

Annual Report 2008

Working towards achieving education for all



Acronyms:

AIG(P)P	Agriculture Income Generation (Pilot) Project
BGET	Border Green Energy Team
CAPP	Country Annual Policy Plan
CBO	Community Based Organisation
CCSDPT	Committee for the Services to Displaced People in Thailand
CO	Country Office
COBL	Community Of Business Leaders
COERR	Catholic Office for Emergency Relief and Refugees
COPE	Creating Opportunities for Psycho-Social Enhancement
CP	Curriculum Project (of Thabyay Education Network)
FoVo	Fundraising and Education Department of ZOA Netherlands
HE	Higher Education
HR	Human Resource
ICS	International Child Support
IDP	Internally Displaced Person/People
IG	Income Generation
INGO	International Non-governmental Organisation
IOM	International Organisation of Migration
JRS	Jesuit Refugee Service
KED	Karen Education Department
KEP	Karen Education Project
KRC	Karen Refugee Committee
KWO	Karen Women's Organisation
KYO	Karen Youth Organisation
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOI	Ministry of Interior
MoU	Memorandum of Understanding
NFE	Non-formal Education
NGO	Non-governmental Organisation
NSC	National Security Council
OBEC	Office of Basic Education Commission
OVEC	Office of Vocational Education Commission
RTG	Royal Thai Government
RTT(s)	Resident Teacher Trainer(s)
SQL	Strategy, Quality & Learning
TOPS	Taipei Overseas Peace Service
TOT	Training of Trainers
TT/CB	Teacher Training and Capacity Building Project
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VT	Vocational Training
WEAVE	Women's Education for Advancement and Empowerment



Above: Students going to school in Nu Po camp

"Education is one of the best ways to prevent intolerance"

~ United Nations Secretary-General Ban Ki-moon

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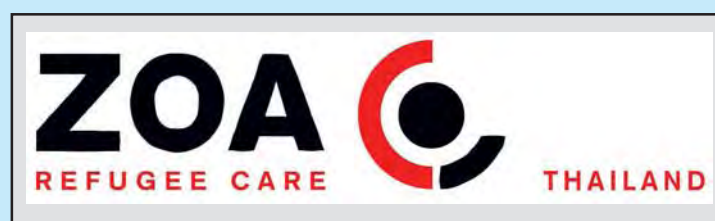


ZOA REFUGEE CARE MISSION STATEMENT

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

ZOA THAILAND ORGANISATIONAL OBJECTIVE

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



NOTE FROM THE COUNTRY DIRECTOR

Dear members of the Royal Thai Government, Community Partners, Implementing Partners, Donors and Supporters, Community Partners, and all ZOA Staffs,

It is with gratitude that I reflect on the events, successes and challenges of the past year as reported on in this second official Annual Report of ZOA Refugee Care Thailand.

It is also with conviction that I can say that *“there is nothing more powerful than a community together discovering what it cares about”*. (Margaret Wheatley)

2008 presented our organisation, both globally and locally with a clear challenge to come together in the (re) articulation of the ZOA “raison d’être”; to find out what we care about and to define what matters most to us and our stakeholders.

In Thailand, ZOA Refugee Care has been one of the leading players in Education: for that, we are known, respected and deeply grateful. However, environments and conditions for implementation change and so do the needs of all stakeholders and partners. Were we, after more than 24 years of operations in Thailand, prepared to ask ourselves some critical questions related to the relevance and efficiency of repeated annual financial and programmatic input, the organisational approach to and general philosophy on programme implementation and organisational management? Were we operating in ways that truly do ensure a solid foundation through Education for our Refugee Community Partners to create the lives they desire for themselves? It was time for us to expose our organisation to some intensive 360 degree scrutiny and reflection.

In June 2008, we commenced a long, exciting, sometimes painfully confusing journey of re-discovery. That process was greeted with some initial reluctance and resistance on the part of all of us within ZOA Thailand. However, as the process progressed, it became obvious to us that ZOA Thailand could no longer be satisfied with “business as usual”. We recognised afresh what our local ZOA community and all our stakeholders truly cared about and what programmatic and organisational transformation was necessary in order to begin creating the desired foundation required for longer term solutions to the situation in which our Refugee Partners find themselves. We began understanding with increasing excitement at the possibilities, and trepidation in the face of the implications, that we had to be prepared to give up all resistance to change to realise what we care about.

This resulted in a mindset that is undergoing adjustment and “different” strategic approach, as well as a different organisational structure; a strategy that will guide us in being an enabling organisation, reminding our Refugee Partners that THEY have the power to achieve what THEY want within the existing financial, political and human capacity framework, whilst also intentionally working at creating a more conducive framework” for longer-term solutions. Our “different” strategy reflects the acknowledgement that ZOA needs to operate differently and that ZOA needs to prepare to make itself “redundant”, a process which should always effectively commence before any assistance programme is introduced, anyhow. Our “Phase-over Strategy” and “Strategy for Competence Development and Institutional Capacity Building” has now become the driving force for ZOA Thailand for the next three years. For all and any of this to be realized, EDUCATION remains central; education in its broadest sense and meaning; education within the framework of the CCSDPT Education Programme, as well as Education of our Stakeholders and Partners. To this, we have been committed in 2008 and remain committed for the next three years in Thailand.

With much regard and thanks to you for YOUR role in realising what we all care about!

*Brian A. Solomon
Country Director*



Executive Summary:

This annual report is comprised of information that is related to the ZOA Thailand programme. It sets out to provide the reader with a clear overview of the work done and programmatic decisions that were made within ZOA Thailand in 2008.

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

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

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

During 2008, the strategic planning was set for ZOA Thailand. This was divided into:

1. A set of five core organisational strategies covering ZOA Thailand as a whole, both the programme as well as the supporting functions, in the direction of a phase-over strategy
2. A set of key programmatic choices

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

Chapter five looks at research and issue papers. The first section contains information regarding research that was carried out to evaluate the Vocational Training Project. Other themes within this chapter are three issue papers on livelihoods, certifying education and teacher training.

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

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

Introduction

This annual report has been developed to present the details of the programme, projects and activities that were implemented by ZOA Refugee Care, Thailand from January to December 2008.

ZOA Refugee Care Thailand is one of the programme operations of ZOA Refugee Care, based in Apeldoorn, the Netherlands. ZOA Refugee Care is an international relief organization dedicated to the support of refugees and internally displaced persons, presently operating in Africa and Asia. Most countries where ZOA operates have a history of conflict and violence, in some cases, such as with the conflict in Burma, ZOA operates in a neighbouring country (Country of Asylum) to where refugees have fled and been granted temporary asylum. In countries where ZOA's programmes have been implementing for an extended period, ZOA often conducts activities and projects for which local organizations or authorities have insufficient means. At the same time, ZOA aims to increase the capacity of local counterpart organisations, enabling ZOA to cease operational involvement over time.

ZOA has been present in Thailand for more than 30 years when the Indochinese refugees sought refuge along the eastern border of Thailand. In 1984, ZOA Thailand and other NGOs made a site visit to where the first influxes of refugees from Burma were settled on the Thai western border. It was decided to provide emergency assistance in terms of food and school supplies. In 1997 ZOA closed the programme for Laotian refugees and moved its head office from Bangkok to Mae Sot, Tak and started the Karen Education Project (KEP). After working with Burmese refugees in the education sector for a certain period, ZOA got approval from the MOI to implement the vocational project in 2003.

ZOA operations are predominantly in seven refugee camps along the Thailand-Burma border. They cover a variety of sectors: comprehensive basic education; non-formal and higher education; local civil society capacity building; vocational training; funding for food distribution; income generation; and work on cross-cutting themes such as inclusive education, psycho-social support; advocacy; and gender-based violence prevention and response.

ZOA collaborates intensively with local, community-based organisations and with several international NGOs within the framework of the coordination committee (CCSDPT), as well as Thai institutions. After more than 24 years of implementation support, ZOA is now in the process of phasing-over its programme activities to a new, local NGO, as well as to a wide range of partners including other international NGOs, CBOs and Thai institutions. This process of phasing-over will start in 2009 and be completed shortly after the end of 2011.

Chapter 1 – Financial overview

Source of income:

- ZOA receives funding from a variety of sources and donors. The main share of funding provided for the programme comes from Institutional donors; such as EC, UNHCR, UNICEF and the Ministry of Foreign Affairs of the Netherlands government (MOFA – NL).

Since 2005 ZOA received funding from the EC for the vocational training project. In addition, the education project was granted funding from the EC until February 2009. The continuity of the project has been ensured by a new grant for the All Inclusive Education Programme from March 2009 for 3 years.

ZOA has a long experience working as an implementing partner of UNHCR. The contributions of UNHCR to ZOA were given to various sectors: distribution of school supplies, the education project and the vocational training project. For 2008, UNHCR contributed to three projects: non formal education, vocational training and agriculture pilot project.

UNICEF has worked with ZOA for the improvement of quality education. Not only by means of financial contributions, but also in terms of technical support UNICEF for the recognition of curriculum and learning outcomes for refugee education.

