### Acronyms:

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIG(P)P</td>
<td>Agriculture Income Generation (Pilot) Project</td>
</tr>
<tr>
<td>ATT(s)</td>
<td>Area Teacher Trainer(s)</td>
</tr>
<tr>
<td>BDY</td>
<td>Ban Don Yang</td>
</tr>
<tr>
<td>BGET</td>
<td>Border Green Energy Team</td>
</tr>
<tr>
<td>CAPP</td>
<td>Country Annual Policy Plan</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organisation</td>
</tr>
<tr>
<td>CCSDPT</td>
<td>Committee for the Services to Displaced People in Thailand</td>
</tr>
<tr>
<td>CD</td>
<td>Country Director</td>
</tr>
<tr>
<td>COBL</td>
<td>Community Of Business Leaders</td>
</tr>
<tr>
<td>COERR</td>
<td>Catholic Office for Emergency Relief and Refugees</td>
</tr>
<tr>
<td>COPE</td>
<td>Creating Opportunities for Psycho-Social Enhancement</td>
</tr>
<tr>
<td>CP</td>
<td>Curriculum Project (of Thabyay Education Network)</td>
</tr>
<tr>
<td>FoVo</td>
<td>Fundraising and Education Department of ZOA Netherlands</td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>HI</td>
<td>Handicap International</td>
</tr>
<tr>
<td>ICS</td>
<td>International Child Support</td>
</tr>
<tr>
<td>IDP</td>
<td>Internally Displaced Person/People</td>
</tr>
<tr>
<td>IOM</td>
<td>International Organisation of Migration</td>
</tr>
<tr>
<td>IRC</td>
<td>International Rescue Committee</td>
</tr>
<tr>
<td>JRS</td>
<td>Jesuit Refugee Service</td>
</tr>
<tr>
<td>KED</td>
<td>Karen Education Department</td>
</tr>
<tr>
<td>KEP</td>
<td>Karen Education Project</td>
</tr>
<tr>
<td>KWO</td>
<td>Karen Women’s Organisation</td>
</tr>
<tr>
<td>KYO</td>
<td>Karen Youth Organisation</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOI</td>
<td>Ministry of Interior</td>
</tr>
<tr>
<td>MoU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>MRML</td>
<td>Mae Ra Ma Luang</td>
</tr>
<tr>
<td>NFE</td>
<td>Non-formal Education</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental Organisation</td>
</tr>
<tr>
<td>RTG</td>
<td>Royal Thai Government</td>
</tr>
<tr>
<td>RTT(s)</td>
<td>Resident Teacher Trainer(s)</td>
</tr>
<tr>
<td>SMT</td>
<td>Senior Management Team</td>
</tr>
<tr>
<td>SPDC</td>
<td>State Peace and Development Council</td>
</tr>
<tr>
<td>SQL</td>
<td>Strategy, Quality &amp; Learning</td>
</tr>
<tr>
<td>TNA</td>
<td>Training Needs Assessment</td>
</tr>
<tr>
<td>TOPS</td>
<td>Taipei Overseas Peace Service</td>
</tr>
<tr>
<td>TOT</td>
<td>Training of Trainers</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>VT</td>
<td>Vocational Training</td>
</tr>
<tr>
<td>WEAVE</td>
<td>Women’s Education for Advancement and Empowerment</td>
</tr>
</tbody>
</table>
Above: Teacher training (Summer Break) in Nu Po camp

"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development."

~ Kofi Annan
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ZOA REFUGEE CARE MISSION STATEMENT

“ZOA Refugee Care supports people who suffer because of armed conflict or natural disaster, in rebuilding their livelihoods. We call on our constituency and partners in the North and in the South to take responsibility and get involved. We provide maximum added value to those we support and those who support us.”

ZOA THAILAND MISSION STATEMENT

“ZOA Thailand exists to improve the quality of life of displaced persons in Thailand through the provision of support and services, enabling them to make the successful transition from vulnerability to self-sustainability.”

CORE VALUES

People focus; Teamwork; Diversity; Integrity and Responsiveness
A NOTE FROM THE COUNTRY DIRECTOR

It is with great pleasure that I welcome you to this first, public Annual Report of ZOA Thailand.

ZOA Thailand produces many reports during the course of any given calendar year, meeting the needs of management, donors and the host government. Although this report reaches you later than planned, it is one which we hope will provide the general public, our refugee partners and our staff relevant insights into achievements of our organisation during the previous year, as well as the challenges we face in providing quality service in Education for All.

ZOA Thailand has been implementing a support programme to refugees in Thailand since 1984 and ZOA Thailand currently focuses its attention on providing education support in 9 shelters for refugees fleeing fighting in Burma. This group of Burma displaced people originally consisted to a large extent of Karen and Karenni peoples from the east of Burma. Recent years have seen a change in demographics to include peoples from several other Burma ethnic groups, including Mon, Shan, Kachin, Burman, Rohingya and other sub-groups as well as a growing number of students, migrants seeking safety, shelter, support and opportunities for resettlement.

In 1997 ZOA Thailand launched its Karen Education Project (KEP). The support programme was then extended to include the Vocational Training Project in 2003. As of the report date, ZOA implements projects in support of Basic Education (Teacher Training, Curriculum and Materials Development), Vocational Training, Non-Formal and Higher Education, as well as a project providing operational support (Construction Materials, Stipends and Schools Supplies). ZOA Thailand has also been engaged in providing capacity building support to refugee leaders, committees and management groups.

ZOA Thailand works in close partnership with Refugee Committees and departments, CBOs, individuals in the community, NGOs and the Royal Thai Government departments to provide training, educational supplies, materials for schools construction, stipends to enable a well-designed and well-implemented programme, serving the education needs of the community of refugees from Burma.

Without the financial support of our donors, including the Netherlands Public, the Government of the Netherlands, ICCO/Prisma, Wilde Ganzen, Diakonia, Alpha and Omega, the European Commission, United Nations High Commission for Refugees (UNHCR), the Government of Belgium, Baptist World Aid Australia, the Government of Japan, the United Nations Children’s Fund (UNICEF), World Education Consortium and Child’s Dream Foundation, this work in support of the Educational Programme on the border would not have been possible.

We acknowledge, too, the valuable relationship with various offices of the Royal Thai Government, including the Ministry of Interior, Ministry of Education, National Security Council and all local officials. Without their valued support, many improvements in providing greater levels of access to the temporary shelters for ZOA staff would not have been made. With this support, refugees have also experienced an increased level of access to services outside the camps, including access to vocational training through the Agricultural Pilot Project.

Furthermore, we express our appreciation for the support and supervision provided through the Head Office of ZOA Netherlands as the organisation introduces and utilises enhanced and more professional management systems and approaches, all adding to the growing reliability and increased accountability of the organisation.

The situation in Burma remains unpredictable and at times precarious. The programme for resettling refugees to several countries including the USA, Netherlands, Scandinavian countries continues and is proving to be a major challenge since it is depleting the programme of staff members crucial to successful programme implementation. The Royal Thai Government continues to enforce a wide range of restrictions that prevent effective Humanitarian Support to the Burma Refugees.

So, whilst these remain challenges to be reckoned with, ZOA believes in taking opportunities as they show themselves and will, with the continued commitment of its support-base, be able to create the necessary foundation for a sustainable educational programme for the Burma Refugees.

We trust that you will be as pleased reading this report as all of our staff and partners have been implementing the Educational Support Programme with Burma Refugees on the Thai-Burma border in 2007, and thank you for your commitment to continue this journey with us.

Brian Solomon
Country Director
Executive Summary:

This annual report is comprised of information that is related to the ZOA Thailand programme. It sets out to provide the reader with a clear overview of the work done and programmatic decisions that were made within ZOA Thailand in 2007.

The first chapter provides information regarding the financial status of ZOA Thailand including the sources of income and the projects supported by these funds. In addition there is information provided that shows the numbers of beneficiaries in receipt of support.

The second chapter provides the reader with general information that pertains to the refugee situation and the general context of the work that is done by agencies working with the refugees in the camps.

The project update is provided in chapter three and gives an outline of the work and the size of the projects as carried out in each of the area offices and at the country office in Mae Sot. The information on the country office is presented according to the projects that the programme is divided into. These being the Teacher Training and Capacity Building project, Curriculum and Materials Development project, Operational Services project and the Non-formal / Higher Education project.

During 2007, the strategic planning was set for ZOA Thailand. This was divided into:

1. A set of seven core organisational strategies covering ZOA Thailand as a whole, both the programme as well as the supporting functions
2. A set of key programmatic choices

The details of these choices are provided in the fourth chapter of the report. The programming choices include the rationale and strategic considerations.

Chapter five looks at research, studies and cross-cutting themes. The first section contains information regarding the five studies that were carried out to support the implementation and strategic planning for projects. Other themes within this chapter are networking and advocacy, inclusion and inclusive education and gender focused initiatives.

Management, Human Resources and partnering is given space in the sixth chapter of the report. This chapter looks at the management and structure in ZOA Thailand, the human resource management approaches as well as an overview of the partnerships and associates that ZOA Thailand works with to support implementation.

The final chapter looks at challenges and sustainability in relation to the ZOA Thailand programme. The main issue here is the challenge of resettlement and the impact that this has on the programme. The sustainability section looks at this challenge against various other factors. These are conflict and sustainability, environmental factors and sustainability, social factors and sustainability, financial and economic factors and sustainability as well as institutional factors and the topic of sustainability.
Introduction

This annual report has been developed to inform and describe the details of the programme and projects that were implemented by ZOA Refugee Care, Thailand from January to December 2007.

ZOA Refugee Care Thailand is one of the programme operations of ZOA Refugee Care, based in Apeldoorn, the Netherlands. ZOA Refugee Care is an international aid organization dedicated to the support of refugees and internally displaced persons, presently operating in Africa and Asia. Most countries where ZOA operates have a history of conflict and violence, in some cases, such as Thailand, ZOA operates in a neighbouring country (Country of Asylum) to where refugees have fled and been granted temporary asylum.

In countries where ZOA has launched long-term programmes, a local ZOA organisation has been established, as is the case for ZOA Thailand. ZOA Thailand has been working with refugees from Burma along the Thai-Burmese border since 1984. ZOA Refugee Care serves thousands of refugees from Burma, who began crossing into Thailand in large numbers in 1984. Currently, more than 500,000 Burmese are internally displaced persons (IDPs) within eastern Burma, while approximately another 150,000 are living in nine refugee camps in western Thailand and at least 1.5 million are dispersed along the border areas.

ZOA operates predominantly in seven refugee camps on the border with Burma. In 1997 ZOA launched the Karen Education Project (KEP). The vocational training project was started in 2003. ZOA works with and supports the KED (Karen Education Department) and its partners in the refugee camps. ZOA provides training, imparts knowledge and supplies materials, supports teaching staff and lobbies with donors and partners for the target group.

Increases in refugee numbers have continued because of ongoing violence and human rights violations by the Burmese military junta, along with desperate economic conditions and the Burmese army’s control of areas formerly under the control of the ethnic groups in the eastern part of the country. ZOA’s assistance along the Thailand-Burma border covers a variety of sectors: comprehensive basic education; non-formal education; local civil society capacity building; vocational training; funding for food distribution; income generation; and cross-cutting themes such as inclusive education, psycho-social support; advocacy; and gender-based violence prevention and response.

