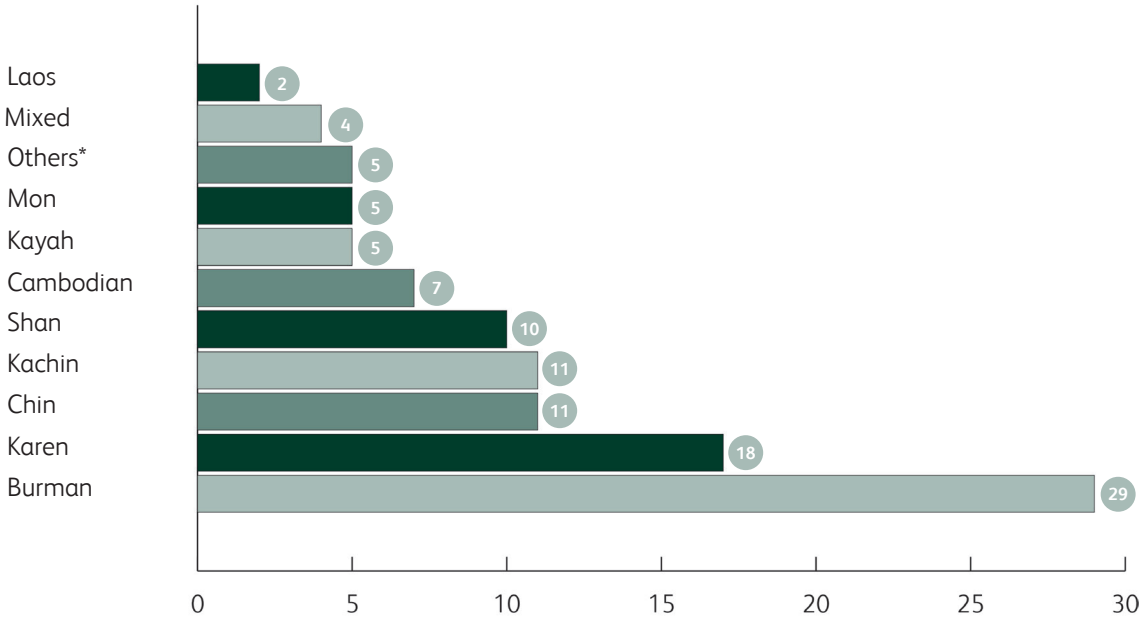




Outreach at Aung Myae Oo monastery, Sagaing (above);
and Mandalay University (below)