The MOFA – NL was the first donor supporting the Karen Education Project. Apart from contributions to TBBC through ZOA for the food programme, the MOFA – NL has been the back donor through PRISMA supporting ZOA's education programme since 2007. In 2008 other donors from Europe and Australia (see the list in 'Others') also contributed small grants to ZOA projects.

- ZOA Thailand and ZOA headquarters have worked and continue to work with other types of donor networks. Business communities have become more involved in financial and technical support for the refugees from Burma. In 2008, Manpower as a member of the UNHCR COBL group cooperated with ZOA for the Livelihoods Project. After a few meetings and communication, Manpower suggested that ZOA could be the implementing partner, while Manpower would play a role in technical support. In the beginning of 2009 the UNHCR, Manpower and ZOA held discussions about creating a pilot project called "From Refugee Camp in Thailand to Meaningful Employment in the USA - Public-Private Partnerships - Incorporating Volunteering and Mentorship Programmes", which will be provided to refugees from Mae La camp - refugees, will be able to receive training on English language development skills, transferable skills, empowerment skills and vocational skills to try to better prepare the refugees for living in the USA.

Being a Christian based organisation, ZOA Refugee Care has strong networks with church groups in The Netherlands, though not affiliated to any specific denomination. In addition to the business and church connections that have been established, there are many child and youth constituency groups linked to ZOA HQ. For ZOA Thailand, the past and present role has been to act as an organiser / facilitator of visits of the young ambassadors if the visits take place. During 2008, there was a project visit of FOVO & Secondary Schools from The Netherlands.

Donor information:

- BuZa – The Netherlands Ministry of Foreign Affairs
- MFS - Co-financing System of BuZa
- EU (Thailand) – Regional Office for the delegation of the European Union
- UNHCR (Thailand) – Regional Office of the United Nations High Commissioner for Refugees
- UNICEF (Thailand) – Regional Office of the United Nations Children's Education Fund
- ZOA NL – Support from ZOA Headquarters

Others:

- PSO – Organization for NGO workers and Capacity Building, the Netherlands
- BLG – Belgian Embassy in Thailand
- WE/C – World Education Consortium
- WG – Wild Geese (Wilde Ganzen)
- BWAA – Baptist World Aid Australia
- RTP – Right to Play

Chart 1 – 2008 Funding by source

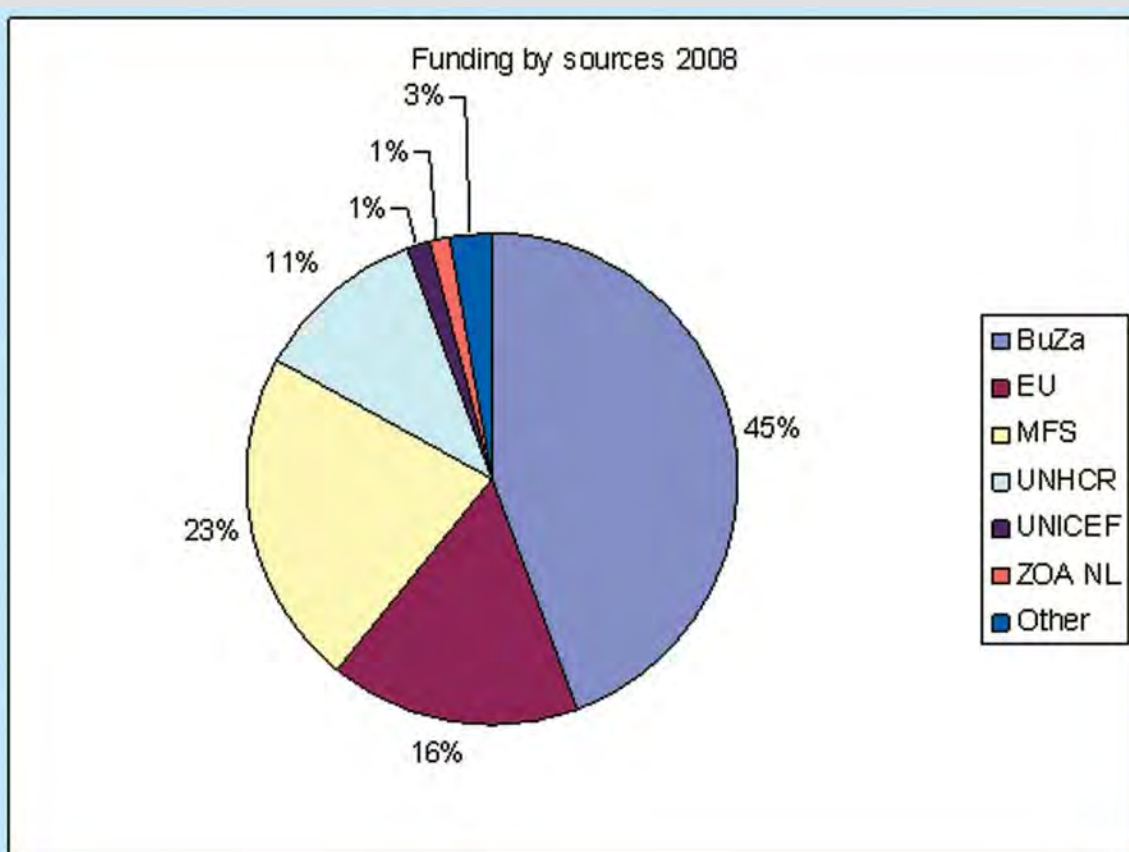


Table 1: Donor funding as a percentage of total income

Donor	Percentage of total funds received		Projects supported by these funds
	2008	2007	
BUZA	44.5%	37.3%	Food and Shelter
MFS	22.5%	22.3%	Basic Education
EU	16.2%	12.7%	Basic Education and Vocational Training
UNHCR	11.3%	16.9%	Vocational Training, Non-Formal Education and Livelihood
UNICEF-THAILAND	1.5%	0.5%	Basic Education
ZOA NL	1.3%	2.9%	Vocational Training and other projects
BLG*	0.7%	-	Basic Education
PSO*	0.6%	2.3%	Capacity Building
WG*	0.6%	-	Basic Education
RTP*	0.3%	-	Vocational Training
WE*	0.3%	0.8%	Basic Education
BWAA*	0.2%	0.1%	Vocational Training
GGP	-	2.2%	Basic Education
PRISMA	-	1.0%	Basic Education
Alpha & Omega	-	0.7%	Basic Education
Diakonia	-	0.1%	Vocational Training
	100%	100%	

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



Table 2: Expenditure by project and as a percentage

	2008		2007	
Project	Expenditure (Euro)	%	Expenditure (Euro)	%
Food and Shelter	1,941,981	42.9	1,542,466	39.7
Basic Education	958,143	21.2	880,091	22.6
Vocational Training	352,536	7.8	345,463	8.9
Livelihoods	119,753	2.6	179,804	4.6
Non-Formal Education	34,990	0.8	49,533	1.3
Other Projects	5,000	0.1	13,547	0.3
Indirect Project Costs	1,109,119	24.5	877,810	22.6
TOTAL:	4,521,522.0	100.0	3,888,714	100.0

Funding committed during reporting period

During the period January to December 2008, the following funding agreements, which have since been passed for funding, were submitted to donor agencies.

1. EU
2. UNHCR
3. UNICEF
4. BWAA
5. Wilde Ganzen / Happy Gift
6. COPE
7. BLG
8. PSO

Beneficiaries in receipt of assistance

At the end of 2008 the total number of people in receipt of educational assistance was as follows:

General Education:

- Students: 36, 475
- Teachers: 1,634
- Education support staff:
 - o Committee coordinators and assistants: 14
 - o Resident Teacher Trainers: 70

Vocational Training:

- VT Trainers (Full-time / Part-time): 82 / 30
- VT Trainees:
 - o Regular training: 2,504
 - o Other beneficiaries (support staff): 72
 - o Trainees engaged in income generating activities: 755

NFE courses:

- NFE Students: 2,577
- NFE Staff:
 - o Superintendents: 8
 - o Night watch: 8
 - o Trainers: 24

Chapter 2 – Refugee situation overview

Burmese Refugees in Thailand

The Burmese refugees have already been in exile more than 2 decades and repatriation to their homeland is unlikely in the foreseeable future. From 2005 onward, more than 30,000 (cf. GNA Thailand: Overview, www.unhcr.org) Burmese refugees have left Thailand for resettlement to third countries. In 2008, 17,126 (cf. resettlement statistics as of 30 November 2008, IOM) Burmese refugees resettled in United States, Australia, Canada and other countries. For the remaining refugees in 9 camps along Thailand – Burma border, the sustainability of their livelihoods has been a major issue to work out with all stakeholders.

With regard to the donors, it has become clear through various meetings and discussions with the NGO community that there is more attention being given to the overall Thai-Burma Border Programme than to date, which has given donors the impetus to engage more directly with the Royal Thai Government to find durable solutions to life in the camps. This, it is hoped will have an impact on current RTG policy with regard to the closed-camp situation and providing Burmese refugees with access to further education and livelihoods outside the camps.

