

PROJECT PROPOSAL FOR 100 PROJECTS FOR PEACE

**TEACHING TO BUILD TRUST, CONNECTIONS
& FRIENDSHIP**

in Taunggyi, Shan State, Myanmar

Nway Khine
Sam Shugart

Lewis & Clark College
January 24, 2014

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Teaching To Build Trust, Connections & Friendship in Taunggyi, Myanmar

Nway Khine '15 and Sam Shugart '15

INTRODUCTION & PROJECT OVERVIEW

We propose to promote peace by creating an educational program for orphans, ages 13 to 18, in Taunggyi, Myanmar that will break down religious/ethnic stereotypes. We chose to work with orphanages because unlike schools, they are religiously divided. We will teach the orphans from three different religiously affiliated orphanages (Buddhist, Christian, and Muslim) English in order to positively change their perceptions of one another. The three different orphanages we will work with are affiliated with Parahita Gayhar Kyaung Kyi Su (Buddhist), St. Anne Convent (Christian) and Chinese Muslim Society (Muslim). By consciously targeting the orphans of these communities, we will be initiating positive contact among these different religious institutions that might not otherwise occur. Orphanages view learning English as a great opportunity to help orphans succeed in the rapidly developing country. Therefore, by tapping into the general cultural excitement around learning English, we will be able to get the different orphanages to participate in the program.

Orphanages and orphans will be excited and delighted to have a native English speaker in the classroom. Having Sam Shugart, an American, will increase the chances of local orphans getting interested and involved in our program. Our goal is to promote peace by creating a safe learning environment in which religious groups that do not normally interact with one another can feel comfortable to connect and work together.

To us, peace means creating an inclusive and safe community where people can overcome social barriers and stereotypes and accept their differences. Our diverse set of experiences working with different populations gives us the skills needed to implement this project. Nway Khine is an international student from Myanmar and has relatives and family in Taunggyi. She is fluent in Myanmar, Chinese and English, has experience teaching English as a second language in Myanmar, and has also worked with the local community in her high school. As an international affairs major, Sam Shugart has experience implementing a similar community building project through the Foundation for Sustainable Development in Uganda for two months. Please see Appendix D for detailed description of our qualifications.

BACKGROUND

Myanmar has one of the lowest percentages people with secondary education in the world; only 17.8% of the population has completed high school. Taunggyi is the fifth largest city in Myanmar. The majority of the population in Taunggyi does not have access to educational resources compared to those in larger cities. This is especially true for underprivileged groups such as orphans who have few opportunities to receive the standard ten-year education.

In addition, Taunggyi represents a unique opportunity for our program because the city's population is made up of different ethnic and religious groups such as Shans, Bamars, In-Thas, Pa-Ohs, Chinese, Christians and Burmese Muslims. The many different ethnic and religious groups in Taunggyi are often still socially isolated because of stereotypes and prejudices.

A recent report by a special Myanmar government commission mentioned that a combination of the lack of education and a lack of significant social acceptance among different groups led to over 200 people being killed and over 100,000 people being displaced in Northern Myanmar. In particular, the report noted that often students refuse to attend classes with students from different ethnic or religious groups, reinforcing barriers and stereotypes in the next generation. Teaching English to orphans will help their education, bring the different orphanages together, and also connect the greater religious communities. We believe that, with the right tools, we can bring peaceful changes for the future generation. Our goal is to create bridges between young Christian, Muslim and Buddhist orphans through our educational program.

PROJECT DESCRIPTION

This project emphasizes the Davis United World College Program's mission of building cross-cultural knowledge and promoting international understanding through education. Our project will implement an educational program that combines orphans from Parahita Gayhar Kyaung Kyi Su, St. Anne's Convent and Chinese Muslim orphanages in Taunggyi, Myanmar. This program will give orphans of different groups an opportunity to interact and build connections in classes that will use English and Myanmar to teach conversational English. Our teaching curriculum will also promote domestic and international understanding, and interpersonal skills through conversational activities, oral presentations, group work, problem solving activities and educational field trips.

After arriving in the country, we will first train teachers and volunteers and work with the orphanages to select students that would benefit most from our program. After we have all the program components in place, we will work with the teachers as teaching assistants to teach the classes. The program will last for five weeks and we hope to have around sixty students. Please see Appendix B for letters from our community partners.

