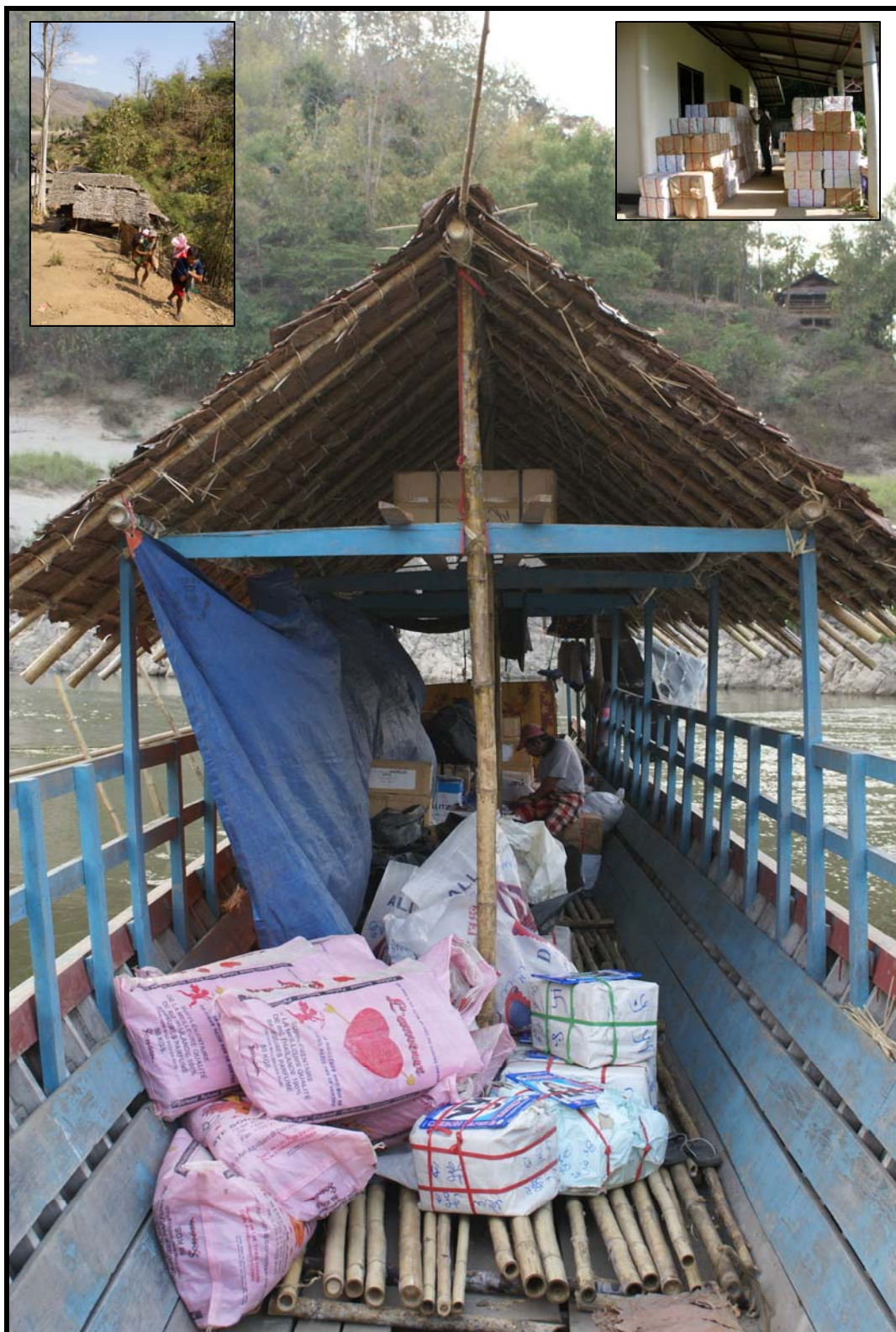


KAREN STATE EDUCATION ASSISTANCE GROUP REPORT



APRIL 2008

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KAREN STATE EDUCATION ASSISTANCE GROUP

April 2008 Report

This report looks at Karen State Education Assistance Group (KSEAG) activities from January through March 2008. As stated in our December 2007 report, KSEAG distributed a 1500 Baht subsidy to 2825 Karen State teachers in November and December 2007¹. During this current period we followed up to make sure that teachers actually received their subsidy while at the same time updating our database of Karen State teachers.

