

# Myanmar Young Leaders Programme 2014 - 2016

**2015 progress report to  
Ministry of Foreign  
Affairs and Trade**



# MYANMAR YOUNG LEADERS PROGRAMME 2014-16

## PROGRESS REPORT TO MINISTRY OF FOREIGN AFFAIRS AND TRADE

### Contents

3	Overview	25	New Zealand Experience
4	The Programme	26	The Alumni Conference 2015
6	MFAT Reporting Requirements	27	Overall MYL Programme 2015
7	Delivery of Outputs	27	Long-Term Outcomes – the views of supporting organisations
7	Selection Process		
8	UnionAID-VUW Memorandum	29	Income & Expenditure
9	Orientation Programme	29	Potential Programme Improvements
9	New Zealand Social and Cultural Experience		
10	The 13 week English Proficiency Programme (EPP)	30	Risk Management Issues
10	The 10 week Tailored Programme		
13	Field Work Projects		
13	Alumni Conference 2015		
14	Progress Towards Outcomes: Assessment of Outcomes		
14	Improved English Language Proficiency		
19	Development of Leadership, knowledge and skills		
22	Improved Understanding of Development Politics, Democracy & Conflict Resolution		

### Appendices

A	The Curriculum 2015
B	Summary of Approved 2015 Field Work Projects
C	“The Link” Newsletter 2015
D	Alumni Conference Participant Survey Findings 2015
E	MYLP Evaluation Report 2015 – Khin Maung Htwe
F	Online Survey Findings 2015
G	“Building Skills, Building Links” – Mid-Term Review of MYLP June 2015 Don Clarke and Khin Maung Htwe

Report prepared by  
UnionAID for the  
New Zealand AID  
Programme



**UnionAID**

Better Work, Better World

## Overview

We have now completed the sixth year of this programme, which began as the Burma Young Community Leaders' Programme in 2009. As Myanmar has emerged from 50 years of military dictatorship and isolation, and moved tentatively towards democracy and engagement with the rest of the world, the programme has changed and adapted to meet the needs of the young leaders in a rapidly changing country. There are now opportunities for the young leaders to participate in, and influence, civil society and government processes in a way which could only be dreamed of in 2008 when the original programme was developed.

The programme now has a stronger focus on subjects and skills which will equip the young leaders to lead and promote discussion on key issues which impact on the lives of their communities and people. These include economic and social policy choices, human rights and rule of law, and democratic processes. The first three months of the programme provides intensive and excellent English language learning as well as presentation and communication skills which build their language skills and confidence. This strong foundation enables them to take full advantage of the tailored programme in the second half of their six month New Zealand experience. The tailored programme, with its flexibility and focus on student interests and needs, is designed to ensure as far as possible that the knowledge and skills can be applied back home in the very different Myanmar context. The programme focus on research skills and project design also assists them to bring the knowledge and skills together in field work projects which some young leaders, who meet the selection standard, undertake under the supervision of their organisation when they return home.

During 2015 an independent review of the six years of the BYCL/MYL programmes, based on a survey of employing organisations, indicated distinct improvements in alumni effectiveness and influence in the following key areas within their respective work places and beyond:

- enhanced leaderships skill and impact, linked to increased confi-

dence to take initiative and responsibility;

- a stronger understanding of alternative conceptual frameworks through which the work of the alumni and broader developments (national and international) can be understood;

- more rigorous analytical abilities alongside increased knowledge in relevant policy and technical areas;

- the importance of improved English language skills, which was presented as both a confidence building factor and a key ingredient in strengthened communication abilities;

- enhanced skills in key areas such as project and organisational management; research and training;

- and a greater appreciation of and concern for diversity and the importance of inclusive approaches.

The benefit of the programme for these young people was also very evident at the first Alumni Conference held in Yangon in September 2015. It was a very rewarding experience for the programme organisers to see how these young people have developed, in their careers and personally. And it is worth noting that two leading local economists who led a workshop at the conference specifically mentioned how impressed they were by the analytical and engaged questioning and participation in the workshop.

All of the evaluation and feedback has confirmed that this continues to be a very successful programme and the critical mass of alumni in Myanmar, encouraged by the alumni conference, are developing a strong network which will continue to have strong links with New Zealand.

The unique nature of the programme, and its delivery, is made possible by the strong working relationship between UnionAID and the English Language Institute at Victoria University and Angela Joe and Karen Falconer have been committed to the programme since it began. We also get willing participation from a huge number of people from



*Flora Ju*

University Departments, Government and its agencies, the CTU and unions, NGOs and other organisations. People at all levels are very willing to help and the keen interest and charm of the young leaders ensures it is a rewarding experience for everyone. But my final acknowledgement and thanks goes to the host families and the many volunteers who make this programme unique and have built what the young leaders now call “the MYL family”. In particular I would like to thank Peter Harris, Mary Busch, Graeme Aitken, Pru Drybergh, Helen Wilson, June Huddle and John Shennan who all put endless hours into course development and teaching. I also acknowledge the financial and other support from the NZ Aid Programme of our Ministry of Foreign Affairs and Trade.

Ross Wilson

Chair of Trustees

UnionAID



*Aung Lwin*

# The Programme

As described in the Grant Funding Arrangement the Myanmar Young Leaders' Programme (MYLP) is an integrated twenty-five week English language and democracy in action programme, run by UnionAID in conjunction with the Victoria University of Wellington English Language Institute (ELI). MYLP builds on the successful Burma Young Community Leaders Programme (BYCLP) which ran for four years from 2009-2012 and was funded by MFAT. The current MFAT-funded MYLP activity will run for three years (2014 -2017) and aims to assist Myanmar's moves towards democracy by providing up to 24 young leaders (eight annually) from civil society organisations in Myanmar with the opportunity to:

- attain English language proficiency;
- knowledge and understanding of development;
- knowledge of New Zealand political processes and democracy in action; and
- peace building and conflict resolution skills.

Through leadership roles in their organisations and communities, it is envisaged that MYLP participants will make an active contribution to building democracy in Myanmar locally in their communities, and potentially at a national level. The overarching goal of the MYLP is to build human capacity and leadership in Myanmar to support the peaceful transition to democracy and strong enduring links with New Zealand. The intended outcomes to be achieved by the activity are:

## ***Long-term outcome***

- A network of 24 highly skilled leaders who will contribute to the peaceful development of Myanmar.

## ***Medium-term outcomes***

- Improved leadership, knowledge and skills of participants.

- Strong and enduring links established and maintained between New Zealand and Myanmar and between participants.

### **Short-term outcomes**

- Improved English language proficiency.
- Improved understanding of development, politics, democracy and peace and conflict resolution.
- Improved critical thinking, academic research, presentation and leadership skills.

Eight participants per year are selected from UnionAID networks and contacts developed over the past ten years with a variety of organisations and individuals inside Myanmar. Selection is made by UnionAID with advice from its key in-country partner: the Community Development and Civic Empowerment programme (CDCE) of the Myanmar Development Resource Institute (MDRI).

The criteria for selection into the MYLP are as follows. Participants must

- be working inside Myanmar for a civil society organisation with an intention to work for that organisation for a minimum of one year on completion of MYLP;
- be aged between 20 and 35 at the time of application (although older participants may be considered at UnionAID's sole discretion);
- have strong English language proficiency at  $\leq 5.0$  International English Language Testing System (IELTS) (or equivalent) to enable full participation in the programme while maximising the opportunities provided by the New Zealand cultural environment.

Student selection aims for a gender balance and a mix of participants from various ethnic and religious groups to encourage inter-ethnic understanding and tolerance.

Each year MYLP delivers:

### **A two week orientation programme**

### **A 13-week English Proficiency Programme (EPP)**

This provides participants with proficiency in reading, writing, speaking, and listening to English and the confidence to use the language in a variety of settings. Increasingly in Myanmar expertise in English is necessary for people working at leadership level to facilitate communication with donor and international organisations.

### **A 10-week tailored course**

This course focuses on three broad topics: economics, democratic processes, research and proposal writing skills, and human rights including the rule of law. Each of these is managed respectively by one of five volunteer teacher/coordinators: Peter Harris, Graham Aitken and Pru Dryburgh, Helen Wilson, and Ross Wilson. A range of contributors is drawn on (including, but not limited to, academic staff, government and community organisations, unions, and individuals) who have the expertise and enthusiasm to help participants develop the knowledge and skills required for their current work and beyond. The tailored course also provides students with opportunities for internships and learning relating to their personal interests, managed by volunteer Mary Busch. During the tailored course there are placements with government, community, and other organisations in New Zealand to provide first-hand experience relating to the course topics.

### **25 weeks' experience of New Zealand life and culture**

This enables the participants to further their understanding of different cultures as well as fostering strong and enduring relationships with groups and individuals in New Zealand. To this end, host families are carefully selected for their commitment to the programme and their willingness to support learning outcomes and provide a safe and secure homestay experience.

### **Five fieldwork projects**

Each year the students are encouraged to apply for funding for

small fieldwork projects to be undertaken in Myanmar, drawing on knowledge and skills gained on the MYL Programme. This has been a contestable fund, with up to five successful candidates selected by UnionAID, accessing up to \$3,600 per person. As a core component of the tailored course, participants are assisted to prepare a project proposal which they can complete in consultation with their organisations on their return home, and submit for funding. Successful candidates are expected to implement their projects during the following 18 months and report to UnionAID after completion and evaluation.



*Wutyi Soe and Nong*

## MFAT reporting requirements

The Grant Funding Arrangement requires that a progress report be prepared for the period 1 March 2015 to 28 February 2016 which must report on:

- the delivery of outputs and progress towards outcomes (based on the outputs in Schedule 1 and the relevant costed work plan and any results framework);
- actual expenditure and income compared with that in the relevant costed work plan, including comment on significant variances, balance of funds on hand at date of report;
- potential improvements to the programme;
- where expenditure is less than forecast, the recipient must confirm whether the savings are permanent or temporary;
- risk management issues; and
- any other relevant issues

This report is being provided four months prior to the required reporting date because the 2015 programme (including the 2015 intake and the first Alumni Conference in Yangon) and any additional activities (relating to field work and/or the selection process for the 2016 intake) will be provided in a supplementary report with the financial report for the period in February 2016.

# Delivery of outputs

## Selection Process

Relevant organisations, individuals, and alumni in Myanmar are notified of the programme by email several months in advance of an official closing date for applications. Electronic application forms and information guides are also posted on the UnionAID website. There were over 35 applications and shortlists for 2015 selections were drawn up by UnionAID Trustees: Ross Wilson, Mary Jane Rivers and Nanette Cormack.

The twelve shortlisted candidates were interviewed in Yangon by Ross Wilson, Helen Wilson, and Moe Min Thaw (2011 programme alumni and UnionAID representative in Yangon). Standardised English language tests (provided and assessed by ELI) were conducted by Helen Wilson. There was particular concern in the interviews to ensure that all candidates had strong family and vocational connections in Myanmar to ensure they had a strong motivation to return home at the end of the programme.

After their English tests were marked by Karen Falconer in New Zealand (MYLP programme coordinator) to ensure the required level of English was met, a final selection of eight participants was made for the 2015 MYLP, conditional on student visa approval. A ninth student, who was younger than the others, was selected to participate in the 2016 MYLP.

Programme participants selected for the 2015 intake were as follows:

*Aung Lwin: (M) 27, ethnicity: Tavoyan*

Aung Lwin volunteers for Arrudan a community organisation providing free blood and oxygen services to villagers. He is engaged with fundraising, researching, organising, and giving youth health training. Aung Lwin is also keenly involved with local environmental issues.

*Flora Ju (F) 25, ethnicity: Kayan / Kayaw*

Flora works as a liaison officer for Mine Advisory Group, collecting data on land mines (through case studies, videos, needs assessments). She also conducts mine risk education and transparency in mining.

*Frank Exodus (M) 26, ethnicity: Chin*

Frank is a Project Coordinator with Grassroots Empowerment & Ecosystem Nurturing (GREEN-Hakha) doing food security in cooperation with the World Food Programme and livelihood and youth development work.

*Khun Khit San (M) 26, ethnicity: Pa-O, 26*

Khun Khit San is a Programme Coordinator for Kaung Rwai Social Action Network. This involves coordinating and running youth empowerment and civic education training in Shan State.

*Myat Kyaw Thein (M) 26, ethnicity: Burman*

Myat is Senior Programme Officer with the Community Development Association. His current focus is on disaster risk management and supporting vulnerable communities to strengthen their disaster preparedness and infrastructure.

*Nang Kham Ying Nonk (F) 24, ethnicity: Shan*

Gloria works for Shan Women's Action Network (SWAN) as a facilitator and supervisor in the SWAN Women's Empowerment Programme. She also does capacity building for youth in Southern Shan state.

*Thu Rein Hlaing (M) 28, ethnicity: Tavoyan*

Thu Rein volunteers for the Dawei Nationalities Party doing communication work and speech writing. He also works as a journalist covering both local and national weeklies, including Dawei Watch, which highlights local issues related to the development of major projects in the Special Economic Zone around Dawei.

*Wutyi Soe (F) 25, ethnicity: Karen/ Burman*

Wutyi works for Good Neighbours Myanmar an international NGO. Her role is to support the implementation of child-based community development projects and design capacity building programmes for

staff and volunteers.

Khun Khit San had to return home a month before the end of the programme because of a village crisis over a land sale which was threatening the safety of his family and he felt a very strong obligation to return and attempt to resolve the situation which had arisen. His return home was facilitated by the programme management which, as was noted in the Evaluation Report (Appendix E at 5.3.4) was much appreciated by Khun Khit San and the other students.

## *UnionAID – VUW Memorandum*

The Memorandum of Agreement between UnionAID and the ELI specifies the following required outcomes for the course:

■ Improvement in English language speaking, understanding, reading and writing.

■ A good understanding of:

- The theory of contemporary development studies, and its practice, with a particular focus on the challenges faced in Burma

- International relations, with a particular focus on Burma and the Asia Pacific region. Democratic governance at a national and international level, with a particular focus on possible options for Burma, and a knowledge of the New Zealand political system.

- International human rights including relevant UN covenants and ILO conventions and their processes of ratification and supervision, with a particular focus on ILO Convention 29 and its application to Burma and the role of social partners and civil society organisations in a democracy.

■ First-hand experience of the working and place of civil society and government in New Zealand:

- Placements with relevant organisations

- Educational visits

- In-depth discussions with experts

- The New Zealand Parliament, Government, and electoral system.

- The Human Rights Commission

- The CTU and trade unions

- The Treaty of Waitangi and Māori culture

- Business NZ and employers.

- Relevant Community organisations

- Women in New Zealand today

- The public education system

■ The opportunity for individual participants to pursue their particular interests (after an analysis of their interests) and acquire relevant information and skills through:

- Internships with relevant organisations

- Educational visits

- Guest speakers to VUW course

■ Positive social and cultural experiences, particularly of Māori culture.

■ Increased confidence in public speaking and communication, and enhanced leadership skills.

As the remainder of the report records VUW have once again exceeded their contractual obligations and demonstrated a strong commitment to the programme objectives and participants and working in close partnership with the UnionAID volunteers and host families who actively support the programme.

## *Orientation programme*

The initial part of the orientation programme began before the students set foot in New Zealand. Information about New Zealand culture, weather and typical daily life was sent to the students and they are also put in email contact with their host families so they could begin to familiarise themselves with the expectations of living in New Zealand.

Just prior to their departure for New Zealand the students joined local alumni of the BYCLP and MYLP for a workshop and dinner in Yangon where they had the opportunity to ask questions about life in New Zealand and also get to know one another.

The main aim of the orientation during the first week of the programme was to introduce students to the Victoria University campus and resources available to help them with their learning, and to complete administrative procedures. In addition the first week of the programme provided a number of opportunities for the students to get to know each other and build working relationships. To this end the orientation included a weekend trip to Waitarere on the Kapiti Coast.

A tour around some relevant institutions and resources in Wellington city was provided including Parliament and the City Library. Advice on using the New Zealand public health service was provided by Professor Annette Huntington (Massey University). Five of the students were each issued with a laptop and given basic guidance on how to use it. All students had bank accounts set up for them and were given pre-loaded Snapper cards for bus travel along with an explanation of key bus routes.

Four initial language tests were also administered: reading and listening comprehension, writing and speaking. The results are detailed in section 4 'Progress towards outcomes' of this report. Finally, to complete the orientation the students received a formal welcome at a function with representatives from Victoria University, MFAT and UnionAID volunteers and supporters.

## *New Zealand social and cultural experience*

Throughout the 25 weeks of the programme the students had the opportunity to immerse themselves in New Zealand society and culture. Experiencing a different culture and way of living helps to broaden the student's appreciation and respect of other cultures and peoples, and makes strong links with the new country and its people.

As part of the Orientation, the young leaders worked on a set of core readings entitled New Zealand Life and Culture which included facts and figures about New Zealand, New Zealand society, and visiting a marae. Each reading was accompanied by a variety of tasks to explore both the ideas and language. These readings were complemented by other activities, such as brainstorming questions and then interviewing a panel of New Zealanders.

Staying with New Zealand host parents meant each student experienced New Zealand family and home life. Students became part of the family for the 25 weeks accompanying host families for dinners out, films and holidays. Host families often provide far more than expected with strong pastoral care and many students return with gifts such as iPads and Kindles. Individual interviews were conducted with each student six weeks into the programme to check whether there were any issues at home that needed to be addressed. These were done by Khin Maung Htwe, a 2010 alumni, who was completing his Masters in Public Policy at Victoria University. Karen Falconer, the MYLP teacher did one interview with a student who was living with the same family as Khin Maung Htwe. Both reported to the UnionAID Chair and MYL Programme Manager Ross Wilson who is charged with dealing with any issues which might be raised. There were no major issues needing to be addressed.

Over the six months, a number of social activities were organised for the group, including host parents and teachers. These included several shared meals at homes of host parents, ten pin bowling, and the FIFA U-20 Myanmar v New Zealand World Cup game. Over the university

mid-term break they were taken to stay at Lake Taupo where they learnt about local Māori history, experienced the spectacular thermal sights and adventure activities, and, even though it meant a 5.30 am start, all attended the Dawn Service at Waihi Village Marae. Evenings were spent with the students discussing the Myanmar situation and sharing their various knowledge and experiences.

## *The 13 week English Proficiency Programme (EPP)*

The students commenced the 13 week EPP the week after the orientation. Initially a set of three tests (vocabulary, dictation, and C-test) were used to place each student in an EPP class appropriate to their level of English language proficiency. This ensured each student was learning at a level that best met their language learning needs and provided enough challenge to keep them motivated to improve. It also meant the MYLP students mixed - and often made friends -with students from other nationalities.

The 13 weeks of the course were full time, with classes from 9am to 1pm daily and additional self-directed study required from the students. One afternoon per week was set aside for regular progress testing, which usually included vocabulary and either reading or writing. The final week of the EPP had proficiency testing across the four language skill areas: listening, speaking, reading and writing. Full details of the students' progress is covered in section 5 'Progress Towards Outcomes' of this report.

## *The 10 Week Tailored Programme*

The ten week tailored programme comprised of five core modules:

- Democratic processes
- Economics
- Human rights

- An introduction to research
- Proposal writing
- Exploring individual interests

The lessons for the democratic processes, economics and human rights modules were delivered in week long blocks. This change was prompted by the feedback from both students and coordinators the previous year when the modules were delivered as streams spread across many weeks. The intention of block courses was to enhance the students learning by fully immersing them in a specific topic or field for one or two weeks before moving on. A copy of the curriculum is attached (Appendix A).

The introduction to research module ran on Tuesday afternoons, from the 3rd week of the EPP, so that students would have some preparatory skills for the proposal writing module, and also to complement some of the teaching from the EPP course, such as drawing up an argument, and using the literature. The proposal writing was run on Friday mornings, allowing time for development of ideas and teacher feedback. Five full days were allocated to individual interests. Sufficient time for reflection on the lessons and knowledge gained from all learning was built into the tailored programme and supervised by Karen Falconer.

### *Democratic processes*

This module aimed to provide the students with an understanding of democratic processes and governance both internationally and within New Zealand, with the intention that knowledge gained could be relevant to the development of democratic processes, institutions and culture in Myanmar. The module was coordinated by Graeme Aitken and Pru Dryburgh whom both have extensive work experience within national government and civil society.

The module began at the macro level with an overview of international relations with a particular reference to the ASEAN region. Sessions were provided by regular MYLP contributors Prof. David Capie



*Nang Kham Ying Nonk*

(VUW) and Barbara Williams (formerly MFAT).

The second week of the module had a greater focus on civil society aspects of democracy. This included sessions looking at the participation of youth and women in the political process provided by the Ministry of Youth Affairs and Iona Pannet (Wgtn City Councillor) among other. These sessions had an emphasis on the pathway for developing youth and women leaders. Civil society advocacy and influence in the political process was explored with sessions by UNICEF and Child Poverty Action Group.

