



ANNUAL REPORT 2009

Working Towards Inclusive Education



REFUGEE CARE

THAILAND



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 ORGANISATIONAL OBJECTIVE

“Greater sustainability and prospects for the camp education system through improved self-management and linkages to the Thai education and training system”

ACRONYMS

AAIGPP	Agriculture Activities for Income Generation Pilot Project
AC	Agriculture Centre
ADRA	Adventist Development and Relief Agency
Asia Onlus	Association for International Solidarity in Asia
BGET	Border Green Energy Team
CAPP	Country Annual Policy Plan
CBO	Community Based Organisation
CCSDPT	Coordination Committee for Services to Displaced People in Thailand
CDCB	Competence Development and Capacity Building
CO	Country Office
COBL	Community Of Business Leaders
COPE	Creating Opportunities for Psycho-Social Enhancement
GBV	Gender Based Violence
ha	Hectare
HE	Higher Education
HR	Human Resource
IDP	Internally Displaced Person/People
IG	Income Generation
KRC	Karen Refugee Committee
KRC-CA	Karen Refugee Committee - Camp Affairs
KRC-EE	Karen Refugee Committee - Education Entity
KRC-IHE	Karen Refugee Committee - Institute of Higher Education
KWO	Karen Women's Organisation
LCC	Livelihoods Camp Committee
LFA	Logical Framework Approach
ML	Mae La Camp
MLO	Mae La Oon Camp
MOE	Ministry of Education
MOI	Ministry of Interior
MOU	Memorandum of Understanding
NFE	Non-formal Education
NGO	Non-governmental Organisation
NP	Nu Po Camp
OBEC	Office of Basic Education Commission
OCEE	Office of Camp Education Entity
OVEC	Office of Vocational Education Commission
RTG	Royal Thai Government
RTT(s)	Resident Teacher Trainer(s)
SWOT	Analysis on Strengths, Weaknesses, Opportunities and Threats
Thabyay	Thabyay Education Network
TOT	Training of Trainers
UKDF	U-sa Khanae Development Foundation
UMP	Umpiem Mai
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VT	Vocational Training
VTCC	Vocational Training Camp Committee

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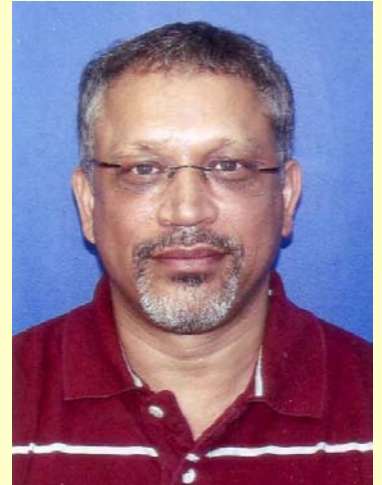
A NOTE FROM THE COUNTRY DIRECTOR

*"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."
- Margaret Mead (1901 - 1978)*

As I write this note, I am reflecting not only on the contents of the report you will read below, but also on other matters that have made it possible for ZOA Thailand to implement its strategy for quality, inclusive education and the phase-over of its programme by 2012.

The report speaks for itself, I am sure, just as it recognises the valued commitment of our donors, the Royal Thai Government, as well as NGO and CBO partners and resource providers to implementing a support programme serving the refugee community in Thailand. Programme and project accomplishments during 2009 are most certainly also a tribute to the determined commitment of the refugee community to its education programme.

But, let me for a moment take you behind the organisational curtain to focus on our most valuable organisational asset, our staffs, their resilience and their commitment to working as a team.



With the passing of the ZOA Thailand Programme Manager in June of 2009, what was already proving to be a challenging year as a result of the plans to phase-over the ZOA programme and intensify all competence development and capacity-building initiatives, became even more so.

Our organisation was suddenly and without warning forced by the circumstances thrust upon and, indeed, created by us, to gain clarity once again on the key competencies required to get the job done and to link effectively staff strengths and passion with job requirements: a daunting task at the best of times for any organisation intent on growth, and an even greater one when your very organisational survival and programme continuation immediately depend on it.

ZOA Thailand once again went through a re-structuring process. Staffs were challenged to take on even greater levels of responsibility within the new structure; a new programmes manager had to be identified; operations support needed to be rationalised and improved according to identified standards; human resource management needed a boost; procedures and work processes demanded attention; efforts to strengthen staff and community competencies and capacity had to be intensified; an organisational unit to manage competence development and capacity building had to be created; our public relations, communications and resource acquisition function needed attention; the direct management of the ZOA efforts to establish a new, locally registered foundation to assume responsibility for the current ZOA programme in 2012 became a challenge few of us were prepared for.

Amidst these internal organisational challenges of 2009, I witnessed ZOA Thailand staffs engage and remain committed to the mandate of ZOA Thailand. I saw staffs rally around and work beyond what was officially required of them.

So, here we stand at the end of 2009 and are able to celebrate the successful completion of another year. We have a slimmer, wiser and a slightly more mature organisation; an organisation that has begun understanding that organisational development is not linear, by any stretch of the imagination; we have a core of staffs that remains committed to ZOA Thailand, but more importantly to the mandate of the organisation, that of providing quality education support to the refugee community in Thailand.

With this report, I wish to greet the staffs of ZOA Thailand and express my gratitude for their inimitable and intrepid spirit, their thoughtful and tireless commitment and their contribution to the change our organisation strives for.

Brian A. Solomon

EXECUTIVE SUMMARY

This annual report of ZOA Thailand provides the information related to the overall aspects of the organization and the implementation of its programme and projects in 2009.

The report starts with the financial overview – sources of income, donor information, funding by sources, funding per project and expenditures per project. Additionally, the graphs of expenditures per project show the comparative overview of yearly spending during 3 years: 2007, 2008 and 2009.

In the second chapter information regarding Burmese refugees, migrants in Thailand, internally displaced Burmese as well as the general information on the refugee camps and populations is provided.

The third chapter describes the project update presenting an outline of the work and the size of the projects as carried out in each of three area offices and at the country office in Mae Sot. In the country office section, general information on the work done and work results in 2009 is provided according to the following structure

- the Basic Education Project,
- the Education Materials Development Project,
- the Vocational Training Project,
- the Non-formal Project,
- the Higher Education Project,
- the Competence Development and Capacity Building Project and
- the Livelihoods Project

The strategic planning for ZOA Thailand set in 2009 is shown in chapter four. The main information providing five core strategies of the organisation as well as the programmatic results, which shows the overview of the strategic planning per sub-sector is also provided.

The fifth chapter provides the readers with the information on management, human resources and partnering. The information on staffing, functions of each office, organisational structure and development of human resources policy and procedures are included to give an overall picture of internal organisation.

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.

“Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives.”

~ UNESCO ~

INTRODUCTION

This annual report has been developed to present the details of the programme, projects and activities that were implemented by ZOA Refugee Care, Thailand from January to December 2009.

Originating from an incidental campaign for boat people in Asia – organized by a number of enthusiastic students from Groningen in the early 1970s - ZOA has developed into a professional organization with more than 900 employees. Most of them are locally hired staff, working in one of the eleven countries in which ZOA is active, specifically in Africa and Asia. ZOA's head office is in Apeldoorn, the Netherlands. It serves the programme countries with fundraising, information and policy development.

In Thailand ZOA started working with the Indochinese refugees along the eastern border of Thailand in 1973. For the assistance to refugees from Burma, ZOA was one of five founding members of BBC (now called TBBC) providing emergency relief after the first influx of refugees crossed to Thailand in 1984. After the survey of CCSDPT in 1995/6, it was reported that education assistance was significantly needed for Burmese refugees. ZOA, therefore, decided to set up an education programme to support the refugee education system in the camps along Thailand – Burma border.

After gaining experience working in the camps for several years, ZOA saw a need to expand the support to vocational training, which was set up in 2003. To provide more comprehensive assistance to education interventions, non-formal education and further study/ higher education were included in the ZOA programme in 2006 and 2007 respectively. In the protracted refugee situation, the dependency on external aid has hindered opportunities to develop the self reliance and self determination of the refugees. The pilot project of livelihoods was considered to be opening a door for finding a proper model for sustainable livelihoods for Burmese refugees. With this vision, an agriculture income generating project was set up in 2007 in Mae La camp and expanded to other 2 camps – Um-piem Mai and Mae La Oon, in 2009.

Apart from the aforementioned interventions; capacity enhancement, gender and peace building have been integrated in every step of project implementation. Explicitly, ZOA Thailand has seen the importance of promoting inclusive education to achieve quality education for all. Reaching this goal will be a long journey and with ZOA's commitment to support its core business, ZOA plans to establish U-sa Khanae Development Foundation to take over the basic education project.

ZOA Thailand is now working towards the empowerment of community based partner organisations amongst a strong and supportive network of external relations amongst civil society organisations, resourcing opportunities and governmental departments and ministries. In line with phasing over of operations the scale and scope of ZOA's work will be reduced over the next two years, with area specific adjustments in line with the opportunities and challenges in each programme area (geographical). For the duration of 2010, ZOA Thailand anticipates that it will continue to operate within the same geographical area of the Thai-Burmese border.

If it is required further information related to this report; please contact our Manager External Relations or our Manager General Affairs.

CHAPTER - 1 FINANCIAL OVERVIEW

Sources of income

In 2009 the sources of income of ZOA Refugee Care - Thailand were mainly received from institutional donors – Belgian Government, Dutch Government, EC, Japanese Government, UNHCR and UNICEF. Other grants were contributed by international NGOs such as Baptist World Aid Australia, PRISMA, Save the Children Sweden and World Education.

In March 2009 ZOA launched the All Inclusive Education Programme co-funded by PRISMA/ MFS (MOFA – NL is the back donor), EC, UNICEF and others. The PRISMA/ MFS grant has been supporting the Basic Education Project since 2007 and it will end in 2010. This source contributed to over 50% of the project budget. This grant has been serving for basic educational services (e.g. provision of learning/ teaching materials; school rehabilitation/ construction; etc) and the improvement of quality of refugee education (materials development, teacher training, etc). In 2009 it was planned that the 2010 funding acquisition strategy should include the search for potential grant(s) in order to continue the smooth implementation of education services in 7 camps. Therefore, possible solutions should be sought and indicated in the ZOA funding acquisition strategy.

Apart from support to the Agriculture Income Generation Project in Mae La camp; the UNHCR expanded its contribution to Livelihoods Project by providing additional funding for establishing livelihoods activities in Umpiem Mai and Mae La Oon camps. The Livelihoods Project as well as the Vocational Training and Non Formal Education Projects were mainly funded by UNHCR. In the last quarter of 2009 a pilot project was started¹. This was started in partnership with UNHCR and Manpower, and it started by recruiting trainees, who had applied to resettle in the US. The preparation course for this project was postponed to 2010 due to an insufficient number of trainees. The financial support of this project has come from UNHCR with technical support of Manpower and implementation by ZOA.