By far the most difficult task during this period was the distribution of school materials. In fact, at the time of writing this report, the distribution is still ongoing in some areas. As such, this report will serve as an update of the distribution process and a full report will be provided at the end of June.

KSEAG is a network of organizations and individuals seeking to provide education assistance to impoverished and displaced schools in Karen State, Burma. In 2006-7, by pooling human, financial and material resources KSEAG members were able to provide basic teacher subsidies and materials to every Karen State school in a systematic and effective manner.

SECTION 1: Follow-up Monitoring of the Teacher Subsidy Distribution

In November and December 2007, the distribution team went to different locations throughout Karen State to hand over teacher subsidies to local teachers. The distribution teams were given a number of forms that were to be signed by individual teachers and then these forms were returned to KSEAG for monitoring and evaluation. The original agreements made with district education leaders meant that KSEAG provided 1500 Baht for 2825 teachers.

DISTRICTS	SCHOOLS	SF	SM	ST	TF	TM	TT
Taungoo	0	0	0	0	0	0	0
Kler Lwee Htoo	51	821	792	1613	99	36	135
Mutraw	291	5180	5207	10387	510	261	771
Doo Tha Htoo	131	6026	6099	12125	348	184	532
Pa.an	110	3625	2826	6451	214	65	279
Dooplaya	316	15092	12861	27953	831	230	1061
Mergui-Tavoy	14	580	495	1075	42	5	47
	913	31324	28280	59604	2044	781	2825

** This table is from the December 2007 Report

When the distribution team returned to their districts, they found that in certain schools there were more or less teachers than originally agreed upon. There were only a few cases of this and were because either the community had found another teacher after statistics had been sent off to KSEAG or a teacher had left mid-year. Where there were less than expected teachers, the distribution team returned funds to KSEAG. Where there

¹ KSEAG provided teacher subsidies to all Karen State teachers except if teachers were already receiving support from outside of KSEAG. In the 2007-8 school year, 346 teachers received support from outside of KSEAG. See Karen State Education Assistance Group December 2007 Report for detailed information about Teacher Subsidy distribution as well a thorough examination of the current status of education throughout Karen State, Burma.

was an increase in teachers, the distribution team borrowed the needed funds locally to provide to teachers and KSEAG reimbursed them later. The report forms, which included teacher names and signature, were compared with teacher information received in the school statistic.

In the table below, you will see a breakdown and explanation of the changes in teacher numbers. You will also see the districts and townships that have or have not sent their full reports.

DISTRICT	TOWNSHIP	TEACHERS SUPPORTED	REPORT RECEIVED	COMMENTS	CHANGE IN TEACHERS	REMARKS
Kler Lwee Htoo	Hsaw Hti	54	ALL		1	New Teacher in XXXXXX School
Kler Lwee Htoo	Ler Doh	41	ALL		0	
Kler Lwee Htoo	Mone	44	ALL		3	4 New Teachers (XXXXXXX - 2 schools) and 1 Teacher Left (XXXXXXX school)
	District Total	139			4	
Mutraw	Bu Tho	90	ALL		-4	4 teachers in 4 schools left (Per Ler Der, Hgoh Gaw Kee, Hsaw Law Au and Kyoh Kho Der schools)
Mutraw	Dweh Lo	188	ALL		0	
Mutraw	Luthaw	488	MOST	1 school from Hkai Pa, 4 schools in Pla Ko and 10 schools in Yeh Mu Plaw Village Tracts not received	-1	Teacher in XXXXXXXX did not receive subsidy
	District Total	766			-5	
Doo Tha Htoo	Bilin	260	ALL		1	New Teacher in XXXXXXXXX school
Doo Tha Htoo	Kyet Htoo	47	ALL		1	New Teacher in XXXXXXXXX school
Doo Tha Htoo	Pa.an	86	ALL		0	
Doo Tha Htoo	Th'Htoo	141	ALL		0	
	District Total	534			2	
Pa.an	Lupleh	39	ALL		-1	
Pa.an	Takray	145	ALL		0	
Pa.an	T'Nay Cha	94	ALL		0	1 Teacher Left from XXXXXXXX school
	District Total	278			-1	
Dooplaya	Gru Htu	197	ALL		0	2 New Teachers in XXXXXXXXX and XXXXX schools and 2 teachers left Yay Kyaw Pya and No Ta schools
Dooplaya	Kaw T'Ree	242	NONE	Tonwship Leader Not Yet Return to Border	0	
Dooplaya	Kya-in	262	MOST	Reports from 22 schools not received yet	-3	2 New Teachers in XXXXX and XXXX schools and 5 teachers left from XXXXX, XXXXX, XXXXX, and XXXXX schools.
Dooplaya	Waw Ray	361	ALL		4	5 New Teachers in XXXXX, XXXXXXX, and XXXXX schools and 1 Teacher Left from Lay Noh school
	District Total	1062			1	
Mergui-Tavoy	District Total	47	ALL		0	
Karen State Totals		2826			1	

