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AN ASSESSMENT OF THE NEEDS FOR HIGHER EDUCATION OF
KAREN REFUGEES ALONG THE THAI-MYANMAR BORDER;
A CASE OF NU PO CAMP

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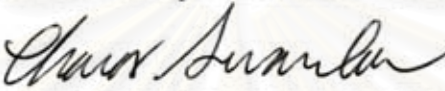
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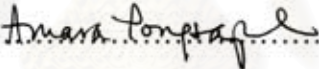
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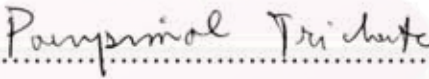
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อัญญา เก่งบุญชร: การประเมินความต้องการด้านอุดมศึกษาของผู้ลี้ภัยชาวกะเหรี่ยง: ศึกษากรณีพื้นที่พักพิงชั่วคราวนุโพ (AN ASSESSMENT OF THE NEEDS FOR HIGHER EDUCATION OF KAREN REFUGEES ALONG THE THAI-MYANMAR BORDER; A CASE OF NU PO CAMP) อ.ที่ปรึกษา: พรพิมล ตริโชติ. 125 หน้า.

การศึกษาเป็นเรื่องที่มีความสำคัญสำหรับผู้ลี้ภัยเทียบเท่ากับความต้องการพื้นฐานทางกายภาพ เช่น อาหาร, น้ำ, ที่พักอาศัย, และบริการด้านสาธารณสุข เนื่องจากการศึกษาเป็นกระบวนการที่จะช่วยเสริมสร้างความรู้ ทักษะ รวมทั้งคุณค่าทางจิตใจที่จำเป็นต่อการดำรงอยู่และการพัฒนาคุณภาพชีวิตของบุคคลที่มีสถานะเป็นผู้ลี้ภัย ซึ่งต้องเผชิญหน้าและปรับตัวให้เท่าทันกับสภาวะแวดล้อมที่เปลี่ยนแปลงไปจากประเทศที่เป็นถิ่นฐานเดิม มาถึงประเทศที่ให้การพักพิง ในกรณีของความขัดแย้งทางด้านชาติพันธุ์และการละเมิดสิทธิมนุษยชนในสหภาพพม่าได้ทำให้ประชาชนจำนวนมากต้องหลบหนีออกมานอกประเทศ กลายเป็นผู้ลี้ภัยและผู้พลัดถิ่นในประเทศข้างเคียง ตั้งแต่ทศวรรษที่ 80 ประเทศไทยได้ให้การรองรับผู้หลบหนีภัยจากพม่าับหลายแสนคน โดยในปัจจุบันมีการตั้งค่ายพักพิงสำหรับผู้ลี้ภัยจากพม่าตามแนวชายแดนไทย-พม่า ถึง 9 แห่ง. งานวิจัยชิ้นนี้ ได้วิเคราะห์ถึงปัญหาทางการศึกษาของผู้ลี้ภัย โดยประเมินจากคุณภาพของการศึกษาในค่ายผู้ลี้ภัยที่มีอยู่ในปัจจุบันและโอกาสของผู้ลี้ภัยในการเข้าถึงศึกษาระดับสูงภายนอกค่าย นอกจากนี้ งานวิจัยนี้ยังสำรวจโครงสร้างและนโยบายขององค์กรภาคี อาทิ องค์กรพัฒนาเอกชน, สำนักงานข้าหลวงใหญ่ผู้ลี้ภัยแห่งสหประชาชาติ และรัฐบาลไทยที่เกี่ยวข้องกับโอกาสทางการศึกษาในระดับสูงของผู้ลี้ภัยชาวกะเหรี่ยง.

ผลของการศึกษานี้ ได้จากการวิจัยเชิงปริมาณและเชิงคุณภาพ โดยการศึกษาจากเอกสารที่เกี่ยวข้องและจากการเก็บข้อมูลในพื้นที่ ในการวิเคราะห์ข้อมูลจากเอกสาร ทำให้ได้บทพจนทฤษฎีและแนวคิดที่มีอยู่แล้ว ส่วนในการลงพื้นที่เก็บข้อมูล ผู้วิจัยได้ทำการสัมภาษณ์และแลกเปลี่ยนกับกลุ่มผู้ที่เกี่ยวข้องในเชิงลึกโดยการใช้ชุดคำถาม รวมทั้งเฝ้าสังเกตการณ์และทบทวนเอกสารที่จัดทำโดยองค์กรพัฒนาเอกชน ซึ่งผู้ให้ข้อมูลหลักในการศึกษานี้ คือ ผู้ลี้ภัยชาวกะเหรี่ยงในค่าย, ตัวแทนจากองค์กรชุมชน, องค์กรพัฒนาเอกชน, สถาบันการศึกษา, กระทรวงมหาดไทย และกระทรวงศึกษาธิการ. ผลจากงานวิจัยชิ้นนี้ ชี้ให้เห็นว่าในปัจจุบันมีการให้การศึกษาแก่ผู้ลี้ภัยในระดับประถม มัธยม และระดับสูงกว่ามัธยม ซึ่งทาง The Karen Education Department (KED) และองค์กรพัฒนาเอกชนเป็นผู้ดูแลและบริหารจัดการ แต่ผลจากการศึกษาชี้ให้เห็นว่าผู้ลี้ภัยเหล่านี้มีความต้องการในการเข้าถึงศึกษาในระดับที่สูงกว่าที่มีอยู่เพื่อพัฒนาการของพวกเขาในอนาคต เนื่องจากระบบการศึกษาของผู้ลี้ภัยที่มีอยู่ในปัจจุบันนั้น ไม่ค่อยตรงกับความต้องการของผู้ลี้ภัยชาวกะเหรี่ยง หากพวกเขาจะต้องกลับไปใช้ชีวิตอยู่ในประเทศที่เป็นถิ่นฐานเดิม คือ สหภาพพม่า การเข้าถึงการศึกษาในระดับสูงขึ้นอยู่กับความร่วมมือและการช่วยเหลือขององค์กรภาคีที่สำคัญอย่าง องค์กรพัฒนาเอกชน, องค์กรชุมชน, และรัฐบาลไทย ซึ่งผลจากการศึกษาชี้ว่ามีความจำเป็นที่ประชาคมระหว่างประเทศ, องค์กรพัฒนาเอกชนและรัฐบาลไทย จะต้องตระหนักถึงความสำคัญของการเข้าถึงการศึกษาในระดับสูงของผู้ลี้ภัยให้มากขึ้น รวมทั้งจัดให้มีการพัฒนาคุณภาพหลักสูตรการเรียนการสอนที่มีในปัจจุบันให้ดียิ่งขึ้น ทั้งนี้ บทบาทของประชาคมระหว่างประเทศมีความสำคัญในการสร้างโอกาสให้กับผู้ลี้ภัยและส่งเสริมสิทธิในการเข้าถึงการศึกษาในระดับสูง ตลอดจนเสรีภาพในการเลือกแนวทางในการศึกษาของชาวกะเหรี่ยงภายในค่ายผู้ลี้ภัยด้วย

สาขาวิชา การพัฒนาระหว่างประเทศ

ปีการศึกษา 2549

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ARAYAN KENGKUNCHORN: AN ASSESSMENT OF THE NEEDS FOR
HIGHER EDUCATION OF KAREN REFUGEES ALONG THE THAI-
MYANMAR BORDER; A CASE OF NU PO CAMP: PORNPIMOL
TRICHOT, PP. 125

Education for refugees is almost as important as meeting their physical needs for food, water, shelter and health. Refugee education is the process of providing knowledge, skills, attitudes and values necessary for survival, improving their quality of life, adapting to their changing world, and preparing for eventual return to their country. Ethnic conflict and human rights violations in Burma have created mass outflows of refugees, internally displaced people and migrants to neighboring countries. Thailand has received hundreds of thousands of Burmese refugees since the mid 1980s. Currently there are 9 Burmese refugee camps on the Thai-Burma border. This study looks at the scale of the problem, assessment for existing education and quality, and the range of higher education opportunities that are potentially available for refugees outside the camp. In addition, the paper investigates the systems and policies of NGOs, UNHCR and the Royal Thai Government with regard to the higher educational opportunities of Karen refugees. This study is derived from quantitative and qualitative research, using a combination of documentary research and field data collection. Within the documentary research, theoretical data are collected through a review of the existing literature, field data was collected through in-depth interviews, group discussions, questionnaires observations and as well as reviewing existing information published by NGOs. The key informants including in this study were Karen refugees in the camp, CBOs, NGOs, institutions, the Ministry Of Interior (MOI) and Ministry Of Education (MOE). The study reveals that there is basic education, such as primary, secondary and post secondary levels, available in the refugee camps. The Karen Education Department (KED) and NGOs are responsible for education management. This study shows that there is a need for higher education to be accessible to the refugees for their future development. The study shows that the current education system does not meet the needs of the Karen refugees and is not very helpful for when they go back to Burma. Higher education can be accessed only with the cooperation and assistance of NGOs, CBOs and RTG. There is a stated need for the international community, NGOs and the Royal Thai Government to increase awareness about higher education for refugees, as well as the extend the provision of current education quality to the refugees. This study also looks at the role of the international community in ensuring comprehensive provision of higher education for all refugees, and refugees' right to higher education and freedom to choose education throughout the Karen refugee camps.

Field of Study International Development
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ABBREVIATIONS

AMI	Aide Medicale Internationale
ARC	American Refugee Committee
AUW	Asian University for Women
CBO	Community Based Organization
BRSP	Burmese Refugee Scholarship Program
CCSDPT	Coordinating Committee for Displace People in Thailand
COERR	Catholic Organization for Emergency Relief and Refugees
COPE	Creating Opportunities for Psychosocial Enhancement
DARE	Drug Awareness Rehabilitation Education
DKBA	Democratic Kayin Buddhist Army
EFA	Education For All
EIP	English Immersion Programme
FGD	Focus Group Discussion
HE	Higher Education
HI	Handicap International
ICS	International Child Support
IDI	In-depth Interview
IDP	Internally Displaced Person
INEE	Interagency Network for Education in Emergencies
IRC	International Rescue Committee
JRS	Jesuit Refugee Services
KED	Karen Education Department
KEDC	Karen Economic and Development Course
KEP	Karen Education Project
KEWG	Karen Education Workers' Group
KEWU	Karen Education Workers' Union
KHWA	Karen Health and Welfare Association
KNU	Karen national Union
KRC	Karen Refugee Committee
KSNG	Karen Students' Network Group
KTWG	Karen Teachers Working Group
KWO	Karen Women's Organization

KYO	Karen Youth Organization
LMC	Leadership Management Course
MOE	Ministry of Education
MOI	Ministry of Interior
NGO	Non-Governmental Organization
NFEC	Non-formal Education Commission
NHEC	National Health and Education Commission
PAC	Provision of Admission Broad
POC	Persons of Concern
RTG	Royal Thai Government
RTT	Resident Teacher Trainer
SEP	Special English Programme
SPDC	State Peace Development Council
SVA	Shanti Volunteer Association
TBBC	Thai-Burmese Border Consortium
TOPS	Taipei Oversea Peace Service
TPC	Teacher Preparation Course
TVE	Technical and Vocational Education
UN	United Nation
UNESCO	United Nation Economic Social and Cultural Organization
UNHCE	United Nations High Commission for Refugees
UNICEF	United Nation Children's Fund
VT	Vocational Training
WEAVE	Women Education Advancement and Empowerment
WE/C	World Education/Consortium
WUS	World University Service
YKPD	Young Karen People for Development

CHAPTER I

INTRODUCTION

1.1. Background to the study

Forced migration has grown considerably over the last thirty years, becoming a major political and social issue in many parts of the world. This was because many countries have engaged in political quarrels, ethnic conflicts which have created civil war and enormous displacement both inside and between countries. Today many regions or continents have refugee people caught between danger at home and loss of identity in a strange land. Fear of persecution has led millions to flee their homes and seek safety in other countries where they may be isolated, and often impoverished. Conflicts across the world are largely civil in nature, increasing the refugee population. By the end of 2005 UNHCR notes that the world refugee population is estimated at 8.4 million persons including 6.6 million internally displaced persons (IDPs) in 16 countries. (Global Refugee Trends, UNHCR 2005) Refugee problems are complex and have led to the high need for humanitarian assistance especially in social welfare, education, protection, and health. International agencies and Non-governments organization (NGOs) try to play a role in addressing refugees emergency needs and also called for global collaboration to solve the refugee issues. Even though international agencies have been delivering services to the refugees for many years already, still not all their needs have been adequately addressed. (Sinclair, M. 2002)

Education of refugees is also essential and needs immediate attention from international agencies. Education for refugees is almost as important as meeting their physical needs for food, water, shelter and health. Refugee education is the process of providing knowledge, skills, attitudes and values necessary for survival, improvement of the quality of life, adaptation to their changing world, and preparation for eventual return to their country. Education is not a luxury. It is the most critical element in bridging the gap between relief assistance and durable solutions. Whether the refugees eventually repatriate voluntarily, settle locally, or resettle in a third country, education will be essential for their successful integration and future development. (UNHCR Education Field Guideline 2003)

War and violent conflict also have an impact on education. Conflict or civil war cause even greater damage, affecting the education system, displacing teachers, destroying school infrastructure and materials and through the collapse of national educational administration. The impact of conflict on education does not always get the attention it needs and high degree of ignorance about the destruction of education systems, programmes and infrastructure that accompanies such disasters, or the traumatic effects of violence and displacement on teachers, children and their families. Educating populations that have been affected by conflict is vital in the rebuilding of the community. The number of conflicts worldwide is on the rise, and more and more countries are in need of emergency education. (Bensalah, K. 2002)

On the other hand, access for young refugee people to enter or continue tertiary or post-secondary education is typically limited in areas of emergency and crisis. Initially, this is because the stakeholder or institutes are not concerning about refugee higher education issues. In areas of emergency, only basic education is available with inadequate materials, functioning teaching facilities and resources. In areas of post-conflict or asylum, students typically cannot access higher education because there is no funding and NGOs are only concerned with basic educational levels. Access to higher education can be a means to support and shape the development of a refugee's future life and create peace and reconciliation. Higher education is essential to ensure sustainable development and translates to the effective progression of society in all facets through the production, sharing, and application of knowledge. (Sommers, M.1999)

Since 1984 Karen have been fleeing to Thailand as refugees to escape civil war. Nu Poe refugee camp was established in 1997 in the fall of Dooplaya district in Karen State in Myanmar. Education in the Nu Poe refugee camps has been supported mainly by international NGOs. Currently primary, secondary education, ¹ post-10 education and vocational training are provided in Nu Poe Karen refugee camps. However, educational programmes do not serve the needs of all, as there are restrictions like space for the school building, school infrastructure, and education is

¹ In Karen refugee camp post-10 education has been offered to students for further study. In the context of this paper, post-10 education will not be under higher education's definition scope. Post-10 education prepares participants for a vocational education.

only accessible at the secondary level, and access to internet, electricity and laboratories is limited due to government policy. There are community-based Post-10 education programmes in the camps that provide follow-up education for students who passed Grade 10. However, there are no educational opportunities after post-10 level. There is indeed no official access to higher education (university/college) after Post-10 level. (Lamberink, J., 2002)

The refugee people in Nu Poe camps very often look to higher education as their major, or even their only hope for a decent future. Higher education is their greatest hopes for a life that will decrease poverty and rebuild their society. Education allows them to overcome despair and direction to peace and reconciliation. It is has proven impossible for NGOs and the host government to entirely overcome the above-mentioned obstacles. The refugee students and youth have ambitions to be doctors, politicians, teachers, engineers, lawyers, and pilots to assist their national development when they go back to their country of origin. Student motivation is highly dependent to more opportunities for further studies. The need for higher education has created a need to critically reassess the legal policy context of Royal Thai Government (RTG), Non-Government Organizations (NGOs), United Nations High Commission for Refugee and refugee (UNHCR) administration. There are still many problems in relation to educational service provision in Nu Poe camps. (Bowles, E. 1997, Lamberink, J., 2002 and Wasiripeinsa, P. 2005)

1.2 Royal Thai Government (RTG) Policy on Karen refugee

The Ministry of Interior (MOI) is responsible for administration of the refugee camps. Under MOI rules the refugees face restrictions on their freedom of movement, which has an impact on their access to higher education in Thailand. On the other hand, the Ministry of Education (MOE) has adopted the International Education for All (EFA) framework, and therefore envisages ensuring the right to education for all learners in Thailand, including the refugee population.

Karen refugees in Thailand are recognized as such by UNHCR. However, the Royal Thai Government is not a signatory to the 1951 UN Convention Related to the

Status of Refugees. The term refugee is not used by the Thai government; instead they use "displaced person fleeing fighting" and camps are referred to as "temporary shelter". Only in 1998 did, the Thai government invite the United Nations High Commissioner for Refugees (UNHCR) to establish offices in three provincial towns and to act as observers to the screening process and register refugees in the camps, marking the first recognition of the UN agency's along the Thai-Myanmar border. Because of the Thai policy, the Burmese refugee camps were named "temporary shelters", indication that refugees can not stay permanently in Thailand and can not work or go out of the camp. (Human Right Watch Report, February 2004, P:1-2)

The UNHCR guidelines on education for refugees make specific reference to the necessity to provide education for refugee children (UNHCR, education field guideline 2003). Had such guidelines been in place when the Karen refugee camps were set up, and had UNHCR been given a role by the Royal Thai Government much earlier, a more comprehensive programme to cater for children in all camps might have been possible. Establishment of any cohesive education programme for the Karen refugees has been problematic due to Thai government policy restricting expatriate help to a minimum and maintaining levels of assistance at a basic level. Such limitations can be said to have led to *informal* planning and implementation of education for the refugees. (UNHCR Education Field Guidelines, 2003)

In December 2005, Thailand's policy towards Karen refugees from Myanmar has undergone some positive changes. In addition to allowing the UN High Commissioner for Refugees (UNHCR), foreign donors and non-governmental organizations to provide basic humanitarian services including food, shelter and healthcare, to the refugees; the government is now reducing restrictions on travel outside the confinement of camps for education and, eventually, for employment as well. The Education Ministry and providers of services to refugees are already outlining plans to enhance the current education services inside the camps by adding Thai- and English-language training, along with guidelines on how to measure camp residents' educational attainment. The goal is to enable them to further their studies at vocational schools and universities in courses to be provided via distant learning programmes or at educational institutions outside the camps. (The Nation, September 17, 2006)

1.3 The Burmese Refugee Context

Ethnic conflict and human rights violations in Myanmar created mass outflows of refugees, internally displaced people and migrants to neighboring countries. Myanmar has one of the worlds longest-running civil wars. Starting after Myanmar acquired independence in 1948 and fighting is still going on between ethnic minority groups and the central government. Currently there are 9 Burmese camps on the Thai-Myanmar border. The refugee camp population consists primarily of Karen and Karenni ethnic minorities who have fled to Thailand as a result of conflict between Myanmar's military and armed opposition groups. Thailand has received hundreds of thousands of Burmese refugees since the mid 1980s. Despite an informal ceasefire agreement in January 2004, there is ongoing military fighting between the Karen National Union (KNU) and State Peace Development Council (SPDC), human right abuses continue in Karen State. The Myanmar Army have used the increased freedom of movement to extend control by deploying troops and building new camps further into remote areas. Villagers in SPDC controlled areas have had to do more forced labor and improve the roads to support this expansion of control. Meanwhile, villagers who have fled villages to hide in the forest find it more difficult to avoid the Myanmar Army and to avoid being relocated into SPDC controlled areas they cross the border. (TBBC October 2005) Thailand has pursued a humanitarian policy in which refugees fleeing from conflict zones in Myanmar have been provided with temporary asylum in refugee camps along the Thai-Myanmar border. Refugees are subject to restrictions on their freedom of movement and association and are thus confined to a life in the camps. Support services in the areas of health, food, shelter, education community development and social services are financed by the international community and delivered by NGOs. Ongoing civil conflict in Myanmar has resulted in a Karen internally displaced populations of 89,900 persons (TBBC 2005) and 150,849 Karen refugees based in camps in Thailand. (TBBC June 2006)

1.4 Karen Educational History Background

During British colonial period in Myanmar, several Christian denominations established missionary schools. At that time a large number of Karen people became Christians and took advantage of the opportunity to receive western education and

served as subordinate officer in the British colonial administration. (Tun, 1998:2) In 1949 after Myanmar gained independence from the British, the Karen revolution broke out. Most of the leaders from Karen revolution group were western-educated people who fought for their autonomy. At that time the Karen National Union (KNU) was formed and began to consolidate education for the Karen people into one Education Department. Under the KNU structure, they controlled a territory consisting of seven districts stretching from northern Karen State to southern Tenneserim Division. In each district, there was a district education department. (Mortimer. A 2004:4) But KNU did not have a long-term education plan for its people. Only in 1960s KNU became enthusiastic about the development of a new curriculum for schools under its control. The curriculum was based on the Burmese government's curriculum and the old western education model from primary to secondary level. (Tun1998:3) The curriculum was strongly influenced by Christian ideas and concepts.

During the 1990s the KNU Education Department developed new education program by opening a teacher training college (post-10 education) near the border. (Mortimer 2004:4) The KNU education system was based on academic performance and there was never much regard for vocational skills which linked to their daily life. Most of the Karen were engaged in agriculture society, but they adopted an educational model that produced specific skills for management jobs and industrial development. Consequently, the KNU's educational model was not able to fulfill the needs for the development of the Karen farmers. The main employment option for high school graduates from Karen high schools in the KNU controlled areas was working with the KNU's civil department or serving in the Karen National Liberation Army (KNLA). (Tun 1998:4)

In 1995 with the loss of almost all territory inside Myanmar, including the loss of its headquarters, the KNU lost the ability to control schools inside their areas. The focus of education for the Karen population of the eastern border areas then became the refugee camps. Concomitant to that, effective control of education policy and direction fell into the hands of international relief organizations. The KNU Education

Department was then reconstituted in Thailand as the Karen Education Department (KED), which now tries to give cohesion to the geographically separated camps with schools run under programmes of a variety of NGOs. (Mortimer. A, 2004:4)

1.5 Karen Refugees and the Need for Higher Education

On the eve of a new century, there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for socio cultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. Higher education includes ‘all types of studies, training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities’.

Karen refugees in Thailand are living in a protracted refugee situation and their basic rights and essential economic, social and psychological needs remain unfulfilled during the years in exile. Refugees often rely on external assistance. The Karen refugee situation stems from political impasse. They are the result of political action and inaction, both in the country of origin and in the country of asylum. They endure because of ongoing problems in the countries of origin, and stagnation resulting from refugee inflows, typically involving restrictions on refugee movement and employment. Although the Karen refugee problem has existed for a long time and has created great suffering, there has been little research about their potential needs other than needs assessments carried out by NGOs working in field and their problems. Needs of Karen refugees are not only for food, health and security but also for basic and higher education for their future development. Education is highly valuable to Karen refugees for their daily life and also helps them to rebuild their country at the time when they go back. According to the Education Field Guidelines of UNHCR, *Education is a basic human right. For refugees it is a key to sustainable protection and preparation for a better future.* (UNHCR, Education Field Guideline, 2003)

Higher Education can help meet the psychosocial needs of crisis-affected populations, education provides a channel for conveying survival messages and developing skills for conflict resolution and peace-building, higher education is needed to prepare for reconstruction and social and economic development, higher education can provide protection from harms, and education is a human right, promoting personal development and preparedness for responsible citizenship. (Sinclair. M, 2002, P:27)

In most refugee contexts the focus will be on carrying out interventions in the area of basic education. Access to higher education is not seen as a priority. However, in protracted refugee situation the issue of access to higher education becomes more paramount. Higher education simultaneously improves individual lives and enriches wider society. It allows people to enjoy an enhanced "life of the mind," offering wider society both cultural and political benefits. And it can encourage independence and initiative, both valuable commodities in a knowledge based society. It also secures the best political leaders and civil servants, doctors and teachers, lawyers and engineer and business and civic leaders. (World Bank, 2002)

It is important that at each stage of the educational ladder there is an opportunity for at least some students to proceed to the next stage. Access to secondary education is an incentive to study seriously and complete primary education, and access to higher education provides an incentive and hope for students at secondary level. A study of refugee access to secondary and higher education is urgently needed.

The topic of higher education for refugees will be issues that international agencies would not consider an emergency needs. Actually higher education is also needed in emergency situations that requires for capacity-building for reconstruction, and there is a large need for educated persons upon return to their home country. Only secondary education can meet the education needs for talented Karen refugee students and the manpower needs for durable solution in Karen community.

