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WHO WE ARE

TEF HAS FIVE CORE PROGRAMS:

**Curriculum Department**
prepares and distributes context-appropriate materials and provides teacher training. It focuses on preparing adult learners from marginalized Myanmar communities. It has two components – Educasia in Myanmar and Curriculum Project on the Thai-Myanmar border.

**Educasia**
+95 (9) 5407036
educasia@thabyay.org
www.educasia.org
FB: Educasia

**Kant Kaw Education Center**
(KKEC) offers English classes for Exam Preparation (EPP) (TOEFL and IELTS), Community Leadership and Social Studies Program (CLASS), and professional development courses.

+95 (9) 404455112
+95 (9) 404455113
info@thabyay.org
www.thabyay.org
FB: Kant Kaw

**Peace Leadership and Research Institute**
aims to cultivate a culture of responsible leadership and evidence-based decision making in the search for peace and national reconciliation in Myanmar. PLRI offers high quality training in conducting social science research to students and fellows from all over the country, and equips them for the leadership roles they are expected to play in the peace process.

**Thabyay eLearning Platform**
offers the Exam Preparation Outreach Program (EPOP) and eLearning professional and Personal Development (EPPD).

95 (9) 795498152 (Myanmar)
95 (9) 267846741 (Myanmar)
+66 (0) 55534731 (Thailand)
epopasia@gmail.com
ged@thabyay.org
www.epopasia.org
FB: EPOP Thabyay

**Curriculum Project**
+66 (0) 55 534 731 (Thailand)
info@curriculumproject.org
www.curriculumproject.org
FB: The Curriculum Project

**Scholarship and Student Support**
implements a number of scholarships – such as Open Society Foundations, Civil Society Leadership award and Prospect Burma Scholarship – and provides essential support services to students studying abroad.

+95 (9) 404455112 (Yangon)
+95 (9) 6504465 (Mandalay)
khinayehan@thabyay.org
www.myanmarstudyabroad.org
International Youth Day Event
ABOUT
THABYAY EDUCATION FOUNDATION (TEF)

OUR GOAL: TEF will become a leading national non-profit education foundation in Myanmar, with long-term financial sustainability to implement its programs and achieve its aspirations.

OUR MISSION: To inspire donors to invest in TEF’s programs aimed at transforming lives and building a peaceful, just and prosperous Myanmar.

OUR STRATEGIC PRIORITIES: Expand and enhance TEF’s partnerships with reputable institutions at home and abroad; instill principles of excellence and efficiency among its leadership and program staff in all of TEF’s operations; increase TEF’s donor-base and diversify funding sources for long-term sustainability of the organization; promote responsible stewardship of resources and funding entrusted to TEF and make sure they are used effectively and efficiently in pursuit of TEF’s vision and mission.

TO ACHIEVE OUR PRIORITIES WE WILL: Continue reaching out to internationally known organizations to develop signature partnership programs. In addition to strengthening the existing partnerships, we will reach out to distinguished international organizations in the field of education and reputable universities – both domestic and international – to develop new partnership, scholarship and exchange programs that directly benefit Myanmar students.

Create professional development (training and/or workshop) opportunities for TEF staff. We will organize in-house professional development programs for TEF staff so that they will be able to develop their leadership, ICT and customer relations skills. We will also encourage staff to take advantage of other training opportunities on issues of accountability and transparency that might be available in Yangon.

Approach private sector and international organizations to raise TEF’s profile, which should lead to more fundraising and partnership opportunities. We will also organize events to raise awareness on TEF programs and activities with the aim of finding potential donors with interests in Myanmar’s education sector. We will expand our Evening/Weekend Professional Program to deepen our reach and generate more income at the same time.

Enhance capacity of, and sustain partnerships with, local partner education centers and schools around the country. We will organize partnership strengthening workshops and create an opportunity for our domestic partners and international partners to share their experience and knowledge working in Myanmar’s education sector. These workshops will have an emphasis on leadership, accountability and organizational development to inspire donors to invest in TEF’s programs aimed at transforming lives and building a peaceful, just and prosperous Myanmar.
MEET THE LEADERSHIP TEAM

Saw Myo Min Thu, Executive Director, is an alumnus of Open Society Foundations (OSF) Network Scholarship Program, and came to Thabyay after serving in the US higher education system for more than 12 years – five as a University Evaluator at the University of San Francisco, six as an Associate Director of Undergraduate Admissions at the University of Maryland, College Park, and over a year as the Director of Admissions and Records at California State University, Bakersfield. Since his return to Myanmar, he has been actively advocating for a better education system in his native country. He is involved in the national efforts for education reform through the Salween Institute for Public Policy and a broad network of Myanmar educators. He serves on the Board of the Burmese Community Center for Education based in Indianapolis, Indiana. He holds a BA in International Relations from San Francisco State University, and an MA in Development Economics from Williams College, Massachusetts.

Naw Helen Pe, Director of Administration and Human Resources, holds a BEd from the Institute of Education, Yangon, an MA in English Language Teaching from Warwick University, UK and an MPA from Harvard University. Before Thabyay, she worked as an English teacher under the Ministry of Education for 15 years and then for various INGOs and UN agencies for 15 years in the field of humanitarian aid and development. The areas of her capacity and experience include human resources and operations management, capacity building and program management. She received a certificate from the International Executive Development Programme at Warwick University, UK in July 2015. She is a member of the Myanmar United States Friendship Association and serves on the Board of Directors for Myanmar NGO Yin Thway Foundation.

Zin Mar Oo, Director of Programs, holds a BA in English Literature from Yangon University and an MSc and PhD in Gender and Development Studies from the Asian Institute of Technology, Thailand. She worked for the National YWCA of Myanmar and World YWCA in Geneva, Switzerland and was a researcher at the Asian Institute of Technology. She focused on gender issues in war and armed conflict, women and micro-finance, women and cross-border migration, street children and child rights, livelihood strategies of the rural poor, young people in leadership, education and development. She received the 2010 Gender, Place and Culture Award for New and Emerging Scholars to present a paper to the International Sociological Association (ISA) World Congress of Sociology in Gothenburg, Sweden. She won a scholarship from the OSF for 2000/01 and is chairperson of the Myanmar Scholarship Alumni Association (MSAA).

Lae Lae Win, Director of Finance and Operations, holds a BCom and MCom from the Institute of Economics, Yangon, and an ACCA Affiliate and Group Diploma in Accounting and Management Accounting. Prior to Thabyay, she had over 20 years of experience in accounting and finance with the private sector and other audit firms, and is well-versed in International Accounting Standards (IAS) and Generally Accepted Accounting Principles (GAAP). She also leads and conducts training on International Financial Reporting Standards (IFRS).
BOARD OF DIRECTORS

Professor Saw Tun Aung Chain, Chair

Professor Saw Tun Aung Chain holds a Master Degree in History. He started his teaching career as a tutor in 1954 at the History Department in Yangon University and continued working until he became a Professor, retiring in 1993. He worked as a Consultant at SEAMEO Regional Center for History and Tradition in 2000-2002 and then as Director in 2002-2007. He served as Secretary for Myanmar Historical Commission in 1996-2007 and as Vice Chairman in 2007-2008. His publications include: Selected Writings of Tun Aung Chain (2004); Broken Glass: Pieces of Myanmar History (2004); Texts and Images: Glimpses of Myanmar History (2011) and Flowing Water: Dipping into Myanmar History (2013). He has also done translation work on “The Miami Organ (1981)”, “Chronicle of Ayutthaya (2005)” and “A Chronicle of the Mons (2010)”. He is a member of Myanmar Human Rights Commission and founding member of the Metta Foundation. Most recently, U Tun Aung Chain has been appointed to serve on the Myanmar Education Policy Commission, an entity that will guide the country’s education system reform.

Daw Khin Mar Aung, Vice Chair

Khin Mar Aung is currently a Senior Program Officer of World Education in Myanmar. She holds degrees in M.A, M.Ed, B.Ed, B.Sc and has a background in Early Childhood Education, Primary Education and Non-formal Education. She started her career as a Primary School Teacher and then worked in the education and development field for more than 30 years at different levels and positions. She worked with Save the Children (UK) from 1997-2006 in the Early Childhood Education program and she accomplished the implementation of a community-based ECD program in Myanmar (1998-2006). In 2007, she worked with Save the Children (US) as ECD Specialist in a Post Tsunami program in Aceh. During that time, she successfully implemented a community-based ECD program in collaboration with national partners at a different level (community and provincial level). Now with World Education she works on a project assisting land mine victims in the land mine affected communities in Kayah States in partnership with civil society organizations and local CBOs. She is a member of Asia and Pacific Regional network for ECD (ARNEC) and of Myanmar United States Friendship Association (MUSFA).

Daw Myint Su, Member

Myint Su is a Health and Development Specialist with more than nine years of experience managing HIV prevention and care and other development programs in Myanmar. She holds degrees in M.Sc (Zoology) and M.Sc (Marine Ecology). In her current role as an Executive Director at Community Partners International (CPI), she is managing two field offices which work with 25 community based organizations providing access to safe births, immunizations, malaria control, and other essential health services for more than 700,000 women, children, and men. Prior to CPI, Myint Su worked in Open Society Foundation’s Burma project where she was responsible for facilitating OSF’s work with local organizations and setting up the Yangon office. She previously worked for Burnet Institute Myanmar where she headed the Local Resource Center (LRC) and was a champion of local organizations and civil society. She has been the recipient of a Hubert Humphrey Fellowship in the U.S. and a Chevening Fellowship in the U.K. She serves as Advisory Board Member for National NGOs in HIV network, Pyit Taing Daung Foundation and Thukha Taman Trust Fund.