A visit to Parliament was arranged as part of the democratic processes module to provide an understanding of how laws are made and how actors may influence these laws and policy. This visit has been a mainstay of the MYLP and BYCLP but this year was increased to two days. The first day students toured Parliament and learned about the Parliamentary system with visits to the Speaker, Library, Press Gallery and some party caucuses. The second day saw each student paired with an MP (representing parties across the political spectrum) throughout the day as the MPs handled media, Select Committees, the debating chamber and policy matters.

A key feature of the democratic processes module was a visit to Palmerston North to get a close look at how city and regional government operate and through a case study of water management, a salient issue for many people in Myanmar. This was expanded from 2 days in 2014 to 3 days in 2015 with presentations by both councils, environmental academics at Massey University, one on one sessions with City Councillors and visits to water (drinking and waste) treatment plants.

The final part of the democratic processes was eight sessions relating how Maori have achieved a strong voice in the political and social system and been able to achieve progress on issues important to them. This comprised of sessions on Maori land loss, the Waitangi Tribunal process and the development of Maori business and delivery of Maori services for Maori. Presenters included Maria Bargh (VUW), Bryce Blair (Tuia Group) and Graeme Aitken.

## *Economics*

The economics module was coordinated by Peter Harris, former Massey University lecturer and CTU economist. The main aim of the module was to give the students a basic understanding of the economic forces and choices that shape development.

The module included sessions on the principles of taxation, managing inflation, budget preparation and budget transparency. The module merged class based lessons run by Peter Harris with visits to institutions such as Treasury, the Reserve Bank and MBIE and Ministry of Social Development to gain an understanding of their operation and unique viewpoints. Additional presentations were provided by academics Prof. Lisa Marriot (VUW) and Max Rashbrooke to get their expert insight on issues of tax and inequality respectively. The module was completed with a session on Myanmar's economy and presentations on Myanmar related economic issues that each student had researched.

## *Introduction to Research*

Most of the students had some exposure to research, although their understanding of this process was very limited. The course was run by Helen Wilson assisted by Karen Falconer. In response to 2014 student feedback, participatory methods were used and the course was done 'in-house' apart from one outside speaker (Susan Iversen) who explained sampling methods and gave a practical session on developing an online survey.

## *Proposal writing*

The proposal writing module aimed to teach students to develop, write and present a project proposal to donors. The students were asked to identify fieldwork that would benefit their communities and from these ideas develop their own project proposal. The module covered the essential components of writing proposals including giving the background to and presenting an argument for the project, drawing up a budget and timeline and identifying appropriate evaluation methods. Students were also required to develop a presentation based on their project proposals, using PowerPoint, and were provided with feedback and advice from both peers and teachers.

Project proposals covered topics such as disaster preparedness, voter education, youth capacity building, land mine education, waste and water environmental training, developing common ground for CBO coordination, volunteer skills training, and mining awareness and educational and advocacy training. Students were encouraged to submit their project proposals for funding which would enable them to undertake the fieldwork back home (Appendix B for details).

### *Human Rights*

The human rights module was developed and coordinated by Ross Wilson and covered institutions and mechanisms relating to law and human rights in New Zealand as well as providing insight and debate into rule of law issues and opportunities for Myanmar.

The module started with an introduction to the United Nations Declaration of Human Rights and a more in-depth look at one of those rights – Freedom of Association. This included a critical discussion about the relative importance of human rights.

The next part of the module looked at the need for individual country laws and mechanisms to make human rights a reality. This included a day of visits to the Health and Disability Commissioner, Independent Police Complaints Authority and Privacy Commissioner all institutions that enforce human rights in NZ. As with previous years a full day was spent with staff at the Human Rights Commission to learn about its role and work. Amongst other things this included a focus on the UNDHR periodic review and the complaints, mediation and legal processes of the HRC.

Religious tolerance and freedom of speech are important human rights issues in Myanmar and a full day was tailored to learning and discussing these issues. Prof. Paul Morris (VUW) and the VUW Muslim Student Association provided presentations on processes and policies for building a multi-cultural society. Nicky Hager and MYLP student Thu Rein Hlaing provided their perspectives on the challenges for journalists in the current political and technological environment in New Zealand and Myanmar.

The final part of the module looked Myanmar's constitution and the court process in NZ. Ross Wilson led sessions on the Bingham Principles of the Rule of Law and had the students critically discuss recommendations for constitutional law reform in Myanmar. Prof. Claudia Geiringer (VUW and Director of NZ Centre for Public Law) gave a presentation on the NZ Bill of Rights Act and the students visited the Court of Appeal and the Supreme Court.

### *Individual Interests*

The individual interests programme was given greater focus and support this year and was coordinated by Mary Busch and Michael Naylor. Each student was interviewed early during the EPP and given the opportunity to suggest what particular skills and topics and learning opportunities they would like to pursue. A schedule of site visits, meetings or placements were then arranged for each student, or groups of students, relating to their particular areas of interest (see Curriculum Appendix A).

Two initial sessions on volunteer management policy and principles for four students whose organisations relied heavily on volunteers, were organised. These were run by Volunteer Wellington and Volunteer NZ. Building on these sessions the students visited NGOs managing volunteers such as YMCA, Boys and Girls Institute, Zeal, Trade AID, Sustainability Trust. Where possible the NGOs visited were related to the student's particular interest or field e.g. youth work, which meant a number of these visits were made by individual students.

A second group of students expressed an interest in learning how to develop a radio broadcast or radio campaign. This group attended a number of sessions with Radio Active which identified ways radio can be used strategically for creating wider social awareness and also provided hands-on lessons on how to plan, script, record, produce and publish a radio programme. At the end of the programme the students broadcast their own 30 minute radio programme on Radio Active.

Other topics that individuals explored were disaster risk management, with visits to NIWA, Ministry of Civil Defence, Rescue Coordination and WREMO; corporate social responsibility; youth work and

employment support, water and sanitation, campaigning, women in politics; politics and political communications. For details of visits see Curriculum (Appendix A).

## *Alumni field work projects*

### **2014 Alumni Field Work Projects**

Five of the 2014 alumni were funded to undertake field work projects during the period February 2015 to December 2015. These projects are either complete or nearing completion and reports on these projects will be provided to UnionAID by each of the alumni.

### **2015 Alumni Field Work Projects**

Seven of the 2015 MYLP alumni submitted field work project proposals. Because of the high standard of work and the value of the field work to the Myanmar communities represented, the UnionAID Trustees agreed to fund all of the projects, conditional on MFAT approving a variation to the MYLP budget. This was approved and funding was provided to the seven alumni to implement their field work projects between October 2015 and June 2016. (For details see Appendix B Summary of 2015 Field Work Projects Approved)

## *Alumni Conference Yangon September 2015*

The first alumni conference was held from 10th to 12th September in Yangon to provide ongoing learning, support and networking opportunities for the alumni of the Burma Young Community Leaders Programme (2009-2012) and the Myanmar Young Leaders Programme (2014-2015). This involved a good deal of preparation. Moe Min Thaw, a 2010 alumni gave valuable assistance with quotes and bookings for venue, catering, equipment hire etc. Attendance and accommodation was managed initially by UnionAID in Wellington but Moe was responsible for contacting all alumni closer to the time to check individual accommodation and transport needs and managed the conference

logistics (including payment of allowances and hotel costs) and reporting to Ross Wilson as MYL Manager who was present and maintained oversight.

Attendees were contacted several months before hand and encouraged to provide presentations or posters about their work or particular topics of interests. Ten abstracts were selected. Ross Wilson contacted appropriate people for workshops, using his familiarity with local issues and his contacts there, to ensure that topics would be useful for the alumni. Helen Wilson produced publicity material for the conference programme (which was designed by Stephen Day from the Tertiary Education Union), and prepared a booklet with abstracts from the workshop leaders and alumni presenters. Thirty alumni attended from across the country, with three being unable to attend at the last minute – two because they were engaged with relief work in flooded Chin state, and another because of personal circumstances. Other alumni were abroad for work or study purposes, engaged with election activities, or could not take time off.

The first day began with an introduction by Steve Marshall the retiring head of the International Labour Organisation Office in Yangon for the past eight years, with Brent Rapson and Stephen Wong from the NZ Embassy talking about New Zealand's work in Myanmar and MFAT scholarships for Myanmar. There were three workshops: one on sustainable economic development by two local economists Dr Tin Htoo Naing and Dr Myo Myo Myint, a Rule of Law workshop run by Ross Wilson and Kyi Kyi Linn, a 2010 alumni (who had been working on a UNDP Rule of Law Project in Myanmar) and an all day workshop on the challenges of building a democratic state in a divided society by an expert on Myanmar, Igor Brasevic. Ten alumni gave oral presentations, some of which were world class, but all very competent, followed by questions and comments by their peers. A number of presenters made clear links between their work and the knowledge and skills they learnt in New Zealand. There were also six poster presentations about project work.

# Progress Towards outcomes: Assessment of Outcomes

## *Improved English Language Proficiency:*

Development of English language proficiency was monitored, assessed and evaluated in a variety of ways during the 25 week Myanmar Young Leaders Programme (MYLP). This section will cover progress

during the English Proficiency Programme, the first major component of the MYLP, followed by the Tailored Programme.

### ***EPP: Test-based improvement***

In the final week of the English Proficiency Programme (EPP) multiple tests in each of the skill areas are administered to all participants. Results of these tests are recorded on a six-point scale with no distinction of proficiency within a band (see Table 1 below). IELTS approximations are provided as performance in these tests is a pathway into academic study recognised by Victoria University.

Overall the young leaders' performance in the tests reflected the expectations of their class teachers and the course teacher, with the exception of the speaking performance of student 5973(1) and the

**Table 1: English Proficiency Test Results**

<i>Student ID</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>	<i>Necessary language proficiency for entry to:</i>	<i>Approximates to an IELTS equivalent of:</i>
300355970	5	5	4	4	Post-graduate Programmes	6.5
300355979	5	5	4	4	Undergraduate Programmes	6.0
300355973	5	4 <sup>(1)</sup>	3	5	Undergraduate Programmes	6.0
300355975	4	5	3	4	Undergraduate Programmes	6.0
300355980	4	4	3	4	Undergraduate Programmes	6.0
300355977	4	4	3	4	Undergraduate Programmes	6.0
300355972	4	4	2 <sup>(2)</sup>	3		5.0
300355981	3	4	3	3		5.0

reading performance of 5972(2) which were a band score lower than class performance suggested. In both of these cases, assessments were analysed by the course teacher and the young leaders interviewed to gain their perspective on how they approached the tests and to work out strategies for them to achieve their potential in future assessments.

### ***Performance against targets***

■ 0.5 band improvement in speaking and writing by most participants

Six of the eight young leaders (3m; 3f) achieved a 0.5 band improvement in speaking, when performance on the 3 March speaking assessment is compared with EPP test performance in June. Of these six, four achieved a 1.0 band improvement (2m; 2f). Two of the young leaders scored the same result (2m), one of which was below his expected performance (1).

In writing, six of the eight young leaders (3m; 3f) achieved a 0.5 band improvement over the same period, with two of these six a 1.0 band improvement (2m). The remaining two achieved the same result under test conditions. This reflects the transition from writing fluently to learning how to write in a conventional structure, in terms of generation and organisation of ideas and precision of language use. An EPP band score of 4 or above, achieved by six of the eight young leaders (4m; 2f), is commendable given the demands of academic writing.

As the English Proficiency Programme tests are at week 15 of the 25 week Myanmar Young Leaders Programme, performance in the final speaking and writing assessments will also be provided.

### ***Staff and participant observations***

■ Staff observe strong progress by most or all of the participants

As a result of performance in the EPP placement tests, all but one young leader tested into the top three classes of a ten class intake: Class 1 (2 participants); Class 2 (2); Class 3 (3); and Class 4 (1). EPP teachers comment on performance in class as well as test performance.

All class teachers commended the participants on their motivation, diligence, focus, and valued participation in classroom activities. They noted that their willingness to actively and positively engage with their classmates was an asset to the learning environment.

In terms of progress in the four skill areas (listening, speaking, reading and writing), teachers reported strong development in terms of listening and speaking, with the ability to comprehend and produce more complex language and ideas. Much participant energy and focus went into developing reading and writing skills. In terms of reading, the main comment was that given time, they could process complex ideas well, but needed to do far more reading to gain the fluency and skills to perform at a higher level. All participants were commended on their progress in writing, noticing improvements in the organisation and support of ideas in conventional formats and range of vocabulary and grammatical structures used.

■ Other indicators

All participants met Mandatory Course Requirements, which means all course work was submitted to class teachers and attendance requirements met. Attendance rates were high, with four of the eight young leaders recording 100% attendance, two with 98% (1 day absent) and the other two 95% (2.5 days) and 93% (4 days).

Six of the eight participants also qualified for an additional certificate, a Victoria University Certificate of English Proficiency, which is approved by the University Council and awarded to students who meet Mandatory Course Requirements and the English language proficiency level for entry to undergraduate programmes and above.

■ Most or all of the participants observe strong progress

Regular meetings over a shared lunch with the course teacher included a reflective focus, where participants could raise successes and difficulties they were having with their language learning, as well as any other topic they wished to focus on. Six of the eight participants could regularly identify areas of progress, giving examples such as an improvement in the understanding of a range of accents, the ability

to speak more fluently, and an increased confidence to initiate and respond in academic and conversational English settings. Two of the participants were concerned about their speaking development: one with conversational English with her host family and the other with academic presentations. They met weekly with the course teacher during the EPP and both commented that they had gained both the confidence and skills to continue independently after the EPP.

In a meeting with the EPP Course Coordinator Kristen Sharma on 31 July about their EPP experiences, the young leaders highlighted gains in confidence to express themselves, both in small groups and to the class as a whole; improved skills for argumentation and a broader world knowledge; and although slower to gain initially because it was a new concept, the development of independent learning skills.

In the online Myanmar Young Leaders Programme Student Satisfaction Survey (4 August 2015), seven of the eight participants responded that they gained confidence in using English from the EPP.

Individual participants' comments in their English Language and Communication Evaluations (10 August 2015) attributed their development of academic approaches to listening, formal speaking, reading and writing to the EPP. Writing was a common theme with six of the seven participants, who noted that they could organise ideas more logically than before, write an argument more easily, and use more academic words and phrases. Learning new reading strategies was noted in responses from four of the participants, who found understanding the structure of a text and reading for the main ideas led to a gain in reading speed and comprehension.

### ***Myanmar Young Leaders Programme: From Orientation to Tailored Programme***

#### ■ Test-based improvement

A range of English language test types was used to assess the participants' language skills in the early stages of the MYLP and in the final week. The reading and listening comprehension tests were adminis-

tered during the first week of Orientation (25 February 2015), and were chosen to give a spread of marks and the possibility to demonstrate improvement on later administration but not be so difficult as to overwhelm the participants. The productive skills of writing and speaking were assessed in the first and second week of Orientation (26 February and 3 March 2015 respectively). The writing task was an academic essay on a development-related topic and the speaking task was a recording of a five minute talk on their work and professional and personal goals. For these two productive tests, marks were given for ideas, fluency, coherence, vocabulary and grammar, using the EPP's six-point scale with the inclusion of mid-band scores.

The dictation, C-Test and vocabulary test were first administered on 4 March 2015 as part of the placement tests for the EPP. The dictation test assesses listening skills with a particular reference to the form of the language, including spelling. Participants listen to a passage which increases in complexity and write what they hear. A pre-determined selection of words is marked. The C-Test is demanding as it incorporates attention to the form of language and the intended meaning. Participants complete five reading passages, with many of the words in the passages incomplete. Marks are only allocated if the exact ending is given, which means understanding of meaning, grammar and accurate use of language are tested. In the vocabulary test, academic words are given and students need to select the correct meaning for each word.

All tests were re-administered in the first two days of the final week of the Programme (10 and 11 August 2015), with the exception of the speaking. The final rehearsal of their proposal presentations on the morning of 13 August 2015 was used as a basis for this assessment.

The results provided in Table 2 below show that all of the students improved in ways that would be expected after six months of content-based English language tuition and living in an English-speaking environment. The first two students listed, who tested high initially in terms of dictation, vocabulary and C-Test results, were placed into Class 1. With the post-test results of the remaining five students, all would test into the top two classes, which shows a very good level of progress



***Thu Rein***

when learners are responding to language of increasing complexity. One student had to return to Myanmar early so there are no post-test results for him. His last day of class was 16 July.

All participants showed improvement in reading and listening com-

prehension. The listening test result of student 5975 (\*) needs to be interpreted with caution as the major improvement in performance can be mainly attributed to time management (finishing the post-test) and following guidance to maintain concentration throughout the test.

**Table 2: Pre- and Post-MYLP English Language Test Results**

Student ID	Dictation /80		Vocabulary levels /150		C-Test /100		Reading /30		Listening /25		Writing (EPP scale)		Speaking (EPP scale)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
300355970	58	70	85	91	54	64	23	29	20	23	4	4.5	4	5
300355973	40	57	81	84	64	69	22	26	14	21	3.5	4	4	5
300355979	57	68	76	89	49	52	18	23	18	22	3.5	4	4	5
300355980	52	72	56	71	64	68	20	25	16	21	3.5	4	3.5	4.5
300355975	45	59	71	74	52	63	17	22	9*	22	3.5	4.5	4	5
300355977	42	54	70	78	49	53	15	20	12	22	3	4	3.5	4.5
300355981	32	42	75	80	42	52	14	19	16	18	2.5	3.5	3	4
300355972	46	-	72	-	39	-	16	-	11	-	3	-	4	-

■ Performance against targets - 0.5 band improvement in speaking and writing by most participants

All participants achieved a 0.5 band improvement in both skill areas.

All seven participants increased by one band score for speaking (4m; 3f), while four of the seven increased by one band score for writing (3m; 1f).

■ Staff and participant observations - Staff observe strong progress by most or all of the participants

The course teacher, who taught on the Orientation, met with participants during the EPP, and taught on the Tailored Programme noted progress in all language skill areas by the young leaders. Their development of pragmatic skills were of particular note, and all could manage professional and personal relationships both in face to face situations and electronically. They were quick to learn the value of and language for acknowledging the input of others, welcoming, thanking, and making and responding to requests, to name a few. The streamlining of writing processes, with weekly journals and short reports, allowed for a greater focus on their project proposals. This led to a higher level of development of ideas and refinement of language for most of the young leaders, as well as confident and well-articulated project proposal presentations by all on the final day of the Programme.

EPP Course Coordinator Kristen Sharma reported that she had the privilege of meeting the Myanmar Young Leaders during their Orientation (27 February 2015), when they interviewed her and a colleague as a group about aspects of New Zealand culture and beliefs, and again at the end of their programme (31 July 2015), when she interviewed them, asking the same questions about Myanmar culture and beliefs. She was impressed with the improvement in their English language, in terms of fluency, natural use of quite complex terms and phrases, and the clarity with which they were able to communicate. She was also very impressed with the confident and authoritative, yet respectful, manner in which they spoke, which to her signalled that not only had they developed their English language, but they had developed it in such a way as to lead discussions, offer agreement and support, politely give another perspective, and build rapport.

ELI and ELTO Peru teacher Susan Smith noted a marked improvement in the Myanmar Young Leaders' confidence to communicate and their interactional skills, such as initiating and maintaining a conversation. The 16 government officials from Peru and the young leaders first met for a mix and mingle activity during Orientation (3 March

2015) and again before the officials returned home (19 June 2015). While both meetings enabled the two groups to engage in authentic language practice, the development of fluency, complexity and a greater ease of communication in English was evident in the second meeting.

Victoria International Leadership Programme (VILP) Manager, Amber Walters, who has had experience in teaching English in Japan, commended the young leaders for their organisation, development and delivery of a two hour seminar to university students on the VILP. In the five weeks between meeting them and then experiencing their seminar, she noticed that they had researched and developed the different parts of their topic, Myanmar's Transition to Democracy, and presented clearly and confidently to the 30 students who attended. Pairs then facilitated small discussion groups. Amber concluded by saying that it was incredibly rewarding to hear their passion and perspectives and that it was a real cross-cultural communication seminar as English is their third or sometimes fourth language.

■ Most or all of the participants observe strong progress

In their English Language and Communication Evaluation (10 August 2015) and follow-up interviews with the course teacher, all the young leaders observed and could provide evidence for progress in all of the language skill areas, with the exception of one who felt her reading skills had not improved. This was linked to her feeling that she needed a lot of time for reading and had limited free time for this. Others felt their reading speed, understanding of how texts are organised, and comprehension had progressed. There was both strong agreement and agreement for improvement in listening and speaking skills. In terms of speaking, evidence included being able to contribute freely to group work and social talk, as well as being able to express opinions and ideas in presentations. One young leader wrote that he could now ask questions bravely and mostly correctly. Support for progress in listening included being able to understand the television news more easily than before, follow conversations with native speakers, and understand topics presented to the class and in discussions. Examples of how they

supported progress in writing skills included the logical organisation of ideas, the use of academic vocabulary and sentence structures, and the types of writing such as essays, journals, and emails. One young leader referred to his project proposal as evidence of a significant improvement in writing, especially his use of vocabulary and greater accuracy with grammatical structures.