A visit by the Royal Thai Senate as well as high-ranking Military Officials to several camps along the border has also promised to provide further input to the RTG with regard to the above-mentioned policy adjustments, as well as to ZOA and its refugee partners for quality education.

The RTG/NGO Retreat held in December of 2008, indicated a shift in sentiment and confirmed the willingness of RTG to engage with INGOs in more constructive ways. This willingness also expressed itself in an announcement by RTG members that it would be willing to consider various proposals related to livelihoods and education opportunities for refugees outside the camps.

During 2008, Thailand saw yet another shift in government. Unrest and demonstrations in Bangkok and other bigger metropolitan areas caused stagnation in decision-making and the administrations of RTG. These demonstrations also paralysed the country's tourist industry, as well as its lucrative commercial transactions, the country's key sources of revenue; it is said that up to 85 million US Dollars in revenue were lost every day during this period of unrest.

Bills affecting the migrant population in Thailand could not be reviewed and agreed on due to this unrest. For this reason delays are expected in policy revision.

Many NGOs also experienced a drop in the number of crucial visits to the refugee camps and the border programme as a result.

The resettlement process was also delayed during the month of December and was left pending for the above-mentioned reasons. This has given the education programme a brief respite in the brain-drain that has been experienced since the beginning of the resettlement programme. This has provided organizations like ZOA to retain expertise and train replacements more effectively, at least for a short period.

Context to the Displacement

In 2008, displacement continued in Burma and an estimated 66,000 people from ethnic minority communities in eastern Burma were forced to become displaced in order to avoid the effects of armed conflict and human rights abuses. As of October 2008, there were at least 451,000 people internally displaced in the rural areas of eastern Burma. The displacement crisis continued to be most acute in Kayin (Karen) State in the east of the country where an intense offensive by the Burmese army against ethnic insurgent groups had been ongoing since late 2005. New displacement also occurred in western Burma's Chin State as a result of human rights violations and severe food insecurity. (cf: www.internal-displacement.org)

Internally Displaced Burmese

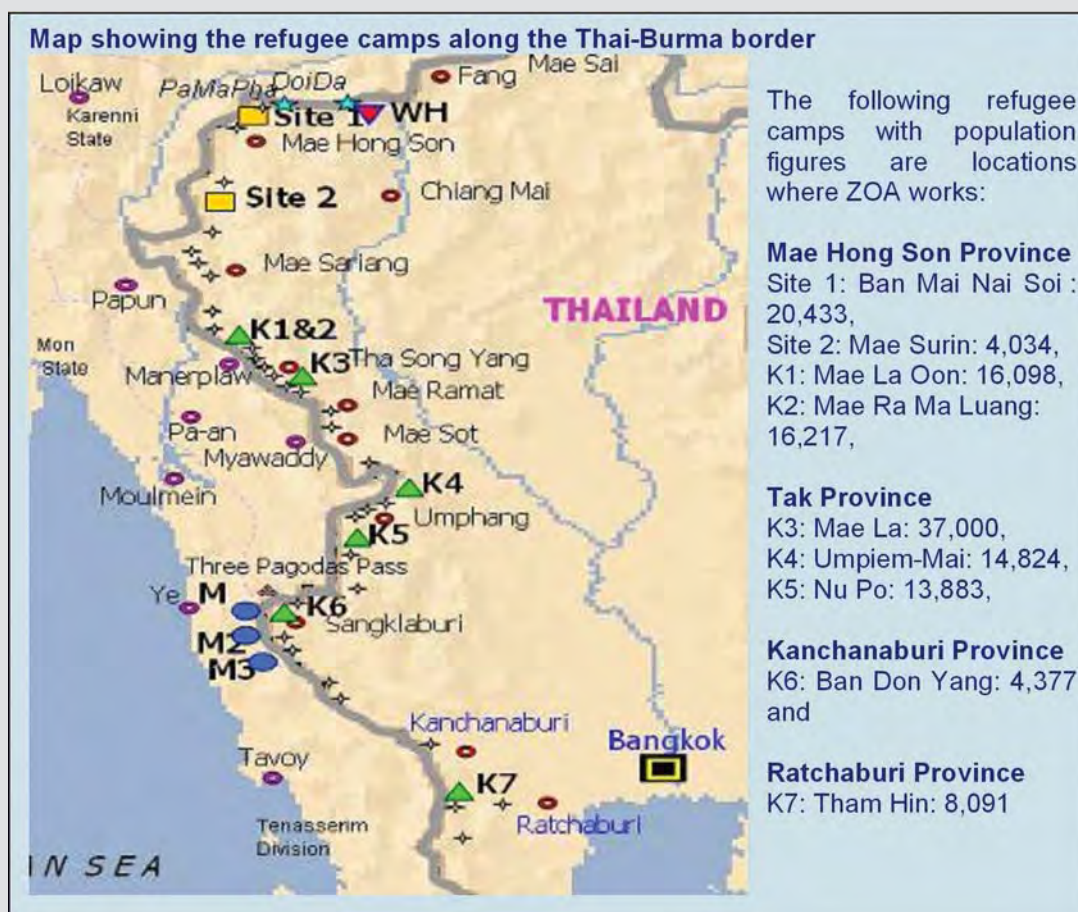
IDPs in Burma still affected by armed conflict between the army and insurgent groups remained the most vulnerable, with their priority needs tending to be related to physical security, food, shelter, health and education. Humanitarian access to this population continued to be very restricted. An unprecedented level of access for humanitarian workers was permitted in response to Cyclone Nargis which struck the Irrawaddy Delta in May 2008, but government restrictions on humanitarian access continued elsewhere in Burma and frustrated efforts to reach conflict-affected IDPs. The awareness of the international community of the nature and extent of conflict-displacement in Myanmar continues to be limited. (ibid)

Burmese “Migrants” in Thailand

In Thailand, the number of unregistered migrants from Burma, Cambodia and Laos is not exactly known, but the estimate suggests that there are between 800,000 and 1.2 million unregistered migrants, of whom 90 percent are Burmese. During the reporting period the Thai government announced that 500,000 foreign work visas and work permits would not be renewed for 2010. The economic downturn affected to job losses for foreign workers and an increase in protectionist government policies, which would make migrant workers more vulnerable to exploitative work and unfair labour conditions and limit their ability to access health and legal services. (cf. **Kaowao Newsgroup, issue no. 149, 8 March 2009**)

Map 1 - Where ZOA operates: (cf. - <http://www.tbbsc.org/camps/2007-12-dec-map-tbbsc-unhcr.pdf>)

ZOA Thailand operates in the seven camps situated in the middle of the map, namely Mae La Oon, Mae Ra Ma Luang, Mae La, Umpiem Mai, Nu Po, Ban Don Yang and Tham Hin. Limited support is provided to Mae Surin and Ban Mai Nai Soi camps.



Chapter 3 – Project update

3.1 – The area offices

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

Mae Hong Son:

During 2008, work for the purchase and delivery of the school supplies was carried out in conjunction with Jesuit Refugee Service (JRS). ZOA and JRS were able to support the schools in the northern camps with supplies.

Mae Sariang:

The Mae Sariang office is the field office for service delivery to the camps of Mae La Oon and Mae Ra Ma Luang, in Sop Moei District of Mae Hong Son Province. The area is staffed by an Area Coordinator, two Field Officers (one for each camp), an Area Teacher Trainer, an Area Logistics staff member, a driver and an Office Administrator. During 2008, the full staff team was completed and continued to operate as such throughout the year.

ZOA Projects

- Non-formal Education
 - 2 centres (one in each camp)
- Basic Education
 - Mae Ra Ma Luang – 10 schools, Mae La Oon – 8 schools
 - Mae Ra Ma Luang – 6,406 students, Mae La Oon – 5,978 students
- Vocational Training
 - Mae Ra Ma Luang – 12 courses, Mae La Oon – 13 courses
 - Mae Ra Ma Luang – 261 students, Mae La Oon – 340 students

Below: Stove making course in Mae Ra Ma Luang camp





Above: A secondary art class in Mae La camp

Mae Sot:

The Mae Sot office is the field office for service delivery to the camps of Mae La, Umpiem Mai and Nu Po in Tak Province. The area is staffed by an Area Coordinator, four Field Officers (one for each camp but two for Mae La due to the size); an Area Logistics staff member, an Office Administrator and Area Teacher Trainers for the Tak camps are based at the country office. During 2008, the staff team saw the Field Officer of Umpiem camp leave and one of the Field Officers for Mae La camp was moved to take responsibility for the work in Umpiem camp. There was only one Field Officer for Mae La camp to cover all work in Mae La from July 2008.