1.6 Research Objective

The purpose of this research paper is to carry out an assessment of the needs for higher education of Karen refugees along the Thai-Myanmar border. The study focuses on the systems and policies of NGOs, UNHCR, and the Royal Thai Government, assesses existing education programmes for refugees and its quality in the camp, and investigates opportunities for higher education both inside and outside the camp. Finally, the inquiry examines the future goal of the Karen refugee people with regards to education.

The research will have the following specific objectives:

1. To investigate the policies of NGOs, UNHCR and the Royal Thai Government with regard to the higher educational opportunities of Karen refugees
2. To assess the existing education levels in the camp and the quality of this education including whether or not it is in accordance with internationally accepted standards and frameworks
3. To interpreted the condition of need for higher education in preparing refugees for future development
4. To identify possibility of refugee access to higher education

Investigating the policies of NGOs, UNHCR and Royal Thai Government with regard to higher educational opportunity for refugees; in order to get a rational sources, this inquiry used qualitative research tools including direct and participatory observations by attending Coordinating Committee for Displaced People in Thailand (CCSDPT) and NGOs meetings, ZOA Refugee Care and Karen Education Department (KED) workshop holding , in-depth interviews with NGOs staff members, Community Based Organizations (CBOs) members, Ministry of Interior (MOI) and Ministry of Education (MOE) members, institutional representatives and carrying out focus group discussion with KED and ZOA staff members. The data collected provided an understanding of the policies of RTG and the role of United Nations High Commission for Refugees (UNHCR) and NGOs and their impact on the lives of refugees in the camps. The finding also showed the collaboration of all the

NGOs along the border, UNHCR and RTG and their participation in education development of refugees.

The study will assess the existing education levels in the camp and assess relevant and quality of higher education in Karen refugee camp against internationally accepted standards and frameworks. The assessment of existing education system utilized the qualitative research method including questionnaires, in-depth interviews, focus group discussions and observation. In Nu Poe camp in-depth interviews were carried out with key informants, such as subject teachers, head teachers and camp education committees. This was combined with the data collected from documents or reports of NGOs and CBOs, focus group discussions with grade nine, tenth and post-10 schools students and at the same time observations were performed. The study of data collected provided insight in the current existing education levels and its quality as well as the highest education level available in the camp. The investigation was fulfilled to examine the needs for further higher education.

To interpret the condition of need for higher education in preparing refugees for future development needs, assessments were carried out by using in-depth interviews with 5 main CBOs such as Karen Youth Organization (KYO), Karen Women Organization (KWO), Karen Students Network Group (KSNG), Karen Education Development (KED) and Karen National Union (KNU) as well as teachers, students, camp education committees in Nu Poe camp. Additional data were collected from NGOs that work in the education projects for refugees. The inspection provided with a wide range of insight needed for higher education, the objectives of CBOs and their activities related to why do they run empowerment and capacity building training, as well as perspectives from NGOs on Karen refugees.

The possibility of refugee access to higher education was identified through the activities undertaken with NGOs, UNHCR, Thai Ministry of Interior (MOI), Ministry of Education (MOE), Thai institutions and other international institutions. This research came out with possibility of access to higher education and prospect of RTG policy. The investigation was carried out through in-depth interviews and group discussions, and observations during CCSDPT and NGO meetings as well as at

Chulalongkorn, MOE and MOI meetings obtaining possible solutions for higher educational opportunities for refugees.

1.7 Research Questions

As explained above, the overall research problem is to investigate and assess the need for higher education of the Karen refugees in Thai-Myanmar border.

The following main questions were based on the objectives and used in carrying out this research:

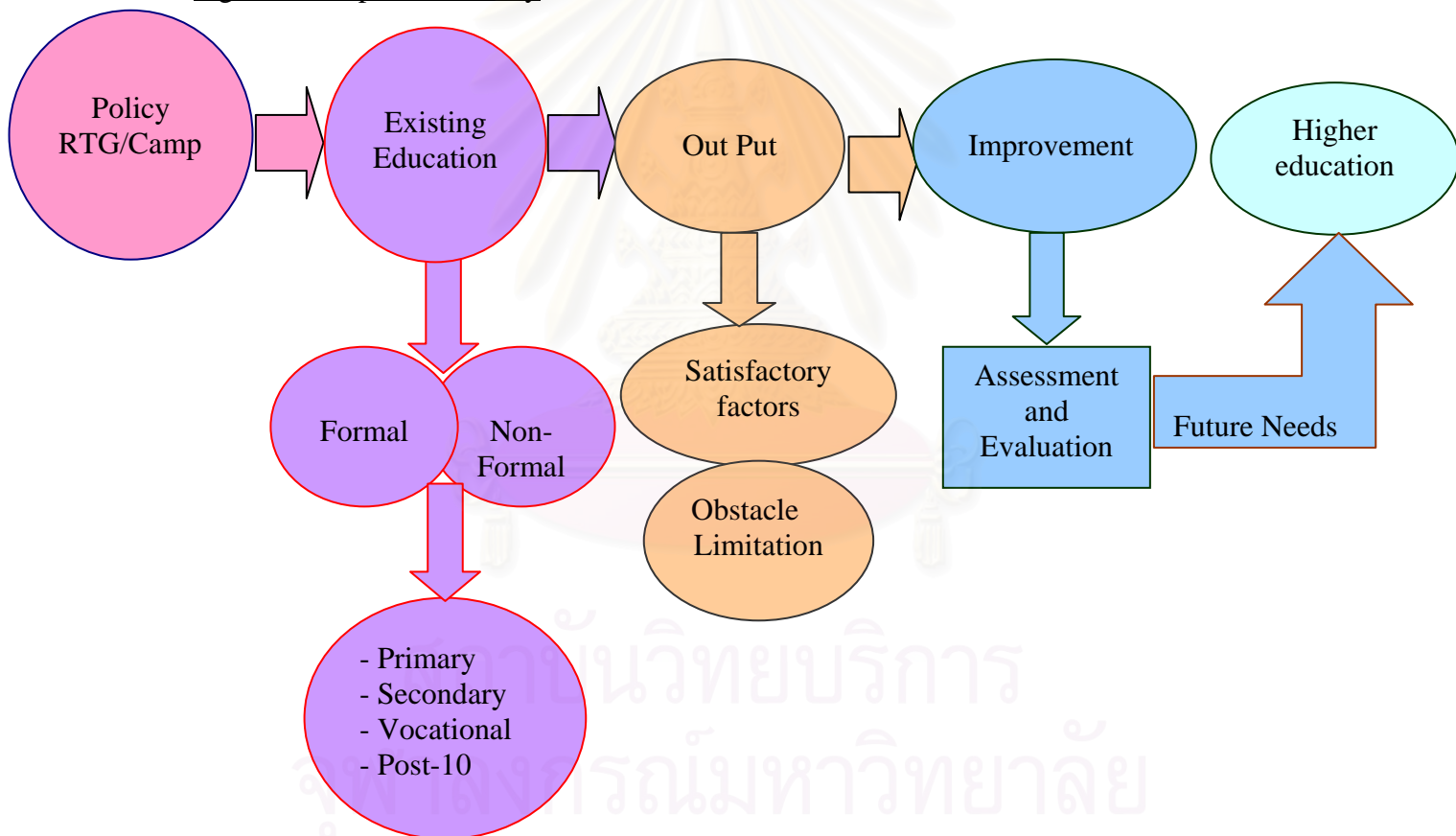
1. What provisions are currently made for the educational programs and to what extent are the programs relevant to the needs of refugees? (Curriculum, condition of learning environment, current and future situation)
2. What are the expectation and roles of higher education to empower Karen community in Nu Poe?
3. In what condition would Nu Poe be ready for accessing higher education?
4. What kind of the higher education should be available to the Karen Refugee in Nu Poe?

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

1.8 Scope of the Study

This study assesses the current education existing in the Karen refugee camp along Thai-Myanmar border, as well as their need for higher education in terms of preparing themselves to reconstruct their state when they go back to their country. In addition, this study also investigates higher education opportunities both inside and outside the camps. The research covers the educational background of Karen people especially in Nu Poe Karen refugee camp.

Figure 1: Scope of the study

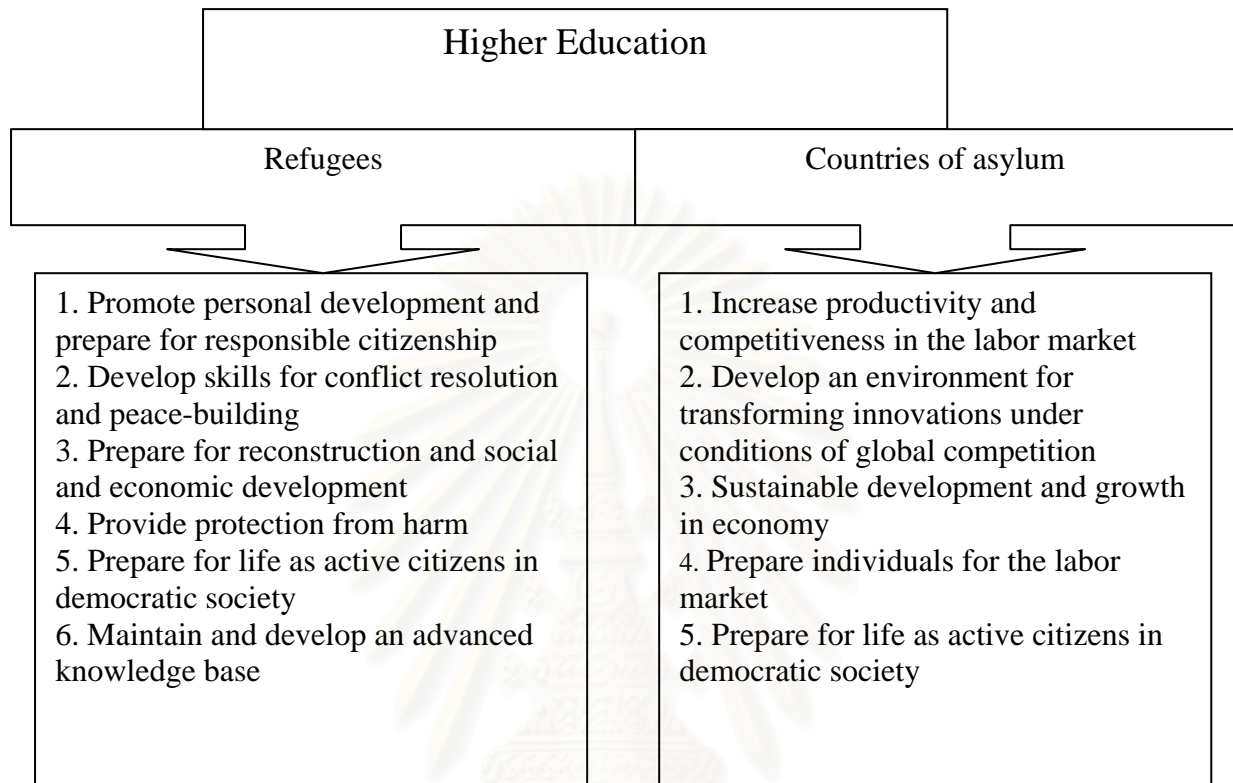


1.9 Basic Concepts and Hypothesis

The basic assumption of this study is that higher education for refugees can provide opportunities for community development, increasing the opportunities for young people to work for future of the Karen people when they go back to Myanmar. Higher education can provide the human capital needed for the future reconstruction of a society and the economic development for either the country of origin or country of asylum. In addition, refugees with high level skills would be able to contribute to the growth of the Thai economy should working restrictions be eased. Refugees who do not receive higher education would suffer from the long-term negative effects of the deprivation of the benefits of education. If and when democracy is restored in Myanmar and peace is made between the Burmese government and the country's ethnic rebels, this stock of better-educated, highly trained Karen refugees will be able to return home and help rebuild their country. Taking care of refugees and providing higher education will also serve Thailand's long-term national interests, because it will lay the groundwork for future good relations with a democratic Myanmar.

Good quality and relevant education that meets the needs of refugees is one of the keys to the sustainable rebuilding of society and promotes self-reliance and social development. Higher education provides life-saving and life-sustaining skills and can protect the individual and society at all stages. It also provides a safeguard against future attempts at political dictatorship and enables intellectual development and psycho-social recovery. Needs assessment analyses of existing education would provide good information to develop educational systems and monitor the current situation and would be a good concept for educational development for the near future of the Karen.

Figure 2: Conceptual Framework



CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter consists of a review of relevant literature concerning refugees' education and international legal and policy framework. Other UNHCR education field guidelines are also examined to prove refugee education for receiving higher education for their future development, the right to higher education and education for all in the context of Karen refugee now living in Thailand. Higher education definitions and the principal terms in use are defined below for the purpose of this paper. In addition, it includes a review of Karen ethnic group in Myanmar, their reasons of being refugees, their situation and assistance in the refugee camp are also described in this chapter.

2.2 Definitions and Concepts

2.2.1 Higher Education (HE)

The term Higher Education (HE) generally refers to education at degree level or above. The framework of HE course leading to the award of an associate degree, bachelor's degree, graduate certificate, graduate diploma, master's degree or doctoral degree that accredited as HE.

According to UNESCO Resolution adopted on the report of Commission II at the 26th plenary meeting, on 11 November 1997, 'Higher Education' means programmes of study, training for research at the post-secondary level provided by universities or other educational establishments, centres and structures of higher education, and centres of research and culture associate with public and private that are approved as institutions of higher education by the competent state authorities, and/or through recognized accreditation systems. (UNESCO 1997)

The above UNESCO definition of HE will be adopted and used in this research paper. Post-10 education programmes in Nu Poe refugee camp will not be under this higher education's definition scope.

2.2.3 Refugees

In the 1951 United Nations High Commission for Refugees (UNHCR) and other internationally agreed definition of refugees, which is:

...a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country. (UNHCR, 1951)

Consequently Karen people living in camps in Thailand clearly fall within the above UN definition and are recognized as such by UNHCR. But Karen refugees in Thailand have always been defined to as "displaced persons" not a "refugee" by the Royal Thai Government (RTG). Officially Thai policy only offers "temporary shelter". With regard to UNHCR and NGO policy Karen refugees fall under the definition of refugee and are provided with the necessity assistances which are foods, medicines, clothes, education and other essential items. (Bowle 1997)

2.2.4 Emergency

Different agencies use different definitions of an emergency. UNESCO defines educational emergency as a crisis situation created by conflicts or natural disasters which have destabilized, disorganized or even destroyed the education system, and which requires an integrated process of crisis and post-crisis response. (UNESCO 1999) UNHCR divides a complex emergency into a short emergency phase of 3 to 6 months, which is the initial phase of support before a durable solution can be found such as repatriation and reconstruction or local settlement. In general, emergency education programmes are a response to exceptional crisis conditions

requiring exceptional means of response, linked to a process of planning for future educational development. (Emergency Educational Assistance Unit, 1999)

The context of Karen education in emergencies reflects the horrors of contemporary civil or ethnic conflicts in Myanmar. In the contexts of more than 50 years civil war, the forced relocation of thousands of villages among Karen have been displaced within country and thousands of people have become refugees in Thailand. Families affected by war and crisis give high priority to the restoration of schooling for their children. It is often their primary concern after they have access to food and water for nourishment, to some kind of shelter, and to health facilities. (Blowe 1997)

2.3 International Legal and Policy Framework with regard to Education in Emergencies

2.3.1 Refugees and their Rights to Education

Refugees often see the education of their children as a principal way of ensuring a better future for their family, regardless of whether that future holds a return to the home country, local integration in the country of first asylum, or resettlement to a third country. Just as importantly, education often plays a critical role in creating stability in the lives of refugee children. Refugees are therefore increasingly seeking alternative ways to educate their children.

The term right to education is found in the Treaty of the International Declaration and Instruments Defining Education as a Basic Right. The main article that cover the right to education is The Universal Declaration of Human Rights of 1948 Article 26 state that:

- (1) Every one has the right to Education. Education shall be free, at least in elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of value.
- (2) Education shall be directed to the full development of the human personality and

to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given to their children.

The declaration make it clear that governments must promote the access to education of all children on their territory, including refugees and internally displaced children, without discrimination. Under international humanitarian law, according to Article 28 of the Convention on the Rights of the Child 1989, it is stated that

- Make primary education compulsory and available free to all;
- Encourage the development of different forms of secondary education... , make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- Make higher education available to all on the basis of capacity by every appropriate means...' (UNICEF,1989)

2.3.2 Education for All

At the Jomtien Education For All (EFA) Conference in Thailand 1990, the participants recalled that 'education is a fundamental right for all people and noted that education can help ensure a 'safer, healthier, more prosperous and environmentally sound world'. For the first time, policy-makers and representatives of the world of education and civil society agreed on a world strategy to promote universal basic education for children, and to reduce massive illiteracy rates among young people. In addition, the Jomtien Framework for Action again emphasized the need for *Education programmes for refugees should be supported by organizations such as UNHCR and refugee-hosting countries. 'The world community will also endeavor to ensure that people displaced by war and other calamities continue to have access to basic education programmes that preserve their cultural identity'*. (UNESCO, Jomtien 1990)

According to the NGO Declaration on Education for All, International Consultation of Non-Governmental Organizations, Dakar 2000, there is a need to renew the commitment to **education as a right** as expressed in UN's declaration on human rights paragraph 26, The International Convention on Economic, Social and Cultural Rights, Article 13 and the Convention of the Right of the Child, Article 28. There must be a clear commitment to ensure that quality education for all includes all the marginalized and excluded groups like the disabled, ethnic minorities, internally displaced persons and refugees. On the other hand, at the World Education Forum held in Dakar in April 2000, it was recognized that one of the barriers to attaining Education for All (EFA) was the existence of countries and regions affected by current or recent conflict, or natural disasters. Education is important for children and adolescents wherever they are, even if they are displaced by manmade or natural disasters, and the Dakar Framework provides for this. Education in emergency situations is an EFA 'flagship' programme. Dakar pledge to support education in emergency and reconstruction to meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict;' (*Dakar Framework for Action, paragraph 8 – April 2000*)

2.4 The Needs of Education in Emergencies and Minimum Standards

In recent years there has been a rise in awareness of the need for education programme in emergency situation. Millions of children, youth and adults do not have access to their right to education during emergencies situation and that education have not been seen as a priority humanitarian response. The initiative of international agencies, NGOs, and communities must be ensured a minimum level of quality, access and accountability for education in situation of crisis and post-crisis reconstruction. There is a need to develop guideline and policies on establishing minimum of quality level in emergency. The minimum standards are based on the principle that affected populations have the right to life with dignity. They articulate the minimum level of educational access and provision to be attained in a situation of humanitarian assistance. Effective emergency education programmes that meet the needs of disaster-affected populations must be based on a clear understanding of the

context and crisis-affected community. Initial assessments will analyze the nature of the emergency and its effect on population. The capacities of affected people and available local resources should be identified, at the same time as assessing their needs and vulnerabilities and any gaps in essential services. To ensure the effectiveness of programmes, emergency education assessments must include the participation of not only the emergency-affected community but also the local government and humanitarian actors working on education issues. Assessments must also consider both formal and non-formal education for all section of the population. Education cannot be considered in isolation from other sectors, or in isolation from economics, religious and traditional beliefs, social practices, political and security factors, coping mechanisms of anticipated future development. Once an appropriate response has been determined, targeting mechanisms should be established that enable actors to provide assistance impartially and without discrimination according to the need. (INEE, p-6-12)

The minimum education standard should focus on the essential areas of community participation and the use of local resources, as well as ensuring that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and evaluation. It also need to focus on promoting access to learning opportunities and inter-sectoral linkages with, for example, health, water and sanitation, food and shelter to enhance security and physical, cognitive and psychological well-being. Promoting effective teaching and learning such as curriculum, training instruction and assessment. The administration and management of human resources in the field of education, including recruitment and selection, conditions of service and supervision and support should be focused. (INEE)

2.4.1 Education for Protection of Children in Crisis Situations

The UNHCR Education Field Guidelines 2003 have recognized that education is a tool for protection. Measures to promote universal primary education will help identify children who are being exploited as laborers or servants, who are subject to physical and sexual abuse, who are disabled or who need medical help. The process of education helps children to learn about the way society functions, their duties and

their rights. Education helps children under 18 years old not to be recruited into military forces. Refugee children are dependent, vulnerable and have strong developmental needs. Refugee children: Guidelines on Protection and Care confirmed that; Education is a priority in terms of protection and assistance activities. (Protection Refugee: A field guide for NGOs 1999)

“With regard to refugee children, education is an especially useful tool to protect them from dangers such as military recruitment, sexual exploitation, abuse, violence, and trafficking. Education raises refugee children’s awareness, provides a viable alternative to harmful options that may present themselves, and enables intellectual development and psycho-social recovery.” (Protection Refugee: A field guide for NGOs 1999)

According to *Sinclair, M. 2002* education should serve as a tool of child protection and prevention of harms. Access to education is a human right that must be protected, since modern society uses educational institution to help equip children and young people for modern life. Education is a tool, likewise, for protection other rights for children and promoting their best interests. Education can and should help ensure the right to life and health. Schools can disseminate life-saving messages to the community regarding particular health threats, sanitary arrangements, and protection of the environment. These messages should be reinforced and systematized over the longer term as part of education and youth programmes, and should then include education for conflict resolution, tolerance, human rights and citizenship

2.4.2 Education for Peace

Education provides the opportunity to choose peace. Refugees have endured the violence of war and have been traumatized by conflict in a way that most other people have never felt nor experienced. To educate refugees sufficiently, therefore, means to provide them with the opportunity to choose peace in the future. (Speech delivered by HRH Princess Maha Chakri Sirindhorn, 2002)

As many of the refugees have been suffering as a result of conflict, on deal been involved in active fighting themselves, they are in need to find ways to deal with

there lives and plan for a better future. Refugees are affected by conflict and some may carry the roots causes of conflict with them. When a population has faced a war or internal civil conflict, there needs to be a process of understanding the causes of conflict and how the cycle of conflict and subsequent hostility or revenge can be brought to an end. (Sinclair, M. 2002) Opportunity for learning peace education refugees can integrate the understanding of how peace in society is, or should be, promoted through the constitution and legal system. In addition, education promotes understanding, tolerance and friendship among all nations, racial or religious groups, and furthers UN activities for the maintenance of peace. Citizenship education must also show how refugees or citizens can contribute to each other's welfare through peaceful problem solving and co-operation to provide services at community level. Special attention should be paid to ways that participants could help promote the rights of the child and of women. (UNHCR Education Filed Guidelines 2003)

Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation. (United Nations 1974)

2.4.3 Education for Social and Economic Development

Education promotes self-reliance, social and economic development. Education builds personal self-reliance and provides for the 'human capital' needed for the future reconstruction and economic development of areas of origin or settlement. Appropriate education builds the foundations for social cohesion, peace and justice. Education that has been disrupted means that a generation of young people may miss out on education altogether and become a drain on the economy or social fabric of a country as well as become a force for future conflict. (UNHCR 2003)

Education is a major component in the development of human resources. Therefore the investment in education is an investment in the productivity of the population. There is a direct relationship between education and socioeconomic development. Individual level characteristics within a population explain different levels of economic growth and development. And also education brings about a change in the individual which promotes greater productivity process and then education's modernizing influence on values, beliefs and behavior. (Fagerlind, I., & Saha, J.L., 1983, p-47)

According to the speech delivered by HRH Princess Maha Chakri Sirindhorn in her capacity as a council member of the Refugee Education Trust: “Refugee who does not receive post-primary education would suffer long-term negative effects of depriving of the benefits of education and would be felt by the host countries both socially and economically”.(Refugee Education Trust 2002)

2.4.4 Education for the Acquisition of Skills

Technical and vocational education (TVE) forms part of both the right to education and the right to work. It comprehends that TVE has a wider role in helping to achieve steady economic, social and cultural development and full productive employment. According to the UNESCO Convention on Technical and Vocational Education (1989), the consists of all form and levels of the educational process involving, in addition of practical skills, know-how, attitudes and understanding relating to occupation in the various sectors of economic and social life.

HRH Princess Maha Chakri Sirindhorn (2002) at the Refugee Education Trust stated: “What seems to be a successful model for refugees in deprived areas is the delivery of post-primary education together with vocational training. This can be achieved to a considerable degree despite all the obstacles. The concept is to manage a function system that enables students to acquire both general knowledge and necessary occupational skills. Technical education and vocational training is also part of the range of opportunities for refugee adolescents, youth and adults. This training should be in fields of benefit to the community and post-conflict reconstruction.

Programmes should be based on regular situation analyses taking into account the current circumstances, market demand, capacity and opportunities and progress.”