## *Tailored Programme: Development of leadership, knowledge and skills*

The Tailored Programme offered the young leaders a variety of learning opportunities in different formats, from class-based presentations, discussions and activities, visits to governmental and non-governmental organisations, workshops to develop their research, critical thinking and proposal skills, and the stimulation of engaging with a wide range of people, ideas and perspectives - some familiar and some challenging - on a professional and personal level.

### ***Participation and progress***

Attendance levels were high with seven of the young leaders attending over 95% of the 10 week Programme. Five had 100% attendance, one with 98% (1 day absent) and one with 96% (2 days). The remaining young leader had one day absent until his early return to Myanmar on 16 July.

All of the young leaders participated actively in the programme's learning opportunities. Their interest in the different content areas of the programme was notable and their responsiveness to those who interacted with them as a group made for a productive learning environment. They demonstrated the ability to work individually and together in different groupings, depending on the nature of the activity, and to be able to engage with each other, and the wide range of contributors to the programme, in ways that showed a commitment to processing the concepts and ideas they were learning. They handled the differences of interests and opinions within the group with growing maturity, as noted by Wutyi Soe in her editorial for *The Link* (12 August 2015, p.2):

*Of course, we argue and we disagree sometimes as we have different perspectives. However, it never lasted one day. I feel that I am quite lucky to meet my friends who have different expertise. I could feel our unity in diversity.*

The growth in confidence and skills to question, ask for clarification in areas of uncertainty, and contribute well-considered comments and feedback demonstrated the ability of all the participants to reflect on situations and experiences.

The suggested grouping of the content areas in a block by participants in the 2014 programme, such as Democratic Processes, Economics, and Human Rights, enabled a greater understanding of concepts and ideas and their application to their own learning and working environments. Oral reports and reflective journal writing showed that they were processing ideas in a meaningful way and also making links between the learning and their community and country. The feedback from the online Myanmar Young Leaders Programme Student Satisfaction Survey (4 August 2015) regarding workshops, suggests that the block modules provided a useful context and that other stand-alone workshops, such as adult education and meetings and negotiations, could be integrated into the block modules, so that the relationship between skill development and content development is appreciated by the young leaders.

### ***Completion of course work***

The young leaders were set tasks in preparation for some of their workshops, visits and classes, to be completed individually, in pairs or small groups. This often included the surveying of a website of a particular governmental or civil society organisation to present their findings to the class, or working with information provided to report back or teach others in a creative way, depending on the focus of the activity. They were also expected to work independently, asking for support when they needed it, on their research and writing including their project proposals, journal reviews, and articles on aspects of their programme. This required a high degree of workload management to navigate content and relationships (both face-to-face and by email)

to meet individual and group deadlines, as well as respond to and integrate feedback.

The young leaders completed set tasks linked to preparation for presentations, reporting back or teaching. They were also required to submit a reflective journal each Monday to the course teacher with at least two pieces of writing on topics of their own choosing which linked to content of the previous week, for example a meeting with a civic leader, a visit, or a theme presented by a contributor to the programme. Part of this process was to consider how this learning may inform their own personal or professional development, or/and their consideration of the issues faced by their country in its process of democratisation. The course teacher responded to the communication and development of ideas and some language features, especially when they affected clear communication. Any content misunderstandings could also be clarified.

Some of the young leaders chose to rework one of their reflections to publication standard for inclusion in the alumni newsletter *The Link*. These included: The power of museums, Zines, Democratic culture and practices in New Zealand, and A visit to the Ministry of Foreign Affairs and Trade. Two earlier pieces of journal writing also helped with the development of ideas for the rationale section of the project proposals of two young leaders and one chose journal writing as one of the evaluation tools for her project.

Project proposals were written using the UnionAID small grant format with the leadership of Helen Wilson and the support of the course teacher. Building on the experience of last year, the goal was to have the majority of the proposals written before the young leaders worked on their presentations. This was achieved in all but two cases, which meant that the written proposal and presentation were worked on simultaneously with them. Each participant received ongoing feedback so that their proposal was at a stage where they could make minor adjustments on their return to Myanmar, fine-tuning budgets and timelines, and making other necessary changes in consultation with staff in their organisations, before submitting them for consideration

for funding.

With practice and feedback from their peers, Helen Wilson, and the course teacher, the young leaders' project proposal presentations showed a development in the organisation of ideas, increased clarity and fluency in expressing what they were planning to do and why, reference to literature (some at a basic level and some with a higher level of sophistication) and the ability to respond to comments and questions. They delivered these presentations to host families and key programme stakeholders on 13 August 2015. The audience was impressed with the variety of projects proposed and the high quality of the presentations.

### ***Leadership and networking skills***

Different aspects of leadership were again used as the topic for the critical reading sessions, which meant that the young leaders discussed and reflected on leadership in a meaningful way. Victoria International Leadership Programme (VILP) Manager, Amber Walters, worked with the group to look at different leadership styles and they later facilitated a seminar for university students who are a part of VILP. Amber also shared the written feedback from students who attended, including this excerpt:

*The group strongly advocated for the importance of civil society organisations in improving Myanmar. For instance, in filling the gaps in public services that the Government cannot cover, in representing the community, and to put pressure on the Government and the Private Sector. Moreover, in my opinion, the group implicitly demonstrated the effect young people can have on major issues. The students of Myanmar are (and have been for decades) to some extent leading the charge in demanding development and democracy in their country. To me, this was a broader and inspiring lesson to take away from an interesting seminar.*

Two women political leaders also met with the group to talk about their leadership pathway, the challenges they face and strategies they use to address these challenges. This proved a popular topic for

journal reflections, with the young leaders appreciating the candour of the women's answers to their questions. Youth involvement in leadership and developing young leaders were part of the Individual Interests module for some, and the group met with young leaders who participate in youth councils in Wellington and Upper Hutt at a Youth Week function at parliament organised by Commonwealth Youth (28 May 2015).

In their self-evaluation of leadership skill development, all noted an improvement (English Language and Communication Evaluation, 10 August 2015). Evidence provided to support this included being the elected representative for the MYLP improved confidence, organisation and negotiation skills; greater self-management, especially time management; becoming more accountable to their organisations by writing reports and having the chance to manage their own projects; recognising the value of accountability, transparency and participation and its importance for future leadership; and learning to listen more to others and being more patient than before when diverse opinions are being expressed.

The young leaders continued to play a pivotal role in the Myanmar Student Association at Victoria University. Along with alumnus and current New Zealand ASEAN scholar, Khin Maung Htwe, they were instrumental in organising a campaign to provide support for victims of the early August floods in Myanmar. An online donation account was established and they also busked in Cuba Mall on Saturday 15 August, which alone made over \$880. A total of close to \$4,000 was forwarded to MYLP alumnus Ngun Khar who was directly involved in flood and landslide emergency relief in Chin State.

The young leaders also carried on the tradition of writing and producing a newsletter for alumni of the Programme. The fourth volume of The Link made it to publication and distribution via email to alumni and host families on the final day of the Programme. A copy of The Link is attached as Appendix C.

One student found the human rights sessions moved him to think about becoming a "change-maker" for Myanmar, a sure sign of leader-

ship:

*Honestly I am not interested in Political before I came to New Zealand. During the MYLP program, I have learned a range of political concepts such as the culture of democracy, Human Rights, Government Structure and etc. These all are interesting to me. The more I learn the political the more I want to do some political activity for my country. It is like a dream for me I want to be a change maker for my country.*

## **Reporting**

The young leaders electronically submitted a weekly report to Mary Busch for the duration of the Individual Interests module of the tailored programme. An individual programme diary outline was provided so that they developed the habit of noting who they had met, along with organisation and role details; summarising their own key learning outcomes; and identifying anything else they would like to know so that this could inform further meetings, visits, or locating useful resources. They copied the course teacher into these communications. One young leader decided to write extensively using this format and copied in his Myanmar organisation as well, so that his managers would know what he was doing to develop and share his knowledge on his specialist topic.

The course teacher has written an individualised report for each of the young leaders, based on their self-evaluation of language and communication skill development and a final interview. The report contains a summary of current progress, as well as suggestions and strategies for ongoing development particular to the future study and/or occupational goals of each young leader. They also requested and received their pre- and post-test scores, along with individualised commentary on how to interpret the scores and action to take to improve in particular areas, depending on future goals.

## *Improved understanding of development, politics, democracy, conflict resolution*

### **The Survey Feedback**

#### *Economics module*

Five students agreed and 3 strongly agreed that this module was useful and seven commented very generally how they would use this new knowledge on their return home. One student wrote of the need for preparation before the visits to organisations so the students are able to make links to Myanmar and ask questions during visits. Difficulties with the technical language were also mentioned. This is a common issue which is raised each year and probably cannot be completely addressed when outside speakers are contributing, however further preparation with vocabulary and topic content might assist before visits are made.

#### *Democratic processes*

Four students agreed and four strongly agreed that this module was useful. Seven commented generally of how they would use this information back home.

#### *Human rights*

Three students agreed and four strongly agreed that this module was useful. (One student returned home before the course commenced). Six students commented on how they would use this information back home.

### **Assessment of Learning in Tailored Programme**

#### *Democratic Processes*

In the democratic processes module, contributions to discussions, activities and reflections from the young leaders showed that they had been able to progress their understanding of the processes related to how different people contribute to a democracy, from children and young adults to local, regional and central government institutions. They also had a particular focus on women and Maori, because of the parallels with their work in attempting to achieve greater gender and

indigenous representation in decision-making processes. Journal reflections showed engagement with the ideas and processes and the development of links to their own communities and country. Excerpts from journals to illuminate this, show an appreciation of the role of institutions such as schools and city councils in providing a place and space to develop young people's capacity:

*... They [the children] have to share and teach their youngers their knowledge so that they knew how to take care and help each other... They have automatically train how to lead. It is a very good step for develop future leaders (A good foundation for future leaders, 17 June 2015).*

*... A visit to the city library youth space in Palmerston North on 29 June was really interested to me and it made me awake. It hit me to go back to my dream. There must be room for young people to learn about society, to explore new things and ideas and to create network among them... Investing for young people is the best way to develop a strong and intelligent nation. It will help to create a peaceful, harmony, stable and develop country (A dream for youth, 6 July 2015).*

Many of the young leaders wrote about their meetings and opportunities to discuss women's leadership pathways with Maryan Street and Iona Pannett. The themes of the responsibility of representing all citizens and having integrity resounded with all, as this excerpt shows:

*If you want to be a politician, you need to keep in mind that your job is important and influential because you are representing the people... when you pretend to be something you are not or when you pretending that you know something but you do not know. The public do not like if you are not honest (Reflection on meeting with Maryan Street, 21 June 2015).*

Developing the knowledge, language and skills to manage meetings and negotiations democratically worked well for the young leaders (MYLP Evaluation Report, 2015) and this journal excerpt shows how this will be put into practice on return:



*Myat Kyaw Thein*

*The language for meetings need to be keep it simple... My volunteering service in my Church also teach me the language for meetings in Myanmar language. However, I still need to practice to be a good negotiator who has positive language skills and not to bias any side. Sometimes I think I stood in one side during Church's meeting. This is something I should not have done as a Chairperson. Therefore, I will share this knowledge to my juniors from Church (Meetings and negotiations, 21 June 2015).*

The MYLP Evaluation Report (2015) highlighted how the young leaders could compare the New Zealand and Myanmar parliamentary systems and understand more about the weakness of the Myanmar Constitution and Parliament in terms of a democratic institution. They also gained a better understanding of their own system as a group because of the knowledge shared between them. Reflections showed that they could appreciate that the lack of financial and institutional support for their MPs, such as having very limited access to administrative and research staff, impacted on their effectiveness. This report also showed how studying the Treaty of Waitangi and the relationship between Maori and Pakeha had stimulated them to learn more about the Panglong Agreement negotiated between General Aung San and ethnic leaders in 1947. Many said they only learn about the date and place but don't know the details. They were motivated to learn more about their own history as a platform for developing a better understanding of how ethnic groups could have greater self-determination.

### *Economics*

While many of the young leaders identified this as the module with more challenging concepts and language, and one they had less prior knowledge of the Myanmar context, their team presentations about the Myanmar economy at the module's end showed that they understood the nature of the kinds of information and resources that were required to describe an economy, even though there is limited information and resources about Myanmar. They integrated knowledge and ideas learned by visits to different governmental institutions when presenting how they would allocate the budget. Themes of accountability and transparency were repeated in journal excerpts:

*I have studied basic economic system when I was in high school ... his [Peter Harris] session made me going back to my high school years. Visiting the Treasury and Reserve Bank of NZ were interesting. I got a chance to observe the link between what we learn and how the organisation do their work. The annual budget is prepare and publish. Public can see transparency and accountability (Economic Week, 13 July 2015).*

*New Zealand have a good taxation system and strong policies can make leaders to have more accountabilities to allocate the budget. Taxation system is a good way to increase country income and the public also gets benefits from the tax too. It is very important to choose the right country leaders who can take accountability for our money. The public gives their taxes and the government allocates the money to where the public wants to improve such as health care system or better education and infrastructure. It is hard to find true information for Myanmar government income. We don't know exactly how government allocates the money so not trust them to take tax and give public benefits (Taxation, 20 July 2015).*

The young leaders reported that The Reserve Bank visit gave them an understanding of monetary policy and how a Reserve Bank functions (MYLP Evaluation Report, 2015). Time spent in the Bank's museum also provided stimulus for the reflection and subsequent article (see Appendix C - The Link Newsletter) entitled The Value of Museums:

*This machine [the MONIAC] shows clearly how the money flows in a country, the importance of the role of government, and in other words, the importance of taxation. It plentifully helps the general audience and students who are not studying economics understand how a system runs.*

*This is one of the very noticeable examples of a role museums play in the general public education in establishing a democratic society as the more people have a high level of knowledge in state building, the stronger democracy is. (The Link, August 2015, p.9)*

## Human Rights

As the final module of the tailored programme, Human Rights gave the young leaders opportunities to consider core documents, processes and institutions that are fundamental to ensuring that these rights are acknowledged and protected, and how they can be realised to inform change.

The young leaders showed a developing synthesis of ideas from the content of this module and how it relates to the strengthening of democratic processes and the peaceful resolution of conflict. Their journal entries were more expansive and showed a strong engagement with the role of the rule of law, the need for constitutional change and what it means to live in a society that respects ethnic and religious differences, as these excerpts demonstrate:

*The Republic of the Union of Myanmar ratified nearly every international declaration of human rights... However, Myanmar government fails to reflect these rights in its 2008 constitution. In terms of ratification of human rights, the government has an obligation of applying in the national constitution and policy. And the national law must protect the human rights (Constitution and Human Rights, 11 August 2015).*

*Policies, rules and regulations regarding religion is also quite important to put on the agenda of the government. Religion will always need to be considered in order to build a peaceful and harmony society because it also means building a multi-culture society (Religion and Society, 10 August 2015).*

*In my opinion, all of these conflicts [destruction of Christian icons in Chin State; Rohingya conflict in Rakhine State] happened not because of religion but because of political instability. If our country is not stable and peaceful, some groups of people will be benefit from that as they have power. This is because we do not have rule of laws (Religious Diversity in Myanmar, 10 August 2015).*

*In theory, citizen participation is essential in building a democratic country. However, it is very difficult if the people didn't have a*

*chance to participate or the government didn't allow them. Education is fundamental need to build the skills of the citizens. Then, it will contribute them to participate in the democratic processes. Policies are important for a country to practice rule of law. Politicians have to be intelligent to submit bills regarding with rule of law. People also have to report any issues regarding with it to the right person or institutions. It can also help the country to prevent from corruption (Rule of Law and Policies, 10 August 2015).*

Another young leader reflected in his journal entry a detailed understanding and analysis of constitutional changes needed in Myanmar, and concluded with the following comment:

*To sum up, we have to work long distance to reach meaning of democracy. First we have to change the current constitution which is the key to enter the democracy room. Then, we can make the structure of the place in the room and buy basic needs to improve the room that means settle the well government structure and use the budget for public services. Finally, the government have to provide justice to people. This is my understanding and my dream to change for my country. I can do that I can share the people this message, and I can participate and contribute to some political dialogue when I return to my country. Positive Change is dreamed by many people. I also dream it. I believe our dream will come true a day. (Human Rights 10 August)*

The MYLP Evaluation Report (2015) also showed how learning from the practical experience of engaging with people involved in the promotion of human rights, such as the Human Rights Commission and activist groups, helped to translate the concept of rights into practice. One student who is involved in women's leadership training, including human rights, said staff can only read books and documents in Myanmar but are unable access institutions and politicians for discussions. Her project proposal has shown the influence of her learning in New Zealand, with the inclusion of visits and interactions with groups involved in advocating for change in her training programme.

### *Individual interests*

The interests the students selected to pursue generally related closely to their areas of community development work and political advocacy in Myanmar. Seven students “strongly agreed” that this part of the tailored course offered them the opportunity to explore their own interests. One student disagreed and this was likely because of difficulties finding a person or organisation that could support their primary interest in the timetable available.

The student’s weekly written journals show that the individual interest sessions not only helped broaden and deepen their knowledge about particular development issues like disaster preparedness or corporate social responsibility but also provided them with some practical skills to support their community development and advocacy work. Below are three examples of the improved knowledge and skills relating to community development that some of the students illustrated in their journal entries.

The students who attended the sessions on volunteer management and visited volunteer based organisations showed an improved understanding of how volunteers can support their organisations development work and how they as leaders can help foster a positive volunteer culture. A number of students noted they would incorporate the volunteer principles they learnt into their organisations in Myanmar. *“This meeting with BGI makes me consider mentors to include when we work for youth development.”* – Frank

Four students attended the sessions with Access Radio and learnt how to plan and implement a radio campaign to raise awareness of social issues. These skills are broadly transferrable to campaigns using radio or different mediums that the students may be involved with in the future. Flora Ju noted in her journal: “I have learned many ideas from today discussion to create mine risk education to be interesting and more effective.”

Myat Kyaw Thein showed significant development in his knowledge of disaster preparedness and recovery strategies as a result of his sessions with Wellington Regional Emergency Management, Met Service,

Ministry of Civil Defence and Emergency Management, Rescue Coordination Centre. An example of this is the 4R’s strategy from WREMO which Myat has already incorporated into his fieldwork project: “The most significant ideas that I have learned from WREMO is the update model of 4 Rs strategies. This is called Recovery Centric Model,”

## *Strong and enduring Links with New Zealand.*

As the 2015 group mention in the Evaluation Report (Appendix E) the alumni feel part of “a big MYLP family” and this feeling, and the connection with New Zealand, was further strengthened by the first Alumni Conference.

Further evidence of the strong and enduring links with New Zealand are the continuing contact between alumni and their host families and programme leaders, alumni travelling from remote parts of Myanmar to meet with New Zealand “MYLP family” visits to Yangon and to attend NZ Embassy functions to which they have been invited, their interest in further study opportunities in New Zealand including ASEAN scholarships which two alumni have been awarded, and the ongoing contact between alumni of diverse ethnicity and their obvious fond recollection of their New Zealand experience.

The independent Mid-Term Review Report of the MYLP (Appendix G) included the following recommendations:

- Strengthen mutually reinforcing links between the MYLP and the wider New Zealand Government engagement in Myanmar by seeking synergies with the NZ Aid Programme, which includes a focus in Rakhine State. As appropriate, this could include funding linkages; facilitating broader cooperative relations, including information sharing; and ensuring that NZ Aid Programme staff visit MYLP sponsoring / employing organisations and alumni during field/partner visits in Myanmar when locations and/or interests coincide.

- Develop mutually beneficial links with English Language Train-

ing for Officials (ELTO) staff counterparts for the purpose of sharing lessons on how to maximise the long-term benefits of such training / learning programmes based in New Zealand, including through alumni follow-up and networks.

■ Ensure that the necessary long-term system and resources (human and financial) are in place for the sustainable maintenance and development of an effective alumni network, including discussion with IDG / MFAT on potential incorporation of the MYLP alumni system into the broader MFAT scholarships on-line alumni arrangement currently under development.

■ Investigate the potential for and desirability of providing follow-up opportunities for selected alumni to return to New Zealand for further in-depth training /education in their area of focus, both reinforcing linkages with New Zealand and deepening the acquisition of critical skills and experience for application in Myanmar. This would need to be covered by budgetary arrangements with MFAT as part of the next phase of the programme.

■ To ensure ongoing commitment to, and engagement in the MYLP by sponsoring/employing organisations with respect to maximising the added value MYLP alumni, systematically monitor the quality and continuity of relationships with sponsoring/employing organisations from the beginning of applicant selection processes to post-training follow-up. Ensure that up-to-date records of employing organisation and supervisor details are maintained to the extent possible to support future surveys for review purposes (this could be a component of the alumni on-line network system referred to above).

## *The Alumni Conference September 2015*

The 30 alumni who attended the first MYLP Alumni Conference held in Yangon from 10 to 12 September 2015 enthusiastically participated in all sessions and clearly enjoyed the experience. Students were given a certificate of attendance and returned a hard copy survey form about the conference. There was overwhelming positive feedback about the

conference, with all alumni who completed the survey saying they hope to attend again in 2016. (Detailed findings from this are attached in Appendix D).