In the period of phasing-over one of ZOA's strategies focuses on building capacity of CBOs and community structures to take over implementation responsibilities. The financial support of PSO has contributed directly to Competence Development and Capacity Building Project from October 2008 to December 2010.

Though education and training projects are its main projects, ZOA also supports other essential projects. For 2009/ 2010, ZOA signed a funding contract with the Dutch Government to support to TBBC for the food and shelter project. With one case of immediate emergency relief being required, ZOA together with other CCSDPT members responded to the urgent needs of new arrivals fleeing fighting in Eastern Burma to Tha Song Yang District. Grants from fundraising activities of ZOA Netherlands contributed to food and non-food items as well as to educational needs and services for refugees in the new sites.

Donor Information

BuZa – The Netherlands Ministry of Foreign Affairs

MFS/Prisma - Co-financing System of BuZa; funding channelled through Prisma, a cooperation of Dutch NGOs

EU (Thailand) – Regional Office for the delegation of the European Union

UNHCR (Thailand) – Regional Office of the United Nations High Commissioner for Refugees

ZOA NL – Support from ZOA Headquarters

PSO – Organization for NGO workers and Capacity Building, the Netherlands

GGP – Grant assistance for Grassroots Projects of the Japanese Embassy in Thailand

BLG – Belgian Embassy in Thailand

WE – World Education

ICS – International Child Support

CBC – Chinese Baptist Convention

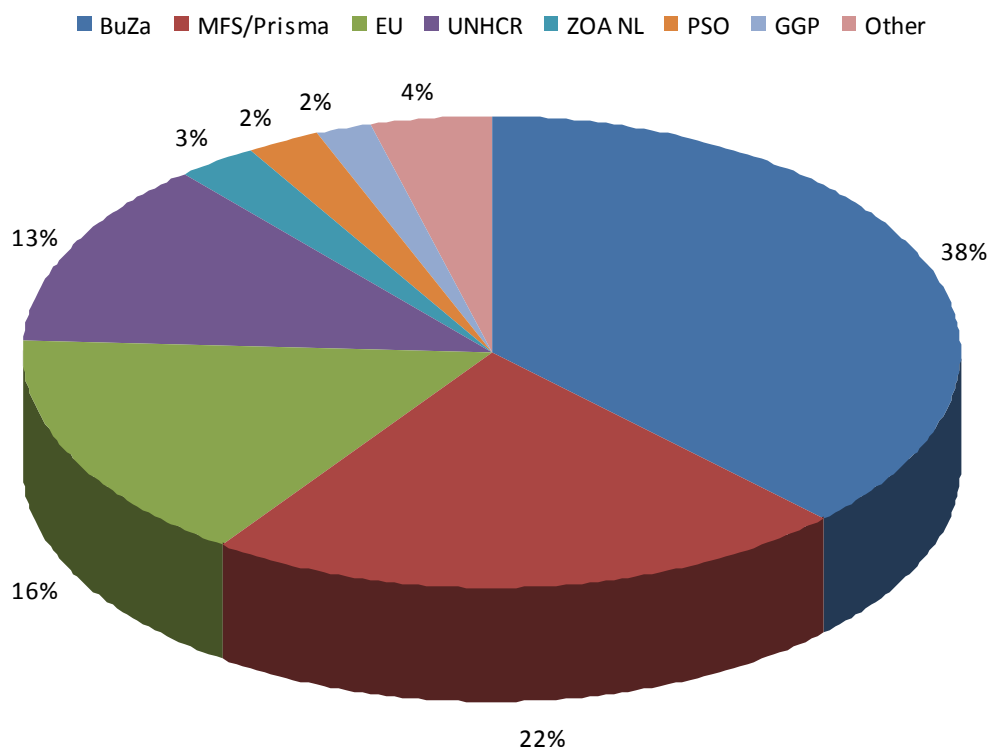
SCS – Save the Children Sweden

BWAA – Baptist World Aid Australia

UNICEF (Thailand) – Regional Office of the United Nations Children's Fund

¹ "From Refugee Camp in Thailand to Meaningful Employment in the USA" - Public-Private Partnerships - Incorporating Volunteering and Mentorship Programmes

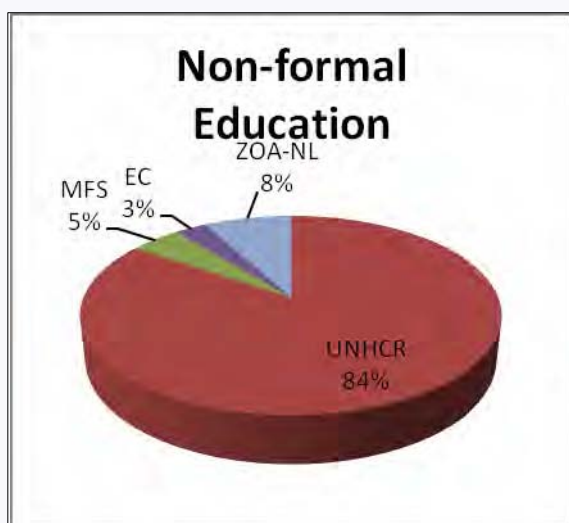
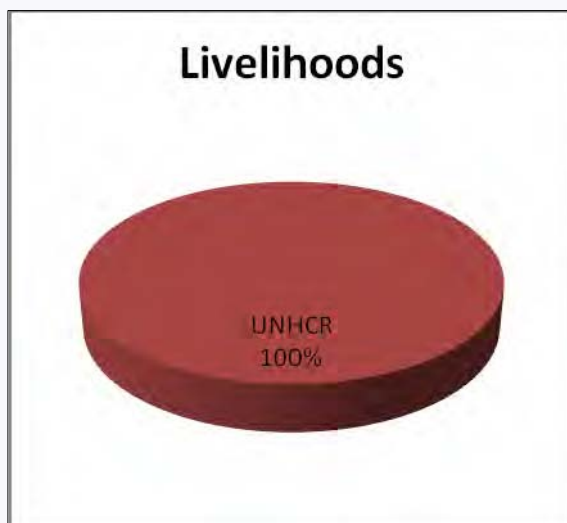
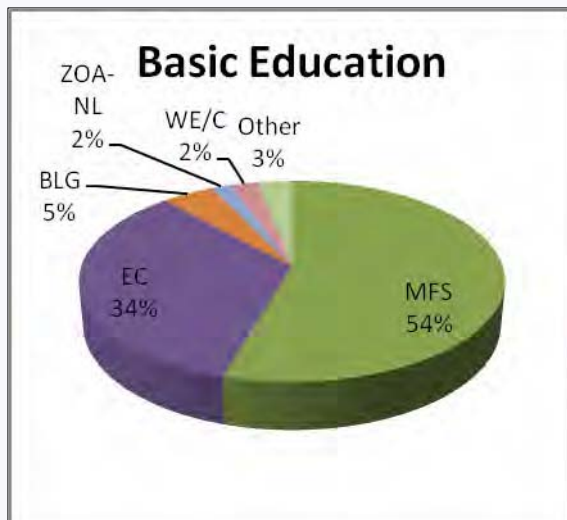
Funding by sources in 2009



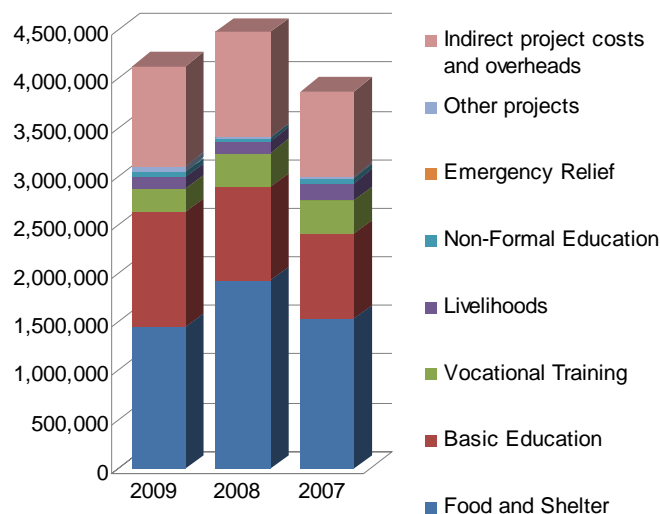
2009 Expenditures per project

Project	2009		2008		2007	
	Expenditures (in Euros)	%	Expenditures (in Euros)	%	Expenditures (in Euros)	%
Food and Shelter (TBBC)	1,456,296	35.1	1,941,981	42.9	1,542,466	39.7
Basic Education	1,187,275	28.6	958,143	21.2	880,091	22.6
Vocational Training	243,691	5.9	352,536	7.8	345,463	8.9
Livelihoods	119,357	2.9	119,753	2.6	179,804	4.6
Non Formal Education	50,181	1.2	34,990	0.8	49,533	1.3
Emergency Relief	9,937	0.2	-	-	-	-
Other projects	51,150	1.2	5,000	0.1	13,547	0.3
Indirect project costs and overhead	1,027,021	24.8	1,109,119	24.5	877,810	22.6
TOTAL	4,144,908	100.0	4,521,522	100.0	3,888,714	100.0

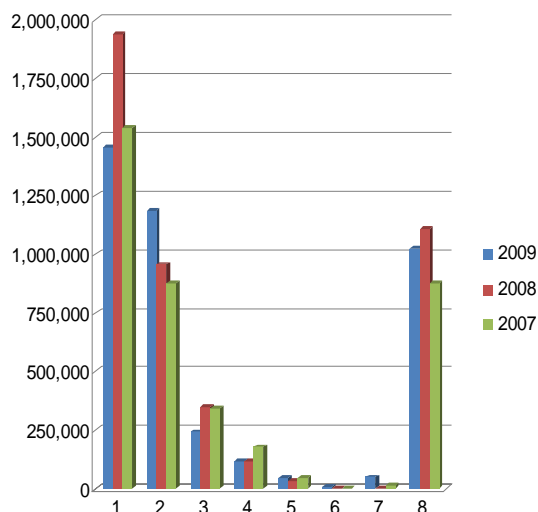
2009 Funding per project



Cumulative expenditures per project per year (in Euros)



Expenditures per project in 2009, 2008 and 2007 (in Euros)



- 1 - Food and Shelter
- 2 - Basic Education
- 3 - Vocational Training
- 4 - Livelihoods
- 5 - Non-Formal Education
- 6 - Emergency Relief
- 7 - Other projects
- 8 - Indirect project costs and overheads

ZOA Refugee Care Thailand Financial Statements for the year ended 31 December 2009

The financial information shown above is derived from the financial statements for 2009. These financial statements include an independent auditor's report, the balance sheet as per 31 December 2009 with details, detailed profit and loss statements and the applicable accounting policies.

