

Rebuilding Lives Through Education

MMR-HOP-RLE-P02



Thai/Burma border, Thailand



Education



Tax deductible

Total Budget



\$55,000

Project Timeline



2 YEARS



POPULATION

54.4 million

POVERTY

24.8% of the population below poverty line

HEALTH

Life expectancy at birth: 67 years

EDUCATION

Mean years of school (adults) 5 years

HUMAN DEVELOPMENT INDEX*

Ranking out of 189 nations Myanmar 147 (Aust 8)

*2020 Human Development Report



Overview

This project will support 35 teachers and some educational materials at two schools (407 students) where internally displaced people and refugee families from the camps along the Thai/Burma border are returning 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 civil conflict and COVID-19 and families are returning with little/no physical resources to support themselves. Year 2 will introduce an income-generating project, starting with small community farms, as the schools start to look to self-sustainability for the future. The Year 2 budget is \$30,000.

Why support this:

We are impressed by the community's vision and determination to build a new life in dire circumstances. They are committed to the schools and want to see their children gain an education. Education is a key to a better life and building for the future. With few resources the community are coming together to support each other and place education as one of the priorities for their children. Supporting teachers is essential for school stability and educational progress. The project is managed by local leaders, with whom our partner has excellent working relationships.

Objectives Include:



Provide salaries for 35 teaching staff



Maintain/increase 407 student enrolments



Provision of educational materials



Planning for sustainability

Expected 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.