ZOA, is a non-governmental organization (NGO) in Thailand and is a member of the Committee for the Coordination of Services to Displaced Persons in Thailand or CCSDPT. The United Nations High Commissioner for Refugees (UNHCR) and CCSDPT have issued a comprehensive plan for addressing the needs of displaced persons on the Thai-Burmese border, of which ZOA has been involved in the development. It is through this body that ZOA Thailand coordinates its operations with other agencies working in the same context.
Chapter 1 – Financial overview

Source of income:
ZOA receives funding from a variety of sources and donors. The main share of funding provided for the programme comes from EC, UNHCR and the Ministry of Foreign Affairs of the Netherlands government. In addition to these main donors ZOA Thailand and ZOA Headquarters have worked and continue to work with other types of donor networks. Business ambassadors have become more involved in financial and technical support for the refugees from Burma. In 2007, ZOA Thailand identified two main groups of business representatives that could play a role as ZOA ambassadors:

- Thailand-based companies: all contacts go through ZOA Thailand
- Europe-based companies: contacts go through ZOA HQ, but Thailand can play a role as facilitators and/or receivers of funding

In 2007, ZOA built up experience in liaising with companies that have a local presence in Thailand. This group includes companies like the UNHCR COBL group, who have collaborated with ZOA in various types of activities - raising awareness, technical support and resource provision. Representatives of the COBL group have indicated that they are interested in exploring opportunities for collaboration with ZOA in the area of education and vocational training/livelihood projects. After meeting with the COBL group in 2007, follow-up discussions between some COBL companies and ZOA has taken place through the coordination of UNHCR. The outcomes of these discussions are provided below:

- Microsoft proposed to give ZOA 300 licensed software packages for using in activities in camps.
- Nike proposed ZOA to cooperate with them for doing sport education activities in camps.
- Manpower aims to cooperate with ZOA for Livelihoods Project. After a few meetings and communication, Manpower suggested that ZOA could be the implementing partner, while Manpower would play a role in technical support and funding.

The existing contacts have a focus on involving companies as our funders or implementing partners. These relationships have proved to be successful. However, in moving forward, ZOA wishes to find ways of including them as ambassadors for ZOA’s programmes and the refugee situation. In order to identify and mobilize business ambassadors, ZOA will prepare the following steps:

- In the beginning of 2008 ZOA will gather information on private sector organisations that could be mobilised as potential business ambassadors and to identify ways to link them to the projects
- Mid-2008 ZOA will contact the potential business companies and propose ways that they can be ambassadors for the refugee situation and to discuss how mutual cooperation can be developed
- Mid-2009 ZOA will evaluate the pros and cons of the cooperation with each company and readjust as needed
- In 2009 – 2010 after evaluation of the constituency, if the result is positive, ZOA will look at ways to expand the business ambassadors and contact networks. As with all ZOA programming if the results are not up to initial expectations, a review of the relationship and strategy will take place
Being a Christian based organisation, ZOA Refugee Care has strong networks with church groups in The Netherlands, though not affiliated to any specific denomination. In addition to the business and church connections that have been established, there are many child and youth constituency groups linked to ZOA HQ. For ZOA Thailand, the past and present role has been to act as an organiser/facilitator of visits of the young ambassadors if the visits take place. During 2007, there was a project visit of FOVO & Secondary Schools from The Netherlands – (Lelystad and Zwolle).

ZOA HQ has also been working with newspapers and television channels in the Netherlands to provide improved coverage of refugee problems and ZOA programmes in some countries. As a member of the worldwide ZOA family, ZOA Thailand can facilitate visits or provide information to the media in the Netherlands on the situation along the border and in the ZOA Thailand programmes.

**Donor information:**
- BUZA – The Netherlands foreign ministry
- GGP – The government of Japan Grant Assistance for grassroots human security projects (GGP)
- Embassy of Japan in Thailand
- MFS – Co-financing System BuZa (Medefinancieringsstelsel)
- PRISMA – Christian Organisation in Relief, the Netherlands
- PSO – Organisation for NGO workers and Capacity Building, the Netherlands
- UNHCR (THAILAND) – Regional office of the United Nations High Commissioner for Refugees
- EU (THAILAND) – Regional office for the delegation of the European Union
- ZOA NL – Support from ZOA Headquarters

**Others:**
- Alpha Omega – Alfa Omega Foundation, Netherlands
- BWAA – Baptist World Aid Australia
- WE/C – World Education Consortium
- DIAKONIA – Funding agency of Swedish International Development Aid
- UNICEF (THAILAND) – Regional office of the United Nations Children’s Education Fund

*Chart 1 – 2007 Funding by source*
### Table 1: Donor funding as a percentage of total income

<table>
<thead>
<tr>
<th>Donor</th>
<th>Percentage of total funds received</th>
<th>Projects supported by these funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALPHA</td>
<td>0.7%</td>
<td>Basic Education</td>
</tr>
<tr>
<td>OMEGA*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUZA</td>
<td>37.3%</td>
<td>Foods and Shelter</td>
</tr>
<tr>
<td>BWAA*</td>
<td>0.1%</td>
<td>Basic Education</td>
</tr>
<tr>
<td>DIAKONIA*</td>
<td>0.1%</td>
<td>Vocational Training</td>
</tr>
<tr>
<td>UNICEF-THAILAND*</td>
<td>0.5%</td>
<td>Teacher Training and Curriculum Development for Basic Education</td>
</tr>
<tr>
<td>WE/C*</td>
<td>0.8%</td>
<td>Psycho-social Activities for Basic Education</td>
</tr>
<tr>
<td>EU-THAILAND</td>
<td>12.7%</td>
<td>Basic Education and Vocational Training</td>
</tr>
<tr>
<td>GGP</td>
<td>2.2%</td>
<td>Operational Services for Basic Education</td>
</tr>
<tr>
<td>MFS</td>
<td>22.3%</td>
<td>Basic Education</td>
</tr>
<tr>
<td>PRISMA</td>
<td>1.0%</td>
<td>Basic Education</td>
</tr>
<tr>
<td>PSO</td>
<td>2.3%</td>
<td>Staff Costs and Capacity Building</td>
</tr>
<tr>
<td>UNHCR-THAILAND</td>
<td>16.9%</td>
<td>Vocational Training, Non-Formal Education and Livelihood</td>
</tr>
<tr>
<td>ZOA NL</td>
<td>2.9%</td>
<td>Basic Education and other projects</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Chart 2: 2007 Expenditure per project**
(All figures shown in Euros)

![2007 Expenditure (Euros) per project chart](chart.png)
Table 2: Expenditure by project and as a percentage

<table>
<thead>
<tr>
<th>Project</th>
<th>Expenditure (Euro)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPE</td>
<td>32,505.91</td>
<td>0.8</td>
</tr>
<tr>
<td>Emergency</td>
<td>3,658.67</td>
<td>0.1</td>
</tr>
<tr>
<td>Income generation project</td>
<td>236,401.10</td>
<td>6.1</td>
</tr>
<tr>
<td>KEP</td>
<td>1,409,680.44</td>
<td>36.3</td>
</tr>
<tr>
<td>Special projects/others</td>
<td>75,911.28</td>
<td>2.0</td>
</tr>
<tr>
<td>TBBC funding</td>
<td>1,542,494.84</td>
<td>39.7</td>
</tr>
<tr>
<td>VT</td>
<td>584,405.74</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>3,885,057.98</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Funding committed during reporting period
During the period January to December 2007, the following funding agreements, which have since been passed for funding, were submitted to donor agencies.

1. UNHCR
2. UNICEF
3. BWAA
4. Wilde Ganzen / Happy Gift
5. COPE

Beneficiaries in receipt of assistance
At the end of 2007 the total number of people in receipt of educational assistance was as follows:

**General Education:**
- Students: 36,342
- Teachers: 1,769
- Education support staff:
  - Committee coordinators and assistants: 15
  - Resident Teacher Trainers: 70

**Vocational Training:**
- VT Trainers (Full-time / Part-time): 82 / 30
- VT Trainees:
  - Regular training: 3,000
  - Thai village participants: 300
  - Resettlement participants: 600
  - Other beneficiaries (support staff): 72
  - Trainees at restaurants / repair workshops: 560 / 180

**NFE courses:**
- NFE Students: 2,206
- NFE Staff:
  - Superintendents: 8
  - Night watch: 8
  - Trainers: 24
Chapter 2 – Refugee situation overview

Burmese Refugees in Thailand
The situation regarding the freedom of movement for the refugees inside Thailand continues to be restricted. Access to employment, access to external sources of education or occupational training, whilst not banned has continued to be restricted and refugees caught outside the camps without the correct papers, risk arrest and / or deportation. There are approximately 150,000 refugees in nine camps in Thailand at present. There are ongoing lobbying activities through CCSDPT with the support of UNHCR to allow refugees increased access to opportunities to develop more sustainable livelihoods opportunities, have access to legal assistance, and pursue education and skills training. (IRC report 2007, p2) However these activities have not yet led to major changes in the policy of the Royal Thai Government.

In 2006, the Thai government gave NGOs permission to support limited occupational training activities for refugees. The government made commitments to improve education in the camps and to experiment with employment outside the camps, as well as to issue individual ID cards to all registered refugees. While these developments represent a major breakthrough and offer the possibility for refugees to become more self-sufficient in the future, such initiatives will take a long time to have a significant impact on camp life. (ibid)

In the introduction the continued influx of refugees to Thailand was highlighted. This increase in numbers is also highlighted in IRC’s report from 2007, in which the following is stated

“…that camp boundaries have long been demarcated and fixed, resulting in overcrowding. Although conditions vary considerably between camps, in several camps housing standards are significantly below UNHCR minimum standards”. (ibid)

The report goes on to state that:

“…long-term confinement in the camps has had a negative psychological impact on camp residents, resulting in increasing and serious mental health needs. As a new generation of refugees grows up entirely within a camp environment, the need to address the special health, physical, and social requirements of youth and adolescents is particularly acute. The situation has also growing protection concerns, particularly regarding levels of violence and the administration of justice in the camps. This reinforces the need for a more comprehensive livelihoods strategy from the NGOs and CCSDPT”. (ibid)

Context to the Displacement
The situation in Burma, specifically in eastern Burma, has continued to worsen. Last year an estimated 82,000 people were forced to leave their homes, reflecting the disregard by Burma’s governing body, the State Peace and Development Council (SPDC), of their responsibility to protect Burmese citizens from harm. Military rule and economic mismanagement have resulted in widespread poverty and barely functioning health and education systems. Burma’s so-called National Convention, which is effectively the SPDC’s ‘road map’ to democracy, is still moving at its normally slow speed. Additionally, without meaningful participation from many of the ethnic nationality groups and with the exclusion of the National League for Democracy, this process has been said to lack legitimacy. (ibid pp1-2)

Burmese “Migrants” in Thailand
More than 1.5 million mostly undocumented Burmese in Thailand are considered “migrants” and are living in severely marginalized conditions. Like the Burmese in the refugee camps, these people who are classified as migrants have fled Burma because of economic and political hardship and repression. For this population, the barriers to health care and education for their children are formidable. (ibid p4)
The migrant assistance communities, with very encouraging leadership from the Thai Ministries of Health and Education, are developing national health and education strategies to mainstream migrants’ access to these services into Thai national policies. In the interim, however, the Thai government relies heavily on the international community to support migrant assistance programmes.