CHAPTER 2 - REFUGEE SITUATION OVERVIEW

Burmese Refugees in Thailand

In 2009 the context and the developments for refugees in Thailand showed some crucial changes. 2009 ended with the repatriation of around 4,000 Lao – Hmong refugees from Huay Nam Khao camp in Petchabun and the detention centre in Nong Khai. This decision came from the bilateral agreement between Thai and Lao governments.

In Eastern Burma, near the border with Thailand, around 4,500 new refugees fled into Thailand because of the fighting of armed groups. By the end of 2009, the proposal to move this group of refugees to Mae La camp had not been realised and they remain in temporary sites in Tha Song Yang District, Tak Province.

After assuming the Prime Minister post in December 2008, Abhisit Vejjajiva's government was faced with the investigation by the international forum in the case of Rohingya people who had arrived from Burma by boat to Thailand and were being pushed back out to the sea. The issue of the Rohingya was brought before ASEAN seeking to urge the Burmese government to allow the Rohingya safe return to their country. However, the Burmese government denied the Rohingya return to Burma as they could not be verified as Burmese citizens by the government of that country.

At the annual RTG/ NGO workshop held in Chiang Mai in December 2009, the presentations given by RTG delegates were pragmatic, acknowledging that the border situation could deteriorate and also that donors are pushing for change. CCSDPT members all emphasised the directions of the Strategic Plan.

For several months RTG, with the support and cooperation of UNHCR has been engaged in a pre-screening exercise involving refugees in the camps in Thailand. In the developments, the results of this pilot pre-screening process are important to the future of many refugees who are unregistered. The Thai authorities have remained silent with regard to how the pre-screening results will be used. If the RTG chooses not to announce the results, or if they decide to continue the process in all camps, this may leave a very large number of unregistered refugees, who will then have no access to protection and to humanitarian services. Should these refugees be screened out, they will be subject to deportation.

For durable solutions to the refugee situation in Thailand, the resettlement programme has continued to be implemented, with over 50,000 Burmese refugees already having been resettled to third countries, of which the United States has been the largest recipient. The resettlement programme is scheduled to be concluded in 2010. This might pose a further challenge for the remaining refugees seeking durable solutions.

Burmese “Migrants” in Thailand

From the more than one million Burmese migrants in Thailand, 700,000 have registered and they were called to go through a nationality verification process before the end of February 2010. However, it was announced that the process would be prolonged due to complications with regard to the possible repatriation to Burma of its citizens living illegally in Thailand.

Since the RTG ratified the 1989 Convention on the Rights of the Child, the law for issuing birth registration documents to any baby born to any parents regardless of their background has been one of the policy outcomes as a result; practically, this law has not been applied to many Burmese migrant children. This is because many unregistered Burmese mothers do not deliver babies at hospitals due to the fear of arrest as well as a number of migrant parents have not realized the importance of these documents².

After adopting the EFA policy, the Thai MOE has worked towards providing all children in Thailand equal access to schooling. Some migrant children attend Thai schools and many unable to attend Thai schools have sought learning opportunities in local learning centres supported by NGOs. In order to provide opportunities to the migrant children for further studies and higher education, it is necessary to legally recognize these centres. Thai authorities are reportedly drafting the legal status for such learning centres operated by NGOs to certify their education³.

² Irrawaddy, the, “Bleak Future for Burmese Stateless Children” Thawdar, July 11, 2009

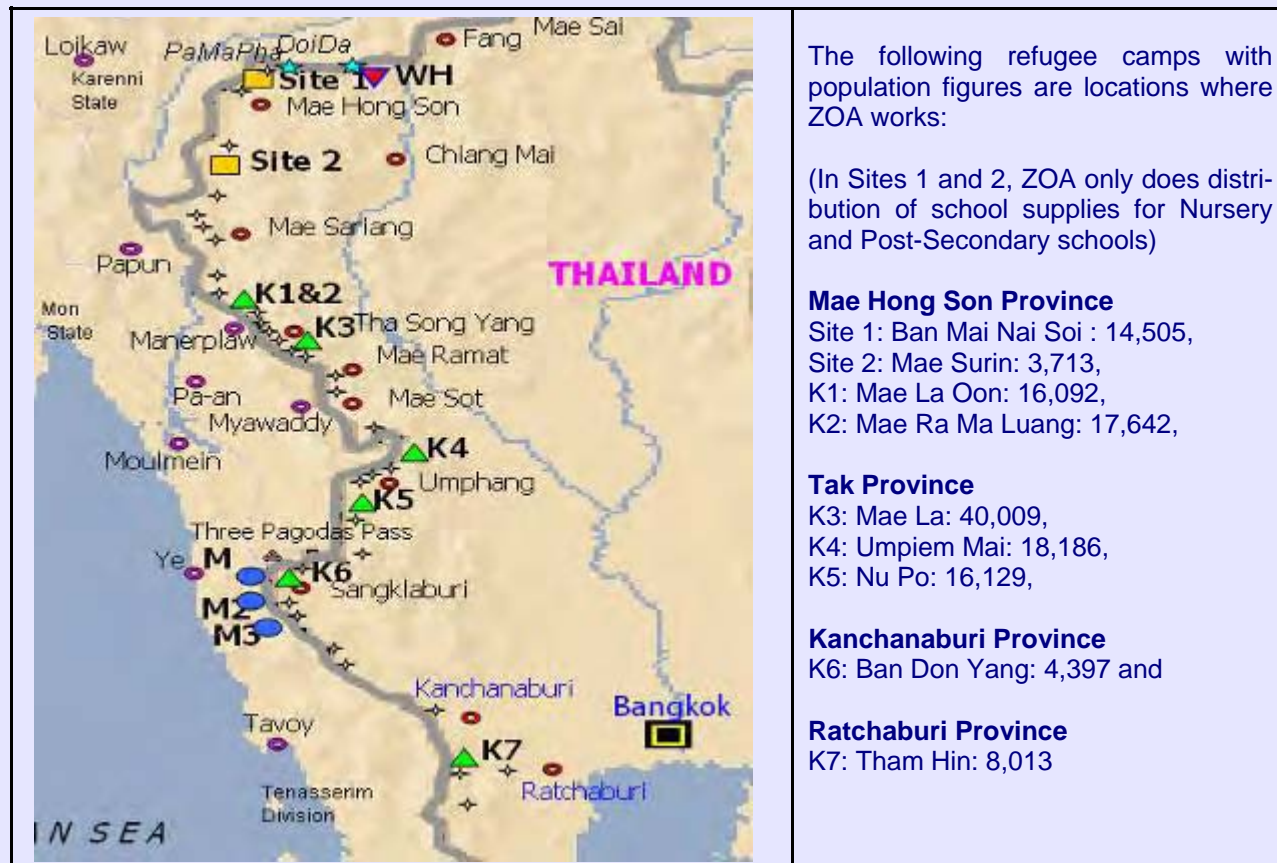
³IRIN, “THAILAND: Burmese migrant children missing out on education” 15 June 2009

Internally Displaced Burmese

The Burmese government's decision to transform the ceasefire groups into border guard forces, in the run-up to the 2010 election, has led to a growing number of refugees and IDPs. It was estimated that there were around 500,000 IDPs in eastern Burma, in Arakan State and in western Burma. From northern Arakan State to Chin State, more than 100,000 villagers suffered from inadequate food and health care. Over 120,000 villagers have been affected by the orders of Burmese government to relocate these population groups. These IDPs are suffering from a critical lack of basic supplies and services in sectors of foods, health, education and livelihoods, even with the current support for the provision of basic services being given.

ZOA Thailand operates in the seven camps situated in the middle of the map below, 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.

Map showing the refugee camps along the Thai-Burma border



Map 1 - Where ZOA operates: (cf. - <http://www.tbbsc.org/camps/2009-12-dec-map-tbbsc-unhcr.pdf>)

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. However, within the framework of its increased capacity building measures, the operational approach of ZOA Thailand was adjusted during 2009. In all three operational areas, the function of Field Officer was made redundant, leaving each Area Office with an Area Administrations Coordinator, an Area Administrations and Logistics Officer, with one Assistant. 2009 saw the field teams being fully functional with all positions being occupied. The Competence Development and Capacity Building Unit within the Programme Department of ZOA Thailand has intentionally engaged refugee community staffs to take on more responsibility for the management of the Education and training Programme in all its facets, by providing focussed training and learning opportunities.

Mae Hong Son

The main interventions of ZOA have been focused in 7 refugee camps. However, the limited support of ZOA in the 2 northern camps was continued, in 2009, with the distribution of school supplies to nursery and post-secondary schools in cooperation with JRS, main service provider for basic education in this area. In view of the ZOA phase-over strategy, this activity will be considered to be handed over to an intended partner.

Mae Sariang

The Mae Sariang office is the field office responsible for service delivery to the camps of Mae La Oon and Mae La Ma Luang, in Sop Moei District of Mae Hong Son Province. In 2009, ZOA focused on the continued implementation of its Phase-over Strategy, implementing initiatives aimed at building the capacity of refugee community. The KRC Regional Office in Mae Sariang has been working closely with the Mae Sariang office staff in order to take over greater responsibility in implementation.

Apart from the support team, a primary teacher trainer and a competence development and capacity building officer were based at the area office. In the last quarter of 2009, another livelihoods project with area based staff was started for Mae La Oon camp residents and Thai villagers living nearby.

ZOA Projects

Non-formal Education

- 2 centres (one in each camp)

Basic Education

- Mae Ra Ma Luang -10 schools, Mae La Oon – 7 schools and 7 nursery total 14 schools
- Mae Ra Ma Luang - 6,846 students (3,526 male 3,320 female),
- Mae La Oon 6,153 students (3,206 male 2,947 female)

Vocational Training

- Mae Ra Ma Luang - 11 courses and 4 income-generating courses and Mae La Oon – 11 courses and 3 income-generating courses
- Mae Ra Ma Luang - 342 students(166 male 176 female) Mae La Oon – 353 students(176 male 177 female)

Livelihoods

- 1 site at Mae La Oon – 80 participants (60 refugees and 20 Thais)



Sewing course for Women in Mae La Oon camp



A secondary art class in Mae Ra Ma Luang camp

Mae Sot

The Mae Sot office is the field office responsible for service delivery to the camps of Mae La, Umpiem Mai and Nu Po in Tak Province. Similar to other areas, the phase-over strategy has directed the role of area staff to play more support and facilitation role than implementation role. Only the staff members of the support team have been working in this office, while the primary trainers and CDCB staff for 3 camps were based at the Country Office.

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 - 29 schools, Umpiem Mai - 8 schools and Nu Po - 10 schools
- Mae La - 12,311 students, Umpiem Mai - 4,697 students and Nu Po - 4,480 students

Vocational Training

- Mae La - 11 courses, Umpiem Mai- 9 courses, Nu Po - 9 courses
- Mae La - 672 students, Umpiem Mai - 201 students and Nu Po - 497 students.