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 – 26 schools, Umpiem - 8 schools and Nu Po – 10 schools
 - Mae La – 11,735 students, Umpiem – 4,696 students, Nu Po – 4,254 students
- Vocational Training
 - Mae La – 15 courses, Umpiem – 8 courses, Nu Po – 10 courses
 - Mae La – 767 students, Umpiem – 416 students, Nu Po – 424 students

Kanchanaburi:

The Kanchanaburi office is the field office for service delivery to the camps of Tham Hin in Ratchaburi Province and Ban Don Yang camp in Kanchanaburi Province. The area is staffed by an Area Coordinator, two Field Officers (one for each camp), an Area Teacher Trainer, an Area Logistics staff member and an Office Administrator. During 2008, the full staff team was complete and continued to operate as such throughout the year.

ZOA Projects

- Non-formal Education
 - 2 centres (one in each camp)
- Basic Education
 - Tham Hin – 1 school, Don Yang – 1 school
 - Tham Hin – 1,897 students, Don Yang – 1,509
- Vocational Training
 - Tham Hin – 7 courses, Don Yang – 8 courses
 - Tham Hin – 233 students, Don Yang – 230 students



Above: Visit to the Royal College (Wittayalai Nai Wang) for coordinating the VT and IG project

3.2 Country Office

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

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

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

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

3.2.1 Teacher Training and Capacity Building Project

Project Update

Project Department Name: Teacher Training and Capacity Building Project

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

Projects under this department:

Basic Education Teacher Training:

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

Vocational Trainer Training

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

Capacity Building

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



Camps in which this project is implemented:

1. Mae La
2. 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
- Education Committees
- Education workers in the seven refugee camps that this project operates within
- All VT teachers and trainees
- KED institutional level and camp level

The Teacher Trainer department exists to train and support the capacities of the basic education and vocational training teacher trainers for improving the of quality teaching/learning. The other project in this department works to build the community and the local partner organization capacity to enhance the sustainability of the education programme in the future. The teacher training project has operated as part of the ZOA Thailand programme since 1997 and presently provides support to the programmes in all seven camps that ZOA operates in. In 2006, the restructuring of the programme meant that the Capacity Building programme was also placed under the responsibility of this department.

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

Basic Education

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

Vocational Training

Training to the VT teachers and coordinating with Thai VT institutes so that the trainees receive certification of their courses from Thai institutes.

Capacity Building

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



Teacher Training – Basic Education

2008 – Work done:

All planned activities under TT/CB were carried out on time. It was possible to implement additional activities as a result of extra funding availability achieved through exchange rate gains.

A review of 2008 implementation shows that all activities were done satisfactorily. However, the desired result was minimised due to a high turn-over of teachers. Training programmes were frequently repeated because new teachers, committees, and VT trainees had to be recruited to replace the expertise that was being resettled.

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

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

Due the high turnover of teachers, a Pre-service Teacher Training on methodology was provided to new teachers. Repeated training in specific subjects was given to Primary and Secondary teachers by ZOA Resident Teacher Trainers.

A new initiative was begun in 2008. The Staff Exchange Programme saw 2 primary teacher trainers participated. This programme was successful and had a positive impact both on camp education and staff development. Recommendations from the participants of the programme on improvement of organising training were: improved logistics arrangements; better cooperation among stakeholders (e.g. ZOA staff, camp based-staff, RTTs and committee); and more training on subject matters was provided.

There has been satisfactory progress made in the provision of VT courses. The Thai Vocational Training Institute has issued certificates to those who have attended their training as organized by ZOA. In December 2008, a VT workshop was organized with the directors, deputy directors and assistants from Ratchaburi, Kanchanaburi, Mae Sot, Lampang, Mae Sariang & Mae Hong Song in order to seek cooperation and technical support from Thai VT colleges in all locations.

The capacity building project faces the same problem as basic education teacher training due to the high turnover of KED staff both at institutional and camp levels.

Beneficiaries:

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

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

In-service teacher training at Mae Ra Ma Luang camp



Results according to project logical frameworks

Karen Education Project (IV) – Result 1

Main activities	Achievements
Activity 1.1: In-service training carried out in all camp at least twice a year	<ul style="list-style-type: none"> 880 teachers attended the 3 weeks of summer-training carried out in all camps. The in-service and follow-up training was provided in all camps.
Activity 1.2: Ongoing support to teacher and RTT provided	<ul style="list-style-type: none"> Trainings for RTTs and teachers in secondary and primary levels conducted in all camps. Training of subject-upgrade and teaching skills for new teachers by RTTs carried out regularly.
Activity 1.3: New set-up of teacher training system developed	<ul style="list-style-type: none"> The teacher training and assessment system with training manual developed by teacher trainers together with an external advisor (from Sussex University, England) completed. The one-month pre-service training with curriculum/manual developed.
Activity 1.4: Teacher training materials developed	<ul style="list-style-type: none"> Please refer to above

Karen Education Project (IV) – Result 3

Main activities	Achievements
Activity 3.1: Relevant and integrated educational policies and strategies developed	<ul style="list-style-type: none"> The 6-day KED annual meeting in April 2008 was joined by 74 people from camps, districts, NGOs, CBOs, and central KED staff. The newly-developed KED education policies and systems were communicated to the education workers and trainers by ZOA capacity building team and KED management personnel during the whole month of February. The new policies aim for strengthening the financial system of ZOA and KED and for creating a new education system accredited by MOE. KED policy development workshop on future 'Code of Conduct' organised with KED central and education staff in camps Facilitated workshop for school policy and system based on recent issue regarding school fees, school rules, married students, pregnant students, rape, and students in the process of resettlement, etc. The written policy will be in place by next year.
Activity 3.2: Clear community management systems developed and in place	<ul style="list-style-type: none"> A one-day-training for reporting systems was provided to the central and local education management at the KED Annual Meeting on 26th April, 2008 with 55 participants. Assisted KED on developing a system for Teacher Fund Raising Project aiming at helping teachers with extra income. An amount of money was given to school management as initial capital to start a small business and the profit will be distributed among the teachers. School Inspection Workshop for KED staff was held for two days with the outcomes of school inspection methods, assessment and follow-up with results.

Main activities	Achievements
Activity 3.3: Community education management staff better able to do their job	<ul style="list-style-type: none"> A financial training was provided to some KED staff by the ZOA financial officer early in 2008 for helping the KED to use the financial system and procedures of the NGOs. KED Institutional Assessment for 2009 was conducted in December 2008
Activity 3.4: Community events organised and strategies developed to involve parents and disadvantaged groups in education management	<ul style="list-style-type: none"> Organized CB Education Workshop for 7 camps for Education Committees and KED In May, a two day Parental Involvement in Education training was provided to the camp education management and school management in 3 camps. There were 23 participants in Umpium and 18 from Nu Po, 23 from Mae La, consisting of education coordinators, school committee members and head teachers. Capacity building officers assisted Education Committee on how to conduct the education seminar and how to facilitate the meeting in Mae La. The capacity building team did the baseline assessment with the guide of an external consultant for the Parental Organized CB Education Workshop for 7 camps for Education Committees and KED.
Activity 3.5: KED staff strengthened in education management	<ul style="list-style-type: none"> The capacity team assisted the KED for the annual activities and financial plan in the beginning this year as usual.
Activity 3.6: KED staff strengthened in education management	<ul style="list-style-type: none"> Baseline Assessment for parental involvement with 12 school directors, 36 teachers and 98 parents from 7 camps. Training to education committee members, RTTs and School Directors in Mae La on preparation and organisation of meetings; facilitation skills and leadership styles.
Activity 3.7: KED organisation strengthened through contribution of staff subsidies and office costs on a quarterly basis	<ul style="list-style-type: none"> The subsidies for the KED and office costs are contributed by ZOA.
Activity 3.8: Partnership with Thai institute strengthened	<ul style="list-style-type: none"> Training to all VT camp trainers on how to fill the trainees' attendance forms required by VT College for certificates. Meeting on coordination of ZOA/ Mae Sot VT College for activities in the camps. Compiled the VT trainees' statistics for VT College Coordinated the quality control of VT training with Mae Sot VT College in all camps. Meeting on "Summary and Set-up of Development Plan for the Vocational Training Courses for Displaced Burmese" during 16 and 17 of December with the representatives of UNHCR, ZOA and VT & Agriculture Colleges from Ratchaburi, Mae Sot, Tak, Kanchanaburi, Lampang, Mae Sariang and Mae Hong Song.

Result 4: Sustainability of the VT programme enhanced

Activity 4.1 Build the capacity of KED to manage the VT system

- Meeting with KRC, KEC, KWO and KYO on handing over of VT activities in response to ZOA phase-over
- Training to all VT camps trainers on attendance form required by VT College for certificates
- Meeting with Mae Sot VT College coordination of ZOA and Mae Sot VT College



Above: Child care training in Mae La camp

Below: Visit VT courses during the conference participated in by Directors and personnel of OVEC



3.2.2 Curriculum and Materials Development Project: Project Update

Project Department Name: Curriculum and Materials Development Project

Project Manager: Miss Duangdao Wangkrongoen (Polly)

Projects under this department:
Basic Education

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

Vocational Training

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

Non-formal Education

- Produced teaching and learning materials for use in seven refugee camps



Camps in which this project is implemented:

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

Direct and indirect beneficiaries of this project:

- All teachers
- All students
- All VT teachers and trainees
- All NFE teachers and students

This department exists for the development of teaching materials for basic education, vocational training and non-formal education. Furthermore, it works to coordinate with partners to support the development of 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 have been the organisation of workshops, developing and monitoring textbook quality and coordination with other partners, external writers, translators and others on curriculum and materials development. The beneficiaries of the project are

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

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

- Students do not complete courses because of resettlement and do not return books
- Records of books are lost are due to school management changes
- Limited budget availability and consequently not enough budget to reprint books

In 2008, the Programme Department continued the implementation of the agreed plans in developing the Curriculum for Basic Education. For the curriculum and syllabus development as approved by UNICEF in 2007 for 2008 implementation was seen to have been too ambitious. Moreover, the implications of going into partnership with MOE and KED were not fully understood, and demanded more time to show appropriate results.



