

ANNUAL

WELL-BEING REPORT

2016-17

THABYAY EDUCATION FOUNDATION



ANNUAL

WORLD

REPORT

2016-17
THABYAY EDUCATION FOUNDATION

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WHO WE ARE

TEF HAS FIVE CORE PROGRAMS:

Curriculum Department

prepares and distributes context-appropriate materials and provides 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 (9) 5407036
+95 (9) 264680300
+95 (9) 264680311 (ext204)
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

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 (9) 264680300
+95 (9) 264680311 (ext203)
info@thabyay.org
www.thabyay.org
FB: Kant Kaw

Thabyay e-learning

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

+95 (9) 795498152 (Myanmar)
+66 (0) 55534731 (Thailand)
epopasia@gmail.com
ged@thabyay.org
www.epopasia.org
FB: Epop Thabyay

Experiential Learning Program

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

+95 (9) 259171511
khineayehan@thabyay.org
www.thabyay.org

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 (9) 421117906 (Yangon)
+95 (9) 6504465 (Mandalay)
khineayehan@thabyay.org
kaythwetun@thabyay.org
www.myanmarstudiesabroad.org



The Curriculum Project

Educasia
Education in Context

TOP
Thabyay e-learning Platform

MESSAGE FROM...

EXECUTIVE DIRECTOR SAW MYO MIN THU



It is my pleasure to present Thabyay Education Foundation's 2016-17 Annual Report. This year's report includes many examples of how our work impacts on lives in marginalized communities in and around Myanmar. All our programs 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.

In 2016-17, we continued to implement the Community Leadership and Social Studies (CLASS) program with more emphasis on fostering peace and national reconciliation. We started a School of Interpretation and Translation (SIT) and expanded our collaboration with ethnic education entities in the most needed areas.

In line with our mission, we continued to provide comprehensive educational and professional services in support of human development, peace and national reconciliation in Myanmar. Our staff continued to develop new partnerships with key community organizations. Last year alone, we were entrusted with projects and grants from funders – primarily Open Society Foundations,

the Leona M. and Harry B. Helmsley Charitable Trust and the Peace Support Fund – totaling about US\$1.08 million for the duration. With support from friends around the world, we are committed to working harder to ensure our programs are relevant to changing circumstances and are implemented with the utmost efficiency.

As Myanmar gathers momentum with the on-going reform process, we are determined to do our best to help contribute to this historic transition through our inclusive, cutting-edge educational and capacity-building programs.

All the achievements in the past years would not have been possible without generous support of our donors, partners, volunteers, staff and board. It is a privilege to work with all of you. Together, we shall celebrate our shared success and look forward to what lies ahead for the foundation and the country.



KKEC service learning activities

CHAIRMAN OF THE BOARD PROFESSOR SAW TUN AUNG CHAIN



As we watch the succession of young people graduating from our programs – their faces reflecting their sense of achievement and their hope of making a success of their lives – we are heartened by the work that TEF is doing.

Myanmar has been changing for eight years now and with a civilian government given resounding approval by the people, we can look forward to more substantive changes cutting across all sectors of society.

Thabyay has been a part of this change and has tried to give force and direction to some of the changes. Its main effort has been to develop and mobilize one of the most valuable resources of Myanmar, its young people. For many years, Myanmar young people were not provided with the environment, facilities and opportunities for the development of their capacity. Now, walls have been knocked down, doors opened and bridges built for the young people of Myanmar to reach out to a wider world which, in the past, had been a distant dream.

Miracles can happen, but dreams do not turn into reality at the wave of a wand. The young people who have graduated from our programs have put in much time and effort, proceeding with determination and making sacrifices when necessary. We are happy to help them as they strive to make a life for

themselves and, beyond their individual lives, to make their contribution to a changing Myanmar.

We at Thabyay are also honored to have friends and partners who share our hopes and concerns for the young people of Myanmar and have supported our programs in various ways.

We look forward with love and confidence to the contribution that Myanmar's young people will be making to the development of a fair, open and democratic Myanmar.



CD Curriculum Project training and preparation



TEF Annual Meeting 2016-17

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.

OUR 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 operation; increase TEF's 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:

- 1** 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 partnership, scholarship and exchange programs that directly benefit Myanmar students.
- 2** 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, ICT and customer relations skills. We will also encourage staff to take advantage of other training opportunities on issues of accountability and transparency that might be available in Yangon.
- 3** 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 of finding 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.
- 4** 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.

MEET OUR

LEADERSHIP TEAM



Saw Myo Min Thu, Executive Director, is an alumnus of Open Society Foundations (OSF) Network Scholarship Program, and came to Thabyay after serving in the US higher education system for more than 12 years – five as a University Evaluator at the University of San Francisco, six 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, he 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 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, and an MA in Development Economics from Williams College, Massachusetts.



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, she had over 20 years of experience in accounting and finance with private sector and other audit firms, and is well-versed in International Accounting Standards (IAS) and Generally Accepted Accounting Principles (GAAP). She also leads and conducts training on International Financial Reporting Standards (IFRS).



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. Before Thabyay, she worked as an English teacher under the Ministry of Education for 15 years and then for various INGOs and UN agencies for 15 years in the field of humanitarian and development. The areas of her capacity and experience include human resources and operations management, capacity building and program management. She received a certificate from the International Executive Development Programme at Warwick University, UK in July 2015. She is a member of the Myanmar United States Friendship Association and serves on the Board of Directors for Myanmar NGO Yin Thway Foundation.



Zin Mar Oo, Director of Programs, holds a BA in English Literature from Yangon University and an MSc and PhD in Gender and Development Studies from the Asian Institute of Technology, Thailand. 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, young people leadership, education and development. She received the 2010 Gender, Place and Culture 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 OSF for 2000/01 and is chairperson of the Myanmar Scholarship Alumni Association (MSAA).

BOARD OF DIRECTORS

Daw Khin Mar Aung, Vice Chair, is a Senior Program Officer of World Education in Myanmar. She holds M.A, M.Ed, B.Ed, B.Sc degrees and has a background in early childhood education, primary education and non-formal education. She started her career as a primary school teacher and has worked in the education and development field for more than 30 years. She worked with Save the Children (UK) in early childhood education program, with Save the Children (US) as an ECD specialist in post-tsunami program in Aceh. Now, with World Education, she works on a project of land mine victims assistance to the land mine affected communities in Kayah State. She is a member of ARNEC (Asia and Pacific Regional Network for ECD) and of Myanmar United States Friendship Association.

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, RHD Limited has three separate business units with a combined workforce of 700 people and the PEP brand is one of the best known brands in the Myanmar dairy industry. RHD is expanding its operations in Naung Cho, Shan State, with a new dairy farm. A successful entrepreneur, U Tun Tun holds a BSc 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 as Program Officer for Bangladesh, Nepal and Bhutan and Senior Programs Officer for Nepal and Bhutan. Dr. Thein Swe studied at Yangon University's 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.

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

U Kyaw Min Sann, member, studied Law at Dagon University. He holds LLB and LLM degrees. After serving for several years as Advocate at the High Court in Myanmar, he won a scholarship from OSF 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.

Daw Myint Su, member, holds an M.Sc (Zoology) and an M.Sc (Marine Ecology). She was Executive Director at Community Partners International (CPI), which provided access to safe births, immunizations, malaria control, and other essential health services. Prior to CPI, Myint Su worked at OSF's Burma project, facilitating its work and setup Yangon office. She previously worked for Burnet Institute Myanmar, heading the Local Resource Center (LRC) as a champion of local organizations and civil society. She was a recipient of the Hubert Humphrey Fellowship and the Chevening Fellowship. She serves as Advisory Board Member for National NGOs in the HIV network, Pyit Taing Daung Foundation and Thukha Taman Trust Fund.

International Board of Advisors:

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 Myanmar Country Director, Save the Children
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

OUR PROGRAMS

CURRICULUM DEPARTMENT (CD)

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.