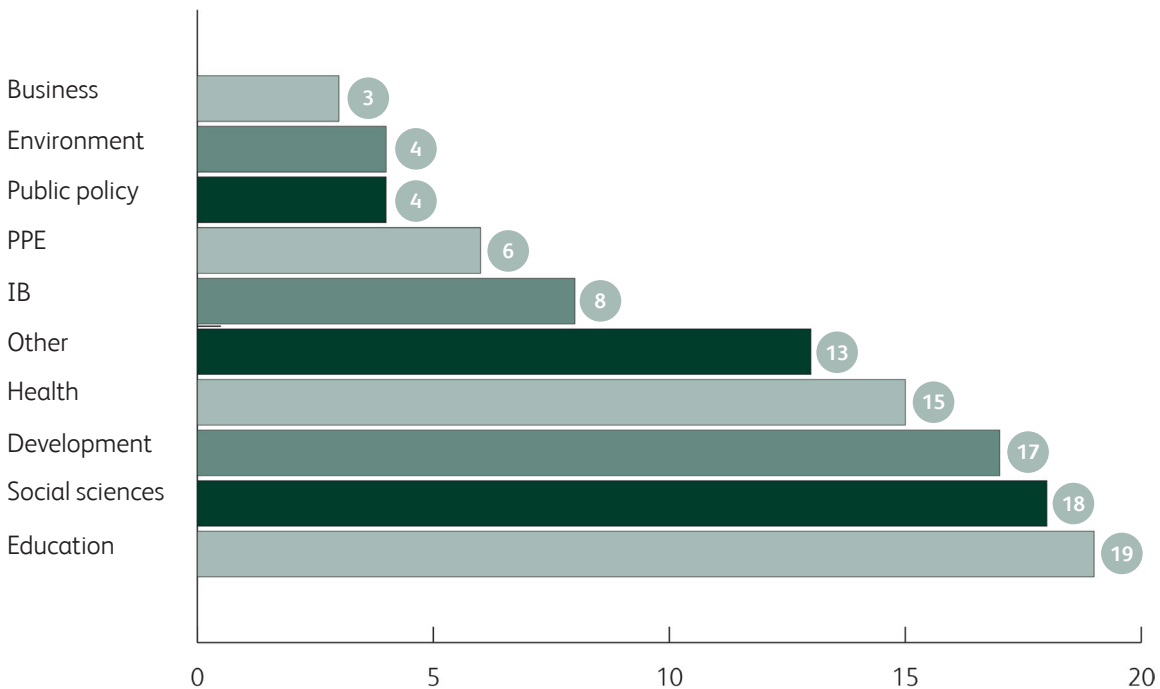
Ethnicity



Other* 1 Arakanese, 1 Palaung, 1 Pa-O, 1 Inn Thar, and 1 Thai

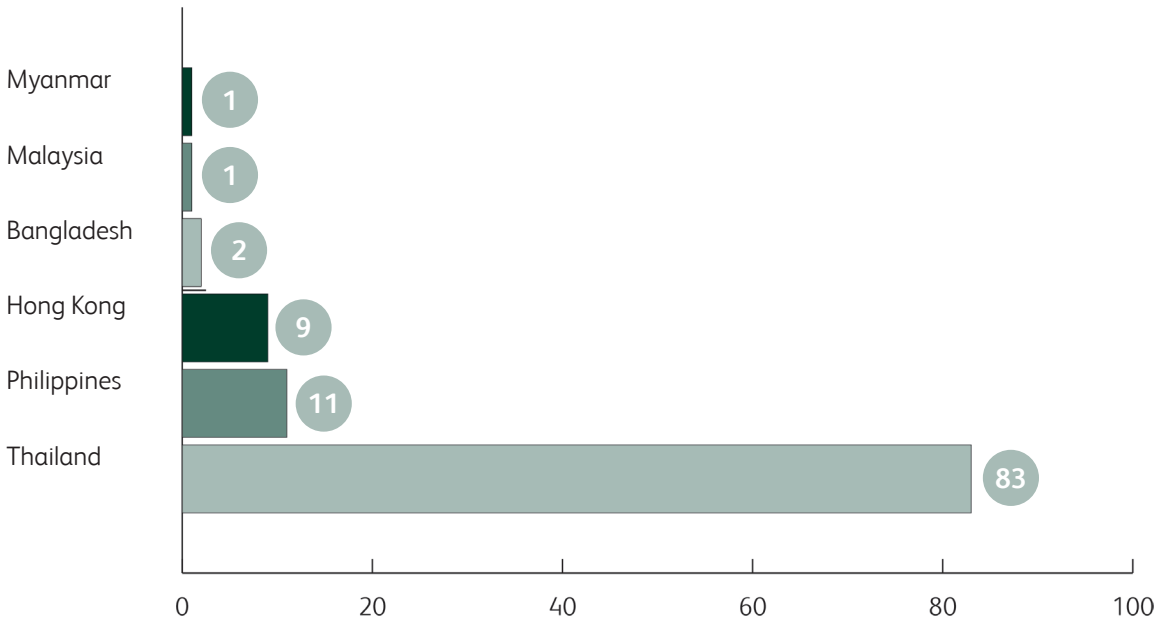
In terms of ethnicity coverage, the TEF administered scholarships reached out to almost all national races

Subjects



According to this chart, the fields of study that Donors are interested in supporting include Education as the highest, followed by Social Sciences, Development Studies and Health in descending order.

Country of study



Majority of study take place in Thailand.

Scholarship Outreach and Counseling: Over 400 students dropped in or visited SSS for academic counseling and 982 were reached through outreach presentations in Yangon and further afield. The information given included three main components: SSSELP branding or marketing; preparation for universities and scholarships; and available scholarships managed and connected with SSS.