U Kyaw Min Sann, Member

Kyaw Min Sann graduated from State High School, Bago. He then continued studying Law at Dagon University. He holds degrees of LLB and LLM. After serving for several years as Advocate at High Court in Myanmar, he won a scholarship from OSF under the supplementary grant program to study in Hong Kong. Currently he is serving as a legal advisor to the Myanmar Scholarship Alumni Association (MSAA). He is a member of Board of the Directors for the Myanmar Lawyer Network. Currently U Kyaw Min Sann serves as the Minister of Conservation and Forestry in Bago Region.

Dr. Margueritta Mu Yeh Hpeh, Member

Naw Margueritta earned an MBBS degree in 2003. She served in Northern Rakhine State with MSF (Holland) from 2003 to 2004 before studying for a Masters in Public Health at Mahidol University in Thailand. She came back to Myanmar in 2005 and served the community with MSF Holland on a HIV program till 2007. Naw Margueritta joined the International HIV/AIDS Alliance from 2007 till 2010 working with a community mobilization and empowerment program on HIV/AIDS. From 2010 to 2011 she worked with AMI for the refugees along the Thai-Burma boarder as medical officer, responsible for curative and preventive health care for two camps. From 2011 until recently, she worked with Paung Ku for a civil society strengthening initiative for peace, justice and good governance. She is one of the founders of ComREG, a civil society organization. She is now serving as Vice Chair for the Myanmar Scholarship Alumni Association (MSAA).

U Tun Tun, Member

U Tun Tun is a Myanmar entrepreneur and a believer in education. In 1993 he started the Red Horse Industrial Group and later established Red Horse Dairy Industries limited. Currently, RHDI Limited has three separate business units with a combined workforce of 700 persons and the PEP brand is one of the best known brands in the Myanmar dairy industry. RHDI is expanding its operations in Naung Cho, Shan State with a new dairy farm. A successful entrepreneur, U Tun Tun holds a Bachelor of Science in Geology from Yangon University and a Diploma in Agriculture.

Dr. Thein Swe, Member

Dr. Thein Swe taught economics, finance, and globalization studies at Payap University in the International MBA program, and the South East Asian Institute of Global Studies. He has served as Alternate Executive Director of the World Bank Technical Group (1977-1979) representing the member countries of Cambodia, Malaysia, Singapore, Indonesia, Thailand, Burma, Nepal and Fiji on the Board of Directors. He joined the Asian Development Bank in January 1990 as Project Specialist in the Central Projects Services Office and later on as Program Officer for Bangladesh, Nepal and Bhutan, and Senior Programs Officer for Nepal and Bhutan. Dr. Thein Swe has studied at Rangoon University; Central School of Planning and Statistics, Poland and the Australian National University, where he earned a BA with General Honors; M. Econ, DSc. Econ, Manpower and Economic Development and Transition Economics respectively.
The Curriculum Department (CD) upholds equity and quality in education and promotes positive social change and development through its two programs and across two offices: Educasia based in Myanmar and Curriculum Project (CP) based along the Thai-Myanmar border. The programs support the development and provision of context-appropriate curricula and learning structures.

Learning and teaching materials
CD develops and distributes accessible, quality, affordable and context-appropriate learning and teaching materials in both English and Myanmar languages, and across a wide range of subject areas (ELT, Social Studies, Teacher Training, Community Development, Mathematics and Science).

a. Material distribution
From April 2018 – March 2019, CD directly distributed 6,156 copies of learning-teaching materials. 40% of the copies were donated and the other 60% were sold at a very low cost. 75% of these copies were distributed in Myanmar. 49% of the distributed material is English Language Teaching, followed by Social Studies 25%.

Sales
- 40% Donated
- 60% Sold

Destination
- 75% Myanmar
- 25% Thailand

Categories
- 49 English Language Teaching
- 13 Social Studies
- 12 Environment and Development Studies
- 10 Teaching and Professional Skills
- 25 Mathematics and Science Modules
b. Material development

CD team developed and published new learning and teaching resources as outlined below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Mode</th>
<th>Student book</th>
<th>Teacher book</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Science Basics</td>
<td>Classroom course</td>
<td>X</td>
<td>X</td>
<td>Resource package</td>
</tr>
<tr>
<td>(Myanmar language)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Problems and Solutions</td>
<td>Classroom course</td>
<td>X</td>
<td>X</td>
<td>Resource package</td>
</tr>
<tr>
<td>(English language)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>Training and classroom course</td>
<td>X</td>
<td>X</td>
<td>Resource package</td>
</tr>
<tr>
<td>(English language)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Skills Series</td>
<td>Self-study</td>
<td>X</td>
<td></td>
<td>Resource package</td>
</tr>
<tr>
<td>- Career planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Essential skills in the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Entrepreneurship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(English language)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Skills (Myanmar language)</td>
<td>Classroom course or self-study</td>
<td>X</td>
<td>X</td>
<td>Resource package</td>
</tr>
<tr>
<td>Self-Starter Elementary English for:</td>
<td>Self-study</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Thai speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Starter Pre-Intermediate English for:</td>
<td>Self-study</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Myanmar speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Karen speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Thai speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Starter Intermediate English for:</td>
<td>Self-study</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Myanmar speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Karen speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Thai speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Material download

CD makes all its developed materials available for free download through two websites. During April 2018 – March 2019 over 8,000 copies of books were downloaded.

Website download analysis shows that books are not downloaded just in Myanmar and Thailand but also in countries across Europe, America and Oceania.

An informal survey indicated that most of those who downloaded the books were teachers. When asked about the use of the downloaded items, they mentioned they downloaded each item once and made at least 20 photocopies of it for each of their classes.

Note: In 2017-18, CD updated Educasia’s website so the number of materials downloaded from the website decreased compared to last year.

In 2018 the Work Skills series and the Self-Starter series were adapted to online courses and they are now hosted and offered on the Thabyay eLearning Platform (TeP).

<table>
<thead>
<tr>
<th>Website</th>
<th>No. of resources downloaded</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.educasia.org">www.educasia.org</a></td>
<td>1,243</td>
</tr>
<tr>
<td><a href="http://www.curriculumproject.org">www.curriculumproject.org</a></td>
<td>6,882</td>
</tr>
<tr>
<td>Total resources downloaded</td>
<td>8,125</td>
</tr>
</tbody>
</table>
d. Book launch events

On 12 March 2019 in Yangon, Educasia hosted a book launch. There was a total of 84 guests from 36 organizations.

On 5 April 2019 in Mae Sot, the Curriculum Project hosted a second book launch. There was a total of 36 guests from 17 organizations.

At these events, each organization received a sample of each newly publish book.

Three book series were launched by Educasia:
- Sustainable Development and Environmental Conservation curriculum series
- Work Skills resources
- Self-Starter English series - a self-study resource (Supported by Burmese, Karen and Thai vocabulary)

The book launch events were also an occasion to support the work of 43 partner organizations through the donation of 774 books.

Teacher training

CD builds capacity of teachers, trainers and educators to provide quality education to underprivileged and remote schools and communities. CD runs two teacher training programs:

- **Border-based**: implemented by The Curriculum Project, this covers refugee camps and migrant areas in Thailand, and IDP (internally displaced people) settlements nearby on the border. It focuses on upgrading teachers’ skills by training the same trainees on various topics, conducting in-depth needs assessment and continuous teacher support and follow-up.

- **In-country**: implemented by Educasia, prioritizes increasing access to basic teacher training throughout the country.

Short training

Both programs provide teacher training and trainer training at various levels: introductory (2-3 days), basic (3-5 days) and advanced (3-14 days). These trainings can be customized based on a needs assessment and/or on request from schools and/or trainees. This year’s achievements are summarized as follows:
Professional development training for youth

CD conducted “Starting Your Career Successfully” training in collaboration with local partners from different regions across Myanmar. The training topics focused on career planning, job searching and application writing. These topics consisted of content such as the meaning of success, goal setting, writing CV’s and cover letters and attending a job interview. These topics are part of the “Work Skills” series.

<table>
<thead>
<tr>
<th>Trainings</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivered training days</td>
<td>24</td>
</tr>
<tr>
<td>Participants</td>
<td>182</td>
</tr>
</tbody>
</table>

Residential training: Teaching Preparation Center (TPC) for Educational Purposes Program

In 2018-2019, CD continued its pre-service teacher training program in Mae Sot on the Thai-Myanmar border, as the need for such training is still high. This year the program ran over two intakes. Each intake lasted 3 ½ months and hosted around 25 trainees. The first batch started in June and finished on the 20th of September. The second batch started in October and finished on the 18th of January 2019.

Trainees hold high school and post-secondary school certificates from Karen refugee camps, Internally Displaced Person (IDP) areas, Kachin, Shan and Karenni. Upon graduation, trainees returned to their respective community schools/organizations to become teachers. This year 51 trainees successfully graduated from TPC.