SECTION 2: School Material Distribution

Starting in mid-February until the time of this report 94,413 kilos of school materials have been brought into Karen State schools by boat, by truck and on the backs of over 6000 volunteer porters. Once materials arrive at local secure holding areas, an additional 15,000 villagers carry these materials back to their community schools.

Karen Education Support is the most comprehensive education support program in a conflict zone, not just in Burma, but the world. The scale of this operation is massive and complex, especially due to the conflict, but it works because of the tremendous local level community support and desire for education.

a. Collaboration and Gathering of Funds and Materials

Last year, KSEAG provided 3 notebooks, 2 pencils and 1 pen to every Karen State student. This year we provided 8 notebooks, 5 pencils, 5 pens and 2 erasers to every student. We were also able to provide 4 boxes of chalk, 1 pack of A4 paper, carbon paper, a pair of scissors, 10 blue pens, 10 red pens, a stapler and staples to every Karen State teacher as well as a football, volleyball, takraw ball, skipping rope and air pump to every Karen State school. This was made possible because of greater collaboration amongst existing supporters of Karen State schools as well as our ability to find new donors interested in supporting KSEAG activities.

In October 2007, an organization based in Thailand agreed to the guiding principles and practices of KSEAG. Two consequent meetings (in January and February 2008) formalized their participation within KSEAG. The immediate impact of this agreement was that this organization provided 1.2 million Baht for teaching and learning materials for the most remote areas of Karen State.

In January 2008, two international organizations purchased all of the required teaching and learning materials for Karen State schools who can be reached from the Thai-Burma border. A month earlier, a Swiss humanitarian organization provided funds for sports equipment for all Karen State schools. Also in December, a new US-based foundation, provided \$50,000 USD which is being used for learning materials for students in schools that cannot be reached from the Thai-Burma border.

As a result of this new support, combined with our existing donors, we have been able to provide teaching and learning materials as well as a basic sports kit to all Karen State schools for the 2008-9 school year.

b. Preparing for Distribution

It was necessary to store all of the materials in areas along the Thai-Burma border prior to the distribution. On January 10th, 209,796 notebooks, 104,900 pens, and 157,350 pencils (the total support from one KSEAG donor) arrived at KTWG's office in xxxxxx. These student learning materials almost covered the entire need for all schools that can be reached from Thailand. In retrospect, it would have been better to have them sent directly to local sites along the border. This was a lesson we quickly learned so when it came time for teaching materials, and remaining student materials to be purchased (provided by

another international organization), we had the company send the materials directly to different holding places. Materials were delivered and held in XXXXX (Mutraw and Kler Lwee Htoo districts), XXXXX (Pa.an and northern Dooplaya districts), XXXXX (Mergui-Tavoy district) and XXXXX (southern Dooplaya district).

The materials in XXXXX were taken to the XXXXX river and carried down to XXXXX, a village on the Burma side of the XXXXX river approximately 5 hours south of XXXXX. There, materials were stored on the 'School Material Boat Store' which is a large teak 'buffalo' boat (normally used to transport buffaloes from Burma into Thailand). XXXXX village is occasionally visited by Burma Army soldiers and as such was necessary to keep materials on the boat so we could leave quickly with the materials if need be. By the end of March, almost all materials had been taken from XXXXX to local distribution sites or directly to schools. However, materials for two village tracts in Bu Tho township (Mutraw District) and materials for Hsaw Hti township (Kler Lwee Htoo district) remain on the boat. KSEAG distribution team members will wait on the boat until porters from those areas arrive to collect materials. It is expected that this will happened by mid-April.