Educational Program: The program will last for five weeks, with each lesson having different topics, and each week having a different theme. There will be two educational field trips in the program. Each class will have a mix of Buddhist, Christian and Muslim orphans. We will incorporate a variety of educational methods such as class discussions, audio/video materials, games, and other trust building activities. The in-class discussion, icebreaker games and group activities will provide a shared and fun learning environment where students can become comfortable with classmates from other ethnicities and religions. To complete group projects and assignments together, students need to constantly interact with one another, thus, they will also build friendships, which will help to remove stereotypes among themselves. Please see Appendix C for detailed curriculum.

Teachers: We will work with the local Buddhist, Christian and Muslim communities to hire local teachers who are fluent in both English and Myanmar. Before starting the lessons, we will discuss our curriculum with teachers in order to ensure it meets the needs/levels of the orphans.

Volunteers: We will recruit volunteers who have received secondary or higher education, or who have experience working with youth. The volunteers will assist us with the combined activities and the field trips.

Classroom Space: For small groups of about 40 people, the space will be provided as an in-kind donation. For large groups of over 50 people, we will have to rent space. Larger space will only be needed during combined activities.

Field Trip: We will work with local teachers to plan trips to cultural heritage sites. Field trips to these culturally significant areas will give orphans opportunities to travel and do group work outside of the classroom.

Transportation: We will work with Daw Z. Ci Ci, a local Christian community leader, to rent vehicles to help transport the orphans, teachers and volunteers throughout the program.

Program Sustainability: In the last two weeks of our program, we will have two meetings to share our goals, our knowledge and our teaching methods/activities with local teachers to encourage them to incorporate similar methods in their curriculum. After the program ends, we will have a meeting with religious leaders, teachers and community members whom we will invite through Daw Z. Ci Ci connections. In the meeting, we will present our work and raise funds for similar programs in the future. This will ensure that the orphans will continue to receive education and that local organizations will continue to work with each other to improve local community connections. We will donate all our teaching curriculum and materials to the organizations we work with to serve as a reference for these organizations' future programs.

VIABILITY & PRACTICALITY:

- Although this educational program is rather short, and thus the amount of English learned will be limited, our main goal is to bring these groups of people together. Thus, teaching English is an avenue for building bridges.
- We have received letters of support from St. Anne's Convent, Karuna Myanmar Social Services (Taunggyi), Chinese Muslim Society and Daw Z. Ci Ci, president of Taunggyi Churches of Council. Parahita Gayhar Kyaung Kyi Su and the Myanmar Ministry of Religious Affairs in Taunggyi both have verbally confirmed their support for this educational program.
- Working with orphans with diverse educational levels and skills, as well as the existing social barriers can be a challenge. Therefore, we plan to have low teacher to student ratio and design the curriculum and group activities ourselves. Please see Appendix C for the curriculum and details on how we are designing lesson plans.
- We will work with orphanages and teachers to select the orphans for this program based on recommendations from institutional leaders, and orphans' current English level and their interest in learning.
- We anticipate language barriers to cause some issues but we believe we can overcome them by working closely with bilingual teachers, and by using Nway's language fluency. Sam is currently learning conversational Myanmar from Nway.
- In order to keep project costs low, free housing will be provided by Nway's relatives and family members in Taunggyi. We also plan to raise the funds for the majority of our transportation expenses through personal contributions, grant applications, and collaboration with student clubs from L&C. Please see Appendix A for fundraising details.

POST-PROGRAM SHARING:

After returning to campus, we plan to host several events to discuss our experiences with Lewis & Clark students and encourage students to get involved with community service and future 100 Projects for Peace opportunities. We want to be a resource for the Lewis & Clark community to help build a better world. To accomplish this, we will work with:

Lewis & Clark Office of Student Leadership and Service (SLS): We will work with SLS to help students plan alternative spring break trips and future Projects for Peace. We both have worked extensively with Harold McNaron, the director of SLS, in the past and have discussed our plans to share our experience in order to help future community leaders.

Academic Classes: We hope to work with professors to present in classes such as Southeast Asian Politics (International Affairs) and Religions/Cultures East Asia (Religious Studies) to get other students interested in Peace projects, and give them a new perspective on their studies.