Tharamu Ler Htu is Chairperson of the Karen Teacher Working Group (KTWG) "I am glad to have CD Curriculum Project trainers' support and love to help my people in isolated and uneducated places. CP trainers share their lives and skills in the jungle, which is why I love working with the team. I'm really proud of how they adapt to any situation. CP works with our Mobile Teacher Trainers (MTT), tailoring training to their needs. When I saw th MTT training pictures, I knew that they would be able to apply the skills they got from CP. The MTTs work in isolated areas where teachers' access to resource and education is limited, so they need many different skills. The trees CP planted are starting to grow!"

1. Learning and Teaching Materials

A. Distribution and downloads

CD develops and distributes accessible, quality, low-cost and context-appropriate learning-teaching materials in English and Myanmar languages across a wide range of subject areas. In 2016, CD directly distributed 8,665 copies of learning-teaching materials. 66 per cent of these copies were distributed in Myanmar. 46 per cent of the copies were donated and the other 54 per cent were sold at a very low cost. 48 per cent of the distributed material is for English language learning, followed by 27 per cent for social studies.

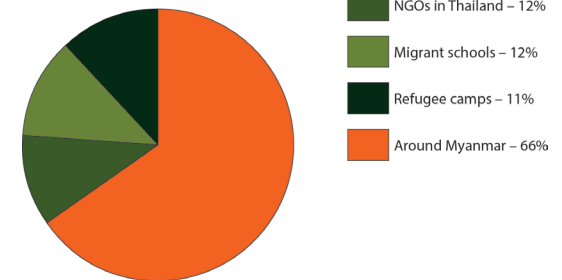
CD makes all its developed materials available for free download through two websites. In 2016, 22,049 copies were downloaded. Books are not downloaded just in Myanmar and Thailand but also in countries in Europe, America, Africa and Oceania.

	Educasia website	Curriculum Project website
Downloads	10,540	11,509
TOTAL	22,049	

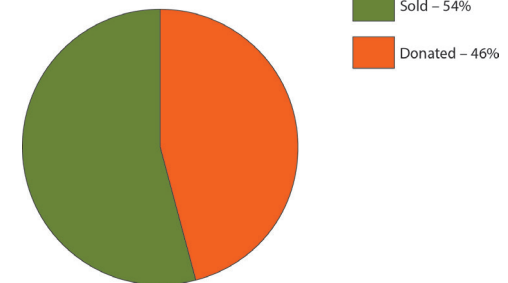
B. Materials development

In 2016, CD published six books and it is developing another nine books as outlined in the table opposite.

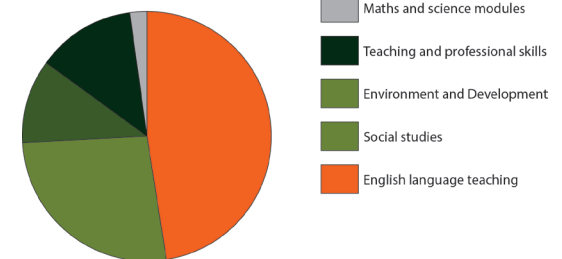
Destination



Sales



Categories



CD publications in numbers



CD book launch, Yangon, June 2016

Item	Type	Student's book	Teacher's book	Other	Stage	Printed/Due
Work Skills (English language)	Classroom course or self-study	✓	✓	Resource package	Developed	June 2016
Environmental Science Basics (English language)	Classroom course	✓	✓	Resource package	Developed	June 2016
Self-Starter (Elementary English for Karen speakers)	Self-study	✓		CD	Developed	June 2016
Political Thoughts and Practices: A reader in critical thinking (English language)	Classroom course or self-study	✓			Developed	June 2016
History of Burma (English language)	Classroom course	✓	✓		Reviewed/updated	June 2016
Teaching Skills (Myanmar language)	Training course	✓	✓		Translated	June 2016
Environmental Problems and Solutions (English language)	Classroom course	✓	✓	Resource package	Developing	2017
Sustainable Development (English language)	Training and classroom course	✓	✓	Resource package	Developing	2017
Renewable Energy guide (English language)	Self-study	✓			Developing	2017
Think English (Beginner English 1-12)	Classroom course	✓	✓	CD	Developing	2017
Self-Starter (Pre-Intermediate English for Myanmar speakers)	Self-study	✓		CD	Developing	2017
Work Skills Series (3 books) (English language)	Self-study	✓		Resource package	Developing	2017
Work Skills (Myanmar language)	Classroom course or self-study	✓	✓	Resource package	Translating	2017
Environmental Science Basics (Myanmar language)	Classroom course	✓	✓	Resource package	Translating	2017
Communication for Development (English language)	Classroom course or self-study	✓	✓	Resource package	Developing	TBA

CD materials development



2. Teacher training

CD builds capacity of teachers, trainers and educators to provide quality education to unprivileged and unreached schools and communities. CD runs two teacher training programs:

- Border-based program covers refugee camps, migrant area in Thailand and IDP (internally displaced people) settlements near the border. It focuses on upgrading teachers' skills and providing continuous teacher support and follow-up.
- In-Country program prioritizes increasing access to basic teacher training countrywide.

A. Short trainings

Both programs provide teacher training and trainer training at various levels- Introductory (2-3 days), Basic (3-5 days) to advanced (3-14 days). Trainings can be customized based on need assessment and/or schools' and trainees' requests. This year's achievements are:

Number of trainings	25	Number of teachers (and trainers) trained	886
Number of delivered training days	62	Number of direct beneficiary schools	285
Number of indirect beneficiaries			200,000 +



Due to difficulty in accessing some IDP areas, in partnership with The Karen Teacher Working Group (KTWG), CP trained over 100 Mobile Teacher Trainers who per year train over 2,934 teachers from 1,430 schools, which in return serve over 100,000 students across Kayin state.

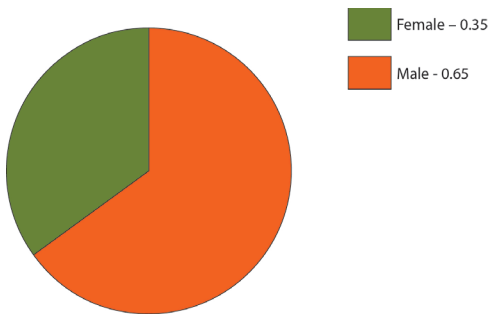
B. Residential training: Training of Trainer for Educational Purposes Program

In 2016, CD has expanded its training service as part of its commitment to the capacity building of teaching and training. In partnership with the KTWG and Karen Education Department (KED), implemented a seven-month residential program preparing qualified trainers to serve as reference trainers in the seven Kayin townships. Expected impacts from the TOT program are:

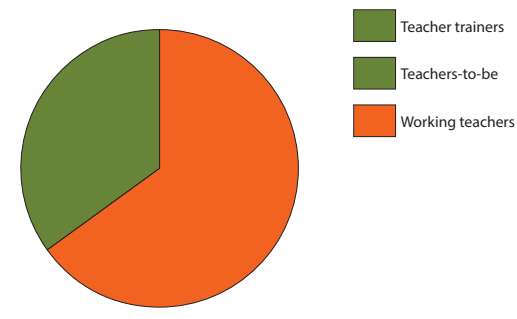
Number of trainees	33	Number of anticipated beneficiary schools	1,500+
Number of anticipated beneficiary teachers	7,900+	Number of anticipated beneficiary students	160,000+



Categories



Categories



Trainings in numbers

3. Resource centers

CD operates resource centers in Yangon, Myanmar, and Mae Sot, Thailand, offering free-of-charge access to relevant adult teaching and learning resources.

Resources in our libraries	5,000+	Total number of books borrowed	916
New books	139	New members	110



One of Educasia’s key partners from 2016 has been the **Mon Intensive English Program (MIEP) in Mawlamyine**. MIEP was founded in December 2015 and invites students from all over the state to participate in its 6-month resident program. In the past year, over 70 students successfully completed the program. The aim of the program is to improve students’ English and build a regional community and network of young people. Students are encouraged to continue their studies, as the organization has ties to educational institutions in both Thailand and Yangon. MIEP director, Min Nyi Nay Lan, also hopes that students will also be able to access further resources through Thabyay’s departments.