(Refugee Education Trust 2002)

Thomas, A., & Reyes, S., 2004 stated that more places for vocational training in agriculture and handicrafts to all the camps have been made available, but there remains a need for courses in areas such as administration, computing and accounting. Courses in these areas would provide Karen refugees with basic skills that will be necessary for improving their lives when they return to Myanmar.

2.5 Higher Education in a Refugee Context

Higher education is now a major element on the international agenda. Reports from organisations such as United Nations Educational, Scientific & Cultural Organisation (UNESCO), the World Bank and the Organisation for Economic Co-operation and Development (OECD) acknowledge the crucial role for education in economic development throughout the world. However, refugees and access to higher education is also a major element that international should put into the agenda.

Higher education is essential to ensure sustainable development and translates to the effective progression of society in all facets through the production, sharing, and application of knowledge. The higher education system represents a major resource for national development and contributes to the world-wide advance of knowledge. Higher education for refugees is also responding to essential needs for country reconstructive, whether in the conflict and post-conflict situation. (9th UNESCO NGO Collective Consultation on Higher Education)

Higher education is important for the transitional between emergency humanitarian action, the phase of rehabilitation and general, national reconstruction. The access to higher education for the refugees is the long-term process. But taking long-term vision is vital for social stability and a return to normality. Governments as well as international bodies need to integrate this vision in their humanitarian and development programmes. (Emergency Educational Assistance Unit, October 1999)

The concept of investment in higher education as ‘human capital’ needs to be re-interpreted in the light of the crises of the 1990s as investment in ‘skills for peace, democracy and strengthening of civil society’ and then brought to the attention of global decision-makers at the highest levels. It should ensure that higher education in emergencies and in countries seeking to recover from chronic conflict and insecurity is seen as an investment in global security and prosperity. (Emergency Educational Assistance Unit, October 1999)

UNESCO Scope and Implementation of Right to Education 1999, Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education. (UNESCO 1999) Access for young people to enter or continue tertiary or post-secondary education is typically limited in areas of emergency and crisis. There is a lack of staff, teaching materials, and functioning teaching facilities. In areas of post-conflict or asylum, students typically cannot access higher education because they cannot pay their school fees, or because their refugee/IDP status does not allow them to access local institutions at the tertiary level. (UNESCO Education Systems Management, 1999)

According to World Declaration on Higher Education for the twenty-first Century; 1998, Article 3. Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.

‘Higher education shall make equally accessible to all on the basis of merit.’

The Universal Declaration of Human Rights (Article 26.1) UNESCO strategy of Education in situation of Emergency, crisis and reconstruction state that, in refugee situations, the curriculum should be similar to that of the refugees’ country or area of origin for reasons of familiarity to the children, so that refugees can work as teachers

and to permit speedy reintegration into their national education system after repatriation. In long-term refugee situations, there may be a curriculum that ‘faces both ways’, benefiting refugee students some of whose families may decide to stay longer in the country of asylum, while others will return home as soon as conditions permit. The crucial requirement is for refugee students to have the necessary language skills to resume studies in their own country and if the emergency is protracted to proceed to higher studies in the country of asylum. Refugee education is often weakened by the lack of recognized certification.

2.6 Equity of Access to Higher Education

In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities. (See Appendix A)

Equity of access to higher education should begin with the reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education. Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities. Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination. As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, all policies concerning access to higher education to give priority in the future to the approach based on the merit of the individual.

Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education. (See Appendix B) (World Declaration on Higher Education for the Twenty-first Century, 1998)

2.7 Education Services Provided in the Refugee Camps

Along the Thai-Myanmar border there are nine refugee camps that are officially recognized by the UNHCR of which the two camps in the north are the Karenni camps and the others to the south are the Karen refugee camps. Officially, the population of these camps is around 150,849 with the Karen making up around 127,533 of those (UNHCR, Jun 2006)

Schools have sprung up in all Karen refugee camps. Those schools are run by the Karen Education Development-KED (Community organization), with assistance from several international NGOs. (Phan 2006) Education is highly valued by the Karen people. It is a key factor in the day to day survival in the refugee camps. Several NGOs are working in the education projects along Thai-Myanmar border. ZOA Refugee Care is a Christian, non-governmental organization, from the Netherlands. It provides education assistances to 6 refugees along Thai-Myanmar border and focus on research (Education surveys and programme evaluations), school infrastructure (school buildings and other education facilities), and quality education (formal and non-formal education) For the formal education they concentrated on curriculum development and textbook printing, peace and values education, teacher training, development of teacher guides and teaching aid, teacher subsidy payments, education service centers and teacher-parent committees. For the non-formal education, they provided literacy classes, language classes and vocational training. (ZOA, 2005 P:71)

World Education/Consortium (WE/C) provides education services and activities in 6 refugee camps on the Thai-Myanmar border, and contributes to the payment of stipend for refugee teachers and trainers and administrators. The project that Consortium has conducted are pre-teacher training, school break training, teacher support, school director training, special education for deaf, blind and early intervention, adult literacy, and curriculum development. Jesuit Refugee Service (JRS) is an international Catholic organization that works in over 40 countries including Thailand. JRS offers a humanitarian assistance and relief activities including education for children and adults, social services and counseling and health care in Karenni Camps. Taipei Oversea Peace Service (TOPS) and Women's Education for Advancement and Empowerment (WEAVE), are working in child development programs (Nursery) as well as capacity building and literacy programs for the women groups in the Karen refugee camps. Shanti Volunteer Association (SVA) supports the school libraries and the International Rescue Committee (IRC), ARC and AMI working on a Health education programs. Other NGOs such as Catholic Organization for Emergency Relief and Refugees (COERR), International Child Support (ICS) is also responsible for school materials and other support. (See table 1) (Wasiripeinsa, P. 2005)

Table 1: Education Services Providers in the Refugee Camps

Places	Education Services Providers
Mae Hong Song	Catholic Office or Emergency Relief and Refugees (COERR), World Education/Consortium (WE/C), International Rescue Committee (IRC), Jesuit Refugee Services (JRS), Women Education for Advancement and Empowerment (WEAVE), Shanti Volunteer Association (SVA), ZOA Refugee Care (ZOA)
Tak	COERR, WE/C, ZOA, WEAVE, Taipei Overseas Peace Services (TOPs), Advertise Development Relief and Refugees (ADRR) International Child Support (ICS)
Rachaburi	COERR, ZOA,
Kanchanaburi	COERR, ZOA,

Sources: ZOA Education Survey 2005

Although space is limited and lack of resources, education can be received in the camps from primary level to high school level. A problem is that, the qualifications of refugee education are not recognized. The schools have a structured curriculum and trained teachers perform teaching for refugee students. For high school graduates various further study opportunities exist, such as vocational schools, Leadership School, teacher-training programmes, further study programmes also there are several bible schools. These further studies programme were also called Post-10 school. (Phan 2004) It is clear that, basic education needs of the people in these camps are met. However, these camps and hence some of the people in them have been there for 22 years now. 22 years, with lack of freedom of movement, lack of livelihood, lack of privacy, and lack of control over their own destiny. Education level finishes at high school or post-10 level. According to RTG policy of refugee education, in 1997, refugee education system should access only at the secondary level. NGOs that provide educational services can support school supplies and advise the teachers and refugee teachers should not be the outsider like foreign teachers. School building should be temporary building and education system and curriculum must not include with political issue. Finally, because of the criticism from international organizations and NGOs, RTG policy has changed and more opportunity for further education (Tanlung, L., 2005, P:11)

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CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study was carried out by Aranya Kengkunchor for her Masters Degree thesis in International Development program at Chulalongkorn University for six months during June to November 2006. This chapter will present the five phase strategy used to implement the research and five main questions asked to collect data. It will also provide a description of the research tools used in this study as well as the data collection process. Finally, this chapter will discuss the obstacles, limitations, ethical considerations involved in studying these refugee educational issues and samples, especially as they relate to interpreting the findings of this study.

3.2 Data Collection

The research includes two types of frameworks for collecting information and data for this paper, which are documentary research and field data collection. Within the documentary research, theoretical writings are collected through a review of the existing literature and information has published by NGOs and CBOs. Field data is collected by in-depth interviews, group discussions, questionnaires and observations.

3.2.1. Documentary Research

Within the documentary research, theoretical writings and published information have been collected from literature reviews. The sources of literature are books, doctoral and master thesis papers, documents of the United Nations agencies, research papers and electronic data from the internet related to refugees' education. Educational development and empowerment theories were studied, focusing on education for sustainable development, education for economic and human development, education for peace building and conflict resolution, education as a basic right and education is for civil reconstruction and self-reliance are also objectives of this study. In addition, the secondary data collection reviewed existing educational programs and documents published by NGOs and Community Based

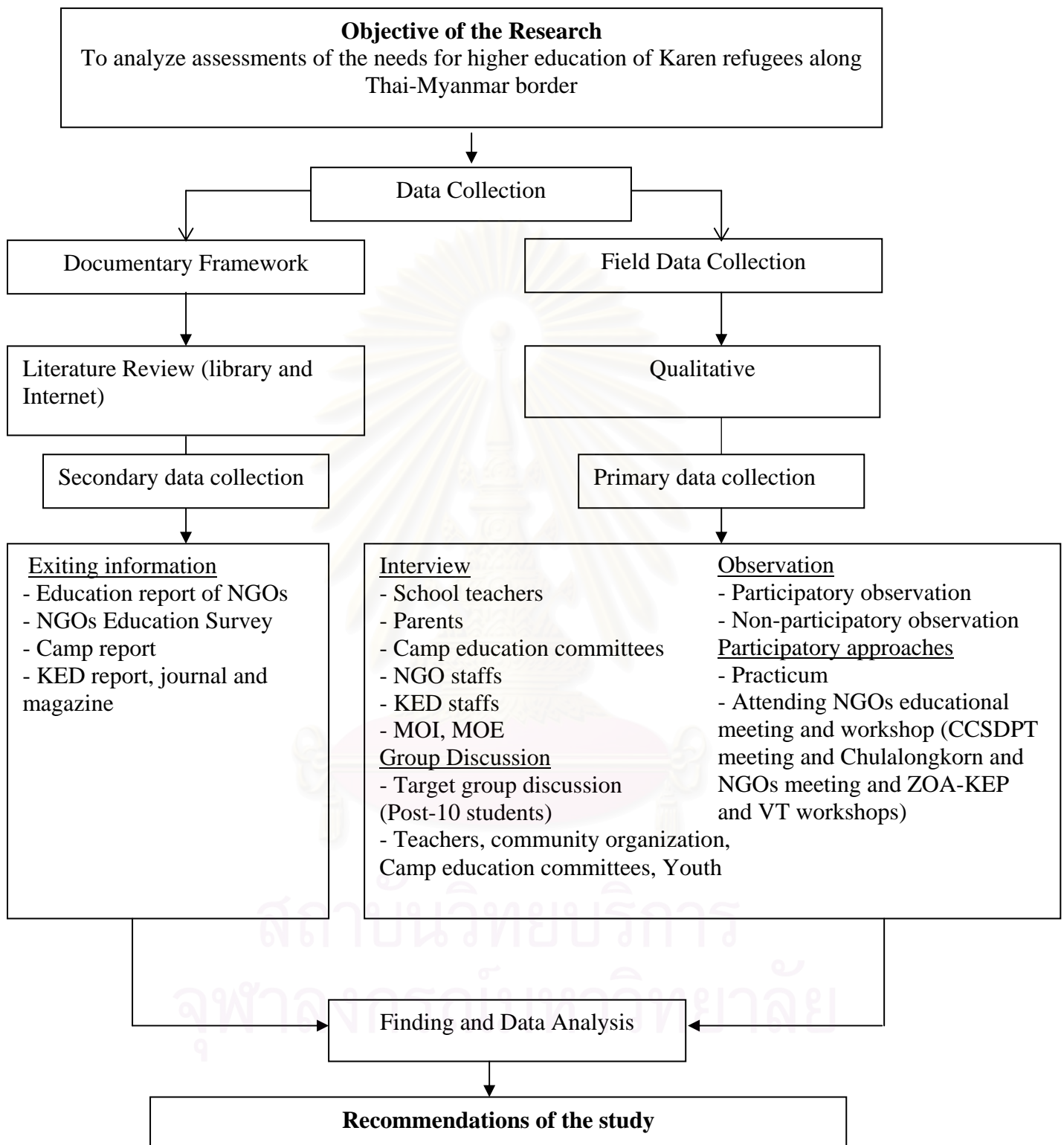
Organizations (CBOs) inside the refugee camps. The aim of secondary data collection was to look at both current education available in the camp to the refugees, the refugees' need for higher education and other opportunities for refugees for higher education outside the camp.

3.2.2 Field Data Collection

Field data was collected using qualitative research methods in the field. The primary data collection was carried out by using of questionnaires.

The purpose of the data collection inside the camp was to get information about the current educational opportunities and its quality, in order to analyze the possibilities for the refugees to access higher education. Inside Nu Poe refugee camp information was collected by carrying out in-depth interviews with 36 key informants and 86 informants were involved in focus group discussions. Observations were recorded from members of community organizations, grade 9 to post-10 students in Nu Poe refugee camp and youth who work with Community Based Organizations (CBOs), high school teachers and post-10 teachers, camp education committees and parents. In addition the information was collected by distributing questionnaires to 130 students, 30 teachers and 6 school committees.

Data were also gathered from NGO staff members, UNHCR, the Ministry of Interior (MOI), the Ministry of Education (MOE), other institutions within and outside country and CBOs. The aim of this data compilation was to find information on opportunities of higher education available to refugees by investigating policies through policy makers, and other avenues for higher education from institutions that are interested to promote refugees' higher education levels. (See the Figure 3)

Figure 3: Research Design

3.3 Sampling

The sample in this study inside the camp was 150 students, 50 teachers, 6 of school committees, 3 of camp educational committees, one camp leader, 5 parents, 35 staff members of NGOs, and 12 staff members of CBOs.

3.3.1 Location

Data collection was carried out in No Poer Karen camps at the Thai-Myanmar border. The camps are located in Tak province, Amphun Um Phang. Other target groups such as CBOs and NGOs, and other stakeholders interviewed were all located outside of the camps in either Mae Sot or Mae Hong Song. Data collection from MOE, MOI and Thai institution were carried out in Bangkok. Once interviews were recorded or written down in Karen or Thai language, and the results were then translated into English for documentation. (See Table 2)



Table 2: Population and Method Used in Data collection

Method used	Target group	Location	No. of respondents
Questionnaires	Students	Nu Poe camp	130
	Teachers	Nu Poe camp	30
	Students	Nu Poe camp	10
In-depth Interviews	Teachers	Nu Poe camp	10
	Parents	Nu Poe camp	5
	NGOs	Mae Sot	5
	MOI	Bangkok	1
	CBOs	Mae Sot and Nu Poe camp	6
	School committees	Nu Poe camp	3
Group discussions	Teachers	Nu Poe camp	10
	Students	Nu Poe camp	131
	Camp education committees	Nu Poe camp	3
	CBOs	Mae Sot	6
	NGOs Workshop	Mae Sot, Kanchanaburi	30
	NGOs meeting	Bangkok, CCSDPT meeting and Policy coordination meeting	
Observation	Nu Poe refugee camp	School building, classes, students and teachers	
	Mea Sot, Bangkok	NGOs meeting	

3.4 Data Collection Tools

The qualitative research tools included in this study were: literature review, observations, in-depth interviews (IDI), focus group discussions (FGD) and questionnaires. Basic demographic information was taken for all data collected, such as the date of data collection, interviewer position, type of work, work place, family,

personal experience or background before coming into the refugee camp and life in the refugee camp.

3.5 Literature Review

The study first reviewed the existing literature that is considered relevant to the research objectives. The existing information that was reviewed included UNHCR's documents and education field guidelines, reports of refugee education organization and their meeting reports. NGOs which are working in refugees' education also have produced and conducted research or surveys including statistics for their project evaluations, project development, archives, minutes and annual reports. These documents were used for the study as well. The Karen refugees also have their own community organizations providing services in education development. They have produced reports, local records, education journals and magazines. In addition, this study also studied relevant materials that have been investigated by other researchers. Moreover, the researcher gathered host country policy papers related to refugee education as well as administration documents. These overall existing resources were used as a secondary or existing data collection to support the study.

3.6 In-depth Interview (IDI)

In-depth interviews (IDI) with 5 grade 10 students, 2 youth leaders from Karen Youth Organization (KYO), Karen Education Department (KED) chairperson, and KED curriculum coordinator, subject teachers in the camp, 4 head teachers, camp education coordinator and other key-informants. The main categories of the IDI guidelines were: background history, refugee experiences, current education in the camp with regard to curriculum, school materials and buildings, teaching methods, quality of education, value of education, work opportunities within the camp, personal aims for studying and working, major problems faced by refugees, needs for higher education, possible processes to access higher education as well as Karen future aspirations. The researcher ensured that permission that given by the respondents to record their views and observations.

3.7 Focus Group Discussions (FGD)

Focus group discussions (FGD) offered an opportunity to explore the interactions, norms and perspectives of a peer-group. During research, group discussions were conducted with grade 9 and 10 students who have different backgrounds, income levels and experiences before coming to refugee camp. Each grade had two classes and in each class there were 25-30 students. Five teachers were selected for discussions in various fields such as subject teachers, class teachers and school principals. For NGO workers and local community organization members, the researcher selected 3 people who were the leader or coordinator to discuss the educational situation in the camp. Focus group discussions were also conducted with the post-10 students and post-10 teachers. There are two post-10 schools in Nu Poe camp; Teacher Preparation Course (TPC) and Karen Economic Development Course (KEDC). For the post-10 teachers FGD were conducted with three teachers in each post-10 school. The research also included group discussions with ZOA staff meetings or workshops when doing a practicum at the organization. Guidelines for FGD included the same issues as IDI, but focused on a discussion of the norms and values as well as individual or personal experiences. FGD were held among those in a similar age groups and included both male and female respondents.

3.8 Questionnaires

Questionnaires were another tool for this research. A brief questionnaire was developed to gather some basic statistics relating to current existing education and its quality in the camp, goals for higher education, way to apply this HE and kind programme should be available. A set of questions was drawn up directed towards teachers, students, school committee and camp education committees. The questionnaires of this study involved the use of three separate questionnaires for 130 students, 30 teachers, and 6 camp education committees. Questionnaires carried out by providing a list of questions to target groups which also linked to individual interview. By doing that, it was hoped that they would not have difficulties filling in the questionnaire responses themselves. The questionnaires from target group were successfully completed and returned. The questionnaires from TPC students was not returned all, perhaps due to the fact that the students had the monthly test. All teacher,

parent, school committee, camp education committee and student responses were returned completed and well coordinated from them. A simpler categorization would have been used in the areas of personal experience, view of current education and its quality, aim from studying or value of education in their view, needs for higher education and why, how they will use with higher education and programme and system they need to access to them.

3.9 Observation

For the period of data gathering, observations were also organized in each school in the Nu Poe refugee camp. The observations covered 2 high schools and 2 post-ten schools, camp education center in camps. This study observed quality of the education, the school building and facilities, teaching methods, curriculum, school management and education monitoring. Informal conversations also took place with the following groups: students, youth, social workers, teachers, parents and education committee members.

3.10 Ethical Issues

The ethical considerations necessary for conducting research and on sensitive issues with marginalized populations. Security of IDP students involved in this study was one of the most important of this research or some IDP students who had recently returned to their villages in Myanmar. This study focused on needs for higher education in the refugee camp and also direct involved with CBOs living along the border. CBOs are illegal undocumented organizations and setup their office on the Thai side of the border. Given the undocumented status of most of these people and unofficial means, by which they traveled and doing activities, their vulnerability to arrest and exploitation. In general, the researcher carefully explains the objective and aims for ensuring confidentiality to the respondents before requesting their responses. Researcher also asked permission formally from Ministry of Interior Thailand and informed camp education coordinator, camp commander. Researcher also asked permission to all of the respondents in camp, and did not disturb respondents' studies and works.

3.11 Limitations of the Study

The major limitation of the study is that formally permission from MOI and delay of responses of NGOs from distance location. Three languages were used in this research, which are Thai, Karen and English. The researcher had to translate questions into three languages. The need to undertake three languages translations slowed the research documentation process. The researcher had to translate Karen and Thai languages into English. Working in several languages required constant attention to detail, as well as undertaken carefully translation. Additionally, questionnaires that have given to students and teachers in the camp were not all returned to the researcher. Some question that sent by email to CBOs and NGOs in Mae Sariang and Mae Hong Song were not successfully completed or returned to researcher. The other limitations was to get the responded from Dean of teachers from Thai institution, because most of them are busy and difficult to reach to them.



CHAPTER IV

RESEARCH FINDINGS

4.1 Introduction

This section describes the findings from research carried out in Nu Poe camp with students, teachers and school committees. The findings present a broad overview of current education available in the camp, a report of the needs for higher education according to teachers, camp education committees, and CBOs, and reasons why higher education is needed. This is followed by an assessment of the opportunities for higher education and possibilities to access higher education in the camp from NGOs, institutions, CBOs and refugees as well. This section also includes a discussion of RTG policy with regard to accessing higher education in the refugee camps, which is based on interviews with MOI staff. This chapter concludes with an analysis of the research findings which clearly show the need for higher education for Karen refugees in the refugee camps along the border. In addition, this analysis explores how this higher education would be used in the future.

4.2 Nu Poe Refugee Camp

4.2.1 History /Background of the Camp

Nu Poe refugee camp was established in 1997, in the wake of the fall of the KNU-based¹ sixth brigade. Several villages and many villagers moved to Nu Poe Thai-Karen village in Thailand, which is not far from the border. Previously, the KNU controlled a significant amount of territory inside Myanmar. In the mid-to-late 1980s its territory contracted to the area just along the border, and was finally almost completely overrun in 1997. Initially, a large number of the refugees were members or relatives of members of the KNU and others were villagers from Myanmar. Now, however, the overwhelming majority of the refugees in Nu Poe are people with no formal connection to the political opposition. The political organizations have,

¹ The Karen National Union (KNU) is the political organization/government for the Karen people of Myanmar that has struggled for self-determination for approximately sixty years. Its basic objective is to bring relief to the Karen people, who are suffering genocide at the hands of Myanmar's military dictatorship.

however, continued to provide a measure of political authority. Currently, the KNU provides a civil administration in the areas under its control inside Myanmar. (Bowler 1997)

Nu Poe refugee camp is located near Nu Poe Thai-Karen village, Tambon Mae Jhan, Amphor Um Phang, Tak province. The camp area is 400 rai divided into 15 sections with one section consisting of People of Concern² (POC) and a Provincial Admissions Board³ (PAB) section. Now the camp population comprises 13,999 residents of which only 11,193 are registered. 682 persons are PABs and 1337 are new arrivals. 419 persons are new students from IDP areas and 718 people have resettled to a third country. The religious composition of the camp population is predominantly Christian (58%), with significant minorities of Buddhists (31%) and Muslims (11%). There are 2 Baptist churches, 2 Seventh Day churches, 1 Catholic church, 2 Buddhist monasteries and 2 mosques. (See Table 3) Although the camps are over-crowded, there is limited space available to allow people to plant small vegetable gardens or even raise animals next to their homes. (See Map 1: Nu Poe Map)



² A POC is an urban-based refugee from Myanmar who has Person of Concern (POC) status from UNHCR. Most POCs are Myanmar.

³ The Provincial Admissions Board (PAB) is the new entry and new registration of refugees.

