

Rebuilding Lives Through Education

MMR-HOP-RLE-P02



Thai/Burma border, Myanmar



Education

Total Budget \$55,000

Project Timeline

FULLY FUNDED

MAY 21

APR 23



Overview

This project has supported 35 teachers and some educational materials at two schools (407 students). Internally displaced people and refugee families from the camps along the Thai/Burma border are trying to gain an education despite ongoing unrest and destruction of infrastructure in the local area and the military coup which began 1/2/21. There are considerable and ongoing challenges due to this civil conflict and families have little/no physical resources to support themselves.

This has been very hard for communities in this volatile region with families having to flee and hide to avoid bombs. Despite this, the students and teachers are strongly committed to education.

Objectives



Provide salaries for 35 teaching staff

37 staff have been supported during this project. Despite some understandable turnover of staff in this unstable climate, 14 teachers have stayed the whole time. Both school headmasters have remained and community ties have grown.



Increase to 437 student enrolments

School enrolments have remained strong, with 437 currently on the roll at the two schools. They have built significant trust with parents, which is vital for their confidence in sending their children to school in such difficult circumstances.



Provision of educational materials

School supplies and emergency relief have helped bring continuity to students and teachers, many of whom have been displaced, living disrupted lives in the jungle without permanent shelter.



Planning for sustainability awareness

Initial plans to start a community or fish farm were postponed due to instability in the region and the funds redirected to providing two water filters for one school and community. 1st filter in place, 2nd filter will be installed when safe to do so.



Life change

- Increased access to education, which provides children with alternatives for the future and releases families from poverty.
- More stable teaching workforce improves education quality and outcomes.
- Further development of a sense of community pride in a relatively new village settled mostly by internally displaced people.



Naw Kwe Htee's Story

My name is Naw Kwe Htee and I came to study at Htee Ther Ler (HTL) school from another village as my former school only went as high as grade 4. I live in the dormitory because my mother died a few years ago and my father is always drinking and is not dependable. I never feel lonely here because I have dorm mates who are like family to me and the teachers treat us like their children. Next year I will be in year 10 and I hope to have the opportunity to continue my study beyond that. I am so thankful for the support of our teachers and those who have helped fund my education. It makes me so happy.



Students at Kwe Ler Shue school

Naw Paw T'Mwee's Story

My name is Naw Paw T' Mwee and I work at Kwe Ler Shue (KLS) school, where I have been teaching now for two years. I chose a career in teaching so that I could help Karen people gain the skills that I was taught so that my people will no longer be left behind. I really want the next generation to be literate and to continue into higher education so they have global opportunities. When I see the students so eager to learn, it gives me energy and motivation, and it fills me with hope that they will one day be future leaders who fulfil their responsibilities with integrity. I am so proud of the students and their tenacity. We are so grateful for the help our students and families receive.