Partnership with Educasia has allowed MIEP to implement the Think English series as a core learning resources and students have also used its History of Burma textbook. Min Nyi Nay Lan said: “Think English has been especially useful for students because it was created for the Myanmar context and incorporates conversational English that is practical to everyday life here.” I look forward to future collaboration with Educasia in order to strengthen our English curriculum.”

OUR PROGRAMS

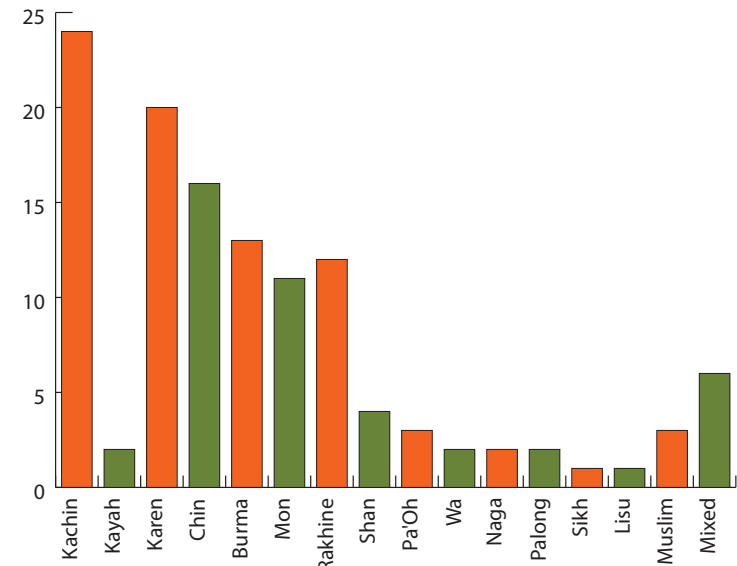
KANT KAW EDUCATION CENTER (KKEC)

KKEC 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 is 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 young people inside and beyond the classroom with the following programs to achieve our goal.



I. Community Leadership and Social Studies (CLASS)

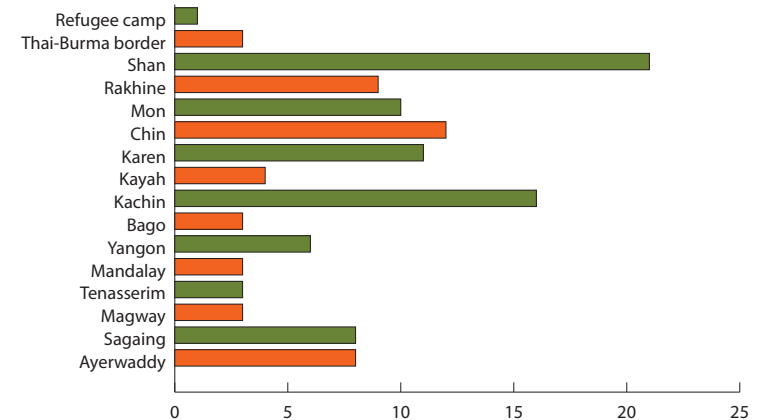
CLASS is year-long residential program that prepares qualified students of diverse ethnic backgrounds in Myanmar for a leadership role in their community and university study abroad. Students in the CLASS program will develop their potential for leadership through increased understanding of community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



Subject 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.

CLASS student diversity



CLASS geographical coverage



The second KKEC alumni conference
In coordination with Kant Kaw Alumni, the conference was attended by 132 participants on 21 May at Esperado Hotel, Yangon. The conference objectives were to strengthen existing networks and inspire ethnic groups to be a community leader and a change maker.

Extra-curricular Activities

CLASS students organized and participated in various types of extra-curricular activities:

- Fundraising food and culture fair
- Environmental conservation
- Student-led activities (music, sports, writing and movies)
- In-house school events, such as fresher welcome inspirational talk with guest speakers and debate sessions
- Excursion trips including a Yangon Heritage city-tour and to the Parliament in Nay Pyi Taw
- Education fairs, workshops and seminars.

Internship placements

15 graduates joined the internship placement in partner organizations.

Service learning and community service

59 students were placed in 36 communities (including remote areas of Myanmar) to conduct various community services.



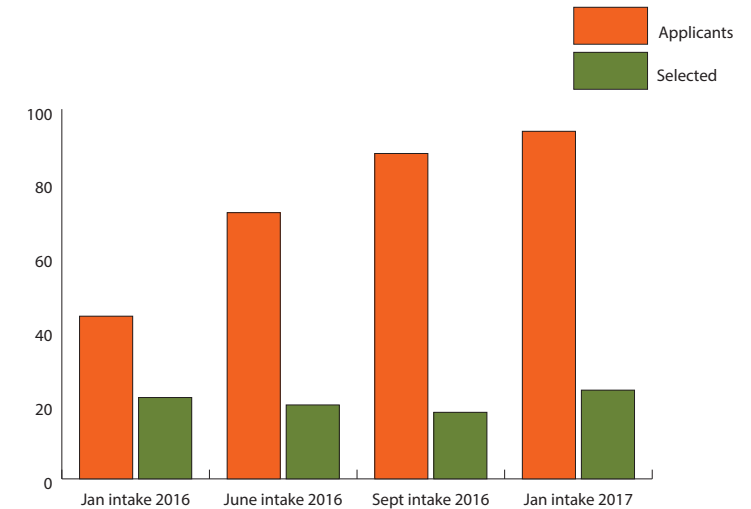
Interaction with partner organizations

Activities included:

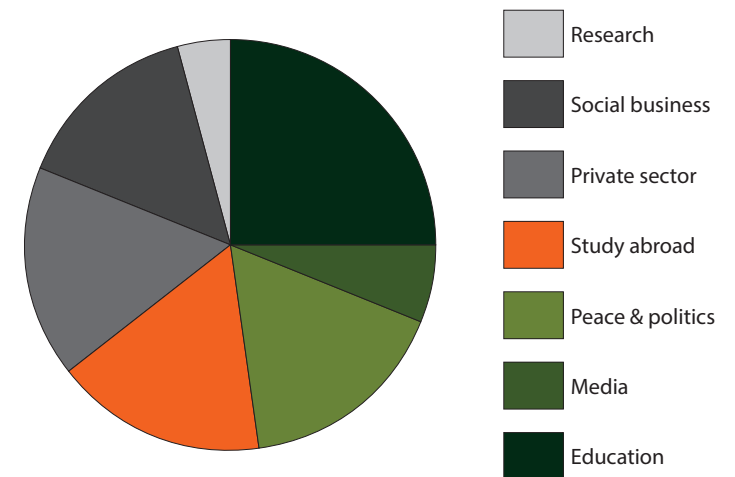
- Exchange program with a group of students from Denmark
- Visits to various Civil Society Organizations (CSOs) in Yangon
- Participation in weekly Democratic Voice of Burma debate program
- Expert talks on current issues, such as United Nation Security Council Resolution 1325 and Global development issues about globalization and global culture in Yangon.

CLASS achievements:

- CLASS recruitment process reached out to remote areas, ethnic states, Thai-Burma border and refugee camps with the help of community partners
- A total of 61 students graduated with CLASS diploma in 2016/17:
 - Batch 2 – 22 graduates
 - Batch 3 – 18 graduates
 - Batch 4 – 21 graduates
- 2016 CLASS enrollment increased by 75 per cent compare to the year 2015
- Community partners expanded from 12 in 2015 to 24 in 2016
- Nine out of 61 recent graduates received a scholarship for study abroad or international training for professional development.