Student Clubs: We will give presentations during club meetings to Amnesty International, the International Affairs Club, the Model United Nations Club and the Multicultural Symposium. All three clubs have expressed their interests in future Peace projects.

The Student Body: In the fall 2014, we will host a workshop for the general student body in mid-September to provide an overview of our experiences and to answer questions. We hope this workshop will inspire more students to create their Peace projects.

Project Budget Proposal

EXPENSES	COST (\$)	PRICE SOURCE	FUNDING SOURCE
PROJECT EXPENSES			
Teaching			
Preproject meeting with teachers & volunteers	\$180	Estimate from experience	Projects for Peace
Teachers stipend (\$30/person/week)	\$900	Mr. Abraham Saw Han	Projects for Peace
Volunteers stipend (\$20/volunteer)	\$440	Daw Z. Ci Ci	Projects for Peace
		Mr. Abraham Saw Han, Myanmar	
Books for 60 orphans (Encyclopedia, dictionary etc)	\$880	Book Store	Projects for Peace
Rental space for teaching	\$0	Daw Z. Ci Ci	In-kind Donation
Donations (Cultural norms \$200/organization)	\$600	Daw Z. Ci Ci	Projects for Peace
<i>Teaching Subtotal</i>	\$3,000		
Class Expenses			
Office & art supplies	\$250	Pho Pyone Cho (Stationery)	Projects for Peace
Furniture (Tables, chairs, whiteboards)	\$980	Amazon	Projects for Peace
Pencil, erasers, notebooks for 60 orphans	\$100	Pho Pyone Cho (Stationery)	Projects for Peace
Audio/visual materials (DVDs, portable CD player, second hand TV)	\$650	Ebay	Projects for Peace
Drinking water (\$5/class for 6 classes a week)	\$120	Alpine Water, Loin Hein Co.	Projects for Peace
Transportation (\$25/van + gas for 2 vans a day for 25 days)	\$1,250	Daw Z. Ci Ci	Projects for Peace
Other (Mosquito repellent/supplies for blackout)	\$325	CityMart	Projects for Peace
<i>Classroom Subtotal</i>	\$3,675		
Four Weekend Activities			
Transportation (\$25/van + gas for 3 vans each event for 4 events)	\$300	Yee Yee Khin (Nway's mom)	Projects for Peace
Food/Water/Other (\$4/ person/ activity for 75 people)	\$1,200	Yee Yee Khin, Alpine Water	Projects for Peace
Rental space (\$60/ activity for 75 people)	\$240	Daw Z. Ci Ci	Projects for Peace
Recreational equipment (indoor games, balloons and etc)	\$200	Amazon	Projects for Peace
<i>Activities Subtotal</i>	\$1,940		
Two Educational Field Trips			
Teaching materials	\$250	Mr. Abraham Saw Han	Projects for Peace
Transportation (75 people/ Trip) (Long distance)	\$450	Daw Z. Ci Ci	Projects for Peace
Food/water/utensils (\$4/ person for 75 people)	\$300	Daw Z. Ci Ci	Projects for Peace
Entrance fees & boat rental (\$6/ person for 75 people)	\$450	Inlay Lake Tourism	Projects for Peace
Emergency supplies (First aid kit, medical supplies etc)	\$125	Amazon	Lewis & Clark
<i>Educational Field Trip Subtotal</i>	\$1,575		
Incentives/Rewards			
Awards/prizes to orphans & volunteers	\$150	Mr. Abraham Saw Han	Lewis & Clark
Snacks from different culture for 30 orphans for 25 days	\$250	Yee Yee Khin	Lewis & Clark
Prizes at end of program (books and scholarships to students)	\$150	Estimate from experience	Lewis & Clark
<i>Class room Incentives/Rewards Subtotal</i>	\$550		
PROGRAM SUSTAINABILITY EXPENSES			
Presentation to Teachers/Religious Leaders/Community Members (50 to 60 people)			
Space rental for meeting	\$0	Contact	In-kind Donation
Drinks: water/coffee/tea	\$135	Yee Yee Khin	Lewis & Clark
Snacks from diverse cultures & ethnicities	\$350	Yee Yee Khin	Lewis & Clark
Informational resources (presentation packets)	\$45	Estimate from experience	Lewis & Clark
Presentation materials	\$30	Estimate from experience	Lewis & Clark
<i>Program Sustainability Expenses Total</i>	\$560		
STUDENT EXPENSES			
Two round-trip ticket from PDX to Yangon (International)	\$0	Kayak.com 1/16/14	Fundraising, Grants, Personal
Two round-trip ticket from Taunggyi to Taunggyi (Domestic)	\$480	Air Bagan, Contact	Lewis & Clark
In Country travel (throughout program)	\$200	Estimate from experience	Lewis & Clark
Food & water (\$20/week/person for 5 weeks)	\$200	Daw Yee Yee Khin	Lewis & Clark
Accommodation	\$0	Daw Yee Yee Khin	In-kind donation
Communications (1 SIM card, Internet fees)	\$120	Redlinks.net.mm	Lewis & Clark
Visa expenses	\$200	Myanmar Embassy, US Embassy	Lewis & Clark
<i>Student Expenses Total</i>	\$1,200		
PROJECT EXPENSES TOTAL	\$12,500		