Dooplaya Materials at XXXXX



Materials at xxxx Office XXXXX

For those areas which we cannot access from Thailand (Dooplaya district, Doo Tha Htoo district, and parts of Kler Lwee Htoo district), materials were/are being purchased - **INFORMATION NOT AVAILABLE** – (and these purchases) account for 48% of all school materials provided to Karen State schools.

c. Overview of the Distribution Process

The amount of materials given to each school is based upon student and school numbers for the current school year. An additional 5% of the total materials are provided to the township education leader to be given to new schools or to schools requiring extra materials.

The distribution process varies greatly from area to area throughout Karen State. The main two factors are 1) the political situation in the area and 2) the distance of schools from the Thai-Burma border. Where possible, we purchase materials from Thailand and carry them to local schools. In such cases, materials are either collected directly from the Thai-Burma border by individual schools or carried to local distribution sites where they are later collected by schools. These distribution sites are within one-day's walk of community schools. Whether collecting directly from the border or from local distribution sites, schools have until the end of May to collect their materials. KSEAG takes responsibility for getting

school materials to distribution sites. The logistics and costs of transportation (by truck, by boat, by foot) are significant – over 6,000 porters will have been needed just to get materials to the distribution sites. Local communities are responsible for getting materials from distribution sites to the schools. It is estimated that approximately 15,000 community volunteers will be required to complete this last step of the distribution process.

In mixed-controlled areas such as Doo Tha Htoo, Doo Playa and parts of Kler Lwee Htoo district, it is simply not possible to bring materials from the Thai-Burma border. This is because the distance is too great and as such the costs are simply too high and also because of political instability and the threat of Burma Army attacks poses a great danger. In short, each district requires its own localized strategies to ensure that materials get to schools. The following is an overview of the process in each district² (also see district maps at the end of the report).

d. Kler Lwee Htoo District

On February 14th, we met with the three township education leaders from Kler Lwee Htoo district. We double checked the school statistics and went through the entire distribution process – including all of the forms and receipts required. We agreed upon costs of porters from their areas.

Kler Lwee Htoo district has been one of the hardest hit by the recent Burma Army offensive. Areas of this district which were fairly easily accessed last year, such as Mone township and parts of Hsaw Hti township, are now 'locked into' their areas because of the buildup of Burma Army troops along nearby roads. School materials brought from Thailand cannot be carried into these areas. As such, funds were provided to local leaders to purchase materials from local shops. Some smaller materials (smaller in number) such as resource texts and certain sports equipment which cannot be found in Mone and Hsaw Hti townships were carried by local education leaders from Thailand.

The remaining schools in Hsaw Hti and Ler Doh township are able to collect school materials from the Thai-Burma border. From February 20th to March 21st, porters from Ler Doh collected materials from the 'School Material Boat Store'. At the time of this report, Hsaw Hti township has yet to come to collect materials for their 15 schools – they are expected to come in early April. 143 porters (83 from Ler Doh township and 60 from Hsaw Hti township), who must walk 6-14 days roundtrip, are needed to carry these materials. Ler Doh and Hsaw Hti townships have organized distribution sites in each of their townships where local schools will collect their materials. Ler Doh has 21 schools and Hsaw Hti has 11 schools receiving materials from the Thai-Burma border.

On March 21st, XXXX Kyat (approximately XXXXX Baht) was handed over to the Mone township education leader to locally purchase materials for its 19 schools. On the same day, XXXXX Kyat (approximately XXXXX Baht) was provided to the Hsaw Hti education leader for the 15 schools whom are not able to receive materials from the Thai-Burma border.

² No schools from Taungoo district received KSEAG assistance during this distribution. Of the 61 schools that existed at the end of the 2005-6 school year, 2 remain. The Taungoo district education leader has made no request to KSEAG for support. We have heard some reports that these two schools are receiving direct support from another group.

e. Mutraw District

Mutraw district is directly adjacent from Mae Hong Song province in Thailand. Its high mountains are populated by hundreds of small communities. Mutraw has the most schools (332) of all districts in Karen State. However, its schools are much smaller than those found in other districts. For example, Mutraw district averages 44 students per school whereas Dooplaya and Doo Tha Htoo districts average 92 and 88 respectively.

Despite the recent buildup of Burma Army troops, especially in the north of the district, Mutraw remains completely under Karen control. This means that entire district was able to take school materials from Thailand.