CLASS student recruitment



CLASS alumni tracking

Su Myat Mon, KKEC

graduate Originally from Kyauk Phyu, Rakhine State, Su Myat Mon was already passionate about reading and learning English long before moving to Yangon. The drive for education is what led her to join EPP and continues to guide her career aspirations in journalism.



Even as a child, she read whatever she could get her hands on, educating herself as best as she could and so considered the UPP program a rare opportunity. She imagined she would become a teacher but in her Work Skills course, the teacher asked the students to reflect on what long-term aims they held for themselves. Emphasizing that money had never been a primary motivation, Su Myat Mon said: "I want to go around the world and meet people, explore, write books..."

It became increasingly evident that she wanted to pursue journalism. She wanted to learn more about politics in Myanmar, the region, and the world. Today this dream is a reality, as she now works as reporter at Frontier Magazine in Yangon. She gathers information on the latest news about parliament, ethnic issues, and activism taking place around the country – all issues that she is committed to not just as a professional but as a citizen. She hopes to one day continue her post-graduate studies in this field.

She advises new KKEC students to think of their course as a stepping stone in life and a way to access a kind of education not easily found, meeting students from all around the country. She stated that we often judge people negatively based on perceptions, "Sometimes I don't want to identify myself with a group," she said, "I just want to be seen as a person."

Evening and Weekend Professional Programs (EPP)

EPP offers multi-level General English courses, IELTS Foundation/Preparation, Academic Reading, Writing and Critical Thinking, and Communicative English for business. These all help students improve their English proficiency.

Institution	Target Group	Curriculum Content	Students
Oceanic Communication Co, Ltd	Staff	General English Elementary Level	12
Disabled Business Incubation Center	Disabled young people	General English Elementary Level	30
Max Highway Co. Ltd	Staff	General English Elementary Level	11
Holly Cross	Pastors	General English Elementary Level	12
Myanmar Council of Churches	Staff	General English Pre-intermediate Level	10
One Media Group	Staff	General English Elementary Level	11
Myanmar Baptist Convention	Young people from remote areas	General English Elementary and Pre-intermediate Levels	12
Medicines Sans Frontiers	Staff	General English Elementary Level	13
Kan Baw Za Bank	Executive Staff	Business English Pre-Intermediate and Intermediate Levels	50
Pan Asia Tower	Staff	Business English Elementary, Pre-intermediate and Intermediate Levels	56
Total students			207

Classes offered:

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

EPP achievements

EPP classes (CUSTOM program) expanded its reach to CSOs and the private sector. EPP enrolment has increased from 132 in 2013 to 675 in 2016.

Custom programs

KKEC customizes course offerings for NGOs, partner organizations and private corporations in language acquisition and professional development to their staff and furthering KKEC's outreach and community networks.

Syllabus review and finalization of curriculum documents

In coordination with the Curriculum Department, the KKEC academic team aims to complete the CLASS curriculum document that includes objectives, standards, outcomes, syllabi and service learning component.



Yan Naing Oo, KKEC graduate

Since completing KKEC's year-long residency program, Yan Naing Oo has co-founded and directs a community organization geared towards improving young people education in rural and disadvantaged communities. He

joined KKEC with the intention of developing his English skills, as well as gaining a better understanding of communities in Myanmar beyond his own. He reflects that through the development of critical thinking skills, a core learning objective of the program, he has been able to not only appreciate diversity but understand its value in moving the country forward. He also emphasizes how participation in Kant Kaw taught him the need for networking in order to realize one's own goals for community development. To incoming students, his main advice is to enjoy the beauty of diversity and use this unique chance to develop one's self.



Through his networks and personal determination Yan Naing Oo has launched a number of grassroots projects by the Foster Education Foundation. These include an e-Education project, bringing video-recorded lessons by qualified teachers to remote areas, an ICT project, cyber-security training, and a resource center with Educasia books. In addition he has taken on part-time consultancies with international organizations such as UNDP, Inter-Parliamentary Union, the Netherlands Institute for Myanmar Democracy, and Demo Finland on issues related to political theory and peace processes in Myanmar. He explains, "I want to see myself as someone who is valuable for communities in Myanmar and someone who creates a possible path for a better life... A strategic planner for nation-wide projects that meet local needs and national interest."

OUR PROGRAMS

THABYAY e-LEARNING PLATFORM

Exam Preparation Outreach Program (EPOP) is the flagship of Thabyay e-Learning Platform (TeP). 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 locations 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.

EPOP offers are Academic English 1, Academic English 2 and TOEFL ITP which aim 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.

TeP/EPOP services

Online courses:

- Academic English courses
- TOEFL preparation course
- TOEFL ITP intensive course.

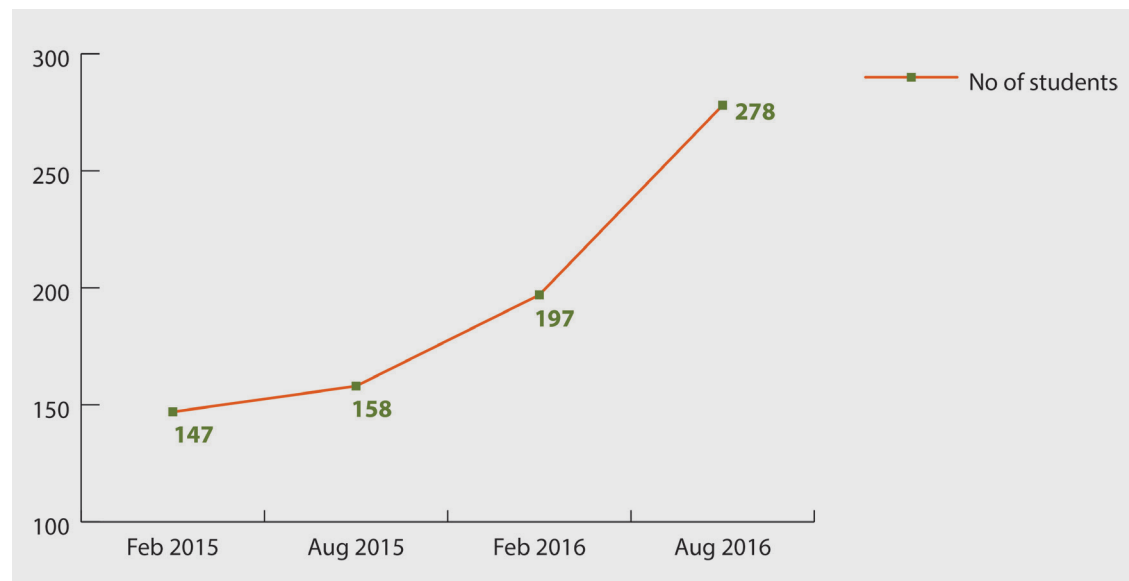
Testing services:

- Pearson VUE authorized GED test
- ETS TOEFL ITP test
- TOEFL diagnostic test.

Every EPOP student is provided with a comprehensive package of learning materials that includes multiple textbooks, accompanying audio CDs, and a student handbook. Students complete courses through the EPOP Online Portal, Moodle, which provides students with access to their activities. After logging in, students can view their weekly assignments, take online quizzes and tests, participate in discussion forums, download the answer sheets to their weekly assignments, and access additional learning materials.