Project Expenses Total	\$10,740
Program Sustainability Expenses Total	\$560
Students Expenses Total	\$1,200
Project Expenses Total	\$12,500

Appendix A: Fundraising Information

We plan to raise at least \$3,000 in the spring semester to cover our international airfare. We have included the sources of anticipated income below.

L&C Finance Committee: \$1,500-\$2,500

Fundraising with Student Organizations: \$250-550

Other Fundraising (bake sales, friends, family): \$500-\$1,600

Personal Contributions: \$800

Local Companies/stores: BEAST (Naomi Pomeroy '97 a renowned chef who owned a bakery in Yangon)

These numbers are based on our previous experiences in raising funds through writing grant applications for finance committee and by working with student organizations.

Appendix B: Letters of Support

Lewis & Clark College

Department of International Affairs

0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899

Phone 503-768-7630

Fax 503-768-7637

E-mail iaffairs@lclark.edu

www.lclark.edu

Selection Committee
100 Projects for Peace
c/o International Students and Scholars - MSC 192
Lewis & Clark College
0615 SW Palatine Hill Road
Portland, OR 97219



January 20, 2014

Re: 100 Projects for Peace Proposal by Sam Shugart and Nway Khine

Dear Selection Committee:

I am writing this letter of support for Sam Shugart and Nway Khine's proposed Project for Peace, entitled, "Teaching to Build Trust, Connection and Friendships in Taunggyi, Myanmar." As a specialist in Southeast Asia who has conducted extensive field research in Vietnam, Sam and Nway requested that I write a letter speaking to the feasibility of their proposed project. I am particularly sensitive to the difficulties and potential dangers of working in an authoritarian regime and I have been in consultation with both Sam and Nway throughout the design of their project as they have considered different possibilities.

Sam and Nway's project proposes to create ESL classes in Taunggyi, Myanmar, bringing together Buddhist, Christian and Muslim students between the ages of 13 and 18. As I am sure you are aware, in recent months there has been terrible violence between Buddhists and Muslims in Myanmar, and it is such a tragedy, especially in light of the many ways in which the Myanmar regime had been showing signs of lightening its authoritarian rule and allowing basic civil liberties. Given this, I believe that Sam and Nway's project is an excellent idea to facilitate understanding between different groups in a way that is reasonably safe and innocuous politically.

Their proposal is excellent for the following reasons:

- ESL instruction is in high demand and the population of students they seek to engage would benefit greatly from this opportunity.
- An ESL classroom setting is a very safe way to facilitate inter-religious and inter-ethnic understanding among young people.

- Their agenda is a-religious and seeks only to create a safe, shared learning environment where disadvantaged young people from a variety of religious and ethnic backgrounds can learn together.
- For these reasons, their project is likely to receive support from the Myanmar government and relevant official contacts on the ground, which is critical for implementation.
- It is located in a region that has not been the center of this religious-based violence and is therefore a safer place to work.
- The experiences both Sam and Nway will gain from this project will be invaluable for their development as people committed to furthering peace.

Working in Myanmar requires collaborating with the government and official channels in a way that keeps everyone safe. An ESL class is a wonderful way to simultaneously serve the needs of the local community and facilitate real understanding between different groups while staying in line with the laws and regulations of the host government. The experience of organizing and managing the classes will undoubtedly give both Nway and Sam contacts that will allow them to continue their work in Myanmar in the future.