Two of the presenters, Dr Myo Myo Myint and Dr Tin Htoo Naing, both of whom frequently speak to groups of young Burmese (both as university staff and as directors of their own Centre for Economy, Environment and Society) commented to the conference organisers that they had been impressed by the constructive engagement and considered questions and comments by alumni in their “Sustainable Development in Myanmar: What are the Challenges?” workshop. They said this was in contrast to the usual quite “emotional” response of young people at similar occasions and a tendency to spend a lot of time attacking the government. It can reasonably be inferred that this constructive engagement is attributable to skills which alumni gained from the New Zealand experience.

The alumni response is summed up in the following unsolicited email received from one of the alumni after the conference:

*“Thanks for the successful conference and congratulations on your great accomplishment.*

*It was very productive conference covering very vital issues of the recent country's situation. I have learnt new approaches for possible changes towards decentralized democracy. In addition, it was a golden opportunity meeting with different batches of alumni. It was a great learning fields networking, sharing of each other work and their careers.*

*Thank you in advance for making this happen. Even though it was a short time, it really made positive and innovative one.*

*I am very much satisfied.”*

Lwin Lwin Hlaing, BYCLP 2011

( email 17th September, 2015)

## Overall MYL Programme 2015

Evaluation of the MYLP 2015 included:

■ Focus Group - A three hour focus group in Myanmar language conducted by Khin Maung Htwe (an MYLP alumni and currently ASEAN Masters scholar at VUW) according to guidelines provided by UnionAID (Appendix E). The focus was on identifying areas of possible improvement. The report is generally very positive and the recommendations and comments have been taken into account in planning for the 2016 programme.

■ An anonymous online survey which participants completed (Appendix F). Once again the overall responses to survey questions were very positive and, significantly, all agreed or strongly agreed that their work would be more effective because of the MYLP and gave some examples of the knowledge and skills they would take back to Myanmar.

Students also sent impromptu emails thanking the course teachers. For example, Aung Lwin had this to say

*First of all, I would like to say thank you for your very interesting research sessions. It made me to remember more about conducting research. Then, it stimulated me to study more and more and to conduct research practically in the future. Secondly, I really like the way that you and Karen used to summarize the whole session from the beginning to the end. It was very interested for me and would be a useful tool to use when I conduct trainings in my organization...*

Before the formal farewell at the end of the programme, all students gave polished Powerpoint presentations to host families and other people involved in teaching the programme; and invited and answered questions from the audience.

## Long-term outcomes – the views of supporting organisations

During 2015 an experienced and independent review, Don Clarke

(who was in a senior management position in NZAid when the BYCL programme was developed) was commissioned to carry out an email survey of supervisors of BYCL/MYL alumni within the employing organisations to address the Medium Term Outcomes in the Results Framework agreed with MFAT for the period 2015-16. The survey aligned with the requirements of the RF and sought quantitative and qualitative feedback in the following core areas:

- work responsibilities
- communication and presentation skills
- training, organisational and project management skills
- research skills
- leadership skills and knowledge.

The full report “Building Skills, Building Links” is attached as Appendix G but a summary of its findings are set out in the Executive Summary as follows:

*“After five intakes between 2009 and 2014, some 30 skilled and experienced alumni are now drawing on their BYCLP and MYLP training to making significant contributions to the work and effectiveness of NGOs and other civil society organisations throughout Myanmar, including in remote areas where actual or potential conflict remains a major concern.*

*Based primarily on the feedback from alumni supervisors in their various employing organisations via a standardised survey in both English and Burmese, the review found that the BYCLP and MYLP had met, if not exceeded, expectations across all areas. Despite its small resource base and relatively small number of alumni, the programme has been successfully in creating a core group of NGO young leaders who are clearly exerting influence within their employing organisations and beyond in ways which can be directly traced to skills and experience acquired in the course of BYCLP and MYLP training.*

*At a more specific level, the feedback received further indicated that the programme is on track to meet the medium-term targets set out in the MYLP Activity Design Document (ADD) for 2014-2016, as agreed with MFAT.*

*During the period covered by this review, feedback from employing organisations indicated distinct improvements in alumni effectiveness and influence in the following key areas within their respective work places and beyond:*

- *enhanced leaderships skill and impact, linked to increased confidence to take initiative and responsibility;*
- *a stronger understanding of alternative conceptual frameworks through which the work of the alumni and broader developments (national and international) can be understood;*
- *more rigorous analytical abilities alongside increased knowledge in relevant policy and technical areas;*
- *the importance of improved English language skills, which was presented as both a confidence building factor and a key ingredient in strengthened communication abilities;*
- *enhanced skills in key areas such as project and organisational management; research and training;*
- *and a greater appreciation of and concern for diversity and the importance of inclusive approaches.*

*These and related outcomes of the BYCLP and MYLP to date are elaborated fully in the report that follows. Although the overall management of the programme was not a specific focus of the review, feedback provided by MFAT and some alumni supervisors generally indicated a high level satisfaction with the effectiveness, transparency and efficiency of UnionAID's management of the programme and its engagement with partners and sponsoring/ employing organisations."*

The review also took account of other components of the broader

Monitoring and Evaluation Work Plan agreed with MFAT for the MYLP in the current period. In particular this involved a review of the data contained in post-facto email surveys carried out of alumni following their return to Myanmar. The feedback provided in these cases allowed some helpful triangulation of comment received from supervisors in the employing organisations.



***Khun Kbit San***

# Income and Expenditure

This section of the report will be provided separately in March 2016 upon the completion of the full Feb – Feb financial year of the programme.

## Potential Programme Improvements

Although more consideration as part of the planning process has yet to be given to possible improvements for the 2016 MYL curriculum, based on participant feedback and our own programme review process, improvements might include:

I

Organising a one-day pre-departure workshop in Yangon for the 2016 participants to brief them on basic information about the Myanmar economy and other key information in relation to the MYL module subject areas. This has been suggested by 2015 participants who were conscious of their lack of knowledge about their own country. It is likely that this workshop will be run by the Directors of the Centre for Economy, Environment and Society in Yangon, Dr Tin Htoo Naing and Dr Myo Myo Myint both of whom were presenters at the 2015 Alumni Conference, assisted by senior MYLP alumni.

II

A review of the Orientation programme with the object of including a stronger focus on basic Maori tikanga and practical social norms in New Zealand society.

III

Further consolidation of the current programme sessions/activities into the subject modules which have been developed over the past two years and which have had very positive feedback from participants.

IV

Further development of the outreach component of the MYLP so that classroom activity is further supplemented by visits to organisations, including out of Wellington visits where appropriate. In most cases these visits could include presentations by the group about a relevant subject area (preferably drawing from Myanmar knowledge/experience) as well as receiving information from hosts.

V

Greater use of video and similar technology in class, along with more time for preparation prior to visits, and for reporting, de-briefing and sharing information at the visits and afterwards. This might include a stronger emphasis on reflective journals to assist assessment to be made of specific learnings from each module.

VI

More use of participatory and peer learning methods in the tailored course.

VII

Funding of field work projects for all eight programme participants, subject to all project proposals achieving the required standard.

# Risk management issues

## *Immigration*

The UnionAID programme organisers have been very conscious of immigration risk and have taken every step reasonably possible to minimise any risk, such as an application by one of the participants to change their visa status while in New Zealand. This includes restricting applications to Myanmar citizens living in Myanmar, careful selection of candidates to ensure that they have strong family and vocational ties within Myanmar and are committed to returning home, and undertaking face to face interviews as part of the selection process. It also requires the successful applicants to sign a contractual commitment which provides for a breach of contract and an immediate \$25,000 liability (i.e. refund of the course costs) in the event that any step is taken to change NZ visa status, and there is a requirement that the supporting organisations (current employers) take every step possible to ensure that the participants meet their contractual commitments.

## *Security of participants*

In the early years of the BYCL programme before the country made moves towards democracy, there were concerns about security risks to participants on their return to home, particularly those who were working on the border. Risk minimisation steps were taken which ensured that while they were in New Zealand they were able to avoid contact with Myanmar Government officials on the ELTO programme at Victoria University, and there was no media or website publicity about them.

Last year the programme was officially notified to the Myanmar Government by MFAT, and the judgement was made that the precautions could be eased. The group mixed socially with the Myanmar ELTO participants as well as other students at VUW from Myanmar and together formed a VUW Myanmar Students Association. With the 2015 elections drawing close in Myanmar caution continued to be exercised regards media and website publicity about the students.

## *Host families*

Host family arrangements can also present a risk. There is a cultural divide as well as potential personal compatibility issues. UnionAID minimizes this risk by careful selection of host families to ensure that the families are aware of the expectations we require both in terms of the standard of accommodation and facilities (own room, wireless internet access etc.) and genuine interest in the students and commitment to the programme. Care is also taken to try and match students with host families with complementary interests. This worked well in 2015 with the students developing strong relationships with their host families.

## *Field work*

The risk with field work results from the expectation that small field projects will be undertaken back in Myanmar without supervision from the MYL programme organisers. To minimise risk a careful approach is taken and participants are required to develop a feasible project (in consultation and with support from their sponsoring organisations); they also are required to write a logical and cohesive project proposal informed by research, and including a clear timeline and detailed budget (these skills are enhanced as part of the MYL programme) for consideration on a contestable basis for the funds available. Furthermore participants are required to get the support of their sponsor organisations who are co-signatories on the funding agreement for the field work. This approach has been taken again with the 2015 intake and their field work projects will begin in late 2015.



*Frank Exodus*

# Appendix A: Curriculum

## CURRICULUM FOR 2015 MYLP

<b>FEB</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
	<b>23</b> Orientation	<b>24</b> Orientation	<b>25</b> Orientation	<b>26</b> Welcome 4.30-6.30 CTU	<b>27</b> Waitarere Weekend
<b>MAR CH</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
	<b>2</b> Orientation	<b>3</b> Orientation	<b>4</b> ELIN 001 begins	<b>5</b>	<b>6</b>
	Thinking about Research: What you know and what you want to know Helen/Karen				
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
	<b>16</b> 2-5pm individual interviews x 4 @ CTU Mary/Mike	<b>17</b> 2-5pm individual interviews x 4 @ CTU Mary/Mike	<b>18</b>	<b>19</b>	<b>20</b>
	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
		The Research Process: The research topic & Finding and identifying the literature Helen/Karen 2-4pm Victoria (VZ107).			
<b>APRI</b>	<b>30</b>	<b>31</b>	<b>1 April</b>	<b>2</b>	<b>3</b> Good Friday

L  Mid EPP break		The Research Process: Searching literature online Victoria Library Librarian Tony Quinn Helen/Karen 2-4pm (VZ107). (Homework)			
	6 Easter Monday	7 University closed	8	9	10
	13	14	15	16	17
		The Research Process: The literature review & Managing and referencing the literature Victoria University Helen/Karen 2-4pm (VZ107).			
	20 Adult education workshop June Hoddle/Helen 9-4 TEU meeting room	21 Adult education workshop June Hoddle/Helen 9-4 TEU meeting room	22	23	24 Taupo Trip
MAY	27 Anzac Day Taupo Return	28	29	30	1
		The Research Process: a) Introducing Basic Methodologies & Methods Victoria University Helen/Karen 2-4pm (VZ107).	Curriculum team meeting 3.30pm (moved to 2pm) TEU Meeting Room  4.30pm, meeting with Minister McCully, Parliament	Curriculum Consultation with students 3.45-5.30pm VUW  24 Kelburn Parade, Room 103	
	4	5	6	7	8

		The Research Process: b) Research ethics Victoria University 2-4pm (VZ107).			
	11	12	13	14	15
		The Research Process Quantitative methodology: Developing an online survey NZEI Boardroom Helen/Susan Iversen/Karen 2-4pm	The Research Process Reporting the survey findings NZEI Boardroom Helen/Susan Iversen 2-4pm		
	18	19	20	21	22
		Research Ethics Reflecting on research: what you have learned; how can it help your work in Myanmar Helen/Karen 1-3pm (VZ107).			
	25	26	27	28	29
				Youth Councils: Empowering or Tokenistic? Panel Discussion, 6pm Parliament (7 MYLs + KF)	

JUNE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1 Queen's Birthday	2	3	4	5 ELIN001 ends
Tailored course	8 Do No Harm workshop 9-4	9 Do No Harm workshop 9-4	10 Volunteer Management: Claire Teal	11 International Relations and Development overview of	12 Proposal writing 9-11

begins	<b>Khin Maung Htwe</b> <b>VZ 107</b>  <b>4pm Mary will go over individual interest programmes and activities for Wednesday</b>	<b>Khin Maung Htwe</b> <b>VZ107</b>	<b>9-11am</b> <b>@CTU</b> Khun Khit, Wutyi, Aung Lwin, Frank, Myat Kyaw  <b>9.30-12</b> <b>@39 Ghuznee St</b> <b>Party Institutions: Mike Smith</b> Thu Rein, Nong	<b>Myanmar Overview</b> <b>22KP104</b> <b>9am Reports on previous day individual activity</b> <b>10am – 12.30 “Does Aid work”?</b> <b>Barbara Williams MFAT</b>	<b>Accessing grants/criteria</b> <b>Discussing project outline</b> <b>22KP104</b>	
			<b>1-3pm</b> <b>Volunteer Management</b> Khun Khit, Wutyi, Aung Lwin, Frank, Myat Kyaw <b>CTU</b>  <b>Access Radio</b> <b>1-3pm</b> Thu Rein, Nong, Flora	<b>1pm – 4pm The ASEAN region and implications for Myanmar and New Zealand</b> <b>David Capie Assoc Professor of International Relations</b> <b>22KP104</b>	<b>The NZ School System</b> <b>The NZ Curriculum: Vision for Young People</b> <b>11.30 – 1pm</b>  <b>The Language of Meetings Workshop</b> <b>Ann Devoy</b> <b>2-4pm</b> <b>22KP104</b> <b>(MKT to WREMO)</b>	
	<b>15</b> <b>8:45am meet in 22KP105</b>  <b>Te Aro School: Developing confident and connected young people</b> <b>9am – 1pm</b>  <b>Debrief and Reflection: A vision for MMR</b>  <b>Prepare for FeminEast: “Making a Zine”</b>	<b>16</b>  <b>Ministry for Youth</b> <b>Maree Thomas</b>  <b>FeminEast</b> <b>Wellington East</b> <b>1-2pm</b>  <b>Leadership pathway: Maryan Street, 3.30pm</b> <b>Railway Station West Wing (RWW) 128</b>	<b>17</b> <b>YMCA Community Outreach (incl Evolve)</b> <b>10am</b> Frank, Wutyi  <b>WEGC</b> Khun Khit  <b>Min. Civil defence</b> <b>10-11.30am</b> Myat Kyaw  <b>Martin Ward (Environment</b>	<b>18</b>  <b>Leadership styles and encouraging women’s participation</b> <b>Amber Walters</b> <b>10-12</b> <b>22KP104</b>  <b>Leadership pathway: Iona Pannet, 2pm Wellington City Council</b>	<b>19</b> <b>Proposal writing</b> <b>Goals and Objectives</b> <b>9-11.00</b> <b>22KP104</b>  <b>Review activity; Creating a poster about your organisation and work</b> <b>11.30-1pm</b> <b>22KP104</b>  <b>Negotiations in Meetings Workshop</b>	<b>Sat 20 June</b> <b>10am-2pm</b> <b>Using radio in</b>

			<p><b>YMCA</b> Education programmes, volunteers <b>1.30pm</b> Frank, Khun Khit, Wutyi</p> <p><b>MetService</b> <b>1-2</b> Myat Kyaw</p> <p><b>Access Radio</b> <b>1-3</b> Thu Rein, Nong, Flora <b>3pm</b> Thu Rein – Media ownership</p>		(Greytown) Flora
22	23	24	25	26	
<p><b>The NGO sector: A focus on organisations linked to the issue of child poverty</b></p> <p><b>Advocating for children</b> Sarah Morris, UNICEF 10am @ PSA House</p> <p><b>Child Poverty Action Group</b> Gretchen Leuthart 1.30pm, VUW</p>	<p><b>Parliament Day 1</b></p> <p>Arrive to clear security 8am</p> <p>8:15 Introduction – Phil Twyford</p> <p>8:30 Select Committees – David Meek</p> <p>9.30 The Library – Chris Cliff</p> <p>10.30 Speaker’s Office – Rt Hon David Carter</p> <p>11.20 Parliamentary system and voting – Prof Stephen Levine</p> <p>12.30 Press Gallery – Chris Bramwell (Radio NZ) Brook Sabin (TV3) <i>Lunch</i></p>	<p><b>BGI</b> <b>11.15am</b> Frank, Khun Khit, Wutyi <b>Jacinta Krefft, Challenge for Change</b> then lunch with <b>Brett Reid, Youth Worker</b></p> <p><b>Rescue Coordination Centre</b> <b>10am</b> Myat Kyaw</p> <p><b>Preparing radio interview</b> <b>9.30am</b> Thu Rein, Nong, Flora</p> <p><b>Visit to local MP’s Office</b> <b>11am</b> Thu Rein, Nong</p> <p><b>CSR: Todd Bridgman</b> <b>11am-12</b></p>	<p><b>Parliament Day 2</b></p> <p>Each young leader will spend a day with an MP</p> <p><b>David Bennett,</b> <b>Hamilton East MP (Thu Rein)</b></p> <p><b>Catherine Delahunty,</b> <b>List MP (Wutyi)</b></p> <p><b>Ruth Dyson, Port Hills MP</b> <b>(Myat Kyaw Thein)</b></p> <p><b>Annette King, Rongotai MP</b> <b>(Flora)</b></p> <p><b>Tracey Martin, List MP</b> <b>(Nong)</b></p>	<p><b>Proposal writing</b> <b>Background/Rationale</b> <b>9-11.00 am</b> <b>22KP104</b></p> <p><b>Critical Reading: Influential Leaders</b> <b>Mark Toomer</b> <b>11.30-1pm</b> <b>22KP104</b></p> <p><b>Parliament review;</b> <b>Prepare for Palmerston</b> <b>North: speakers, roles,</b> <b>practice</b> <b>2-4pm</b></p>	

	<p style="text-align: center;"><b>22</b></p> <p><b>The NGO sector: A focus on organisations linked to the issue of child poverty</b></p> <p><b>Advocating for children</b> Sarah Morris, UNICEF 10am @ PSA House</p> <p><b>Child Poverty Action Group</b> Gretchen Leuthart 1.30pm, VUW</p>	<p style="text-align: center;"><b>23</b></p> <p style="text-align: center;"><b>Parliament Day 1</b></p> <p style="text-align: center;">Arrive to clear security 8am</p> <p>8:15 Introduction – Phil Twyford</p> <p>8:30 Select Committees – David Meek</p> <p>9.30 The Library – Chris Cliff</p> <p>10.30 Speaker’s Office – Rt Hon David Carter</p> <p>11.20 Parliamentary system and voting – Prof Stephen Levine</p> <p>12.30 Press Gallery – Chris Bramwell (Radio NZ) Brook Sabin (TV3) <i>Lunch</i></p> <p>2.15 Researchers – policy/media/campaigns</p> <p>3.30 Maori caucus – Peeni Henare</p>	<p style="text-align: center;"><b>24</b></p> <p style="text-align: center;"><b>BGI</b></p> <p style="text-align: center;"><b>11.15am</b></p> <p>Frank, Khun Khit, Wutyi <b>Jacinta Krefft, Challenge for Change</b> then lunch with Brett Reid, Youth Worker</p> <p style="text-align: center;"><b>Rescue Coordination Centre</b> <b>10am</b></p> <p style="text-align: center;">Myat Kyaw</p> <p style="text-align: center;"><b>Preparing radio interview</b> <b>9.30am</b></p> <p style="text-align: center;">Thu Rein, Nong, Flora</p> <p style="text-align: center;"><b>Visit to local MP’s Office</b> <b>11am</b></p> <p style="text-align: center;">Thu Rein, Nong</p> <p style="text-align: center;"><b>CSR: Todd Bridgman</b> <b>11am-12</b></p> <p style="text-align: center;">Aung Lwin</p> <p style="text-align: center;"><b>Access Radio</b> <b>1-3pm</b></p>	<p style="text-align: center;"><b>25</b></p> <p style="text-align: center;"><b>Parliament Day 2</b></p> <p style="text-align: center;">Each young leader will spend a day with an MP</p> <p style="text-align: center;"><b>David Bennett,</b> <b>Hamilton East MP (Thu Rein)</b></p> <p style="text-align: center;"><b>Catherine Delahunty,</b> <b>List MP (Wutyi)</b></p> <p style="text-align: center;"><b>Ruth Dyson, Port Hills MP</b> <b>(Myat Kyaw Thein)</b></p> <p style="text-align: center;"><b>Annette King, Rongotai MP</b> <b>(Flora)</b></p> <p style="text-align: center;"><b>Tracey Martin, List MP</b> <b>(Nong)</b></p> <p style="text-align: center;"><b>Alastair Scott, Wairarapa MP</b> <b>(Aung Lwin)</b></p> <p style="text-align: center;"><b>David Shearer,</b></p>	<p style="text-align: center;"><b>26</b></p> <p style="text-align: center;"><b>Proposal writing</b> <b>Background/Rationale</b> <b>9-11.00 am</b> <b>22KP104</b></p> <p style="text-align: center;"><b>Critical Reading: Influential Leaders</b> <b>Mark Toomer</b> <b>11.30-1pm</b> <b>22KP104</b></p> <p style="text-align: center;"><b>Parliament review;</b> <b>Prepare for Palmerston North: speakers, roles, practice</b> <b>2-4pm</b></p>
--	---	--	---	--	--