2016	AE1	AE2	TOEFL ITP
February	76	74	37
September	108	94	58
Total	184	168	95

EPOP Study package distribution in 2016: 447 packages



EPOP enrollment by numbers 2015-16

City	Country	City	Country
Bangkok	Thailand	Labutta	Myanmar
Chiang Mai	Thailand	Lashio	Myanmar
Chiang Rai	Thailand	Loikaw	Myanmar
Kohphangan	Thailand	Magway	Myanmar
Mae Hon Song	Thailand	Mai Ja Yang	Myanmar
Mae La	Thailand	Mandalay	Myanmar
Mae Pa	Thailand	Mansai	Myanmar
Mae Sot	Thailand	Mawlamyine	Myanmar
Phop Phra	Thailand	Muse	Myanmar
Ranong	Thailand	Myawaddy	Myanmar
Umphang	Thailand	Myitkyina	Myanmar
Umphiem	Thailand	Nay Pyi Taw	Myanmar
Aung Lan	Myanmar	Pyin Oo Lwin	Myanmar
Bago	Myanmar	Sittwe	Myanmar
Bhamo	Myanmar	Thanbyuzayat	Myanmar
Deemawso	Myanmar	Yangon	Myanmar
Falam	Myanmar	Stung Treng	Cambodia
Hpa-an	Myanmar		

EPOP enrollment by location 2015-16

During 2016, Thabyay e-Learning Platform served 470 students through three EPOP courses – Academic English 1&2, TOEFL ITP exam preparation – and provided 285 certificates for students who completed EPOP courses. In total, 925 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. In total 80 official TOEFL ITP tests were conducted in 2016 for 30 EPOP students and 50 non-EPOP students. 65 per cent of the official TOEFL ITP test takers reached their target scores and were admitted to universities abroad.

Further studies opportunity for marginalized ethnic young people

In 2016 TeP/EPOP introduced a new model of collaboration to enroll the students of community-based learning centers. The learning centers integrate EPOP into their course



GED Test Center for migrants and refugees on the Thai-Myanmar border

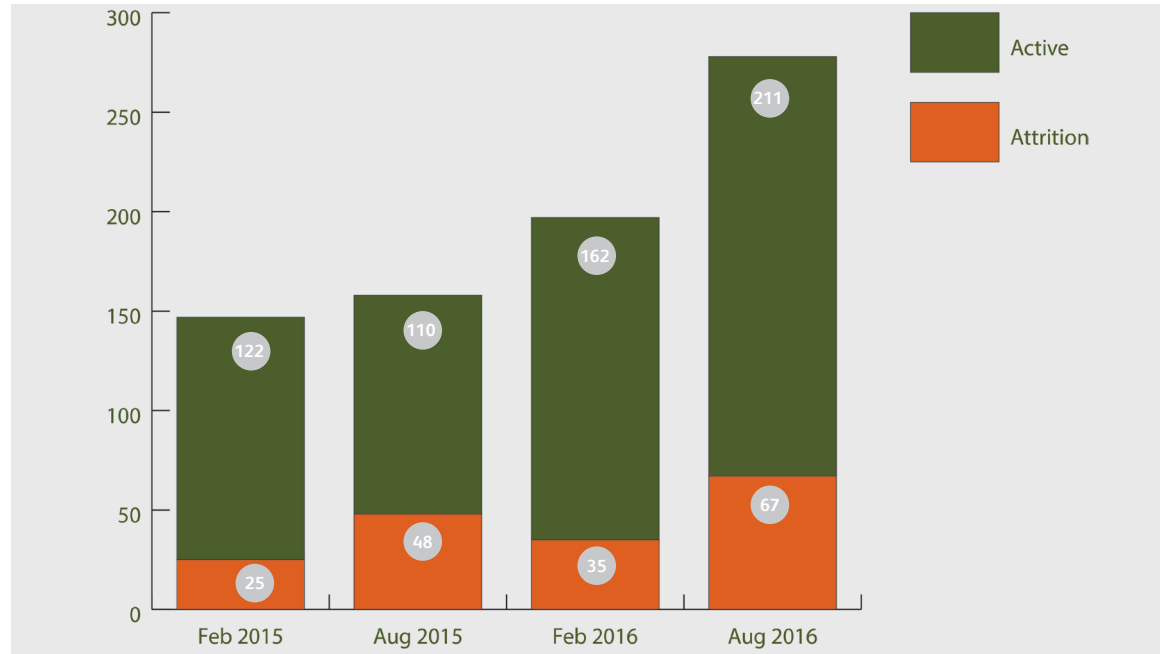
General Education Diploma (GED) Testing Service is a joint program between the American Council on Education (ACE) and Pearson VUE. Thabyay Education Network Foundation opened an authorized select GED Test Center partnering with Pearson VUE to provide testing services for students participating in the Migrant Learning Centers' (MLC) GED Preparation Programs. General Education Development/EPOP primarily targets Myanmar learners living in refugee camps. Few students at the migrant learning centers in Mae Sot have formal Myanmar high school matriculation level and instead, most have completed an informal education in refugee camps or at migrant schools.



Many MLC students want to go to university but to access national or international programs, the students need a recognized high school diploma. The MLCs help prepare students from the Thai-Myanmar border to take a high school equivalency test, which is the GED high school equivalency diploma. When the students are ready for the GED Exam, MLCs send them to authorized test centers in cities such as Chiang Mai and Bangkok.

To fill the gap, Thabyay surveyed and assessed the needs of the GED test center associated with the MLCs in Mae Sot. Gratefully in November 2016, the Pearson VUE authorized select GED Test Center has been officially launched.

In February 2017, more than 100 exams have been administered by Thabyay's GED Test Center in Mae Sot.



Status of EPOP students

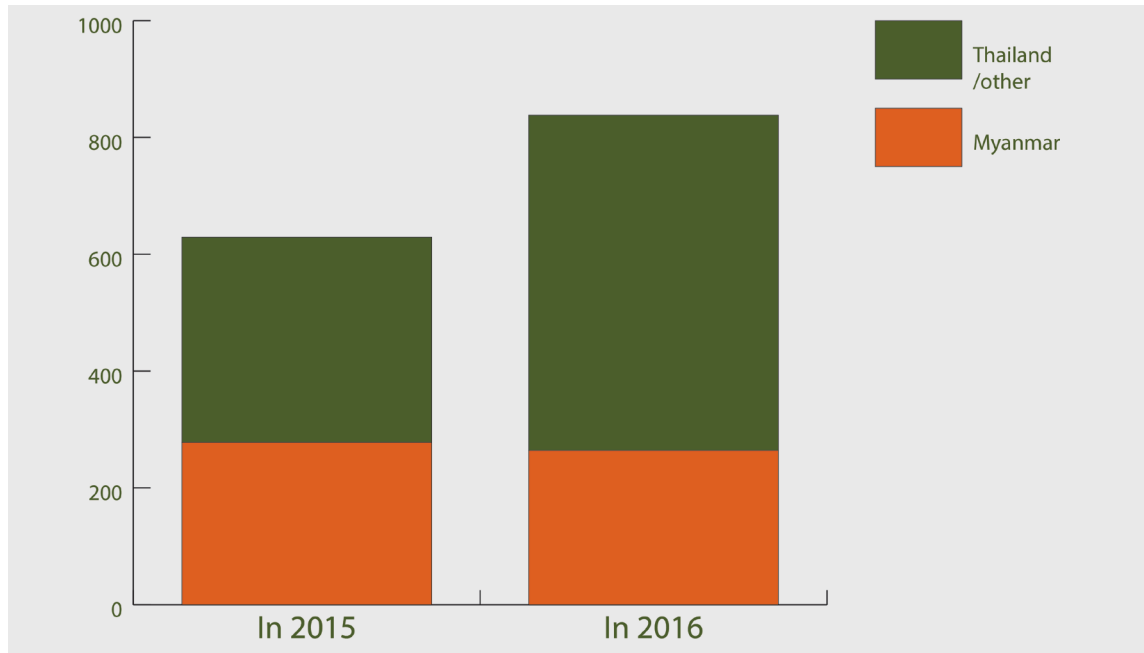
modules by giving specific class time to study through EPOP. Three learning centers for migrant and refugee students on the Thai-Myanmar border and two learning centers inside Myanmar have already started this collaboration. The discussion and initial collaboration has been taken with our partners of another five learning centers in Myanmar and Thailand for further studies opportunity of marginalized ethnic young people.