I wholeheartedly support their proposal and would be very proud to see them implement it!

Please feel free to contact me if you have any questions.

Yours truly,



Cari An Coe
Assistant Professor
ccoe@lclark.edu

Taunggyi Churches of Council
133/79, Khaing Shwe Wah Street, Nyung Shwe How Kone
Taunggyi, Southern Shan State, Myanmar

Ph: +95-81-2124717, 095280717

Email: khaingshwe.tgi@gmail.com

Dear Members of the Projects for Peace Review Board,

My name is Daw Z. Ci Ci, Vice President of Taunggyi Churches of Council. I work with religious communities in Taunggyi. I have been working closely with Christian community for more than seven years by helping with their projects and resolving their concerns. I have included my work experience.

I have been in contact with Nway, and Sam over the past few months regarding their Projects for Peace proposal. I strongly believe that this project serves a need in our community especially because this kind of integration of youth from different parties have not been conducted in the local region of Taunggyi, Shan State. This is also a rare opportunity for the orphans in the community to gain access to educational resources.

I hope to help the students by working with them throughout the project. I have contacted the local communities, which promise to provide a teaching area for free. After the project is over, I will help Nway & Sam find teachers in the community to sustain similar programs in Taunggyi.

I offer my full support for this peace project and commit to help the students and teachers with my expertise, and local network. Please support this project as this project can be a starting point for future peace development in Taunggyi.

Yours Sincerely,



Daw Z. Ci Ci
Vice President of Taunggyi Churches of Council

Curriculum Vitae

Name - Daw Z. Ci Ci
Date of Birth - 26 March 1957
Race/ Tribe - Shan
Gender - Female
Marital Status - Marriage
Religion - Catholic
Address - 133/79, Khaing Shwe Wah Street, Nyung Shwe How Kone, Taunggyi, Southern Shan State, Myanmar

Professional Work Experience

1972- 1980

- Working as a Nurse at Mong Yan Hospital, Keng Tung for eight years

1980 - 2008

- Doing own business for family and serving the Church

Dec. 14, 2008 - at present

- Organizer of Bible Fellowship Program

2008 - 2010

- Working as a secretary of Women Taunggyi Churches of Council (Women TCC)

2011 - 2013

- Procurator of Women Taunggyi Churches of Council (Women TCC)

2011 - at present

- Member of Myanmar Ecclesia of Women in Asia (MEWA)

Nov. 2013 - at present

- Vice president of Women Taunggyi Churches of Council (Women TCC)

- Representative of Religious Leader of Catholic Church at Religions for Peace interfaith Program

Religious Trip involved

- Exposure trip on religion to Mumbai India from 2 to 12 Nov. 2013.



St. Anne's Convent
L/190 Bayint Naung Street, Lamadaw Quarter
Taunggyi, Southern Shan State, Myanmar

Ph:+95-81-2123152

Jan. 17th 2014

Dear Members of the Project for Peace Review Board,

I am Mother Helen, Mother Superior of St. Anne's Convent, Taunggyi. I have reviewed Nway and Sam's project and would like to offer my support for their project proposal.

Since there are many different ethnic minority groups in our state, conflicts happen because people do not understand each other due to barriers in society. We also face conflicts in our own community but it is difficult for us to solve because we lack knowledge and technique of conflict resolution. Peace building and conflict resolution is very needed not only for the children but also for the adults in our community.

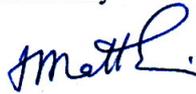
This could be a great learning experience not only for the youth but also for the adult so that they may gain knowledge, technique and skills of peace and conflict resolution. I believe that the project will bring positive impacts and will be beneficial to the community a lot. So, I will fully support the peace projects and closely work with the students.

Sincerely yours



Mother Helen
Mother Superior
St. Anne's Convent

Yours truly



+ Matthias U Shwe
Archbishop
Taunggyi Archdiocese

Sincerely yours



Mrs. Basilio Athai
Auxiliary Bishop
Taunggyi Archdiocese



ကရုဏာတောင်ကြီး
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Karuna Taunggyi
Catholic Memorial Dhamayone
L/194, Bayint Naung Road,
Lamadaw Quarter, Taunggyi
Southern Shan State, Myanmar
Tel: +95 -81-2122164
Email: kmss.tgi@gmail.com

Jan. 17th 2014

To the members of the Projects for Peace Review Board,

I am Mr. Abraham Saw Han, Program Coordinator of Karuna Myanmar Social Services (KMSS-TGI) and I would like to offer my support as a teacher of the students for Nway and Sam's summer project.