<b>JULY</b>	<p>11am City library's Youth Space 12 Mayoral Lunch 1pm Manwatu Gorge, Lindauer Centre, Workers' Memorial 2.30pm Horizon's Manawatu –Water issues and the role of the regional council 6pm Dinner with Mike Joy</p>	<p>and lunch 1.15pm Ross Intermediate – student council and school tour 3pm Massey University – Ian Fuller, Ranvir Singh and Prof Russell Death (Water Issues) 6.30pm Dinner with local union members</p>	<p>1pm Foxton Loop group – Windmill and MAVtech museum</p>	<p>Nicky Riddiford 11am 22KP104</p> <p>Afternoon: Hayden Munro - campaigning (4 MYLs, time tbc) Writing Workshop 22KP104 Bring Laptops</p>	<p><b>3</b> Proposal writing Activities 9-11.00am</p>	
					<p>Prepare for MFAT visit 11.30 onwards</p>	
						<p>MFAT visit (Simon Webber, Peter Shackleton hosting) 2pm</p>
<b>6</b>		<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<p>The nature of an economic system Measures of economic activity</p> <p>Peter Harris 22KP 104 9am – 1pm</p> <p>Structure of the NZ economy How government policies impact economic activity Briefing for class exercise</p> <p>Peter Harris 22KP 104</p>		<p>The Treasury (visit) 5<sup>th</sup> Floor, 1 The Terrace</p> <p>10am onwards</p> <p>Role of the Treasury Living Standards Framework Process for preparing the Annual Budget Accountability</p> <p>This visit will be for the morning and afternoon.</p>	<p>9am-3pm WREMO Myat Kyaw</p> <p>10am-12 Sustainability Trust Volunteering Frank, Khun Khit San, Wutyi, Aung Lwin, Nong</p> <p>Richard Harman Media ownership 9.30- 11am Thu Rein</p> <p>10-11am Kites: Mary O'Hagan Stigma/peer support</p>	<p>The Reserve Bank (visit)</p> <p>The Role of the Reserve Bank: issuing currency, ensuring the stability of the financial system; controlling inflation 10am</p> <p>Ministry of Social Development (visit)</p> <p>NZ's welfare system Lynne Cousins</p> <p>1.30pm</p>	<p>Proposal writing Timeline/Budget 9-11.00am</p> <p>Critical Reading: Leadership Qualities Mark Toomer 11.30 to 1pm</p> <p>Women to CTU conference/Men tbc</p>	<p>CTU Women's conference Michael Fowler Centre</p> <p>Nong, Wutyi, Flora to present</p>

			<p><b>1.30 – 4.30pm</b> Wutyi, Khun Khit San, Frank</p> <p><b>PEPANZ</b> <b>1.30-2.30</b> Aung Lwin</p>			
	<p><b>13</b></p> <p><b>Wellington City Council</b> <b>(visit)</b> <b>The role of local government</b> <b>in NZ: functions, powers,</b> <b>accountability under the</b> <b>Local Government Act.</b> <b>Kaine Thompson</b></p> <p><b>Ministry of Business,</b> <b>Innovation and Employment</b> <b>(visit)</b> <b>Basic protections workers in</b> <b>NZ have</b> <b>Danniel James</b></p>	<p><b>14</b></p> <p><b>Principles of a good tax</b> <b>system</b> <b>Strengths and weaknesses</b> <b>of NZ tax system</b></p> <p><b>Prof Lisa Marriot</b></p> <p><b>9am 22KP104</b></p> <p><b>Preparation for</b> <b>presentations</b></p> <p><b>2-4pm</b> <b>20KP101</b></p>	<p><b>15</b></p> <p><b>Publisher: Helen Wilson</b> <b>9-11am</b> Khun Khit, Flora, Nong, Myat Kyaw</p> <p><b>Curriculum Design: Mary</b> <b>Busch</b> <b>10-11.30am</b> Wutyi</p> <p><b>Campaigning: Mike Smith</b> <b>10.30-11.30</b> Thu Rein</p> <p><b>11-12.30</b> <b>Pat Martin</b> Nong, Frank, Aung Lwin</p> <p><b>NIWA/Massey Seminar</b> <b>2-4 pm</b> Myat Kyaw</p> <p><b>Access Radio</b> <b>1-3pm</b> Thu Rein, Nong, Flora</p> <p><b>Strategic Planning/Managing</b> <b>volunteers: Mary O'Regan,</b> <b>Nicki McLeod</b> <b>1.30pm</b> Frank, Wutyi,</p> <p><b>Generation Zero: Nina</b></p>	<p><b>16</b></p> <p><b>Structure of the Myanmar</b> <b>Economy</b></p> <p><b>Report back session</b> <b>9am 22KP104</b></p> <p><b>Improving the economic</b> <b>structure and performance of</b> <b>the Myanmar economy</b></p> <p><b>Group reports</b> <b>22KP104</b></p>	<p><b>17</b></p> <p><b>Proposal writing</b> <b>Project Evaluation</b> <b>9-11.00am</b></p>	
			<p><b>Introduction to Maori self-</b> <b>determination</b> <b>22KP104</b></p>			
			<p><b>Prepare for VILP Seminar</b> <b>(29 July)</b></p> <p><b>VZ104</b></p>			

			<b>Atkinson</b> <b>2pm</b> Aung Lwin		
<b>20</b>  <b>The Treaty of Waitangi</b> <b>Meet at Te Papa, 10am</b>	<b>21</b>  <b>Maori activism: Land rights</b> <b>9am 22KP104</b>  <b>Lawrence Wharerau</b> <b>Film Archive</b> <b>10.30am</b>	<b>22</b>  <b>Green Party Comms Unit</b> <b>8.15-11.30am</b> Thu Rein, Nong  <b>9-11am</b> <b>Volunteer Management</b> Frank, Wutyi, Aung Lwin, Myat Kyaw  <b>Peer support: Eileen Brown</b> <b>11am</b> Flora  <b>1-3pm</b> <b>Access Radio</b> All	<b>23</b>  <b>Delivery of Services for Maori</b> <b>by Maori</b> <b>9am 22KP 104</b>  <b>Kokiri Marae, Seaview</b> <b>Cheryl Davies</b> <b>10am</b> <i>(Postponed to 12 August)</i>  <b>Maori in business and</b> <b>growing the resource base</b>  <b>Tuia Group, Thorndon Quay</b> <b>Bryce Blair</b> <b>2.00pm</b>	<b>24</b>  <b>Maori Political</b> <b>Representation</b> <b>Maria Bargh</b> <b>10am, 22KP104</b>	<b>Critical Reading: Women in</b> <b>Leadership</b> <b>Mark Toomer</b> <b>11.30 -1pm</b> <b>22KP104</b>
<b>Raupatu (land confiscations)</b> <b>Short documentary extract</b> <b>2pm</b>  <b>Land loss and its impact on</b> <b>Maori Society</b> <b>Graeme Aitken</b> <b>2.30pm</b> <b>24KP201</b>  <b>Then to Graeme and Pru's</b> <b>place to watch <i>Selma</i></b>	<b>The Waitangi Tribunal and</b> <b>Treaty Settlement Process</b> <b>Joanne Morris</b>  <b>2pm</b> <b>VZ103</b>			<b>Presenting your proposal</b> <b>2-4.30pm</b>  <b>20KP101</b>	
<b>27</b>  <b>Human Rights Introductory:</b> <b>What are Human Rights?</b> <b>9am-11am UN Declaration</b> <b>of Human Rights</b>  <b>11.15 – 1pm Labour Rights</b> <b>are Human Rights</b>	<b>28</b>  <b>Making Human Rights a</b> <b>reality: NZ mediation &amp;</b> <b>dispute processes-</b> <b>9am-10.30am Two groups</b> <b>Health &amp; Disability</b> <b>Commission, and Police</b> <b>Complaints Authority</b>	<b>29</b>  <b>VILP Presentation Practice</b> <b>9am 24 KP2014</b>  <b>Looking ahead to HRC Visit:</b> <b>Key Questions</b>	<b>30</b>  <b>Visit to Human Rights</b> <b>Commission</b> <b>8.50am arrival</b> <b>9.00 Mihi Whakatau</b> <b>9.30 David Rutherford Chief</b> <b>HR Commissioner</b> <b>10.00 Moana Eruera UN</b> <b>Periodic Review</b>	<b>31</b>  <b>Presenting your proposal</b> <b>9-11am</b> <b>22KP104</b>	<b>New Zealand Life and</b> <b>Culture: Reverse Panel</b>

	<p style="text-align: center;"><b>27</b></p> <p><b>Human Rights Introductory: What are Human Rights?</b> 9am-11am UN Declaration of Human Rights</p> <p><b>11.15 – 1pm Labour Rights are Human Rights</b></p> <p><b>Ross Wilson</b></p>	<p style="text-align: center;"><b>28</b></p> <p><b>Making Human Rights a reality: NZ mediation &amp; dispute processes-</b> 9am-10.30am Two groups <b>Health &amp; Disability Commission, and Police Complaints Authority</b></p> <p><b>11am – 12.30 Two groups visit the Privacy Commission and the Employment Court</b></p>		<p style="text-align: center;"><b>29</b></p> <p><b>VILP Presentation Practice</b> 9am 24 KP2014</p> <p><b>Looking ahead to HRC Visit: Key Questions</b></p>	<p style="text-align: center;"><b>30</b></p> <p><b>Visit to Human Rights Commission</b> 8.50am arrival 9.00 Mihi Whakatau 9.30 David Rutherford Chief HR Commissioner 10.00 Moana Eruera UN Periodic Review 11.00 Jane Emerson Lawyer Office of HR Proceedings 12.00 Lunch</p>	<p style="text-align: center;"><b>31</b></p> <p><b>Presenting your proposal</b> 9-11am 22KP104</p>
						<p style="text-align: center;"><b>New Zealand Life and Culture: Reverse Panel</b></p> <p><b>John Macalister and Kristen Sharma return to ask you the questions</b></p> <p style="text-align: center;"><b>11.30am</b></p>
	<p><b>2-4pm Labour rights in New Zealand and Myanmar - Session with young union organisers at Rail &amp; Maritime Transport Union</b></p>	<p><b>2pm – 3.30pm Group reports and discussion</b> <b>Ross Wilson</b></p> <p style="text-align: center;"><b>RWW220</b></p>	<p><b>1pm Fiona Barker Governance of Diversity MY631</b></p> <p><b>4-6pm MYL facilitate seminar with Victoria International Leadership Programme AM103</b></p>	<p><b>12.30 Shawn Moodie – communications strategy</b> <b>1.00 Jackie Blue EEO Commissioner – Women &amp; equal employment opportunities</b> <b>2.00 Paul Gibson Disability Commissioner – Disability issues in New Zealand</b> <b>3.00 Pele Walker Chief Mediator – Enquiries and complaints service</b></p>	<p style="text-align: center;"><b>Inequality</b> <b>Max Rashbrooke</b> <b>2-4pm</b> <b>24KP203</b></p>	

<b>AUG</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>UST</b>	<p style="text-align: center;"><b>3</b></p> <p><b>Building a multi-cultural society</b> <b>Prof Paul Morris</b> 9am -10.30</p> <p><b>Freedom of Speech</b></p>	<p style="text-align: center;"><b>4</b></p> <p><b>The Rule of Law and its Practice in New Zealand</b> 9am Group Exercise 10am The 8 Principles 11.30 District Court visit 12.30 Lunch</p>	<p style="text-align: center;"><b>5</b></p> <p><b>9-12 noon MYLP group evaluation with lunch</b> <b>Ko Htwe</b> 106 Austin Street</p>	<p style="text-align: center;"><b>6</b></p> <p><b>Rule of Law and the Constitution</b> <b>Rutherford House, 12<sup>th</sup> floor Boardroom</b> 9am – HR in Myanmar 11am- Myanmar</p>	<p style="text-align: center;"><b>7</b></p> <p><b>Community Policing</b> <b>Danny Shaw</b> 9am 22KP104</p> <p style="text-align: center;"><b>Critical Reading: CSO Leadership Styles in MMR</b></p>

	<p><b>Nicky Hager &amp; Thu Rein</b> 10.45-1pm</p> <p><b>VUW Muslim Students Assn</b> 2pm 20KP101</p> <p><b>Building a multi-cultural society in NZ</b></p>	<p><b>RWW 130</b></p> <p><b>ILO and UN Supervisory Processes, 1.30pm</b> TEU Level 8 Education House</p> <ul style="list-style-type: none"> <li>• ILO – Forced Lab</li> <li>• UN – CEDAW</li> </ul> <p><b>4-5pm Evaluation</b> SurveyMonkey: bring computers</p>	<p><b>Afternoon:</b> 1-3</p> <p><b>Operation 8 Film and discussion of the IPCA report</b></p>	<p><b>Constitution</b> 12 – Prof Geiringer, VUW Room 239, Old Govt Building</p> <p><b>2-3pm Guided tour of Supreme Court</b></p>	<p><b>Mark Toomer</b> 11.30 -1pm</p> <p><b>Presenting your proposal</b> 2-4.30pm 24KP101</p>
	<p><b>10</b></p> <p><b>Language Tests/Interviews</b> 9am 22KP104</p> <p><b>Prepare for farewell, 13 August</b></p>	<p><b>11</b></p> <p><b>Language Tests/Interviews</b> 9am 22KP104</p> <p><b>Overview of Kokiri Marae services</b></p> <p><b>Designing for Disaster</b> Professor Penny Allan 6pm, Maclaurin 102 (Myat and Karen)</p>	<p><b>12</b></p> <p><b>Postponement date for Kokiri Marae, Seaview</b> 10am</p> <p><b>Democracy and citizen engagement in polics</b> Sandra Grey 2pm TEU 8<sup>th</sup> Floor, Education House</p>	<p><b>13</b></p> <p><b>Organise roles for ceremony; poster/zine making</b> 9am 22KP104</p> <p><b>Formal MYLP farewell</b> Worthington Room NZEI 13<sup>th</sup> Floor 2.30-4.30 Proposals 4.30-6.30pm Graduation and socialising Dinner 6.45-</p>	<p><b>14</b></p>

KEY

Proposal writing	University holidays
Democratic processes	EPP course
Human Rights	Research
Economics	Individual interests

# Appendix B: Summary of Approved 2015 Field Work Projects

## *Aung Lwin*

Aung Lwin's project aims to stop the release of polluted water and mining wastes near Kanbauk Village by building dialogue between the community and mining company. 40 local people will be trained in mining law and from this group 10 will be selected to lead a public seminar bringing together the community, activist groups, legal experts and the mining company staff to discuss the issues and steps to reduce the environmental and health impacts of the mine.

## *Frank Exodus*

Frank's project aims to help the three main civil society organisations in Lautu work together in a more collaborative and effective manner in order to better support the development of Lautu communities. A four day training workshop will bring together 30 members of Lautu Kilven Bu, Lautu Youth Fellowship and Lautu students Family to learn about leadership, management, rule of law, how to properly register their associations and the importance of collaborating with one another.

## *Nang Kham Ying Nong*

Pollution from communities and mining companies alike is seriously impacting water quality in Shan state, in particular the famous and picturesque Inlay Lake is suffering from pollution and dropping water levels. Nong's project aims to raise awareness of the importance of good water and waste management amongst citizens in 10 Shan cities. She will invite 20 young people to attend a 5 day training course on water

and waste management practises including some lessons drawn from sessions with Massey University staff during the MYLP. Site visits will be made to Inlay Lake and the participants will be trained to educate their own communities about good water management practise.

## *Khun Khit San*

The 2015 national election was Myanmar's first fully contested democratic national election in nearly three decades, as such voter education was important to meaningful participation for many in the election. Khun Khit San's project will provide 10 young people from the Kaung Rai Social Action Network with expert training on voting and election issues over 7 days. They will then share this training and knowledge with 90 people from 3 villages in southern Shan State.

## *Myat Kyaw Thein*

When cyclone Nargis struck Myanmar in 2008 over 300 people in the small village of Za Myin Kone lost their lives. Myat's project aims to help the people of Za Myin Kone develop their own disaster management plan and practises to reduce the deadly impact of future cyclones in the area. The project will follow NZ Civil Defence's 4 R's strategy by establishing a village committee, identifying disaster risks, planning responses and implementing drills.

## *Thu Rein Hlaing*

Thu Rein's project aims to develop a cohort of young people in Dawei who are politically aware and change makers in Myanmar's transition to democracy. Over a nine week part-time course 15-20 young people will complete training modules on personal/professional development, state building and regional political issues. The project hopes to form a strong network of young people who are critical thinkers and working towards the democratisation and development of Myanmar and the Dawei area.

## Wutyi Soe

Wutyi's project aims to enhancing the capacity of volunteers so they can more effectively contribute to the development of their local communities and gain opportunities for future employment. Twenty people volunteering for Good Neighbours International on one of their current projects will participate in 6 weekends of training that will draw on Wutyi's experiences of volunteer management in NZ organisations. The training will focus on participatory learning skills and understanding the project management cycle. This knowledge will help the participants better understand their current roles and also provide them with skills that will be helpful to gaining permanent employment in the future.

# Appendix C: The Link newsletter

☰ THE LINK 12th August 2015 Volume 4, Issue 1

**The Link Team**  
**Editors:** Wutyi Soe, Thu Rein Hlaing  
**Designers:** Frank Exodus, Myat Kyaw Thein  
**Writers:** Thu Rein Hlaing, Aung Lwin, Myat Kyaw Thein, Frank Exodus, Wutyi Soe, Flora Ju, Nang Kham Ying Nonk,  
**English Assistance:** Karen

**Contents:**

Editor's message	1
Can I cook?	2
A short-time University student	3-4
Building a global communication platform between cultures	5-6
One of the fulfillments in my life	7-8
The power of museums	9
A visit to Ministry of Foreign Affairs and Trade	10
Wednesday activity	11
Two lovely pets	12
Democratic culture and practices in New Zealand	13-14
Zines	15
Myanmar community	15
Women get together	16
Photo documentary	17

**Newsletter of the Alumni of the Myanmar Young Leaders Programme**

**Welcome to our fourth Newsletter**



**Editor's message**

Welcome to our fourth newsletter as the sixth batch of the Myanmar Young Leaders Programme. The 2015 group is composed of eight students who have different job backgrounds and interests. The one who is keen to work on disaster risk management is Myat Kyaw Thein. Nang Kham Ying Nonk (Gloria) is passionate about women's empowerment. We always get information about Myanmar's political background from Thu Rein Hlaing, a journalist. Khun Khit San enthuses about youth empowerment. The one who is working in a risky environment is Flora Ju who promotes land mine awareness. Aung Lwin, Frank and I are community development workers.

The first three months in the English Proficiency Programme was fantastic and obviously provided us with great confidence in communicating in English. During the tailored course for the last three months, we learned a variety of subjects: leadership, the New Zealand school system, proposal writing, critical reading, Maori self determination, the Treaty of Waitangi, macroeconomics, human rights, rule of law and more.

We got an incredible chance to learn about the parliamentary process as a group and shadow the members of parliament individually to learn about how the democratic process is put into practice. Every visit to different ministries, city councils, and local and international organizations provided us with the knowledge of how institutions



Myat Kyaw  
Thein

**Cooking is not difficult. Everyone has taste, even if they don't realize it. Even if you're not a great chef, there's nothing to stop you understanding the difference between what tastes good and what doesn't.**

work under a democratic system either locally, nationally or internationally.

We cannot express enough thanks to our supporters and contributors: Union-AID, MFAT, guest speakers, host families, our teacher Karen Falconer and Mary Busch.

Of course, we argue and we disagree sometimes as we have different perspectives. However, it never lasted one day. I feel that I am quite lucky to meet my friends who have different expertise. I could feel our unity in diversity.

### Can I cook?

Wuyti Soe

Today, everything is special for me. When I wake up at the morning and I look at the weather and temperature, everything is good. Why? Because it is my birthday. I miss my parents who brought me into the world and they kindly care for me. Now I am far away from my family so I remember them but I am not lonely. Fortunately, now I have a new family. I live with the Wilson family, Ross Wilson and Helen Wilson.

They look like my real parents because I feel they always encourage and motivate me not only to improve my English but also to improve something in which I can't express the words for my feeling. Before my birthday, I have no idea that I will cook something for birthday dinner for my host family.

I had never cooked any curry in my past so cooking might be a little difficult for me because I have no confidence at cooking. But I am enthusiastic to cook for my host family. So, I asked my father (he is good at cooking), my girlfriend and my friend Aung Lwin (he also lives with the Wilson family, and is good at cooking) and joined the Facebook's cooking groups. I build my confidence for cooking.