Livelihoods

- 1 site at Mae La – 186 participants (124 refugees and 62 Thais) and 1 site at Umpiem Mai – 40 participants

Kanchanaburi

The Kanchanaburi office is the field office responsible for service delivery to the camps of Tham Hin in Ratchaburi Province and Ban Don Yang camp in Kanchanaburi Province. Primary trainer and CDCB staff members were based in this office to provide direct support to the refugee community; while the support team provided operational support as in the other operational areas.

Non-formal Education

- 2 centres (one in each camp)

Basic Education

- Tham Hin – 1 school, Don Yang – 1 school
- Tham Hin – 1,839 students, Don Yang – 1,594 students

Vocational Training

- Tham Hin – 6 courses, Don Yang – 5 courses
- Tham Hin – 167 students, Don Yang – 335 students



*Success in cooperation with
College in the Court
under the patronage
of Princess Sirindhorn at
Nakhon Sawan Province*

3.2 COUNTRY OFFICE

The ZOA Thailand Country Programme is managed and supported from the Country Office situated in Mae Sot, Thailand. The support departments and functions located at the Country Office are:

- Country Director
- Human Resources
- Administration
- Finance
- Logistics and Procurement
- Strategy and Technical Support

The Programme Department is managed and coordinated from the Country Office. Through Co-ordinators, this department is responsible for the management of the following projects/ units:

- Basic Education
- Education Material Development
- Vocational Training
- Non Formal Education
- Higher Education
- Capacity Building
- Livelihoods

3.2.1 Basic Education Project

Project Unit Name: Basic Education

Project Coordinator: Kaluhser Paul

Projects under this unit:

Basic Education Teacher Training

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

Camps in which this project is implemented:

1. Mae La
2. Umpiem Mai
3. Nu Po
4. Mae Ra Ma Luang
5. Mae La Oon
6. Tham Hin

Direct and indirect beneficiaries of this project:

- All teachers
- All students



Professional development workshop

The Basic Education Teacher Training Project exists to train and support the refugee staff responsible for the implementation of Basic Education. The Teacher Training project has operated as part of the ZOA Thailand programme since 1997 and currently provides support to the Basic Education projects in all seven camps in which ZOA operates.

Basic Education Teacher Training Project provided training to teachers in In-service and Pre-service teacher training, support in the provision of teaching aids, as well as follow-up support through the implementation of the training modules through the Resident Teacher Trainers and/or directly. This section also provided support to materials development managed by the Education Materials Development Unit and KRC-EE.

With the increased effort of the Basic Education training unit, teachers are not only given the opportunity to hone their technical skills, but also raise their levels of motivation through active, guided self-management of their work. Opportunities for open discussion for the improvement of education, specifically in their areas of responsibility are intentionally provided. Coordination between teachers and head teachers regarding planning and training has improved as a result of this intentional focus.

The effect of the offered training modules may not always be immediately visible. However, those teachers who attended the pre-service training courses admitted that the training has helped them in growing an improved understanding of children, of the application of positive discipline, and has also contributed to the creation of child and learning friendly environments. With the turn-over of teachers slowing down, the quality of education in the refugee camps is seen to be improving.

Although the resettlement programme has slowed down, several resident teacher trainers (RTTs) have taken the opportunity to resettle to third countries. This has made it necessary to recruit new RTTs. Newly recruited RTTs have begun showing high levels of enthusiasm in their new jobs

A two-week Professional Development workshop for RTTs was held in three camps, Tham Hin, Mae Ra Ma Luang and Mae La.

The objectives of this workshop were:

- To enhance the capacity of RTTs and educators in management, training and facilitation skills as mentors
- To share experiences and ideas from different camps
- To review the current work being carried out and the documents which are used in the unit and suggest ways for improving
- To practice teaching methods and to demonstrate model teaching
- To involve Resident Teacher Trainers in planning the work and bring changes

As stated before, the effect of the offered training modules may not always be immediately visible. However, ZOA believes that this workshop was relevant in that it also addressed very specific education management matters both through theoretical as well as practical sessions. Resident Teacher Trainers (RTTs) are working on introducing identified changes to become effective during 2010.

Cope Training:

During 2009 COPE training was delivered to teachers in Mae La, Mae Ra Ma Luang and Mae La camps. The aim of this training was to develop the insights and skills of teachers to recognise and handle psychosocial support needs in their classrooms effectively. A further result aimed for with this training was the creation and improvement of the learning environment, to be a child-friendly and fun space, which encourages students to actively participate in their own learning.

Training for New Arrivals:

The Basic Education Unit is at the time of writing this report still responding to the education needs of new arrivals to the Tha Song Yang district, ZOA Thailand has seconded a trainer to play an active role in responding to the educational needs in this community of new arrivals. The responsive support given by the unit covered the provision of teacher training and teaching aids. This work was done in coordination with various stakeholders – community, NGOs and Thai authorities, in the provision of education assistance to this group of new arrivals.

Pre- and In- Service teacher training:

Pre- and In-service teacher training continued as intended in various camps. With the resettlement focus of the US Government having shifted to the northern camps, ZOA learned that several teachers from those camps would leave for resettlement during 2010. The Basic Education unit responded to this situation by developing a pre-service training plan for providing teaching knowledge and skills to new recruited teachers replacing the departed teachers. Regular meetings for pre-service teachers were held with the aim of improving the standard of the pre-service training to more effectively address the needs of the community.

Basic Education Electronic Library

During 2009, the Basic Education Training Unit commenced work on the creation of the Basic Education Electronic Library to support the sustainability efforts of the camp education system through the provision of improved accessibility to educational resources. More than 10,000 items, including books and various audio-visual materials have been collected and catalogued thus far. These resources will be made available to educators and learners in all seven camps in electronic version during 2010.

Materials distributed

ZOA Thailand continued to distribute various primary education posters & charts, maps, teaching aids and learning aids to schools in all seven camps during 2009.

Results according to project logical frameworks

Main Activities	Achievements
Activity 1: Continue the implementation of in-service teacher training activities	<p>Summer-Break In-service Teacher Training (Level 1) (70 hour module training course following from pre-service training, practice in the classroom), delivered in 7 camps to 655 teachers.</p> <p>Producing Low Cost Teaching Resources to support Learning in the Classroom (14 hour module) – delivered in two camps to head teachers, teachers and teacher trainers.</p> <p>Mae La 177 (137 teachers, 14 trainers, 24 head teachers, 12 others – 120 female, 57 male).</p> <p>Nu Po 58 (44 teachers, 7 trainers, 6 head teachers, 1 other – 37 female, 21 male).</p> <p>Subject Matter Workshops: Provided by resident teacher trainers (RTTs) in 7 camps with 1500 teachers attending.</p>
RTT professional development workshop	<p>Introduction to Management ‘Managing Ourselves and Managing Others’ (70 hour module training course delivered in three camps (covering the resident teacher trainers (RTTs) from all seven camps) – 123 trainers, including ZOA trainers and advanced teachers.</p>
Pre-service teacher training	<p>Introduction to Teaching: Pre-service Teaching Training in Emergencies (140 hour module) delivered in six camps to 27 head teachers (Mae La) and 396 new teachers.</p> <p>Following the pilot for this new course, the curriculum and syllabi has been reviewed and revised with community participation (pre-service educators, new teachers, camp education staff) and the trainer's manual has been significantly improved, ready for retraining of pre-service educators.</p>
COPE	<p>Introduction to Meeting Children’s Emotional Needs: COPE (21 hour module, pre requisite for all new and existing teachers) delivered through seven camps to 1590 teachers (female 892 and male 698)</p>
Activity 1.2 Develop Teacher Training Materials	<p>Study being undertaken as to the competencies and needs of teachers and resident teacher trainers in order to develop a more strategic approach to competence development.</p> <p>Revised training programme includes:</p> <p>Introduction to Teaching: Pre-service Teacher Training in Emergencies (140 hour module). Piloted, revised and retrained to Pre-service Educators (i.e. new group of trainers).</p> <p>Level 1: Theory into Practice ‘Towards Quality Education’ (70 hour module)</p> <p>Level 1 for Trainers: Managing Ourselves, Managing Others’ (70 hour module)</p> <p>Resources for Teachers and Trainers ‘Self Directed Study’: Basic Education Electronic Library for Teachers and Trainers (Includes newsletters, publications, books, audio visual materials, reading lists for training programmes.)</p>
Activity 1.3 Provide ongoing support to teachers	<p>Resident Teacher Trainers’ Newsletter (three editions written, produced and distributed to RTTs, schools and education establishments, print run 1500 per edition).</p> <p>Resident Teacher Trainer Academic Planner (Produced as an introduction to planning and report activity and achievements, distributed to RTTs and other camp education staff).</p>

3.2.2 Education Materials Development Project

Project Department Name: Education Materials Development

Project Coordinator: Duangdao Wanakrong-ngoen

Projects under this department:

Basic Education

- Organize syllabus development workshops, develop and produce teaching and learning materials for use in seven refugee camps.

Vocational Training

- Produce teaching and learning materials for use in seven refugee camps.

Non-formal Education

- Produce 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 project exists for the development of teaching materials for basic education, vocational training and non-formal education. Furthermore, it works to co-ordinate with partners to support the development of a quality curriculum. It has operated as part of the ZOA Thailand programme since 2000 and currently provides support to the programmes in all seven camps that ZOA operates in. The key features of the work done by this department has 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.

Several challenges have been encountered within the project, which have served to reduce the effectiveness of the intended outcomes. These challenges were mainly related to 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
- Available human resources and retention

Several meetings conducted between KRC-EE and ZOA on the process of developing learning materials for Basic Education for the primary levels resulted in a decision to develop English, Mathematics, and Science learning materials for the primary levels (Key Stage I) for the 2009 and 2010 school years. These materials are being produced in line with the Thai MOE curriculum and materials requirements. During 2009, these materials were introduced to the two demonstration schools (Pilot Schools) in Mae La. Materials for further subjects such as Arts Education, Physical Education, Health Education, and Career and Technology for primary levels are in the process of being developed. An introduction of these materials to the education system is expected during the next academic year (2010-2011).

The Thai language modules for Grades 4 and 5 have been introduced to schools in 6 of the 7 camps. In this regard, Mae Ra Ma Luang camp forms the exception, having had this module introduced only in Grade 4.

The following materials have been developed during 2009:

English Materials for Grade One

The first draft of the Grade One Student's English textbook has been completed and is currently undergoing further review and revision.

Mathematics Materials (by KRC-EE)

Mathematics module 1 has been completed for primary school levels. Modules 2 and 3 are currently being developed.

Science Materials (by KRC-EE)

Science module 1 for primary levels has been completed. Modules 2 and 3 are currently being developed.

Thai Language Materials for Grade One

The development of the Thai Teachers' Handbook for Grade 1 has been completed and has been introduced to camp schools. The Students' Handbook is in the process of being developed by Thai local MOE in Mae Sariang district.