I learned that the project program will offer peace building, conflict resolution and English speaking skills for the students. These subjects are really in need in various communities to live in peace and harmony for life. Together with the provided subjects and skillful human resource persons, the students will learn and gain wonderful knowledge and experience. I do believe that the project will be really beneficial to not only the students but also the communities at present and in the near future.

Sincerely yours

Mr. Saw Han
Program Coordinator
KMSS-TGI

Yours truly

+ Matthias U Shwe
Archbishop
Archdiocese of Taunggyi

Sincerely yours

Mrgs. Basilio Athai
Auxiliary Bishop
Archdiocese of Taunggyi





Chinese Muslim Mosque
Aungmingala Rd, Lammadaw Qt, Taunggyi
Ph: +95-1-200375

Dear Members of the Project for Peace review board,

My name is Maurice, president of Chinese Muslim Mosque, Taunggyi. I have spoken with Sam & Nway's community contact, Daw Z. Ci Ci and would like to offer my support for their project proposal.

Currently, there are religious tensions in our society especially between Rohingya Muslims and Buddhists. These tensions have caused communication to break down and have triggered violence and suffering in our country. Though we are not directly related to Rohingya Muslims, Chinese Muslim groups are experiencing some social difficulties in our communities. I believe that by bringing youth together in a normal classroom environment and having them work together, some of these barriers can be overcome. By overcoming these barriers, the project would change the lives of both the youth and adults and help to remove existing stereotypes.

I am confident that this proposal will have a big impact and would make a difference in the lives of the many orphans this project would touch. A project like this is needed in our community and I believe that Sam and Nway's project will be very beneficial to our youth. I look forward to assisting this peace project and working with the students. Please give your support to this project to initiate the movement towards peace in Taunggyi.

Sincerely yours,

Maurice
President of Chinese Muslim Mosque
Ph: +959-41003092

Appendix C: Teaching Curriculum and Timelines

Teaching Overview:

- Almost all lessons will start with games and activities that are designed to get students interested and to review previous concepts. Every lesson will incorporate a short period of learning vocabulary related to the topic of the lesson. Then students will work in groups to accomplish the designed activities.
- We plan to utilize the model of I Do, We Do and You Do in our teaching:
 - I Do- Teachers demonstrate and explain the activity to students.
 - We Do- Students do the activity or practice the lesson together with teachers.
 - You Do- Students do the activity or practice the lesson by themselves in small groups.
- By demonstrating the activity, teachers help students to understand the meaning of new vocabulary. By doing activities together, students feel more confident in groups.
- We will take feedback throughout out the course to adjust to the progress and needs of the students. Based on the students' skills level, we will adapt our teaching curriculum to bilingual curriculum of English and Myanmar.
- We believe that after the program, the students as well as the teachers will be empowered to take these insights back to their communities and act as leaders.

Teaching Plan:

We hope to teach sixty students total in the program. The students will be divided into two groups of thirty students, Group A and Group B, to ensure that we can manage the classes to meet the individual needs of the students. In addition to us, each class will have at least two teachers and two to six volunteers. Each group will have class every other day, for example Group A will go to classes on Monday and Friday and Group B would have the same classes on Tuesday and Thursday.

On the weekends, Group A and Group B will be combined for review sessions, activities and field trips. We have outlined our planned teaching subjects below. Throughout the spring semester, we will continue to develop our curriculum with the help of Suzanne Groth and Valerie White. We are aware that our curriculum may change depends on the needs and levels of orphans once we begin to teach.

Recruiting Teachers & Volunteers Timeline:

June 15 - June 30	Work with community partners to hire Teachers and volunteers <ul style="list-style-type: none"> • Begin the training to make sure that teachers and volunteers are knowledgeable about the program
July 1 - July 15	Work with teachers to finalize curriculum & content development <ul style="list-style-type: none"> • Work through curriculum with teachers to ensure that it meets the needs of students • Make sure that logistics are taken care off and program is ready to implement.