KSEAG members met with Mutraw education leaders on December 7th 2007 to discuss the distribution. A second meeting was held on February 14th to finalize plans and clarify the entire process. Logistically, this was the most difficult district to organize as all materials needed to be carried by foot from the Thai-Burma border. Over 2000 porters were required to come to the borderline.

All materials for this district were brought from Thailand and stored on the 'School Material Boat Store' – a.k.a. the bovine deficient buffalo boat. From there, almost all materials were collected by porters. Some materials for southern Bu Tho township and northern Mutraw township which were taken by boat to secondary locations along the XXXXX river.



The Education Assistance "Boat Store"



Materials Stored on the Bank of the XXXXX River

Bu Tho Township

As of March 14th, Bu Tho township (57 schools receiving KSEAG material support) had collected all materials from the Boat Store. Some of its materials were taken by boat to XXXXX (the meeting place of the XXXXX and XXXXX rivers) while the remaining materials were carried directly the Boat Store. Six different distribution sites were organized within the township – one per village tract.

Dweh Loh Township

Dweh Loh township (86 schools receiving KSEAG support) is the furthest from the border. Porters must walk 6-10 days roundtrip to collect materials from the Boat Store. Township leaders organized that materials were collected by village tracts in stages from mid-February through March. Between 50 to 100 porters arrived at a time and then took materials to local village tract distribution sites (12) from where schools collect materials

directly. Approximately 700 porters are required to get school materials to the local distribution sites.



Preparing to Carry Materials Back to Mutraw District Schools



One last Meal before Starting 5 Day Walk

Originally, Dweh Loh township leaders expected to have collected all materials from the Boat Store by the middle of March. This went according to plan except for Lay Poh Hta and G'Ter Ti village tracts. On February 20th, porters from these village tracts began their journey to the Boat Store. Unfortunately, they met with Burma Army troops patrolling the area and as such were forced to return to their villages. They sent a radio message saying that they would try again near the end of March. At the time of writing this report, KSEAG distribution team members at the Boat Store were still waiting for the remaining Dweh Loh materials to be collected.



Htee Th'Blu village tract reported that they crossed paths with Burma Army soldiers while carrying materials back from the Boat Store. The Burma Army soldiers asked where they had got their materials from to which the people stated that they had purchased materials from a village near the border. No materials were taken by the Burma Army soldiers.

Luthaw Township

This township has seen an increased Burma Army presence over the past couple of years. Security, especially in the five northern village tracts, is steadily getting worse. In fact, there had been some concern at the end of last year that we would not be able to transport materials into these five village tracts – that we would have to provide cash for local purchase. However, at the meeting on February 14th, the township leader explained to us how he could manage to get all materials into his township. His plan was that 7 village tracts (xxxx,xxxxx,xxxxx,xxxxx,xxxxx,xxxxx, and xxxxx) would collect materials directly from the Boat Store while materials for the remaining five village tracts (xxxxx,xxxxx,xxxxx,xxxxx, and xxxxx) would be taken by boat to another village 2 hours north. This village has a small but permanent Burma Army presence.

On March 12th, the first load of materials designated for the 5 northern village tracts was taken 2 hours north by boat. There are 2 Burma Army checkpoints along the river and another checkpoint at village. Upon arriving to the village, having successfully passed through two checkpoints, Burma Army soldiers came to the boat. The KSEAG distribution team member who accompanied the materials quickly ran to the village headman for help. The headman was able to convince the soldiers to allow the materials to pass. After this experience, it was decided that we needed to be more cautious. In the following boat trips, we filled the boats only half with school materials. These school materials were placed at the bottom of the boat and leaves and vegetables were placed on top. Using this method, we were able to transport all materials to this village.

Having successfully got the materials to this village, we still faced another problem. As there were Burma Army soldiers in the village, we could not bring the porters (who did not live there) into the village to collect materials. After discussing with village leaders, it was decided that local villagers would carry the materials twenty minutes out of the village where the porters would be waiting to take materials back to their village tracts. KSEAG distribution team members stated that this process would be completed by the second week of April.

The 7 southern village tracts (xxxxx, xxxxx, xxxxx, xxxxx, xxxxx, xxxxx, and xxxxx) came to collect materials from the Boat Store on March 18th and 19th.

f. Doo Tha Htoo District

The 131 schools in Doo Tha Htoo district cannot receive material support from Thailand – security and distance both being reasons. As such, the district education leader made plans to purchase materials **INFORMATION NOT AVAILABLE**.