Table 3: NU POE CURRENT POPULATION

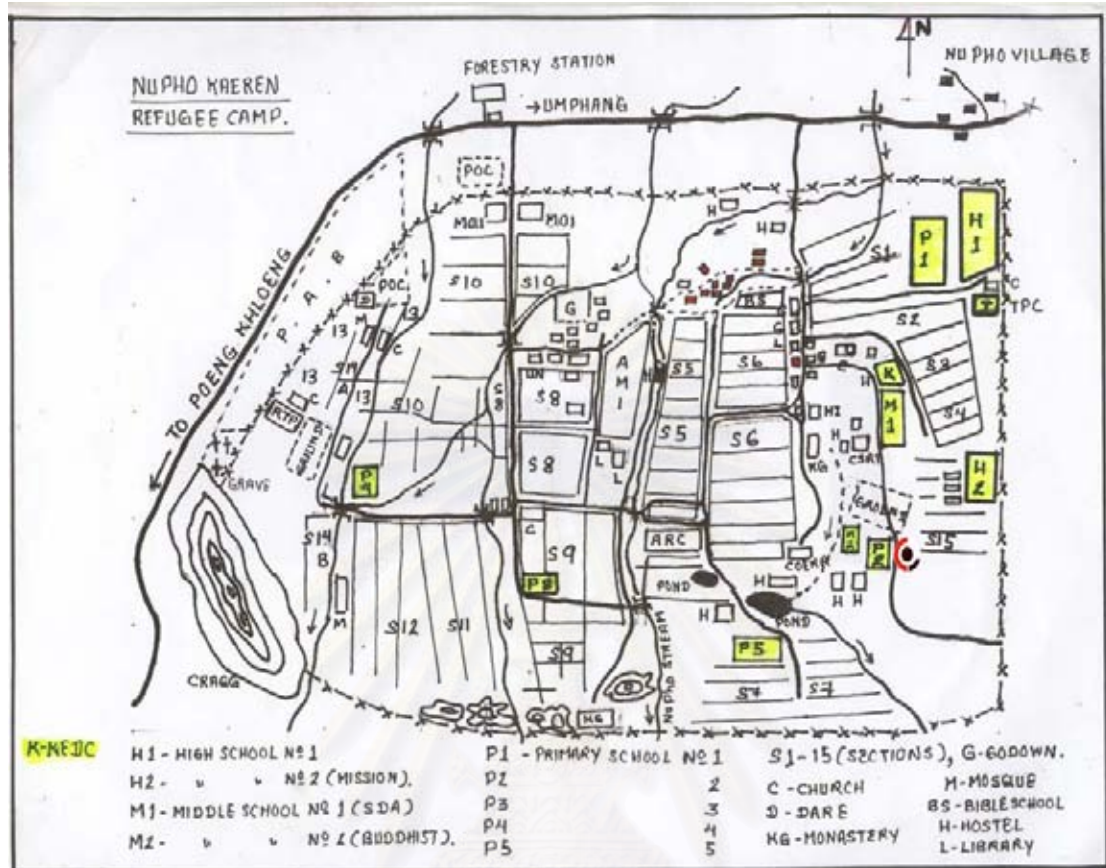
No	Description	Population				Total	Families	Remarks
		Male		Female				
		Under-15	Over- 16	Under-15	Over -16			
1	Nu Poe Residents	3028	2622	2888	2660	11198	2575	
2	PAB (Nu Poe)	27	80	44	100	251	213	
3	PAB/POC	72	117	60	71	320	121	From Mae Sot
4	New arrivals	366	341	324	306	1337	522	Cross-border
5	Students	201	285	224	140	850	289	Cross-border
	Grand total	2694	3445	3540	3277	13956	3720	

Religion

No	Description	Buddhist	Christian	Muslim	Other	Remarks
1	Male	2228	4221	793	14	
2	Female	2050	3359	778	13	
	Total	4278	8080	1571	27	13956

Source: Nu Poe Camp leaders

Map 1: Nu Poe Map



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4.2.2 Camp Administration

The camp is run under Karen Refugee Committee (KRC), UNHCR, and MOI guidance. For its government, the camp has conducted fair and free elections. The camp leader is elected for a two-year term. All camp management has to be done under rules and regulations that KRC, MOI and UNHCR have established. KRC is responsible for negotiating the location of camps, maintaining records of population figures, producing monthly reports, and, in some areas, arranging the transport of supplies to camps. The monthly reports are submitted to the Ministry of Interior, the RTG body responsible for refugee issues, and copied to NGOs. The reports contain camp population figures, a list of relief items received, a map of the camp locations, and a narrative report. KRC is also responsible for a self-management project. UNHCR is responsible for refugee registration, Resettlement, Sex and Gender Based Violence (SGBV) training and protection of refugees. MOI is responsible for camp internal security and administration management. (See appendix C)

The camp committee is responsible for all aspects of camp administration. This includes the registration of the population and the registration of new arrivals, births, and deaths. It is responsible for maintenance and sanitation, resolving disputes and maintaining social harmony, organizing transport and referral of refugees in medical emergencies, distributing supplies equitably, ensuring camp security, resolving conflicts and negotiating with RTG authorities and NGOs. Leaders also must ensure that community members follow the camp regulations and impose penalties on those who do not. Ultimately, they are also responsible for aid distribution, particularly food aid, which ensures they are made accountable and transparent vis-a-vis the community and NGOs.

4.2.3 Access to Resources and Employment

The size and location of the camp and regulations set by local Thai authorities have not allowed the refugees to go outside the camp to find seasonal vegetables and to use the forest resources. In the camp, people build houses out of bamboo with thatch roofs, made of leaves distributed by the Thailand-Myanmar Border Consortium (TBBC). In the camp, some houses can be built without cash input, as, typically, no

nails and only bamboo ties are used. Each year or two the thatch on the roof must be changed. However, the schools and hospitals are allowed to use zinc roofs. Forest products are also a source of nutrition and cash income for refugees. Refugees try to avoid the rules and go out for gathering edible forest vegetables, such as bamboo shoots, wild beans and leaves to supplement their diets and to sometimes sell to their neighbors to earn income. There are twice-weekly morning markets for refugees to buy and sell products and Thai merchants or other Thai villagers that live near the camp come and sell vegetables and other products also. The camp has at least a few small shops where people earn money selling snacks, candles, batteries, clothes, and other sundries. In the camp there is a permanent market where everything from running shoes to cassette players are sold, although these stores are typically owned by Muslim people who are also part of the registered population.

Some refugees can find work as daily laborers on nearby Thai farms or forest plantations, depending on how strictly the local Thai authorities' prohibition on work outside the camps is enforced. Additionally some refugees work in health, education, and camp administration, though this work is not always remunerated. Some refugee women also produce handicraft materials which are traditional weaving materials. The products are sold to Thai merchants, NGOs or visitors who come into the camps, who then sell them at local Thai markets. The materials are also sold within the community.

4.3 Current Education System

The education in the Nu Poe camp is run by the KED and ZOA. The curriculum used is developed by both organizations. The curriculum is made relevant to the Karen situation—such as pupils' spiritual, moral, social and cultural development—and prepares all pupils for the experiences of life. (Karen Education Workshop) The learning content is based on Karen knowledge, skills, values and attitudes. Because KED and ZOA mainly focus on the provision of quality education for every level of education, the syllabus, textbooks and curriculum are revised and developed every 3 years and are adjusted to the refugees' situation. The opportunity for primary and secondary education provides equal access to boys, girls and people

from different geographic, ethnic and religious backgrounds. Text book, materials, usual aids, and libraries are available to the school in an appropriate manner. School buildings are made from bamboo, and the roofs are made from leaves. Classrooms are very crowded, and the school spaces are not enough for all of the students.

In order to find out the opinions of students, teachers, and concerned personnel about education in the camp, questionnaires were used to collect some basic information. In the questionnaires, respondents were able to choose as many activities as they have seen in the camp. The researcher combined the total number of responses from all respondents. So, for example, in a sample of only two respondents, if respondent A chose options 1 and 2, and respondent B chose options 2 and 3, these amounted to four responses altogether. Then the researcher calculated the number of times (in percentage form) each option was chosen. So, in this example, option 2 was chosen two out of four times, making it 50% of all responses.

4.3.1 Current Education in Nu Poe Camp

Education is the most powerful tool for development in the belief of Karen refugees. The formal and non-formal education available in Nu Poe camp, including primary and secondary education, post-10, and vocational training courses, is provided in schools. (See Table 4) The KED is responsible for primary, secondary and post-10 education for children in the camp. Other organizations such as CBOs (sometimes in collaboration with NGOs) and some NGOs provide educational programmes for the community as a whole and training for their own staff. The NGOs and other donors fund KED schooling, other non-school learning programmes, and training for educational staff members. (ZOA, 2005)

The Creating Opportunities for Psychosocial Enhancement (COPE) project is also increasing awareness among Karen educators and leaders about psychosocial issues and how they affect children in schools. The project has developed the capacity of trainers, educators and support systems to address the psychosocial needs of children and youth. A training of trainers' curriculum was designed and integrated into the Social Studies curriculum for primary and secondary schools of the Karen education system in the camps. The programme is implemented by World

Education/Consortium (WE/C), KED and ZOA. The COPE project was also designed for helping children and youth who have been witnesses and participants in traumatic events including violence and sometimes the death of their family members. In Nu Poe many youth who came after 2000 lost their homes, and were separated from families. Trainers who received COPE training try to help students to express their fear, listen, and give the needed support.

4.3.1.1 Primary, Middle and Secondary Schooling

Primary schooling consists of kindergarten A and B, and standards one to four. Middle schooling runs for three years from fifth standard to seventh standard. High school begins in standard eight and lasts until standard ten. The academic year begins in early June and ends in March of the following year. There is a two-week break in October and a week at Christmas. The school week begins on Monday and ends on Friday. In general, students attend 35 periods of class per week lasting 45 minutes each. There are 4 nurseries, 5 primary schools, 2 middle schools, 2 secondary schools and 2 post-10 schools. The total number of teachers and students in the 2006-2007 academic year is 257 teachers and 5239 students. (See appendix D)

4.3.1.2 Post-secondary Education

Post-secondary education is commonly referred to as post-10 education. In the context of this paper, it is defined as post-10 education. Post-10 education prepares participants for a vocation such as the Teacher Preparation Course (TPC) and Karen Economic Development Course (KEDC). TPC is pre-service teacher training which trains students for two years with a view to teaching methods and subject matter training. KEDC is an economics course that provides students with accounting and management skills. Students who graduate from this school work with community organizations to serve their people. Students who finish grade 10 also have to take entrance examinations to attend these courses. There are only two post-10 schools in Nu Poe camp. One can see that this is not enough when the number of places is compared to the number of high school graduates. The demand for places is high and the progression route for students who do not succeed in entering post-10 education is limited. Post-10 schools in Umphein Mai refugee camp such as the Special English

Programme (SEP) and the English Immersion Programme (EIP) are popular amongst students in Nu Poe Camp. Only a few students have opportunities to attend, because of high competition, lack of parents' financial support, and problems of transportation to travel outside the camp. (See Figure 4)

4.3.1.3 Vocational learning

There are different vocational training programmes offered by various organizations which work within and with the camp. The programmes offered by schools and CBOs in collaboration with ZOA are sewing, blacksmithing, auto-mechanics, stove making, music, agriculture, and typing. This training focuses on dropout students, the disabled, adult learners, young learners, women, teachers and persons of concern (POCs). The courses last between one week and three years.



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Table 4: NU POE KAREN REFUGEE CAMP SCHOOL STATISTICS 2006

1. Primary (KG - 4 standard) - 5 schools

No	Students			Teachers		
	M	F	Total	M	F	Total
1	1420	1359	2779	31	61	92

2. Middle school (5-7 standard) - 2 schools

Student			Teachers		
M	F	Total	M	F	Total
169	179	348	12	10	22

3. High School (8-10 standard) - 2 schools

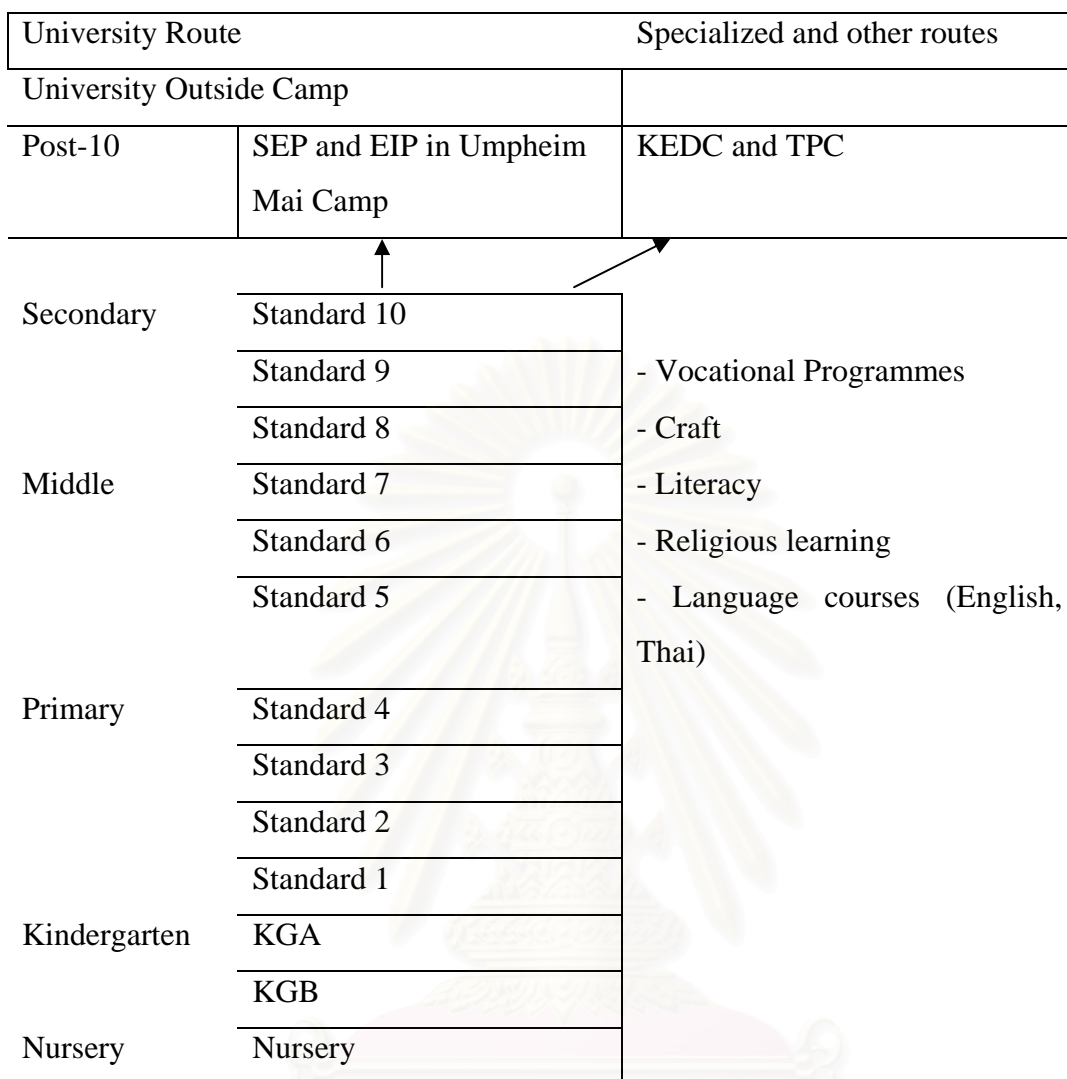
Students			Teachers		
M	F	Total	M	F	Total
714	641	1355	34	31	65

4. Post-10 schools - TPC and KEDC

Students			teachers		
M	F	Total	M	F	Total
56	41	97	23	7	30

5. Grand Total

Students			Teachers		
M	F	Total	M	F	Total
2359	2220	4579	97	112	196

Figure 4: Progression Routes within Nu Poe Camp

Source: ZOA Education Survey Report 2005

SEP - Special English Programme

EIP - English Immersion Programme

KEDC - Karen Education Development Course

TPC - Teacher Preparation Course

4.3.1. 4 Background of the Students in Camp

Basically, students in the camp come from two different locations. The first group has stayed in the camp since the camp was formed in 1997. Another group is from IDP areas and arrived after 2000. There are 5 IDP unaccompanied boarding houses and 285 IDP students in Nu Poe camp. The reason that they came to study in

the refugee camp is that they faced many challenges finding education in Myanmar. Education is not accessible in all villages and some villages have access only up to primary school level. If children want to continue secondary education they have to go to town where the cost of schooling is very expensive and they must pay other fees for text books, note books, pens, teacher subsidies, tuition fees, school buildings and other school supplies.

All the students had to attend tuition and students who could not attend tuition failed easily. The tuition was divided into 2 classes. The first class contained 6 to 10 students and its fees were 22,000 Kyat per month. The second class of students was 30-50 students and it cost 6000 Kyat per month. The teachers were not interested in the quality of education. They were not teaching the students very well in the school classes. This is because the teachers' salary was too low and teachers could get extra money when they taught tuition outside school classes. Mainly only rich people and government servants' children could attend the tuition. 95% of their parents were farmers and engaged in subsistence agriculture. Moreover, parents had to pay other taxes for land and farms instead of paying for the education of their children. Some areas were under the control of three groups, the Karen National Union (KNU), Democratic Kayin Buddhist Army (DKBA) and State Peace Development Council (SPDC). (See Map of Dooplaya District - Karen State) Villagers have to pay farm taxes to all of these groups. Sometimes they were accused by each group of being spies and their lives were always in danger. Some of the students who came to study in Nu Poe camp were once forced to be a porter and carried food and weapons for the military. In SPDC-controlled areas, Karen people could not learn the Karen language at school and dare not to speak Karen language. IDP students stated that there was also ethnic discrimination among the teachers and other students. They felt ashamed to declare their ethnicity or speak Karen. They were also accused by Burmese friends of being part of the KNU and of revolutionary activities. In this reason, many IDP students who live and studying the camp cannot speak and write their native language. This creates a language problem for new IDP students while studying in the camp as well as for the teachers who try to communicate with them.

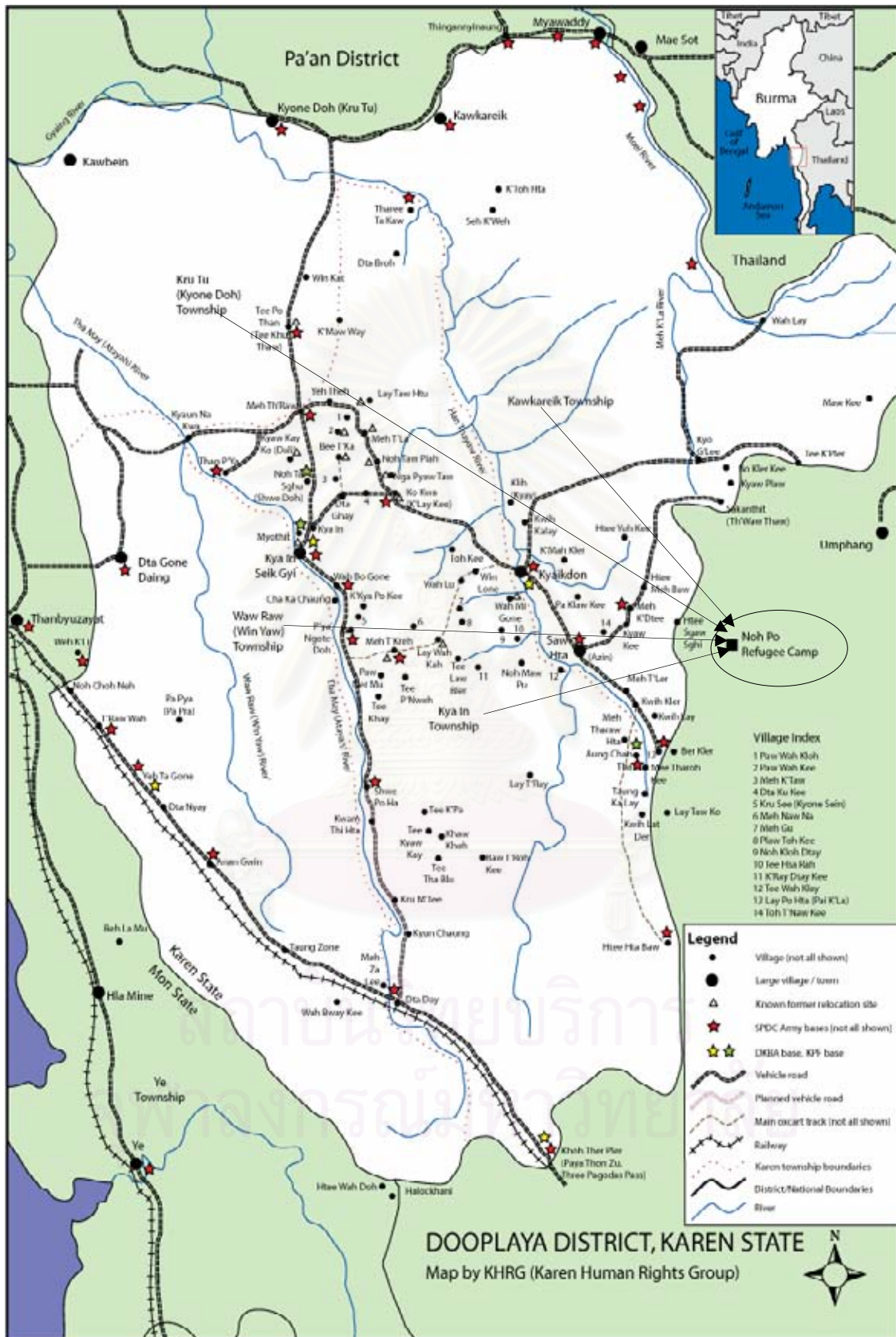
However, despite the difficulty of getting education in Myanmar, parents have been sending their children to the refugee camps to get free and good quality

education. The IDP students stated that education in the refugee camp is free and in a safe learning environment. The teachers in the camp are teaching them well and are very supportive of students when they need help. The quality of education is also good if compared to education in the rural areas of Myanmar. On the other hand, graduate certificates received in camp cannot be used by the students when they go back to Myanmar. Meanwhile, while studying in camp, their parents could not tell their neighbors that their children went to study in the camp. Parents have to worry about the security of their children and themselves. After they finish their education they will go back to their villages and become teachers. Most of the IDP students who came and studied in the camp were able to stay at the boarding houses and their relatives' houses. The IDP boarding houses have been run and supported by CBOs such as the Karen Women's Organization (KWO), Karen Youth Organization (KYO), camp education committees and camp leaders. There have been some mission boarding houses which have been supported by the Christian NGO PARTNERS.

The second group—the students who have stayed in the camp since the camp was formed—stated that they started their education at the primary level when they first arrived in the refugee camp. For them, the community is small, limited, and lacking in opportunity to further their studies at the university or college level. There are few work opportunities for students who finish 10th standard in the camp. In the questionnaires, for the question *what do the students do after they have finished grade 10*, 32% of students were working with community organizations and NGOs, 15% had married, 20% were moved to other places such as third countries or other refugee camps, 6% had returned to Myanmar, and 27% were furthering their studies which is post-10 education level.

According to the group discussion with both camp and IDP students, both have goals to work for their communities after they finish education in the camp. For IDP students, in order to get good education, they had to travel to the camp. IDP students stated that they love to study and they understand that education could help them to overcome the discrimination from the SPDC. For the camp students, they believed that education could help their people to overcome all of the obstacles that Karen have faced.

Map 2: Map of Dooplaya District (Karen State)



4.3.1.5 Background of Teachers

30 questionnaires were distributed to teachers: 10 for each No.1 and No.2 High school and 5 for each TPC and KEDC post-10 school. There were 28 teachers who responded, of whom 15 were female and 13 male. All teachers were employed by NGOs and then cooperated with KED. Most of the teacher qualifications were high school and post secondary school; only 5 teachers had graduated with a Bachelor's degree: three in No.1 high school, one in No.2 high school and one in KEDC post-10 schools. 18% passed grade 10 and the rest (82%) finished post-10 school in the refugee camp.

The majority of all the teachers (60%) left Myanmar as they were “running away from SPDC troops and fighting.” Of all the responses regarding reasons for coming to the camp, 15% was “to study in the camp,” 25% was “had to pay a lot of taxes,” “can not find job,” and “not enough money.”

All teachers have been trained by NGOs, such as ZOA and World Education/Consortium. ZOA has provided more training for teaching skills and subject matter and school management, whereas World Education/Consortium has provided more training in classroom management and lesson planning. Almost all of them (93%) responded that the trainings were applicable to their teaching and only 7% of respondents stated that the trainings were not useful in their teaching. Responses for the reason why trainings were not useful in teaching were “overcrowding of students” (40%), “lack of equipment” (30%), “textbooks are not enough” and “trainings are not related to classes/students’ situation” (25%), and “students not interested in studying” (5%).

Most teachers have attended the Teacher Preparation Course (TPC), pre-service training delivered from World Education/Consortium. When they are entering the teaching profession, they are offered regular in-service training programmes provided by different NGOs and CBOs. There are two main types of in-service training that ZOA provides to teachers: sessions conducted by trainers during holidays and on-the-job training and support provided by resident teacher trainers (RTTs). There are resident teacher trainers (RTTs) who are employed by ZOA for the purpose

of training resident teachers as trainers. RTTs have trained in a variety of training sessions on teaching methods, subject matter and teaching skills; they have been trained twice a year during school term holidays. The teachers often are just beginning. According to the questionnaires, the number of teachers who have 1 to 5 years' experience was 78%, 5 to 10 years was 11% and more than 10 years was 11%. In addition, one head mistress (at No. 2 high school) has been a teacher for more than 30 years.