Above: Workshop on curriculum for Basic Education participated in by UNICEF, Office of Basic Education Commission and Education NGOs

Main activities	Achievements
Activity 2.1: Develop an integrated curriculum framework	<ul style="list-style-type: none"> Several meeting were organized for developing a curriculum framework for Basic Education in cooperation between ZOA, KED, and other related agencies The OBEC, ZOA and KED have agreed that the quality of education is the first priority, and accreditation would be a long term process. Decision made on language of instruction: Karen language - the first language, English - the second language, Burmese and Thai - supplementary languages. Office of Basic Education Commission agreed upon providing assistance to improve the quality of learning standards in six subject areas which include Mathematics, science, health and physical education, art education and social studies. Outline of syllabus for each grade has been developed Community has involved in the curriculum and syllabus development process by contributing their knowledge and ideas relating to the camp situation.
Activity 2.2: Analyse and revise textbooks and teacher guides used in camp schools	<ul style="list-style-type: none"> No revisions of textbooks and teachers' guides took place during 2008 because a new curriculum was being developed.
Activity 2.3: Produce and distribute textbooks and teacher guides	<ul style="list-style-type: none"> 16 types teaching/ learning materials were produced and distributed to teachers and students
Activity 2.3: Develop and distribute other teaching and learning materials	<ul style="list-style-type: none"> Developed and purchased learning materials - posters for Karen, English and Burmese languages Thai alphabet posters for camp schools.

Vocational Training

Activity 2.4: Develop and distribute other teaching and learning materials

Main activities	Achievements
Appropriate curricula, materials and tools made available for use in VT courses.	<ul style="list-style-type: none">10 sets of VT learning materials: Hair Cutting manual, Small Gasoline-Engine Repair Manual, Elderly and Child Care Manual, amongst others, produced and distributed.

Non – Formal Education

Main activities	Achievements
NFE Books printing	<ul style="list-style-type: none">800 copies of Elementary-level student book A and B & Pre-Beginner-level books A and B were finished in 2007



Above: Teaching/ learning materials distributed in Nu Po camp

3.2.3 Operational Services:

Project Update

Project Department Name: Operational Services Project

Project Manager: Mr. Somchat Ochalumthan (Chat)

Assistant Project Manager: Miss Janissa Khrutsawatchai (Ellen)

Activities & Projects under this department:

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



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
8. Khun Yuam (School supplies only)
9. Ban Nai Soi (School supplies only)

Direct and Indirect Beneficiaries of this project:

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

This department exists to provide operational support to the implementation of the programme. The project covers the operational aspects of the projects and is effectively a support department. It is implemented by means of the Area Coordinators and field staff in conjunction with camp based staff members, camp education committees and VT committees. Therefore, the operational services project is working with the general education, further education, vocational training, agriculture income generation project and non-formal education projects.

It has existed since 1997, however it has evolved from a basic support system to a comprehensive support mechanism as the projects have grown and the number of refugees has increased. The main areas of support for the general education project are for the activities within school construction, teacher subsidies, school supplies, education centre support and child care. Construction, subsidies and management of vocational activities fall under this project. The agriculture, income-generation project in Mae La camp is also managed through this project. All the above projects have links with Thai villages & schools and direct support is also provided in terms of school supplies, construction materials, sport equipment, vocational training projects and training in agriculture. The beneficiaries of the project are

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

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

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

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

An assessment conducted by the Operational Services Project in December 2008 showed that most of the people interviewed are interested in attending the Vocational Training Courses being offered. However, other personal and community commitments prevent potential students from attending full-day training. This has led to an undesired decrease in the number of VT Training participants. It has, therefore, become necessary to introduce adjustments to the project in 2009 to ensure a greater number of attendees.

Livelihood Project participated by refugees and Thai villagers



Summary of activities according to project indicators

Main activities	Achievements
By the end of 2007, 30% of education facilities under ZOA's responsibility will be built with semi-permanent materials	<ul style="list-style-type: none"> Completed
31 school buildings will be constructed and/or renovated under the ZOA project each year	<ul style="list-style-type: none"> In 2008, 63 new buildings constructed and 234 buildings renovated.
To provide teacher subsidies on a monthly basis	<ul style="list-style-type: none"> Completed
School supplies and stationery distributed and made available to 1,000 educators and 25,000 learners in the camps under ZOA's responsibility each year	<ul style="list-style-type: none"> Completed
8 Educational centres equipped with the necessary facilities and resources each year	<ul style="list-style-type: none"> Completed
800 Educators and Trainers using facilities and resources on a regular basis, with visible improvement in quality of classrooms	<ul style="list-style-type: none"> Realised
Child care facilities established and equipped and sufficient babysitters employed and paid on a monthly basis	<ul style="list-style-type: none"> Completed
Vocational training centre construction and maintenance of additional buildings or extensions of existing buildings	<ul style="list-style-type: none"> In 2008, 53 (VT training centre, practice session, office and shop) buildings were constructed / maintained
2,200 trainees have completed vocational training in employable and entrepreneurial skills.	<ul style="list-style-type: none"> In 2008 - 2,504 trainees trained.
10% of graduates are employed by NGOs, CBOs and outside investors during the first year, with an increase to 15% in the second and third years	<ul style="list-style-type: none"> Not possible to keep track of all graduates, as some of them have already resettled in third countries
Participants equipped with necessary skills to successfully conduct agricultural and income generation activities	<ul style="list-style-type: none"> Completed
Management structure for the Agricultural Centre and Thai host community established and operational	<ul style="list-style-type: none"> Completed
Sustainable agriculture and livestock production on 150 rai of rehabilitated forest land implemented	<ul style="list-style-type: none"> 50% completed due to the lower amount of funds available
Stakeholders including local authorities and NGOs consulted and updated on the progress of the project through a formal consultation forum	<ul style="list-style-type: none"> Completed

3.2.4 NFE & HE Project: Project Update

Project Department Name: Non-formal and Higher Education Project

Project Manager: Mr. Pahwahgay Sirichanakul (Tender)

Activities & Projects under this department:

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



Camps in which this project is implemented:

1. Mae La
2. 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 low or no English language knowledge and students who have finished secondary education)

NFE class in Mae La Camp



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

	1st cycle			2nd cycle			3rd cycle			Year total		
	M	F	Total Q1	M	F	Total Q2	M	F	Total Q3	M	F	Total
Mae La Oon	39	61	100	86	84	103	47	45	92	172	190	295
Nu Po	84	58	162	90	81	171	122	122	244	296	261	577
Umpiem Mai	54	46	100	63	54	117	105	81	186	222	181	403
Mae Ra Ma Luang	44	45	109	79	49	128	50	39	89	173	133	326
Ban Don Yang	55	41	114	53	65	118	27	62	89	135	168	321
Mae La	199	129	355	217	150	367	291	206	497	707	485	1219
Tham Hin	56	64	140	71	51	122	61	46	107	188	161	369
Total	531	444	1080	622	504	1126	703	601	1304	1856	1549	3510
Major locations:	Mae Hong Son Province: Mae Ra Ma Luang, Mae La Oon Ratchaburi Province: Tham Hin Kanchanaburi Province: Ban Don Yang Tak Province: Mae La, Umpiem Mai, Nu Po											

This department exists to create broadened access to education through adult education and to give an opportunity to bright young students to further their education inside the camp and if possible outside, so that they contribute to the community later. It has operated as part of the ZOA Thailand programme since the beginning of 2007. In 2008 it provided support to the programmes in all seven camps that ZOA operates in, through NFE officers to community teachers and staff, education committees, other NGOs and other ZOA departments. The key feature of the work done by this department has been providing English language-training. The language programme is designed for a communicative approach with maximum student interaction in both receptive and productive skills. It has been seen that through the pre- and post- programme testing, more than 95% of students who successfully completed the programme after 3 months have gained basic communication skills in English. The beneficiaries of the project are:

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

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

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

Most of the NFE camp-based trainers now are new, unregistered arrivals. As unregistered refugees, these trainers are not permitted to leave their respective camp locations for specialised training purposes. This made it difficult to arrange training in one location, since it would have required that they travel to locations outside of the jurisdiction of their respective camps.