Teaching Timeline:

Week 1: Getting to know each other

July 19/ 20 Saturday (Group A) /Sunday (Group B)	Lesson 1- Introduction Learning Objectives: <ul style="list-style-type: none"> • Understand and use basic English greetings. • Be comfortable talking in class and with other students.
July 21- July 22 (Monday (Group A) / Tuesday (Group B)	Lesson 2- Friends & Hobbies Learning Objectives: <ul style="list-style-type: none"> • Understand basic vocabulary related to friends and hobbies. • Present short description of hobbies and interests after group work.
July 23- July 25 Thursday (Group A) / Friday (Group B)	Lesson 3- Shapes, Expression & Emotions Learning Objectives: <ul style="list-style-type: none"> • Students are able to understand different emotions and match photographs with the vocabularies as a group. • Students are able to know how to describe their own feelings in basic English.
July 26/27 Saturday/ Sunday (Groups A + B)	Lesson 4- Combined Group Reviews (on what they have learned throughout the week) Learning Objectives: <ul style="list-style-type: none"> • Students are able to recall basic vocabulary and meanings from earlier lessons. • Students interact with each other and every student talks at least once. • Students can produce an activity such as a poem, skit or drawing in a group based on a previous topic.

Week 2: Global Week

<p>July 28-July 29 Monday (Group A) / Tuesday (Group B)</p>	<p>Lesson 5- Famous Places/People Learning Objectives:</p> <ul style="list-style-type: none"> • Students are able to recognize the names of ten famous places & leaders of the world such as Gandhi. • Different groups of students are able to match the places to the locations on the maps and make a timeline of the famous places & people. • Different groups of students are able to present the information about the place or the person of their choice.
<p>July31 - Aug 1 Thursday (Group A)/ Friday (Group B)</p>	<p>Lesson 6 - Festivals & Celebrations Learning Objectives:</p> <ul style="list-style-type: none"> • Students can recognize famous festivals from different religions in Myanmar and abroad. • Students provide information about the festivals in a few short sentences and discuss them with peers. • Students can recreate festival decorations in a classroom setting and explain their choice.
<p>Aug 2 / 3 Saturday/ Sunday (Groups A + B)</p>	<p>Lesson 7 - Educational Field Trip To Cultural Center Learning Objective:</p> <ul style="list-style-type: none"> • At the end of the field trip, students are able to submit a one-sentence of what they have learned in English, a drawing that represents their learning.

Week 3: Environmental Week

<p>Aug 4- Aug 5 Monday (Group A) / Tuesday (Group B)</p>	<p>Lesson 8- Surrounding environment & Locations Learning Objectives:</p> <ul style="list-style-type: none"> • Students are able to name their surrounding environment and locations in English.
<p>Aug 7 - Aug 8 Thursday (Group A)/ Friday (Group B)</p>	<p>Lesson 9 - Environmental issues in Taunggyi Learning Objectives:</p> <ul style="list-style-type: none"> • Students can recognize vocabulary related to basic environmental issues. • Students can describe basics of environmental concerns and pollution in small groups.
<p>Aug 9/10 Saturday/ Sunday (Groups A + B)</p>	<p>Lesson 10 -Problem Solving Activities Learning Objectives:</p> <ul style="list-style-type: none"> • Students are able to work as a team to accomplish various activities and challenges • Students can talk in front of the class during group presentations

Week 4: Group Work and Interpersonal Skills Week

<p>Aug 11 - Aug 12 Monday (Group A) / Tuesday (Group B)</p>	<p>Lesson 11- Learning to talk and listen Learning Objectives:</p> <ul style="list-style-type: none"> • Students will learn how to ask questions and listen to others. • Students will know basic body language in communications. • Students will learn to write effective notes.
<p>Aug 14 - Aug 15 Thursday (Group A)/ Friday (Group B)</p>	<p>Lesson 12- Practice and Prepare for the fieldtrip Learning Objectives:</p> <ul style="list-style-type: none"> • Students know the background information of the field trip. • Students learn information about how to prepare for poster presentations. • Students come up with questions that they want to ask to locals in the field trip. • Students practice role-playing and are comfortable asking their questions.
<p>Aug 16/ Aug 17 Saturday/ Sunday (Groups A + B)</p>	<p>Lesson 13- Educational Field Trip to Inn-Lay Lake Learning Objectives:</p> <ul style="list-style-type: none"> • Students can acquire information in small groups from the surrounding area. • Students can take basic notes about the information they receive.