4.4 Assessment of Current Education System

In this section, the researcher look at the current education system in the camp related to the school management system, curricular, textbook, usual aids, teacher qualifications, and school buildings. All of this information was collected by using questionnaires, group discussions, and in-depth interviews with students, teachers, parents, and the school committee in the camp.

4.4.1 View of Students Regarding Current Education in the Camp

There were 130 questionnaires sent to students in grade 9 and 10 students and 129 were returned. Responses returned from students included 65 males and 64 females, thus showing gender balance in this research. (See Table 5) Questionnaires were mainly focused on current education in the camp and the need for higher education. Questionnaires contained 22 questions in multiple choice forms. Students who answered questionnaires are both camp students (43%) and IDP students (57%). Group discussions and interviews were also conducted to receive more opinions from students concerning education in the camp. Student discussions took place in four areas and eight groups of students participated. In each group, there were 20 to 25 students participating, consisting of 2 groups in No. 1 high school (grade 9 and 10), 2 groups in No. 2 high school (grade 9 and 10), 2 groups in TPC (year 1 and 2) and 2 groups in KEDC (year 1 and 2).

Table 5: Number of Questionnaires Distributed to Students in Camp

Name of schools	No. of Students	No. of return
No. 1 high school (grade 9 to 10)	40	40
No. 2 high school (grade 9 to 10)	40	40
Teacher Preparation Course (TPC)	20	20
Karen Education Development Course (KEDC)	30	29
Total	130	129
Group discussion took place in the camp	Group	No. of students
No. 1 high school (grade 9 to 10)	2	50
No. 2 high school (grade 9 to 10)	2	42
Teacher Preparation Course (TPC)	2	36
Karen Education Development Course (KEDC)	2	13
Total	8	131

4.4.1.1 Questionnaires

In a questionnaire regarding current education in the camp, the researcher divided questions into 5 sections, such as school building, teachers, curriculum, textbooks and materials, and education management in the camp. In the results shown in the table 6, 82% agree and 18% disagree with the statement “the school building is good,” and 77% agree and 23% disagree with the statement “school places and classrooms have enough space for students.” School resources and materials like the library were not enough for the students to increase their reading habits, to learn other general knowledge from outside, and more knowledge about subjects already taught in school. In the responses on school materials, 82% disagreed that enough materials were available at school, while 18% agreed that there were enough materials. School equipment was also inadequate for students to practice including workplace, science, and sport equipment. The majority of the students (96%) agreed that there was a safe learning environment in the school.

From the students’ point of view, 81% students stated that the teachers were well trained and qualified and 95% of students responded that teachers were very

supportive for students when students needed help. However, 92% of respondents agreed that teachers lacked knowledge in the subjects that they taught. Students felt that teachers' subsidies are also unfair for teachers. The majority of students responded that the curriculum was relevant to the Karen situation and learning content was based on their skills and emphasized recreation, planning, and development of creative activities. On the other hand, most of the students stated that the curriculum was not accepted in both their country of origin and their host country. 54% of the students stated that the school had enough textbook while 46% disagreed. Most of the students stated that the textbooks are easy to understand and very supportive for students in their studying. Students approved of the school management. 81% of students stated that school committees have the skills to manage education, but at the same time, the school management should be developing more as well. (See table 6)



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Table 6: Views of Students Regarding Current Education in the Camp

Questionnaires responded		Agreed (%)	Disagreed (%)
School	School building is good	82	18
	Enough space for students	77	23
	Not enough resource materials (library) available	26	74
	School has enough equipment for students to practice including workplace and science and sport equipment	18	82
	Safe learning environment	96	4
Teacher			
	Teachers are qualified	81	19
	Lack of knowledge of subject that they teach	92	8
	Supportive for students when students need help	95	5
	Teachers are properly trained	79	21
	Fair subsidies	328	68
Curriculum			
	Curriculum is relevant to the Karen situation	78	22
	Curriculum learning content is based on knowledge, skills, values and attitudes to be studied	85	15
	Emphasis on recreation, plan and sport and development of related creative activities	88	12
	Curriculum accepted in both the country of origin and the host county	20	80
	Curriculum should be developed	80	20
Text Book			
	School has enough text books	54	46
	Text books are very clear and easy to understand	68	32
	Text books are very useful for students and teachers	78	22
	Too many subjects for students	23	77
	Students have to study too many languages	27	73
Education system and management			
	School committees are well managed day-to-day running of the school	81	19
	Education management system should be improved	75	25
	School committees have skills to manage the education	72	28
	Refugee students should have access to higher education	100	0
	Education system provides equal access to boys and girls or children of different geographic/ethnic and religious backgrounds	100	0

4.4.1.2 Group Discussion and Interview

According to the majority of students questioned, the education received in the camp is relevant to the refugee situation. Further more, the majority of students believe that the quality of education in the camp is higher than that in IDP and rural areas in Myanmar. On the other hand, if compared to national or countries of resettlement or Thailand education quality levels, the current education provided to refugees in the camp is lower, according to information gathered from focus group discussions. (TPC students) Students stated that school buildings are well constructed and school facilities and supplies are distributed in sufficient numbers to students. The school is a safe learning environment and has adequate materials for teaching and learning. However, the majority of students in their responses in focus group discussions stated that there are some things that need to be improved, such as classroom spaces: classrooms are very crowded and noisy which has a negative impact on the learning process. There is a lack of appropriate materials and resources available to schools, such as geography textbooks, use of computers, access to the Internet for post-10 and high school students. Students expressed that they would like to learn computer skills in school. They would like to read other specific books to get more knowledge from the outside world. Normally, teachers teach them according to the subject. According to the students, other reading and reference books that could broaden their knowledge in specific areas are not available in the camp. Camp libraries' books are more related to news, magazines, human rights, and general knowledge on areas such as science and geography, English dictionaries and English grammar, and are targeted at the general community. For younger children, picture stories, children's rights books, health messenger magazines and poetry are available.

The students added that teachers are very helpful when the students do not understand what they study. They try to explain the lesson until the students understand. On the other hand, in the case of the resettlement programme, a substantial number of new teachers have been replaced recently. Some teachers were resettled to third countries and new teachers who were not well trained had to replace the missing teachers. As a result of this, students indicated that they can not understand lessons because the new teachers are not experts in the subject they teach.

4.4.2 Views of Teachers Regarding Current Education in the Camp

In this section, the researcher has collected the data by using the combination of questionnaires, group discussion and interviews. The teacher questionnaires included 32 questions and 9 questions related to current education in the camp. The researcher distributed to all the questions to 30 teachers in 2 high schools and 2 of post-10 schools. Group discussion was also conducted in 2 high schools and 2 post-10 schools and 5 teachers participated in each group. There were 4 groups of teachers included in this research.

4.4.2.1 Teachers' Questionnaires Regarding Current Education

According to the majority of teachers' questionnaires, the education received in the camp is relevant to the refugee situation and the curriculum content provided matches with the age groups of the standards. Furthermore, 83% of teachers stated that curriculum should be developed because the current curriculum is not accepted in both the country of origin and the host country. 89% of teachers stated that school building is good and enough space for students. But the school materials (library and equipment for students to practice, including workplace and science and sport equipment) are not enough and available for all of the students. Most of the teachers (81%) agreed that all teachers are qualified and properly trained. The majority of the teachers (73%) responded that they are well trained by NGOs and CBOs and all trainings can be applied in their teaching. Teachers are very helpful for the students. Most of the teachers (68%) are not satisfied with their subsidies. 14 teachers agreed that the school has enough textbooks and 46% of teachers stated that textbooks are not available enough for all of the students. Though there are not enough textbooks for all of the students, 65% teachers stated that the textbooks that are available are clear and very helpful for both teachers and students. Most of the teachers (73%) disagreed with the statement that there are too many subjects for students and students have to learn too many languages. This means that students have learnt suitable subjects and language to their level. In the questions regarding school management, 81% teachers stated that school management committees have skills to manage the day-to-day running of the school. On the other hand, the school and the education system should

be further improved for more access for higher education. All the teacher respondents (100%) agreed that the refugees should have access to higher education.

Concerning to current post-10 education in the camp, all the respondents agreed that post-10 is a good opportunity for to further study after finished grade 10. But 89% teachers stated that post-10 school education is enough for all of the students while 11% teachers disagreed. Some teachers (23%) thought that post-10 education can meet the needs of Karen people, while other teachers (77%) disagreed. 96% teachers stated that students do not obtain a good job after finishing post-10 whereas 4% teachers disagreed with this statement.

According to questionnaire responses, the most urgent concern teachers faced is that their salary is too low (36%), followed by frequent replacement of teachers (33%) and IDP students who need more help than the teachers can give (31%). Half of the teachers responded that Post-10 education is a good opportunity to further study, but having only the post-10 education level could not meet the needs of Karen people, and students will not obtain a good job after finishing Post-10 programmes. (See table 7)

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Table 7: View of Teachers Regarding Current Education on the Camp

		Agree (%)	Disagree (%)
School	School building is good	89	11
	Enough space for students	89	11
	Not enough resource materials (library) available	33	67
	School has enough equipment for students to practice including workplace and science and sport equipment	23	77
	Safe learning environment	96	4
Teacher	Teachers are qualified	81	19
	Lack of knowledge of subject that they teach	92	8
	Supportive of students when students need help	96	4
	Teachers are properly trained	73	27
	Fair subsidies	32	68
	Curriculum	Curriculum is relevant to the Karen situation	88
	Curriculum learning content is based on knowledge, skills, values and attitudes to be studied	88	12
	Emphasis on recreation, plan and sport and development of related creative activities	88	12
	Curriculum accepted in both the country of origin and the host county	30	70
	Curriculum should be developed	83	17
Text Book	School has enough text books	54	46
	Text books are very clear and easy to understand	65	35
	Text books are very useful for students and teachers	78	22
	Too many subjects for students	23	77
	Students have to study too many languages	27	73
Education system and management			
	School committees are well managed day-to-day running of the school	81	19
	Education management system should be improved	92	8
	School committees have skills to manage the education	72	28
	Refugee students should have access to higher education	100	0
	Education system provides equal access to boys and girls or children of different geographic/ethnic and religious backgrounds	100	0
Post-10	Post-10 school education is enough for students	89	11
	Post-10 education is a good opportunity to further study	33	67
	Post-10 education can not meet the needs of Karen people	23	77
	Students do not obtain a good job after finishing post-10	96	4

4.4.2.2 Teachers' Group Discussion and Interview Regarding Current Education

Teachers are qualified and well trained but teaching skills should be further provided for less experienced and new teachers, according to the teachers themselves. According to the interviews of teachers and group discussion, all of the teachers stated that teachers do not have sufficient subject knowledge for the subjects that they teach, but they feel that they can adequately support their students. The biggest problem that teachers face is that they can not complete the textbook within a school year according to the schedule. Regarding teacher trainings that NGOs and KED provided, teachers have to focus on student-centered approaches in their teaching. However, it is a problem for teachers to use teaching methods which are based on student centered approaches. In each class, there are 30 students, too many to cope with. Teaching materials such as visual resources and models relevant to geography, math, and science subjects are also not enough for using student-centered methods.

From interview data and focus group interviews with former teachers, there is a variety of reasons why teachers are leaving. Their reasons for leaving include that teachers' subsidies are lower than those of other NGO workers. The teachers leave to seek another type of work with a high subsidy so they can look after their families. Because of low motivation, many teachers apply for resettlement to a third country, and teachers frequently change. This creates brain-drain within the community as educated people are leaving the community. One of the school head masters said *"people do not want to be a teacher because of low subsidies, hard work. We teach the students because we love our work and we want to promote the next generation to help develop our community."*

4.4.2.2.1 Views of Teacher Regarding School Buildings and Materials

According to interviews and group discussions of teachers relating to school building and materials, they expressed that the refugees are not allowed to build schools with concrete and zinc roofs in the camp. Now, all the schools and classrooms are temporary and constructed out of bamboo and dried leaves. A typical classroom has benches and tables fixed to the ground. There is usually a blackboard in the front of the classroom. The classrooms are divided by bamboo screens which are

not effective in blocking out noise from other classes. However, the schools or learning centers are safe learning environments according to the majority of teachers. In teachers' opinion, the school buildings are not so good surroundings for education. Teachers believed that a good school should have enough spaces for all of students and the school should have available the necessary materials and equipment for students to use in their education.

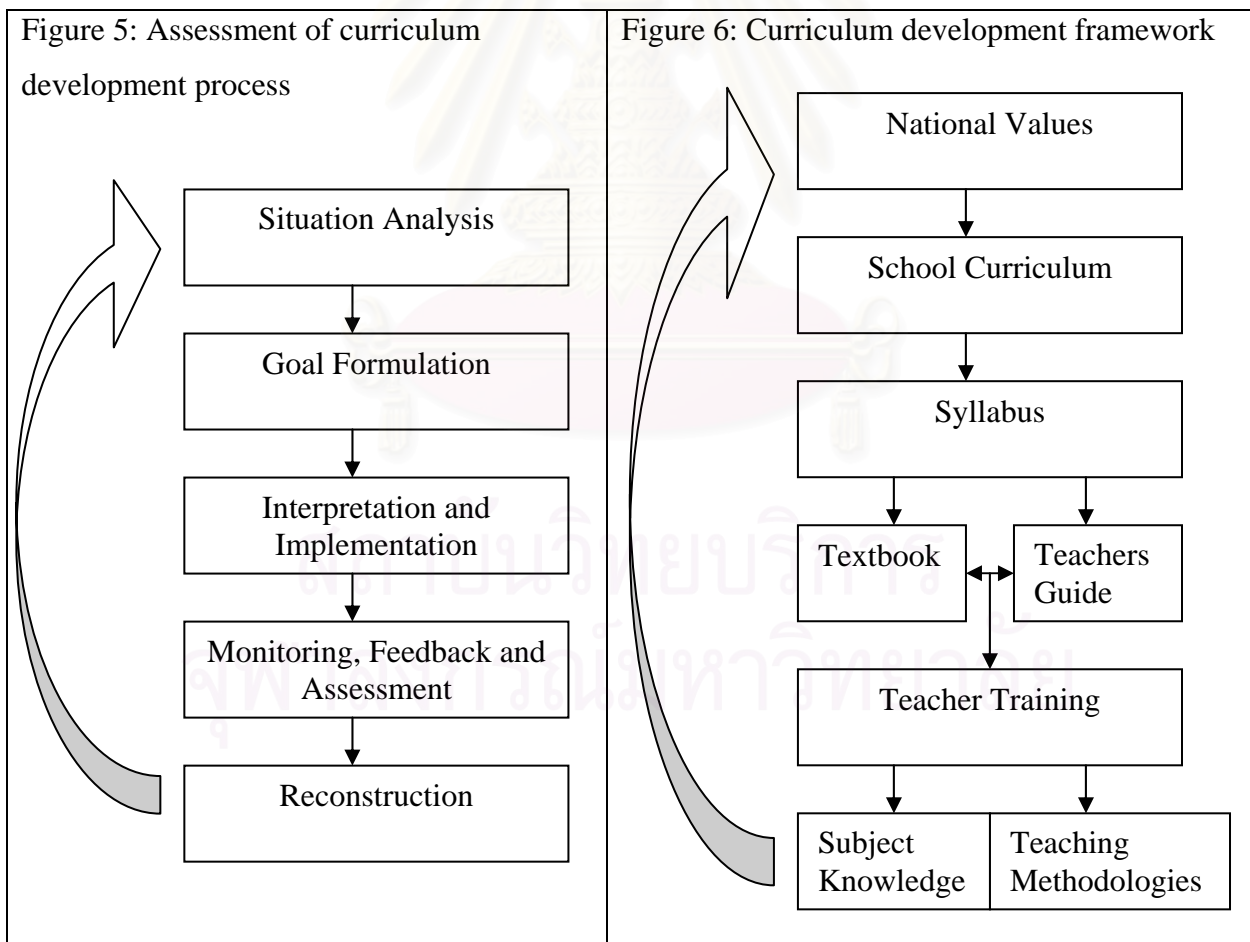
All teachers responded in group discussions and interviews that some textbooks are not enough for the students, especially for geography. Textbooks are created by the KED and supported by ZOA. According to interviewed teachers, the textbooks are very clear, easy to understand, and helpful for both teachers and students. Teachers from No.1 high schools stated that they do not have a school library and teaching materials or resources. Teachers from No.2 high school reported that they do have a school library, but only a few books are available and there is also a lack of teaching resources. Schools do not have enough teaching materials for students to practice including workplaces. The materials such as laboratories, equipment for the science subjects and materials of geography can not be used by the students to practice. Computers are only accessible to the post-10 schools. (See table 8)

4.4.2.2.2 Views of Teachers Regarding Curriculum

KED is responsible for making the curriculum framework and ZOA provides support. Major curriculum decisions and education policies are made by KED. The curriculum framework is currently being developed by KED and it will also develop syllabi for all subjects which links across the grades. The KED and other education stakeholders (NGOs and camp representatives) developed the overall framework, reviewed the curriculum situation, and developed a strategic plan for revision. There is a team composed of ZOA and KED staff that works together with camp members for each specific task/subject area to develop the curriculum. In addition, regarding the curriculum, all materials development involved various camps' participation and recommendations from every camp. Subject teachers also participate in curriculum development, such as the creation of written subject textbooks and materials. Currently, KED and ZOA have revised the primary level curriculum with a particular

view to enhancing the relevance of the curriculum to host country and plan to revise the secondary level. In the secondary curriculum development process, subject master teachers, KED staff members, NGOs staff members who worked in education, international consultant from India are participated in the curriculum development workshop. The workshop took place for 10 days for developing and revising 1 or 2 subjects. Currently, Karen curriculum is more focused on “to serve the community.”

The assessment of curriculum development process starts at situation analysis, goal formulation, interpretation and implementation, monitoring, feedback and assessment and finally reconstruction. (See Figure 5) The framework of the curriculum is first begun with national values, school curriculum, syllabus, textbook and teachers, teacher training, and finally subject knowledge and teaching methodologies. This process is drafted by the KED. (See Figure 6)



Source: KED

Primary schools provide Burmese, English, and mathematics from standard KG to standard 2, and Burmese, English, mathematics, history and geography for standards 3 and 4. The curriculum is fact-oriented, overemphasizing preparation for secondary education rather than the mastery of basic skills such as literacy, innumeracy, hygiene and thinking and reasoning skills. Science is introduced at standard 5. Burmese, English, mathematics, science, history and geography are taught from standards 5 to 8. There is no longer a science route and an arts route after the standard 8 examination. Students learn both art and science route subject from 9th to 10th standard. (See table 8)

Table 8: Subject Taught in the Schools in the Camp

Subject	KG-Standard 4	Standards 5-10
Burmese	✓	✓
English	✓	✓
Karen	✓	✓
Mathematics	✓	✓
Geography	✓	✓
History		✓
Science		✓
Health	✓	

KG- Kindergarten

Source: ZOA Education Survey 2005

According to group discussion with teachers, curriculum learning content is based on knowledge, skills, values, and attitudes that are applicable to the Karen situation. However, there are several barriers that need to be addressed. For example, the progression for subject matters is not appropriately graded or consecutively phased according to levels. Subjects at secondary level are taught in English language such as science, geography, and mathematics. Teachers have to spend time to look at the dictionary to understand the meaning of words and then teach the students. Teachers also have to teach the students how to pronounce words. Instead of understanding the meaning, students have to spend time and energy memorizing the pronunciation, and vocabulary.

From interviews with the KED curriculum development project coordinator, he mentioned that the objective of the Karen curriculum is based on the Karen cultural, spiritual, moral, and social environment. The curriculum is the aggregate of courses of study given in a learning environment. The courses are arranged sequentially to ensure progression from lower to higher levels. In schools, a curriculum spans several grades. For example, it starts with addition and multiplication in mathematics in the lower grades and progresses towards calculus in the higher grades. A syllabus is a basic structure which sets out the requirements of a course of study. In schools, this is set up for each subject at each grade, and includes content, recommended textbooks, staff and student expectations, examination dates and grading criteria and policies. The content taught in the schools in the refugee camps is more akin to a set of syllabi for each grade and for each subject than to a curriculum, and this only applies to some subjects. The syllabi were created with a framework which linked them sequentially. This then became known as the 'curriculum'. (ZOA Education Survey 2005)

4.5 Summarizing of Current Education in the Camp

Views of the current education situation in the camp, as stated by the teachers and students in questionnaires, group discussions, and interviews, are quite similar. Information received by group discussion and interview would be more specific and detailed. Students and teachers were sharing all of their ideas and what they have seen related to current education. Student and teacher points of view were quite similar. But, teacher knew more than students when related to the curriculum, school management, the qualification of teachers, and the clarity of the textbooks. The overall views as expressed by teachers and students are that the education management system is good for day-to-day running process. The curriculum is relevant to Karen cultural and spiritual skills and values, defined by both teachers and students. On the other hand, teachers stated secondary curriculum is in the development process and it will improve to be more relevant to host country education content. The textbooks are compatible with the refugees' situation and level, and are helpful for teachers and students. Both teachers and students stated that they have neither geography textbooks nor enough materials for practical sessions.

They all agree about the qualifications of the teachers and that the teachers are well trained. They further suggested that subject knowledge training should be provided and that more teachers should be trained in specific subjects.

4.6 Needs for Higher Education

In this section, the researcher looks at the need for higher education for refugees, reasons why they need higher education, and how they are going to use this education.

4.6.1 Views of Students Regarding the Need for Higher Education

Among the 129 students who responded to questionnaires, 128 students stated that they really need higher education. To answer the question of “what is the highest level of education you would like to complete,” the majority of students (75%) responded with “University/college,” 20% want to complete the post-10 education level and 5% would like to attend vocational education. 73% of students stated that education up to post-10 level is not meeting the needs of the Karen people. 100% of respondents answered that the actual needs of the Karen people are to reconstruct their Karen nation state and rebuild democracy in Myanmar. In order to reconstruct their state, they believe that they need several majors in education fields such as political science, social and human rights studies, economics, health education, law, development studies, engineering studies, education development, and administrative studies.

Higher education is a very high motivation for students currently at the basic education level. In interviews and focus group discussions with students, they said that they can not be satisfied with the education that they have received until now. In their minds, they are not experts and well educated enough to be able to reconstruct the Karen State in Myanmar. Regarding questionnaire responses, 89% of the students stated that with the higher education that they receive they will apply it in their own community’s development. 92% of the students have showed a high degree of commitment to work for Karen people’s development and self-determination after they have attended higher education. They mention that the current situation of the

Karen pushes them to struggle for their freedom, which need many well educated young people to work for. They have high ambitions to be doctors, politicians, lawyers, engineers and professors when they watch movies and see many developments and advanced technology.

38% of students stated that the obstacle that prohibits higher education to be available for refugees is resources/money to run the higher education programme and rules or regulations of RTG. However, students agreed that the current education existing in camp is also useful and is of such quality that students would be able to attend university or college if given the opportunity.

4.6.2 Views of Teachers Regarding Needs for Higher Education

According to questionnaire responses of needs for higher education, all of the 28 teachers who replied said that higher education is needed in their community. The reason for this need is that they are not educated people because they have been refugees for a long time and do not have their own nation state. Further, for the question of “how would Karen people use higher education?”, the majority of teachers (92%) responded that “higher education will be used for the reconstruction of the Karen nation state and achieving democracy in Myanmar.” To the question of “do Karen people have the skills and resources to manage higher education?”, 55% responded ‘yes’ and 45% said “no.” But the teachers added that KED, other CBOs, education stakeholders (NGOs), and the host government should cooperate together to manage higher education. For the question “what are the limitations of access to higher education?”, 67% of the teachers answered that the RTG policy on education and relevant parts of other policies on refugees were the obstacle. In order to overcome this limitation, 82% of teachers stated that refugees should be allowed full rights regarding education, the host country and country of origin should recognize refugee education, and NGOs should lobby more the host government to allow refugees to study at the higher education level. In order to address the need for higher education, most of the teachers (84%) have the idea of accessing higher education programmes in distance education, establishing universities in the camp, and allowing refugees to attend university at Thai institutions.

From discussions with teachers, they believed that a qualification in higher education is the main tactic to enable them to reach their goal. The aim of Karen people in studying is to become educated people, to work to overcome oppression from the military regime, and to reconstruct their nation. Refugees believed that education can promote good conditions and development for their communities. Higher education can help them to protect and strengthen the community, enable social economic growth, encourage self-reliance, contribute to peace and human development, rebuild society and realise self-determination. They need to complete a high level of education to upgrade their lives in social, economic and political areas, and fight for their rights. One of the post-10 teachers indicated that current education levels that are available in the camp could only be used for middle school teachers, health workers and social workers, and not for country management. Further study is also needed to empower and promote students' motivation. Current post-10 schools in the refugee camps are seen as an alternative for higher education, because refugees do not have the opportunity to study at the university level. For students to further their study their only opportunity is post-10 education. This programme is more concerned with teaching English, science, mathematics, and geography.