Finally, I can cook, I cook pork curry and fried potato for my birthday. While we are having the dinner, Helen made a lovely joke. She said, "You committed a big mistake, now you can cook so we love to eat your meal often". When I see my host family enjoyed my curry, I am pleased, gratified and happy. It encourages me to love cooking. I promise myself when I go back to my country I am sure I will cook for my parents. I phoned my parents to say "Pa and Mom, I can cook, I will cook for you". They are really surprised and happy. Now, I am learning new recipes and have cooked the different types of curries. Now I say I can cook.

Myat Kyaw Thein



## A short-time University student in a foreign country

An English language learner who is not an English native speaker is mostly supposed to be learning English as a second language. However, it is, for me who comes from a country with more than 135 diverse ethnicities with their own cultures and languages, a fourth language. As my ethnicity is Chin, I speak Lautu language as a native language, Lai (Hakha) language as a common language for the middle part of Chin state and Burmese language as an official language for Myanmar country. Therefore, English language is the fourth language for me and it has also taken me nearly a decade to learn. Despite many years being spent and completing a three month English Proficiency Programme (EPP) at Victoria University of Wellington, I still find it so demanding.



Learning a language, especially English, is not only a complex but also a time-consuming process, demanding a lot of effort and commitment. Actually I have learned English in many ways since my first grade of school. However, our education system cannot assure that all students are well educated in the subject they studied. I have been fortunate to have a chance to learn English at one of the seminaries in Myanmar. I find the learning style very systematic and supportive in Victoria University of Wellington. This learning style makes me be a creative, innovative and independent student in three months. So let me talk about my learning experiences.

Firstly, the students are asked to set goals to help themselves find out which level they need to reach and how much time and effort is required to spend by filling in a self-evaluation form and having a class teacher interview. Due to identification of the level to achieve, the students can improve their learning more quickly and effectively. This can also measure which level has been reached and how far is needed to go. Without setting a goal, the students may find their learning disadvantageous because their improvement cannot be noticed and they may lose motivation. As a result, they will probably give up learning and acquire a negative attitude toward learning something. Hence, setting specific and realistic goals and objectives plays an important role in learning for students so that they can learn more quickly and make their learning process more effective and successful with full motivation.

In addition, the university creates many opportunities and study spaces for students by providing learning support materials, such as internet access, libraries and professional guest lecturers. Learning based on recent research and up to date information keeps the students informed with the current situation not only inside but also outside the country. Moreover, the students are expected to work hard in their own independent study pushing themselves outside their comfort zone during the learning process. If studying and learning in such an atmosphere, it is no wonder that the citizens become professionally educated and expert and a country develops politically and economically.

When reviewing my student life, most of my learning time went down the drain. I wish I could have a chance to study in a good education system. I feel very sad whenever I think how our education system is poor, compared to that of New Zealand. The university study in Myanmar could neither guarantee our career after graduation nor encourage us to become educated people. So, most young people think making money can give a more secure life rather than wasting time and effort in this unproductive education system. University, except for Medical and Technology Colleges where only a small number of students can go, does not mean more than having fun. It is fair to say that studying at Victoria University of Wellington for six months seems to be more worthwhile than studying at university in Myanmar for four years. Although only English language had been mainly focused on in three months, I became an independent learner. This approach to learning changed my learning style completely and made me a critical and logical student in both speaking and writing.

Sometimes, I cannot imagine what kind of mind-sets the previous Myanmar governments had. What made them behave heartlessly and shamelessly to such a high number of people and the country? Selfishness? Power craziness? There is nothing we can do with putting the blame on the government. More importantly and realistically, we can start from what we can do with what we have in our community, with positive hope that our country will get back its status and reputation which it had a half century ago in the near future.

It is fair to say that studying at Victoria University of Wellington for six months seems to be more worthwhile than studying at university in Myanmar for four years.



Frank Exodus (Chin)  
7 July 2015

### Building a global communication platform

“I realized that this programme is not only about learning English, democracy, human rights and other important topics which are essential to build a free, fair and harmonious society.”



Emailing to someone to say thank you for a talk or hosting was the first experience in my life. I have never communicated with any local or regional government officials in my country before I joined the MYLP. The power distance between the public and the government officials is very high in Myanmar whereas it is much lower here in New Zealand. I have been to NZ parliament five times during this stay in Wellington. Every time I meet with the government officials and Members of Parliament they are open and always keen to answer questions. Meeting with the Minister of Foreign Affairs and Trade, a parliament tour, meetings with a range of people who are working at parliament such as the Speaker, caucus committee members, the media, librarians, shadowing a Member of Parliament for one day and meeting with an assistant campaign manager were very interesting to me.

By the time we arrive home from a visit or a special talk, we have to write a thank you email to the speaker or the host. This is MYLP culture. Although it took some time for me to adapt to this culture, it was a good chance for me to practise how to write a formal thank you letter, especially to the government officials.

A visit to Palmerston North was unforgettable. I wrote three thank you emails to the people of this lovely small city after the visit.

“Thanks for kind words Aung. I'm on leave this week but really enjoyed having you and your countrymen in our city. Go well and I'm sure you will contribute to the prosperity of Myanmar.”

--Regards Grant Smith--



Above is a short reply letter from Mr Grant Smith, mayor of the Palmerston North's City Council, for my thank you letter to him:

Dear Grant,

On behalf of the Myanmar Young Leaders Programme (MYLP), I would like to say thank you for your time and giving us a chance to study the city council's meeting and activities which the council and the councilors are operating in Palmerston North on 29 and 30 June.

We had a great time in your city and your people are great hosts. The one on one session with the councilors was very interesting for all of us and we learnt many new things and ideas from this session.

We particularly studied and discussed water related issues during this trip and also had a chance to have a look at environmental conservation programmes which the council and other stakeholders are conducting.

We will never forget the official welcome lunch and a lovely breakfast hosted by you and the Chief Executive. I have never imagined that I will be in a newspaper of a foreign country like New Zealand before I saw my photo standing together with you in the morning newspaper on Tuesday 30 June. I really like this photo and it will be a highlight of my life forever.

Again, thank you very much for taking care of us during the visit to your Palmerston North. I was just wondering if you could pass our special thanks to your helpful councilors for their contribution to our trip.

Thank you very much.

Best,

Aung Lwin (MYLP)



After six months staying in New Zealand being one of the participants of the MYLP, I realized that this programme is not only about learning English, democracy, human rights and other important topics which are essential to build a free, fair and harmonious society, but it is also about learning human nature, behavior and culture in order to build a global communication platform between nations.

Aung Lwin

### Wise words

You can't lead until you know who you are. *Amber Walters*

How do you get power? You need the structure around you. You need the freedom to campaign – time and money. *Iona Pannett*

### One of the fulfilments in my life

After three months in New Zealand, at the half-way stage of the programme, we got a chance to visit the beautiful Lake Taupo which is situated in the North Island. As there are a lot of mountains in New Zealand, it made me miss Shan State. After we slept there for a night, we travelled around Taupo for sight seeing and finding the amazing activities.

We were looking forward to the place for bungee jumping to see how it looks. I was very excited to see it and I was really keen to try it. I was waiting for that day since I first watched a Korean movie in 2005. That was ten years ago. I have never thought that I will get this opportunity in my life.



### Bungee Jumping

Meanwhile, the rhythm of my heart's beat was as quick as a rock concert.

We were looking around the compound of the 100 foot high jump into the lake and everyone thought that it was scary, including me. When I saw a person jump over the water, it made me very excited. It was frightening but I went to the toilet to make a clear decision. Finally, I decided to do this.

I gave all of my stuff to my friend and started asking for the information. They took my health information and explained about the jump in detail. After I filled in all of the blanks on the application form, they called me to the bridge to set up the equipment on my body. Before I got onto the bridge, one of our host family joked, "Do you want to write about anything you have left?" I was thinking for a while in my mind that it doesn't matter, because I have got only two bank accounts from Myanmar and New Zealand which includes a small amount of money, a golden necklace from my mom's heritage and only US\$400. I tried to change the direction of my thoughts to the bungee jump again.

Meanwhile, the rhythm of my heart's beat was as quick as a rock concert. After two staff members checked the tightness of the rope, they told me to jump. After hearing their instruction, I looked down into the river and I was shocked. Oh my god, it's very high. I could not jump by myself. During this time, I noticed that although I was waiting to do this for ten years, I was still not brave enough.

The staff pushed me down and I yelled very loudly alongside the shadow of the cave and the ceiling of the mountains. Tied to the yo-yo rope, I was falling into the river and the white birds were surrounding me. I felt like I will die soon and my spirit called me to the place that I wanted to go: Disney Land. Even though it was just a short time, about five minutes, it gave me a lot of feelings such as excited, happy, satisfied and frightened.

Compared with our country, NZ\$179 was quite expensive. It is same as the basic salary for most of the people in our country. Although I know that the company took a good video of my jump, \$45 was expensive for me. I left there holding the congratulations certificate only and still wanted the video. I was satisfied with the photos and videos that all of my friends took for me. Luckily, my host mother, who lives in Melrose, bought me this disc as a secret birthday present. Thank you for that. It will be an unforgettable memory in my life.

In the evening, we all decided to do another adventure activity which is called paragliding. It is also a strange activity for all of us. It is a game of hanging by a parachute behind the speed boat. We did it in pairs and it took about one hour for all of the process. By riding in the boat and following with a parachute high up and at a far distance, it was very exciting as well. We could see all of the Taupo view and it was fun. It cost about NZ\$90 per person so that it can be regarded as expensive as well but we all got a good feeling paragliding.

To reiterate, they are good activities to promote our bravery and have fun. Interestingly, if I imagine that I had no chance to study in this Myanmar Young Leaders Programme in New Zealand, will I have the opportunity to accomplish my 15 year dream? Why is it rare to have this kind of activity in Myanmar? Even though we have some games in Myanmar, such as a roller coaster, why can't it make the public have fun rather than doubt its safety? We have a lot of beautiful places in our country. My dream stopped by asking this question, "Do we have not enough money to create an adventure company like this to get more income?"



Nang Kham Ying Nonk  
(Gloria)

### Wise words

You have to have courage. They may not initially agree or may never agree. *Sue Clement*

Don't let it daunt you. Don't let the gap put you off. The gap between what is happening now and the change that you want. *Maryan Street*

## The power of museums

One of Myanmar's famous historians, Dr Than Tun said "Learning history is not to be stupid". Exactly. History is about the lessons of the past. It gives new ideas to develop for a better future.

Where can we learn history?

Most people might answer 'in the books'. It is right.

But on the other hand, the power of museums should not be underestimated in learning history. Most people don't enjoy reading thick books about history. That's why museums become the living books for lay people and especially for children.

Reading books could help people imagine the past through texts and pictures. But there, the museums are more powerful. These provide not only texts for reading but also valuable collections such as paintings, sculptures and historical objects.

The museums can also help the understanding of current issues, for instance the Reserve Bank Museum in New Zealand.

In New Zealand, the museums are the oasis for history lovers, art lovers and nature lovers.

According to New Zealand's professional association for public museums, Museums Aotearoa, more than 40 million items are displayed in around 80 museums across the country. The expenditure in operating and capital every year is over NZ\$300 million. Even though Myanmar's government spending on museums is unknown, it is obvious that the museums in Myanmar are significantly less attractive than in New Zealand.

As a journalist, one of the most favorite museums in New Zealand is The Reserve Bank museum. It has a huge range of collections of money throughout the history. It is also where people have the importance and flow of money and inflation explained.



Among exhibits an amazing historical machine is the pioneering econometric computer. It was invented in 1940s by New Zealand economist Bill Phillips to demonstrate to his students in London School of Economics.

This machine makes me remember my debut study about 'The Political Economy of the State' in 2007. This machine makes me recall the famous equation  $C+G+I+E-M=GDP$  in managing an economy of a country. This machine shows clearly how the money flows in a country, the importance of the role of government, and in other words, the importance of taxation. It plentifully helps the general audience and students who are not studying economics understand how a system runs.

This is one of the very noticeable examples of a role museums play in the general public education in establishing a democratic society as the more people have a high level of knowledge in state building, the stronger democracy is.

Even though the museums have some weaknesses like they are not movable, therefore inaccessible for some people who are living far away from them, they remain where the government should invest a lot of money if the politicians have a genuine will to be a strong democracy.

In this way the people could be helped not only by being aware of history but also understanding current economic and political issues.

Therefore the key message is by acknowledging the power of a museum, the government should invest more there. It will surely help people not to be stupid.

Thu Rein Hlaing

### A visit to the Ministry of Foreign Affairs and Trade

On 3 July 2015, we went to the Ministry of Foreign Affairs and Trade. We eight students went there with Karen and Helen. We reached there on time at 2 pm. The meeting lasted two hours.

The first session was about New Zealand's relationship with Myanmar from the Asia Pacific Development perspective. In other words, it was about the relationship between New Zealand and Asia. This session was conducted by Gareth Pidgeon who is a policy officer of Asia Pacific Development. New Zealand's relationship with Asia has lasted over 40 years. New Zealand aims to support ASEAN to become a more prosperous community.

The next session was about New Zealand's development assistance to ASEAN. Simon Webber and Sarah Whitefield led this session. The Pacific region is the first priority of New Zealand's aid programme because they are neighbouring countries and some of these countries are also protected by the New Zealand government. Sustainable economic development is vital for NZ's aid programme. It has four drivers: agriculture, fisheries, tourism and trade.

Among the ASEAN countries, New Zealand has bilateral relationships with Indonesia, Cambodia, Lao PDR, Myanmar, Viet Nam and the Philippines. In 2014 and 2015 total aid from New Zealand to Myanmar is \$5.5 million. New Zealand's aid programme focuses on agriculture and human development in Myanmar. The dairy project will last five years and, according to MFAT officer, it has good outcomes from the first term of the project. New Zealand provides support with tools, training and techniques, and they encourage using local resources, except grass for cow food. The officer also mentioned that they always choose dairy farms wisely not to overlook environmental impacts. Nevertheless, I am wondering if there will be detrimental impacts on the environment because of nitrogen from cows' pee leaching into the ground water.

On the other hand, New Zealand Aid Scholarships, English Language Training for Officials and MYLP are obvious programmes among NZ's aid to Myanmar in the area of promoting human development. In 2014, there were 176 scholarships for ASEAN countries. In the future, the New Zealand government also aims to promote tourism in Myanmar.

Last but not least, Jason Symons also shared the monitoring and evaluation procedures of MFAT. Overall, we had a chance to learn about the monitoring, evaluation and reporting systems of NZ's aid programme.

The most interesting aspect that I learned is official development assistance (ODA). Our country, Myanmar, is one of the top five countries which received ODA in 2013. We need to consider whether we are using this funding effectively or not.



Meeting with the Minister of Foreign Affairs and Trade



Wutyi Soe

### Wednesday activity

Wednesday is a special day of the week to study our interests and most students chose their interests that are related to their work. It was a great opportunity to learn in a short time some new skills and experiences. Mary Busch and Mike Naylor are in charge of organizing the students to know our interests and then they arranged to link with organizations or individual professional people, depending on individual interests. We had some common and some different work experiences and different organizations. We chose the interests that are based on our work and we focused on how we can support our work more effectively and creatively.

Nong, Thu Rein and I have learned how to create radio spots for education awareness and how to use the audio desk for recording at Access Radio in Wellington. We three have a chance to make radio programmes on mine risk education, women's participation in Myanmar and political issues that are related to our work and record them at Access Radio. On the final day, all seven students had a chance to make a live radio programme about our life in New Zealand. It was a



very exciting moment because it was the first experience in a live radio room.

Now I have the knowledge of how to create a Mine Risk Education Campaign through radio. I am able to apply my knowledge if I get a chance because we have no community-based radio station in my state. I hope it may start no later than 10 years. We can use other radio stations but there is a commercial cost involved. Even though we had seven days to study our individual interests, it was a very valuable time for us.

Flora Ju



Seven students had a chance to make a live radio programme about our life in New Zealand. It was a very exciting moment because it was the first experience in a live radio room.

### Two lovely pets who never know their universal enemy

"The other member of our household is a Burmese cat called Sat Su. She believes that she owns the house and we all work for her!"

This is a part of the introduction email sent to me from Karen and Andrew, who hosted me for a couple of weeks before I moved to my new host at Mt Victoria in Wellington.

Sat Su is a quite intelligent pet. She's quiet and stays alone, but not lonely. She always says "hello" at breakfast time in the morning and when her people come back home in the evening. She usually likes to come into my room downstairs and sometimes chews wires. Although I tried to embrace her many times, she doesn't like it.

Oscar, another cat from my second hosts Helen and Ross Wilson from Mt Victoria, has mostly the same characteristics. However, Oscar and I have a closer relationship if compared to Sat Su. He likes embracing and always tries to find someone who can take care of him. His nick-name is Oscar Wilson given by Ko Myat



Sat Su



Oscar

who lives together with me with the Wilson family.

The most interesting thing I would like to tell you about both of them is the food that they are eating every day. It comes from the factories, readymade pet food. I just noticed only one time their people changed to a different type of food for Oscar during my four month stay with him. Why such boring food?

It is obvious that the universal enemy of the cat is the mouse. We all might see at least once in a life time a very famous Hollywood film about Tom and Jerry. But, unlike Tom, poor Oscar and Sat Su have never had a chance to know that the mouse is their universal enemy. It is more likely that they don't have any enemy. Of course, it is possible. In Wellington, the enemy of a cat is not a mouse, but the boring food which they have to eat every day.



Aung Lwin

### Democratic culture and practices in New Zealand

It is said that New Zealand practices the best democracy in the world. New Zealand also supports other countries which fight for democracy. This statement makes me curious to delve more deeply into what makes New Zealand the best country in practicing democracy. Eventually, I got general ideas for this question through visiting or taking a tour of the Parliament, Wellington City Council, Palmerston North City Council, many different government and non-government organizations and a couple of primary schools in Wellington and Palmerston North.

To speak technically, democracy is primarily based on the three principles: transparency, accountability and responsibility between the ruling government and the public. Although many countries practice democracy, they are different in terms of these principles because how these principles are reflected in reality makes democracy bad or good. New Zealand is doing very well in this area.

This can be explained by several factors. The most significant factor is that Parliament and its members are accessible to the public. Everyone can go inside the Parliament buildings to take a tour and listen to the debate between the government and the opposition parties in the debating chamber. In addition, most data and information about government's annual revenue and expenditure are available at not only every related government department but also on their websites. Public engagement in decision-making processes, such as law making, is mostly encouraged by asking the public to give oral or written submissions of opin-



Parliament Building

**What matters is to find a more open system of government in which all people are enjoying their rights fully.**

ions and suggestions. This practice and culture can be seen widely in national, regional and local government. It is also notable that the central government fairly shares its power to regional and local government. This contributes to New Zealand's good governance. Due to these factors, New Zealand is cited as the country which practices one of the best democracies in the world.

In terms of the promotion of democracy inside the country, I learned that democratic culture and practice is cultivated in most people's daily life since their very early childhood. When we visited Te Aro School, one of the city's primary schools in Wellington, and Ross Intermediate School, one of the schools in Palmerston North, we found that the schools encourage the students to have their voice by setting up a 'Students Council'. Sue Clement, the principal of Te Aro School, said that they listened to and implemented the students' voice and created the opportunity for them to talk about their learning and to get involved in organization.



Shadowing MP Stuart Smith for a day, 25 June 2015

The Student Council has class representatives who hold class meetings and bring the decisions and suggestions made by the class to the Student Council. In this area, the students have a chance to learn practical leadership and decision-making skills. At the same time, they have already built self-confidence in the leadership process and customs to express their opinions freely. I find these kinds of educational processes that encourage participation and build confidence very important in fundamentally promoting democracy. As a people centred approach is its main focus, including its education system, New Zealand makes democracy more meaningful, effective and better than many other countries do.

On the other hand, some argue that democracy is an unwieldy and inefficient govern-

ing system; it costs a lot of money, and it can lead to a large waste of time and resources. They can say that again. It is obvious that democracy cannot be the best policy all the time for all the countries. Even Greece is now in economic and political crisis despite introducing the democratic system to the world. Some will hate democracy when the majority of people vote and win the election, maybe with one or two votes because it cannot ensure that all of those people know the full situation. Sometimes people are forced to vote. And the minority of people may be stopped from doing what they want and have less economic and political opportunities and rights. Is it fair? But it is supposed to be fair in the context of democracy.

Therefore, a country needs to wisely choose and practice the best approach to democracy according to its social, economic and political context. In spite of being in a transition period to democracy, Myanmar may or may not find democracy as the best governing system for it. But it doesn't matter. What matters is to find a more open system of government in which all people are enjoying their rights fully. Nevertheless, New Zealand will still stand as a country which practices one of the best democratic systems and can be seen as a model of a democratic country in the world.

Frank Exodus (Chin)  
13<sup>th</sup> July 2015



## Zines

MYLP visited the Wellington East Girls' College Feminist club. Our group met with Joy, Olive and April, three young feminists who run the club. They have made their first collaborative zine and introduced us to zine-making and its potential to share feminist ideas.