Internally Displaced Burmese
The situation in Burma inside the IDP zones remains difficult and shows no signs of change. This is resulting in continued flows of villagers into the forests and hiding zones. Others spill over into the camps in Thailand, demonstrating the need for a careful strategic approach when working with supporting refugees in the camps in Thailand.

Future Prospects
The political and human rights situation inside Burma shows no improvement. While it is very difficult to predict refugee and IDP flows, the political, military and economic realities of Burma indicate that the state of affairs for uprooted Burmese will not change significantly. The potential for wide-scale human rights abuses and displacement remain likely in the coming years. It is therefore essential that all basic services of food, shelter, health and education to refugees, migrants and IDPs be maintained, not only for humanitarian reasons but also to ensure that Thailand continues to keep the doors of asylum open for new arrivals. Sufficient funding and an overall strategy for the Thai-Burma border are essential.

ZOA Thailand operates in the seven camps situated in the middle of the map, namely Mae La Oon, Mae Ra Ma Luang, Mae La, Umpiem Mai, Nu Po, Ban Don Yang and Tham Hin. Limited support is provided to Mae Surin and Ban Mai Nai Soi camps.
Above: Construction and storage materials delivery to a rural Thai school, as part of ZOA Thailand’s Thai Village support project

Below: Baskets made by trainees from the ZOA supported basket weaving vocational training course. The products are sold to generate income through the shop in Mae Ra Ma Luang camp.
Chapter 3 – Project update

3.1 – The area offices

Due to the vast geographical spread of the ZOA Thailand programme, three area offices have been set up to support operations in the camps. Below is an overview of the work area offices, what they do and who their work supports.

Mae Hong Son:
During 2007, work for the purchase and delivery of the school supplies was carried out in conjunction with Jesuit Refugee Service (JRS). Representatives from JRS attended the tendering meeting and both ZOA and JRS were able to support the schools in the northern camps with supplies.

Mae Sariang:
The Mae Sariang office is the field office for service delivery to the camps of Mae La Oon and Mae Ra Ma Luang, in Sop Moei District of Mae Hong Son Province. The area is staffed by an Area Coordinator, two Field Officers (one for each camp), an Area Teacher Trainer, an Area Logistics staff member, a driver and an Office Administrator. During 2007, in spite of some staff changes, the team operated as a full team throughout the year.

ZOA Projects
- Non-formal Education
  - 2 centres (one in each camp)
- Basic Education
  - Mae Ra Ma Luang – 10 schools, Mae La Oon – 8 schools
  - Mae Ra Ma Luang – 5,851 students, Mae La Oon – 5,573 students
- Vocational Training
  - Mae Ra Ma Luang – 8 courses, Mae La Oon – 10 courses
  - Mae Ra Ma Luang – 239 students, Mae La Oon – 359 students

Below: School supplies delivery in Mae Sariang area
Mae Sot:
The Mae Sot office is the field office for service delivery to the camps of Mae La, Umpiem Mai and Nu Po camps in Tak Province. The area is staffed by an Area Coordinator, four Field Officers (one for each camp but two for Mae La due to the size); Area Teacher Trainers for the Tak camps are based at the country office, an Area Logistics staff member and an Office Administrator. During 2007, the staff team saw one member leave and a new member of staff was hired to take responsibility for the work in Nu Po camp.

ZOA Projects
- Non-formal Education
  - 4 centres (One in each of Nu Po and Umpiem Mai and two in Mae La camp)
- Basic Education
  - Mae La – 28 schools, Umpiem - 7 schools and Nu Po – 9 schools
  - Mae La – 11,902 students, Umpiem – 5,861 students, Nu Po – 3,631 students
- Vocational Training
  - Mae La – 7 courses, Umpiem – 6 courses, Nu Po – 8 courses
  - Mae La – 790 students, Umpiem – 430 students, Nu Po – 505 students
Clockwise from top-left:
Sewing training in camp, thread preparations for weaving in camp, pig raising in Mae La camp,
Cooking and bakery training in Mae La camp
Kanchanaburi:
The Kanchanaburi office is the field office for service delivery to the camps of Tham Hin in Ratchaburi Province and Ban Don Yang camp in Kanchanaburi Province. The area is staffed by an Area Coordinator, two Field Officers (one for each camp), an Area Teacher Trainer, an Area Logistics staff member and an Office Administrator. During 2007, the full staff team was completed and continued to operate as such throughout the year.

ZOA Projects
- Non-formal Education
  - 2 centres (one in each camp)
- Basic Education
  - Tham Hin – 1 school, Don Yang – 1 school
  - Tham Hin – 2,028 students, Don Yang – 1,496
- Vocational Training
  - Tham Hin – 5 courses, Don Yang – 5 courses
  - Tham Hin – 357 students, Don Yang – 282 students

Above: A COBL "Nine million project" funded through UNHCR for the development of child-learning and play spaces for nursery students in Tham Hin camp
Below: Visitors from Luxembourg are introduced to the COBL funded computer centre in Tham Hin camp by the Area Coordinator
3.2 Country Office

From the country office the overall management of the programme takes place. The support departments and functions located at the country office are:

- Country Director
- Human Resources
- Administration
- Finance
- Logistics & Procurement
- Strategy, Quality & Learning

The main structures of the programme management are based in CO with individual project managers. They are responsible for management of the following projects:

- Teacher Training & Capacity Building
- Curriculum & Materials Development
- Operational Services
- Non-formal & Higher Education

3.2.1 Teacher Training and Capacity Building Project

Project Update

**Project Department Name:** Teacher Training and Capacity Building Project

**Project Manager:** Mr. Dimoh Lapkor-Ekkasuk (Kelly)

**Projects under this department:**

**Basic Education Teacher Training:**
- Training on subject upgrading and teaching methodology, coaching, mentoring, supplying of teaching aids for the basic education teachers in seven refugee camps.

**Vocational Trainer Training**
- Training to the VT teachers and coordinating with Thai VT institutes so that the trainees will get certification from Thai institutes.

**Capacity Building**
- Training and assisting KED institutional level for policy development
- Camp education committee training
- Parental involvement in education training.

**Camps in which this project is implemented:**
1. Mae La
2. Umpiern
3. Nu Po
4. Mae Ra Ma Luang
5. Mae La Oon
6. Tham Hin
7. Don Yang

**Direct and indirect beneficiaries of this project:**
- All teachers
- All students
- Education Committees
- Education workers in the seven refugee camps that this project operates within
- All VT teachers and trainees
- KED institutional level and camp level
The Teacher Trainer department exists to train and support basic education and vocational training teachers for their quality teaching/learning and to build the local partner organization capacity for sustainability of education programme in the future. It has operated as part of the ZOA Thailand programme since 1997 and presently provides support to the programmes in all seven camps that ZOA operates in. In 2006, the restructuring of the programme meant that the Capacity Building programme was also placed under the responsibility of this department.

Specifically, the department carries out work in the following three areas:

**Basic Education**
Training on subject upgrade and teaching methodology, coaching, mentoring, supplying of teaching aids for the basic education teachers in seven refugee camps.

**Vocational Training**
Training to the VT teachers and coordinating with Thai VT institutes so that the trainees will get certification from Thai institutes.

**Capacity Building**
This area of responsibility for the department is focused on training and provision of assistance for KED at the institutional level for policy development. In addition, training is provided for camp and school education committees, which includes the increased involvement of parents in supporting school management as a form of community outreach.

### 2007 – Work done:

The general pattern of implementation through 2007 was based around the organisation of the summer break training for teaching methodology for all new teachers. This was then followed up throughout the year. Another area that is under the responsibility of the department is organizing the RTT training and RTT refresher courses. Other support is provided through the supplying of teaching aids to support the teachers to be able to carry out their work in the camps.

For the vocational training side of the department’s responsibilities there is a need to facilitate and coordinate by means of regular communication with Thai VT institutes. During 2007 a Memorandum of Understanding was developed with the Thai VT Institutes for the joint delivery and organisation of training.
The beneficiaries that are reached by the general education side of this project are all teachers, education committee members and education workers in seven refugee camps. The vocational training side of the project correspondingly has all VT teachers and trainees as its beneficiaries and the capacity building is supporting staff of KED at the institutional and camp levels.

Challenges are faced within the projects that have reduced the effectiveness of the outcomes. These challenges were mainly based around the following:

1) Students do not complete courses because of resettlement
2) Qualified staff leave for resettlement
3) The teacher turnover rate is high. About 1,000 new teachers receive training each year
4) RTG do not permit refugee to attend training in other camps
5) KED staff turnover

This affects the beneficiary group because it is difficult to maintain the quality of training since over 80% of teachers and RTTs are leaving each year. It is necessary to train new teachers every year who have no previous teaching experience. As a result the quality of teaching and learning in the classroom is difficult to improve.

There has been good progress with VT courses. The Thai vocational training institute has given certificates to those who attend their training organized by ZOA. Eighty five vocational trainers received certificates from the Thai institute at the end of 2007. The capacity building project faces the same problem as basic education teacher training due to the high turnover of KED staff both at institutional and camp levels.

**Beneficiaries:**
All the teachers, students, parents and education workers have benefited from the basic education teacher training and capacity building project and all VT trainers and trainees benefit from VT teacher training project.

- 1,200 basic education teachers received training with proper follow up training.
- 85 VT trainers from the camp got the Thai institute certificates.
- 6,000 parents received the parental involvement training from capacity building unit.
- Indirect beneficiaries are students and trainees

**Science Training**
# Results according to project logical frameworks

## Karen Education Project (IV) – Result 1

<table>
<thead>
<tr>
<th>Main activities</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| Activity 1.1: Continue the implementation of in-service teacher training activities | ▪ Completed according to the year work plan  
▪ Increased support for primary level due to re-structuring of teacher training department |
| Activity 1.2: Develop an adjusted teacher training and support programme | ▪ Assessment carried out  
▪ External specialist hired to support training  
▪ Dual level training system developed  
▪ Subjects have been clustered according to related focus  
▪ Need to provide some ad hoc training due to turnover of teachers for resettlement |
| Activity 1.3: Develop teacher training materials | ▪ Report finalized and materials will be developed during 2008 |
| Activity 1.4: Provide ongoing professional support to teachers | ▪ RTT refresher courses implemented  
▪ RTT Newsletter published and sent to camps  
▪ Additional materials purchased for the education centres |

## Karen Education Project (IV) – Result 3

<table>
<thead>
<tr>
<th>Main activities</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| Activity 3.1: Assist in the development of an integrated educational vision and long-term educational policies and strategies | ▪ Policy manual for education management, teachers, students, examinations, RTTs, ATTs, & VT was developed with assistance from the ZOA Capacity Building officer.  
▪ The policy manual was introduced in all camps by KED with support from ZOA  
▪ Policies will be further adjusted in order to include a stronger focus on educational visions and strategies |
| Activity 3.2: Build the capacity of community education management staff at the field level | The following trainings were carried out at camp level up to the end of 2007:  
▪ Educational Management Framework  
▪ Action Research  
▪ Meeting/Facilitation Skills  
▪ Strategy: Development and Implementation  
▪ Performance Appraisal  
▪ Leadership Styles  
▪ Monitoring and Evaluation  
▪ Report Writing  
▪ Teaching and Learning  
▪ Parental Involvement in Schools  
▪ Time Management: Organization Delegation  
▪ Activity Planning  
▪ School Performance Monitoring/Inspection  
▪ Office Administration  
▪ Institution Assessment  
▪ Education Policies and System in local / refugee communities |
### Vocational Training Project - Result 2