At the time of reporting, TeP/EPOP has partnering with five learning centers:

- Mon Intensive English Program (MIEP – Mawlamyine, Myanmar)
- Seh Theh Learning Center (STLC) – Demawso, Myanmar)
- Marist Asia Foundation (MAF – Ranong, Thailand)
- Brighter Futures Program (BF – Mae Sot, Thailand)
- Love and Care Learning Center (LnC – Mae Sot, Thailand)

New course development

EPOP TOEFL ITP Express was piloted from January to March 2017. This intensive 10-week course is conducted twice per semester or four times per year. Students take a weekly



TOEFL diagnostic tests administered

diagnostic test and vocabulary quizzes. During the trial period, EPOP monitored students' performance and gathered the feedback from students and teachers. The course syllabus will be modified for the next phase based on the recommendations provided in the evaluation.

TeP tablet PC project in Myitkyina

The tablet project was piloted from May to October 2016, in partnership with the Young people Department of Kachin Baptist Convention (KBC). The aim was to provide access to digitally excluded communities, marginalized groups and minorities in remote areas. The TeP program coordinator visited the pilot from 28 July to 1 August 2016, met the KBC team and conducted mid-term diagnostic tests. During the pilot, more than 82 per cent of enrolled students actively studied with the tablets at the centre. Of 33 students, 25 were active during the final term of the pilot phase. Of these, 21 passed the final test and three were awarded for taking the official TOEFL ITP exam. TeP and KBC agreed to extend the pilot for a further semester, but intense conflicts occurred in Kachin State so this was not implemented. In February 2017, TeP started the integrated collaboration of Tablet PC and KBC Young people Leadership Program as part of the EPOP online course.

Ei Thin Zar, EPOP graduate, says her decision to enroll has had lasting impact on her life and influenced where she is today – in the US, as one of only two Fulbright scholars from Myanmar. Years earlier, when she took the national matriculation exam, she was four marks short of the score needed study medicine. Looking back to this time she say: "I had to work hard to make ends meet." At one point she considered moving to Thailand to do factory work, however, she eventually moved to Mawlamyine where she began teaching.



Through EPOP she participated in levels AE1 to TOEFL ITP from an internet café and was connected to an online volunteer who she says has motivated her to realize her full potential. The first time she took the exam in Bangkok, she achieved high enough marks to receive a scholarship to Assumption University's Master of Education where she conducted an evaluation of Thabyay's Think English series.

She currently teaches Burmese to PhD students at the University of Wisconsin who plan to focus their research on Myanmar. "I am doing what I can for them, because they are also doing something for my country," she says. Having developed the syllabus from scratch, she laughs: "I am the Burmese language department here."

Looking ahead, she is thinking of applying for PhD programs allowing her to research educational language policy in Myanmar and ways to integrate indigenous languages, as well as study how incorporating such languages into curricula relates to the peace and development.

OUR PROGRAMS

SCHOLARSHIPS, STUDENT SUPPORT AND EXPERIENTIAL LEARNING

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, and to access the networks and expertise required to participate effectively in the development of their communities.

Purpose of Scholarships, Student Support

The Scholarships and Student Support (SSS) is aimed to support the provision of quality higher education in Myanmar by supporting the continuities (especially among the marginalized communities) to have more access to scholarships and University admission to study aboard.

Purpose of Experiential Learning Programme (ELP)

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 internship vary and the success of the internship depends on how one approaches the task of linking skills and knowledge the experience.

SSS activities and achievement

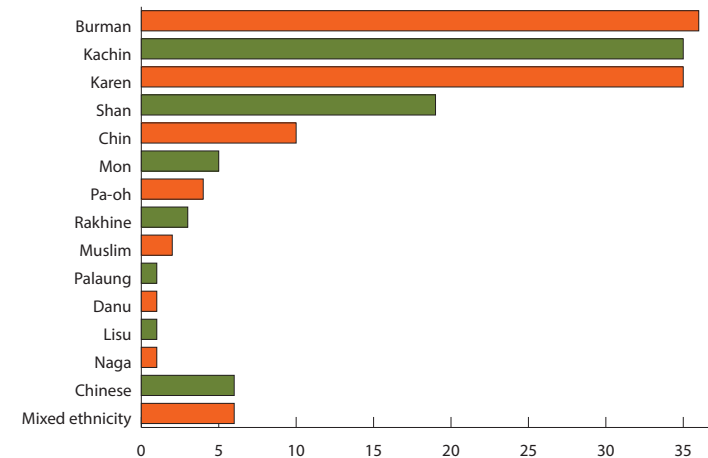
Scholarships and Student Support (SSS) successfully administered four scholarship programs which were Prospect Burma (PB), United World Colleges (UWC), B K Kee Foundation (B K Kee) and Thabyay 50 per cent tuition fee scholarship in the academic year of 2016. Out of 169 scholarship students, 113 are continuing students and 56 are new students. For Thabyay 50 per cent tuition fee scholarship, SSS networks closely with universities in Thailand and has signed MOUs to facilitate access and obtain tuition fee waiver for scholarship recipients and self-funding students from Myanmar. Out of a total of 169 students, 127 or 75 per cent were studying for Bachelor's Degree, 34 or 21 per cent for Masters Degrees, 4 or 2 per cent for a PhD and 4 or 2 per cent for an undergraduate Diploma of United World Colleges (UWC). The majority of students (155) are based in Thailand. There are five students in Hong Kong, four each in Phillipines and with UWC, and one in Malaysia.

Scholarship outreach and counselling

Over 500 students dropped in or visited SSS for academic counseling and over 3,000 were reached through outreach presentations both in Yangon and further afield in Myanmar. The information offered included three main components: SSSELP marketing materials, preparation for universities and scholarships, and available scholarships managed and connected with SSS.

Future plans

SSS will continue to administer two scholarship programs in the coming year: Thabyay 50 per cent tuition fee waiver and United World College. It will also recruit self-financing students from Myanmar who want study at universities in South East Asia through tuition fee waiver. In addition, SSS will explore mechanisms and opportunities to seek more partner institutions and have MoUs (with whom?) in order to work collaboratively for Myanmar students.



Scholarship grantees' diversity



My name is **Salai Barnabas Cung Thawng Ling** (my friends call me Thawngpi or Salai) and I am from Hakha, the capital city of Chin State, Myanmar. I grew up within a hotspot of social discrimination among our tribes, however, it made me more acquainted to diversities and enhanced my experience and understanding.

natural resources in terms of economic, sociocultural and empowerment of local communities. I hope to provide necessary skills and knowledge for tourism development which will be beneficial to the development of tourism, to reduce high level of unemployment through participation in tourism activities, and end migration to other countries.

Hello, Everyone! With the guidance and support from Thabyay Education Foundation, I am currently studying **Master of Business Administration in Tourism Management** at **Assumption University, Bangkok, Thailand**.

Collaboration of personal interest and motivation drives me to study Tourism which becomes the major economic generator sector for every country worldwide, and to support the wellbeing of my communities and nation. Without doubt, learning and sharing together with my fellows from different nationalities gives me knowledge for my personal development.

To have the chance for further study abroad was the greatest goal I have set from my childhood. I graduated with a BA in German, from Mandalay University of Foreign Languages (MUFL). To fulfill and increase my knowledge and abilities one of my biggest dreams has come true, with financial support from my uncles and psychological and mental encouragement from my family, I have the chance to study abroad.

Related to my study, my greatest plan is to support my communities' development through promotion of the tourism industry by using existing

The conservation of the environment and preservation of our unique cultures is important to attract more tourists that will contribute to the maintenance of natural resources and decrease global warming and climate change. With the partnership of local governments, local communities, business owners, including all stakeholders, we can promote Chin State as world class and one of the best destinations for ecotourism, community-based tourism, green-tourism, adventure tourism, etc ... and to meet global tourism goals of sustainability.



My name is **Yuya Sane** and I am a first year **Architecture** student in **Assumption University of Thailand**.

A year ago, I was at a loss and couldn't see my future. I have always wanted to study in a good foreign university where I would be able to learn my abilities and upgrade them with time. Then I got the opportunity to join one of the programs of Thabyay Education Foundation. I was learning Architecture in Mandalay Technological University at the time and frustrated with the limitations of the study in many ways.