I never heard this word "Zines" and this kind of idea to make a zine. It was interesting to me while we were discussing. Firstly, I like to explain that zines are self-published, small-circulation, often non-profit books, or a small magazine. They usually deal with topics too controversial for mainstream media, presented in an unpolished layout and unusual design. Everyone can be an author and also an editor, art director, and publisher of a zine, and that is part of what makes them so awesome.

I believe that Zines are super powerful! They can communicate words and strong ideas and inspire people. People who feel a burning



need to share their energy with the world make zines. So it's no coincidence that zine culture is often associated with some of the most energetic movements such as feminist campaigns and activists.

Zines can be surprisingly educational. I've discovered a lot of ideas from these three young feminists that I can make zines on the subject of gender equality, environmental issues and awareness raising for community disaster preparedness. Therefore, it can be used as an educational tool when I return back to Myanmar, and work with my organization.

Myat Kyaw Thein

## Myanmar community

New Zealand is an ethnically diverse country and we are lucky having a Myanmar community in Wellington. There are many Myanmar communities in Wellington but among them the Rakhine family is the closest to us. The Rakhine family's house becomes a centre place to gather our eight students and share our feelings about culture shock. They always encourage us and help us as much as they can. They treat us as family members and always welcome us. When we got sick, they are ready to give their hands and comfort us. We feel it is like our home. Even though we are different ethnic groups and different religious, it is not important here. I think it is important to respect each other and see as a human, not skin colour, religious and ethnic groups.

Flora Ju

### Women get together at the CTU Conference

The Council of Trade Unions women's conference is a celebration where a lot of women from different places with different ages can share their experiences and their knowledge with each other. In New Zealand, this conference is held every two years and about 200 women are attending this year. On behalf of Myanmar Young Leaders Programme, organised by UnionAid New Zealand, we three young women from Myanmar got a chance to present about the situation of women in Myanmar such as "the leadership role, women's participation and the non-government organisation's activities".

Sometimes, it is very difficult to share our own sufferings and troubles, but the separate workshops such as sexual harassment, equal pay, achieving the living wage, being young and female at work, mothers at work, women's political representation and leadership, health and safety for women workers, wageing and ageing, and domestic violence as a workplace issue in the conference can give opportunities to share experiences. It was confidential and documented. As different organizations submitted their own activities, challenges and difficulties, the action plan was drawn up to make change for women to get a better life. I have learned a lot about how to make a campaign: posters and stickers with very strong words can be a very good way for us. It can create a good network for many women in New Zealand. Thank you very much for giving us a good chance to share our activities and learn from and about the role of women in New Zealand.

Nang Kham Ying Nonk  
(Gloria)



"Sometimes, it is very difficult to share our own sufferings and troubles, but the separate titles of workshops such as sexual harassment, equal pay, achieving the living wage, being young and female at work, mothers at work, women's political representation and leadership, health and safety for women workers, wageing and ageing, and domestic violence as a workplace issue in the conference can give opportunities to share experiences."



### Photo Documentary



Enjoying the dinner together with Union members in Palmerston North



Khun Khit San talking about his organization in Palmerston North



Learning about the local government structure with the Wellington City Council Mayor



Meeting with Mr. Speaker at Parliament



Learning about worker rights



MYLP families gathering

# Appendix D: Findings from Alumni Conference Survey

## REPORT SUMMARY

Of the 30 alumni attending the conference, 24 completed the Participant Satisfaction Survey and one other person answered the first two questions only. Some participants had to leave the conference early for work and/or transport reasons but it is not known which participants failed to return their surveys. Nevertheless this is a satisfactory rate of response from a large majority of participants.

Of those who completed the survey, the feedback about the conference was overwhelmingly positive with 7 Likert statements receiving positive responses (100 % Agree and Strongly Agree). Two other Likert statements each had 2 Disagrees (No. 3: I now have a good understanding of the conditions relating to NZ Government scholarships and No. 8: The conference provided valuable networking opportunities). All respondents said they hope to attend the conference in 2016.

Comments have been analysed below.

### **Question 1.**

I found the Sustainable Development Workshop useful.

The 100% agreement with this workshop, which was facilitated in the Myanmar language by two Myanmar economists, was supported by added comments from 14 participants. In fact, the main comment (from eight alumni) was the need for more time, to provide time - to digest the information, and to allow more time for discussion and questions.

Recommendation: If feasible, more time should be allowed for future workshops on the Myanmar economy and sustainable development.

### **Question 2.**

The information about New Zealand's work in Myanmar was interesting.

Overall this section was well received and eleven participants gave positive comments about the information regarding New Zealand's development work in Myanmar.

### **Question 3.**

I now have a good understanding of the conditions relating to NZ Government scholarships.

The large majority of participants "agreed" (n=17) or "strongly agreed" (n=5) that they understood the conditions relating to NZ government scholarships, and one suggested s/he might apply for one in future. One participant wanted to have more details about the application process.

Recommendation: Future conferences could supply some further details about the broad application process (e.g. applying first to the university of choice then to MFAT for scholarships).

### **Question 4:**

The Rule of Law workshop was useful.

This workshop was well received with 15 participants "agreeing" and 9 "strongly agreeing" that it was useful. There was broad recognition of its importance to the country and its citizens in the added comments. One participant suggested that more time for discussion was necessary for this workshop.

Recommendation: Make sure there is time for participant discussion in Rule of Law workshop.

### **Question 5:**

I learnt some new information from the alumni presentations which will be useful in my work.

Presentations were:

1. The Advantages of a Non-Authoritarian Approach to Early Childhood Learning: Nan San Hom, Shanan Education Networking Group (SENG), Pyin Oo Lwin.
2. Indigenous Languages in the Myanmar Public Education System: Z. Zet Nan, Head of Education Assistance, Myanmar Indigenous Network for Education (MINE), Pyin Oo Lwin.
3. Education for Jobs in Rakhine State: Hla Shwe Maung, LAMP, Kyauktaw, Rakhine State.
4. The Current Situation in Ta'ang (Palaung) Area and the Work of Ta'ang Womens Organisation (TWO). Poe Pheing, Joint Coordinator, Women's Development Program, TWO.
5. Strengthening Civil Society Organisations through Collaboration. Kyi Win Htun, Child Protection Team, Save the Children International Myanmar, Yangon.
6. The Elimination of Forced Labour: The Work of the ILO in Myanmar: Seik Nyan, ILO Community Liaison Officer and Workshop Coordinator, Yangon.
7. Empowering the People, Nurturing the Country: Rule of Law training in Myanmar: Kyi Kyi Linn: National Field Officer, Rule of Law and Access to Justice, United Nations Development Programme, Taunggyi.
8. Complaints against Government Agencies: Lessons from the New Zealand Ombudsman: Khin Maung Htwe, ASEAN Masters Scholar, Victoria University, Wellington.
9. A Stick to Help Walking Forward: The Life of Children with a Disability in New Myanmar: Si Thu Soe, Doctoral Candidate, Mahidol University, Bangkok.

10. Disaster Risk Management: Empowering the Community: Myat Kyaw Thein, Senior Programme Officer, Community Development Association, Yangon.

Presentations discussed a wide range of topics and some triggered a lot of interest, particularly where there was new and relevant knowledge presented, such as the Rule of Law, and the Ombudsman. All participants “agreed” (n=14) or “strongly agreed” (n=10) that the presentations were useful and that they learned new information. The comments that these presentations could lead to collaboration between alumni highlights the value of sharing information, particularly for those working in CBOs, doing similar work and concerned about their effectiveness.

**Recommendation:** If feasible more time could be allocated for follow-up discussion as suggested in final comments on the survey.

### **Question 6:**

I found Igor Blažević's workshop on Democracy and Federalism useful.

This workshop was very popular with 18 participants “strongly agreeing” and 6 “agreeing” that it was useful. Group discussion in Myanmar language was appreciated and the provision of analytical tools for exploring future possibilities for the country in terms of the election outcomes and the political situation. Two participants recommended more time be allocated to this topic and one suggested groups could be split to discuss half the questions rather than all groups cover all questions.

**Recommendation:** More time could possibly be allocated to this workshop at future conferences and it could be restructured.

### **Question 7:**

The balance of speakers, alumni presentations and workshops was about right.

People were on the whole satisfied with this with 16 “agreeing”

and 8 “strongly agreeing” that the balance was about right. Comments included the need for more time to discuss presentations (15 mins for presentations, 30 minutes for discussion); the opportunity for all alumni to introduce their work; smaller number of speakers for longer time; good time keeping.

**Recommendation:** After the alumni are consulted about the conference focus, timing and presenters, organisers decide how the balance for the various sessions is allocated (i.e. to speakers/workshops/presentations).

### **Question 8:**

The conference provided valuable networking opportunities.

Overall people took advantage of the opportunities for networking with 11 each “agreeing” and “strongly agreeing” with this statement. Two however disagreed. Suggestions were that there should be more time with icebreaking activities, and that there should be time for talking in groups.

#### **Recommendations:**

1. If the conference moves to four days ,icebreaking activities could be included, otherwise
2. alumni should take the opportunity to chat informally to people they don’t know in the meal and refreshment breaks, and/or
3. all alumni not presenting orally could be requested to bring posters about their work and present during breaks

### **Question 9.**

Overall I found the conference met its objectives of ongoing learning, support and networking opportunities for alumni.

Participants were in general agreement that the conference met its aims, with 11 “agreeing” and 13 “strongly agreeing” with this statement. Comments referred to the value of sharing knowledge and capacity building, learning from each other and encouraging collaboration. One

participant asked that sessions should be recorded.

**Recommendation:** Sessions could be recorded for future accessibility, particularly for those who were unable to attend.

### **Question 10:**

I hope to attend again next year

Responses: YES = 24 No=0

### **Final points:**

- More time is needed for discussion
- More topics
- Hold the conference outside Yangon
- Networking important component of conference
- Exchanging knowledge and ideas through alumni presentations very useful
- Organisation development (OD) a workshop topic for next year
- Getting young people with open minds together easier to reach agreement which is important for the long term.

### **CONCLUSION**

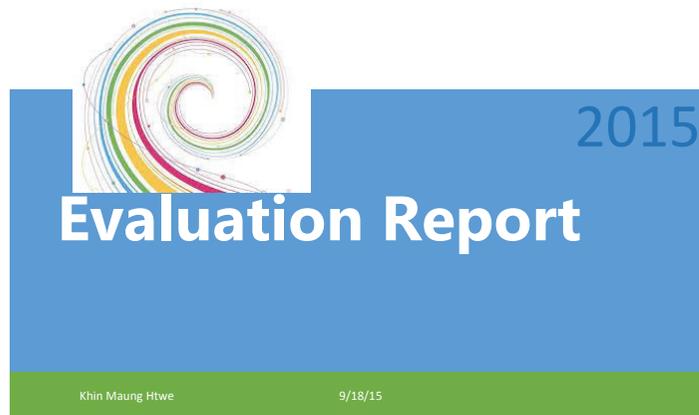
From the participant feedback, the conference can be said to be an overwhelming success. Participants were satisfied with the various components of the conference, with the main point being that there needed to be more time – for workshops, and for discussions during workshops and after presentations.

However next year, in line with our contract with MFAT, the conference will also need to include evaluations of the 7 years of the BYCLP and the MYLP through a number of focus groups. This means that if the decision is made not to extend the conference to 4 days, time will be extremely limited and any shifts in timing will need to be reallocated between the three main conference components of workshops, talks

# Appendix E: MYLP Evaluation report



## Myanmar Young Leaders Programme



### 1. Background

MYLP 2015 programme evaluation is held on 5<sup>th</sup> August from 9am to 12 pm at Ross and Helen place at Mount Victoria. There are (7) MYLP students attended the evaluation programme.

### 2. Objective

The purpose of the evaluation is to identify the areas where the majority of participants agree relating to realistic improvements which could be made to the programme for future students.

### 3. Discussion points

We used the following guideline content in terms of keeping right track of the plenary discussion.

#### 1. Tailored Programme content.

We would like participants to work from the provided timetable (to jog their memories) of the various workshops, modules or stand-alone sessions to discuss:

- What worked well
- What didn't work so well

#### 2. EPP Programme

- What worked well
- What didn't work so well

#### 3. Overall management of MYLP.

- Timetabling and timing
- Participant expectations of the programme
- Our expectations of the students (both in class and out of class)
- Feeling cared for and supported generally
- Living with a host family

#### 4. Social activities and experiences

- What worked for them
- What didn't work so well

5. What changes to the programme would they recommend?

#### 4. Methodology

The group discussion was conducted based on the agreed areas of evaluation. The evaluator made sure that everyone participated in the group discussion and created a relaxed and convenient environment for participants in terms of encouraging active participation in the discussion and sharing their opinions frankly. The Burmese language was used in order to share their idea more effectively and provide comprehensive feedback about the programme. The evaluator translated the record into English and synthesized this into the report format.

#### 5. Findings

##### 5.1. Tailored programme Content

###### 5.1.1. What worked well?

Students agreed they learned a lot from tailored course. They discussed the following knowledge and experience from the tailored programme regarding specific activities.

-the Reserve Bank visit- they got a general understanding of the New Zealand monetary policy and function of the Reserve Bank and the Auditor General's office.

-the Parliament visit- they learned about the systems and structure of New Zealand legislative body and how staff at the parliament library support the policy research for the MPs. Moreover, they were able to compare the New Zealand and Myanmar parliamentary systems and understand more about the weakness of the Myanmar Constitution and Parliament in terms of a democratic institution. It is also good to have those who have a better understanding of the Myanmar parliamentary system in the group, knowledge could be shared with other students before the parliament visit. One student reflected the situation of MPs in Myanmar compared with NZ context. Because of the lack of financial and institutional support, Myanmar MPs have very limited opportunities to research their particular policy areas, while in New Zealand each MP has his/her own administrative and research team and also receives proper financial support from Parliament.

-They learnt new knowledge about international relations especially Asean and Asia Pacific region through a specific talk.

- Students obtained knowledge about negotiations and meeting language via a lecture on communication and negotiation. One student said that as she has to deal with meetings and developing proposals in her work, it is really useful for her to learn meeting language and the skills related proposal development. Now she has more confidence to write a proposal when she goes back to her organisation.

- Regarding human rights, one student implements women's leadership training including human rights but the organisation staff could only read the books and documents about human rights. They couldn't visit human rights commission and activist groups to learn the practical experience of human rights promotion as they did in New Zealand.

- Most students said they obtained valuable knowledge and experience by meeting with MPs, politicians and government officials. One student mentioned that he learned how to implement a political campaign and he will share this knowledge back to his party in terms of preparation for the November general election in Myanmar.

-It was really great for student to learn about the Waitangi agreement between Maori and Pakeha. This reminded students of the Panglong agreement negotiated with General Aung San and ethnic leaders in Myanmar in 1947. One student said they need to learn detail about this agreement and how it is important to establish it in Myanmar. Generally, we only know date and place of its signing and most of the people don't know the details of agreement.

-One hour guest lecture on federal system helped students understand the general idea of federal system and its features. Students suggested that it would be great to learn more about federal system as a one or two day session.

-They also learned about the New Zealand primary education system through school visits. They were inspired by the curriculum and teaching methodology especially how the teacher can use different learning methods based on the context of students.

-Having materials and online sources about before students visited to the organizations was really helpful to make sure what they like to learn and set up the questions for those organizations.

### **5.1.2. What didn't work well?**

- It is quite challenging to understand the topic if they are not familiar with economic terminology and statistics regarding organization visits. The students don't know a lot about the Myanmar context regarding in these topic so when discussing the Myanmar situation, the students have not much information about the finance and statistic sectors of Myanmar and again there is limited information or resources about Myanmar in these respective areas.

-When students met with Muslim Student association, they expected to learn about Muslim community in Wellington and how they adapt to the local community. But the Muslim students only explained about Islam and the goodness of the Koran. Students felt that they were seen as extreme Burmese Buddhists who were hostile to the Muslim minority in Myanmar. Actually, MYLP students already have knowledge about Islam and interfaith ideas.

-It was great to do the presentation at Victoria International Leadership Programme (VILP). But students initially felt it was inconvenient when the teacher decided to do the presentation without asking consensus and suggestion of the students.

-In some of the individual interest placements, some students got really good knowledge and experience that they expected but some students found that sometimes the person they were meant to meet was busy with other appointments and cancelled the meeting unexpectedly. They were then expected to join with other placement groups even though it was not their focus. But it is always good to learn new knowledge.

## **5.2. EPP programme**

### **5.2.1. What work well?**

-Students learned academic writing and speaking, adult learning methods, critical thinking, grammar and vocabulary from EPP. Welcoming and saying words of thanks to the speakers in EPP special talks made it easy for students to welcome and thank guest speakers in tailor course. They have more confidence to speak English. Moreover, argumentative essay preparation and writing supports students to write project proposal in tailored course. Some of the students teach English in Myanmar, so teaching methods and style from EPP could be replicated in their own teaching. They also made friends and established networks with other international students in EPP.

### **5.2.2. What didn't work well?**

-As they are away from classroom for a long time, regular classroom exercise especially homework are quite challenging in the beginning and independent learning methods created some difficulties to those coming from a rote learning background.

## **5.3. Overall management of MYLP.**

### **5.3.1. Timetabling and timing**

Student really appreciated the timetable and timing of the programme apart from some lunch times. Normally, student have a one hour lunch break. Sometimes when we have organization visits in the afternoon, we make a quick lunch within 30 mins which is a bit inconvenient for students.

### **5.3.2. Participant expectations of the programme**

All students agreed that most of their expectations were achieved from the programme. Especially, they mentioned improvement of English skills, New Zealand political system, leadership and adult learning methodology.

### **5.3.3. Our expectations of the students (both in class and out of class)**

Students agreed that we achieved most of the programme goal at the end of MYLP. Not only, their individual interest but also learned the broader knowledge and skills of leadership, development, economic and democratic practices which is important for the transition of Myanmar to the democratic nation.

### **5.3.4. Feeling cared for and supported generally**

Students said they received enough care and support from the programme. They were pleased with the homestay accommodation monitoring meeting where they could tell the problems and difficulties they are facing with homestay family within the first months of their arrival. They highly appreciated the concern for the individual issues of each student such as preparing early travel arrangements for Khun Khit when he found a family issue in Myanmar. The programme also supported EPP text books for students. When they need to print documents, the programme arranged for printing at the office.

### **5.3.5. Living with a host family**

Overall, living with host family gave students the opportunity to learn about a different culture for six months. One student found some challenges with home stay family such as preparing shopping list and meal.

#### **Social activities and experiences**

Students enjoyed the social activities of MYLP especially travelling to Taupo, host families gatherings and ten-pin bowling session. They feel that they are part of a MYLP big family by the friendly and kind host families and programme people.

#### **5.4. What changes to the programme would they recommend?**

- A formal orientation section in Yangon is suggested in order to have more understanding on the course content and introduction of Myanmar context related to the courses in tailored course such as economic, federal system, human rights commission, women's right, the Constitution, public administration, the Parliamentary system of Myanmar so on.
- Moreover, information related to NZ food and culture; some dos and don'ts based on the individual experience of alumni could be supportive for the students. So that participants have more information when they discuss with New Zealand resource persons about Myanmar issues. It would be great if we hear the experience of alumni at the orientation.
- Doing some research and reading about the subject or host organization before students visit is really helpful especially so students are clear what they want to know and can discuss deeply in the questioning section.
- When we have more than two groups to visits within a day, students like the idea of dividing into two groups, each to visit a different place and then share what they have learned with each other. Because they have to share what they have learned with the other group, they also listen carefully when host are presenting.
- Doing homework in EPP regularly is needed. If students don't do homework, they cannot participate in the next day's class which is based on the homework, and they can get left behind from the other students.
- Writing a weekly journal is good but sometimes some students are not quite sure what they have learned when they tried to write their individual journal. It would be nice to discuss with other team members maybe once a week (when there is less lecture time) and this consolidates what we learnt by sharing this with other members.

- If a student knows what available topics are available for individual interest, they could adjust their individual interest and accordingly.

For some visits, it would be nice to take more time at the organization to ask more question and discuss with host instead all the travelling time between meetings. For example, students said that in Palmerston North visit, they felt that they had little time at the organization to ask and discuss as they took more times in travelling one place to another.

- In terms of teaching methodology, students found that watching a video and discussing what they got from that video is another alternative way to learn apart from regular guest speakers. They gave example of learning about the Waitangi Treaty by watching the documentary on Maori land and they got more ideas from the discussion.

## **6. Conclusion**

We have received valuable suggestions and findings for the further development of MYLP 2016 intake. All students agreed that they found a significant improvement of their English skills and knowledge and also they got the opportunity to learn important knowledge and skills needed for a leaders for the future democratic transition and development of Myanmar. By considering the feedback and recommendation of this evaluation, we believe that can bring more effective and efficient learning activities for Myanmar young leaders in future.