Sufficient motivated qualified trainers with adequate teaching skills Engaged in the vocational training project

<table>
<thead>
<tr>
<th>Main activities</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| Activity 3.3: Assist the KED in strategic and operational management of educational activities | - Institutional assessment carried out  
- Annual meeting held  
- Workshops done  
- Action research ongoing  
- Staff job descriptions developed  
- Staff coaching and on-the-job training provided  
- 90% of KED overall costs supported by ZOA |
| Activity 3.4: Support the active involvement of a wide range of stakeholders in the camp educational activities | - Various community events were organized, such as: World Teacher Day, School Exhibition  
- Parental involvement in education training has been developed.  
- School-Parents relationship activities are carried out regularly (This activity is done by ZOA operational services staff) |
| Activity 3.5: Develop and use new capacity building instruments | - This activity will be implemented in 2008 |

<table>
<thead>
<tr>
<th>Activity 2.1 Training of camp-based trainers</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| - Visits made to all camps by trainers and the project manager to give teaching skills to camp based trainers  
- Thai VT institutes (Mae Sot Community and Industrial College, Lampang VT College, Tak Agricultural College) provided training for all the ZOA and camp based trainers  
- Cooking and baking trainer was appointed. The food products from the training are sold in the camps  
- October 2007, the trainers of sewing, cooking & baking, auto-mechanic, welding, small engine, diesel engine, electronic, hair dressing, hair cutting were called to Mae La for training certified by VT institutes  
- Training for animal raising in Umpiem did not take place. All the agricultural and animal raising training has changed into farmer school training |

<table>
<thead>
<tr>
<th>Activity 2.2 Provision of ongoing trainer support</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| - Teacher trainers visited the camp on a regular basis  
- The curricula of the Thai VT have been adapted for all the courses for which they provided training and the materials are being translated into Karen |
Result 4: Sustainability of the VT programme enhanced

<table>
<thead>
<tr>
<th>Activity 4.1 Build the capacity of KED to manage the VT system</th>
<th>KED involvement in the VT programme is still weak. This is due to the human resources available and difficulties in accessing the camps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The high staff turnover due to resettlement is also affecting their operations</td>
</tr>
<tr>
<td></td>
<td>There is a VT coordinator in KED who is involved with the VT programme.</td>
</tr>
<tr>
<td></td>
<td>The KED had a VT workshop in Mae La camp during April 2007.</td>
</tr>
<tr>
<td></td>
<td>The VT handbook was revised and distributed and is being used in all the camps.</td>
</tr>
</tbody>
</table>

Below: Auto-mechanic training (left) & Hairdressing training. Both courses are provided with technical support from the Thai Vocational Training College
3.2.2 Curriculum and Materials Development Project: Project Update

Project Department Name: Curriculum and Materials Development Project

Project Manager: Miss Duangdao Wangkrongoen (Polly)

Projects under this department:
- **Basic Education**
  - Organized curriculum and syllabus development workshops, developed and produced teaching and learning materials for use in seven refugee camps.

- **Vocational Training**
  - Organized curriculum and syllabus development workshops, developed and produced teaching and learning materials for use in seven refugee camps.

- **Non-formal Education**
  - Produced teaching and learning materials for use in seven refugee camps

Camps in which this project is implemented:
1. Mae La
2. Umpiem
3. Nu Po
4. Mae Ra Ma Luang
5. Mae La Oon
6. Tham Hin
7. Don Yang

Direct and indirect beneficiaries of this project:
- All teachers
- All students
- All VT teachers and trainees
- All NFE teachers and students

This department exists for the development of teaching materials for basic education, vocational training and non-formal education. Furthermore, it works to coordinate with partners to support the development of quality curriculum. It has operated as part of the ZOA Thailand programme since 2000 and presently provides support to the programmes in all seven camps that ZOA operates in. The key features of the work done by this department have been the organisation of workshops, developing and monitoring textbook quality and coordination with other partners, external writers, translators and others on curriculum and materials development. The beneficiaries of the project are

- All teachers, all students in seven refugee camps
- All VT teachers and trainees
- All NFE teachers and students

Challenges are faced within the project that has served to reduce the effectiveness of the outcomes. These challenges were mainly based around the following:

- Students do not complete courses because of resettlement and do not return books
- Records of books are lost due to school management changes
- Limited budget availability and consequently not enough budget to reprint books
Main activities | Achievements
--- | ---
Activity 2.1: Develop an integrated curriculum framework | - A draft curriculum framework for primary levels was finished in September 2007. ZOA contacted with the Ministry of Education (MOE) Basic Education Department and arranged a meeting.
- During the meeting ZOA explained about help that was needed from MOE for accreditation and materials development. UNICEF Thailand also joined the meeting.

Activity 2.2: Analyse and revise textbooks and teacher guides used in camp schools | - Textbooks were not revised in 2007 because of waiting for the approval from MOE. The materials do not need to be adjusted until the new curriculum framework is in place
- 11 new textbooks were printed and 118 typed books were photocopied and reprinted, then distributed according to schedule.

Activity 2.3: Produce and distribute textbooks and teacher guides | - A range of other materials was purchased, distributed and used for the teaching and learning processes in the classrooms.
Vocational Training
Activity 2.4: Develop and distribute other teaching and learning materials

<table>
<thead>
<tr>
<th>Main activities</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| Appropriate curricula, materials and tools made available for use in VT courses. | ▪ Between April 17 and 27 three vocational subjects' books were revised. The subjects were as follows:  
  April 17 – 27  
  Blacksmith: 10 Males attended the workshop  
  April 23 – 27  
  Cooking & Bakery 6 Male and 4 Female attended the workshop  
  Sewing 4 Male and 12 Female attended the workshop  
  ▪ During 2007 13 new books were printed and 13 books were photocopied.  
  ▪ 13 books were in process and will be finished in 2008 |

Non – Formal Education

<table>
<thead>
<tr>
<th>Main activities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFE Books printing</td>
<td>▪ 800 copies of Elementary-level student book A and B &amp; Pre-Beginner-level books A and B were finished in 2007</td>
</tr>
</tbody>
</table>

English teacher guides, Non-formal Education books and other materials developed by the project
3.2.3 Operational Services:
Project Update

**Project Department Name:** Operational Services Project

**Project Manager:** Mr. Somchat Ochalumthan (Chat)
**Assistant Project Manager:** Miss Janissa Khutsawatchai (Ellen)

**Activities & Projects under this department:**
- School and Vocational course building construction
- Provision of school materials/supplies
- Provision of subsidies for educational workers
- Livelihood project (AIGPP)
- Thai village assistance
- Arrangement of camp passes (locally) and transportation
- Facilitation of teacher training sessions, workshops, and seminars
- Coordination and cooperation with other NGOs, Community Organisations, Thai authorities, etc.
- Build up relationships with partners
- Collect school and student statistics for all projects

**Direct and Indirect Beneficiaries of this project:**
- Teachers
- Students
- VT trainers
- VT trainees
- AIGPP workers
- Parents
- Education Committees
- VT Committees
- School Committees
- Thai villagers in villages surrounding the camps

This department exists to provide operational support to the implementation of the programme. The project covers the operational aspects of the projects and is effectively a support department. It is implemented by means of the Area Coordinators and field staff in conjunction with camp based staff members, camp education committees and VT committees. Therefore, the operational services project is working with the general education, further education, vocational training, agriculture income generation project and non-formal education projects.
It has existed since 1997, however it has evolved from a basic support system to a comprehensive support mechanism as the projects have grown and the number of refugees has increased. The main areas of support for the general education project are for the activities within school construction, teacher subsidies, school supplies, education centre support and child care. Construction, subsidies and management of vocational activities fall under this project. The agriculture, income-generation project in Mae La camp is also managed through this project. All the above projects have links with Thai villages & schools and direct support is also provided in terms of school supplies, construction materials, sport equipment, vocational training projects and training in agriculture. The beneficiaries of the project are

- Teachers
- Students
- VT trainers
- VT trainees
- AIGPP workers
- Parents
- Education committees
- VT committees
- School committees
- Thai villagers in villages surrounding the camps

Challenges are faced within the projects that have served to reduce the effectiveness of the outcomes. These challenges were mainly based around the following:

- Resettlement has caused a big impact on the project activities. Many education workers (including from VT) have been resettled and it is a challenge to find replacements
- There are low income generation opportunities for refugees because of the policy regarding refugees in Thailand

This affects to the outcomes of the project and has an impact on the beneficiaries as the quality of education decreases and people lose interest in joining vocational training courses.

A teacher signing for her stipend
## Summary of activities according to project indicators

<table>
<thead>
<tr>
<th>Main activities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of 2007, 30% of education facilities under ZOA’s responsibility will be built with semi-permanent materials</td>
<td>Completed</td>
</tr>
<tr>
<td>31 school buildings will be constructed and/or renovated under the ZOA project each year</td>
<td>In 2007, 62 new buildings constructed and 171 buildings renovated.</td>
</tr>
<tr>
<td>To provide teacher subsidies on a monthly basis</td>
<td>Completed</td>
</tr>
<tr>
<td>School supplies and stationery distributed and made available to 1,000 educators and 25,000 learners in the camps under ZOA’s responsibility each year</td>
<td>Completed</td>
</tr>
<tr>
<td>8 Educational centres equipped with the necessary facilities and resources each year</td>
<td>Completed</td>
</tr>
<tr>
<td>800 Educators and Trainers using facilities and resources on a regular basis, with visible improvement in quality of classrooms</td>
<td>Realisation of results limited</td>
</tr>
<tr>
<td>Child care facilities established and equipped and sufficient babysitters employed and paid on a monthly basis</td>
<td>Completed</td>
</tr>
<tr>
<td>Vocational training centre construction and maintenance of additional buildings or extensions of existing buildings</td>
<td>In 2007, 69 (VT training centre, practice session, office and shop) buildings were constructed / maintained</td>
</tr>
<tr>
<td>2,200 trainees have completed vocational training in employable and entrepreneurial skills.</td>
<td>In 2007- 2,962 trainees trained.</td>
</tr>
<tr>
<td>10% of graduates are employed by NGOs, CBOs and outside investors during the first year, with an increase to 15% in the second and third years</td>
<td>0% employed by NGOs and CBOs</td>
</tr>
<tr>
<td>By 2007 the livelihoods programme is developed and implemented in Mae La camp</td>
<td>Completed</td>
</tr>
<tr>
<td>Launch the AIGPP</td>
<td>Completed</td>
</tr>
</tbody>
</table>
3.2.4 NFE & HE Project:
Project Update

**Project Department Name:** Non-formal and Higher Education Project

**Project Manager:** Mr. Pahwahgay Sirichanakul (Tender)

**Activities & Projects under this department:**
- Non-formal Education
- Training
- Coordination with stakeholders for construction & payment of subsidies
- Higher Education
- Partnerships with Thabyay Education Network's Curriculum Project for Post-secondary training and materials delivery
- Seeking ways for refugees to gain access to higher education - mainly an advocacy role

**Camps in which this project is implemented:**
1. Mae La
2. Umpiern
3. Nu Po
4. Mae Ra Ma Luang
5. Mae La Oon
6. Tham Hin
7. Don Yang