Thabyay gave me a chance to make my dreams come true. I'm now studying Architecture in Assumption University of Thailand. I still have some obstacles, for example language difficulties since I am a foreign student, and there is some kind of understanding between the local teachers and students when there is none for foreigners. But mostly, I must say everything is going pretty well. I now have finished the finals for my first year and I will be graduating in 2020 with a bachelor degree. I plan to continue to master degree and maybe even a Doctorate for Architecture. I will study hard for my ambitions and I really thank the foundation for helping me take big steps and making my dreams come true.

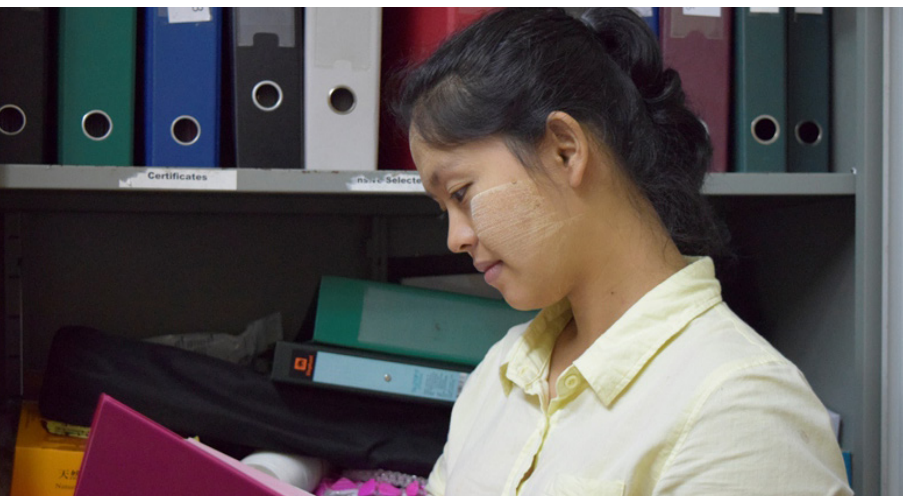


Professional development

An internship is an opportunity to experience the real working situation of organizations doing work in the field of interest. An internship is a position of professional development and it is expected that an intern contribute to the work being done by host organization and be able to take the initiative to create learning opportunities.

Internships in 2016-17

A total of 39 interns – 20 male and 19 female – successfully completed the TEF Internship program. Among them, 31 were KKEC graduates who were selected and placed on internship program in Yangon, Mandalay and Bago regions; and eight others, including one TEF administrated scholarship student, were recruited to be placed on internship program across Myanmar.



Partnerships

TEF built and maintained its relation and partnership with universities in upper Myanmar in 2016-17 by helping the faculty members further their professional skills and knowledge through ELP. Dr. Tin Zaw Latt, faculty member of the Zoology Department of Lashio University, was granted funding through ELP to support the research: 'Preliminary Survey of Beetle Species (Coleoptera) in Lashio Environs, Northern Shan State'. Dr. Thidar Htwe Win, faculty member of the Anthropology Department of Mandalay University, was granted support for conducting training on 'Qualitative Research Methods' for teaching staff and students of the department in June 2016.



Hello! My name is **Seng Mai S** and I am studying **International Tourism Management** at **Bangkok University International College (BUI)**. My ambition is to become a successful Chief Executive Officer in the hotel industry to utilize everything I have learnt and execute the development of hospitality in Myanmar.

As we all know, our education system is still poor. I left Pharmacy University after I finished the first year and have seen poor facilities and teaching systems, similarly in many other professional fields. Poor education pushes our generation down and makes development difficult. Since I was young I felt that

something is wrong with our education system and wanted to study abroad to gain the knowledge of others and to improve my country.

After I finish my higher education, the first thing I want to do is to educate the Kachin young people who got stuck in refugee camps and lost their education, because if we don't educate them, they will probably join the KIA and become soldiers. For this particular ambition of mine, I want to go to the polar opposite of our traditional education. Here in BUI, I got to learn political science, intercultural relations and art appreciation subjects in my first year although my major is tourism management. I learnt this curriculum is a way to gain knowledge with virtue. I want to apply this method in my country so our students learn general knowledge that a citizen must know before they start learning for their future careers.

To be able to do that we need to be in a strong financial state. We also need to gain the required finance with

our country's remaining limited resources in creative ways. Trading them away or destroying the remaining resources will make the situation worse.

Myanmar is a beautiful country with remarkable religious places, landscapes and many other tourist destinations. Besides, different ethnic groups and their cultures are what attract tourists. Since Myanmar is moving toward democracy, although there are a lot of tremendous hardships, many aspects of social and economic activities will become beyond government control in the coming years.

As soon as the country opens to the global market, a lot of business investments will come in. Meanwhile, the only thing we have is human resource. We are still weak in many other aspects such as healthcare, engineering and technology. To sum up, my ultimate goal is to help people from my country who are in need of a helping hand as much as I can, through passion and hard work.

My name is **Kaung Khant**. My native town is Mandalay, currently I am studying at **Rangsit International University in Thailand**.

My program is **Philosophy, Politics and Economy**. I joined this program as I am interested in both Philosophy and Politics which are really interesting subjects. I went to Rangsit University from the network by Thabyay Education Foundation. I got half a scholarship as a partial student. After studying for two semesters, I gained a lot of knowledge concerning the subjects, experiences of international activities and school activities, learning with many international friends and good living situations.



As I am studying away from my home for the first time, I have managed time and situations. I had challenges and struggles among the other international students. However, due to the learning methods of teachers and school facilities, I am comfortable with my learning. In addition, I am enjoying school activities and I am participating in some events, sports activities and other activities organized by the university. Therefore, my first plan that I am attaining to accomplish is to graduate at Rangsit University.

During my university life, I will try to learn to have a higher education as well as will show my enthusiasm participating in school activities. Moreover, I will practice my skills of cooperative, leadership and hard work. After my learning, I am dreaming of administrative positions in social fields as the situations of my country pushed me to do so. Therefore, my aim is to get my goal with diligence, punctuality, cooperation and hard work.

OUR FINANCES

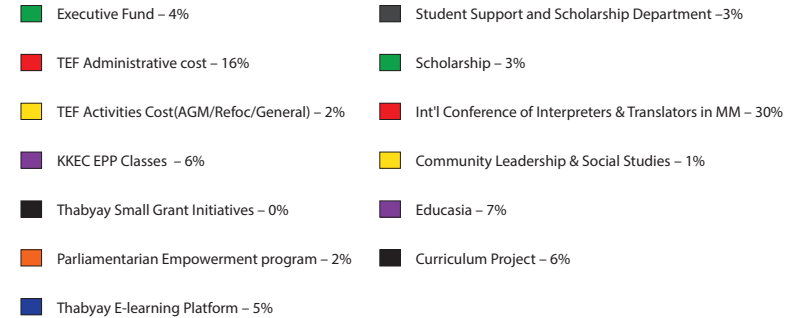
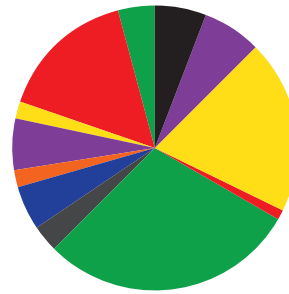
2016 FINANCIAL YEAR

At Thabyay, 83 per cent of our expenditure directly supports the programs. For every \$100 that we spent in 2016, 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, B.K Kee Foundation have been primary supporters of our programs as well as administration.