An assessment conducted by the Higher Education Officer in 6 post-ten schools showed that weaknesses in curriculum and appropriate human resources, which would normally be required for a quality Higher Education Programme.

Summary of activities according to project indicators

Main activities	Achievements
3,000 students enrolled in the English language programme (120-160 students per centre)	<ul style="list-style-type: none"> A total of 3,510 students were enrolled in all 7 camps in 2008.
English language textbooks and teacher's guides for the pre-beginner and lower intermediate with culturally appropriate contents developed, printed, and distributed by June 2008	<ul style="list-style-type: none"> The English language textbooks and teacher's guides for the pre-beginner were done in February 2008. They have been distributed and are now being used. The draft lower intermediate student's book and teacher's book were developed and printed in August 2008.
Each teachers undergone a minimum of 80-100 hours of training on English language skills, better classroom management, and teaching practices	<ul style="list-style-type: none"> In January 3 separate ESL teaching skills up-grading courses were conducted by two invited trainers in 3 different locations, Mae La, Tham Hin and Don Yang. A total of 21 teachers benefited from these trainings. The trainings were focused on introducing the new Pre-beginner book, "Starting Out". A training session for the introduction of classroom management skills was conducted in Mae Ra Ma Luang and Mae La Oon camp. A total of 4 teachers participated from the two camps in each 1 ½ hour training session. One new teacher from Don Yang camp was given an orientation course for 8 hours.
Regular observation and feedback sessions with program officers conducted	<ul style="list-style-type: none"> In the first cycle 5 NFE teachers were observed and given feedback twice. It was observed that teachers have a good relationship with students but need to improve in classroom management skills. In the second cycle 4 NFE teachers were observed and given feedback twice each and another 7 were observed and given feedback one time each.

Main activities	Achievements
All post tenth 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"> Curriculum Project sent out materials to all post ten schools through operational services staff members 14 post ten schools in 6 camps, Tham Hin, Nu Po, Umpiem, Mae La, Mae Ra Ma Luang and Mae La Oon were supported by the programme.
Assessment of quality of 6 post ten standard schools	<ul style="list-style-type: none"> 4 post ten schools were visited and assessed by the HE officer in the last quarter of 2008
The 2 students who have been accepted by Thai Universities can leave the camps and study in Bangkok	<ul style="list-style-type: none"> No permission given by MOI and NSC for the students to leave the camps

Below: The students of post-secondary level in Umpiem camp



Chapter 4 – Strategic planning

Summary of strategy plans for next year(s)

The ZOA Thailand Strategy for 2009-2011 calls for a phasing over of its operations by 2012. As has been the case for many years of ZOA's operations in Thailand, planned efforts in the field of 'Education for All' have been designed to enable refugees to make a successful transition from vulnerability to self-sustainability. Recent developments with ZOA Worldwide regarding its mandate and implementation policy have expedited the process of ZOA Thailand's phasing over and have necessitated a closer look at how ZOA Thailand operates and what is required to be able to successfully cease the current form of operations in this country.

The ZOA Thailand

The participatory nature of the planning enabled the development of clear strategic choices to be made for the ZOA Thailand programme. These are provided below.

Strategic choices

In light of the mandate and country analysis ZOA Thailand, its sectors and the five key strategic options need to be given careful consideration. These are:

1. Strengthened CBOs
2. Increased MOE involvement
3. Coherent CCSDPT strategy
4. Support from other INGOs / network developments
5. Development of U-sa Khanae Development Foundation

These have been identified as the appropriate strategies to take as a result of the actor analysis. In light of the sectors, ZOA Thailand will remain within the education sector but the sub-sectors are as follows:

- A. Curriculum development
- B. Teacher/ trainer training
- C. Study supplies and basic services
- D. Vocational Training equipment and materials provision
- E. Income generation and complementary skill provision
- F. Non-formal education
- G. Higher education

4.1 Core organisational strategies 2009-2011

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

1. Improve the work systems within community organisations and structures

- Community systems that support the shift in implementation responsibilities are in place
- Peer learning and 'work buddy' approaches in place to ensure that community level implementation is in line with ZOA strategic planning
- Work plans developed with community staff that support the CAPP logical framework
- Increased responsibilities for project implementation held by community level staff
- Models and training systems used to support strategic thinking, development and planning

2. Consolidation of the ZOA country programme through new approaches and strategic partnerships

- ZOA Thailand not expanded further in terms of geographical areas and sectors
- Increased number of strategic partnerships and developments to existing ones to support phase-over process

3. Invest in the quality of current interventions

- An integrated M&E system and tools are developed and functioning to support the organisational objectives
- Knowledge sharing mechanisms with other ZOA country programmes, ZOA HQ and non-ZOA actors are created and functioning
- Increased cooperation with technical resource organisations and networks
- Cross-cutting themes and development approaches are effectively mainstreamed in the programme and projects (inclusion, gender, peace building, disaster preparedness, etc.)

4. Maintain a comprehensive strategy for external relations and lobbying

- Strategy developed and used
- Improved funding possibilities
- More coherent approach from service delivery organisations

5. Improve human resource strategy to develop the U-sa Khanae Development Foundation

- Staff training needs assessments carried out
- Change committee established and functioning
- U-sa Khanae Development Foundation development implemented as per proposed schedule
(Note: This Foundation will be established as a legally national NGO in 2009. Certain projects and activities currently handled by ZOA will be handed over to the Foundation in order to support to education and skills training opportunities to enable quality livelihoods, for disadvantaged communities and populations in Thailand's border areas.)

4.2 Programmatic strategic choices

The development of the CAPP (Country Annual Policy Plan) was also used to assess and prioritise areas of the programming side of ZOA Thailand. Each of the distinct sectors that ZOA provides services within was given a priority score, rationale and strategic steps to be considered or taken. A score of 1 to 5 was given for each of the programme areas – 1 being high priority signalling full expansion and 5 representing gradual withdrawal of support or involvement. See details below.

Strategic Choice	Option No.
Full expansion: both in terms of scope of our programme (i.e. number of sub-projects/activities) and in terms of number of beneficiaries/project sites	1
Limited expansion: expansion in terms of number of beneficiaries/sites while keeping the scope(number of activities) the same	2
Consolidation of our activities in this programme with significant investments in enhancing the quality (or otherwise re-shaping) the programme	3
Consolidation of our activities ("keeping things the same")	4
Discontinuation/gradual withdrawal	5

Programme/ sub-sector	Strategic choice – by year	Comments
Food & Shelter support to TBBC	2009 – 4	Decisions to be madePresent funding will continue until April 2009 – planning discussions in process now
	2010 – 4	
	2011 – 4	
Christian Assistance	2009 – 4	This HQ based programme will be continued at present levels in 2009. For 2010 and onwards there will be discussions held with HQ as to the level and type of involvement and support
	2010 – 4	
	2011 – 4	
Basic Education	2009 – 3	There is a need for continued involvement at the same level with adjustments to the nature of implementation support as well as investments in re-designed classrooms and training programmes. The focus on competence development will play a greater role in 2009 and 2010 to enable more implementation to take place by community staff. In 2011 the score will be a 5 as ZOA will be withdrawing from its role here
	2010 – 3/4	
	2011 – 5	
Vocational Training	2009 – 3	In 2009, ZOA will build in new parts to the VT projects to support the beneficiary skills base for potential future exposure to markets and financial capital. Also stronger links with the Thai VT colleges will be developed to support the future gradual withdrawal in 2011
	2010 – 4	
	2011 – 5	
Livelihoods	2009 – 2	Limited expansion will take place in 2009 to ensure that a broader cross section of beneficiaries have access to opportunities. However, future planning for the project sees IG activities and management of projects as being more in the hands of the beneficiaries and partner agencies (where possible) There will be a focus on the competence development of staff beneficiaries to support the future withdrawal in 2011
	2010 – 4/5 (looking for partners to take over already in 2008)	
	2011 – 5 – depends on 2010	
Non-Formal Education	2009 – 1	Initially the re-designing of the NFE project to fit with a broader range of refugee needs will mean an expansion in the scale and scope of activities. However, after the establishment of these projects under NFE there will be a consolidation and subsequent withdrawal. Links with and training for management of projects for CBO partners will be used to ensure that the impact of the projects under NFE will be more sustainable
	2010 – 3	
	2011 – 5	
Higher Education	2009 – 1	The impact of resettlement has reduced the number of skilled and educated individuals in the camps. The HE projects are designed to support the redevelopment of the skills sets that exist. The first stage in this will be the development of small pilot projects at one camp site, hence expansion. After establishment of the projects has taken place and they are stable ZOA will reduce its involvement at the end of this CAPP period and withdraw completely at the end of 2011 – handing over to a new local partner
	2010 – 3/4	
	2011 – 5	

Chapter 5 – Research & issue papers

5.1 – Research carried out

During 2008, only one evaluation was commenced. This was the Vocational Training Project Phase II as funded by the European Commission, project end evaluation. The consultant was hired and the evaluation report will be submitted by the end of February 2009. The paper will be looking at the criteria of relevance, sustainability, impact, efficiency and effectiveness of the project and will be providing relevant, specific and realistic recommendations that are based on the evidence gathered.