TPC is run by the Curriculum Project in partnership with the Karen Teacher Work Group (KTWG), Karen Education Department (KED), and Karen Refugee Committee Education Entity (KRCEE).
Trainees profile:

<table>
<thead>
<tr>
<th>Location / Organizations’ Representatives</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Batch one (June 1 - September 20)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen IDP schools (KED and KTWG)</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Karen Refugee Camps (KRCEEE)</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Karenni IDP School (KNPP)</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Karenni Migrant Learning Center (BNSCLC)</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mae Sot Migrant Learning Center</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Kachin IDP school (ILAS)</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>18</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location / Organizations’ Representatives</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Batch two (October 1 - January 18)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen IDP schools (KED and KTWG)</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Karen Refugee Camps (KRCEEE)</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Kachin IDP school</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Shan Youth Improvement Monastery (SYI)</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>11</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

Resource centers

CD operates resource centers in Myanmar and Thailand offering free of charge access to adult teaching and learning resources. The Curriculum Project’s library has over 5,000 items including books, CDs and DVDs along with other resources, making it one of the most comprehensive educational libraries on the Thai-Myanmar border. Educasia’s library has over 1,060 items. CD centers offer materials for English language learning, teacher training, books for post-ten schools and adult education subjects, skills-focused activities, dictionaries, encyclopaedias, textbooks for GED and TOEFL preparation, and Myanmar curriculum and matriculation exam preparation.

<table>
<thead>
<tr>
<th>Resources in our libraries</th>
<th>6,000+</th>
</tr>
</thead>
<tbody>
<tr>
<td>New books</td>
<td>193</td>
</tr>
<tr>
<td>Total number of books borrowed</td>
<td>623</td>
</tr>
<tr>
<td>New members</td>
<td>89</td>
</tr>
<tr>
<td>Most popular books</td>
<td>- Exams (GED &amp; English for specific subjects)</td>
</tr>
<tr>
<td></td>
<td>- Student reading materials</td>
</tr>
<tr>
<td></td>
<td>- Teacher training materials</td>
</tr>
<tr>
<td></td>
<td>- General English</td>
</tr>
</tbody>
</table>

The Mae Sot library received 165 books in early January 2019. Book topics are: exam preparation textbooks, graded readers, reference books, teacher training and ELT resources. This is funded by the Polish Embassy in Bangkok.
Curriculum Department’s teacher training staff members running workshop activities with participants from the work skills and teaching skills training in remote locations across Myanmar.
KANT KAW EDUCATION CENTER (KKEC)

The main program for KKEC, the Community Leadership and Social Studies (CLASS) program, is a year-long residential program that prepares qualified students of diverse ethnic backgrounds in Myanmar for a leadership role in their community and or university study abroad. Students in the CLASS program will develop their potential for leadership through increased understanding of community project management and knowledge in social studies.

**Courses offered**

There are three main study categories:
1. Social Studies
2. Community Leadership and Development
3. Life/Work Skills

The content delivered in these areas is as follows:
- Academic Reading, Writing, Speaking and Listening
- Environmental Studies and Economics
- Gender and Global Issues
- International Relations and Political Science
- Peace and Conflict
- Work Skills
- Study Skills and Critical Thinking
- Civic Education and Community Leadership
- Service Learning and Workforce Exposure
- Health, Art and Culture
- Research and Public Speaking Skills

**Co-curricular activities**

CLASS students participated in different organizations and institution visits as well as special talk sessions organized by CLASS teachers and the senior management team.

**Ethnic diversity - Batch 10, 11, 12**

**CLASS Geographical coverage - Batch 10, 11, 12**

**CLASS Student recruitment - Batch 10, 11, 12**

**2018 Activities**

Field trips: 24
Guest speakers: 48
**Extra-curricular activities**

CLASS students organized and participated in various types of extra-curricular activities.

- In-house school events such as International Youth Day and International Food Day
- Student-led activities (sports, music and conversation clubs)
- Student association selection
- Family Fellowship Football Match
- Special Talks (Peace Process, Education and Human Rights, etc.)

**Interaction with partner organizations**

Activities included:

- Participation in weekly Democratic Voice of Burma debate program
- Exchange program with a group of students from RMIT University, Australia
- Street Law/Social Justice Workshop conducted by Connecting Myanmar, Hong Kong
- Exchange program with a group of students from Denmark
- Participating in monthly Youth Forum at American Center Yangon
- Song Writing Workshop with Global Voices
- Participation in Yangon City Development Committee Election Monitoring program with People’s Alliance for Credible Elections (PACE)

![Map of Myanmar with cities labeled](image)
As a critical component of the Community Leadership and Social Studies, our Service Learning program is designed to encourage social harmony, appreciate diversity and embrace the love of learning in Myanmar society at large. Our students and alumni learn, teach and lead to make an impact on the different communities across the country.

Great leaders aren’t only presidents and prime ministers, but are teachers, organizers and social workers in our communities. Robert Greenleaf, the American management theorist, noted that “Great leaders are born from a spirit of service.” Leaders need to have a vision and know how to plan, but an effective community leader often leads by serving. That is what we at Thabyay Education Foundation promote through the Community Leadership and Social Studies (CLASS) program.

This year 59 students were placed in 27 communities (including remote areas) from 13 different states/divisions across Myanmar to conduct various community services.

Nang Jar from Kachin state: “Real learning starts from our own serving experience.”

Ngun Za Tawng from Chin State: “Challenges urge you to prepare yourself well and lead you to great success.”

Mrat Twan Naing from Rakhine State: “We are different but our common goal is to make a better society.”

CLASS program has reached out to remote areas, ethnic states, Thai-Myanmar border, China-Myanmar border and refugee camps with the help of community partners.

CLASS Program Diploma: In the year 2018, a total of 58 students have graduated with a diploma.

Batch 8 graduates – 19 students
Batch 9 graduates – 19 students
Batch 10 graduates – 20 students

Community partners expanded from 24 in 2017 to 31 communities in 2018.

Karuna Mission Social Solidarity (KMSS)
Mai Ja Yang College
Action Aid Myanmar
Mercy Corps
National Enlightenment Institute
Myanmar Institute of Peace and Security Studies
National Young Women’s Christian Association (YWCA)
Terre De Hommes Myanmar
Professional Youth Learning Center
World Vision Myanmar
Peace Leadership and Research Institute (PLRI)
Youth Circle
The Chin Institute of Social Science (CISS)
Karenni National College
Proximities Designs
CARE International Myanmar
Peace and Development Initiative
Solomon English Learning Center
Nu Poe refugee camp
Karen Camp Committee (KCC)
RISE (Rural Indigenous Sustainable Education)
Plan International Myanmar
Intensive English and Career Bridging Program
Teach for ASEAN
Local Resource Center (LRC)
Yangon School of Political Science
Foster Education Foundation
Community Involved Tourism PAO Region, GIC Group (CITPAR)
Rahmonnya Peace Foundation
360 Ed (Educational and Information Technology Company)
Action Labor Rights
People’s Alliance for Credible Election- PACE Myanmar
Inle Heritage Private School

1. Karuna Mission Social Solidarity (KMSS)
2. Mai Ja Yang College
3. Action Aid Myanmar
4. Mercy Corps
5. National Enlightenment Institute
6. Myanmar Institute of Peace and Security Studies
7. National Young Women’s Christian Association (YWCA)
8. Terre De Hommes Myanmar
9. Professional Youth Learning Center
10. World Vision Myanmar
11. Peace Leadership and Research Institute (PLRI)
12. Youth Circle
13. The Chin Institute of Social Science (CISS)
14. Karenni National College
15. Proximities Designs
16. CARE International Myanmar
17. Peace and Development Initiative
18. Solomon English Learning Center
19. Nu Poe refugee camp
20. Karen Camp Committee (KCC)
21. RISE (Rural Indigenous Sustainable Education)
22. Plan International Myanmar
23. Intensive English and Career Bridging Program
24. Teach for ASEAN
25. Local Resource Center (LRC)
26. Yangon School of Political Science
27. Foster Education Foundation
28. Community Involved Tourism PAO Region, GIC Group (CITPAR)
29. Rahmonnya Peace Foundation
30. 360 Ed (Educational and Information Technology Company)
31. Action Labor Rights
32. People’s Alliance for Credible Election- PACE Myanmar
33. Inle Heritage Private School
CLASS alumni tracking

CLASS program evaluates its relevance, effectiveness and efficiency, and the impact of the project.

Employment by industry

The fourth alumni conference

- In coordination with Kant Kaw Alumni, the conference was held on 17 November 2018 at SUMMIT Parkview Hotel and was attended by 113 participants.
- The theme of the conference was “LEAD FOR CHANGE - BUILD STRONGER COMMUNITIES”
MARY from Myitkyina, Kachin State, graduated from CLASS program Batch 6 in 2017. She worked at Sha-it Social Development Foundation (SSDF) organization in Myitkyina from 2014 to 2015, and volunteered for Internally Displace People (IDP) before joining CLASS. After completing the CLASS program, she was working as a freelance trainer for civic education in the areas of Myitkyina, Chipwei, Sawlaw and Chang Moe Kone. Currently she is working as Alumni Relations Coordinator for alumni networking at Naushawng Development Institute (NDI) in Myitkyina, Kachin State. “After finishing the CLASS Program, I have more vision for positive changes for my community. I want to implement similar space to grow for development in rural areas.”