Arts Education Materials for Grade One

Much of the content of Arts Education, Physical and Health Education, as well as Career and Technology materials have been adjusted to the Thai MOE textbook requirements and have been translated into the teaching languages used in the refugee camp schools. Some of the content was adjusted making it more relevant to the refugee context. Collaboration is being sought with NGOs like SVA, TOPS and Drum Publications in the further development of materials and resources, particularly in Performance Arts.

Vocational Training Materials

Vocational materials have been developed in line with the requirements of the Thai Vocational College.

The manuals for Elderly and Child Care in Karen and Burmese languages, the Sewing for Women's Clothing manual and the Welding manual in Karen language are ready for use.

Non Formal Education Materials

The Numeric resource book has been developed and is ready for use.

Workshops/Training

ZOA Thailand conducted **Thai language training for Thai language teachers and Thai supervisors** in collaboration with the Local MOE/OBEC from Mae Hong Son and Mae Sariang and KRC-EE in Mae Sariang. The purpose of this training was to grow an understanding of teachers' roles and to learn how use the students' textbooks effectively.

ZOA Thailand conducted training for **Developing Teaching Aids for Thai Language Teachers and Thai Supervisors** in Mae Sot. The purpose of this training was to provide support and assistance to matters pertaining to teacher teaching, but also to motivate students in their study and in gaining a clearer understanding of the lesson contents.

Result 3. Effective, relevant and certified curriculum developed and in use

Main Activities	Achievements
Activity 3.1: Revise textbooks and teacher guides according to the accredited curriculum	<ul style="list-style-type: none">Mathematics, Science and English for grades 1-6 have been revised according to the curriculum framework.Art Education, Career and Technology, Physical Education and Health Education from Thai curriculum are adjusted to the camp situation and translated into Karen language.Several meetings were organized for developing educational materials for Basic Education in cooperation between ZOA, KRCEE, and other related agencies
Activity 3.2: Develop, print and distribute textbooks for 40,000 students for all subjects and 1,500 teacher guides.	<ul style="list-style-type: none">4 types of teaching/ learning materials were produced and distributed to teachers and students.ZOA Thailand was not able to revise and develop materials for all the subjects within one year. The rest of the required materials shall be revised, developed and produced during 2010.Made 40, 549 copies of existing textbooks for teachers and students were copied and/or reprinted and distributed in the camps.Education resources and teaching aids have been produced or purchased, and distributed to teachers and students in the camps.

Result 4: Necessary language skills courses are provided to course participants

Main Activities	Achievements
Activity 4.4 Integrate Thai Language to Basic Education Curriculum	<ul style="list-style-type: none"> The MOE/ OBEC, ZOA and KRCEE have cooperated with ZOA Thailand in the development of the Thai language curriculum and syllabus by contributing their knowledge and ideas relating to the camp situation.
Activity 4.5 Recruit Thai teachers for all camps and provide training	<ul style="list-style-type: none"> Thai language teachers have been recruited. Training has been provided by MOE in conjunction with KRCEE.
Activity 4.6 Introduce Thai language	<ul style="list-style-type: none"> Thai language has been introduced in camps schools starting from grades 4 and 5 (Level 1).
Vocational Training	
Main Activities	Achievements
Existing ZOA VT curricula adjusted to MoE standards.	<ul style="list-style-type: none"> Manuals for Elderly and Child Care, Motorcycle Repair and Sewing for Women have been adjusted to MOE standards, produced and distributed.
Non-formal Education	
Main Activities	Achievements
NFE materials printing	<ul style="list-style-type: none"> Numeric resource book has been printed and distributed to camps.



Developing learning materials for teaching Thai language by MoE/OBEC



Monitoring textbooks lost and returned in Nu Po camp

3.2.3 Vocational Training Project

Project Department Name: Vocational Training

Project Coordinator: Krisana Pahsuk

Projects under this department:

Vocational Teacher Training

Vocational Training basically provides trainings for VT courses and coordinates the trainings providing to refugees with VT colleges under Ministry of Education and invited trainers. ZOA VT work with Thai VT colleges for VT curriculum development, provide trainings and certificates.

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 VT teachers and trainees

The Vocational Training Project basically provides training courses and coordinates the training provided to refugees in conjunction with the VT colleges and their invited trainers under the Ministry of Education . The ZOA Thailand VT Project works with the Thai VT colleges for curriculum development, the provision of training programmes and the approval and issuance of certificates.

The courses for VT are as follow:

1. Sewing for Men and Women's clothes
2. Cooking and Baking
3. Hair Cutting and Hair Dressing
4. Elderly and Child Care
5. Auto Mechanic (gasoline engine, diesel engine, welding, motorcycle repair)
6. Agricultural and Animal raising
7. Black Smith
8. Tin Smith
9. Loom Weaving
10. Bamboo Basket Weaving
11. Stove Making
12. Carpentry

2009 – Work done:

Training of Trainers (TOT) programmes for camp VT trainers were conducted by the Thai VT Colleges in two camps respectively: Mae La and Tham Hin camps. The Mae La training programme included the VT teachers from Mae Ra Ma Luang, Mae La Oon, Umpiem Mai and Nu Po and VT teachers from Ban Don Yan joined the training in Tham Hin.

The Mae Sariang VT College of the Ministry of Education conducted short monitoring and follow-up training visits to Mae La Oon and Mae Ra Ma Luang camps.

The ZOA Thailand VT trainers not only provided training to camps teachers and trainees regularly, but also functioned as a coordination body between Thai VT colleges and camp VT communities. The roles of coordination include organizing TOT trainings, curriculum development, application for certificates and issuance of the certificates.

The monitoring and follow-up of the VT activities by ZOA trainers have become part of the regular ZOA Thailand VT implementation. Various meetings with the Adventist Development and Relief Agency (ADRA) were conducted at field level as a further effort to implement the Framework Partnership Agreement signed between the two organisations for handing over the VT Project to that organisation within the framework of the ZOA Thailand phase-over.

Camp committees, trainers and trainees have shown a high level of motivation as they implement the various VT courses. The potential for securing gainful employment in third countries with qualifications gained through the VT Training in the camps has further motivated refugees to participate and remain consistent in their attendance. ZOA Thailand is appreciative of the enthusiasm and high level of cooperation with the VT Colleges of the Office for Vocational Education Commission (OVEC) of MOE in the provision of relevant training.

Due to the relocation and reconstruction of some buildings housing classrooms for training in Tham Hin camp, some training there had to be postponed and this affected the intended outputs for 2009.

Summary of activities according to project indicators	
Main Activities	Achievements
Training in all camps	<ul style="list-style-type: none"> 2,500 Trainees have received Certificates from Thai VT colleges
Co-ordination with OVEC	<ul style="list-style-type: none"> Framework of Cooperation (FOC) was signed with OVEC under the MOE
Co-ordinate with Thai VT college 4 provinces	<ul style="list-style-type: none"> An MOU has been signed between ZOA and Thai VT Colleges in 4 provinces in which refugee camps are located
TOT VT activities for 6 camps in Mae La camp	<ul style="list-style-type: none"> 108 participants completed TOT in 2009
TOT VT activities for Tham Hin camps	<ul style="list-style-type: none"> 67 participants resulted in the outcome, amongst others, that prior to achieving accreditation, quality education and the processes and support its development should be given attention. TOT in 2009
Co-ordinate with Mae Sot Hospital	<ul style="list-style-type: none"> This activity is postponed to 2010 due to limited budget and human resource constraints
Training in carpentry from Royal Thai academy in Mae La camp	<ul style="list-style-type: none"> 18 participants received certificate from Royal Thai academy in Nakhon Sawan
Follow up VT activities in all camps	<ul style="list-style-type: none"> Every Month VT training travel to all camp

3.2.4 Non Formal Education Project

Project Department Name: Non Formal Education

Project Coordinator: Mr. Lay Wah

Projects under this department:

Non Formal Education

Training

Coordination with stakeholders for constructions and payment of subsidies

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:

- Teachers
- Students (more specifically, Burmese refugee students who have little or no command of the English language and students who have finished secondary education)

Non-formal Education coordinates and provides not only English language training, but also computer training and other basic skills that are needed for the participants to support study on vocational training courses.

Key Challenges during 2009:

- Refugees have not shown much interest in the ZOA/Manpower project for training in English Language in preparation for resettlement
- The dropout rate for participants in Adult English Training is high (only 80% have completed the course)
- Refugees are interested in computer training. However, not all applicants were able to participate due to limited space and limited number of computers
- The production of some textbooks was not finished as scheduled

TOT training.

Qualified external trainers together with NFE staff members delivered Training of Trainers (TOT) training for 18 English language teachers from 5 refugee camps at Mae La

Concurrently with the above described training, TOT training for Computer Trainers was also conducted. External trainers from the Mae Sot VT College delivered the training for 14 computer trainers from 6 refugee camps. The trainers from Tham Hin camp were unable to join the training in Mae La since they were not issued the required travel permits

NFE Adult English Training and Computer Training

The Non-formal Education unit of ZOA Thailand was able to commence its adult English and Computer training in all camps during 2009. January 2010 will see this round of training being brought to a conclusion.

Numerical literacy and Job related English courses

The Numeracy Textbook for students and Guide for teachers were produced during 2009. NFE officers in Mae La camp received the related TOT training on Numeracy. The other six camps will be included in 2010.

Pilot project with Manpower

As a member of the Council of Business Leaders (COBL), Manpower International provides support to the UNHCR global programme. As a UNHCR partner, Manpower has in turn sought to partner with ZOA Thailand. This partnership is to provide refugees, who have been identified for resettlement, access to three-months of training under the heading, "From Refugee Camp in Thailand to Meaningful Employment in USA". This pilot venture was aimed at testing the relevance and viability of such a project with a view to possibly extending and intensifying such efforts. The pilot project envisaged providing this training to 50 students, all refugees who have applied for resettlement to the USA. Low interest in this project on the part of refugees resulted in its commencement being postponed to January 2010.

Summary of activities according to project indicators

Main Activities	Achievements
3,000 students enrolled in the English language programme	A total of 3,898 refugees in all 7 camps in 2009 received English language training.
800 refugees attending Computer Training	A total of 900 refugees in all 7 camps in 2009 received computer training.
TOT for Adult English Trainers	21 NFE English teachers received (10 days) training
TOT for Computer Trainers	14 computer trainers received (10 days) training
Numeric Text book develop	1,100 copies of the Student book and 50 copies of the Teacher guide produced and printed
Numeric Training	25 refugees received numeracy training (only in Mae La camp; Other camps will start in 2010)
Develop and produce English language relation to vocation textbook	Production of English language textbooks covering the topics of Cooking and Bakery has been completed
Purchase and distribute training supplies and teaching materials	Required Teaching materials and stationery for NFE were purchased and distributed to all 7 camps as planned

.3.2.5 Higher Education Project

Project Department Name: Higher Education

Project Coordinator: Miss Aranya Kengkunchorn

Projects under this department:

- Higher Education
- 12 post-Secondary schools for teacher subsidies
- Partnership 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. Umpiem
3. Nu Po
4. Mae Ra Ma Luang
5. Mae La Oon
6. Tham Hin

Direct and indirect beneficiaries of this project:

- 144 Post-Secondary teachers
- 793 Post-Secondary students

The Higher Education Unit of ZOA Thailand is supporting the 12 Post-Secondary Schools, through the provision of teacher subsidies, school construction and renovation, as well as through the provision of learning and teaching materials. The unit also coordinates with other organisations such as Thabyay Education Network's Curriculum Project in the development of the Post-Secondary curriculum and relevant training programmes for quality improvement. Efforts are being made to bring all NGOs supporting Post-Secondary schools together to consolidate efforts for the implement this project, bringing it under the co-ordination of the refugee education management body, KRC-EE.