5.2 – Issue Papers

During 2008 a series of issue papers was begun. The ZOA issue papers are a series of short papers focusing on current significant educational issues and strategies within the refugee camps along the Thai-Burmese border. They provide brief, organised and coherent information, to generate questions and interest, and to add to public understanding of the challenges and positive outcomes of education in the refugee camps. They are written by researchers and practitioners and edited by an independent editor.

The issue papers written in 2008 were on the following topics:

1. Towards Sustainable Livelihoods: Vocational training and access to work on the Thai-Burmese border by Inge Brees, ZOA issue paper no.1 looks at the issue of livelihoods in relation to the vocational education system in the camps and in the wider context of camp life and the Thai legal and economic structures.
2. Certifying Refugee Education: Problems faced by Burmese refugees in Thailand by Olloriak Sawade, ZOA issue paper no. 2 looks at the challenges faced by Burmese refugees in gaining recognised and certified education.
3. Teaching training: Systemic issues and challenges by Janet Steadman, ZOA issue paper no. 3 looks at the challenges of providing teacher training in the context of the refugee camps in Thailand – This paper will be released in January 2009.



Chapter 6 – Management, HR and partnering

6.1 Introduction:

In 2008 it was demanded that much attention be given to developing the process for implementing the new organisational structure for 2009-2011, in order to be in line with the requirements of the agreed phase-over of ZOA Thailand.

During 2008 various Work Groups were established to provide input from the organisation and its various levels to facilitate management decisions. The Salary and Benefits Workgroup is one such group. As a result of recommendations from this group salary and benefits adjustments were implemented during the 3rd Quarter of 2008.

The Staff Policy was seen to be in dire need of revision; the current policy having been approved in 1999. Since then several changes have been made and have been verbally agreed and enforced, but not always documented. A revision of the policy to be more relevant to the contextual needs is scheduled for 1st Quarter 2009.

The advisory department has been engaged in Competence Development to meet the current and future needs of the organisation. Very specifically, several staff members in several departments have been given training in Financial Management, Project Cycle Management, including project planning and Logframe formulation.

Training has been planned for the new Monitoring and Evaluation System, and in the use of the Annual Operating Plan format, to be used as of April 2009.

Training was also provided to all staff on Safety and Security Risk Assessment. This will enable staff to more effectively plan their individual departmental and area responses to identified risks.

The 2008 bi-annual staff meeting in Kanchanaburi



Staffing – Table 4:

The table below provides an overview of staffing during 2008:

Category	Position	2008	Position Filled	Turnover
Office of the Country Director	Country Director	1	Yes	
Office of the Programmes Department	Programme Manager	1	Yes	
Office of General Affairs	Manager General Affairs	1	Yes	One left Replaced September 2008
Advisory Office for programme and organisational Strategy, Quality and Learning (SQL)	Programme Advisor	1	Yes	One left Replaced January 2008
Expatriate staff – Total		4	Yes	See Country Director
Locals		60	Yes	See 6.3 below
Total number of staff		64		
Breakdown Programme vs. Support Staff				
Programme Staff		45		
Support Staff		25		

6.2 Management in ZOA Thailand

In light of the focused phase-over process of ZOA Thailand, it was deemed necessary to re-structure the organisation. This is to ensure continuous implementation quality, whilst also managing the handing over of responsibilities with the commensurate skills and capacity transfer in a well-coordinated manner. Whilst this re-structuring of the organisation has required several functions and roles to be defined or re-defined, 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.

The Senior Management Team is made up of five persons. Two are from the Office of the Country Director and one from each of the other key functions. Three are expatriate staff members and two are local. The same division exists according to gender. The meeting system is used to look at the whole organisation on various aspects: governance matters; management practices; human resource management; financial resource management; programme delivery; external relations; sustainability; and safety, security & communications.

Compliance to internal standards is ensured by the Quality Advisor in SQL. All documents and policies (apart from internal financial reports) are checked. There are still some areas to be improved which include completion of guidelines and formats for maintenance of quality. This will be in place by the end of 2009. This structure was designed to work more effectively with the ZOA headquarters' structure in The Netherlands. This has facilitated the interaction between the ZOA Head Office and the Country Office of ZOA Thailand.

Although the organogram on the next page (Figure 1) shows a hierarchical structure, the organisation is attempting to keep the structure as flat as possible, with key decisions being made by the management teams of the respective units, always with reference to the mandate and strategy of the organisation. It is the intent of all within ZOA Thailand to ensure that all decisions made reflect the core values of ZOA Thailand and are in line with local and international organisational policies and government regulations.

Although ZOA Thailand will be phasing over various responsibilities directly to refugee institutions, NGO partners and RTG agencies, it is clear that most functions will still be required during the course of 2009.

- ZOA Thailand plans to gradually reduce numbers from 64 in 2008 to 51 by December 2009. 2009 WAS started off with 59 staff members.
- Capacity Building will demand a clearer focus and will thus require a greater level of capacity and skill, and will also demand a slight increase in actual number of staff members for this function
- The Education Department will continue to implement as planned and agreed with donors. However, it is intended that many functions will gradually be handed over.
- For this to be achieved, increased attention will be given to transferring the appropriate skills to identified stakeholders in line with the five strategic options that ZOA is following

Early 2009 will see most of the present positions being filled by current staff members, with a gradual reduction during the course of 2009 to start 2010 with the reduced number as indicated in the table. Key Organisational Management functions will remain through to 2011. The table below is a summarised version showing the year by year adjustments for staff planning.

Total Types	Details	2009	2010	2011	2012
Grand Total		61	49	28	4
Totals	Local/ Vacant	48/ 1	-	-	-
	Expatriates	3	-	-	-
	Expatriates (Non-Thai citizens) - Locally Hired	9	-	-	-
	Field Staff/ Programme	32	-	-	-
	Country Office/ Support	29	-	-	-

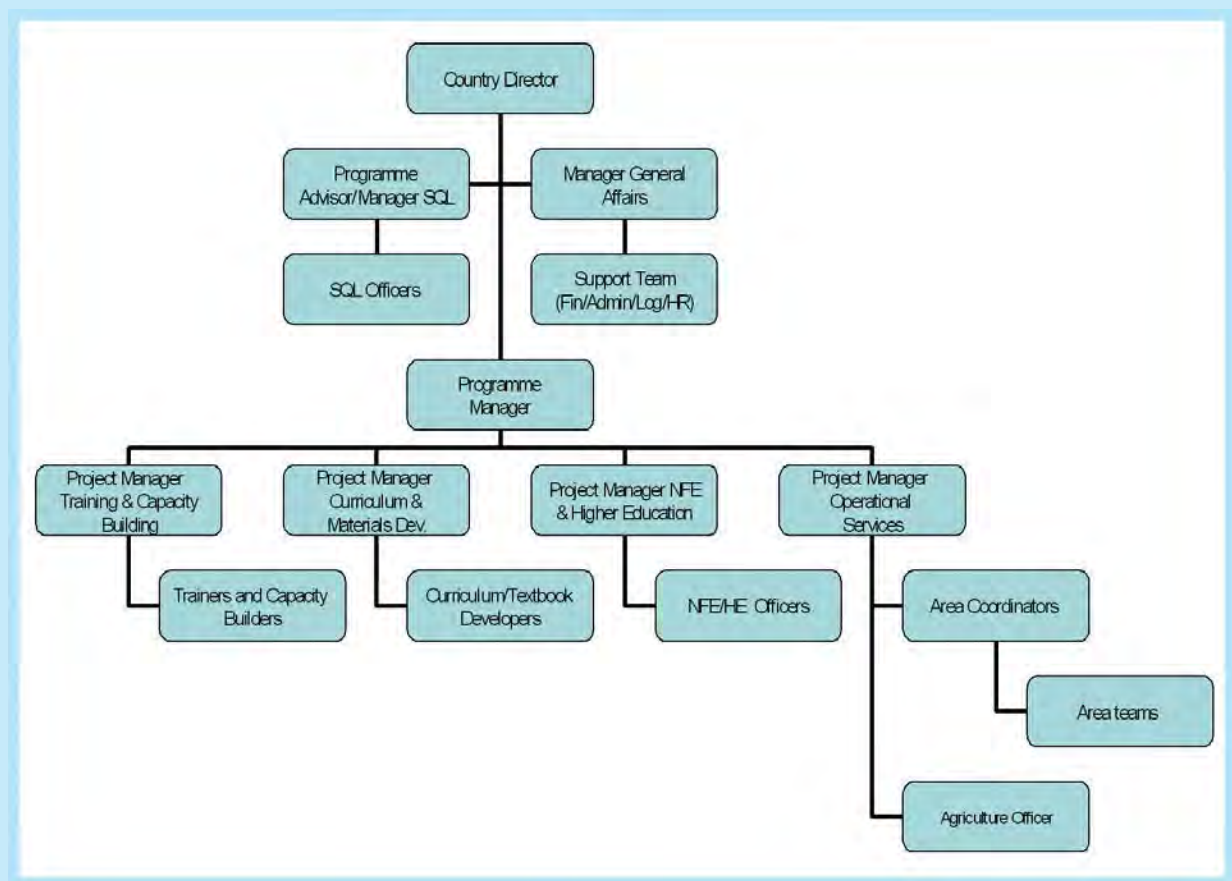
6.3 HR administration

One of the major tasks in restructuring the ZOA Thailand operations is the re-design of all Position Descriptions. Revisiting and issuing such Position Descriptions is a regular part of the HR annual calendar particularly since all contracts are limited to one year.