**Direct and Indirect Beneficiaries of this project:**
- Teachers
- Students (More specifically, Burmese refugee students who have low or no English language knowledge and students who have finished secondary education)
This department exists to create broadened access to education through adult education and to give an opportunity to bright young students to further their education inside the camp and if possible outside, so that they contribute to the community later. It has operated as part of the ZOA Thailand programme since the beginning of 2007. However, support for some projects has been provided under different areas of responsibility when ZOA operated with a different programme structure prior to 2007. Presently, it provides support to the programmes in all seven camps that ZOA operates in, through NFE officers to community teachers and staff, education committees, other NGOs and other ZOA departments. The key feature of the work done by this department has been providing English language-training. The language programme is designed for a communicative approach with maximum student interaction in both receptive and productive skills. It has been seen that through the pre- and post-programme testing, more than 95% of students who successfully completed the programme after 3 months have gained basic communication skills in English. The NFE programme will be expanded further during 2008. The beneficiaries of the project are:

- All NFE teachers (superintendents, trainers)
- All NFE students

Challenges are faced within the project that has served to reduce the effectiveness of the outcomes. These challenges were mainly based around the following:

- Students do not complete courses because of resettlement
- Qualified staff leave for resettlement
- Many people would like to attend but only a limited set can be provided for due to the size of the programme
- The Royal Thai Government does not permit refugee students to further their studies outside the camps

### Table 3: Overall beneficiary population in the NFE English Programmes (including trainers and superintendents)

<table>
<thead>
<tr>
<th>Camp</th>
<th>1st cycle</th>
<th>2nd cycle</th>
<th>3rd cycle</th>
<th>Year total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
</tr>
<tr>
<td>Mae La Oon*</td>
<td>33</td>
<td>30</td>
<td>63</td>
<td>48</td>
</tr>
<tr>
<td>Mae Ra Ma Luang*</td>
<td>32</td>
<td>31</td>
<td>63</td>
<td>55</td>
</tr>
<tr>
<td>Tham Hin*</td>
<td>20</td>
<td>23</td>
<td>43</td>
<td>68</td>
</tr>
<tr>
<td>Ban Don Yang**</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>35</td>
</tr>
<tr>
<td>Umpiem Mai**</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>26</td>
</tr>
<tr>
<td>Nu Po**</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>Mae La **</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>84</td>
<td>169</td>
<td>336</td>
</tr>
</tbody>
</table>

**Major locations:**
- Mae Hong Son Province: Mae Ra Ma Luang, Mae La Oon
- Ratchaburi Province: Tham Hin
- Kanchanaburi Province: Ban Don Yang
- Tak Province: Mae La, Umpiem Mai, Nu Po
In 2007 more than 2,000 students were enrolled in the programme. This does not take into account the reality of student progression, which means that some students have enrolled in each of the 3 programme cycles. Therefore, numbers are based on placements in the programme and not actual student numbers. More than 2,000 students enrolled in 2007. Out of those 2,000 students between 75 - 80% completed the programme. This completion rate is largely because a substantial portion of the NFE target population is made up of those who are resettling. Other reasons for not completing the programme included sickness, work or family matters taking precedence.

Summary of activities according to project indicators

<table>
<thead>
<tr>
<th>Main activities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFE training centres will be carefully maintained and used in 3 camps by January and in all 7 camps by April 2007</td>
<td>In June, all 8 programmes began in 7 camps. All centres have been maintained and are functioning</td>
</tr>
<tr>
<td>Language training equipment and stationary are actively used in the centres in 7 camps: cassette (16) and CD (8) players, (8) television sets, (8) inverters</td>
<td>In all 7 camps, language training equipment of (16) cassette and DVD (8) players, (8) television sets and (8) inverters were actively used.</td>
</tr>
<tr>
<td>24 desktop computers and 8 printers are functional in 7 camps</td>
<td>All computers and printers are functional in 7 camps. Sometimes, due to some faulty generators, computer activities had to be interrupted until generators could be repaired</td>
</tr>
<tr>
<td>Classrooms are marked with visible signs</td>
<td>Clear signboards with &quot; ZOA Refugee Care – Non-Formal Education Centre – Supported by UNHCR” were procured and displayed at all NFE centres</td>
</tr>
<tr>
<td>NFE assessment, reflecting the views of various stakeholders, completed by March 2007</td>
<td>The NFE assessment report was finalised in October and sent to local stakeholders to confirm that their visions and beliefs were reflected. It has been printed and will be distributed at the beginning of 2008</td>
</tr>
<tr>
<td>NFE assessment findings aggregated in a final report and shared with UNHCR, relevant government authorities, CCSDPT, project participants and the larger public by 2007</td>
<td>This draft report was submitted in the first quarter, of 2008. A general report has already been printed to share with the larger public; a shorter, more concise set of recommendations, based on the survey indications, specific to ZOA Refugee Care has also been submitted</td>
</tr>
<tr>
<td>10 additional teachers are selected and trained in their subject matter and positive classroom management(TOT)</td>
<td>An additional 13 teachers were selected, an extra 3, due to a higher number of qualified applicants. The total number of NFE trainers in all 8 centres is 19. All have been trained in their subject matter and positive classroom management</td>
</tr>
<tr>
<td>English language textbooks and teacher guides for lower intermediate and intermediate levels developed and printed by July 2007</td>
<td>One 60-unit Elementary-level student book and corresponding teacher guides were developed and printed in May and July</td>
</tr>
<tr>
<td>Main activities</td>
<td>Achievements</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A total of 1,470 students participate and finish different levels of NFE language classes</td>
<td>• There are 2,046 students that have participated in and/or finished 2 different levels of NFE language classes. This has surpassed the original goal of 1,470 by 576 students, due to the fact that at some schools additional teachers were hired and were therefore able to accept additional students</td>
</tr>
<tr>
<td>Pre- and post-training evaluations are conducted</td>
<td>• Part of the student intake process involved an oral interview, as well as a pre-training evaluation in the form of a curriculum relevant test. Upon completion of the 3-month Beginner or Elementary programme, students took the same test to determine improvement. All schools participated in this process</td>
</tr>
<tr>
<td>All post tenth standard (post-secondary) schools under ZOA’s responsibility received Thabyay Education Network’s Curriculum Project (CP) materials for teaching and learning</td>
<td>• Curriculum Project sent out materials to all post ten schools through operational services staff members</td>
</tr>
<tr>
<td>CP trainers deliver training to post ten teachers</td>
<td>• In May 2007 training for post-ten teachers was organized in Mae La Oon camp</td>
</tr>
<tr>
<td>The 9 students who have been accepted by Thai Universities can leave the camps and study in Bangkok</td>
<td>• No permission given by MOI for the students to leave the camps</td>
</tr>
</tbody>
</table>
Chapter 4 – Strategic planning

Summary of strategy plans for next year(s)
As part of a more structured system of planning, ZOA Thailand developed a rolling country annual policy plan. This was developed in a participatory manner with stakeholders and beneficiaries as well as staff in the organisation. The policy plan that was developed is for the year 2008, with a view to the planning for 2009 and 2010. The participatory nature of the planning enabled the development of clear strategic choices to be made for the ZOA Thailand programme. These are provided below.

Strategic choices
During and after the process of analysing the organisation and its environment, ZOA Thailand developed strategic options and made strategic choices for Thailand Programme. This resulted in the development of two sets of strategies:

1. A set of seven core organisational strategies covering ZOA Thailand as a whole, both the programme as well as the supporting functions
2. A set of key programmatic choices

4.1 Core organisational strategies 2008-2010

Based on careful analysis of the outcomes of the assessments and through thorough discussions between Senior Management Team members, as well as through soliciting feedback from ZOA staff members at various levels, a set of core organisational strategies was developed. These are presented below:

1. Improve the strategic thinking within ZOA Thailand
   - Ensure that the programme implementation and organisational development is embedded in sound strategic thinking at the organisational level
   - Reduce fragmentation and “ad-hoc approaches” in the programme
   - Build the capacity of staff to see their contribution in relation to the functioning of the ZOA organisation as a whole
   - Define clear exit criteria and develop phasing out strategies
   - Maximise the sustainability of programme interventions and support services with an approach that takes into account the difficulties of ensuring sustainability in a protracted refugee situation

2. “Become better in what we do already”: Enhance the quality of our current programme interventions
   - Consolidate rather than expand the ZOA Thailand country programme
   - Make increased use of external expertise
   - Establish and maintain partnerships with specialised institutions
   - Develop and manage an integrated M&E system
   - Invest in improving the quality of service delivery in educational content areas: teacher training, curriculum development and capacity building of education management

3. Give lobbying and advocacy strategies a more prominent place in our programme interventions
   - Effectuate change for refugees in the area of education, training and livelihoods through lobby and advocacy activities vis-à-vis relevant political actors
   - Build in lobby and advocacy strategies in our project proposals
4. Develop and maintain a comprehensive strategy for and pro-active management of our external relations

- Become pro-active in the management of external relations in general and donor management in particular
- Develop a comprehensive strategy for management of external relations, including clear publicity strategies
- Become the lead agency in external information provision in the area of education and training
- Use research and analysis as a public relations tool
- Build staff capacity and confidence in external representation

5. Invest in human resources

- Put a clear and comprehensive compensation package in place that enables the attraction of people with the appropriate skills levels needed to effectively implement the programmes
- Focus on capacity building of staff based on comprehensive training needs assessments (TNA’s), serving both the organisation and personal interests in a balanced way
- Further improve the coordination and systematisation of staff capacity building interventions
- Work on developing support mechanisms, communication styles and attitudes that make working environment more enjoyable for all staff

6. Strengthen internal control

- Improve internal systems in such a way that it helps to make decisions on the basis of reliable and timely information
- Find a good balance between “support” and “control”
- Build the capacity of staff to understand and follow policies, rules and regulations and define clear information dissemination mechanisms
- More effectively enforce the adherence to existing policies, rules and regulations

7. Strengthen ZOA Thailand’s organisational learning capacity

- Develop and manage an integrated M&E system
- Develop tools that will enable us to more effectively build, capture and manage knowledge in ZOA Thailand
- Create links with other ZOA country programmes, ZOA HQ and non-ZOA actors and share expertise and knowledge
- Focus on mainstreaming cross-cutting themes and development approaches in the programme and projects (inclusion, gender, peace building, disaster preparedness, etc.)
4.2 Programmatic strategic choices
The development of the CAPP (Country Annual Policy Plan) was also used to assess and prioritise areas of the programming side of ZOA Thailand. Each of the distinct sectors that ZOA provides services within was given a priority score, rationale and strategic steps to be considered or taken. A score of 1 to 5 was given for each of the programme areas – 1 being high priority signalling full expansion and 5 representing gradual withdrawal of support or involvement.

**Food & Shelter – Support to TBBC**
**Strategic Option: 4**
Due to the limited involvement of the ZOA Thailand programme in the food and shelter programme of TBBC a score of 4 was given to demonstrate that the present level of support would be maintained. The responsibilities for this sector are shared between ZOA Headquarters in the Netherlands and ZOA Thailand’s Country Director. It was decided that the programme does not affect to ZOA Thailand in a negative way and that present support would continue into 2008 but with some strategic considerations or steps to be kept in mind or taken. These are shared below.

**Strategic considerations/steps to be taken:**
- Maintain involvement, but at a minimum level (no representation in TBBC board anymore)
- Give priority to ZOA’s other programmes
- Discuss with HQ about programme make-up and arrangements
- Re-assess the situation on an ongoing basis to see whether benefits are still seen

**Basic Education (formal schooling)**
**Strategic Option: 3**
This strategic option of consolidation of activities in this programme with significant investments in enhancing the quality (or otherwise re-shaping) the programme was set because of the role which ZOA plays in supporting the camp-based education system. The rationale is provided below.