A Swiss NGO, Child's Dream Foundation and ZOA Refugee Care have renewed their partnership in the co-ordination of activities for Post-Secondary education in 2009. In the last quarter of the reporting period World Education showed interest to take over the Higher Education Project from ZOA.

Solar Panel training in Mae La, Umpiem and Nu Po was successfully organised with BGET. However, requests for such training from Tham Hin and Don Yang, could not be responded to by ZOA and BGET due to a time constraint

KRCEE-IHEE (Karen Refugee Committee – Institute of Higher Education) organised a post-secondary workshop in November with the participation of different organizations and 5 post-secondary schools. In the workshop the discussion was about curriculum development and school policies.



Post -10 curriculum workshop

Summary of activities according to project indicators

Main Activities	Achievements
All post twelve standard (post-secondary) schools under ZOA's responsibility received Thabyay Education Network's Curriculum Project (CP) materials for teaching and learning	<ul style="list-style-type: none"> The Curriculum Project, which is being supported by ZOA Thailand provided learning and teaching materials to all Post-Secondary schools. Materials for the effective application of the Post-Secondary curriculum were developed through collaborative efforts between ZOA Thailand, the Curriculum Project and KRCEE-IHE. 2009 saw ongoing efforts to collaborate with CP in improving the standard of the Post-Secondary programme
Assessment of quality of 6 post-12 standard schools	<ul style="list-style-type: none"> 14 Post-Secondary schools in 6 camps were supported by the programme, through the provision of training, school subsidies, school materials and equipment, generator fuel, and the provision of funding to cover school running costs. Monitoring visits were conducted in all Post-Secondary ZOA Thailand conducted or participated in regular meetings with partner organisations for the quality improvement of the Post-Secondary school programme The quality of school programme has increased by using standard curriculum developed by ZOA, KRC-IHE and CP Computers for libraries were purchased and distributed to 6 of the 7 refugee camps 5 workshops of Post-Secondary Curriculum Development have been participated by HE coordinator, KRCEE-IHE, CP, post-12 teachers and other NGO partners. Monitoring of HE program activities have been done by the HE coordinator.

Training in action, Mae La Camp



3.2.6 Competence Development and Capacity Building Activities

Project Department Name: Competence Development and Capacity Building
Project Coordinator: Phanu Sukhikhanchornpharai

Projects under this department:

- Capacity building to CBOs
- Capacity building community staff
- Parent involvement activities
- Student exchange

Camps in which this project is implemented:

1. Mae La
2. Umpiem Mai
3. Nu Po
4. Mae Ra Ma Luang
5. Mae La Oon
6. Tham Hin
7. Ban Don Yang

Direct and indirect beneficiaries of this project:

- CBO management staff
- CBO field staff
- Camp education staff
- Parents
- Students of basic education

Competence Development and Capacity Building Project provides training to CBO partners such as KRC-EE both in central and camp levels. This unit is crucial for the phasing-over process of ZOA. Proper preparation and capacity building are required if CBOs and the community are to take over the project implementation role from ZOA as per Phase-over strategy.

KRC-EE Strategy Planning Workshop was organised to help develop the strategic plan for KRC-EE, identify activities for each unit in the organization and develop a logical framework for the next three years by using the SWOT analysis.

Meeting of OCEE, KRC-EE, KRC-CA and ZOA was held in Mae La and the objectives were to understand the meaning of CDCB and its functioning, set up the role and responsibilities, coordination and cooperation among departments, and to develop realistic action plan. The VT policy and structure were also revised in that meeting.

The following training and workshop was done by the CDCB unit:

- Training for Parents in Mae La
- Training for OCEE and Head Teacher
- CDCB Curriculum Workshop for target B. (Three target groups in CDCB training. A for ZOA management staff, B for CBO management staff and C for community management staff.)
- Logical Framework Training for CBOs
- Monitoring and Evaluation Training for KRC-EE and CDCB
- Monitoring and Evaluation Training in Mae Ra Ma Luang, Mae La Oon, Tham Hin and Ban Don Yang
- Follow-up Training in Mae Ra Ma Luang and Mae La Oon

Student Exchange activity was done during the month of November in Umphang district, Tak Province, with 21 students from seven refugee camps.

Objectives of the exchange activity:

- To increase student motivation in learning
- To support students to learn in different ways to acquire knowledge
- To encourage students to participate in decision making related to their education, development and protection
- To enable students to share their exchange experiences with their friends about how education can improve their livelihoods

The outcomes of this exchange exceeded expectations. . The students participated in interviewing the education workers, health workers and camp leaders and came up with meaningful reports with the support from CDCB staff. These kinds of activities should be organised further to support students to learn in different ways and to participate in decision making for their future.

Posters in the form of calendars with pictures of parental involvement in education were printed in two languages to encourage parents to involve in their children's education.

Summary of activities according to project indicators

Main Activities	Achievements
Parents awareness raising on how to involve in their children education <ul style="list-style-type: none"> • Awareness raising (posters) • Parent involvement trainings 	<ul style="list-style-type: none"> • 4,564 parents were trained • Parents were trained on the communication tools used between school and parents, the activities that parents can involve in both home and school and factors that hamper parents to involve in their children education activities.
Trainings for camp based education workers <ul style="list-style-type: none"> • Training for camp education management staff • Training for camp VT staff • Training for head teachers 	<p>Numbers of KRC-EE and KRC-CA</p> <ul style="list-style-type: none"> • 10 staff at the central level • 49 Camp Education Management Staff • 3 VT staff at the central level • 15 VT staff at the camp level • 86 head teachers <p>Number of people mentioned above were trained on the topics of Basic Planning; Monitoring and Evaluation; Office Management; Time Management; Action Research; Facilitation Skills; Logistics Process; How to involve parents in their children education activities.</p>
Community Involvement <ul style="list-style-type: none"> • Student Exchange • School exhibition 	<ul style="list-style-type: none"> • 21 students and 12 camp based education management staff experienced the students exchange activity. The students learned how to develop their own project, to do team building activities, to develop leadership and to identify learning opportunities outside classrooms.

Student Exchange



Parents' Training



3.2.7 Livelihoods/ Agricultural Activities for Income Generation Pilot Project

Project Department Name: Agricultural Activities for Income Generation Pilot Project

Project Manager: Toe Toe Parkdeekhunnatham

Projects under this department:

Agricultural Activities for Income Generation Pilot Project

Camps in which this project is implemented:

Mae La
Umpiem Mai
Mae La Oon

Direct and indirect beneficiaries of this project:

- Refugees – men, women, disabled
- Thai villagers
- Livelihoods workers
- Livelihoods committees

In 2009, UNHCR supported the continuation of this project component, implemented in Mae La since mid-2007, with the same objective of demonstrating that income-generating and livelihoods activities are options that, if designed well, can benefit all concerned. With similar methodologies and objectives, the agricultural activities for income generation have been replicated in Umpiem Camp and Mae La Oon Camp.

For two farming has been practiced on the AAIGPP site. At the beginning of 2009, the land size and years and running number of beneficiaries were increased. Beneficiaries of the project's activities are members of vulnerable families in the camp and in neighbouring Thai villages.

Apart from on-the-job training, a series of training courses was delivered to the project participants in order to continue to develop their capacity. The training courses included such specific technical subjects as vegetable growing, fish, frog, and pig raising, mushroom production, and water system piping. Generic and transferable skills and knowledge were included by means of First-Aid training and literacy classes in Karen, Burmese, and English.

Marketing activities to sell the products were organised and a small roadside stand was installed by the main road in front of Mae La camp. In 2009, a shop to sell farm products was opened inside the camp. Still, the products are mostly sold to the camp residents.

Revenue in 2009 was lower than had been expected. The main reasons were the mobilisation of the labour force for the preparation of the new land, the low technical skills of the new workers and the lack of organic manure. The AAIGPP Mae La Farm had by the end of 2009 about 200 rai (33 ha) under cultivation. Starting with 96 rai in 2007 and 80 refugees, an additional 100 rai of agricultural land could be rented in 2009. This allowed an increase in the number of beneficiaries (refugees) to 160 persons. During the year 7 persons stopped working at the farm (interest changed, resettlement).

Direct beneficiaries of Agricultural Activities for Income Generation Project (AAIG) in the three target camps:

Target Groups	Mae La	Umpium	Mae La Oon	Total
Participants refugees (man)	40	19	29	92
Participants (women)	54	19	30	103
Participants (disabled; GBV)	30	2	1	33
Total participants refugees	124	40	60	228
Participants (local Thais)	62	-	20	82
Full-time trainers (refugees)	4	4	4	16
Caretakers/night watches/ unit leaders/Driver (refugees and Thais)	18	7	7	32

In general, the AIGPP Mae La has been running smoothly and according to plan, with minor changes not reducing the projected outputs. With the newly created Livelihoods Camp Committee, AAIGPP Mae La took one step further towards being a sustainable income source for refugees and local Thai. In Umpiem Mai and Mae La Oon the projects just started in the last quarter of 2009 and they were structured with the same approach as Mae La.

Collaboration with stakeholders on local level, forestry office, Thai villages and sub-district administration, camp commander and LCC constructive and effective, and allows for a timely execution of the project activities.

Summary of activities according to project indicators

Performance Indicators	Actual Progress
<p>Mae La</p> <ul style="list-style-type: none"> On-the-job training delivered to participants on agricultural skills, animal husbandry, water system maintenance, development of tools, and business skills delivered as planned Selection of productions based on resource quality and availability and marketing potential 100 rai of forest area rehabilitated in Mae La Additional farm land identified and rented in Mae La (150 rai) 	<ul style="list-style-type: none"> Ongoing activities of 4 trainers working at the AC and regular visits to Thai participants New products have been introduced (cattle, cash crops) as conditions changed (additional land) and market demand occurred Project document for forest rehabilitation and training on forest management exist. Additional farm land acquired and land lease contracts have been signed
<p>Mae La Oon</p> <ul style="list-style-type: none"> Farm infrastructures constructed 60 participants recruited, at least 50% are women, at least 10% are persons with specific needs 1 training on recording keeping and book-keeping systems delivered 	<ul style="list-style-type: none"> Completed 80%; Time (3 months) not sufficient to complete task 60 participants recruited (50% women); persons with special needs not yet recruited, as farm still in stage to be established Training delivered, record and book keeping system in place; needs further support (on-the-job training in the coming months)
<p>Umpiem Mai</p> <ul style="list-style-type: none"> Farm infrastructures constructed 40 participants recruited, at least 50% are women, at least 10% are persons with specific needs 1 training on recording keeping and book-keeping systems delivered 	<ul style="list-style-type: none"> Completed 80%; Time (3 months) not sufficient to complete task 40 participants recruited (50% women); persons with special needs not yet recruited, as farm is still being established Training delivered and record and book keeping system in place; needs further support (on-the-job training in the coming months)

Challenges and Development

With the launching of new project sites, Umpiem Mai and Mae La Oon, the opportunity has opened to enhance AAIGP's approach and scope of interventions. The major challenge in the coming months (and years) will be to put AAIGP farms on a stable base to ensure sustainability of the achievements and its acceptance by the RTG on a long-term.