“Education should be of a higher level than post-10 level if Karen needs are to reconstruct the nation and transform society. If refugees are allowed to have an opportunity for higher education, Karen people can try to find a way to manage higher education programmes” (teacher – No.2 high school headmistress)

4.6.3 Views of Camp Education Committees Regarding to Needs for Higher Education

During interviews and group discussions with the camp education committee, respondents stated that current education levels in the refugee camp end with secondary and post-10 levels. After the students finish this education, some are able to get placements working with community organizations and NGOs, including positions such as garbage collectors, health workers and camp security guards. However, there are many students who have not been able to get any jobs and who stay in the camp without a future. The camp education coordinator in Nu Poe camp

stated that there are more than 100 students who finish grade 10 every year. Only 50 of them can continue to post-10 study. Out of this group, 15 or 20 of them get employment in the camp and the rest remain without hope. There are great students who passed with high grades and good English language levels. However, due to the lack of access to higher education, they have to finish at post-10 level. Committees further expressed that the Karen are not a small ethnic group. The Karen population in Myanmar is estimated at 6 million. The Karen have their own language, culture and heritage. As the Karen are not a small group, they want to have their own state or nation to govern by themselves. The Karen do not want to be refugees forever. Karen people hope to have their own state in the future and Karen people can not be satisfied with the current education level available if compared to what is needed to reach their goal. The committees believe that Karen people need advanced education. (See Table 9)

“If we talk about Karen State, we should have a State management structure to regulate. So we will need educated people to administrate in each department including the Education Department, Foreign Affairs Department, Health Department, Communication, Transportation, Economics and Trade, Interior, Finance, Commerce, Defense, Forestry and Department of Agriculture. Currently we do not have any of these skills.” (Source: Camp educational committee)

4.6.4 Views of Parents Regarding Need for Higher Education

Interviewed parents responded that they would like to see their children have high levels of education. They strongly support higher education for their children. Only good and high education could enable them to earn their living to better their lives, overcome their hardship and reach a peaceful life for Karen people. Parents indicated that living in the refugee camp is restricted in every situation. Refugees cannot engage in trade and economic activities. Opportunities for earning income are limited and sporadic.

“One of the parents stated that, currently, income for households depends on the education level. If you have education you can easily find a job and

earn more income. For me, being a refugee in Thailand for almost 10 years, I could not give any properties to my children after I die. What I can give to them is education.” (Source: Naw Dah [parent])

Table 9: Reasons for the Need for Higher Education from Respondents

	Students	Teachers	Committee	Parents
Perception	- State reconstruction - Democracy in Myanmar	- State reconstruction - Democracy in Myanmar	- Nation state - Community development	- Earn living - Poverty - Promote Karen lives
Obstacles	- RTG policy - Fund/scholarship - Refugee status	- Human resources - Fund/scholarship - Refugee status	- RTG policy - Fund/scholarship - Refugee status	- RTG policy
Argument	- Access to higher education - NGOs, CBOs and Host country have to work to gather to develop education standard	- Access to higher education - NGOs should lobby RTG policy - All stakeholder have to cooperate together	- Access to higher education - NGOs should lobby RTG policy - All stakeholder should cooperate together and develop education	Access to higher education - NGOs should lobby RTG policy - All stakeholder should cooperate together and develop education
Goals	- Leader of Karen people - Self-determination and freedom	- Self-determination	Self-determination	Self-determination
Programme processes	- Distance education - Establish university in the refugee camps - Study at any Thai institution	- Distance education - Establish university in the refugee camps - Study at any Thai institution	- Distance education - Establish university in the refugee camps - Study at any Thai institution	- Study to third countries - Establish university in the refugee camps

The information in this table was collected in group discussions, interviews, and questionnaires from students, teachers, camp education committee and parents.

4.6.5 Findings from Community Based Organizations (CBOs)

Community based organizations are actively participating in humanitarian relief efforts, social movements, human rights issues, empowerment and capacity building activities in order to prepare young people to rebuild their nation. CBOs working for social human rights and education play an important role in empowering women, children, and youth, as well as ensuring international human rights standards are applied in all humanitarian relief activities. All Karen CBOs along the border respect the KNU as their mother organization which struggles for the Karen people's self-determination and political rights. The following CBOs are working in the refugee camps and also represent the Karen people in different fields. For each organization, executive members were interviewed and they reported their objectives, activities, and need for higher education. The reason that researcher chose CBOs for gathering information was that CBOs have run several courses and capacity building trainings to fill the need of community such as community management and development, youth and women empowerments in order to serve for the community and participate in the Karen struggling. Normally, students who finished education in the camp would work with these organizations to help develop their society. Then students would get more skills and education when they work with the CBOs. CBOs believed that the more higher education you receive, the more you can develop your community and achieve the Karen goals.

4.6.5.1 Findings from the Karen Education Department

The Karen Education Department (KED) is a CBO which is directly responsible for and oversees education for all Karen people within seven refugee camps, as well as IDP areas inside Myanmar. The KED is trying to be active and cooperate with NGOs for Karen educational development. They do not have legal status in Thailand. The strength of KED activities mostly relies on NGOs' funding. NGOs also participate and follow KED's plan and train the KED staff members.

Currently, the KED have one college in Mae La refugee camp with the aim to provide young people with higher education. They have a plan to improve all post-10 schools in all Karen refugee camps to college level in art and science routes. The KED try to find ways to develop Karen refugees' education. In interviews, the chairperson of KED mentioned that Karen people will need well educated people to develop their community in the future.

Currently we are very far from being developed especially in education, technology, socially, politically and economically. As human beings we should have the right to study and choose our education and lives. We need the next generation to fulfill this right and be provided with education and skills to manage our country.

Currently KED needs many educated people to work to develop the Karen community in many aspects of life. KED also needs staff members that are experts and have graduated in the education field. There are few young graduates to work to develop the Karen community. Even in IDP areas, KED needs many teachers to teach IDP students there. KED believes that higher education will bring the change needed and promote the existence of more educated people within the Karen community. Ultimately the Karen people can reach their goal.

The chairman of KED stated in interviews that the process that KED has thought of for obtaining higher education for the refugees is that KED will try to seek funding to enhance education levels in all the camps. They have started to run one college in Mae La camp called Leadership and Management Training Course (LMTC) in 2006. The college period is a 4-year programme. The programme has two course routes, which are 'Science' and 'Arts'. In the beginning of years one and two, the programme will teach the basics of Arts and Science and the third and fourth year students can learn different majors. The KED secretary said in interviews that, currently, KED do not have a problem with the teachers and funding for the first and second year, because it is the basic and KED received funding from NGOs. In 2008, KED plans to change all the post-10 schools into higher education programme in all refugee camps with the same curriculum. At present, the post-10 curriculums in each camp are not similar; some create their own curriculum and teach different subjects which is not the focus of any route of study. In the future, KED plans to rearrange

post-10 schools in Nu Poe to Economic studies; Umphein Mai camp post-10 will change to law or public health studies; Mae La will change to political science and Southeast Asia studies. The reason that KED would like to change post-10 school to higher education is that students in the refugee camps attend and finish all the post-10 that is available in their camps, and then move to other camps to attend other post-10 school there. Students are wasting their time by attending all the post-10 in the refugee camps. All of these programmes are in the planning process. However, there will be many problems that KED will face, such as finding funding to work on higher education programmes, resources, personnel, and accreditation from other institutions. KED believes that they can try to make higher education accessible to the Karen refugees. KED will try to try their best to make the programme a success.

4.6.5.2 Findings from the Karen Women's Organization (KWO)

The Karen Women's Organization (KWO) works in development and relief in the refugee camps along the Thai-Myanmar border and with internally displaced people (IDPs) inside Myanmar. They focus on women's empowerment and social welfare, encouraging an awareness of women's rights and promoting women's participation in leadership and management roles in social and political issues. KWO has given several capacity building and empowerment training courses to the women in 7 refugee camps. KWO tries to empower women through training and informal education to build the skills and confidence of Karen women. The aim of KWO's capacity building projects is to build the skills base and confidence of Karen women to participate in community development and decision-making at all levels. KWO also organizes formal education and provides further learning opportunities to all women of all ages. The skills training program aims to develop the skills and abilities of participants in specific areas. The educational and capacity building trainings that KWO provided to the women are literacy and non-formal education, education through the Karen Young Women's Leadership School and capacity building and vocational trainings. KWO believe that a lack of education leads to feelings of powerlessness and low confidence, which in turn undermines a woman's ability to participate as an equal in the community. The KWO education coordinator said:

“The aim of organized training for women is to promote women to participate in management roles when we go back and reconstruct our community in Myanmar. Currently, we feel we do not have enough skills to rebuild our country. We need higher education to be ready when we go back to reconstruct our society with a full national structure.”

From organized group discussions with KWO, staff members stated that the reason for KWO training women was that the Karen community needs people who with skills who can work for the Karen people with great effort. Currently, the Karen community does not have access to higher education. In order to get higher education, KWO has to empower women through short trainings to fulfill skills development. KWO tries to seek small budgets from different funders to manage the training. KWO would like to see higher education access for all of the Karen people. In order to run that big programme, all of the stakeholders and CBOs have to work together. KWO or another small group alone could not manage that higher education programme.

KWO mentioned that in implementing their activities they also need skilled women to work for their organization. KWO needs a lot of educated people to work with KWO and the Karen community. If the Karen received higher education, it would be good for all of the CBOs to get expert workers to work for Karen development and struggle for self-determination.

4.6.5.3 Findings from the Karen Youth Organization (KYO)

The Karen Youth Organization (KYO) responds to the real needs of the young Karen people in the Karen community. The KYO empower and equip youth with skills, which will enable them to respond to the ever-changing needs of the community. KYO has performed valuable works on behalf of the Karen community, helping youth to develop their potential to work for community development. The KYO has also run capacity building training to educate youth by giving leadership & management training, social protection and human rights, community development and other relevant training to ensure that current and future local needs are met. Currently, KYO is organizing a one-year course in leadership and management training for 25 young people near the Thai-Myanmar border. The KYO also has

members in America, Australia, Canada and England, these countries being places where Karen refugees have resettled. In an interview with the KYO chairman, he mentioned that

“We trained young people to be good leaders in order to help our people to overcome the oppression by the military government. According to KYO’s experiences, having only post-10 education in the refugee camps can not serve the community’s development. Young people should be more trained in other areas like organizational management skills and other capacity skills. We are struggling for our rights, justice and self-determination. We do not want to be refugees and stay in another country for a long time. We want to stay in our home land without any discrimination. Therefore we need higher education to promote our new generation to fight back for our freedom.” (Source: KYO Chairman)

The results from group discussions with KYO include that it needs proficient people to work with KYO and train and share their skills with other youth. Due to the small number of knowledgeable youth working with KYO, the activities of KYO do not have effective direction. There is space between Karen people who resettled in third countries and Karen people along the Thai-Myanmar border. People who resettled in third countries received good-quality higher education. However, people along the border did not attend higher education institutions. Due to different education levels, there would be a problem of different views occurring between Karen people educated in third countries and Karen people staying along the border regarding the Karen effort. Karen people in third countries who graduated also would like to come back to their community in the refugee camps and work to help their people. But they do not have enough money to stay for a long period. Community work is a voluntary and unpaid job. In addition, the refugee community can not pay for their flight ticket and other living costs. KYO has mentioned two ways that higher education programmes could be made accessible to the refugees. The first option is if refugees got an opportunity to study higher education in Thailand, then they could come back and work for refugees more effectively. The second is if higher education were set up within the refugee camp, then Karen people in third countries could come back and work for higher education programmes.

4.6.5.4 Findings from the Karen Student Network Group (KSNG)

KSNG is one of the first Karen student organizations in Karen history to organize students into one large network group. All students who study at the secondary and university level are automatically members of KSNG. KSNG chairman said that they have members in other countries where Karen people have resettled. Some of their members in the third countries have graduated or are studying in higher education. If we compare the size of this resettled group to the entire Karen population, one can see that there will only be few Karen students who apply for resettlement who may have this opportunity to study at the university level. But there are many students and youth in the refugee camps in Thailand who could not access these chances. Karen people hope to receive this opportunity and have it be accessible for all of the Karen refugee students. Currently, Karen people need higher education to work to develop the Karen people. Students and youth are leaders of the future. Students would like to learn in higher education institutions to prepare themselves for taking over duties from the current leaders.

In the Karen refugee community, there is a need to develop refugees in several knowledge and skill areas, including community management and development, leadership and management skills, social human rights for letting refugees know about their rights, economics, and politics. As the international community tries to work for human development in the areas of education, social issues and economics, Karen refugees also want to develop their living standards so as to have a good standard of living. KSNG believes that higher education for refugees is important for peace when refugees go back to Myanmar. Therefore, higher education should be made available to all of the Burmese refugees. One of the KSNG members said, “*our leader told me, because Karen people did not have high education, we were oppressed and our struggle is now almost 60 years long.*” If the Karen refugees have attended higher education, they will be well educated and Karen people could work together with other ethnic groups for democracy in Myanmar. The opinion of KSNG concerning higher education was that it is a good solution for Karen refugees to prepare themselves for their future development.

4.6.5.5 Findings from the Karen National Union (KNU)

KNU is the political organization/government for the Karen people of Myanmar. Its basic objective is to bring relief to the Karen people, who are suffering genocide at the hands of Myanmar's military dictatorship. Such relief in turn has three elements: to provide humanitarian aid in the form of such things as food and medical assistance; to provide a means of self-defense; and to work with any other parties who are dedicated to removing the dictatorship, the SPDC, from power so that the genocide against the Karen, and all the other forms of abuse that are committed against all the people of Myanmar cease. Also, the KNU aspires to be more than a resistance government; it is dedicated to forming a well-organized and well-functioning government for the Karen State in a future democratic and federal Myanmar. The KNU has fifteen departments. All departments have branches down to the district level except the Foreign Affairs Department. The central staff member numbers for most departments are quite small, consisting of one or a few individuals, and an assistant or two, reflecting budget constraints. (⁴Tharckabaw, D. 2003)

KNU departments are as follows:

- | | | |
|------------------------|--------------------|----------------------------------|
| 1. Agriculture | 6. Foreign Affairs | 11. Justice |
| 2. Alliance Affairs | 7. Forestry | 12. Organizing |
| 3. Defense | 8. Health | 13. Mining |
| 4. Education | 9. Information | 14. Relief and Rehabilitation |
| 5. Finance and Revenue | 10. Interior | 15. Transport and Communications |

The KNU General Secretary was interviewed for this research. He mentioned that higher education is an essential need of the Karen people. "We need young leaders who completed higher education degrees to work for the freedom of the Karen and rebuild the Karen state in Myanmar. Currently, we have fifteen departments within KNU. In each department, we need many youth to take responsibility and work to develop our Karen community and establish Karen independence. There are many other Karen organizations, some with direct links to KNU, that assist the Karen people. In these organizations, we need highly qualified persons that go with KNU's

⁴ D. Tharckabaw is the KNU Joint Secretary.

15 departments. It would be good if young Karen people received scholarships to study at Thai universities and in foreign countries. For example, 5 young Karen people, 1 in each foreign country, could go and study different fields and then that group of 5 young people could come back and work to develop their Karen people. Currently, Karen people need education in national reconciliation, national development, democratization, and human rights education. Post-10 educations in the refugee camps are also good, but it would be great if the post-10 level could expand to university or college level.” He further expressed that, “the Karen have the human resources to run higher education programmes, but Karen people need funding to run the programmes. In the Karen community, there are young students who are very good in the English language and have the ability to attend international universities in Thailand and in other countries. This is also a good chance for Karen people to access this kind of programme. Higher education for Karen people will lead the Karen to independence and peace in Myanmar”.

4.6.6 Views from Non-Government Organizations (NGOs)

Several NGOs are working in the area of Karen refugees’ education. The researcher selected and interviewed 3 NGOs who are working closely with KED and other CBOs in education. Among the 3 NGOs, ZOA is more concerned with refugees’ higher education. ZOA aims to promote these refugees’ education for their future life to reform Myanmar, but the education currently available is not really adequate to gain the knowledge necessary to reestablish their country. ZOA has also lobbied institutions in Thailand, the Royal Thai Government, and other countries to develop and create more opportunities for higher education for Karen refugees for their future, for either repatriation or resettlement. ZOA has a plan to extend their project in higher education programmes when the RTG gives more opportunities for refugees in education. One member of ZOA’s management committee said, “*we are ready to broaden our project to higher education if the policies expand for refugees along with more opportunities for accessing higher education. NGOs would not have any barriers in finance, management and human resources.*” ZOA is more interested in distance education programmes. They have supported online distance education in Mae Sot and have a joint venture with the Australian Catholic University. The project provided an interesting and valuable educational opportunity for the students

Another NGO that the researcher interviewed is World Education Consortium (WE/C). Staff members of WE/C indicated that, “the Karen have the highest levels of literacy and education if compared with other refugee ethnic groups from Myanmar. They should access higher education because they have a high ambition to reform their country in the future. The existing education could not meet their ambition. Higher education will solve the obstacle of refugees now and in the future”.

The representative from the Jesuit Refugee Service (JRS), the third organization working for education, indicated that, unlike creating opportunities for Karen self-determination, the need of higher education for refugees is a problem that can be addressed through determined action. One of the NGO workers stated that Burmese students are good at math. The level of English language trainings available in the camps are equivalent to GCE ‘O’ level.⁵ So, Burmese students usually do not have problems studying in a foreign country, especially in the US. “If they try hard, there can be a future for them.”

In the NGOs perception, refugees should have the right to obtain higher education. ZOA, JRS and Child’s Dream are interested in refugees’ higher education. JRS works with World University Services’ (WUS) Students Refugee Program and tries to find scholarships for the Burmese refugees to attend university in Canada. Many young Karen refugees have won this scholarship and attended university in Canada. Child’s Dream has supported KED College in Mae La. It is a common view amongst interviewees that what NGOs could do for refugees’ higher education is lobby the host country government to allow refugees to access higher education within refugee camps and allow refugees to attend university in their institutions. In addition, NGOs can seek more funding to extend post-10 education levels to the university/college level. NGOs can communicate and cooperate with the camp communities.

According to questionnaires, interviews, and informal discussions with key informants from stakeholders about refugees accessing distance education

⁵ The General Certificate of Education or GCE is a secondary-level academic qualification, which is used in Britain.

programmes and the need for higher education for refugees, the researcher found that higher education is essential to ensure development and translates to the effective progression of Karen refugees. Higher education for refugees is responding to essential needs for country reconstruction, whether in the conflict or post-conflict situation. All of the key informants' believe that higher education creates 'human capital' and promotes a long-term vision for the country of origin's stability and change to peace and normality. Higher education is of great value for the development of societies and nations. According to the informants, higher education can overcome the obstacles that Karen refugees faced and be an effective way to prepare for when they go back to their country. All of the respondents believed that higher education promotes personal development and preparedness for responsible citizenship. It also prepares people for reconstruction, social and economic development, provides protection from harm and prepares people for life as active citizens in a democratic society.

The need for higher education and the importance of higher education are shown in questionnaires, interviews, and group discussions, and is shared by all the stakeholders. However, in order to go on with the ideas, all the stakeholders need to be considered and begin placing in their action and strategy. .

According to the UNESCO Scope and Implementation of Right to Education 1999, *Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education.*

Higher education is essential to ensure sustainable development and translates to the effective progression of society in all facets through the production, sharing, and application of knowledge. The higher education system represents a major resource for national development and contributes to the world-wide advance of knowledge. Higher education for refugees also responds to essential needs for country reconstruction, whether in the conflict and post-conflict situation. (9th UNESCO NGO Collective Consultation on Higher Education)

According to World Declaration on Higher Education for the twenty-first Century; 1998, Article 3, *“access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.”*

4.7 Opportunities for accessing Higher Education

4.7.1 Views from Students

In this research, the majority of the student respondents (74%) stated that there is a need for higher education in the Karen refugee camps. Students are trying to seek scholarships to receive an opportunity to attend a university. Only a few students receive that chance. There were 6 young students in Nu Poe Camp who received scholarships from the US and Canada to attend universities in the US and in Thailand. University/college studies are a kind of motivation and path to reach their ambitions when they are studying at the secondary level. However, there are several students who want to study in university and are waiting for the chance. All the students can do is study and prepare for the time when an opportunity to apply for a scholarship to access higher education arrives. All of the students expressed that *“we are refugees, we have to follow the rules and our opportunities are under NGOs and the host country. We have seen other students receiving higher education and we also would like to attend. But only high grade students could receive it. We would like NGOs and RTG understand our situation and provide higher education for us. NGOs, the host country and Karen community leaders (KED and other CBOs) should try to find the opportunities and cooperate to develop refugees’ education levels.”*

For students, gaining higher education opportunities means expressing their need for higher education and waiting for NGOs, RTG, KED and CBOs to provide opportunities for them. Besides stakeholders and CBOs or Karen leaders, students cannot seek any opportunity. What the students can do is try hard to be good students,

and when there is an opportunity they can try to get that opportunity. They should be clever or top students to sit an exam and get high scores, then they would be selected in the scholarship programme.

4.7.2 Views from Teachers and Camp Education Committees

Community leaders such as teachers and education committees would like to see their children receive higher education. They tried to influence NGOs and other UNHCR representatives when they visited the camp. In the past there was a distance education programme called Community Management Courses available in the refugee camp. This distance education came from Australia. Several young people graduated in this programme, and they could apply these skills when they worked in the community. There are some NGOs such as the Burmese Refugee Scholarship Program (BRSP), World University Service (WUS), Prospect Myanmar and the Brackett Foundation which provide scholarships to Burmese refugees along the border. They selected only one or two high grade or good English language students and brought them to foreign countries to attend higher education at a university. However, there are many students who want to study higher education who did not receive a chance. One of the teachers stated that *“Just to expand the policy on higher education, we could try to find the resources to organize the programme. Currently we have lobbied with other NGOs who are interested in running the higher education programme. But the policies, such as refugees are not allowed to travel outside the camp and that only secondary education could be accessed, limit those opportunities. At present, there are some NGOs that are interested in distance education programmes and providing scholarships to the refugees.”* (Source: No.2 Headmistress)

Nu Poe Camp education committee stated that *“increased educational opportunities in higher education can contribute to preparing the Karen people for a solution, in our country, in a third country, or as a means of achieving self-sufficiency in Thailand.”*

Teachers and camp education committees stated in interviews that they try to suggest NGOs and other stakeholder to expand scholarship and increasing in students’

numbers of getting scholarship. Whenever they see the representative from UHNCR or other donors, they will try expressed their needs and proposed to access higher education programme and other distance education in the refugees' camp.

4.7.3 Views from Thai Policy toward Karen refugees

Thailand's policy toward Karen refugees has undergone some positive changes lately. (The Nation, 17 September 2006) The government has now reduced restrictions on travel outside the confinement of camps for education and, eventually, will for employment as well. Under a recent agreement between the government and UNHCR, both sides have promised to adopt a "new vision" and implement measures to enable most of Karen refugees, to further their education beyond basic schooling, receive training and seek employment in and outside the camps. (Antonio Guterres, UN High Commissioner for Refugees) It will also offer camp residents a chance to productively use the time in a way that promotes self-reliance and a sense of self-worth, as well as preparing them for the future and for making a positive contribution to Thailand's economy. The Thailand Education Ministry and providers of services to refugees are already outlining a plan to enhance the current education services inside the camps by adding Thai- and English-language training along with guidelines on how to measure camp residents' educational attainment. The goal is to enable them to further their studies at vocational schools and universities in courses to be provided by online distance education programmes or establish university/college outside the camps. (Source: The Nation, September 17, 2006)

Now the Thai government has made a major concession that will allow existing refugee populations to be granted IDs, paving the way for them to seek work opportunities in local areas. "There was clear commitment from the government that every person living in Thailand will receive in the near future an ID card, including the refugees in the camps." (Guterres, 2006, UNHCR) Importantly, MOI regulations for 2006 relax previous constraints on income generation activities. (CCSDPT/UNHCR Assessment Identifies Protection Gaps and Policy Changes, May 2006)

At the policy coordination meeting at Chulalongkorn University; MOI stated that they planned a new project to organize 4 teams of MOI to work closely with NGOs and refugees along the border. The first group will be responsible for camp administration and will work closely with camp or province commanders, NGOs, and refugee committees for the camp management. The second group will take on education together with NGOs which work in education, a third group will operate in income generation and the last group will work on health. This project is not approved yet, it is still in the planning process. (From ⁶ Policy Coordination Meeting at Chulalongkorn University)

4.7.4 Views from Thai Authorities

The Ministry of Education (MOE) has focused on Education for All (EFA) to make sure that education reaches all of the people in rural areas in Thailand including refugees. Now the Thai Office of the Non-formal Education Commission (NFEC) has also started working in Thai language in six of the Karen refugee camps including Nu Poe, Umphaim Mai, and Mae La (Tak province), Mae Ra Ma Lung and Mae La Oo (Mae Honk Song Province), and Ban Don Yang (Kanchanaburi Province). In Noh Poe camp, they started registering students who were interested in learning Thai language. The program will start with a pre-course for 4 months, and then continue with primary and secondary level. At the Policy Coordination Meeting at Chulalongkorn University in 12 October 2006, a member from MOE representative mentioned that MOE is waiting for the order from the MOI to revise the policy relating to education for refugees, and if the policy is approved, they will go along with the policy and start working on refugee education projects.

