

Project for Local Empowerment

Securing Quality Education for Displaced Burmese



World Education's History on the Border

World Education has worked in refugee assistance and education in Thailand since 1980. Efforts first focused on refugees from Vietnam, Laos and Cambodia who had entered Thailand and were being resettled in the U.S. In the years since, WE's programs have provided education to displaced Burmese along the border through teacher training, curriculum development, youth education, policy and advocacy, community support to education, addressing psychosocial needs, and child protection.

PLE Mission & World Education

World Education implements the education component of PLE. Working in partnership with local organizations and governments, WE improves education quality, recognition and results in five provinces and seven refugee camps in Thailand and four states in Burma. The impact of programs reaches even further, as program beneficiaries are now working throughout most regions of Burma. In line with PLE's overall mission, WE's activities seek to build the capacity of local organizations so that they can take ownership of programs and have the tools to strengthen education systems and adapt to the changing context of Burma.



World Education Values

World Education is dedicated to three key values:

PARTNERS

World Education selects its partners carefully and then works with them to ensure that their capacity is improved to take on ownership of the project. WE also involves its partners in decision-making, working with them to guide education efforts.

QUALITY

High standards for quality are expected from all WE partners and programs. Trainings are changed as needed to ensure best results. All WE programs use carefully cultivated curriculum and student-centered teaching is stressed. WE also expects its partners to meet the same financial standards it sets for itself.

INNOVATION

High-quality programs, partners in transition and changing conditions on the border require problem-solving and innovation. WE is dedicated to trying new approaches in the mission to best assist displaced persons in Thailand and Burma.

WE Areas of Implementation

PLE Education Program Components

Teacher Training



Teacher training encompasses a range of program activities focused on improving the quality of education among all target populations. Included among these activities are:

- Master Trainers program
- Annual Training of Trainers (ToT)
- Bi-annual teacher and school director trainings (in-service training)
- EBCS summer vacation trainings
- Mobile Teacher Trainers (MTTs)
- Pre-service teacher training (TPC, KTTC)

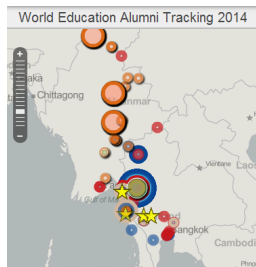
Higher Education



HE and transformative learning centers provide education opportunities beyond Grade 10, giving young adults the skills needed to become the next generation of leaders. Centers include:

- English Immersion Program
- Global Border Studies
- MNEC Post-Ten School
- Teacher Preparation Center
- Wide Horizons
- Zwegabin Myay

→See a map of alumni:
<http://geocommons.com/maps/372698>



Non-Formal Education



Out-of-school and vulnerable youth are given an alternative pathway to education and accreditation through non-formal education (NFE). Additionally, displaced students in Thailand can earn Thai accreditation by completing a NFE curriculum modified for them on behalf of PLE advocacy efforts. NFE programs include:

- Thai-accredited NFE
- Myanmar NFPE in NFE centers supported by PLE
- Youth Connect Stay in School (SIS) program

Community Support



A variety of PLE-supported activities include direct support to the community through a range of interventions not included in other components. Among these are:

- PTA development and trainings
- Star Flower, a special education center
- Nursery schools
- Provision of supplies for camp-based schools
- Research on sustainable solutions for the education system for those displaced in Thailand

Recognition of Learning



Because most education for those displaced in Thailand has been informal, PLE has worked with the Thai government on inclusion of displaced students, and with a variety of partners on accreditation. These efforts include:

- Thai NFE
- School Within a School
- Acceptance of displaced students within Thai schools
- Myanmar NFPE
- Windham Institute of Progressive Education certification for EIP, Master Trainers, MNEC Post-Ten, TPC, and WH

Administration of Community Schools













Community schools are administered by a number of partners and are critical to the provision of education to all target populations. These include:

- Migrant learning centers
- Camp-based schools
- Community schools in Karen State
- Community schools in Kayah State
- Community schools in Mon State







PLE Education Program Implementation

The following chart describes the scope of work for each **PLE education sub-grantee** using icons from the previous page's program components.

Sub-grant Partner	BMWEC Burmese Migrant Worker's Education Committee	KED Karen Education Department	KRCEE Karen Refugee Committee-Education Entity	KWTG/EBCS Karen Teacher's Working Group /Eastern Burma Community Schools	KWO Karen Women's Organization	KNGY Kayan New Generation Youth	MECC Migrant Education Coordination Committee	MNEC Mon National Education Committee	SSDF Shan State Development Fund	YC Youth Connect
Program Components										
Target Population	Displaced Persons in Thailand	Displaced Persons in Burma	In Refugee Camps	Displaced Persons in Burma; Displaced Persons in Thailand	In Refugee Camps	Displaced Persons in Burma	Displaced Persons in Thailand	Displaced Persons in Burma; Displaced Persons in Thailand	Displaced Persons in Burma	Displaced Persons in Burma; Displaced Persons in Thailand
PLE Activities	Star Flower Center	Administration of schools in Karen State	Administration of Institute of Higher Education in Camps; GBS; EIP	Administration of TPC; Mobile Teacher Trainers	Nursery School Support; Nursery Teacher Training; Peace Process	Teacher Stipend Support for Kayan Community Schools	Coordination of MLCs, especially regarding School Within a School and NFE Thai	MNEC Post-Ten School; Administration and Teacher Stipends for Mon State Schools	Support for Shan Schools in IDP areas	Vocational and Life Skills Training for Youth
Non-PLE Activities Include	Administration of MLCs	Training of Teachers in Karen State	Basic/Primary Education for Schools in Refugee Camps	CBO Support and Coordination	Adult Literacy; GBV training; Protection	Teacher Training	Oversight of Private Schools in Tak Province	Teacher Training		Vocational programs in multiple sectors

PLE Education Program Implementation

The following chart describes the scope of work for each **transition project** (former WE) using icons from the previous page's program components.

Transition Project	Master Trainers	Migrant Education Sector Research	NFPE Burma	PTA	Wide Horizons	Zwe Ga Bin Myay
Program Components						
Target Population	Displaced Persons in Burma; Displaced Persons in Thailand	Displaced Persons in Thailand	Displaced Persons in Thailand	Displaced Persons in Thailand	Displaced Persons in Burma; Displaced Persons in Thailand	Displaced Persons in Burma
Program Activities	Training of Trainers; Teacher Trainings; Training Follow-Up	Researching Sustainable Solutions for MLCs	Basic literacy & numeracy; Accreditation by Government of Burma	Training for PTA Members; Community Trainings	Community Development and English Training	Community Development and English Training
Transition	Oversight by MECC; Master Trainers facilitate trainings independently of WE	Research will help determine pathways of sustainability for migrant education sector	In pilot stage, but success will provide opportunity for NFPE certification for displaced youth	Burmese Migrant Teachers' Association (BMTA) will independently manage	Capacity being built with school management; other funding actively being sought	Innovation Fund supports School Director to do strategic planning