Project for Local Empowerment
Securing Quality Education for Displaced Burmese

World Education’s History on the Border

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

PLE Mission & World Education

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

World Education Values

World Education is dedicated to three key values:

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

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

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

#### Teacher Training
Teacher training encompasses a range of program activities focused on improving the quality of education among all target populations. Included among these activities are:
- Master Trainers program
- Annual Training of Trainers (ToT)
- Bi-annual teacher and school director trainings (in-service training)
- EBCS summer vacation trainings
- Mobile Teacher Trainers (MTTs)
- Pre-service teacher training (TPC, KTTC)

#### Higher Education
HE and transformative learning centers provide education opportunities beyond Grade 10, giving young adults the skills needed to become the next generation of leaders. Centers include:
- English Immersion Program
- Global Border Studies
- MNEC Post-Ten School
- Teacher Preparation Center
- Wide Horizons
- Zwegabin Myay

> See a map of alumni: [http://geocommons.com/maps/372698](http://geocommons.com/maps/372698)

#### Non-Formal Education
Out-of-school and vulnerable youth are given an alternative pathway to education and accreditation through non-formal education (NFE). Additionally, displaced students in Thailand can earn Thai accreditation by completing a NFE curriculum modified for them on behalf of PLE advocacy efforts. NFE programs include:
- Thai-accredited NFE
- Myanmar NFPE in NFE centers supported by PLE
- Youth Connect Stay in School (SIS) program

#### Community Support
A variety of PLE-supported activities include direct support to the community through a range of interventions not included in other components. Among these are:
- PTA development and trainings
- Star Flower, a special education center
- Nursery schools
- Provision of supplies for camp-based schools
- Research on sustainable solutions for the education system for those displaced in Thailand

#### Recognition of Learning
Because most education for those displaced in Thailand has been informal, PLE has worked with the Thai government on inclusion of displaced students, and with a variety of partners on accreditation. These efforts include:
- Thai NFE
- School Within a School
- Acceptance of displaced students within Thai schools
- Myanmar NFPE
- Windham Institute of Progressive Education certification for EIP, Master Trainers, MNEC Post-Ten, TPC, and WH

#### Administration of Community Schools
Community schools are administered by a number of partners and are critical to the provision of education to all target populations. These include:
- Migrant learning centers
- Camp-based schools
- Community schools in Karen State
- Community schools in Kayah State
- Community schools in Mon State
### PLE Education Program Implementation

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

<table>
<thead>
<tr>
<th>Sub-grant Partner</th>
<th>BMWEC</th>
<th>KED</th>
<th>KRCEE</th>
<th>KWTG/EBCS</th>
<th>KWO</th>
<th>KNGY</th>
<th>MECC</th>
<th>MNEC</th>
<th>SSDF</th>
<th>YC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burmese Migrant Worker’s Education Committee</td>
<td>Karen Education Department</td>
<td>Karen Refugee Committee-Education Entity</td>
<td>Karen Teacher’s Working Group /Eastern Burma Community Schools</td>
<td>Migrant Education Coordination Committee</td>
<td>Kayan Women’s Organization</td>
<td>Kayan New Generation Youth</td>
<td>Mon National Education Committee</td>
<td>Shan State Development Fund</td>
<td>Youth Connect</td>
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<table>
<thead>
<tr>
<th>PLE Activities</th>
<th>Star Flower Center</th>
<th>Administration of Institute of Higher Education in Camps; GBS; EIP</th>
<th>Administration of TPC; Mobile Teacher Trainers</th>
<th>Nursery School Support; Nursery Teacher Training; Peace Process</th>
<th>Teacher Stipend Support for Kayan Community Schools</th>
<th>Coordination of MLCs, especially regarding School Within a School and NFE Thai</th>
<th>MNEC Post-Ten School; Administration and Teacher Stipends for Mon State Schools</th>
<th>Support for Shan Schools in IDP areas</th>
<th>Vocational and Life Skills Training for Youth</th>
</tr>
</thead>
</table>

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<tr>
<th>Non-PLE Activities Include</th>
<th>Administration of MLCs</th>
<th>Training of Teachers in Karen State</th>
<th>Basic/Primary Education for Schools in Refugee Camps</th>
<th>CBO Support and Coordination</th>
<th>Adult Literacy; GBV training; Protection</th>
<th>Teacher Training</th>
<th>Oversight of Private Schools in Tak Province</th>
<th>Teacher Training</th>
<th>Vocational programs in multiple sectors</th>
</tr>
</thead>
</table>
## PLE Education Program Implementation

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

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