During the meeting, there was discussion regarding education policy and education progress in the camp. Higher education issues were also raised in the meeting. Participation from different organization, such as the Institute of Asia Research, MOI, MOE, ZOA, Jesuit Refugee Services (JRS), the International Rescue

⁶ This Policy Coordination Meeting was organized by the Institute of Asia Research Center at Chulalongkorn University to be held every two months. The meeting included representative from MOI, MOE and NGOs which work in refugee education along Thai-Myanmar border to discuss and share policies, views and activities especially regarding education.

Committee (IRC), World Education/Consortium and the Non-formal Education Commission (NFEC) stated their different views in the meeting. The discussion during the meeting was as follows:

Currently refugees have little access to education after graduating from Grade 10 and there is a need for higher education opportunities. The possibility to achieve through the provision of higher education is that, providing distance education programmes, allowing refugees to attend universities outside the camp, and allowing refugees to access colleges/university in the camp. If and when democracy is restored in Myanmar and peace is made between the Burmese government and the country's ethnic rebels, this stock of better-educated, highly trained workers will be able to return home and help rebuild their country. Taking care of refugees will also serve Thailand's long-term national interests, because it will lay the groundwork for future good relations with a democratic Myanmar.

To raise international awareness of the good image of Thailand regarding refugees and human rights, Thailand should start to extend or provide more opportunities in education for refugees. Several NGOs are providing scholarships to refugee students to attend university in Thailand, Canada and the US. If Thailand takes this chance and allows refugees access to higher education, it will improve the image of Thailand. Treating refugees humanely is in line with Thailand's efforts to be a responsible member of the international community. By doing so, it will give the mutual benefit both to Karen refugees and Thailand.

From interviewing members of MOI after the meeting, a member mentioned that there would be a possibility to have refugees studying in the refugee camp, for instance through distance learning or the establishment of institutions in the camp. There would be MOI and NGOs meeting in December 2006, and NGOs could propose their projects relating to higher education before the meeting and it will be considered and possibly approved in the meeting. (Policy Coordination Meeting Asia Research Center Management Meeting)

According to the meeting, all of the stakeholders seem to support and interested in refugees' higher education programme. The alternative and opportunities expressed by NGOs were scholarship programme and distance education programme.

The scholarship programme could be in the process of providing scholarships to refugees to attend universities in Thailand and in foreign countries, and providing distance education that links to universities in Thailand and other countries. (See Table 10)

Table 10: Possibility of Higher Education in the Camp

	Strength	Possible/ Process
RTG	- Looks positive	- Invite NGOs to propose the proposal regarding Higher Education (HE)
NGO views	- Funding - Managing - Cooperation with CBOs	- Distance education linking to Thai universities - Online distance education linking to foreign universities - Provide scholarships to attend universities in Thailand and other countries
CBO views	- Managing - Cooperation with NGOs - Resources person/ teachers	- Extend post-10 education into HE such as college and university - Distance education linking to Thai universities or other foreign university - Seek funding for higher education programme
Teachers views	- Managing - Cooperation with NGOs - Resources person/ teachers	- Seek funding for HE programme - Propose the need for HE - Try to influence donors about HE
Students	- Try hard - Ready to attend HE - Have good education standard	- Seek the scholarship programme - Express their need for HE
Camp education committee	- Managing - Cooperation with NGOs - Resources person/ teachers	- Seek funding for HE programme - Propose the need for HE - Try to influence donors about HE

4.8. Existing Education Institution for Karen Higher Education

Several education institutions have expressed concern and established policies to provide higher education to open opportunities for refugees. There are scholarship

programmes and university funds to provide Burmese refugee students to obtain higher education in order for the graduates to reconstruct and develop the political and participate in democracy movement in Myanmar.

4.8.1 Asian University for Women (AUW)

The Asian University for Women (AUW) initiative is an international effort to establish a world-class university in Bangladesh for women from all religious, ethnic, and socioeconomic backgrounds across the South, Southeast Asia and the Middle East with a particular emphasis on serving women from economically underprivileged, rural, and refugee communities. AUW is scheduled to open in 2007 and will offer twenty Burmese refugee women scholarships, leading to an undergraduate/graduate degree. AUW aims to equip Burmese refugee women with skills and resources necessary to become capable, dynamic and innovative leaders in the professional and civic realms who will help encourage and direct sustainable human and economic development in this region of the world. However, this initiative is still in the planning process. AUW indicates that for the Burmese refugee scholarship program there will be many challenges to overcome related to policy issues. However, AUW will attempt to organize and see that this programme is accomplished. If the challenges could not be overcome, AUW would try to pursue other options such as distance education.

4.8.2 The Burmese Refugee Scholarship Program

The Burmese Refugee Scholarship Program (BRSP) was mandated by the US Congress and assists Burmese refugees who were forced to flee their homeland in fear of persecution by Myanmar's ruling military junta for having participated in pro-democracy movements. The Program has been administered by Indiana University with State Department funding. Each year, four students who have the potential to be leaders in a democratic Myanmar are brought to the US to pursue training at institutions of higher education. The overall goal of BRSP is to assist these refugees in achieving a democratic society in Myanmar.

Under the BRSP, the grantees are brought to the Indiana University Bloomington campus for pre-academic orientation and English as a Second Language training. Upon completion of this initial stage of the program they begin full-time enrollment in degree programs at appropriate institutions. The BRSP grantees are enrolled in fields such as journalism, public administration, business management, public health and NGO management. They develop the professional skills and knowledge required for building a democratic Myanmar. In addition to their studies, they demonstrate a continuing involvement with individuals and organizations in the US and abroad that are working to bring about a more democratic Myanmar. In 2005, one of the young women in Nu Poe refugee camp was selected in this program and is now studying at Indiana University. The selection process of students has a high degree of competition, and students who are granted entry into this programme should pass the TOFEL test with a score of at least 550.

4.8.3 World University Service (WUS)

WUS is a network of individuals and postsecondary institutions who believe that all peoples are entitled to the knowledge and skills necessary to contribute to a more equitable world. WUS's mission is to foster human development and global understanding through education and training. For WUS, education is the one universal path leading to a better and more equitable world. WUS's award-winning projects are developed to address local needs and reduce poverty, and are delivered with local partners to ensure sustainability. WUS has also supported refugee students along the Thai-Myanmar border since 2002. WUS's Student Refugee Program (SRP) has enabled over 20 students from refugee camps in Thailand to resume their studies at Canadian universities and colleges. Burmese refugee students living outside Myanmar are recipients of scholarship grants from WUS that help gifted and needy refugee students.

4.8.4 Online Learning

There are other refugee tertiary education pilot projects involving Karen refugees from the 7 Karen camps on the Thai-Myanmar border. The course has been run in two pilot projects as online learning. The first involved 5 students and the present course is running for 16 refugee students. The students that were selected

from the refugee camps have been studying for a Diploma in Business Administration. The course focuses on Arts and is divided into eight modules. These modules are (1) Accounting, (2) Business Ethics, (3) Consumer Behavior, (4) Economics for Today, (5) Fundamentals of Management, (6) Human Resources, (7) Leadership and Management, and (8) Marketing.

The course provides the students with skills and is valuable for their lives in the shorter term. The management skills and leadership skills are of longer-term benefit for students. These are related to the skills needed in the development of a future civil society in Myanmar and in assistance to the development of a role for the Karen people. Additionally, the nature of the course means that the students develop skills for self-management. The course was useful in providing students with a broader understanding of the world as a whole. Furthermore, students could see developments in their fellow students' progress.



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CHAPTER V

DISCUSSION AND ANALYSIS OF FINDINGS

5.1 Introduction

The findings demonstrate that basic education is accessible at the Nu Poe refugee camp and that education programmes are well managed by the KED and NGOs. However, there are still many obstacles to providing educational services in the camps. The Karen refugees should have access to higher education without having to wait for policy changes or for improvement in the quality of current education programmes. Resource personnel are needed improve the effectiveness of current education programmes. Higher educational services could be offered while other problems are being resolved.

5.2 Assessing Existing Education Levels in the Camp

The research from this study found that there is basic formal and non-formal education including primary, secondary, post secondary and vocational training education available in the camp, overseen by the KED (CBOs) and NGOs. NGOs are providing and supporting educational activities in seven Karen refugee camps along the Thai-Myanmar border. This basic education can be accessed by all of the Karen camp refugee population along the border, and has a high degree of community and NGO involvement.

5.2.1 Curriculum

According to the UNHCR Education Field Guidelines, the curriculum of refugees should be recognized by the country of origin or host country.

The curriculum for Karen refugees is based on what the students used before displacement and on the memory of their teachers and/or Karen leaders along with any educational materials they may have brought with them. The curriculum and

learning materials are relevant to the Karen situation and emphasize recreation and related creative activities. The curriculum is formally defined through a consultation process which includes refugee educators, teachers, professors from England and implementing partners such as NGOs.

Ideally the curriculum framework originates from the needs of the refugees and not from the host country; thus the curriculum content is not relevant to both Myanmar and Thailand. Consequently, Karen refugees' education certificates do not serve as motivation for them to enter the programme. Refugee post-10 and high school certificates cannot be used to further higher education in Thai and Burmese institutions. Therefore, it will be difficult for Karen repatriating to Myanmar or for families who may decide to stay on in Thailand to reintegrate into Myanmar's education system. KED should either adjust the curriculum to be more relevant to both countries or adapt the Asian curriculum which has a major impact on all education.

Apart from this, there are fundamental needs for development in every aspect of study at the secondary level. First, the secondary level curriculum should be revised, developed and accepted by the host country and Myanmar. Second, the curriculum for Karen refugee children does not include skills and values that promote understanding of the causes of conflict, conflict prevention or minimization and mediation. Some day the Karen people will go back to Myanmar and will have to build peace among the ethnic groups. Currently social subjects are the only subjects taught that have life skills value for the children. Understanding conflict prevention can best be accomplished by introducing social skills and citizenship education modules taught by specially trained teachers.

5.2.2 Quality of Education

The Karen education system focuses on the provision of quality education. From the researcher's view, the quality of education for primary school refugee camp children is appropriate for the age groups of each standard and to the Karen situation. Appropriate environments for educational and development programs are available in sufficient quantity. For example; school buildings, protection from the elements,

sanitation facilities, safe drinking water, trained teachers receiving subsidies, teaching materials, textbooks, and other school supplies are provided. However, there is a lack of school materials and resources for teachers; there are not enough school libraries, science, geography, and mathematics teaching equipment, science dictionaries, and practical workspaces. School buildings have limited space and classrooms are very crowded and noisy. School buildings cannot be expanded for other complementary activities because of space limitations and MOI regulations. Another problem is proper administrative support in obtaining curricula, laboratories, appropriate facilities and up-to-date teaching materials which are both difficult to find and expensive.

5.2.3 Teachers' Capability

Teachers have been trained by several NGOs, CBO's staff members, and individuals in different or similar training areas. According to data gathered from teachers who have undergone the trainings, some training courses are useful while others are confusing and not clear in their purpose. There is a need for a variety of more effective trainings that teachers can apply in the classroom. Teachers are also trained to understand the effects of trauma on children, how to cope with their needs in the classroom, and how to recognize these needs. Teacher trainings should continue to be made available to all camp teachers so they may upgrade their qualifications and develop professionally.

The main problem that affects education in the short and long term is the matter of low teachers' subsidies. Since the beginning of the education programme, NGOs and CBOs have been unable to solve this problem. The result is that many teachers move to other jobs that offer better subsidies. Many teachers and educated persons apply for resettlement which leaves a shortage of teachers in the camps. There is a need for teacher recruitment and new staff member training. Due to the high requirements for teaching in specialized fields, recruiting and retaining qualified teachers in subject fields and languages is very difficult.

5.2.4 Vocational Education

Vocational education which meets the needs and knowledge base of the Karen refugees is available. Vocational training is part of the ladder of opportunity for some refugee adolescents, dropout students, married youth and adults. It brings benefits to the refugee community and to future community reconstruction. This programme is also offered to the schools at the primary and secondary level. It is administered by the CBOs and refugee vocational committee in collaboration with ZOO, COOER, HI, DARE and BBC. Vocational training students need work opportunities after attending training. Some refugees are not interested in vocational trainings because there are seen to be few opportunities for participants post-training as well as few practice sessions due to lack of resources and materials and the prohibition against refugees working outside the camp. For example, courses for auto mechanics, black smiths, stove making and agriculture suffer from inadequate materials and spaces to practice what they have learned. Vocational training in the camp has created an understanding among the refugees about occupations in various sectors of economic and social life. In addition, the study has found that there is a need for marketing, income generation, and management skills training. Training in these areas would provide Karen refugees with basic business skills for finding more work and generating small business for their families.

This study has seen that there are many problems that need to be addressed in the current education programme at Nu Poe camp; e.g. the secondary level curriculum, teacher issues, textbooks and materials for vocational students, and the post-10 education level. NGOs, CBOs and camp leaders are dealing with these problems and trying to overcome them step by step. However, refugees have stated that they need more higher education for their country's reconstruction. Existing camp education will not help them much when they go back to rebuild their nation. To be well prepared they need further education in the fields of economics, politics, social studies, human rights, national reconciliation and development. As refugees they believe they should have the right to higher education and the right to choose their field of study. Without assistance from stake holders and CBOs they cannot exercise these rights.

As stated in UNHCR Education Field Guideline, “Education promotes self-reliance, social and economic development. Education builds personal self-reliance and provides for the ‘human capital’ needed for the future reconstruction and economic development of areas of origin or settlement. Appropriate education builds the foundations for social cohesion, peace and justice. Education that has been disrupted means that a generation of young people may miss out on education altogether and become a drain on the economy or social fabric of a country as well as become a force for future conflict.” (UNHCR 2003)” Education is a major component in the development of human resources. Therefore the investment in education is an investment in the productivity of the population.” (Fagerlind,I., & Saha, J.L., 1983, p-47)

According to Protection Refugee: A field guide for NGOs 1999: “With regard to refugee children, education is an especially useful tool to protect them from dangers such as military recruitment, sexual exploitation, abuse, violence, and trafficking. Education raises refugee children’s awareness, provides a viable alternative to harmful options that may present themselves, and enables intellectual development and psycho-social recovery.”

5.3 Condition of Need for Higher Education

To prepare refugees for future development, this study found that, currently, they have little access to education after graduating from Grade 10 and post-10 education. Research from this study shows that the Karen believe education to be a major component in the development of human resources and value it highly. The investment in education is an investment in the productivity of the population. According to camp education committees and teachers in group discussion and interviews, all of the children in the camp are going to school. Most of the students who drop out from the school are IDP students, who find the lessons hard to follow because of English and Karen language difficulties. Some IDP students did not have a chance to learn their native language when they were studying in Myanmar.

Parents want their children to be allowed to receive higher education. In Nu Poe camp increasing numbers of refugee children are now receiving secondary and

post secondary schooling but so far only few of them have had access to higher education. If Karen refugee children and youth are to become truly self-reliant and equipped to rebuild their societies, they will need to further their education. For many years, refugee communities on the Thai-Myanmar border have tried hard to run self-help secondary schools. Refugee schools can hardly find qualified teachers since many refugees are unable to complete higher education courses. Host communities have not made efforts to admit refugees into their colleges and universities.

The results of questionnaires and in-depth interviews of the camp education committee, teachers and students in Nu Poe camp clearly show that the need for higher education is essential for the Karen people's further development. They struggle for their rights, a process which relies heavily on their education. They feel that the Karen people are unable to exercise those rights because they lack education in how to regain them and lack governance capacity. Higher education for them is an important protection tool. The Karen people have several CBOs and are very active in the civil society movement. By drawing attention to human rights violations inside Myanmar they inform the international community about their situation. CBOs work on capacity building skills training courses for staff members as well as young people in the Karen community so they can work more effectively for Karen development and build a more powerful society.

The students in the camp are aware of the need for education to prepare them for the future. According to the questionnaires and interviews undertaken, all of the students would like to continue their education after they finish secondary and post-10 education. An institution for further studies does not exist in the camps. Some of the students have a strong commitment and desire to serve their community and take over their current leaders' duties in the future. Opportunities for higher education provide strong motivation for students to work hard and prepare well at the secondary and post-10 levels. Because the Karen people are in a wartime situation, they need conflict resolution and peace-building skills as well as community and education development skills, public administration, political science, law education, social science, human rights education and health education that will prepare them for the country's reconstruction. While Nu Poe has no higher education programme in place at this time, all stake holders should start planning strategies for providing higher

education to refugees. If the refugees and stake holders start preparing now, higher education could be accessed at Nu Poe refugee camp within four or five years. Funds should be made available to establish and support the higher education programme in response to the challenge of the refugees' situation.

5.3.1 Preparing Karen refugees for Future Needs and Development through Higher Education

For the Karen refugee in Nu Poe camp, higher education is essential to ensure sustainable development and translates to the effective progression of society in all facets through the production, sharing, and application of knowledge. By offering relevant qualifications through professional training, which combines high-level knowledge and skills, in courses whose content is continually updated, the present and future needs of Karen society will be addressed. To the refugee, higher education can help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity. Higher education helps protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives. Higher education contributes to the development and improvement of education at all levels, from student to teacher. Higher education can promote personal development and responsible citizenship in refugees.

Karen refugees fled to Thailand because of fighting between the government and ethnic minority groups. By educating Karen refugees in conflict resolution and peace-building they will be better able to rebuild their country. The main aim of the Karen refugees in Nu Poe camp is to reconstruct their society and State in Myanmar. Higher education would develop and maintain an advanced knowledge base to prepare for reconstruction and social and economic development in their future. In addition, higher education would also prepare them to be active citizens in a democratic society in Myanmar and provide protection from discrimination.

5.4 Stake Holders' Policy Regarding Higher Education

The policies of NGOs, UNHCR and the Royal Thai Government (RTG) with regard to higher educational opportunities for Karen refugees look positive. Thailand's policy toward the Karen refugees has undergone some positive recent changes. The government is also reducing restrictions on travel outside the camps to allow educational staff to attend workshops or trainings outside and in the other camps. The government and UNHCR have agreed to adopt a "new vision" and implement measures to enable the Karen refugees to further their education, receive training and seek employment in and outside of the camps. It will also offer camp residents a chance to productively use their time in a way that promotes self-reliance and a sense of self-worth, as well as preparing them for the future and for making a positive contribution to Thailand's economy. According to interview with key informants from MOE, Ministry of education and providers of services to refugees are already outlining a plan to enhance the current educational services inside the camps by adding Thai- and English-language training along with guidelines on how to measure camp residents' educational achievements. The goal is to enable them to further their studies at vocational schools and universities in courses to be provided via online distance programmes or at educational institutions outside the camps. If and when democracy is restored in Myanmar and peace is made between the Burmese government and the country's ethnic rebels, this stock of better-educated, highly trained workers will be able to return home and help rebuild their country.

Taking care of refugees will also serve Thailand's long-term national interests, because it will lay the groundwork for future good relations with a democratic Myanmar. In addition, the on going process of working towards peace in Myanmar will require a large number of capable personnel and it can not wait for peace and work. In the meantime, all the efforts and resources of existing personnel are needed to make peace possible.

5.5 Possibilities for Refugee Access to Higher Education

This study found that NGOs are becoming more interested in higher education for refugees. They have a plan to offer a higher education programme for

refugees in 2007. NGOs currently are lobbying RTG for their proposal regarding a higher education programme for refugees. The options that NGOs are considering include online distance education, refugee scholarships to attend university in Thailand, contact with Thai universities in Thailand, and distance education programmes in the camps. Other NGOs, such as a women's group, have a plan to support 20 Burmese refugees at universities in other countries.

Some top students who finish post-10 education have an extremely high level of English language skills, comparable to the GCE O level. These refugee students would not have a problem studying at institutions of higher education in Thailand which provide international courses or foreign countries. Currently, Thai language is also being introduced in Nu Poe camp through collaboration between the Thai Non-Formal education department and NGOs. The new RTG-supported special education centres teaching Thai language will improve accessibility to Thai language facilities. This will be a good opportunity for refugees to have a chance to enter Thai higher education institutions in the near future. In the case of Nu Poe, higher education will not only serve the camp students but also benefit IDP students from Myanmar or Karen state.

The information from stake holders and institutions also appears to be helpful for the refugees. Donors and institutions welcome Thai policy on the refugees and are interested in raising their funding and increasing educational activities. In the same way KED is also planning to expand the camp's education level in 2008. However, there will be many obstacles that KED will have to deal with, such as resource persons; because teachers now apply for resettlement programme and create shortage of teachers, funding for higher education, and cooperation with NGOs and RTG policy. If all stake holders are willing to help, higher education will be achieved in the camp in spite of the challenges. The two works can be done simultaneously while there are problems, but refugees itself and NGOs are manageable. Thus, it should not wait time before starting the other one because the higher education can start rolling while the solution done. The international agenda now includes higher education as a major component; it is time to put the issue of higher education for refugees on that agenda as well.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The important results of these findings are that basic education is accessible in Nu Poe refugee camp and education programs are run by the Karen Education Department (KED) and NGOs. The curriculum of Karen refugees is the aggregate of courses of study given in the learning environment. The courses are arranged sequentially to ensure progression from lower to higher levels. KED and ZOA revise the curriculum every three years. The curriculum at primary level is well structured and of good quality, but the curriculum at secondary level is in the process of improvement and revision. Currently, the curriculum of refugees can not be recognized by the host country and Myanmar for the reason that the curriculum content is not relevant to both countries. It is important for refugees that the curriculum should be accepted by both countries when they return to Myanmar and during their stay in Thailand. Therefore, all the stakeholders and CBOs have a role to adjust and choose a proper curriculum that can be accepted by the country of origin and the host county. Secondary education in the camp is suitable to the refugee situation as there are some students who graduate in camp with a high grade that can attend university in Thailand and foreign countries. The funding for running schools and the education system comes from a variety of sources. Several NGOs are working in refugees' education. They provide funding for teachers' trainings, school building, school supplies, textbooks and teachers subsidies. KED is implementing and managing the day-to-day education system and working for the education quality.

The findings from all elements of this research highlight barriers in current educational service provision in the camps. Every year, many IDP students come and study in the camp to receive good and free education. Education in Myanmar is very poor and expensive for IDP students. Camp education management committees have to seek funding and arrange for their study. The reason teachers have less salary is considered great contribution as well. Teachers' subsidies are very low when compared to the other NGO workers and many teachers have moved to other work areas or applied for resettlement to a third country. This has created a problem for

KED and NGOs who work in education since they have to retrain new teachers every year. This process of losing teachers is also reducing the educational quality in the refugee camp. Thus a serious programme for teachers' subsidy and welfare must be taken into account, in order to make sure that there would be enough teachers when higher education programme starts. In addition other obstacles affecting education in camp include a lack of access to the internet and electricity, temporary school infrastructure, and a lack of access to adequate materials or equipment which is necessary for quality education. A school library is needed for students to create student reading habits. Even when basic education is available, and with a variety of sources of funding from NGOs, the education in the camp is not recognized by both the origin and host countries. The educational certificate received in the camp can not be used in Myanmar or Thailand to make a claim for any further education.

Similarly, the research highlights a need for higher education is that, there are community-based Post-10 or post secondary education programmes in almost all of the camps that provide follow-up education for students who passed Grade 10. There is indeed no official access to higher education after Post-10 level. Student motivation depends highly on more opportunities for further study. According to why Karen refugees need higher education, this study has shown that education has great value for the development of Karen societies and national reconstruction, promoting personal development and preparedness for responsible citizenship, developing skills for conflict resolution and peace-building and social and economic development and can provide protection from harm.