Week 5: Final Week

<p>Aug 18 - Aug 19 (Groups A + B)</p>	<p>Lesson 14- Group work on fieldtrip projects Learning Objective:</p> <ul style="list-style-type: none"> • Students can work on projects from their fieldtrip in groups. • Students complete their projects to give group presentation.
<p>Aug 20 (Groups A + B)</p>	<p>Group Presentations and Final Class/Celebration Learning Objectives:</p> <ul style="list-style-type: none"> • Students can present their group project to the class. • Students have fun.

Sustainability Timeline:

<p>Aug 4 -Aug 15</p>	<p>Connect with religious leaders, teachers and community members for sustainability of the program.</p>
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Local resources we are currently working with:

- Suzanne Groth, Instructor in Academic English Studies, Lewis & Clark College
 - Suzanne Groth has experience teaching English as a second language in Turkey, Portland Community College, and Portland State University. She has agreed to help us develop the ESL curriculum.
- Valerie White, Ombudsperson, Lewis & Clark College
 - Valerie White has extensive experience in conflict management and trust building exercise. She has taught classes at the graduate level for over eight years on cultural acceptance and relationship building in addition to work at Lewis & Clark. She has agreed to help us develop the trust building side of our curriculum over the next few months.
- Cari An Coe, Associate Professor in International Affairs, Lewis & Clark College
 - Professor Coe teaches Southeast Asian Politics and the Political Economy of Development. She has conducted extensive research in Vietnam and traveled back to the region multiply times since then.

Appendix D - Personal Qualifications & List of Contacts

Who we are:

Nway Khine '15

Nway Khine was born in Taunggyi and completed her education in Yangon, Myanmar. She is a junior at Lewis & Clark College majoring in biochemistry & molecular biology. Being a Burmese-Chinese, Nway is proficient in Myanmar, Chinese and knows basic Shan conversation. During high school, Nway volunteered at a monastery teaching ESL to monks of ages 8-19. She also worked with local farmers and government officials in setting up biogas digester to convert manure into methane gas, which is used for cooking and electricity in the outskirts of Yangon. At Lewis & Clark College, Nway was a panel organizer for Environmental Symposium, treasurer for Amnesty International Club and South-East Asian co-Country Chair for International Fair. She has been the co-president of Circle of Friends for two years and helps to bridge the gap between L&C students and students with disabilities.

Sam Shugart '15

Sam Shugart is an international affairs major and has experience with non-profit management and developmental aid program management. In the summer of 2012, he completed Northwestern University's Global Engagement Studies Institute program (GESI). GESI is a program designed to teach students how to create community development programs through experiential training. Through this program, he spent two months in Uganda working with the Foundation for Sustainable Development and the Health Ministry of Uganda. He completed this program with two other university students in rebuilding a septic system and forming a health volunteer team with health ministry workers and community leaders.

He has also worked as a communications and research intern at the Council for Islamic American Relations Seattle, a civil rights advocacy organization, where he managed multiple other interns on a long-term research project. He also has worked at Rebuilding Together Seattle, a local developmental aid organization, as a programs and development intern.

At Lewis & Clark, he is co-president of Model United Nations and helps to coordinate the local Amnesty International Chapter. He has substantial experience in writing grants and managing projects. He has written over twenty grants for various clubs/initiatives and managed these projects' funds.

LIST OF CONTACTS

Daw Z. Ci Ci - Vice President of Taunggyi Churches of Council and local contact for price quotes
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Cari An Coe - Associate Professor in International Affairs, Lewis & Clark College
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Mr. Abraham Saw Han - Teacher and Program Coordinator of Karuna Myanmar Social Service
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Mother Helen - Mother Superior of St. Anne's Convent, Taunggyi
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Maurice - President of Chinese Muslim Mosque
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Daw Kyi Win - Director of Parahita Gayhar Kyaung Kyi Su
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Suzanne Groth - Instructor in Academic English Studies, Lewis & Clark College
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Valerie White - Ombudsperson, Lewis & Clark College
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Daw Yee Yee Khin - Nway's mom and local contact for accommodation and price quotes.
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