Coordination with the RTG is mainly at the local level and provides a good basis from which to implement AAIGPP activities according to the plan. Local RTG agencies (Camp Commander, Sub-district administration, Tak Agricultural College, Royal Forestry Office and Royal Thai Project) are highly interested in the success of the AAIGPP.

Regarding marketing, no major changes occurred. Mostly, products are sold in the camp, where the demand is high. AAIGPP was able to acquire a vacant building inside the camp, which will be turned into an "AAIGPP supermarket" to sell products on a whole-sale base. For UMP and MLO, the same approach will be applied to focus as early as possible on such matters as marketing and sales, and as production increases to market products at higher prices to the Thai population outside the camps .

In camps where AAIGPP is implementing its projects (MLO, UMP, ML and NU), so- called "Farmer Schools" exist and are run by the AAIGP trainers. AAIGP is making these capacities available for a broader group of persons through supporting short courses in agriculture and livestock production under the label "Farmer School". Management of the Farmer Schools was transferred in these camps from the VT Camp Committees (VTCC) to newly created Livelihood Camp Committees (LCC).

Conclusion

AAIGPP developed in size and scope of interventions during the reporting year. New ideas, like creating a cooperative, value adding productions emerged and found the interest of beneficiaries, local Thai communities and refugees alike. Local RTG is favourable to these ideas and it is envisaged that some of them will be turned into concrete activities in the near future.

AAIGPP Mae La mobilized stakeholders and communities to take action and to move towards an increase in self-reliance in refugees' livelihoods. AIGPPP operates between and in communities, which places AAIGPP in the favourable position to do more than only support farming. With the creation of the Livelihood Camp Committees and the model role of AIGPP for the local Thai communities, this pilot project becomes a focal point for all issues related to livelihood improvement and income generation.

For AAIGPP Mae La, the objectives set are achievable and, being a pilot project, the intervention is an important step to trigger innovative approaches. These approaches will lead to an increasing self-reliant livelihood of refugees and improvement of the quality of life of local Thai communities.



Pig Raising at Mae La Camp



Mushroom Cultivation at Mae La Camp



Vegetable Gardening at AIGPP site



Goat Raising at AIGPP site

CHAPTER - 4 STRATEGIC PLANNING

Summary of strategy plans for next year (s)

ZOA has been present and active in Thailand for a considerable period. ZOA has been implementing projects in the education sector for over a decade. ZOA's presence has been deemed to be necessary throughout this period and the refugee caseload situation has meant that there is a justification for involvement in Thailand. Aside from the population numbers, there are challenges on the part of refugee civil society organisations to operate effectively in the Thailand context. This has served to justify the shift in approach of ZOA Thailand over the past few years to focus increasingly on capacity development or building strategies with the aim of empowering refugee organisations more. Increasingly within the framework of the shift there has been a conscious move by ZOA Thailand to work on developing relationships with governmental actors in Thailand to support policy adjustments and access to educational services and opportunities that support livelihoods. ZOA Thailand sees this approach as directly framing ZOA Thailand within the mandate of ZOA world-wide.

The focus of ZOA Thailand's interventions has been seen to be on external relations, resourcing and capacity enhancement for hand-over of project implementation responsibilities to beneficiary level representative organisations alongside the handing over of projects to NGO and governmental partners. The 2010 – 2012 Strategic Plan is a continuation of the 2009-2011 plans developed in 2008.

4.1 Core organisational strategies 2010 - 2012

The justification for ZOA Thailand's adjusted strategic choices has been built on the research data collected through the strategy development period. In addition, the adjustments were seen to be necessary as a result of working on the phase-over processes. Each of the strategies has been chosen because of their mutually supportive nature.

1. **Strengthened CBOs and camp level structures**

This approach has been motivated because the camps remain isolated communities which have been affected by a massive draining of resources through the resettlement programme. The closed nature of the camps has further compounded the opportunities for people to have exposure to forms of best practice and opportunities for training. The willingness to take over the implementation of more of the implementation tasks of ZOA projects and the presence of previously trained personnel supports the motivation to work with CBO level partners. The links to the Thai education and training system act as a catalyst for change to the lack of exposure and supports the opportunity for CBOs to take a more self-determinative approach in the future. The development of policy and the support for effective implementation structures is motivated as part of a quality improvement process to ensure that management and delivery of education and training remains relevant but has strong links to sustainable options such as recognition or accreditation. Funding commitments for the strengthening processes will be necessary to support trainings, exposure visits and material resource provision. Together these will ensure that ZOA is able to hand-over many of the implementation tasks to the beneficiary level community within the envisaged period.

2. **Increased Royal Thai Government involvement**

The involvement of external institutions and donors in strategy discussions has enabled ZOA Thailand to be clear on the role for the RTG as a future key player in the management of the refugee caseload. In effect there will be increased ownership of the refugee situation by various parts of the RTG and not just MOE. This can support MOE to be meeting its policy commitments regarding educational access and quality. This then supports the refugee education system to be in a position to meet such policy commitments giving legitimacy to the refugee education and meeting their rights.

3. **Increased coordination and cooperation through CCSDPT**

The completion of the coherent CCSDPT strategy during 2009 has enabled a framework to be set to support increased coordination and cooperation. This framework has also enabled CCSDPT members to be in a position to take on projects under the ZOA Thailand programme. ZOA Thailand has decided to use the strong relationships with NGOs in this body that are active in linking their work to the coherent CCSDPT strategy.

4. Development of external relations and networks

The external relationships that have been developed with agencies such as the UNHCR, UNICEF and others have given ZOA Thailand and the programme an opportunity to be enabling greater technical inputs to the projects as well as additional funding support. Institutional bodies such as the EC (EU) have been active in lobbying and at times pressing the RTG to make adjustments to refugee policies. There have been consequences from this approach and this has further motivated ZOA, through CCSDPT where appropriate, to engage actors at this level to ensure that information and strategies are linked from beneficiary level to donor level.

5. Establishment of U-sa Khanae Development Foundation

There is now a clear transition plan in place for establishing U-sa Khanae Development Foundation. The process has been turned into a specific project with clear outputs and goals. This has motivated the need for specific inputs to the process in terms of staffing and resources. The vision and mission of the foundation have been set and the board is undergoing a process of setting its mandate and responsibilities.

4.2 Programmatic results

ZOA Thailand is not in the position to create an open camp environment where there is full access to resources. Yet at present it is clearly providing added value to the programming by means of overcoming the restrictions in the Thai context to improve the quality of programming and opportunities therein. The nature of the refugee caseload being one in a country of asylum means there is a need to look at the enabling conditions that can be begun and to engage in processes that support these. ZOA Thailand is working on external relations to support negotiations, resourcing and capacity enhancement for stakeholders that it works with as part of its programme.

The following table shows overview of the strategic planning per sub-sector

Sub-sector	Outcome	Beneficiary Numbers	Partners (and role)	Strategy
Education	Empowerment of existing institutions with increased capacity and networks to set the foundation for sustainability of the education system	Basic education: 39,636 Students	KRC-EE: Service delivery & main local partner – education	Transfer of resources & joint implementation Handover
		1,794 Teachers	KWO: Service delivery	Joint implementation & learning
		17 Education support staff	MOE: Service delivery, mutual cooperation	Joint implementation & learning
		87 Training staff	World Education: Service delivery	Joint implementation & learning Handover
		NFE: 2,101 Students 40 Trainers	Thabyay: Service delivery	Joint implementation
		HE: 793 Students 144 Teachers	UKDF: To be arranged	Joint implementation/hand-over of implementation
			CCSDPT: Coordination and service cooperation	Sustainable, integrated education services for refugees, managed by the Royal Thai Ministry of Education / cooperation with NGOs

Sub-sector	Outcome	Beneficiary Numbers	Partners (and role)	Strategy
Vocational Training	The vocational training system in the camps is implemented by ADRA in a framework of external relations to support quality	1,255 Students 82 Trainers	KRC-CA: Service delivery & main local partner – vocational training	Transfer of resources & joint implementation
			Vocational College: Service delivery, mutual cooperation	Joint implementation & learning
			ADRA: Service delivery - hand-over partnership	Joint implementation/ hand-over of implementation
Livelihoods	A sustainable and cost-effective agriculture and livestock production, conserving or improving Natural Resources around the camps, is practiced by the refugees and local Thais	160 Refugee participants 60 Thai participants	CCSDPT: Coordination and service cooperation	Increased self-reliance / creation of sustainable livelihoods for refugees & local host communities facilitated through improved direct access to resources capital, markets and infrastructure, legitimised by supportive policy frameworks



Parents' Training

CHAPTER - 5 MANAGEMENT, HR AND PARTNERING

5.1 Introduction

The passing of the Programmes Manager, Loytee Taloung in June 2009, revealed a weakness in the overall system of ZOA Thailand in ensuring consistency in management and programme implementation. Her passing and the resulting adjustments in management caused some destabilisation for several months.

However, at the end of the final quarter of 2009, it was noted that staff relations and the general staff morale had recovered from the sudden loss of a respected colleague and remains positive and supportive. As a result, the efforts to ensure staff retention and succession were given another boost and ZOA Thailand is to actively develop its staff retention and succession planning policy and plans for 2010-2012.



The 2009 staff meeting in Mae Sot

Table – Staffing in 2009

Local	Southern Expat	Northern Ex-pat/ locally hired		Field staff/ Programme	Country Office/ Support	Total of Staff
46	8	5		30	29	59

The table above showed that 29 Support Staffs, of this number, 9 reporting to a country office support function, but are, in actual fact, based in the field in direct support of programme implementations.

5.2 Management in ZOA Thailand

All functions and roles within ZOA Thailand have been redefined in line with the future vision for the Phase-Over/Nationalisation. The fundamental principle guiding the management of the organisation remains self-management and participation to relevant degrees and at relevant levels. Increased guidance and provision of frameworks for such independent management are also necessary.