Experiential Learning Program

An internship is an opportunity for students to experience the reality of working for an organisation operating in their field of interest. An internship is a position of professional development and it is expected that an intern contributes to the work being done by the host organisation and takes the initiative to create learning opportunities for themselves.

The ultimate goal of an internship is to develop skills and gain exposure so that one is ready to do meaningful work as a professional. Types of internships vary and the success of the internship depends on how one approaches the task of linking skills and knowledge to the experience.

In May 2015, the ELP program was merged with SSSD and became a single component – SSSELP. It provides internship opportunities to students on TEF administered scholarships as well as students who graduate from the KKEC residential program. Moreover, we open doors to students from partner organizations to have new learning opportunities. This year four KKEC graduates were selected for Yangon-based internships, including one from a partner organization. Five TEF administered scholarship

students were recruited for internship placements – three in Myanmar and two in Thailand.

In addition, eight faculty members from Mandalay University were granted funds under ELP; two from the Zoology Department to study and research Museum Management and to establish collaboration with Princess Maha Chakri Sirindhorn Natural History Museum Faculty of Science, and six from various departments to have a group study tour observing research work organized under the Prince of Songkla University, Hat Yai in Thailand.

ELP partnership with Mandalay University

Currently, TEF is partnering with departments of Mandalay University to implement activities to build the capacity of faculty members. The focus is on conducting research activities, as well as exchange programs with some international universities in Southeast Asia.

Progression or retrogression

During 2015, scholarship opportunities for Myanmar students have declined, with the reduction of APSC, SGPA, and LGAF supported by OSF and the LloyGeorge Foundation respectively. This resulted in fewer scholarship opportunities for Myanmar students.

On the other hand, trends of targeting the applicants by some donors have been redirected towards government staff.

Outside country internships

No	Name	Home organization	Host organization	Location of internship
1	Zaw Lin Htun	Thabyay Education Foundation (APSC scholar)	Disabled People International Asia Pacific region	Bangkok, Thailand
2	Kyaw Myo Oo	Thabyay Education Foundation (APSC scholar)	Mekong Institute	Khon Kaen, Thailand
3	Dr. Kyaw Myo Naing	Zoology Department, Mandalay University	Princess Maha Chakri Sirindhon, Natural History Museum	Hat Yai, Thailand
4	Dr. Sai Sein Lin Oo	Zoology Department, Mandalay University	Princess Maha Chakri Sirindhon, Natural History Museum	Hat Yai, Thailand
5	Dr. Nu Nu Yi (Pro-Rector)	Mandalay University	Prince of Songkla University	Hat Yai, Thailand
6	Dr. Than Than Nu (Head of Geology Department)	Mandalay University	Prince of Songkla University	Hat Yai, Thailand
7	Dr. Nu Nu Yee (Head of Botany Department)	Mandalay University	Prince of Songkla University	Hat Yai, Thailand
8	Dr. Me Me Sein (Head of Zoology Department)	Mandalay University	Prince of Songkla University	Hat Yai, Thailand
9	Dr. Thazin (Head of Chemistry Department)	Mandalay University	Prince of Songkla University	Hat Yai, Thailand
10	Dr. Hla Hla Win (Head of Student Affairs)	Mandalay University	Prince of Songkla University	Hat Yai, Thailand

In-country internships

No	Name	Home organization	Host organization	Location of internship
1	Yu Yu Kyaw	Thabyay Education Foundation (PB Scholar)	Thinking Classroom Foundation	Yangon, Myanmar
2	Naw Angela	Thabyay Education Foundation (PB Scholar)	Mandalay Advertising	Yangon, Myanmar
3	Htu Sam	Thabyay Education Foundation (APSC Scholar)	Metta Development Foundation	Yangon, Myanmar
4	Saw Htein Lin	Education Gathering Group	Thabyay Education Foundation	Yangon, Myanmar
5	Dr. Kyaw Myo Naing	Zoology Department, Mandalay University	Mandalay University	Yangon, Myanmar