**Rationale:**
- At present ZOA is the major education sector player in the camps with the related expertise and networks. Therefore, at present it is seen that without ZOA support, education in the camps would partially collapse
- The programme has a broad scope already; no need for further expansion
- The quality of education needs further improvement
- There is a need for inclusion of community groups that are not yet fully served

**Strategic considerations/steps to be taken:**
- Continue the move from emergency relief to supporting long-term development
- Align and deepen interventions; major focus on quality and innovative educational approaches (critical thinking skills, life skills, etc.) This also implies an increased emphasis on teacher training, capacity building and curriculum development. This includes establishing parental involvement activities and pursuing teacher training reform
- Increase the use of external expertise and institutional partnerships
- Convince donors to ‘stay the course’
- Strengthen the advocacy role with a particular view to curriculum accreditation
- Have a small expansion that accommodates the taking over of school construction and school supplies from COERR as from next year
- Strengthen internal control systems to support effective implementation of activities
- Re-assess the linkage with KED
- Ensure educational inclusion: everybody has the same educational opportunities
**Vocational Training**

**Strategic Option: 3**
This strategic option of consolidation of activities in this programme with significant investments in enhancing the quality (or otherwise re-shaping) the programme was set because of the role ZOA plays in supporting the camp-based vocational training system. The rationale is provided below.

**Rationale:**
- ZOA is the main provider of VT services: dropping out without any hand-over possibilities (as is the case at present) would leave a big gap
- Quality and relevance (with regard to future options) of VT needs improvement
- The advantages of providing Vocational Training go beyond the benefit of acquiring skills
- There is strong donor interest
- Donors have recommended to re-focus the programme (towards income generation especially)
- No need for a larger number of courses

**Strategic considerations/steps to be taken:**
- Link the focus of the VT Programme to livelihoods and income generation
- Add elements to the existing VT training courses (functional literacy, mathematics, entrepreneurship, life skills, etc.), implemented either by VT or by NFE staff
- Identify courses to be closed and others to be opened based on clear criteria (specifically related to income generation)
- Invest in quality of courses
- Achieve certification of VT courses
- Invest in additional equipment and tools
- Extend the partnerships with the MOE vocational colleges
- Enhance the focus on lobby & advocacy activities

**Livelihoods Development**

**Strategic Option: 1**
This strategic option of full expansion: both in terms of scope of the programme (i.e. number of sub-projects/activities) and in terms of number of beneficiaries/project sites was based on the following rationale.

**Rationale:**
- ZOA is currently the only NGO involved in this groundbreaking initiative
- New programme and the current involvement is still small (pilot programme)
- Big donor interest
- Unprecedented positive impact for refugees if livelihoods and income generation will become more possible
- Importance of applying skills (both technical and life skills)
- There is a very logical link with the VT Programme
- Unclear to which extent the RTG would agree with expansion of the programme

**Strategic considerations/steps to be taken:**
- Expand to other camps, at least 2 new camps in the coming two years (MRML, BDY)
- Develop capacity of staff as well as establish appropriate M&E systems (new skill sets and mechanisms required)
- Integrate entrepreneurship, life skills and other skills in our activities
- Invest in developing adequate lobby & advocacy strategies
- Coordinate with other NGOs to divide responsibilities under the new UNHCR-initiated Livelihoods Programme. Where possible, ZOA focuses on technical skills development and links with other NGOs for other interventions
- Create linkages with the business sector
Non Formal Education (NFE)
Strategic Option: 1
This strategic option of full expansion: both in terms of scope of the programme (i.e. number of sub-projects/activities) and in terms of number of beneficiaries/project sites was based on the following rationale.

Rationale:
- English language training is a recently established ZOA initiative that can count on great community interest, which is not necessarily matched with a similar amount of donor interest
- Limited number of beneficiaries at present
- It might not be easy to attract funding for new NFE activities, or difficult to sustain existing ZOA activities if new NFE courses would get funded
- Need to improve the quality of the existing English language programme based on NFE Survey recommendations

Strategic considerations/steps to be taken:
- Make a strategic choice whether ZOA wants to expand the NFE services into one or more new areas.
- Be extremely careful with expansion in the short run, given the serious risk that the project might run into overall funding problems, as the ‘total pot of money’ will not increase.
- If a decision is made to expand, it should be in one additional area, not more. ZOA thinks in the direction of adding new types of language courses to the existing programme or introducing ‘adult education’ (catch-up / accelerated learning programmes).

Higher Education
Strategic Option: 1
This strategic option of full expansion: both in terms of scope of the programme (i.e. number of sub-projects/activities) and in terms of number of beneficiaries/project sites was based on the following rationale.

Rationale:
- Higher education is crucial for community leadership positions - the camp communities lack qualified people for leadership positions
- Higher education is important to expose the refugee communities to ideas from the outside world
- ZOA is seen by the RTG as the most suitable interlocutor as far as higher education for refugees is concerned
- It is expected that access to higher education for small groups of students is going to be permitted by the MOI
- Expected donor interest, but limited total amount of donor funding

Strategic considerations/steps to be taken:
- Be careful with big investments, as the donor market is restricted and therefore should not spread funding too thinly
- Play a role as a coordinator/facilitator/administrator, but not as a provider of university preparation programmes or scholarships
- Work through partnerships
- Seriously consider the option of facilitating distance education programmes in the camps as soon as opportunities would open up. Again ZOA would play a facilitation role only.
- Lobby and advocate towards RTG for enhancing opportunities for access to higher education for refugee students
Chapter 5 – Research, studies & cross-cutting themes

5.1 – Research carried out
During 2007, five research papers or evaluations were either written or begun. These were:

1. The learning landscape – NFE assessment
2. Having their say – Inclusion position paper
3. Taking learning further – HE research
4. AIGP evaluation – Income generation
5. KEP IV Mid-term Review

Information from the executive summaries of the reports is provided below.

5.1.1 NFE assessment
This assessment set out to:

1. **map the learning landscape** in the seven refugee camps served by ZOA, showing points of learning, and if and how they are connected and/or integrated
2. **identify learning needs and interests** of the camp communities, including but not exclusively literacy, foreign language learning and resettlement needs
3. **understand the barriers** that learners face in gaining access to learning. Fieldwork was conducted in the seven camps served by ZOA. The sample of respondents was selected using both random and snowball sampling.

*The provision of adult learning activities*
The bulk of learning activities available are languages (English and Thai), technical skills training (agriculture, auto mechanics, sewing), and professional development and community issues. There is some provision for literacy, numeracy, and basic and continuing education for adults but that is patchy.

*Learning needs and interests*
Refugees in the camps need literacy, numeracy, workplace skills and general education to upgrade their basic skills and to enable them to grasp and master technical and craft skills, English for resettlement and Thai for possible integration. The majority of respondents were interested in learning English, Thai, computing, agriculture and sewing.

*Barriers to learning*
The most common barriers to learning were misconceptions about the content, form and relevance of learning programmes, the scheduling of the programmes and the lack of widely available course information.

*Recommendations*
It is recommended that ZOA

1. uses current provision more efficiently and effectively
2. adds literacy, numeracy and workplace skills to current provision
3. expands basic and general education provision for adults and young people.

5.1.2 Inclusion paper
"In the context of its Karen Education Project (KEP), ZOA has begun the process of developing specific strategies to address the issue of ‘inclusive education’ (or inclusion in education). During a staff workshop held in June 2006, this process was begun by discussing the concepts of exclusion and inclusion, and the situation in the education sector in the refugee camps. The staff also openly discussed ZOA’s role in encouraging (and sometimes discouraging) an inclusive approach to education. The main theme that cut across this workshop was that inclusion goes beyond the principle of non-discrimination in service delivery. It is about ‘actively helping the disadvantaged to become less disadvantaged, the excluded to be included, and the voiceless to have a voice’.

Another important issue was that inclusion should not be seen as a separate project: it cuts across all activities and needs to be mainstreamed in these activities. The ZOA inclusion initiative is also very much about ‘awareness’. ZOA staff members asked themselves, to what extent we are aware of our attitudes and behaviour, and the (positive or negative) impacts these might have on the participation of particular groups of people in the activities that we organize. Being aware of the impact of our own attitudes and actions is seen as a crucial starting point in promoting the inclusion of marginalized groups in the camp communities. ZOA is committed to move this process forward, and has begun by:

- carrying out a participatory assessment of the current situation with regards to inclusion in the education sector, i.e., analysing existing practices and gaps
- defining specific strategies to promote inclusive education on the basis of the assessment
- translating the strategies into activities to be included in ZOA Activity Plans for 2007 and 2008...

5.1.3 HE research
This survey was carried out to provide stakeholders with a comprehensive overview of the options for and implications of implementing the Higher Education programme. This evaluation has examined Higher Education in the following areas.

- The ways that refugee students can access opportunities to Higher Education
- The impact that this would have on the education provided in the camps
- The role that accreditation and accredited qualifications would play in the education system in the camps
- The requirements to deliver a Higher Education programme for stakeholders
- The risks and threats that exist for the delivery and impact of the Higher Education programme

The body of the report discusses the main options that have been developed by stakeholders regarding refugee access to Higher Education. The information given is a comprehensive presentation of the views and perspectives of the various actors and stakeholders involved in the proposed refugee Higher Education programme. The situation regarding access to Thai-language programmes at universities in Thailand is provided first and followed up with research findings for access to English-language programmes at universities in Thailand and access to Higher Education through distance learning.

The issue of accreditation is discussed in detail later in this report. There have been different options proposed to resolve the lack of accredited education available for refugees. The first option is the use of GED or another form of testing to measure students’ aptitude and ability. The second option discussed is a medium term option of providing a foundation course for students to have the opportunity to prepare themselves for GED or similar. The longer term option that was given by interviewees was the alignment of the camp curriculum to the Thai curriculum. The opportunities and risks of this are presented in detail in this section of the chapter and information is given to support the process.

Other parts of the report look into the possible impact of the higher education programme on the General Education in the camps with details regarding the routes that graduates would be likely to take. Risks to the programme are also explored in the report as well as a set of strategic recommendations for ZOA and the other partner organisations to consider in the development of the Higher Education programme. Each of the following strategies has sub-strategies provided to help ensure that actions and activities are supporting the guiding strategies. The report is concluded with some final comments in the tenth chapter.
5.1.4 AIGP
The purpose of this consultancy was to evaluate the pilot phase of the Agriculture Income Generation Project (AIGP) next to Mae La refugee camp and three neighbouring villages in Tha Song Yang District of Tak Province, Thailand. The main focus of the evaluation was the establishment of the infrastructure and training programmes necessary to promote agricultural production. As defined by initial AIGP impact and performance indicators, the pilot phase has been largely successful (UNHCR – ZOA Refugee Care Sub-Project PID-PI-THA-15.3). Of the combined eleven indicators, only three have not been met due to circumstances outside of ZOA Refugee Care control. Local staff of ZOA AIGP and the Vocational Training programme deserve considerable credit for the hard work and professionalism that has gone into the projects’ establishment.