On February 15th we met with the Doo Tha Htoo district leader and looked at the material costs as well as reviewed the entire distribution process. On March 5th and 6th, we handed over XXXXX Kyat (XXXXX Baht) to the education leader after which he made the ten day journey back to his home district. **INFORMATION NOT AVAILABLE**.

Communication from Thailand to Doo Tha Htoo district is very difficult. The district education leader will return to the border in mid-April for the KED annual meeting.

We will get an update at that time. We expect that following the KED annual meeting, KSEAG members will return to the district with the leader to monitor the distribution of materials.

g. Pa.an District

Pa.an district is adjacent to Tak province in Thailand. Although its roads and proximity to Thailand should make material distribution quite easy, the district's political divisions make movement difficult. This is a mixed controlled area, where there is a strong KNU, DKBA, and SPDC presence. The recent emergence of the KNLA Peace Council, a break away KNU group led by Pu Htay Maung, further aggravates the problem. However, in the past, education representatives have been able to negotiate locally with the different groups to ensure that materials reach local schools.

We first met with district and township leaders on February 6th to plan the distribution. It was agreed that we would hand over materials to township representatives two weeks later on February 19th. However, following the assassination of P'doh Mahn Sha on February 14th, we postponed the distribution fearing an increase in fighting in the district.



Preparing Pa.an District Distribution Maps and Forms



Pa.an District Education Leaders at Planning Meeting

Lu Pleh Township

Near the end of February, the district leader informed us that they were ready to start the distribution for some areas of the district. On the morning of March 6th, school materials for Lupleh township were taken to a site along the Thai-Burma border. Five schools came to collect their materials directly from this site while the materials for the remaining twenty schools were carried to a distribution site inside the township. We had a chance to meet with teachers from Lupleh township who were waiting to collect the materials.

Takray Township

Later on the same day, we took materials for twenty-five schools in Takray township to another location on the border (six schools to collect materials directly from the site and the remaining school materials to be taken to another distribution site inside the township). Again, we had the chance to meet teachers from four schools who were waiting to take materials directly back to their schools. The materials for the outstanding twenty-four Takray schools are currently being kept at the KED office in XXXXX. Due to the security situation in one part of Takray township, we cannot distribute materials at this time. The township leader believes that they will be ready for the remaining materials by the end of April.

T'Nay Cha Township

On March 17th, materials for the thirty-four schools in T'Nay Cha township were taken from the KED office in XXXXX to another location along the border. As there is an unofficial border crossing at that site (and a car road), the materials taken across the river (border) and then carried by car to two distribution sites (17 schools at each site).

h. Dooplaya District

What to write about Dooplaya district?! Dooplaya is a mixed controlled area with numerous groups vying for power. Security is extremely poor and movement difficult. It was in this district that KSEAG lost one of its members in December. To add to this, Dooplaya is much more populated than other areas. In fact, almost half of all Karen State students are from this district. Needless to say, that getting materials to local schools in this district is complicated.

We first met with the Dooplaya district education leader at the KSEAG meeting on January 10th and 11th. At this meeting we reviewed all of the school statistics and set up distribution times. It was decided that due to the challenges of transporting materials to schools from Thailand, student learning materials from Thailand would be reduced (there was no discussion about whether student materials bought in Burma would also be reduced or not). The reduction meant that 5 instead of 8 notebooks would be provided to each student; that students would receive 3 pens and 3 pencils instead of 5; and, that 1 instead of 2 erasers would be given. We also requested that the district and township leaders find out how (and for how much) they will purchase materials **(for schools not accessible from Thailand – which amounts to 57% of students in this district)**

There are three general approaches to distribution in this district. The first way is to bring materials by car across an unofficial border crossing which is near XXXXX refugee camp. The second way is to bring materials by truck across the border at XXXXX. The third way is to **INFORMATION NOT AVAILABLE**.

To give you an example, of how complicated this process is, let us look at Kya-in Township (one of the four townships in Dooplaya district). Nine Kya-in schools received materials that were taken across the border near XXXXX and then pulled by tractor and finally carried by foot to three different distribution sites. Materials for another sixty-eight Kya-in schools were taken across the border at XXXXX and then transported to seven different distribution sites. The remaining forty-one schools from this township require that school materials be purchased locally **INFORMATION NOT AVAILABLE**.

Let us examine, in more detail, the entire Dooplaya distribution process (which has only been partially completed at the time of this report).