KKEC student internships

No	Name	Home organization	Host organization	Location of internship
1	Su Myat Mon	Thabyay Education Foundation	Women Can Do It	Yangon, Myanmar
2	Zu Zin Ei San	Thabyay Education Foundation	Myanmar e-Education (Me-E)	Yangon, Myanmar
3	Soe Hnin Ei Wai	Thabyay Education Foundation	Spectrum – SDKN	Yangon, Myanmar
4	Htu Seng Aung	Thabyay Education Foundation	Yangon Justice Center	Yangon, Myanmar

Future Plans

SSSELP will continue to administer three types of scholarship programs – Prospect Burma, B K Kee Foundation, and United World College. It will also recruit self-funded students from Myanmar to study at universities in South East Asia to gain a tuition fee waiver. SSSELP will network closely with universities outside of Myanmar with which it already has signed an MoU to facilitate access and obtain tuition fee waivers for scholarship recipients from Myanmar. SSSELP will explore mechanisms and opportunities to seek more partner institutions and have MOUs to work collaboratively for Myanmar students.

SSSELP will promote volunteerism and experiential learning opportunities for university students studying outside Myanmar and CLASS students from KKEC as a means to develop experience relevant to their selected fields of studies and to enhance and further their future career.

Impact

There will be 41 students who will graduate in 2015 and 67 will continue to study in the 2016-2017 academic year. In the course of administering scholarships, the TEF builds relationships with universities in Southeast Asia some of which provide full scholarships to Myanmar students. TEF also has MOUs with its partner universities in the region such as universities in Thailand, Hong Kong, and the Philippines to consider fee waivers for tuition fees from 25% to 100%. Through this attempt in maintaining partnership, in the academic year 2015-2016, TEF's existing donors saved over US\$ 444,860 in tuition fees from their grants. In 2014, more than 80% of the graduates came back to work in their community and the majority are currently working in NGOs/INGOs and CBOs related to their field of study.

Success Stories



Zaw Lin Htun, ELP program (above)

Zaw Lin Htun from Myanmar is a visually impaired person who has been involved in disability related issues since 2006. He has been taking various roles such as Executive Committee member in Myanmar National Association of the

Blind and, Adviser for the Association for Myanmar Disabled Women Affairs, etc. He worked as a trainer on disability related topics for Eden Center for disabled children for about two years. Then, he won a scholarship from Asia Pacific Scholarship Consortium program in 2012 to pursue his post-graduate degree in Master of Public Affairs specializing in strategic planning and public policy at the University of the Philippines, Losbanos. After gaining knowledge and idea from his academic program, he would like to focus on social insurance and social services in his future studies.



Cho Cho Win, scholarship program (above)

Cho Cho Win's ambition is to be a community based school administrator in her community.

Without receiving a Prospect Burma (PB) scholarship, she would not have a chance to fulfill her dreams, because she comes from a poor but hard working family. The PB scholarship program changed her life.

Cho Cho Win is actively involved in class discussions and her assignment grades are the second top in the class. As a result, her first semester grade is 3.94 out of 4. She also volunteers at National Catholic Commission for Migration (NCCM) organization two days per week.

After graduating, she will return to her village to consider her options of how to serve her community in the field of education. First, she will focus on informing youth of how important education is. Her biggest aim for her community is to run a "Learning Center for all Youth" where they can access free and quality education after they finish their matriculation exam or while waiting to attend university, because almost no one in her community has information about opportunities to access higher education. Her learning center will focus specifically on the 4 skills of English and lots of activities that will center on encouraging maturity and good leadership skills. She will also include vocational training and community and development programs that will lead students to a better life, so that they do not feel the need to work illegally in neighboring countries.

Thai scholarship students

In 2015 Thabyay Education Foundation awarded scholarships to 20 Thai students under the banner of Thabyay Education Network in Thailand. Our board members decided to help the students starting from middle school level up to grade 12 and some vocational students. This is the first time Thabyay has done this for Thai students.

The aim of Thabyay Education Network in Thailand is to help and support the students who do not have the chance or opportunity to continue their studies

The students that we helped this year met the requirements of our mission because most of the recipients are from hill tribes and some of the students do not have parents to support them for their education. So they have to work and study to be able to support themselves as well as to get a higher education.