PHOE HTWE @ Nay Thu Rein is from Sagaing region and came to Kant Kaw in 2016. He graduated from the Community Leadership and Social Studies (CLASS) program with Batch 5 in 2016. After studying in Kant Kaw, he returned to his community aiming to support the children from rural areas to access high level education. Now Phoe Htwe is running a small school called ‘Zan Gingar Education Center” in Sagaing Town. “Kant Kaw Education Center encouraged me to implement my dreams and inspired me to run confidently.”

International food day
AWN JA LU is from Myitkyina, Kachin State and graduated from Batch 10. She volunteered as a teacher for children in the Internally Displaced Persons (IDP) camps who could not continue their education because of the civil war which broke out in 2011. This involved designing lesson plans, teaching, assessing the development of students and modifying teaching styles to accommodate different learning needs. After nearly five years of service, the experiences and the times that she spent with the children made her realize that she sincerely wanted to become someone who can help children to achieve a better life through quality education, so she decided to study at KKEC. As she has a passion for teaching, she is now working as a summer English teacher at Inle Heritage Private School, Nyaung Shwe for her internship where she is providing a better learning environment for the children compared to her previous experiences. “Learning at KKEC was an eye-opening experience that taught me different approaches and methods in engaging and educating others. On the other hand, I am well-trained at KKEC on how to prepare for further study and am now applying for a scholarship in the field of School Psychology to fulfill my goal.”

KHUN LAR BWAY is from Taunggyi, Southern Shan State and a graduate of CLASS Program Batch 9, Kant Kaw Education Center. After graduating from CLASS, he gained an internship in the Digital Extension Team of Farm Advisory Services at Proximity Designs which enables farmers to access farm related techniques and advice through a digital platform in Myanmar. Throughout his internship period, what he learned from CLASS in and out of the classroom, and also from his teachers and friends, helped him increase his capabilities to meet required targets and goals and display quality work. Since then, he has been offered a full time position as a Digital Associate. “CLASS made my dream bigger and equipped me with a different kind of knowledge and the skills to be a socially motivated youth who is eager to bring a better change to his community and to foster development processes within Myanmar.”
EPP is an affordable high quality English language education program provided for young adults from grassroots to middle class backgrounds. The program offers multi-level General English courses, IELTS Foundation/Preparation, Academic Reading and Writing, Business English and Communicative English. These courses help students improve their English proficiency, advance their academic or professional careers or prepare for study abroad. EPP students benefit from additional services such as receiving information and counseling sessions on study abroad opportunities.

For Thabyay Education Foundation (TEF), EPP also exists as an income generation source where the profits are used to support other TEF programs.

EPP Courses

**Weekday and weekend classes**

EPP’s weekday and weekend classes are designed to prepare young adult learners for success in pursuing further education or advancing their careers by developing their professional English language abilities.

1. English for General Purposes
   - Elementary
   - Pre-Intermediate
   - Intermediate
   - Upper-Intermediate

2. English for Academic Purposes
   - IELTS Foundation
   - IELTS Preparation
   - Academic Reading & Writing and Critical Thinking

3. English for Professional Development
   - English for Report Writing & Presentation
   - Effective English Communication

---

**2018-2019 Student enrollment chart**

![Student enrollments chart]

**EPP achievements**

EPP maintained its enrollment rate ranging from 360 to 390 students for the period of June – August (2018) and January – April (2019) Intake. Awn Ja Lu, a student from IELTS Preparation Class (January - April 2019 intake) excelled when she earned IELTS Band 7.5 overall.
Custom program courses are offered based on partner requests and the needs of NGO’s and private corporations. The courses aim at improving language skills and provide professional development for their staff.

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Target group</th>
<th>Curriculum content</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>JLC Sourcing &amp; Services Ltd.</td>
<td>Staff members</td>
<td>General English Pre-Intermediate</td>
<td>10</td>
</tr>
<tr>
<td>Fujifilm Myanmar</td>
<td>Staff members</td>
<td>General English Pre-Intermediate</td>
<td>10</td>
</tr>
<tr>
<td>H elo Age International Myanmar</td>
<td>Staff members</td>
<td>Business English Communication</td>
<td>20</td>
</tr>
<tr>
<td>Fire Services Department</td>
<td>Staff members</td>
<td>General English Pre-Intermediate</td>
<td>20</td>
</tr>
<tr>
<td>Advancing Life &amp; Regenerating Motherland (ALARM)</td>
<td>Staff members</td>
<td>Business English Communication</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General English Pre-Intermediate</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General English Intermediate</td>
<td>11</td>
</tr>
</tbody>
</table>

Total: 102
The Thabyay eLearning Platform (TeP) was implemented in 2009 to provide English language skills and TOEFL ITP exam preparation opportunities across Myanmar. In 2019 TeP has expanded to offer even more educational opportunities in TOEFL and personal and professional development to people across South East Asia.

TeP services

1. eLearning programs
   - EPOP - Exam Preparation Outreach Program
   - EPPD - eLearning Professional and Personal Development

2. Testing services
   - TOEFL ITP diagnostic test
   - TOEFL ITP official test
   - GED official test

EPPD: eLearning Professional and Personal Development

Based on the success of EPOP, Thabyay Education Foundation (TEF) is broadening the scope of their online educational services to offer eLearning Personal and Professional Development (EPPD).

In 2018 TeP rolled out a new elearning platform with fresh new content and held a launch event. This platform is now home to EPOP and EPPD courses. The EPPD program offers self-study personal and professional development opportunities in work skills such as writing a CV, job hunting, team work, budgeting, entrepreneurship and more. Additionally it offers self-starter elementary English supported by either Burmese or Karen vocabulary translations, with a Thai version to be made available soon. All of the EPPD courses use content from textbooks written and published by Educasia, the TEF curriculum development and publishing house. Educasia owns the copyright for these materials allowing us to transfer them to the online platform as digital resources.

The EPPD program allows learners to study at their own pace over a longer period of time at a very low cost. The updated elearning platform is now even more accessible by providing mobile options, and will enable Thabyay and TeP to continue building and supplying content and providing both local and remote communities with access to more educational opportunities and brighter futures.

As of April 2019 the following online courses were made available under the EPPD program:
   - Self-starter English (Burmese speakers)
   - Self-starter English (Karen speakers)
   - Work Skills Part 1 (Career planning, CV writing, Job applications)
- Work Skills Part 2 (Communication, Teamwork, Taking control, Time and money)
- Work Skills Part 3 (Entrepreneurship, Social enterprise)

**EPOP enrollment 2018**

In 2018 EPOP enrolled 521 people; 165 enrollments in Term 1 and 365 enrollments in Term 2. As EPOP courses aim to skill learners to intermediate level English, applicants are required to take a placement test before being accepted into the EPOP courses. For 2018 the pass rate for the placement tests was 50% of the total applicants. The following tables and charts indicate 2018 EPOP student data by specifying the number of enrolments, ethnicity, student status, and geographic coverage.

**EPOP incentive program**

As a part of the incentive program, EPOP offers financial aid for students who can’t afford to pay the fees. Since 2017 Mr Heith Gay, a former EPOP program manager, has annually donated an iPad for the most outstanding student. On 5 December 2018 EPOP presented that award to Ms Myinzu Min at a launch event for the new LMS site. Ms Myinzu Min was selected as the best improved student from 2017. She is now studying at a university in Australia.

**Student status**

<table>
<thead>
<tr>
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<th>Active</th>
<th>Attrition</th>
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<tbody>
<tr>
<td><strong>Term 1 (2018)</strong></td>
<td>122</td>
<td>38</td>
</tr>
<tr>
<td><strong>Term 2 (2018)</strong></td>
<td>112</td>
<td>42</td>
</tr>
</tbody>
</table>

**Ethnicity spectrum**

- Mon
- Bamar
- Cambodian
- Chin
- Dawei
- Hybrid Ethnicities
- Kachin
- Karen
- Kayah
- Lao
- Naga
- Pa-Oh
- Rakhine
- Rohingya
- Shan
- Ta'ang

**Geographic coverage**

**Enrollment coverage**

(Including countries external to Myanmar)

<table>
<thead>
<tr>
<th></th>
<th>AE 1</th>
<th>AE 2</th>
<th>TOEFL ITP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st term</strong></td>
<td>62</td>
<td>56</td>
<td>47</td>
<td>165</td>
</tr>
<tr>
<td><strong>2nd term</strong></td>
<td>101</td>
<td>60</td>
<td>55</td>
<td>216</td>
</tr>
</tbody>
</table>
TeP outreach trips

Since 2010 TeP has been broadening its geographic scope not only in the Thai-Myanmar border region but also including central and marginalized areas. In 2019 TeP aims to reach out to more areas, not only in the conventional way but also by using technology for online meetings or webinars.

In 2018 alone TeP visited 18 different locations including government and private sectors of both Myanmar and Thailand. During the 1st quarter of 2019 the TeP team accessed 8 locations in Mandalay and Yangon Divisions, Shan, Kayah, Kachin and Mon States in Myanmar, and Maesot and Ranong in Thailand.

As TeP successfully updated the old LMS (Learning Management System) and redesigned both the portal and the content in the middle of the 2018 academic year, the TeP team got the opportunity to promote the new LMS while visiting those different areas. During the outreach trips, TeP held demonstrations and workshops providing exposure to the new LMS features and navigation.