Function	Responsible areas
Office of the Country Director	<ul style="list-style-type: none">Public Relations, Lobbying and Advocacy, active representation to RTG and Coordinating Bodies, General Organisational Oversight, Resource Acquisition
Office of External Relations	<ul style="list-style-type: none">Donor RelationsDonor Contract ManagementPublic and General External RelationsResource Acquisition
Office of the Programmes Department	<ul style="list-style-type: none">EducationInstitutional Capacity Building and Competence DevelopmentOffice of Deputy Programme Manager
Office of General Affairs	<ul style="list-style-type: none">Human Resource ManagementCentral administration, HR administration & office managementOperational Support Unit (Logistics and Fleet Management, Procurement, and IT Support)Finance and Payroll AdministrationDeputy Country Director
Office of Strategy and Technical Support	<ul style="list-style-type: none">Advice concerning quality programming, policy, strategic planning and programme quality controlSupport to HR – Competence development

The Senior Management Team is made up of five persons. This team of four with signatory authority, and a fifth member representing the Advisory Team, is central to managing for the formulation and implementation strategy and policy. Roles and responsibilities of the Senior Management Team are defined in the SMT Terms of Reference (Document Available on Request). Three are expatriate staff members, one locally hired, and two are Thai nationals.

The Programmes Middle Management level in the structure consists of Coordinators responsible for directly managing and coordinating the overall implementation of the ZOA Thailand Programme. Support services in the Middle Management tier are under the Manager General Affairs and are responsible for the overall management and coordination of all services in support of the overall implementation of the programme.

Compliance to internal standards is ensured by the Office of Strategy and Technical Support. All documents and policies (apart from internal financial reports), are checked in this department.

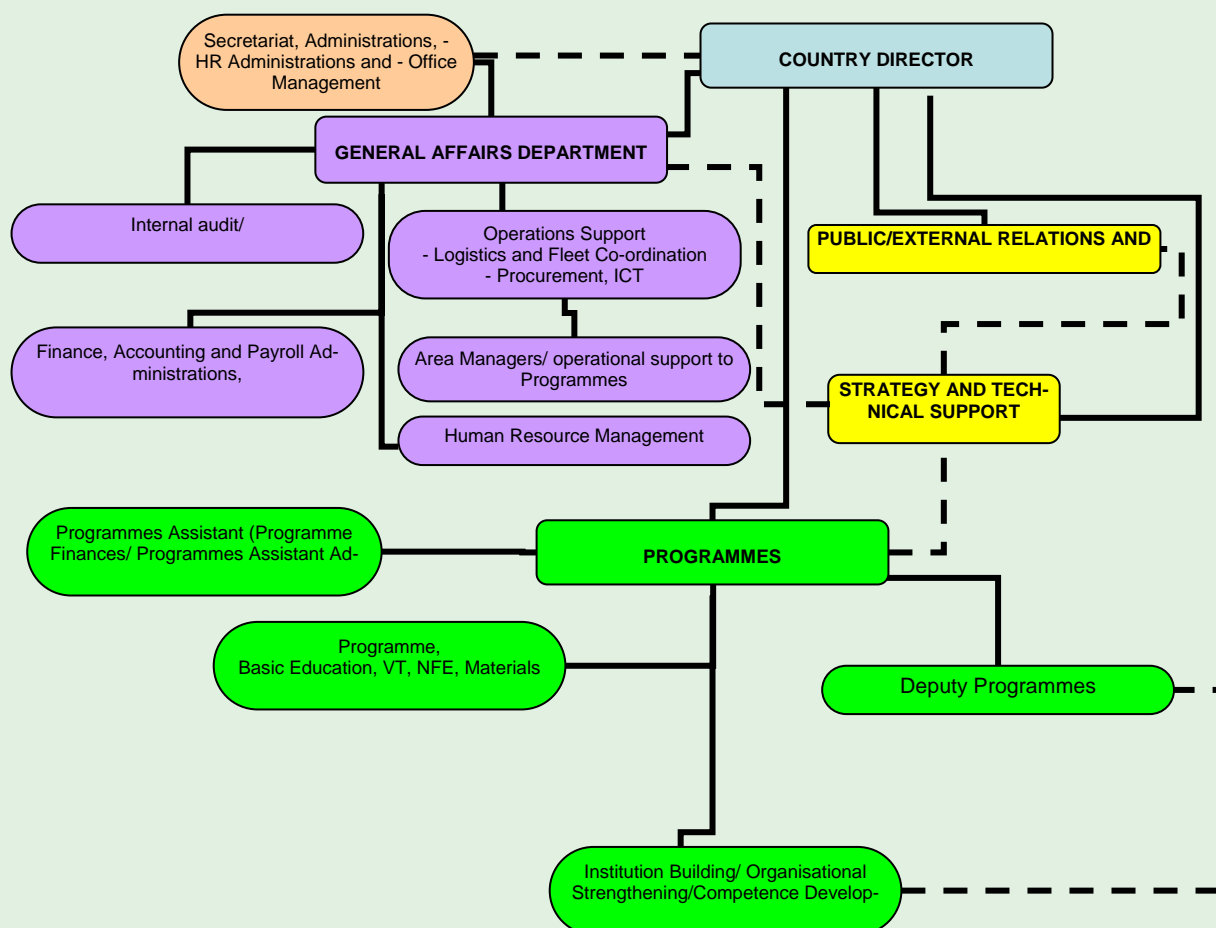
5.3 HR administration

Revisiting and issuing revised Position Descriptions is a regular part of the HR annual calendar particularly since all contracts are limited to one year. The performance evaluation completed in November 2009 provided information as to specific skills for Capacity Building and for ensuring the continuation of ZOA Thailand as U-sa Khanae Development Foundation.

Much attention has been given to Human Resource (HR) strategic planning in 2009.

- ZOA Thailand revised performance evaluation system was used to ascertain the organisational capacity to manage the change required in order to phase-over appropriately. The formal appraisals were used in decisions about retention, promotion, salary increases and suitability for specific functions
- ZOA Thailand's strategy for conditions of service continued to be to attempt to find a balance between often conflicting objectives. (Competitive salary vs. efficient use of funds)
- All the HR Procedure Templates and Forms were revised and/or introduced during 2009. Meanwhile Staff Policy, Processes and Procedures Manual, as well as an HR Recorded Information Management System were also revised and have been planned to be completed in the first quarter of 2010.

Figure 1: Structure – ZOA Thailand 2009



Partnerships/Associates

During 2009, ZOA has been engaged in seeking partnerships with agencies which would be willing to take on the challenge of continuing the ownership, management and funding of current ZOA Thailand Programme components.

The Adventist Development and Relief Agency (ADRA) in Thailand, with its close ties to ADRA Netherlands and Germany, has been identified to assume these responsibilities for the Vocational Training Component (VT) of the ZOA Programme. The Framework Partnership Agreement was signed in November 2009. The 1st phase of the transition project from November 2009 to June 2010 has been planned to be the period of preparation for ZOA - to develop a clear phase-over strategy and to introduce ADRA to all relevant stakeholders.

World Education, as a CCSDPT Partner NGO and longstanding and influential education agency that is globally recognised, has recently indicated interest in assuming the responsibility and ownership of both the Non-Formal and Higher Education components. These handover discussions are currently underway. A Framework Partnership Agreement is planned to be developed in 2010.

CHAPTER - 6 CHALLENGES & SUSTAINABILITY

6.1 Resettlement

The resettlement programme that has been run for refugees from the camps has continued to be a viable option for many refugees from the camps. It continued throughout 2009 but there has been a reduction in the negative impact of the programme as ZOA has been prepared for the increases in teacher turnover due to resettlement. However, there are still challenges to maintain a level of consistency in staff numbers for positions that require skilled workers.

6.1 Sustainability

Ensuring sustainable impact of any project intervention is an essential part of the responsibilities of NGOs and their staff members. In the instance of refugee caseloads the lack of land rights and the subsequent access to resources means a reduction in the opportunity for true ownership of the project by the beneficiaries. The temporary nature of refugee settlements serves to create an environment where sustainability needs to be focused 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. There is also a need to find ways to strengthen refugee access to forms of capital that can support their livelihoods. ZOA will use this approach to shape the phasing-over strategy of ZOA Thailand's programme over the next two years.

6.2.1 Conflict and sustainability

The conflict in Eastern Burma during the middle of 2009 highlighted the lack of preparedness of NGOs to be in a position to commit resources to the immediate problems presented by a new significant refugee outflow. However, during the course of the planning contingency plans and roles and responsibilities for any further conflict (which is anticipated). This will mean that NGOs will be able to commit resources in a coherent and structured manner that will have a minimum impact on other resources that are used for the services in the camps that presently exist.

In relation to the refugees that are in the camps as a result of ongoing conflict inside Burma, the projects themselves do not have a direct impact, as activities are restricted to those that take place within the refugee camps. In addition to those fleeing fighting inside Burma there are a considerable number of students that arrive 'unofficially' in the refugee camps each year, often without parents, with educational opportunities being cited as the main reason for their move to Thailand. This is directly linked to the conflict inside Burma since the conflict has been responsible for a lack of stability which has meant that schooling and completion of said schooling is very challenging for populations within the conflict or IDP zones.

6.2.3 Social factors and sustainability

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 Thailand works to develop knowledge and practice of inclusion in education. Techniques in the Teacher Training and Pre-service training are focused on strengthening teachers to be in a position to respond to individual student's learning preferences. Educational materials that are being developed as part of the curriculum reform are also designed to be more inclusive in terms of the content and layout. By ensuring that the voices of disadvantaged groups are heard the education system is automatically being supported to be more inclusive and relevant to the community needs.

In spite of the developments in these areas the ongoing work to support equality in educational access requires further commitment. As the camp situation and population dynamics change there is a need to continue to respond to diversity.

6.2.3 Financial-economic factors and sustainability

There is little chance that the local, community level organisations will reach the point of self-reliance when assessed against the political environment in which they find themselves. They are almost entirely dependent on support from non-governmental organisations for their mere existence, let alone to manage an education programme.

Limited opportunities have been created in terms of income generation for refugees in some of the camps and the ZOA Livelihoods Project plays a significant role in these opportunities. However, the restrictive environment for operations means that large-scale interventions that would reduce the dependency on external assistance cannot be realised.

Therefore, 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-Burmese border.

6.2.4 Institutional factors

The potential of the sustainability of project activities is also specifically addressed in ZOA's programme strategies. The shift to phasing over of ZOA's programming to U-sa Khanae Development Foundation is one example of the strategies that ZOA will be taking to assist with the reduction of dependency on International NGOs (such as ZOA). It is designed to ensure that there is increased relevance in the nature of the programming that can then serve to support civil society organisations to be more self-reliant as well.

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. 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 the beneficiary group's capacity will be further strengthened through appropriate training and development activities, both in technical-educational as well as managerial fields. This will continue to be an important focus of the project. However, there are challenges to work within the rigid guidelines that are imposed on the projects by some donor agencies

Finally, financial assistance to support the structure of the KRC-EE is provided to guarantee the continuation of the organisation and the process of educational reform.



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