Below are the scholarship recipients for the academic year 2015-2016. A total of 12 female students and eight male students received the scholarship.

No	Name	English transliteration	Amount (Thai Baht)
1	นางสาวมณฑุสุ	Miss Mongkut Suau	5,000
2	นายเกรียงศักดิ์กาม โภ	Mr Kriangsak Kampho	5,000
3	นายทศวรรษปอเย็น	Mr Thodsawat Poryen	5,000
4	เด็กหญิงลักขิภาวิชัยบรรเจิด	Miss Laksika Wichaibanchoed	5,000
5	เด็กหญิงกัญญาวีร์แจโป	Miss Kanyawee Jaepo	5,000
6	เด็กหญิงกัลยารัตน์ศรีไพรม์โชค	Miss Kanyarat Siphameechock	5,000
7	เด็กหญิงธัญญารัตน์มฤคมาศ	Miss Tanyarat Malukamas	5,000
8	เด็กหญิงสิริยากรัตน์บรรพตศรี	Miss Siriyakorn Ratanabanpotsee	5,000
9	เด็กหญิงปิติพรแดนพงษ์	Miss Pitiporn Danpongpee	5,000
10	เด็กหญิงสุชีลา น้อยเกะ	Miss Susheela Noigae	5,000
11	นางสาวสุธิดาหทัยจ้อง	Miss Sutidah Yeejong	5,000
12	เด็กหญิงสโรชาจันทระยุทธ	Miss Sarocha Jantarayuth	5,000
13	เด็กชายบุญญพัฒน์เจนจิตรไพโรจน์	Mr Punyapat Jenjitpairot	5,000
14	เด็กชายรัฐนนท์เชื้อผู้ดี	Mr Natthanon Chueaphudee	5,000
15	เด็กชายปฏิวัฒน์มธุรสวรรณ	Mr Patinan Mathurasahwan	5,000
16	เด็กหญิงพัฒนรินทร์ปิ่นคำ	Miss Patanarin Pinkham	5,000
17	เด็กหญิงปณิตาคะนารี	Miss Panida Kanaree	5,000
18	นายพีรพัฒน์บริสทธิโอภาส	Mr Phiraphat Bosisutaophat	5,000
19	นายเกียรติวีชัยมณี	Mr Kiadrawee Chaimanee	5,000
20	เด็กชายศาศวัตพงศ์พัฒนสุข	Mr Sasawat Pongpattanasook	5,000



Professors from Mandalay University; trip to Prince of Songkhla, Thailand



Dr Sai Sein Lin Oo, Mandalay University Zoology Dept, who was hosted by Princess Maha Chakri Sirindhon, Natural History Museum

Increased staff motivation

- Internal promotion of staff
- Four appointed managers strengthening program activity
- Job descriptions updated for teachers and program assistants
- Previous benefit package revised and improved: New social and employment benefits were officially installed – e.g. Long service award: year-end service appreciation gift

- Implementation of new accounting software
- New funding – Helmsley Trust, US Embassy
- Cost of living allowance to cover inflation
- New bank account with interest
- Termination package implemented

ACHIEVEMENTS

PROGRESS

HR, Finance & Operations

ACTIVITIES

IMPACT

- Better quality program activities
- Greater skills and knowledge of junior level staff developed

Finance manager moved from Chiang Mai to Yangon

Training for staff development.

Job description updates.

Recruitment and selection of 18 staff.

NEXT YEAR...

- More incentives for staff – financial and in-kind to help with retention of qualified staff
- Salary review against other national and international NGOs to offer competitive package

OUR FINANCES 2015-16

At Thabyay, 85% of our expenditure directly supports the programs. For every \$100 that we spent in 2015, we self-supported ourselves \$18. We would like to thank our donors and funders, whose generous support – financial and otherwise – helps make possible everything TEF achieves.