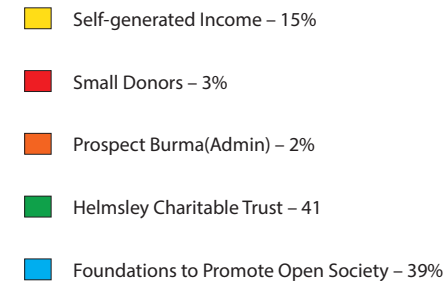
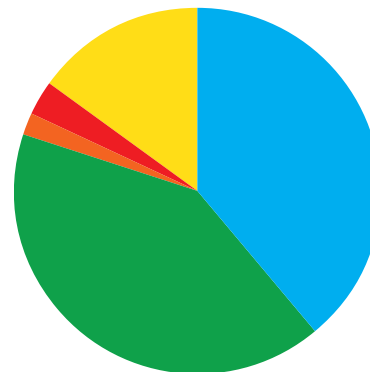
Beginning in 2015, the Leona M. and Harry B. Helmsley Charitable Trust generously provided support for our signature programs, the Kant Kaw School of Community Leadership and Social Studies (CLASS) and the Curriculum Department. In 2017, this program begins to receive funding from the Peace Support Fund (PSF).

Fiscal efficiency is one of our top priorities as we continue to face the challenge of fundraising and diverse, evolving needs of Myanmar's myriad of marginalized communities. We also take great pride in our operational efficiency, accountability and transparency.

The first chart shows the percentage breakdown of our expenditure by program. The second chart shows the percentage breakdown of revenue by source. Both are for 2016.



TEF expenses 2016 (%)



TEF revenue for 2016 (%)

SINCERE

THANKS

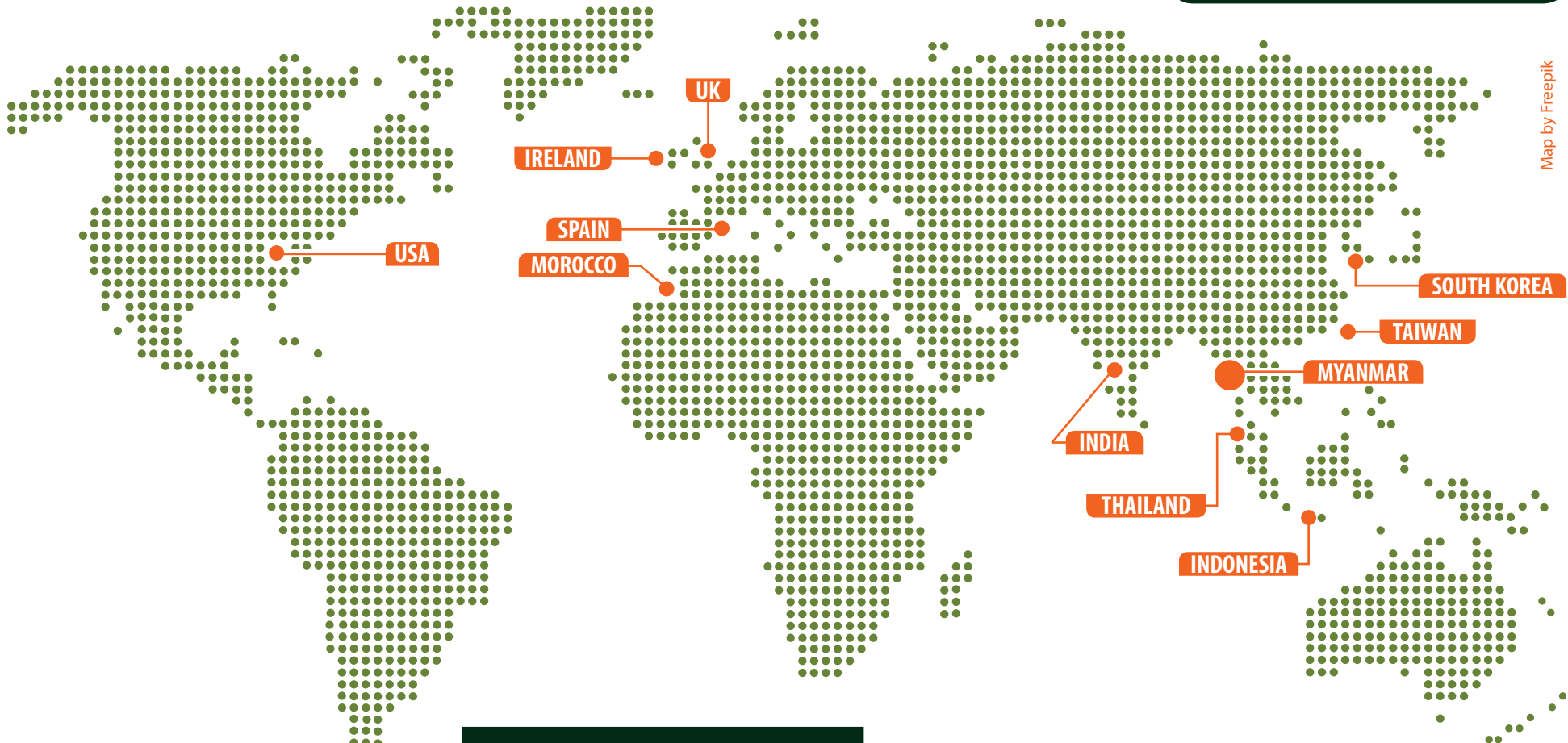
2016-17

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.

MEET OUR

DIVERSE STAFF

“ Thabyay is a place for different people to come together and learn from one another.
Meaghan Fortune, Curriculum Department



Map by Freepik

“ Thabyay is a symbol of knowledge, empowerment and diversity for civil society and communities in Myanmar.
Stephanie Lee, Curriculum Department

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- **Ewan Cameron,** Instructor & Service Learning Coordinator, KKEC
- **Shivani Suresh,** Instructor, Social Science, KKEC
- **Pierre Le Dorven,** Instructor, Social Science, KKEC

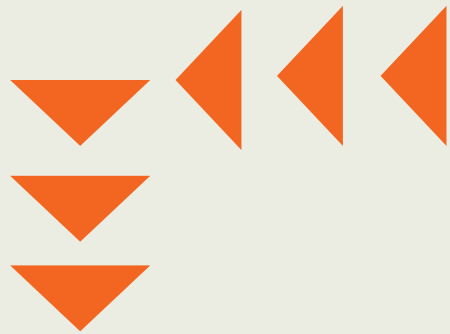
THABYAY MEANS...

“ Thabyay is where I can get experience for my future step Thabyay shares knowledge creatively, accessibly and with careful thought for the context Thabyay is where I learned to value diversity Thabyay is like a star to show the best way for my future Thabyay is a symbol of knowledge, empowerment and diversity for civil society communities in Myanmar Thabyay is place for different people to come together and learn from one another TEF is a bridge between you and education Thabyay is a place that nurtures future leaders Thabyay is the place where both students and teachers can learn and grow through expressing their thoughts freely and without being judged Thabyay challenges the challenges for a better change Thabyay is a Non-Governmental Organization that is doing education development for Myanmar TEF is a space where you broaden your horizons and advocate for peace and justice... ”



KKEC Service Learning activities

HOW IT WORKS



FURTHER
EDUCATION



UNIVERSITY
FOUNDATION SCHOOL



INDIVIDUAL INITIATIVES,
CBOS, NGOS AND
INGOS IN THE REGION...



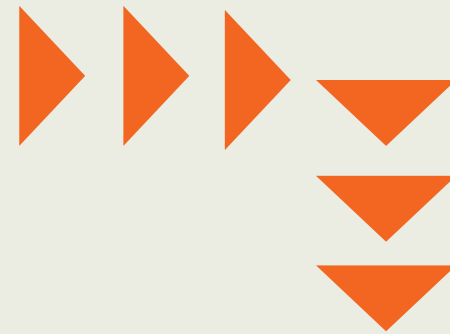
DISADVANTAGED
COMMUNITIES IN
MYANMAR...



SOCIALLY ENGAGED
YOUNG PEOPLE WITH
POTENTIAL TO BRING CHANGE...



UNIVERSITY PREPARATION



RETURN TO THEIR
COMMUNITY



COMMUNITY DEVELOPMENT
AND LEADERSHIP