As the AIGP has successfully completed the pilot phase of the programme, it is important at this point to take stock of current agriculture production potential and the economic reality of local markets. There are noticeably different agronomic circumstances between the camp and village components of the AIGP, and these will necessitate different approaches to future programme development. It is also likely that certain physical and legal restrictions will remain on refugee agriculture well into 2008. There is clearly a strong need for continued advocacy for the promotion of livelihood options for refugees outside camps. Until this is realized at a policy level, all camp-based income generation activities will struggle to become sustainable.

5.1.5 KEP IV MTR
KEP IV is the fourth program designed and implemented by ZOA for work inside the refugee camps along the Thai-Burmese border. KEP IV has seen ZOA begin to change its focus as an organization. The KEP IV project began with a major shift in priority. The emphasis has now begun to move away from plans for sustainability upon repatriation to include other more pragmatic possibilities. KEP IV has tried to plan for the education system to have relevance for the future possibilities of repatriation, resettlement, integration as well as a prolonged stay.

This redefinition is extremely relevant for the children and adults involved with camp education. This process of redefinition has begun and is clearly seen in the work that ZOA is attempting through its work in curriculum development, non-formal education, higher education and capacity development with camp based educators.

While this change in direction has taken place, the internal projects of ZOA have also seen changes in scope and strategy. In KEP IV ZOA started a few new initiatives, including a project for non-formal education, another for opportunities for higher education and a more formal partnership with a partner organization for post-10 (post-secondary) support. These projects are seen as very relevant to the current needs of education for those outside of the traditional KG to 10th standard education.

In addition to these new additions, ZOA has also looked into changing strategy and implementation methods for its projects from KEP III, including teacher training, curriculum and textbook development and capacity building. ZOA has prepared to address these changes in part through the Strategy, Quality and Learning (SQL) Unit. This unit is staffed by three experienced development workers who have the task of working with the projects to create plans, strategies, goals and measurements for quality actions. While there are many issues that this unit has to consider there has already been much thought and planning that complements many of the main recommendations in this report.

This work, while challenging, can rely on the solid foundation that ZOA and its close partner KED have developed. These systems are strong and functional. Covering a wide geographic area with large numbers of students, teachers and schools has been a major accomplishment. An overwhelming strength of KED and ZOA has been the establishment of a uniform education system that operates in largely the same way across a large number of schools and over a wide geographic region.
This uniformity has been accomplished given the restrictions on travel and the relative small numbers of staff ZOA and the KED have to cover this area. This success is evident in the uniform procedures in camp schools as well as school and education committees. Teacher training, textbook development, capacity building and operational support have all played a great role in creating this system to operate as it does today. It should be noted that in basic education in the camps ZOA is the only major organization taking up the issue of quality reform. ZOA is the leader in camp education and is making many of the necessary and challenging decisions and actions to achieve real results for quality.

The strength of ZOA, as mentioned above, has always been its operational strength. This is widely regarded across all sectors including other NGOs, camp leaders, camp educators and Thai authorities. This report is to assist the strategy and planning of ZOA as it moves ahead into reform of quality education. This report takes a close and careful look at strategic issues that will be important for ZOA’s projects to make an impact on the quality of education for students and teachers alike.

5.2 Networking & Advocacy
In 2007, there has been concerted effort to develop the relationships of ZOA Thailand and the Country Director, Programme Advisor and Programme Manager have all been involved in building relationships and networking with various stakeholders.

- At policy level, ZOA has discussed with the MOI on providing opportunities to higher education for refugee students in Universities in Thailand. MOI has approved that ZOA should play a facilitation role on behalf of all CCSDP – education NGOs.
- At implementation level, ZOA has networked with different departments under the MOE. After several meetings, the Office of Vocational Training Commission agreed that ZOA should work with the local Vocational Training College for accrediting certain VT courses as well as for improving the quality of VT courses provided in camps.
- With the Office of Basic Education Commission, ZOA has been working for curriculum accreditation for camp education. This type of advocacy role has been played in different meetings, conferences and seminars at various forums – national and international.

5.3 Inclusion and inclusive education
During 2007, ZOA staff worked in conjunction with the lead researcher on the development of the position paper looking at inclusion in education in the school system in the refugee camps. Very useful and well structured recommendations were provided in the paper and these were mainstreamed into ZOA staff members work plans. The development of more inclusive education is directly linked to the developments in quality that ZOA has been striving towards. One of these was to hire a staff member who would also serve as the main focal person for inclusive education, to keep the issue on the table and to continue with the mainstreaming of inclusive strategies in the programming. This will be continued into 2008 and work will be done to develop the knowledge, attitudes and practice at community level and with KED.

5.4 Gender focused initiatives
Gender issues have been incorporated as a cross cutting theme in many aspects of the programme and organisation. In VT courses, ZOA has had a policy of encouraging women to attend different courses – not only courses, which are popular among females like sewing but also courses, which are popular among male participants e.g. auto-mechanics. In 2007 when the AIGP was formulated, one of the selection criteria for participants was gender equity and the project was set up by providing for 50% male and 50% female participants.

These approaches are not only at the project implementation, but at the organizational level in the form of human resource management. The selection criteria for staff recruitment were discussed and points related to gender policy were added to the recruitment policy.
Chapter 6 – Management, HR and partnering

6.1 Introduction:
A key feature of the strategic planning process that ZOA Thailand was able to engage in during 2007 was the noticeable increase in participation of all managers at various organisational levels. In addition, and maybe more crucial, has been the important role played by the newly-established Strategy, Quality and Learning (SQL) Department in the planning, implementation and management of this process.

ZOA Thailand believes that this higher level of participation in the process has contributed to increased ownership of the goals and the mandate of the organisation and that it will impact more positively on the quality in the execution of the national programme, both at organisational and at programmatic levels. It will almost certainly bring about a closer reflection by staff members on whether they can still identify with the organisation and make a constructive contribution to its success.

ZOA Thailand has been through some major organisational changes during 2007. Refugees from neighbouring Burma have spent, by and large, approximately 24 years in confined conditions in the camps along the Thai-Burmese border, with no prospect of immanent return to their homeland. In fact, the numbers of refugees have shown a steady increase, or have, at least, remained unchanged, whilst the violence across the border has shown little sign of abating. Throughout this period, ZOA Thailand has remained true to the ZOA promise; ‘we stay’.

This protracted refugee situation and its related needs have challenged ZOA to stay, but with increased attention given to improved quality of its current and future programmes, as well as to growing the organisation and its mechanisms for management and implementation, there is a need to consider a broad range of options for the future of the ZOA Thailand operations.

Developments in Burma towards the end of 2007, with peaceful protests being met with violent crackdowns by the military regime of that country, have given rise to increased international and domestic focus and pressure. ZOA Thailand will be monitoring these developments and will be using information to feed into the programmatic and strategic planning of the organisation.

ZOA Thailand also sees value in working with the international donor community to support their understanding of the need to continue and temporarily grow its financial commitment to the humanitarian programme inside and outside of Burma in terms of a comprehensive approach to supporting the development of sustainable livelihoods for the target population.

It is hoped that the Royal Thai Government (RTG), which has been burdened with this refugee challenge for more than two decades, will consider opening up more opportunities for refugees to improve their quality of life, whilst in exile, as well as for their future, be that in their homeland or countries to which they are being resettled.
**6.2 Management in ZOA Thailand**

ZOA Thailand embraces a participatory and inclusive style of organisational management, with intentional freedom being given for self-management and decision-making that takes cognisance, not only of the mandate and strategy of the organisation in its totality, but also of the needs of the respective departments and units, individual staff and the community that is being served.

It is the intent of ZOA Thailand to find more contextually appropriate styles of organisational communication, decision-making and management, whilst not losing touch with the fact that ZOA is an international organisation with international networks.

Organisational restructuring during 2006 and 2007 has ensured that all organisational responsibilities have been more effectively distributed among three main organisational units. These are: Country Programme, General Affairs and Strategy, Quality and Learning, with the Country Director having the final responsibility for the combined elements.

This structure is designed to work more effectively with the ZOA Headquarters’ structure in The Netherlands, which will almost certainly facilitate the interaction between the ZOA Head Office and the Country Office of ZOA Thailand.

Although the organo-gram below (Figure 1) shows a hierarchical structure, the organisation is attempting to keep the structure as flat as possible, with key decisions being made by the management teams of the respective units, always with reference to the mandate and strategy of the organisation. It is the intent of all within ZOA Thailand to ensure that all decisions made reflect the core values of ZOA Thailand and are in line with local and international organisational policies and government regulations.
Higher level decisions as well as policy development for the organisation are the mandate of the Senior Management Team (SMT), made up of the Managers of the key organisational units: General Affairs (Human Resource Management, Finance, Logistics, Central Administrations), Country Programme (Programme Design, Implementation and Support, External Relations as these relate to projects), Strategy, Quality and Learning (Strategy Development, Quality Management, Organisational Learning, External Relations/Strategic Partnerships), and the Country Director (CD).

This team meets on a monthly basis to exchange information, co-ordinate work processes and make decisions as these pertain to: Governance, Management Practices, Human Resource Management, Financial Management, External/Donor/Strategic Partner Relations, Organisational and Programme Service Delivery, Safety and Security, and General Monitoring of Quality and Sustainability. Key decisions and relevant information are recorded in the minutes resulting from these meetings. Minutes are being made available to all management, thus contributing to a greater level of internal transparency.

6.3 HR administration

A lot of attention has been given to Human Resource (HR) strategic planning in 2007 and it is expected the momentum will continue over the next few years.

ZOA Thailand has a strong tradition of creating, revising, and using formal job descriptions. ZOA’s strategic plan is to continue to ensure this tradition is followed and a policy of an annual review of all job descriptions will be implemented.

ZOA Thailand has revised its performance appraisal system. Beginning in 2007, ZOA Thailand has used a performance appraisal system based on a yearly cycle. In September of each year, the cycle will begin. In September of each year a formal appraisal will be held based upon the personal development plans that were jointly created by the supervisor and employee the previous year. The initial formal evaluation is conducted jointly between the direct supervisor and each individual employee. Also, each employee will be given the opportunity to write their own performance appraisal to go alongside the appraisal written by the supervisor. To protect the rights of all employees these formal appraisals will then be reviewed by a review committee. The review committee can recommend acceptance of the supervisor’s appraisal and recommendations, or can investigate and come up with a separate appraisal and recommendations. The responsibility for final approval of all performance appraisals is with the Country Director. The formal appraisals will be used in decisions about retention, promotion, and salary increases for the following year.

Also in September, the new cycle will begin with all direct supervisors engaging in dialogue with each employee to create personal development plans. In March of each year, each supervisor will be required to meet with each employee to discuss performance and submit a mid-year progress review.

ZOA Thailand’s strategy for conditions of service will continue to be to attempt to find a balance between somewhat conflicting objectives. ZOA Thailand will pursue an attempt to provide fair compensation and benefits for all employees while also ensuring efficient use of donor funds. ZOA Thailand will continue to attempt to provide opportunities for professional growth and promotion; while clearly communicating to all ZOA Thailand employees that long-term employment cannot be either guaranteed or expected. ZOA Thailand’s strategy for conditions of service will be to strike the best possible balance between the desires of various stakeholders.
With regards to all HR practices, the strategy is for the Manager General Affairs and/or HR Coordinator to review all policies and practices on an annual basis and make recommendations to the Senior Management Team for revisions.

**Figure 1: Structure – ZOA Thailand 2007**

**Staff turnover:**
Within ZOA Thailand staff turn-over remained low during 2007. However, there was an increase in the total number of staff working within the organisation. The increase was mainly brought about by the re-designing of the organisation structure and the need to fill the positions that were created by the re-designing of the structure.