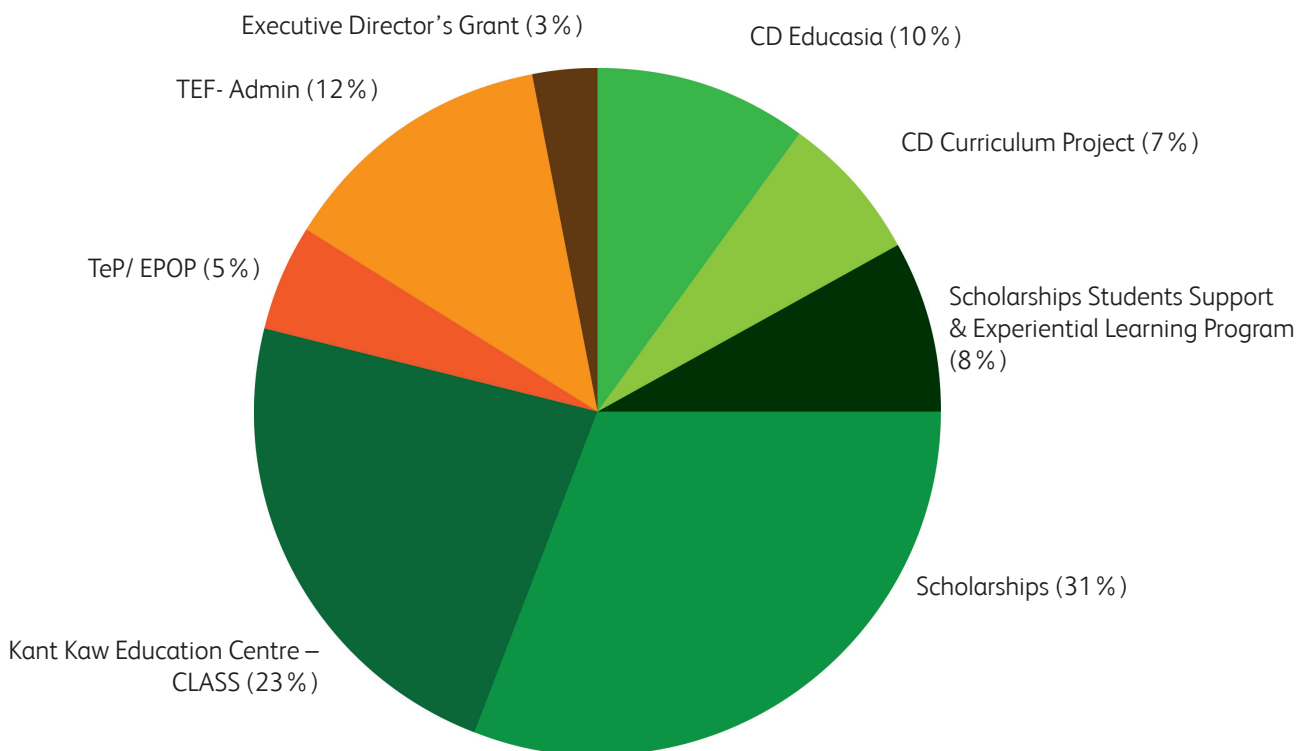
Our funding comes from a mix of individuals, family foundations and institutional donors. Since our founding in 1996, the Open Society Foundations, Prospect Burma, and B.K Kee Foundation have been primary supporters of our programs as well as administration.

Beginning last year, the Leona M. and Harry B. Helmsley Charitable Trust generously provided support for our signature programs, the Kant Kaw School of Community

Leadership and Social Studies (CLASS) and the Curriculum Department.

As we continue to face the challenge of fundraising and ubiquitous needs of Myanmar’s myriad of marginalized communities, fiscal efficiency is one of our top priorities. We also take great pride in our operational efficiency, accountability and transparency. Below is a breakdown of our spending by percentage for the year 2015-16.

Actual Funding for January 2015 to December 2015 – % by programs





SINCERE THANKS FOR 2015-16

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 single one of you.