<table>
<thead>
<tr>
<th>No</th>
<th>Trip date</th>
<th>Organization name</th>
<th>Location</th>
<th>Organization type</th>
<th>No of attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16 February</td>
<td>Mandalay University</td>
<td>Zoology Dept. Mandalay University</td>
<td>Government</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>16 February</td>
<td>Mandalay College</td>
<td>Mandalay</td>
<td>Government</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>17 February</td>
<td>Mandalay Youth Center</td>
<td>Mandalay</td>
<td>Community</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>17 February</td>
<td>University Christian’s Fellowship Center (UCF)</td>
<td>Mandalay</td>
<td>Community</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>4 March</td>
<td>KTC College</td>
<td>Kitkai; Shin</td>
<td>Private</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>23 July</td>
<td>Level Up Academy (LUA)</td>
<td>Loikaw; Kayah</td>
<td>Private</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>23 July</td>
<td>Seh Thel Learning Center (STLC)</td>
<td>Loikaw; Kayah</td>
<td>Community</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>24 July</td>
<td>Youth Life Formation Center (YLFC)</td>
<td>Loikaw; Kayah</td>
<td>Private</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>3 August</td>
<td>Marist Asia Foundation</td>
<td>Ranong; Thai</td>
<td>Community</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>4 August</td>
<td>YMCA</td>
<td>Myitkyina; Kachin</td>
<td>Community</td>
<td>45</td>
</tr>
<tr>
<td>11</td>
<td>5 August</td>
<td>Pinnya Taker Community Center (PTC)</td>
<td>Myitkyina; Kachin</td>
<td>Community</td>
<td>45</td>
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<tr>
<td>12</td>
<td>5 August</td>
<td>Nangkhaiwng Community School (NCS)</td>
<td>Myitkyina; Kachin</td>
<td>Community</td>
<td>53</td>
</tr>
<tr>
<td>13</td>
<td>6 August</td>
<td>KKC (Youth Department)</td>
<td>Myitkyina; Kachin</td>
<td>Community</td>
<td>36</td>
</tr>
<tr>
<td>14</td>
<td>23 August</td>
<td>NingHuang Education Center (NEC)</td>
<td>Myitkyina; Kachin</td>
<td>Private</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>23 August</td>
<td>Mon Intensive English Program (MEEP)</td>
<td>Mawlamyine; Mon</td>
<td>Community</td>
<td>55</td>
</tr>
<tr>
<td>16</td>
<td>24 August</td>
<td>Community’s Heart Education Center (CHEC)</td>
<td>Mawlamyine; Mon</td>
<td>Community</td>
<td>25</td>
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<tr>
<td>17</td>
<td>24 August</td>
<td>Nzungnya Land Education Center</td>
<td>Mawlamyine; Mon</td>
<td>Community</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>24 August</td>
<td>Kadir Manzamary</td>
<td>Pauk; Men</td>
<td>Community</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Trip date</th>
<th>Organization name</th>
<th>Location</th>
<th>Organization type</th>
<th>No of attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>6 February</td>
<td>Pathein University</td>
<td>Pathein; Areyawaddy</td>
<td>Government</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>6 February</td>
<td>Myawing-Mya Pathein Kayaw Karen Association</td>
<td>Pathein; Areyawaddy</td>
<td>Community</td>
<td>38</td>
</tr>
<tr>
<td>21</td>
<td>6 February</td>
<td>Myanmar Baptist Convention (MBC)</td>
<td>Pathein; Areyawaddy</td>
<td>Community</td>
<td>20</td>
</tr>
<tr>
<td>22</td>
<td>5 March</td>
<td>KTC College</td>
<td>Kitkai; Shin</td>
<td>Private</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>6 March</td>
<td>SAI Education Center</td>
<td>Kaungtika; Shan</td>
<td>Community</td>
<td>20</td>
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<tr>
<td>24</td>
<td>7 March</td>
<td>W’ Organisation</td>
<td>Lashio; Shan</td>
<td>Community</td>
<td>30</td>
</tr>
<tr>
<td>25</td>
<td>8 March</td>
<td>KTC Groups</td>
<td>Lashio; Shan</td>
<td>Community</td>
<td>30</td>
</tr>
</tbody>
</table>

Testing services

TOEFL ITP diagnostic test

During 2018 EPOP administered 601 TOEFL diagnostic tests in total. The EPOP team regularly holds diagnostic examinations for both EPOP students and non-students in order to measure their status and improvement in English language skills.

GED official test

In November 2016 Thabyay Education Foundation opened an authorized select GED (General Education Development) Test Center partnering with the Pearson VUE in Mae Sot. Since then TeP has been able to provide a GED testing service for those students who are living in refugee camps far from developed cities and towns who lack opportunities for much needed higher education.

The GED test is a joint program between the American Council on Education (ACE) and Pearson VUE, which is equivalent to a high school diploma accredited worldwide. Passing the GED exam provides candidates with access to university programs to further their studies and/or further develop their professional careers.

In 2018 most GED candidates were from Mae Sot, Myawaddy and Hpa-An regions. Others come from Lao, Russia, Tak and Bangkok. During 2018 and up until March 2019, Thabyay GED testing center administered tests to 346 candidates, mostly migrants and refugees.
No of GED exams taken by schools/organizations January to December

Range of GED subjects studied each month

TeP outreach photos (February 2018 to March 2019)

Mandalay University, Mandalay

KTC, Kutkai, Northern Shan State
STLC, Demawso

Kachin State

LUA, Loikaw

Pathein, Ayeyarwaddy

Mon State
Myinzu Minn is from Loikaw and heard about EPOP from a friend. She was very pleased that she could continue to work full-time and also study by learning online. “I am very lucky to study in the EPOP program. I studied every weekend and at nights regularly. My TOEFL ITP score is 563 by studying only at EPOP program. I am thankful to EPOP program. If you are working full time or you are from a remote area like me EPOP program is the best choice to study English. I am now holding a BA in English from Mandalay University of distance education.”

Lin lives in the Mae La refugee camp where she hasn’t had many opportunities to learn even though she wants to complete more education programs. “I have been living in Mae La Refugee Camp for 5 years. Although the students in the camp could access education, they could hardly continue further studies. However, there are a few courses and training that are helping refugees to continue further studies, and EPOP is one of them.”

Ei is from Mawlamyine. She says that EPOP opened doors for her and gave her an opportunity to go to university. “Let me say Thank you EPOP! With your help, I finished my M.A in English Language Teaching program at Assumption University. You gave me invaluable knowledge; especially the knowledge on Academic Writing which supported me to write academically and to avoid plagiarism throughout my university years.”

Zwe Myat Chan Maung, a migrant teacher, graduated from the Australian Catholic University Online Program after completing EPOP and has now won a scholarship to study at the Education University of Hong Kong. “I joined EPOP because I wanted to present my English proficiency level to the academic institutions I applied for. EPOP had a huge impact on the development of my English skills in the way that I interacted with many EPOP students online through discussions and forums and studied at my convenience. Academic writing as well as active listening still helps me communicate effectively in everyday life and at my current work. My ultimate goal is equip myself with the necessary skills needed to teach English effectively in the community that I live in. My advice to someone just starting EPOP - Be persistent!”
The Study Abroad Advising and Counseling Unit (SAAC) aims to encourage quality higher education in Myanmar by supporting communities, especially the marginalized communities, with access to scholarships and university admissions to study abroad.

Activities and achievement

We successfully administered scholarship programs for United World College (UWC) and Thabyay’s 50% tuition fee scholarship in the academic year of 2018. For Thabyay’s 50% tuition fee scholarship, our program networks closely with universities in Thailand and we have signed MOU’s to facilitate access and obtain tuition fee waivers for scholarship recipients and self-funding students from Myanmar. Out of 135 scholarship students, 99 are continuing students and 36 are new students for the 2018 intake.

The following charts show the number of scholarship recipients. Students are from Chin State, Eastern Shan State, Maela Camp, Mandalay Region, Northern Shan State, Kachin State, Karen State and Yangon Region.
The students are enrolled in a broad range of study areas.

**Study areas**

- Health
- Education
- Arts / Science
- Development
- Engineering / Computer Science
- Business / Economics / Management

For the UWC scholarship program, 9 UWC students are studying in Norway, Hong Kong, China, Bosnia and Herzegovina, Singapore, Armenia and Thailand.

**Alumni university locations**

Saw Pwe Say Htoo is currently pursuing a Master of Arts degree in Teaching English as an International Language (TEIL) at the Faculty of Liberal Arts, at Prince of Songkla University, Hat Yai Campus, Thailand. Saw Pwe Say Htoo was a former instructor in the English for Professionals Program (EPP) at TEF but was interested in pursuing further studies. He made an appointment with the Study Abroad Advising and Counseling Unit offered by TEF to discuss his options with the advisor who was able to provide a list of universities offering the course Saw Pwe Say Htoo was interested in, and helped him with the application process. In 2019 Saw Pwe Say Htoo received a full scholarship to study at the Prince of Songkla University. He is now working on his thesis and attributes his success to Thabyay Education Foundation.

“I would like to express my sincere gratitude to TEF for helping me further my studies. My gratitude also goes to Teacher Khin Aye Han, the Scholarship Program Manager, for providing advice and assistance in applying for the scholarship. TEF has made a big contribution to a better future in my life.”