Performance Appraisals were conducted, but showed little success, since it became clear that ZOA was using a tool that is not appropriate to the context. The Performance Appraisals did not deliver the necessary information required to redefine functions and positions. As a result, Job Descriptions had to be revised using a different approach. Each new department in the structure for 2009 had to be defined, required competencies agreed on, followed by the writing of specific Job Descriptions. It is agreed that the new structure will be implemented as of March 2009.

- Much attention has been given to Human Resource (HR) strategic planning in 2008 and it is expected the momentum will continue over the next three years.
- ZOA Thailand has a strong tradition of creating, revising, and using formal job descriptions. ZOA's strategic plan is to continue to ensure this tradition is followed and a policy of an annual review of all job descriptions will be implemented.
- ZOA Thailand will revise its performance evaluation system to ascertain the organisational capacity to manage the change required in order to phase-over appropriately. The formal appraisals will be used in decisions about retention, promotion, salary increases and suitability for specific functions.
- ZOA Thailand's strategy for conditions of service will continue to be to attempt to find a balance between often conflicting objectives. (Competitive salary vs. efficient use of funds)
- With regard to all HR practices, the strategy is for the Country Director along with the SQL Department and/or HR Coordinator to review all policies and practices on an annual basis and make recommendations to the Senior Management Team for revisions.
- The re-structuring of the organisation in the light of the phase-over process necessitates the redefining of several functions and roles.

Figure 1: Structure – ZOA Thailand 2008



Partnerships/Associates

ZOA Thailand has worked towards the development of partnerships to support the implementation process. Many of these partnerships have developed over a period of a few years and are seen as vital to the ongoing sustainability of this refugee situation as technical knowledge and funding can be provided by other agencies thus reducing the reliance on a single provider of support and the risks of a lack of funding or lack of technical expertise.

Table 5 – Partners and associates and the areas of cooperation

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

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

Chapter 7 – Challenges & sustainability

7.1 Resettlement

UNHCR's durable solutions strategy for refugees of providing a resettlement programme for the refugees has been continued throughout 2008. This is giving the opportunity for refugees to begin new lives for themselves and their families in other countries such as the United States or Australia. Whilst the number of applicants is in itself a clear indicator of the positive view of the opportunity by the refugees, some commentators have indicated that the refugees choose this option due to a lack of real options in their life as camp residents. There have been issues raised by all stakeholders that the resettlement programme is having an adverse effect on the human resources and quality of education provided in the camps. Also it was said that people choose to resettle to get opportunities in education amongst other things. The stripping of resources away from the camp has meant that there is an amplified need for changes to the way that services are made available in the camps.

It has been stated that the resettlement programme will be scaled down after 2010. However, if there are future plans to extend the resettlement programme, these must without question be shared with agencies providing services in the camps, so to avoid further risks imposed on the sustainability of the programmes on the border.

ZOA Refugee Care has already taken some steps to reduce the impact of the resettlement programme by developing a new pre-service teacher training programme and creating a pool of trained teachers to step into the classroom when the need arises. However, this has not yet had a large enough impact to maintain continuity for the students and school management teams. Furthermore, ZOA has established a working group to monitor the impact of resettlement. However, with resettlement continuing for the foreseeable future the planning and implementation processes used by the NGOs have to be made to work within this context.

7.2 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 three years.

7.2.1 Conflict and sustainability

Maintaining a degree of sustainability in programming is always affected by conflict. The flows of displaced persons that it creates mean that there is a constant need to manage a changing population. In this way, the ongoing conflict inside Burma has an impact on the programme inside Thailand as it has led to continued flows of refugees throughout 2008.

Whilst the refugees are in the camps as a result of ongoing conflict inside Burma, the projects themselves do not have a direct impact on the present conflict, 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 as the main reason for their move to Thailand. This is directly linked to the conflict inside Burma because 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.

7.2.2 Environmental factors and sustainability

In ZOA's projects environment-friendly materials are used as much as possible. In relation to school construction, ZOA has received approval from the Royal Thai Government to use more permanent building materials such as iron-frames for the classrooms, rather than eucalyptus wood. This reduces the costs, the frames can be feasibly relocated to another place and there is a decrease in the demand for eucalyptus wood, which is not indigenous, to be farmed in Thailand. However, the vast distances between the camps mean that significant distance is travelled by ZOA staff simply to support implementation of projects. This in turn requires careful planning and fleet management to reduce fuel costs.

A development that has taken place during 2008 that is directly linked to environmental factors is the approval from MOI for forest rehabilitation near Mae La camp in Tak province and Mae Ra Ma Luang camp in Mae Hong Son province. This will serve to enable some rehabilitation of the forest areas used by people from nearby Thai villages that are also foraged in by the refugees looking for supplementary food to their rations. It serves to provide an opportunity for 'bridge building' between the refugee communities and the Thai village communities and will have an impact for many years to come due to the nature of the project.

As is the case with several partners, ZOA has been seen to be lacking in a clearer focus on finding ways to reduce the carbon footprint. 2009 will see some further effort in this regard, both in programme management and implementation as well as in the management of the offices in the various locations.

7.2.3 Social factors and sustainability

Inclusion and exclusion in education are directly linked to the social factors that exist in each community. In every education system there are disadvantaged groups that either have less access to education, are not fully involved in decision making structures, or are in other ways disadvantaged in their educational opportunities. Examples of disadvantaged groups in the camp education system are: students with a handicap, representatives of religious minorities, representatives of ethnic minorities, and women (the latter particularly in decision-making structures). ZOA is committed to go beyond the principle of providing services to all beneficiaries on an equal basis. ZOA has defined specific strategies to ensure inclusion of disadvantaged groups. 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 2008, specific strategies to incorporate social factors into education programming were developed. This has included a community based assessment of the schooling system to enable the voice of students, parents, teachers and management to be 'put on the table'. This will lead to a training system in the future whereby the schools themselves will be carrying out their own self-assessments to ensure that they are responsive to the different learning needs or preferences of the students. Increasing access to and continuation of schooling for all learners is therefore means ensuring that the education system does not become irrelevant for learners from inside the camps.

7.2.4 Financial-economic factors and sustainability

As long as the refugees are in Thailand, there is little chance that the local organisations will reach the point of self-reliance. They are almost entirely dependent on support from non-governmental organisations for their mere existence, let alone to manage an education programme.

ZOA has planned specific initiatives to enhance project sustainability, such as using local materials as much as possible, and therefore not purchasing expensive materials that have no relevance to a possible future in Burma or elsewhere. Specific approaches that have been developed in terms of financial or economic factors relate to the pilot income generation farm project opposite Mae La camp. In addition ZOA is in discussion with the Tak Chamber of Commerce in relation to finding opportunities for the refugees to be able to take on orders for products made for businesses in the locality.

From a long-term perspective, there is a definite link between education and the increase of economic outputs. The numbers of years of education do make a difference for individual children. Creative and analytical skills are crucial for survival, both in the present situation, as well as in the context of repatriation. The acquisition of practical skills, as offered through the VT Project, is important for finding employment in the future. In that sense, the programme is clearly contributing to the emancipation and the increase of potential of individual students and teachers in the camps, which might have an impact on the economy and the financial situation of the community in the long run.

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

7.2.5 Institutional factors

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

The potential of the sustainability of project activities is also specifically addressed in ZOA's programme strategies. 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 European 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.

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

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ZOA Refugee Care is a Netherlands-based NGO established in 1973. It provides support to refugees, displaced people and victims of natural disasters. ZOA works in various countries in Asia and Africa. At the moment, it implements projects in Afghanistan, Angola, Burma (Myanmar), Cambodia, Ethiopia, Liberia, Sri Lanka, Sudan, Thailand and Uganda. Since 1984, ZOA has been working with Burmese refugees living in camp settlements in Thailand. Currently, ZOA implements projects in seven refugee camps along the Thai-Burmese border in the areas of general education, vocational training, and food and shelter.

Since 1997, ZOA has been providing support to Burmese refugees in Thailand to enable them to manage and improve their own community education system. This support is provided through the Karen Education Project (KEP), the fourth phase of which started in January 2006. The main intervention areas of KEP are in-service teacher training and support, curriculum and textbook development, institutional capacity building, community development, and the provision of operational services, such as school construction, payment of teacher subsidies and the provision of school supplies. The challenge for the future will be to assist the further improvement of the quality of education and to ensure sustainability of project interventions in a protracted refugee situation, with a considerable degree of uncertainty about future scenarios for the refugees.

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