STAFF & TEACHERS 2015-16

STAFF

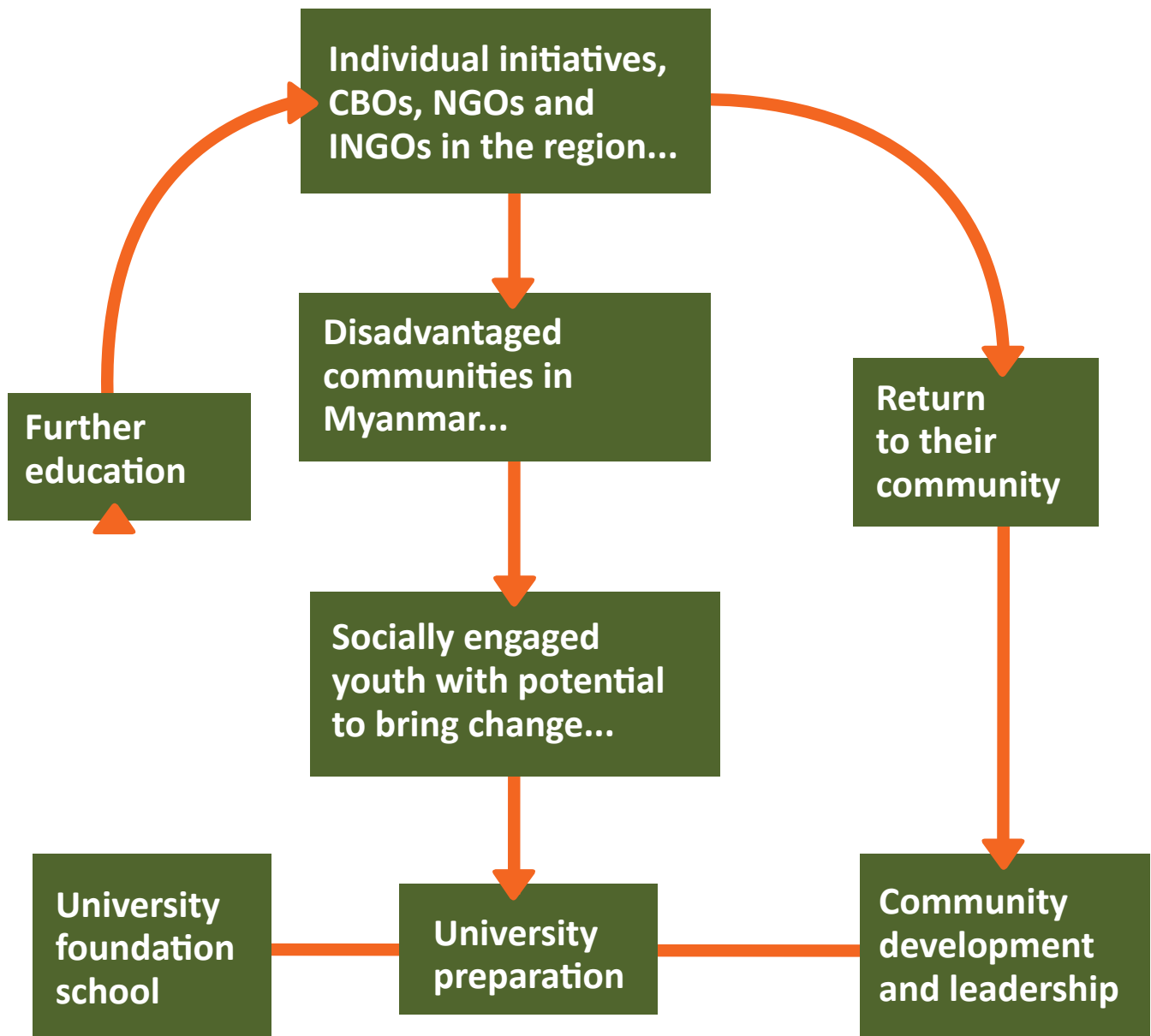
- **Andrew Su Maung, Program Assistant, TeP** B.A. Communicative English, Liberal Arts Program, Karen Baptist Theological Seminary
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- **Stephanie Lee**, Instructor, Social Science, KKEC
- **Marie Starr**, Teacher, English, KKEC
- **Harry Entwistle**, Instructor, Social Science, KKEC
- **Nyein Chan**, Teacher, Civic Education & Service Learning, KKEC
- **Whitney Huntley**, Teacher, English & Social Science, KKEC

HOW IT WORKS

A GUIDE TO TEF





Website: www.thabyay.org