UWC includes 24 alumni studying in the following universities:
- New York University
- Georgetown University
- University of Florida
- Macalester University
- Oklahoma University
- Luther College
- Westminster College
Hsu Wut Yee Win attends the Education University of Hong Kong and is studying for her Bachelor of Social Science (Globalization and Environmental studies). After completing her bachelor’s degree Hsu wanted to find a good university which would offer her a scholarship to continue her studies. At Thabyay Education Foundation she was given a lot of helpful advice and discovered a variety of scholarship options with several good universities.

With the help of the advisor from Thabyay Education Foundation, Hsu decided to do another bachelor’s degree in a different area that she is passionate about. She was then given the opportunity to attend one of the top government universities, Education University of Hong Kong (2nd in Asia and 9th in the world in Education studies). Hsu is now undertaking English medium study and is enjoying both her studies and making many new friends from around the world.

“I would like to thank Thabyay for giving me the opportunity to study here. Without Thabyay Education Foundation, I would still be in my hometown looking for a way to chase my dream.”

Aye Aye Aung attends King Mongkut’s University of Technology Thonburi in Bangkok, majoring in a Bachelor of Computer Science. Before arriving at this university, Aye Aye Aung graduated from Yadanabon University in Mandalay, majoring in a Bachelor of Chemistry.

Aye Aye Aung was interested in Computer Science as a career, but the courses offered locally were not as effective as she wanted. She realized that she needed time and money to go further but didn’t have those resources and wasn’t sure what to do so she felt like she had lost her way. However, after getting in contact with Thabyay Education Foundation everything changed. She was given a list of universities which offered scholarships that matched with her plan of getting further study without the cost. She was then offered a scholarship to attend one of the top government universities in Thailand, King Mongkut’s University of Technology, Thonburi. As the program is an international program the communication in class is good and she is not having any problem with her studies. She believes this is because of the help she got from Thabyay Education Foundation.

“First I would like to thank Thabyay Education Foundation with my utmost sincerity. Second, if anyone wants to study abroad, it is not as difficult as you all think. Thabyay Education Foundation can help all of us to achieve our aims and ambitions.”
Study abroad counseling

Over 540 students dropped in or visited our unit for academic counseling in Yangon and Mandalay offices over the past academic year.

For many applicants, applying to an overseas university is a complex and detailed task. Study Abroad Advising and Counseling Unit helps the students to better understand the application requirements of their chosen university, and may also help them to submit their final application to the university.

Myanmar Study Abroad website (http://myanmarstudyabroad.org) provides information about various scholarship opportunities, English language exam preparation opportunities, recommended courses and universities, and country specific information.

Networking and partnership building

TEF is currently partnering with three universities in Thailand: Assumption University, Bangkok University, and Asia Pacific International University. This partnership provides a scholarship offering a 50% fee waiver for the students who are going to study Bachelor and/or Masters programs. Representatives from Bangkok University visited Thabyay Education Foundation office and discussed the Bangkok University scholarship offered to Myanmar students, along with their new Innovative Media Production Program.

Government relations


Future plans

Our unit will continue to explore mechanisms and opportunities to seek more partner institutions for Myanmar students to study in ASEAN countries and beyond. We will continue to support our students to be aware of their roles and responsibilities in their communities.
The Peace Leadership & Research Institute is an institution of higher learning affiliated with Thabyay Education Foundation. Established in 2018, the institute aims to cultivate a culture of responsible leadership and evidence-based decision making in the search for peace and national reconciliation in Myanmar. To do this, PLRI offers high quality training in conducting social science research to a diverse, talented, and passionate group of fellows from all over the country, and equips them for the leadership roles they are expected to take on in the country’s struggling peace process.

Program components

1) Courses
2) Research Report
3) Thematic Seminar Series

Course list

- Basic Research Methodology
- Introduction to Social Science Research
- Conflict Studies: Laying the Foundation for Peace
- Peace Building: Theories and Approaches
- Negotiation and Conflict Resolution
- Gender, War and Peace

PLRI achievements

The Peace Leadership & Research Institute was launched in May 2018. The first group of 21 fellows to undertake the Graduate Research Diploma in Peace Leadership were selected from 46 applicants. These applicants come from a wide variety of organizations that work in various ways in the national peace process. These include Burma Rivers Network, Yangon School of Political Science, Zomi Congress for Democracy Party, Salween Institute for Public Policy, Joint Ceasefire Monitoring Committee, Search for Common Ground, The Asia Foundation, BBC Media, Norwegian Refugee Council, and the National Reconciliation and Peace Centre.

Applications

- Total applicants: 46
- Total interviewed: 33
- Total selected: 21
PLRI Student ethnicity

- Chinese - mixed (3)
- Tavoy (1)
- Shan (3)
- Rakhine (1)
- Naga (1)
- Karen (2)
- Kachin (3)
- Chin (1)
- Bamar (4)
- Mon (2)
The essential outcome of the program was a completed, independently designed and executed research project, described in a detailed research report and defended in front of a panel of both local and foreign peace and conflict experts. The ultimate goal of the research project is to provide relevant and evidence-based recommendations to the national peace process.

The first cohort have developed research projects on the following topics:

<table>
<thead>
<tr>
<th>Research topics</th>
<th>Short description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Deadlocking Factors in the Myanmar Peace Process</td>
<td>Interviews with key stakeholders investigating their perspectives on the Nationwide Ceasefire Agreement and the obstacles of the peace process.</td>
</tr>
<tr>
<td>The Role of the 2008 Constitution in Myanmar Peace Process</td>
<td>Interviews with key stakeholders investigating their perspectives on the constitution, constitutional matters, and conflict resolution through constitutions.</td>
</tr>
<tr>
<td>Psychological impacts and coping strategies in war-affected populations:</td>
<td>Focus groups with internally displaced people investigating their psychological experience of their current situation and of the coping strategies they use to deal with the situation.</td>
</tr>
<tr>
<td>The case of internally displaced people in</td>
<td></td>
</tr>
<tr>
<td>Imagining the Future of Youth in Peace: Increasing Youth Participation in the</td>
<td>Focus groups with youth in urban, rural, and conflict-affected areas investigating the level of collaboration between them and other key stakeholders of the Myanmar peace process.</td>
</tr>
<tr>
<td>Myanmar Peace-Building Process</td>
<td></td>
</tr>
<tr>
<td>Hidden Truths of the Invisibles: An Investigation of the Indigenous Minorities</td>
<td>Interviews and focus groups with minority people investigating their experiences of and perspectives on the conflict in Northern Rakhine, and the reconciliation efforts.</td>
</tr>
<tr>
<td>living in Northern Rakhine</td>
<td></td>
</tr>
<tr>
<td>Public Participation in Myanmar Peace Process: Income Contribution to Peace-</td>
<td>Questionnaires with diverse population groups investigating the relationship between socio-economic background and participation in peace-building activities.</td>
</tr>
<tr>
<td>Building Activities</td>
<td></td>
</tr>
<tr>
<td>Kachin Jade and Conflict</td>
<td>Questionnaires with jade business workers, community workers, and officials on the transparency of the jade business sector in Kachin State.</td>
</tr>
<tr>
<td>Academic Autonomy in Myanmar Public University</td>
<td>Interviews with university teachers investigating their experiences with academic freedom at their universities.</td>
</tr>
<tr>
<td>The Role of Education towards Peace-Building in Myanmar</td>
<td>Interviews and focus groups with secondary school teachers and experts investigating their perspectives on the presence of peace education in the curriculum.</td>
</tr>
<tr>
<td>From Margin to Center in Karen State: Inclusive Political Institutions in</td>
<td>Interviews with community workers investigating their experiences with political and social marginalization in Karen State.</td>
</tr>
<tr>
<td>Public Trust in Myanmar Police Force: Defining Influencing Factors</td>
<td>Questionnaires with rural and urban, Burmese and non-Burmese populations investigating their experiences with and trust in the police.</td>
</tr>
</tbody>
</table>
In the beginning of 3rd Trimester fellows are required to attend an intensive, four-day-long writing workshop in a quiet yet stimulating environment outside of Yangon. Here, fellows will have an opportunity to fully dedicate themselves to primary data analysis and research report writing, guided by instructors and supported by their peers. Specifically, instructors will hold specialized workshops in qualitative and quantitative data analyses, while also providing any other assistance requested by fellows. The research projects writing workshop is expressly designed to support work on the research project, a major component of the PLRI program.

*Data collection for the PLRI research projects occurred in Yangon, Bago and Ayeyarwady Regions, and Mon, Karen, Karenni, Kachin, and Rakhine States.
In February 2019, fellows at the Peace Leadership & Research Institute took off to Kalaw, Shan State, to hold their research writing workshop. This private workshop, organized by the institute, provided fellows with dedicated time and skills necessary to begin to analyze data collected during their primary data collection. For qualitative researchers, this involved tasks such as interview transcriptions, data coding, and initial interpretation; while quantitative researchers entered data and began to code variables.