Similarly, the research highlights the fact that education is very valuable to Karen refugees and it is a good solution for them to struggle for their needs. The real needs of the Karen refugees is to rebuild Karen State as their own country. The Karen people want peace and democratic reform in Myanmar and self-determination. In order to reach their goal, the most important answer is education. With regard to UNHCR Education Field Guideline 2003, education is a major component in the development of human resources. The higher education system represents a major resource for national development and contributes to the world-wide advance of knowledge. Higher education for refugees is also responding to essential needs for

national reconstruction, whether in the conflict or post-conflict situation. (9th UNESCO NGO Collective Consultation on Higher Education)

At present it appears that some of Karen people believe resettlement programmes could help them gain more educated people. Thus many Karen families apply for resettlement for their children's education. However, they do not know how life in a third country would be. A small percentage would receive resettlement opportunity, but there are a large number still want to stay behind. However, occasion for repatriation programme are not certain until now and it will enquire longer time for refugees to stay in Thailand. Thus, education is needed to expand in order to develop refugees' lives while staying in Thailand. The preparation of refugees' and their development should start now and it would be easier and ready when they are going back.

To conclude, the research highlights key information which could be addressed usefully to encourage and access higher education for refugees. The cooperation of all stakeholders in provision of higher education, funding and support can help increase the human capital needed for the future reconstruction of a Karen society and the economic development of areas of a host country or country of resettlement. Higher education provides life-saving and life-sustaining skills and can protect the individual and society at all stages. It also provides Karen refugees a safeguard against future attempts at political dictatorship and enables intellectual development and psycho-social recovery. In addition, refugees with high level skills would be able to contribute to the growth of the Thai economy should working restrictions be eased. If and when democracy is restored in Myanmar and peace is made between the Burmese government and the country's ethnic rebels, this stock of better-educated, highly trained Karen refugees will be able to return home and help rebuild their country.

According to the Universal Declaration of Human Rights (Article 26.1) one of the fundamental standard setting instruments states that "Higher education shall be equally accessible to all on the basis of merits". As assuring equitable access to higher education is one of the key challenges and concerns in a more globalized society, this article has particular relevance for the debate and is the basis of the UNESCO

position. The development in higher education in Karen refugee camps has created a need to critically re-examine the policy and regulations of RTG, provision of NGOs assistance and the role of UNHCR in investigating education and refugee administration. Additional resources and further educational opportunities can help overcome the obstacles that refugees face, both in accessing and in continuing higher education.

6.2 Recommendation

The following recommendations will inform all stakeholder who work for the education of Karen refugees along Thai-Myanmar border. At the same time, it is hoped that the information of this research will be of interest and use to NGOs, CBOs and other institutions to facilitate access to higher education for refugees.

In the case of Nu Poe, there were few opportunities for students to further their studies and many students in Karen State in Myanmar came to study in the camp. The provision of education level should be developed and alternative education should be available with equitable access to higher education in Nu Poe camp, because improving educational assistances, quality, and level and access to higher education will also benefit students from IDP areas and in Myanmar as well.

Currently, distance education and attending university in other countries or in Thai universities would be ready and a better way for accessing higher education in Nu Poe refugee camp. These are the programmes that have been accessed by refugees for many years. These are also successful and increase the resources persons to serve for the refugee community development. In addition, Nu Poe refugees would not be ready if they have to manage and establish higher education or university within the camp. According to this study, all the respondents in the camp rely on their leaders (KED) and NGOs to organize the programmes for them. Having accessible higher education in the camp may take time to prepare, as refugees need to manage the programme and find the teachers. They may also need more trainings and skillful teachers before the programme is available in the camps. Thus, scholarship programme should be reach to 30-50% of the refugee students and distance education should be accessible to the entire refugee students. This is the best solution to support refugee students to study outside the camp or through distance education, rather than

coming back to the refugee community and establishing higher education programme in the camp. There might be a five years plan to get 100 educated people through distance and scholarship programme to work for university in the refugee camp. On the other hand, in order to have a good quality of existing education in the camp now, the progress of promoting teachers' motivation is highly needed and otherwise, teachers will leave their job and that is effected current education quality. There is a need to consider teachers' welfare and increase teachers' subsidies.

This study can only be done with a better understanding of the situation and need for higher education. More information and opportunity and need for higher education will be best achieve through further research. Some recommendations for further research would include:

- a) Further research is needed into the situation of refugees and access to higher education. The better the understanding of their plight the better opportunity of access to higher education, better methodology of implementation of the need for higher education for the refugees.
- b) Research should be carried out into the further skills that refugees need for reconstruction and skills to build peace in Myanmar.
- c) Research should be carried out to all of the Karen refugee camps along the Thai-Myanmar border to better receive more detailed information regarding interpreting conditions of the need for higher education by refugees' community at large.
- d) More detailed research is required into the perception from Thai institutions or universities in other countries, NGOs, UNHCR and RTG regarding refugees and their right to higher education.
- e) More specific research of IDP students and what does make them want to study? And why education is so important to them?
- f) Finally, further research for the most suitable higher education programmes for the refugees.

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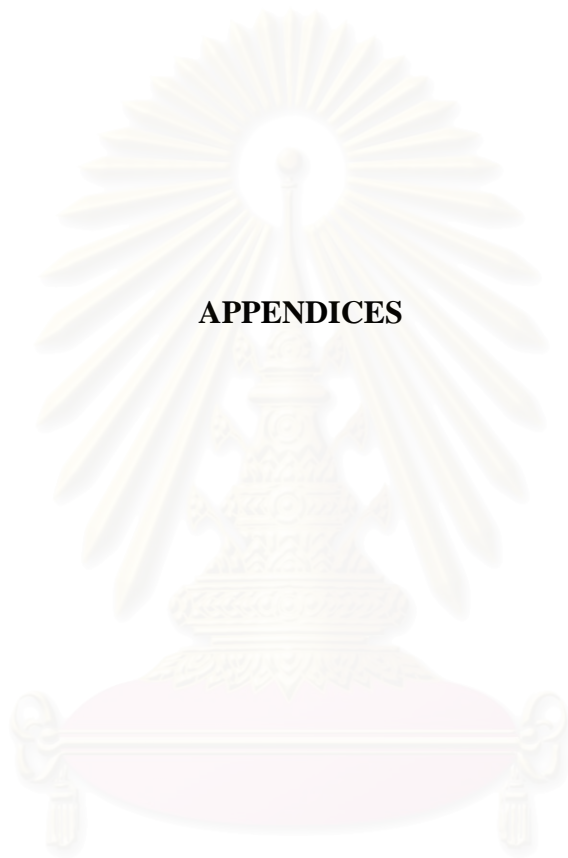
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APPENDICES

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX A**DECLARATION ON HIGHER EDUCATION FOR THE 21ST CENTURY
OCTOBER 16, 1998**

- Higher education should be accessible to all on merit
- A more student-orientated vision of higher education
- Core missions are educating, training and undertaking research. Others include the promotion of national, regional, international and historic cultures, the enhancement of societal values and contributing to the development and improvement of education at all levels, including through teacher training
- Emphasis on higher education's ethical role, autonomy, responsible and anticipatory function
- All engaged in higher education should defend and disseminate universally accepted values, among them peace, justice, freedom, equality and solidarity
- Equity of access; promotion of the role of women
- Higher education should reinforce its role of service to society, especially in assisting eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease
- Reinforced links with the world of work with efforts devoted to developing students' entrepreneurial skills so that they become job creators as well as job seekers
- Greater diversity in organization and recruitment methods and criteria
- National and institutional decision-makers should place students and their needs at the centre of their concerns
- Greater sharing of knowledge and expertise across national borders and the need to stem the brain drain, with priority given to training programmes in the developing countries, in centers of excellence forming regional and international networks, with short periods of specialized and intensive study abroad.

APPENDIX B

WORLD DECLARATION ON HIGHER EDUCATION FOR THE TWENTY-FIRST CENTURY: VISION AND ACTION (9 October 1998)

MISSIONS AND FUNCTIONS OF HIGHER EDUCATION

Article 1. Mission to educate, to train and to undertake research

We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

(a) educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;

(b) provide opportunities (*espace ouvert*) **for higher learning and for learning throughout life**, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order **to educate for citizenship and for active participation in society**, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice;

(c) **advance, create and disseminate knowledge through research** and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

(d) help **understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures**, in a context of cultural pluralism and diversity;

(e) help protect and enhance **societal values** by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives;

(f) contribute to the development and improvement of education at all levels, including through the training of teachers.

Article 2. Ethical role, autonomy, responsibility and anticipatory function

In accordance with the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997, **higher education institutions and their personnel and students** should:

- (a) preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities;
- (b) be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act;
- (c) enhance their critical and forward-looking functions, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention;
- (d) exercise their intellectual capacity and their moral prestige to defend and actively disseminate universally accepted values, including peace, justice, freedom, equality and solidarity, as enshrined in UNESCO's Constitution;
- (e) enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society;
- (f) play a role in helping identify and address issues that affect the well-being of communities, nations and global society.

SHAPING A NEW VISION OF HIGHER EDUCATION

Article 3. Equity of access

- (a) In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities.
- (b) Equity of access to higher education should begin with the reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education. Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities. Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination.
- (c) As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, **all policies concerning access to higher education** to give priority in the future to the approach based on the merit of the individual, as defined in Article 3(a) above.

(d) Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.

Article 4. Enhancing participation and promoting the role of women

(a) Although significant progress has been achieved to enhance the **access of women** to higher education, various socio-economic, cultural and political obstacles continue in many places in the world to impede their full access and effective integration. To overcome them remains an urgent priority in the renewal process for ensuring an equitable and nondiscriminatory system of higher education based on the principle of merit.

(b) Further efforts are required to eliminate all gender stereotyping in higher education, to consider gender aspects in different disciplines and to consolidate women's participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making.

(c) Gender studies (women's studies) should be promoted as a field of knowledge, strategic for the transformation of higher education and society.

(d) Efforts should be made to eliminate political and social barriers whereby women are underrepresented and in particular to enhance their active involvement at policy and decisionmaking levels within higher education and society.

Article 5. Advancing knowledge through research in science, the arts and humanities and the dissemination of its results

(a) The advancement of knowledge through **research** is an essential function of all **systems** of higher education, which should promote postgraduate studies. **Innovation, interdisciplinarity and transdisciplinarity** should be promoted and reinforced in programmes with long-term orientations on social and cultural aims and needs. An appropriate balance should be established between basic and target-oriented research.

(b) Institutions should ensure that all members of the academic community engaged in research are provided with appropriate training, resources and support. The intellectual and cultural rights on the results of research should be used to the benefit of humanity and should be protected so that they cannot be abused.

(c) Research must be enhanced in all disciplines, including the social and human sciences, education (including higher education), engineering, natural sciences, mathematics, informatics and the arts within the framework of national, regional and international research and development policies. Of special importance is the enhancement of research capacities in higher education research institutions, as mutual enhancement of quality takes place when higher education and research are

conducted at a high level within the same institution. These institutions should find the material and financial support required, from **both public and private sources**.

Article 6. Long-term orientation based on relevance

(a) **Relevance** in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the world of work, **basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection**. The concern is to provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations.

(b) Higher education should **reinforce its role of service to society**, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an **interdisciplinary and transdisciplinary approach** in the analysis of problems and issues.

(c) Higher education should enhance its contribution to **the development of the whole education system**, notably through improved teacher education, curriculum development and educational research.

(d) Ultimately, higher education should aim at the creation of a new society - non-violent and non-exploitative - consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

Article 7. Strengthening co-operation with the world of work and analysing and anticipating societal needs

(a) In economies characterized by changes and the emergence of new production paradigms based on knowledge and its application, and on the handling of information, the links between higher education, the world of work and other parts of society should be strengthened and renewed.

(b) Links with the world of work can be strengthened, through the participation of its representatives in the governance of institutions, the increased use of domestic and international apprenticeship/work-study opportunities for students and teachers, the exchange of personnel between the world of work and higher education institutions and revised curricula more closely aligned with working practices.

(c) **As a lifelong source of professional training, updating and recycling**, institutions of higher education should systematically take into account trends in the world of work and in the scientific, technological and economic sectors. In order to respond to the work requirements, higher education systems and the world of work should jointly develop and assess learning processes, bridging programmes and prior learning assessment and recognition programmes, which integrate theory and training on the job. Within the framework of their anticipatory function, higher education

institutions could contribute to the creation of new jobs, although that is not their only function.

(d) Developing entrepreneurial skills and initiative should become major concerns of higher education, in order to facilitate employability of graduates who will increasingly be called upon to be not only job seekers but also and above all to become job creators. Higher education institutions should give the opportunity to students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice.

Article 8. Diversification for enhanced equity of opportunity

(a) Diversifying higher education models and recruitment methods and criteria is essential both to meet increasing international demand and to provide access to various delivery modes and to extend access to an ever-wider public, in a lifelong perspective, based on flexible entry and exit points to and from the system of higher education.

(b) More diversified systems of higher education are characterized by new types of tertiary institutions: public, private and non-profit institutions, amongst others. Institutions should be able to offer a wide variety of education and training opportunities: traditional degrees, short courses, part-time study, flexible schedules, modularized courses, supported learning at a distance, etc.

Article 9. Innovative educational approaches: critical thinking and creativity

(a) In a world undergoing rapid changes, there is a perceived need for a new vision and paradigm of higher education, which should be student-oriented, calling in most countries for in-depth reforms and an open access policy so as to cater for ever more diversified categories of people, and of its contents, methods, practices and means of delivery, based on new types of links and partnerships with the community and with the broadest sectors of society.

(b) Higher education institutions should educate students to become well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.

(c) To achieve these goals, it may be necessary to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. New pedagogical and didactical approaches should be accessible and promoted in order to facilitate the acquisition of skills, competences and abilities for communication, creative and critical analysis, **independent thinking and team work in multicultural contexts**, where creativity also involves combining traditional or local knowledge and know-how with advanced science and technology. **These recast curricula should take into account the gender dimension and the specific cultural, historic and economic context of each country.** The teaching of human rights standards and education on the needs of communities in all parts of the world should be reflected in the curricula of all disciplines, particularly those preparing for

entrepreneurship. Academic personnel should play a significant role in determining the curriculum.

(d) New methods of education will also imply new types of teaching-learning materials. These have to be coupled with new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity.

Article 10. Higher education personnel and students as major actors

(a) A vigorous policy of staff development is an essential element for higher education institutions. Clear policies should be established concerning higher education teachers, who nowadays need to focus on teaching students how to learn and how to take initiatives rather than being exclusively founts of knowledge. Adequate provision should be made for research and for updating and improving pedagogical skills, through appropriate staff development programmes, encouraging constant innovation in curriculum, teaching and learning methods, and ensuring appropriate professional and financial status, and **for excellence in research and teaching**, reflecting the corresponding provisions of the **Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997**. To this end, more importance should be attached to international experience. Furthermore, in view of the role of higher education for lifelong learning, experience outside the institutions ought to be considered as a relevant qualification for higher educational staff.

(b) Clear policies should be established by all higher education institutions preparing teachers of early childhood education and for primary and secondary schools, providing stimulus for constant innovation in curriculum, best practices in teaching methods and familiarity with diverse learning styles. It is vital to have appropriately trained administrative and technical personnel.

(c) **National and institutional decision-makers should place students and their needs at the centre of their concerns**, and should consider them as major partners and responsible stakeholders in the renewal of higher education. This should include student involvement in issues that affect that level of education, in evaluation, the renovation of teaching methods and curricula and, in the institutional framework in force, in policy-formulation and institutional management. As students have the right to organize and represent themselves, students' involvement in these issues should be guaranteed.

(d) Guidance and counseling services should be developed, in co-operation with student organizations, in order to assist students in the transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Apart from those entering higher education from schools or further education colleges, they should also take account of the needs of those leaving and returning in a lifelong process. Such support is important in ensuring a good match between student and course, reducing dropout.

Students who do drop out should have suitable opportunities to return to higher

education if and when appropriate.

FROM VISION TO ACTION

Article 11. Qualitative evaluation

(a) **Quality in higher education is a multidimensional concept**, which should embrace all its functions, and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognized at international level, should be defined. **Due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity.** Stakeholders should be an integral part of the institutional evaluation process.

(b) Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.

(c) To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including teaching/learning methodology and mobility between countries, between higher education institutions, and between higher education institutions and the world of work, as well as student mobility within and between countries. The new information technologies are an important tool in this process, owing to their impact on the acquisition of knowledge and know-how.

Article 12. The potential and the challenge of technology

The rapid breakthroughs in new information and communication technologies will further change the way knowledge is developed, acquired and delivered. It is also important to note that the new technologies offer opportunities to innovate on course content and teaching methods and to widen access to higher learning. However, it should be borne in mind that new information technology does not reduce the need for teachers but changes their role in relation to the learning process and that the continuous dialogue that converts information into knowledge and understanding becomes fundamental. Higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international cooperation by:

(a) engaging in networks, technology transfer, capacity-building, developing teaching materials and sharing experience of their application in teaching, training and research, making knowledge accessible to all;

(b) creating new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems, capable of bridging

distances and developing high-quality systems of education, thus serving social and economic advancement and democratization as well as other relevant priorities of society, while ensuring that these virtual education facilities, based on regional, continental or global networks, function in a way that respects cultural and social identities;

(c) noting that, in making full use of information and communication technology (ICT) for educational purposes, particular attention should be paid to removing the grave inequalities which exist among and also within the countries of the world with regard to access to new information and communication technologies and to the production of the corresponding resources;

(d) adapting ICT to national, regional and local needs and securing technical, educational, management and institutional systems to sustain it;

(e) facilitating, through international co-operation, the identification of the objectives and interests of all countries, particularly the developing countries, equitable access and the strengthening of infrastructures in this field and the dissemination of such technology throughout society;

(f) closely following the evolution of the 'knowledge society' in order to ensure high quality and equitable regulations for access to prevail;

(g) taking the new possibilities created by the use of ICTs into account, while realizing that it is, above all, institutions of higher education that are using ICTs in order to modernize their work, and not ICTs transforming institutions of higher education from real to virtual institutions.

Article 13. Strengthening higher education management and financing

(a) The management and financing of higher education require the **development of appropriate planning and policy-analysis capacities** and strategies, based on partnerships established between higher education institutions and state and national planning and co-ordination bodies, so as to secure appropriately streamlined management and the cost-effective use of resources. Higher education institutions should **adopt forward looking management practices** that respond to the needs of their environments. Managers in higher education must be responsive, competent and able to evaluate regularly, by internal and external mechanisms, the effectiveness of procedures and administrative rules.

(b) Higher education institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, parliament, students and the wider society.

(c) The ultimate goal of management should be to enhance the institutional mission by ensuring high-quality teaching, training and research, and services to the community. This objective requires **governance that combines social vision, including understanding of global issues, with efficient managerial skills**. Leadership in higher education is thus a major social responsibility and can be significantly strengthened through dialogue with all stakeholders, especially teachers and students, in higher education. The participation of teaching faculty in the governing bodies of

higher education institutions should be taken into account, within the framework of current institutional arrangements, bearing in mind the need to keep the size of these bodies within reasonable bounds.

(d) The promotion of North-South co-operation to ensure the necessary financing for strengthening higher education in the developing countries is essential.

Article 14. Financing of higher education as a public service

The funding of higher education requires both public and private resources. The role of the state remains essential in this regard.

(a) The diversification of funding sources reflects the support that society provides to higher education and must be further strengthened to ensure the development of higher education, increase its efficiency and maintain its quality and relevance. **Public support for higher education and research remains essential** to ensure a balanced achievement of educational and social missions.

(b) Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development. **Mobilization for this purpose depends on public awareness and involvement of the public and private sectors** of the economy, parliaments, the media, governmental and non-governmental organizations, students as well as institutions, families and all the social actors involved with higher education.

Article 15. Sharing knowledge and know-how across borders and continents

(a) The principle of solidarity and true partnership amongst higher education institutions worldwide is crucial for education and training in all fields that encourage an understanding of global issues, the role of democratic governance and skilled human resources in their resolution, and the need for living together with different cultures and values. The practice of multilingualism, faculty and student exchange programmes and institutional linkage to promote intellectual and scientific co-operation should be an integral part of all higher education systems.

(b) The principles of international co-operation based on solidarity, recognition and mutual support, true partnership that equitably serves the interests of the partners and the value of sharing knowledge and know-how across borders should govern relationships among higher education institutions in both developed and developing countries and should benefit the least developed countries in particular. Consideration should be given to the need for safeguarding higher education institutional capacities in regions suffering from conflict or natural disasters. Consequently, an international dimension should permeate the curriculum, and the teaching and learning processes.

(c) Regional and international normative instruments for the recognition of studies should be ratified and implemented, including certification of the skills, competences and abilities of graduates, making it easier for students to change courses, in order to facilitate mobility within and between national systems.

Article 16 - From 'brain drain' to 'brain gain'

The 'brain drain' has yet to be stemmed, since it continues to deprive the developing countries and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress. International co-operation schemes should be based on long-term partnerships between institutions in the South and the North, and also promote South-South co-operation. Priority should be given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialized and intensive study abroad. Consideration should be given to creating an environment conducive to attracting and retaining skilled human capital, either through national policies or international arrangements to facilitate the return - permanent or temporary - of highly trained scholars and researchers to their countries of origin. At the same time, efforts must be directed towards a process of 'brain gain' through collaboration programmes that, by virtue of their international dimension, enhance the building and strengthening of institutions and facilitate full use of endogenous capacities. Experience gained through the UNITWIN/UNESCO Chairs Programme and the principles enshrined in the regional conventions on the recognition of degrees and diplomas in higher education are of particular importance in this respect.

Article 17. Partnership and alliances

Partnership and alliances amongst stakeholders - national and institutional policy-makers, teaching and **related** staff, researchers and students, and administrative and technical personnel in institutions of higher education, the world of work, community groups - is a powerful force in managing change. Also, non-governmental organizations are key actors in this process.

Henceforth, **partnership, based on common interest, mutual respect and credibility, should be a prime matrix for renewal in higher education.**

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APPENDIX C

ORGANIZATIONS AND NGOS PROVIDE MANAGEMENT AND SUPPORT IN THE CAMP

- KRC and CMP for self management project
- UNHCR for registration, Resettlement, sex and gender base violence, Education and training and protection
- MOI for camp internal security and administration management
- KCC for camp community management performance activity between NGOs and CBOs cooperation and participation
- TBBC for shelter/ food and clothing
- ARC for health, prevention, sanitation, health education, water supply, mother and child care and gender based violence education (GBV)
- AMI for treatment & OPD/IPD and refer to Hospitals
- Dare for Anti drugs abuse and alcohol Education
- Herbal clinic is a voluntary service for patients
- HI for rehabilitate mine victims and mine risk education
- Right to play for sport activity especially under 18 aged people (RTP)
- COERR for social work, protection, vocational making candles, Agriculture, take care of aged group and under 18 aged children who separated with their parents to give them hygiene packs and Consoling
- SVA for camp libraries
- ZOA and Consortium/ World education for education programme and vocational training
- KWO for orphanage students, women development project of weaving and small traditional clothing and income generation project
- KYO for youth organizing and empowerment activities
- KSNG for student's education development activities
- CPC for under 18 children activities for training, campaign, relationships space, protect child abuse and child rights
- Camp sport committee and Traditional cultural committee for special days' ceremony

APPENDIX D

2006 - 2007 ACADEMIC STUDENTS STATISTICS IN Nu Poe CAMPS

Camp	Nupoe June Student			Religion of Nupoe student June					Nupoe June Teachers			Religion of Nupoe Teachers June				
	M	F	T	B	C	M	0th	T	M	F	T	B	C	M	0th	T
KG B	326	324	650	216	332	102		650	32	61	93	7	82	4		93
KG A	276	243	519	160	250	109		519								
1	250	222	472	156	216	100		472								
2	220	261	481	150	265	66		481								
3	220	191	411	121	234	56		411								
4	180	178	358	114	211	33		358								
5	192	174	366	137	217	11	1	366	38	36	74	58	16			74
6	186	141	327	143	177	7		327								
7	159	148	307	118	179	9	1	307								
8	112	113	225	89	133	2	1	225								
9	122	113	235	102	129	2	2	235								
10	60	71	131	63	63	5		131								
Nursery	294	253	547	145	357	45		547		22	22	2	18	2		22
Post ten	56	41	97	36	60	1		97	23	7	30	23	7			30
Total	2653	2473	5126	1750	2823	548	5	5126	93	126	219	90	123	6	0	219

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BIOGRAPHY

Aranya Kengkunchorn finished an undergraduate degree in a Bachelor of Arts in Business Administration from Bradford University, England. She is a social worker, and has been working with Non-Government Organizations (NGOs) over five years along Thai-Burma border. She is currently working with Karen Women's Organization for Karen refugee women in the refugee camps.



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