Distribution Near XXXXX (Materials for Some of Kya-in and Kaw T'Ree schools)

On February 21st, we brought materials for nine Kya-in schools and seventeen Kaw T'Ree township schools to a location near XXXXX refugee camp. Having clarified the process with the district leader, materials were sent by truck across the border – a border which is controlled by Burma Army and the Karen Peace Force (KPF). From there, materials were sent to six different distribution sites (three for each township). How materials would reach these distribution sites depended upon the terrain and the ability of KSEAG members to negotiate with local groups. For example, for one distribution site in Kaw T'ree township,

the township leader thought it might be possible to get the approval of the local KPF to carry materials by truck along the road. However, if not possible, it would be necessary to rent a tractor and make 3 trips along a secondary route. At the meeting on the 21st, the district education leaders expected that all local schools would have collected their materials by mid-March. Due to communication difficulties in the area, this has yet to be confirmed. We expect confirmation by mid-April at the absolute latest.



School Materials and Distribution Forms After Crossing Into Burma



Materials Carried by Cart to Schools

Distribution Thru XXXXX (Materials for Some of Kya-in and Waw Ray schools)

On February 24th and 25th, we met with the education leaders from Kya-in and Waw Ray townships at the Karen Refugee Committee office in XXXXX. Given the great numbers of students and teachers, it took us much more time to verify the school statistics and prepare the forms. Materials for 141 schools (68 schools in Kya-in township and 73 schools in Waw Ray township) were being stored at KRC and needed to be brought across the XXXXX border checkpoint. For example, this meant that 59,687 notebooks, no to mention all of the other materials, needed to be taken across the border. **INFORMATION NOT AVAILABLE**

Once at the border, we faced another problem – namely the border being closed. As such, we were forced to store materials at a building near the border and secretly carry all of the materials across. Once across, materials needed to be reloaded into large trucks and transported to sixteen different distribution sites (seven for Kya-in township schools and 9 for Waw Ray schools. All materials were taken across the border by February 28th. We expect to receive a full report from KSEAG distribution team members by mid-April at the latest.

Materials Purchased (Locally)

Over half of school materials provided to Dooplaya district schools need to be purchased *locally* (all 45 schools in Gru Htu township, 44 schools in Kaw T'Ree township, 41 schools in Kya-in township, and 20 schools in Waw Ray township). **INFORMATION NOT AVAILABLE** We expect to be able to make a final decision by the end of April at the KED annual meeting. We expect that school materials will reach these 160 schools by the beginning of the 2008-9 school year (June 2008).

i. Mergui-Tavoy Township

The main challenge getting materials to the fourteen schools in Mergui-Tavoy district is the distance. We met with the district education leader on February 25th in XXXXX. The main issue was the cost of transportation. In fact, transportation costs were going to exceed the

actual costs of the materials. After some brainstorming, we agreed that the materials should be handed over to township leaders at a district meeting in mid-April. Since these leaders would have already organized their own transportation, KSEAG could simply put the materials into those vehicles. As such, materials will be taken to three different distribution sites in mid-April and collected by local schools soon after.

SECTION 3: Other Activities During this Period

a. Teacher Questionnaire

A questionnaire was designed to gather further information from Karen State teachers about their material and training needs. It is designed to find out how much financial or other support community teachers receive. The questionnaire also attempts to gather more information about student attendance and behavior in schools. Furthermore, it attempts to identify how many school aged children attend school or not.








500 copies of this questionnaire were copied and given to KTWG's mobile teacher trainers. They will have teachers fill in the questionnaire during KTWG's summer vacation teacher training workshops which are held in nine different locations throughout Karen State from March through April.

b. KSEAG Film

We had hoped that the KSEAG film would be completed by December 2007. Unfortunately, the hard disk on which the clips were being edited crashed and could not be retrieved. As such, we decided to do more filming of the current distribution process so that the KSEAG be up to date. The first draft of the film is to be completed by April 18th so to get feedback from KED district and township leaders at the KED annual meeting at the end of April.

SECTION 4: Activities for Next Period

The following are events an/or issues needing to dealt with in upcoming period:

-  KED Annual Meeting
-  School Profiling
-  KSEAG Policies and Procedures
-  Karen State School Database
-  Fundraising
-  Teacher Stipends Based on Experience and Standards Taught
-  Material Assistance Levels of Support Based on Standard Taught