Thematic seminar series

PLRI held a number of day-long seminars led by either international or local experts on a particular topic related to the PLRI curriculum. The goal was to expose fellows to leading practitioners and academics working within disciplines related to the Myanmar peace process.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jean-François Tremblay</td>
<td>Fiscal Federalism</td>
</tr>
<tr>
<td>Mr. Rainsund Grafe</td>
<td>Nation Building through Federalism</td>
</tr>
<tr>
<td>Dr. Albrecht Schnabel and</td>
<td>Getting Serious about Security Sector Governance and</td>
</tr>
<tr>
<td>Mr. Youngechan Kim</td>
<td>Reform: Making Peace Processes Work</td>
</tr>
<tr>
<td>Dr. Indraneel Datta</td>
<td>Creating a Modern and Professional Armed Force in Indonesia: Some Thoughts for Myanmar</td>
</tr>
<tr>
<td>Dr. Herta Däuber-Gmolin</td>
<td>Constitutional Law and Constitutional Reform</td>
</tr>
<tr>
<td>Mr. Reib Knüpling</td>
<td>Federalism: Yesterday &amp; Tomorrow</td>
</tr>
<tr>
<td>Dr. Yee Mon Htun</td>
<td>Countering Hate Speech and Promoting Tolerance</td>
</tr>
<tr>
<td>Vice Chairman of the KNUI</td>
<td>The Myanmar Peace Process: Its Challenges and Possible Way</td>
</tr>
<tr>
<td>Pye Cho Kweh Htoo Win</td>
<td>Forward</td>
</tr>
<tr>
<td>Mr. Kim Jolliffe</td>
<td>Writing Policy Papers for Peace</td>
</tr>
</tbody>
</table>
Public lecture series

Public lectures were led by a local or foreign expert on a topic related to the national peace process and open to the general public. These events give PLRI the opportunity to showcase our program and share expertise with the larger community.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Raimund Grafe</td>
<td>Nation Building through Federalism</td>
</tr>
<tr>
<td>Dr. Albrecht Schnabel and Mr. Yeungchan Kim</td>
<td>Getting Serious about Security Sector Governance and Reform: Making Peace Processes Work</td>
</tr>
<tr>
<td>Dr. Herta Däubler-Gmelin</td>
<td>Constitutional Law and Constitutional Reform</td>
</tr>
<tr>
<td>Vice Chairman of the KNU, Padoh Saw Kwoh Htoo Win</td>
<td>The Myanmar Peace Process: Its Challenges and a Possible Way Forward</td>
</tr>
<tr>
<td>Nyoin Nyein Pyae, Moo Thway &amp; Htoo Htet Naing</td>
<td>Nation Building and the Politics of National Identity in Myanmar</td>
</tr>
</tbody>
</table>

Resource center

The institute has compiled a number of Myanmar-relevant peace and conflict studies resources to support fellows in their in-class assignments, research reports, and independent further studies. The resource center is especially crucial for ensuring fellows have access to academically rigorous, contextually relevant literature to bolster the quality of their research projects.

Resources
Books donated by our partners

- Kyaw Zin Linn: 30 books
- Forum of Federations: 36 books
- Geneva Centre for Democratic Control of Armed forces: 1 book
- East Asia Institute: 1 book
- The Asia Foundation: 14 books
- Women's League of Burma: 22 books
- Renaissance Institute: 22 books
- Paung Sie Facility: 16 books
- Nyein Foundation: 30 books
- National Network for Education Reform: 5 books
- Myanmar Institute for Peace and Security: 96 books
- Center for Diversity and National Harmony: 60 books
- Alliance for Gender Inclusion in the Peace Process: 10 books
- Pyidaungsu Institute: 33 books
- Today Media: 57 books
Htet Lynn Oo grew up in Pathein Township in the Ayeyarwady region where he was very active in school activities, including being elected as the Secretary of the School Council. After passing his matriculation he attended the University of Yangon to study International Relations where he spends much time on extra-curricular activities and contributing to voluntary roles in the community. At university Htet Lynn Oo discovered his passion for peacebuilding and conflict resolution and took the opportunity to study at the Peace Leadership and Research Institute. He is now a first batch graduate of the PLRI program.

"While studying at PLRI, conducting research was one of the most satisfactory parts of my journey. Now I feel confident conducting qualitative research for youth participation in Myanmar peacebuilding activities because of the PLRI research courses and research projects. While studying I worked in a two-month internship at Salween Institute of Public Policy where I learned more about public policy research and research methods. On graduating from PLRI, I won the Emerging Young Researcher Initiative Award and got the chance to conduct a second qualitative research in my community where I continued using the techniques that I learned from PLRI and my research project experience. When I finish my studies at university I want to work in a research organization contributing constructive data for Myanmar peace, politics and public policy, and training organizations which specialize in peace education. I also have a future plan to pursue a master’s degree in Peace and contribute to Myanmar’s peace process constructively."

Htoo Htet Naing is from Kyaukphyu Township, Rakhine State. She came to Yangon after completing her matriculation and enrolled in capacity building training and English conversation clubs.

"I wasn’t sure what I would like to do with my life, but I found myself becoming passionate about politics, trying to understand the complex several decades-long conflicts of Myanmar, and finding possible ways to support the peace process after I finished my Bachelor in Social Studies at Myanmar Institute of Theology. I began writing news stories and articles in journals, but gradually began feeling a stronger need to investigate things and find solutions based on evidence-based arguments.

When I saw the call for research fellows at the Peace Leadership and Research Institute (PLRI) through Thabyay Education Foundation’s Facebook page, I knew immediately that this was the learning opportunity I had been searching for. PLRI set me up with the skills I needed for research methodologies and knowledge of peace and conflict studies. At the same time I had a chance to work at Search for Common Ground applying practically what I learnt from the class.

PLRI gives invaluable academic and practical experience to its fellows, and I was able to learn many new skills through an extensive year of study with a productive learning environment and activities. I will use these skills to continue conducting research to contribute to the national reconciliation process of Myanmar and support democratic transition, focusing on research which will provide a voice for the unheard people not only from my birthplace, Rakhine State but also through the country. I am already excited about the time when I can discuss what I am achieving with PLRI mentors through our alumni network in the future. "
## OUR PROGRAMS

### FINANCE DEPARTMENT

**Revenue for 2018**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Source of Revenue</th>
<th>(USD)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundation to Promote Open Society (FPOS)</td>
<td>200,000</td>
<td>21%</td>
</tr>
<tr>
<td>2</td>
<td>Helmsley Charitable Trust</td>
<td>284,180</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Paung Sle Facility (PSF)</td>
<td>125,509</td>
<td>13%</td>
</tr>
<tr>
<td>4</td>
<td>Joint Peace Fund (JPF)</td>
<td>99,998</td>
<td>11%</td>
</tr>
<tr>
<td>5</td>
<td>OSF CSLA Interview</td>
<td>45,000</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>Polish Embassy</td>
<td>12,494</td>
<td>1%</td>
</tr>
<tr>
<td>7</td>
<td>The Asia Foundation (TAF)</td>
<td>11,437</td>
<td>1%</td>
</tr>
<tr>
<td>8</td>
<td>Small donors</td>
<td>1,932</td>
<td>0.20%</td>
</tr>
<tr>
<td>9</td>
<td>Self-generated income</td>
<td>161,051</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$ 941,601.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Revenue for 2018 (in USD)**

![Pie chart showing the distribution of revenue sources](chart.png)
## Expenditure for 2018

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Programs</th>
<th>(USD)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Curriculum Project-TPC (CP-TPC)</td>
<td>22,240</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>Curriculum Project (CP)</td>
<td>34,987</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>Educaesia</td>
<td>41,912</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>KKEC-CLASS</td>
<td>207,880</td>
<td>24%</td>
</tr>
<tr>
<td>5</td>
<td>Peace Leadership &amp; Research Institute (PLRI)</td>
<td>68,009</td>
<td>8%</td>
</tr>
<tr>
<td>6</td>
<td>OSF CSLA Scholarship Interview (OSF Interview)</td>
<td>30,003</td>
<td>3%</td>
</tr>
<tr>
<td>7</td>
<td>Hong Kong University Myanmar Survey (HK Uni)</td>
<td>152</td>
<td>0.02%</td>
</tr>
<tr>
<td>8</td>
<td>UWC Scholarship (UWC)</td>
<td>463</td>
<td>0.05%</td>
</tr>
<tr>
<td>9</td>
<td>YSEALI Scholarship</td>
<td>41</td>
<td>0.01%</td>
</tr>
<tr>
<td>10</td>
<td>Partnership Sub Grant with Mandalay University (Sub Grant)</td>
<td>5,808</td>
<td>1%</td>
</tr>
<tr>
<td>11</td>
<td>Study Abroad Academic Counselling (SAAC)</td>
<td>23,162</td>
<td>3%</td>
</tr>
<tr>
<td>12</td>
<td>Thabyay E-learning Platform (TaP)</td>
<td>34,503</td>
<td>4%</td>
</tr>
<tr>
<td>13</td>
<td>General Education Development (GED)</td>
<td>1,959</td>
<td>0.20%</td>
</tr>
<tr>
<td>14</td>
<td>Thabyay Small Grant Initiatives (30 Thai Students) (TSGI)</td>
<td>4,182</td>
<td>0.50%</td>
</tr>
<tr>
<td>15</td>
<td>KKEC EPP/Custom Classes</td>
<td>104,437</td>
<td>12%</td>
</tr>
<tr>
<td>16</td>
<td>KKSIT Interpretation course, MoFA, Nay Pyi Taw (KKSIT)</td>
<td>15,372</td>
<td>2%</td>
</tr>
<tr>
<td>17</td>
<td>TEF Activities Cost (AGM/Refoc/Gen/Network)</td>
<td>29,574</td>
<td>3%</td>
</tr>
<tr>
<td>18</td>
<td>TEF Administrative Cost</td>
<td>210,130</td>
<td>24%</td>
</tr>
<tr>
<td>19</td>
<td>TEF New Office Renovation</td>
<td>24,340</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>862,038.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