In the process of re-structuring, staff members changed their positions to develop their skill base as well as to put people into positions in which they would grow and support the organisations further. In total only six members of staff left the organisation in 2007, these were three field officers, two teacher trainers and one finance staff member.
Partnerships/Associates
ZOA Thailand has worked towards the development of partnerships to support the implementation process. Many of these partnerships have developed over a period of a few years and are seen as vital to the ongoing sustainability of this refugee situation as technical knowledge and funding can be provided by other agencies thus reducing the reliance on a single provider of support and the risks of a lack of funding or lack of technical expertise.

Table 5 – Partners and associates and the areas of cooperation

<table>
<thead>
<tr>
<th>Partner/ Associates</th>
<th>MoU</th>
<th>Area(s) of cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>KED</td>
<td>Yes</td>
<td>Basic Education/ VT</td>
</tr>
<tr>
<td>Thabyay Education Network’s Curriculum Project</td>
<td>Yes</td>
<td>Post 10 support</td>
</tr>
<tr>
<td>IOM</td>
<td>No</td>
<td>NFE/ Resettler English Classes</td>
</tr>
<tr>
<td>Child’s Dream Foundation</td>
<td>Yes</td>
<td>Higher Education</td>
</tr>
<tr>
<td>Thabyay Education Network</td>
<td>No</td>
<td>Higher Education</td>
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<tr>
<td>World Education Consortium (WE/C)</td>
<td>No</td>
<td>Teacher stipends/ COPE</td>
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<tr>
<td>KWO</td>
<td>No</td>
<td>Safe Houses (Tham Hin), Weaving Mae La, Special Education - School supplies Mae Sariang area</td>
</tr>
<tr>
<td>KYO</td>
<td>No</td>
<td>Vocational Training</td>
</tr>
<tr>
<td>TOPS</td>
<td>No</td>
<td>School Supplies (nursery)</td>
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<tr>
<td>WEAVE</td>
<td>No</td>
<td>Nursery support</td>
</tr>
<tr>
<td>JRS</td>
<td>No</td>
<td>School Supplies</td>
</tr>
<tr>
<td>ICS</td>
<td>No</td>
<td>School Supplies/ School construction</td>
</tr>
<tr>
<td>COERR</td>
<td>No</td>
<td>School Supplies / School construction</td>
</tr>
<tr>
<td>Thai Vocational College</td>
<td>No</td>
<td>VT Accreditation &amp; TOT</td>
</tr>
<tr>
<td>Border-Green Energy Team (BGET)</td>
<td>Yes</td>
<td>Solar system implementation and training</td>
</tr>
</tbody>
</table>

Summary of cooperation and motivation for partnering:
- KED: Very necessary to reach beneficiaries and to legitimise work at community level
- TEN - CP: Very necessary as technical backstopping for Post Secondary is not available in ZOA
- IOM: Valid to support refugees resettling to 3rd countries
- Child’s Dream Foundation: Valid to move forward on Higher Education project
- Thabyay Education Network: Valid to move forward on Higher Education project
- World Education: Cooperation and joint funding support for teacher subsidies is vital for project implementation. Also support for COPE is available from this partner
- KWO: Small individual projects. Useful to maintain relations with other groups than KED
- KYO: Small individual projects. Useful to maintain relations with other groups than KED
- TOPS: For Nursery level to link early childhood development to early schooling
- WEAVE: For Nursery level to link early childhood development to early schooling
- JRS: Recent cooperation for the tendering for school supplies. This reduces ZOA’s school supplies bill – ZOA supports post-secondary and nursery supplies
- ICS: This cooperation for school supplies and school construction. This is positive as it reduces ZOA’s school supplies and construction bill
- COERR: This reduces ZOA’s bill for school construction, however there will need to be better coordination because of alterations to the school building environment
- Thai Vocational College: Highly valid – accreditation and support for VT courses and standard of courses
- BGET: Valid for technical support and use of low cost technologies
Chapter 7 – Challenges & sustainability

7.1 Resettlement

As part of UNHCR's durable solutions strategy for refugees a resettlement programme has been established. This is giving the opportunity for refugees to begin new lives for themselves and their families in other countries such as the United States or Australia. The sheer number of applicants is in itself a clear indicator of the positive view of the opportunity by the refugees. However, some commentators have indicated that the refugees choose this option due to a lack of real options in their life as camp residents. The resettlement programme has been running for more than two years now and during the course of a research paper carried out towards the end of 2007 on Higher Education, there were issues raised by all stakeholders that the resettlement programme is having an adverse effect on the human resources and quality of education provided in the camps. Also it was said that people choose to resettle to get opportunities in education amongst other things. The stripping of resources away from the camp has meant that there is an amplified need for changes to the way that services are made available in the camps, such as the provision of livelihood opportunities or Higher Education. During the course of this same research, it was stated that the programme would only last for approximately another two or three years. This point regarding the ongoing time-scale of the resettlement programme is an important point for ZOA in moving forwards with its programming. In the same way if there are future plans to extend the resettlement programme, these must without question be shared too, so to avoid further risks imposed on the sustainability of the programmes on the border.

A further point regarding resettlement is that the majority of the people that have opted to resettle already have been teachers and other qualified persons. This has stripped the camps of their resources. This engenders a challenge for agencies in that the resettlement programme is working directly against the development of sustainable interventions being implemented in the camps. This is supported further the fact that people stated that there just simply weren’t enough skilled people to replace the resettled teachers. This problem has been exacerbated by the fact that none of the resettlement countries has as a response to taking refugees been interested in training a new cadre of refugee workers. (Shukla & Olson, 2007)

The question of resettlement can not be ignored in relation to the ZOA’s programme as it does present it with risks. Therefore, clarity and transparency of information provided to NGOs must be maintained so that planning and in turn the quality of the programme is not adversely affected. To address this issue ZOA has established a working group to monitor the impact of resettlement and has supported community driven preparatory projects such as developing a ‘pool’ of teachers so that there is less of an immediate impact on the education system. However, it appears that resettlement will continue for the foreseeable future and so the planning and implementation processes used by the NGOs should be made to work within this context.

7.2 Sustainability

The typical view of sustainability in this context needs to be arranged to focus on the provision of opportunities to enhance skill development and working practices in environments that support the community involvement and ownership as far as possible rather than a more normal view of gradually phasing out direct project support. This is in part due to the lack of land rights and lack of an opportunity for true ownership of the project because of the long term setting in the country of asylum.
7.2.1 Conflict and sustainability
The refugees are in the camps as a result of ongoing conflict inside Burma. The project does not have an impact on the present conflict, as activities are restricted to activities inside the refugee camps. There is a relationship between education and peace building however this is not built into the aims of the ZOA programme. A further interesting development to note here might be that the presence education programmes is considered a pull factor for new refugee influxes from Burma. A considerable number of students arrive ‘unofficially’ in the refugee camps each year, often without parents, with educational opportunities as the main reason for their move to Thailand.

7.2.2 Environmental factors and sustainability
In ZOA’s projects environment-friendly materials are used as much as possible. In relation to school construction, ZOA has recently received approval from the Royal Thai Government to use more permanent building materials such as iron-frames for the classrooms, rather than eucalyptus wood. This reduces the costs, the frames can be feasibly relocated to another location and there is a decrease in the demand for eucalyptus wood, which is not indigenous, to be farmed in Thailand.

7.2.3 Social factors and sustainability
ZOA is committed to achieving inclusive education. In every education system there are disadvantaged groups that either have less access to education, are not fully involved in decision making structures, or are in other ways disadvantaged in their educational opportunities. Examples of disadvantaged groups in the camp education system are: students with a handicap, representatives of religious minorities, representatives of ethnic minorities, and women (the latter particularly in decision-making structures). ZOA is committed to go beyond the principle of providing services to all beneficiaries on an equal basis. ZOA has defined specific strategies to ensure inclusion of disadvantaged groups.

In 2007, after the inclusion report was published and distributed, NGOs such as Handicap International (HI) contacted ZOA for working together for a pilot project at the school in Tham Hin for handicapped children. HI will improve road/path conditions from home to school and chairs and tables for handicapped children will be provided according as required. Also, they will train teachers in how to play with children with disabilities. ZOA will help to improve the paths in school compounds, build a special toilet for handicapped students and give knowledge to students through teachers on how to play with handicapped children. In the 2008 school renovation period all the discussions between HI and ZOA will be implemented at this sample school.

7.2.4 Financial-economic factors and sustainability
As long as the refugees are in Thailand, there is little chance that the local organisations will reach the point of self-reliance. They are almost entirely dependent on support from non-governmental organisations for their mere existence, let alone to manage an education programme. ZOA has planned specific initiatives to enhance project sustainability, such as using local materials as much as possible, and therefore not purchasing expensive materials that have no relevance to a possible future in Burma or elsewhere. Along the same lines, it was decided to keep the teacher subsidies at a basic level, as substantial increases would make the subsidy system unsustainable in the long run. Additionally, in KEP IV there is an increased focus on capacity building in the areas of strategic and operational planning & management, including the area of finance. It has been realised that building capacity in these areas will be crucial to support the management of a future education system with limited financial resources.
From a long-term perspective, there is a definite link between education and the increase of economic outputs. The numbers of years of education do make a difference for individual children. Creative and analytical skills are crucial for survival, both in the present situation, as well as in the context of repatriation. The acquisition of practical skills, as offered through the VT Project, is important for finding employment in the future. In that sense, the programme is clearly contributing to the emancipation and the increase of potential of individual students and teachers in the camps, which might have an impact on the economy and the financial situation of the community in the long run.

Despite the expected positive effects of the projects, it needs to be realised that as long as the refugees live in a camp situation, they will continue to need external financial support. The situation is further worsened by the fact that community-based organisations, given their legal status, do not have the opportunity to raise substantial funds themselves. ZOA will therefore continue its efforts to raise awareness among donors with regard to the importance of investing in sustainable interventions in the education sector in the refugee camps along the Thai-Burma border.

### 7.2.5 Institutional factors

There is a remarkably high level of commitment for education among the community in the camps. All teachers in the camp schools and VT courses are camp residents, as are the RTTs supporting the teachers on a daily basis. Additionally, student enrolment rates are high, particularly at the primary level. Parents and other community members play an important role through supporting their children to go to school, as well as through their participation in school committees. Such a high degree of ‘natural’ community ownership is a good basis for the continuation of activities in the future.

The potential of the sustainability of project activities is also specifically addressed in ZOA’s programme strategies. As mentioned before, supporting community ownership is at the core of the ZOA approach. ZOA works through existing community structures both at the camp and at the central level. At the camp level, ZOA works through the education and school committees and other educational management structures as set up by the communities in the camps. At the central level, ZOA believes the partnership with the KED is a logical decision, given the important role this CBO plays in camp educational activities.

ZOA does not only work through existing structures, it also tries to strengthen the capacity of the communities to manage and develop their own education system. This is specifically addressed through the activities under Output 3 of KEP IV. In fact, capacity building of the community ‘cuts across’ the entire project: in all outputs elements of capacity building and training are present. It is essential that their capacity will be further strengthened through appropriate training and development activities, both in technical-educational as well as in managerial fields. This will continue to be an important focus of the project.

Finally, financial assistance to support the structure of the KED is provided to guarantee the continuation of the organisation and the process of educational reform.
**References:**

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