## Expenses for 2018 (in USD)

![Expense Chart]
SINCERE THANKS

FOR 2018-19

WE VALUE OUR RELATIONSHIP WITH ALL OUR PARTNERS: INDIVIDUALS, LOCAL, NATIONAL AND INTERNATIONAL ORGANIZATIONS, UNIVERSITIES AND FUNDERS. WE COULDN’T ACHIEVE WHAT WE DO WITHOUT EVERY SINGLE ONE OF YOU.
STAFF

- Aye Nyein Soe, Program Officer (CLASS) B.A. (English) University of Distance Education, B.A. (English) Liberal Arts Program, Karen Baptist Theological Seminary

- Cho Thet Mar, HR & Admin Manager B.Sc. (Industrial Chemistry) East Yangon University, Diploma in Accounting (LCCI), Diploma in Business Management Administration (ICM, UK)

- Ciiin Lian Dim, Program Assistant (PLRI) B.A. (English) Distance Education at Mandalay Degree College, Major in Social Studies (Myanmar Institute of Theology, Liberal Arts Programs)

- Dian Pulumahuny, Teacher (EPP) Cum Coordinator Bachelor’s Degree of Communication (B.Com), SAHID University

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- Eh Eh Hser, HR & Admin Assistant B.A. In Communicative English, Karen Baptist Theological Seminary, B.A. in Geography, Maubin University

- Eh Tha Yu Paw, Junior Research Assistant M.B.A, Yangon University of Economics (Thesis in progress), B.B.A., Yangon University of Economics

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- Htet Htet Aung, Program Officer (EPP) B.A (English) Dagon University, Diploma in English Language Proficiency (SEAMEO CHAT) Diploma in Human Resources Management (Institute Of Commercial Management), Diploma in Project Management (Institute Of Commercial Management), Diploma in Social Work (Yangon University)

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- Khin Aye Han, Program Manager (Study Abroad and Academic Counseling Unit) M.Sc. Aquaculture and Aquatic Resources Management, Asian Institute of Technology, Bangkok, Thailand, M.Sc. (Zoology) 1997, University of Mandalay, B.Sc. (Hons) Zoology 1993, University of Mandalay

- Khin Aye Hnin, Senior Finance Manager Diploma in Int’l Financial Reporting, ACCA United Kingdom, B.Com. Yangon Institute of Economics

- Kyaw Zaw Thein, Program Assistant (EPP) Second Year in English (UDE, Sittwe), Dip in Community Leadership and Social Studies (Batch 4)

- Lian Thawn Kim Thang @ Pu Lyan, Finance Coordinator B.Sc. (Physics), Diploma in Accounting (LCCI)

- Linda Stannard (Consultant), ELearning Mentor and Instructional Designer (TeP/ Educasia) Graduate Certificate in Flexible Delivery, Facilitate ELearning, Teaching English as a Foreign Language, Certificate IV in Workplace Training, Associate Diploma Office Administration

- May Thandar Oo, Cashier Cum Bookkeeper B.A (Eco), Diploma in Business Management (Co-Operative Colleague, Mandalay)

- Min Khant, Program Assistant (Educasia) B.A (English) Mawlamyine University, Diploma In Community Leadership and Social Studies, Certificate in English Access Micro-scholarship Program, (American Embassy)

- Moe Ma Ma Myo, Layout and Graphic Designer (Educasia) B.A. (Myanmar) University of Distance Education Yangon East University, Diploma in English (Seameo Chat), Certificate in Graphic Design (KMD, MMDC, RGB), Certificate in Web Essential (Myanmar World Wide Web Institute)

- Naw Myintzu Kyin, Program Officer Master of Educational and Administration Ramkhamhaeng University, B.Sc. (Mathematic) East Yangon University, Diploma in Teaching Profession Ramkhamhaemg University

- Natira Pakdeekunnatham, Office Assistant and Program Administrator Diploma in Marketing from Rattana Bundit University, Thailand

- Nant Kayalshar Joy, Receptionist 3rd Year (History) Dagon University, Certificate of Community Development and Leadership Program, Education Gathering Group - EGG Academy, Hpa-An, Karen State

- Naw Bway Paw (Snow Paw), Training and Program Officer B.A (English), Taungoo University
• Naw Sah Blute, Trainer cum Translator (Educasia) B.A (English) University of Distance Education, Diploma in Peace Leadership and Research

• Naw San Aung, Program Assistant (TeP) Diploma in Liberal Studies, Australia Catholic University (ACU)

• Pornthip Wongpraitakhun (Jenny), GED Administrator and Logistics Manager (Part Time) Diploma in Accounting and Bookkeeping, Chiang Mai Vocational College

• Roi Ja, Program Assistant (TeP) B.A. (Social Studies) Liberal Arts Program (LAP), Myanmar Institute of Theology

• Saw Eh Moo Htaw, Program Assistant (EPP) Diploma in Community Leadership and Social Studies, KKEC, Final Year, Economics, University of Distance Education, Pathein

• Saw Htein Linn, Program Officer (PLRI) B.A (English) Hpa- An University

• Saw Andrew Su Maung, Program Assistant (TeP) B.A. Communicative English, Liberal Arts Program Karen Baptist Theological Seminary

• Soundous Drissi, Assistant Director of Programs, M.A. International Development and Education, Newcastle University, B.A. English Studies, Mohammed V University

• Su Pyae Htet, Program Assistant (EPP) B.A. In Oriental Studies, Dagon University

• Su Su Nwe, Program Manager B.M. Tech (University of Medical Technology), Diploma in Social Work, Diploma in Business Management (ABE, UK), Diploma in Human Resource Management (ICM, UK)

• The' Thinzar Kyaw, Program Assistant (EPP) B.A. English, University of Foreign Languages

• Taplee Praisathitsawat (Cleo), Program Manager Diploma in Liberal Arts, Australia Catholic University, Post-Secondary Certificate, Eden Valley Academy

• Thurein Htoo, Admin and Logistics Officer B.Sc. (Physics) East Yangon University

• Yee Thandar Kyaw, Cashier Cum Bookkeeper, B.A (Myanmar), West Yangon University, Diploma in Banking & Financial

TEACHERS

• Anna Delany, Instructor, Social Science and English (CLASS) Bachelor’s Degree in European Studies (B.A, Hons), Trinity College Dublin, LL.M, National University of Ireland

• Claire Burgess, Instructor, Social Science and English (CLASS) B.A (Aboriginal Studies & Sociology) From University of Tasmania, Masters of International Development, Land and Natural Resource Governance from University of Melbourne, Masters of International and Public Law, Environment, Land and Natural Resources from University of Melbourne

• James MacMillan, Program Coordinator/Instructor (PLRI) M.A. in Development Studies (York University, Canada), B.A. in Politics and Governance (Ryerson University, Canada)

• Moe Thet Mon (Cung Lyan Mawi), Instructor (CLASS) M.A. In Christian Education from Asian Theological Seminary, Manila, Philippines, B.A. In Theology from Dagon Biblical University, Yangon, Myanmar

• Moses, Instructor (EPP) B.A. Psychology, Dagon University, English Language Training for Academic Settings - Ateneo Language Learning Center, Manila, Philippines, Teaching Knowledge Test (TKT) Preparation Course - British Council, Introductory Course in Teacher Training – Office of the Archbishop of Yangon, Infant Jesus Myanmar Mission, Karuna Myanmar Social Services

• Pierre-Yves Le Dorven, Instructor (CLASS) Social Science and English Engineer in Agriculture (2006) - degree from the Institute Supérieur en Agriculture de Beauvais (I.S.A.B.). Speciality in breeding, Baccalauréat in sciences with good mention (high school degree that is prerequisite for university entrance)

• Radka Anatlikova, Research instructor/Mentor (PLRI) Master Degree in Psychology from Comenius University in Bratislava, Slovakia Ph.D. Degree in Cross-Cultural Psychology from Aalborg University, Denmark

• Thinzar Oo, Service Learning Coordinator (CLASS) Bachelor of Computer Science from University of Computer Studies
THABYAY MEANS...

" Thabyay is where I can get experience for my future Thabyay shares knowledge creatively, accessibly and with careful thought for the context Thabyay is where I learned to value diversity Thabyay is like a star to show the best way for my future Thabyay is a symbol of knowledge, empowerment and diversity for civil society communities in Myanmar Thabyay is place for different people to come together and learn from one another Thabyay is a bridge between you and education Thabyay is a place that nurtures future leaders Thabyay is a place where both students and teachers can learn and grow through expressing their thoughts freely and without being judged Thabyay challenges the challenges for a better change Thabyay is a Non-Government Organization that is providing education development for Myanmar Thabyay is a space where you broaden your horizons and advocate for peace and justice..."
A GUIDE TO TEF

How It Works

Individual initiatives, CBOs, NGOs and INGOs in the region...

Disadvantaged communities in Myanmar...

Socially engaged young people with potential to bring change...

University foundation school

Return to their community

Community development and leadership

University preparation