Best regards,

Khin Maung Htwe

Evaluator

# Appendix F: Online survey report

## INTRODUCTION TO RESEARCH: FEEDBACK FROM SURVEY MONKEY

### SUMMARY OF FINDINGS

Overall the findings show that the research module was well received and, for the participants, met the planned outcomes on the whole. The two sessions that were more highly favoured in the ranking question (Q8) - *the purpose of research* and *basic research methodologies and methods* - confirmed what became apparent during the module - that most of the students were fairly new to research. Although a number of them had some experience with research in their organisations, in most instances this was at a minimal level, such as collecting data under guidance. Most had little or no experience doing analysis.

*Recommendations from the feedback and experience in class:*

For the next group of students, the content of the sessions will benefit from some changes to better assess knowledge and meet the practical needs of the students, such as having enough knowledge to question researchers who come into their communities. In particular some changes relate to the sessions on searching online data bases, the literature review and reading scholarly articles.

Additional comments in Q.9 indicate that Survey Monkey is a tool that students felt could be useful in their community work in Myanmar so more time could be spent on this in class particularly on developing appropriate questions, basic analysis, and reporting on the findings.

### Survey Monkey Results

---

#### ***Session structure***

#### **Q 1. The questions followed a logical sequence:**

Agree 7

Strongly agree 1

---

#### **Q 2. There was a good balance between lectures and participatory exercises**

Agree 6

Strongly agree 2

Comment:

- a) *The participatory approach helps us to remember what we have learned from research process.*

---

#### **Q 3. We had enough opportunities to share our knowledge and experience in class**

Agree 5

Strongly agree 3

Comments:

a) *Group activities such as powerpoint presentation and discussion increase the knowledge in research class*

b) *Very good activities*

---

**Session content**

**Q 4. I now have a basic understanding of research processes**

Agree 4

Strongly agree 4

---

**Q5. The sessions I found most useful were...**

**the purpose of research; the sources and types of literature; the role of the literature review; basic research methodologies and methods; developing an online survey and reporting on findings; ethical issues for researchers; reflecting on the research module.**

This question gave participants the option to rank sessions from 1-7 with 1 being the most useful. Of the sessions, the purpose of research and basic research methodologies and methods ranked highest. Others followed as: the sources and types of literature, ethical issues for researchers, developing an online survey, the role of the literature review and reflecting on research. However, it needs to be noted that participants were forced – if they chose to answer – to rank, rather than possibly giving some sessions equal rankings.

Because this question was not asked in order to eliminate sessions that were not considered to be “useful” enough, the next time we ask for feedback the sessions will be rated rather than ranked.

---

**Q 6. Overall the research module met the learning outcomes for me**

Agree 7

Strongly agree 1

---

**Q 7. This module has given me confidence to discuss research and question researchers**

Disagree 1

Agree 7

---

**Applying the learning**

**Q 8. This module has made me want to learn more about research**

Agree 6

Strongly agree 2

Comments:

a) *How to analyse qualitative data*

b) *I will learn more about data analysis*

---

**Q 9. How do you plan to use your knowledge when you return to your organisations?**

a) *Yes it encouraged me to explore more about research*

b) *This gives the way to read and take some evidence when I am conducting training. At the same time it helps me to do dialogue and productive discussion and debate. But I really like to do Survey Monkey in my organization. Thank you.*

c) *I will use my knowledge in collecting data about my work such as communication pathway survey and I will analyse the data with Survey Monkey. I will share my knowledge to my work colleagues.*

d) *I will use research methods I have learnt in this session in conducting surveys and assessment for my organization. I will also give my colleagues a chance to attend discussion sessions.*

e) *After this training I have learned the fundamental structure of research technique especially how to develop for literature. When I go back to my organization I will share this knowledge and techniques to my colleagues, and contribute my knowledge to research, baseline survey, assessment activities which my organization conducts.*

f) *Share to my colleagues at my office as much as I can. Share to participants from other organizations.*

g) *This will help me develop questionnaires for surveys when some research needs to be conducted in the community and I can help the community understand the purpose of research and get findings after research is done when someone comes and does research in the community.*

h) *I will share my knowledge to volunteers when they have to do surveys in new project areas. Especially about research ethics not to be misunderstood by the community*

---

**Q 10. Overall I enjoyed the research module**

Agree 4

Strongly agree 4

Comments:

a) *We had a chance to ask questions and discuss to get our goal. Trainer is patient and always encourage us so that we enjoyed the research class.*

---

# Appendix G: “Building Skills, Building Links” – Mid-Term Review of MYLP June 2015 by Don Clarke and Khin Maung Htwe

## *Building skills, building links*

### **Mid-term Review of NZ - Myanmar Young Leaders Programme (MYLP)**

**June 26, 2015**

---

Don Clarke, Independent Reviewer,  
with support of Khin Maung Htwe

Commissioned by UnionAID, New Zealand

Funded by New Zealand Ministry of Foreign Affairs and Trade

#### TABLE OF CONTENTS

Page 3	Programme background
Page 5	Executives summary
Page 6	Methodology
Page 9	Findings and recommendations
Page 16	Detailed summary of feedback
Page xx	Annexes <ul style="list-style-type: none"><li>• Glossary of acronyms</li><li>• Summary of feedback from selected stakeholders</li><li>• List of alumni and sponsoring / employing organisations</li><li>• List of documents reviewed</li><li>• Survey form</li></ul>

## 1. PROGRAMME BACKGROUND

As Myanmar continues its challenging journey towards greater democracy after decades of repressive rule, internal conflict and neglect of critical areas such as education, the country's National Comprehensive Development Plan places high priority on the need to build core development capacities and resolve divisions. The impending election in 2015, the first in which broad political party participation is expected, furthermore points to the need to promote broader understanding of democratic processes at all levels in society in Myanmar.

UnionAID's Myanmar Young Leaders Programme (MYLP) aims to contribute in these critical areas by annually providing eight young leaders from civil society organisations in Myanmar with the opportunity to attain English language proficiency; knowledge about and understanding of development, politics and democracy in action; and skills in conflict resolution. The training is carried out in New Zealand and funded by the New Zealand Ministry of Foreign Affairs (MFAT). Taking account of the realities, diversities and needs of Myanmar, a key feature of the MYLP is the focus on ensuring the selection each year of a gender balanced group which brings together participants from different ethnicities and religions across the country.

It is expected that through leadership roles in their organisations and communities, the participants will draw on the skills and experience acquired during their stay in New Zealand to make an active contribution towards Myanmar's peaceful transition to democracy. After the first five annual intakes, some 30 skilled and experienced alumni are drawing on their BYCLP and MYLP training to making significant contributions to the work and effectiveness of NGOs and other civil society organisations throughout Myanmar, including in remote areas where actual or potential conflict remains a major concern.

The MYLP, which runs until 2016, builds on the very successful Burma Young Community Leaders Programme (BYCLP) which operated for four years from 2009-2013, funded by MFAT. The main change in the shift from the BYCLP to the MYLP was a re-focusing on knowledge and skills relevant to a country in transition which can be of practical use to the participant's work on return to Myanmar.

Participants for the programme were selected through existing UnionAID networks and contacts developed over the past ten years with a variety of organisations and individuals inside Myanmar. Key criteria for selection included:

- English language proficiency of  $\geq 5.0$  IELTS (or equivalent)
- Currently working for a relevant NGO/CBO in Myanmar with an intention to return to work for their organisation for a minimum of a year on completion of the programme
- Aged between 20 and 35 (although older candidates may be considered).

In selecting participants, the selection panel looked for demonstrated leadership and future potential; commitment to development and community work; commitment to working with other ethnic and religious groups; a degree of open-mindedness and maturity; organisational support to ensure effective follow-up to the programme; and an equitable ethnic and gender balance within each training intake. The selection also takes careful account of New Zealand immigration requirements.

Finally, the MYLP also aims to encourage greater understanding between the peoples of Myanmar and New Zealand and to establish strong and enduring official and unofficial relationships between the two countries as Myanmar opens up to the world. This is promoted, not only through the formal elements of the training, but also through the selection of host families who are interested in the programme and committed to ensuring the homestay experience is intellectually and emotionally supportive for participants.

The programme is governed and managed by UnionAID with support from the New Zealand Council of Trade Unions, in conjunction with the Myanmar Development Resource Institute – Centre of Economic and Social Development (MDRI-CESD) (now incorporating the Vahu Foundation and the CDCE programmes). The UnionAID partnership with the MDRI-CESD is a key factor in the selection of suitable candidates from the Community Development and Civic Empowerment Programme (CDCE), and associated organisations in Myanmar, although other applications are also considered. The partnership also provides advice and information in a sensitive political environment.

UnionAID has a governance body of four trustees which provides governance oversight of the grant funding arrangement and its implementation. The programme is managed by a UnionAID Project Manager, with the assistance of a UnionAID Programme Co-ordinator and support from a financial controller and assistant. Other support is provided by UnionAID volunteers. UnionAID has a contractual arrangement with Victoria University of Wellington (VUW) for the part that the VUW English Language Institute (ELI) plays in the delivery of the programme. This includes the English Proficiency Programme (EPP), and the tailored programme which is delivered by an ELI teacher with input and assistance from UnionAID, and supported by a large number of New Zealand based organisations and individuals.

## 2. EXECUTIVE SUMMARY

After five intakes between 2009 and 2014, some 30 skilled and experienced alumni are drawing on their BYCLP and MYLP training to making significant contributions to the work and effectiveness of NGOs and other civil society organisations throughout Myanmar, including in remote areas where actual or potential conflict remains a major concern.

Based primarily on the feedback from alumni supervisors in their various employing organisations via a standardised survey in both English and Burmese, the review found that the BYCLP and MYLP had met if not exceeded expectations across all areas. Despite its small resource base and relatively small number of alumni, the programme has been successfully in creating a core group of NGO young leaders who are clearly exerting influence within their employing organisations and beyond in ways which can be directly traced to skills and experience acquired in the course of BYCLP and MYLP training.

At a more specific level, the feedback received further indicated that the programme is on track to meet the medium-term targets set out in the MYLP Activity Design Document (ADD) for 2014-2016, as agreed with MFAT.

- enhanced **leaderships skills**, linked to increased confidence to take initiative and responsibility;
- a stronger understanding of **alternative conceptual frameworks** through which the work of the alumni and broader developments (national and international) can be understood;
- more **rigorous analytical abilities** alongside increased **knowledge** in relevant policy and technical areas;
- the importance of **improved English language skills**, which was presented as both a confidence building factor and a key ingredient in strengthened communication abilities;
- enhanced skills in key areas such as **project and organisational management; research and training;**
- and a greater appreciation of and **concern for diversity** and the importance of inclusive approaches.

These and related outcomes of the BYCLP and MYLP to date are elaborated fully in the report that follows. Although the overall management of the programme was not a specific focus of the review, feedback provided by MFAT and some alumni supervisors generally indicated a high level satisfaction with the effectiveness, transparency and efficiency of UnionAID's management of the programme and its engagement with partners and sponsoring/employing organisations.

Finally, the report offers several recommendations for the further strengthening of the programme for consideration by UnionAID and the first MYLP Alumni Conference in Yangon planned for September 2015.

## 3. METHODOLOGY

The review was conducted as the first phase of a two part process which culminates with the first annual Alumni Conference to be held in Yangon in September 2015. The findings and recommendations of the review will provide a basis for discussion at the conference, which in turn will reflect on and further elaborate feedback provided during the course of the current study. The presentation of alumni case studies and dialogue between alumni across their diverse work places will be key elements of the conference process. This event will also provide a chance for a formal evaluation process using anonymous surveys and alumni presentations and, with their consent, will further provide an opportunity for qualitative evaluation of the influence of the programme on their practice. This data will be analysed and integrated with the survey analysis in this report. The overall findings will be written up and disseminated in a report to key stakeholders.

The core reference point for this review was the set of medium term outcomes set out below in the Results Framework agreed with MFAT for the period 2014-2016.

Medium Term Outcomes			
Improved leadership, knowledge and skills demonstrated	<ul style="list-style-type: none"> <li>• Job promotion (m/f)</li> <li>• Presented at local or national fora (m/f)</li> <li>• Numbers of courses, workshops, programmes conducted</li> <li>• Number of research projects completed and findings reported widely</li> </ul>	<p>All participants demonstrate improved leadership, knowledge and skills</p> <p>Baseline: 0</p> <p>15 research projects completed successfully</p> <p>24 participants achieve at least one indicator (i.e. job promotion or present at local forum)</p>	<p><i>Quantitative Measures:</i></p> <p>Data collection from employing organisations; surveys of alumni; surveys of supervisors /employing organisations.</p> <p><i>Qualitative Measures:</i></p> <p>Alumni presentations /case studies.</p>

The core of the review methodology was an email survey carried out of supervisors of alumni within their employing organisations (refer Annex 5). This was supplemented by written input provided by, and interviews with, selected other stakeholders (two from MFAT and two from UN perspectives in Myanmar).

The survey aligned with the requirements set out above and sought quantitative and qualitative feedback in the following core areas:

- work responsibilities
- communication and presentation skills
- training, organisational and project management skills
- research skills
- leadership skills and knowledge.

The review also took account of other components of the broader Monitoring and Evaluation Work Plan agreed with MFAT for the MYLP in the current period. In particular this involved

a review of the data contained in post-facto email surveys carried out of alumni following their return to Myanmar. The feedback provided in these cases allowed some helpful triangulation of comment received from supervisors in the employing organisations.

Other parts of the broader Work Plan which provided useful background, and were reflected in material provided to the review by UnionAID, were:

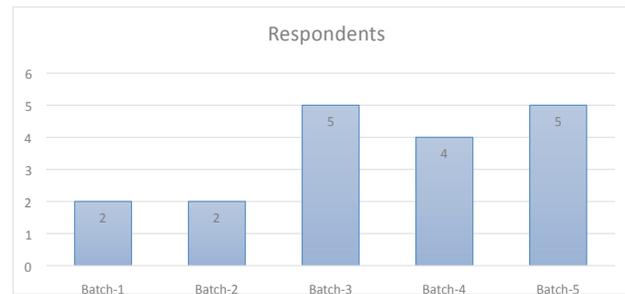
- Feedback on homestay arrangements, based on individual interviews with alumni and host parents. This facet of the programme is an important element of the building of enduring Myanmar – New Zealand links.
- The results of English proficiency testing carried out by the Victoria University English Language Institute. Improved proficiency in English is a cornerstone of the programme which flows through all aspects of alumni performance on return to Myanmar, as observed in feedback from alumni supervisors in the course of this review.

Burmese translations of all communications and the survey form were sent to selected respondents, mainly small community-based organisations in remote locations. The follow-up reminder communications and survey forms were sent in both English and Burmese to all recipients.

Of 28 survey forms sent, 18 returns were received (as of 17 June 2015). This represented coverage of 64.3 per cent. After discussion with UnionAID, survey forms were not sent to three alumni due to factors such as current unavailability of the necessary contact details or a change of life circumstances.

Survey returns covered all the five BYCLP / MYLP intakes, beginning in 2009, and a wide range of types of employing organisations, large, medium and small. Approximately 50 per cent of returns came from small community-based organisations. One UN agency, one international NGO and one border-based NGO were amongst the respondents. The reviewer considers that the spread across intakes and the diversity of organisations covered provided a sufficient base for useful analysis and assessment.

Responses per intake / batch



Constraints in implementation of the survey included the technical limitations of email communications with Myanmar, particularly with smaller community-based organisations in more remote areas; the primary use of English language in communications (noting however the above reference to the use of Burmese language translations of communications and the survey form in selected cases); the difficulties in some cases of obtaining up-to-date and reliable contact details for supervisors; and the workload pressures facing many of the responding organisations which are operating in pressurised circumstances with over-stretched resources.

The generous support and advice of Khin Maung Hitwe, a participant in first BYCLP intake who is currently undertaking Masters Studies at Victoria University, Wellington, was an indispensable component of the process. Ko Htwe provided translations of communications and the survey form; assisted in locating supervisor details; and compiled quantitative data received in survey returns into tables and charts for presentation and analytical purposes.

#### 4. FINDINGS AND RECOMMENDATIONS

##### Summary of survey returns

Supervisor	Organisation	Changed organization after return	Intake /batch
Bo Bo Lwin	Kalayana Mitta	Yes	3
Fr. Joseph Ro Nei Thang	Karuna Myanmar	No	5
Khaw Lwi Xalang	BRIDGE	No	5
Khin Nyein Chan Win	Save the Children	No	4
Maung John	ABC	Yes	4
Min Lwin	FTUB/CTUM	Yes	3
Nattawadee Duangtadam	CDCE	Yes	1
Rev. Phillip Zau Awung	SENG	Yes	2
Rev. Phillip Zau Awung	SENG	No	4
Yamin Thuzar Khaing	Yaung Chi Thit	No	5
Zaw Oo	MDRI-CESD	Yes	1
Ross Wilson	ILO	Yes	4
Ross Wilson	ILO	Yes	3
Hseng Moon	SWAN	No	3
Han Win Aung	LAMP	No	5
Kathi	CDEC	No	2
Kathi	MDRI-CESD	No	5
Kathi	CDEC	Yes	3

##### 4.1 General findings

As noted earlier in the report, the survey returns covered all the five BYCLP / MYLP intakes, beginning in 2009, and a wide range of types of employing organisations, large, medium and small. One UN agency, one international NGO and one border-based NGO were amongst the respondents. It is considered that the spread across intakes and the diversity of organisations covered provided a sufficient base for credible and useful analysis which can feed into the

second phase of process, the first annual Alumni Conference planned for Yangon in September 2015.

Based primarily on the feedback from alumni supervisors in their various employing organisations, the review found that the BYCLP and MYLP had met if not exceeded expectations across all areas in the period 2009 - 2014. Despite its small resource base and relatively small number of alumni, the programme has been successfully in creating a core group of NGO young leaders who are clearly exerting influence within their employing organisations and beyond in ways which can be directly traced to skills and experience acquired in the course of BYCLP and MYLP training.

It is not yet possible to fully assess achievement against the targets set out in the above-mentioned MYLP Activity Design Document for 2014-2016. An end-of-project evaluation in 2017 will provide the necessary data and analysis in this respect. The feedback received for this review does, however, clearly indicate that the programme is well on track to achieve the targets concerned.

The practical benefits of the BYCLP and MYLP for the alumni employing organisations is summarised in the five focus areas of the review below. Key recurring themes in the feedback across the five areas were:

**Enhanced leaderships skills**, linked to increased confidence to take initiative and responsibility and a greater appreciation of the importance of team-based and inclusive approaches, with positive flow-on effects for organisational culture and effectiveness.

An understanding of **alternative conceptual frameworks** (e.g. western, rights-based and community empowerment perspectives) through which the work of the alumni and broader developments (national and international) can be understood.

More **rigorous analytical abilities** alongside increased **relevant knowledge** in policy and technical areas ranging from democratic processes and conflict resolution methodologies to teaching of English language.

The importance of **improved English language skills**, which was presented as both a confidence building factor and a key ingredient of strengthened abilities to engage effectively with international agencies, including donors critical to the work of the organisation concerned.

**Enhanced communications skills** demonstrated internally and with other organisational, governmental (national and local) and international agency counterparts (with improvements in English language abilities an important aspect of the latter).

**Enhanced skills** effectively applied in key areas such as project and organisational management; organisation of workshops and other events; research and analysis; and training (including training of trainers).

Greater appreciation of and **concern for diversity** and the importance of inclusive approaches and stakeholder engagement as part of the wider process of addressing divisions within Myanmar society.

## 4.2 Specific findings

### Job responsibilities

83 percent of respondents indicated that alumni working within their organisation had taken on additional responsibilities and/or had a job promotion since returning from New Zealand. A substantial core of alumni (50 per cent) had continued to contribute to the same organisation since their return from New Zealand, with most of the remainder moving to new opportunities which continued to utilise the skills acquired through the BYCLP / MYLP and offered new responsibilities.

### Communication and presentation skills

Feedback from respondents indicated that 94 per cent of alumni had made a presentation or presentations to local or national fora as part of their work for the employing organisation. Particular areas of improvement with respect to alumni communication and presentation skills as a result of the BYCLP / MYLP were increased abilities to communicate effectively with diverse audiences / stakeholders; greater confidence and clarity in communications, including formal presentations; greater persuasiveness in communicating knowledge and motivating others; ability to use English more effectively with partners and other counterparts; more effective facilitation of meetings; and a greater ability to represent their organisation, including internationally.

### Training, organisational and project management skills

Feedback from employing organisations indicated that 66 per cent of alumni had applied skills acquired through the BYCLP and MYLP to conduct training courses and workshops, with key improvements being in areas such as training design and training of trainers. 72 per cent of alumni had drawn on the New Zealand experience to manage projects under the auspices of their organisation, including small projects funded by UnionAID as part of the BYCLP / MYLP. Significant effectiveness and proficiency improvements were reported in training (83 per cent); leading workshops (72 per cent), project management (72 per cent) and communications and networking (50 per cent).

### Research skills

Enhancing research skills which can contribute to national policy processes, organisational effectiveness and wider knowledge and awareness in the community sector, is an important component of the BYCLP / MYLP. Respondents indicated that over 44 per cent of alumni undertook research as part of their work since returning from New Zealand. In 50 per cent of cases, the findings of the research undertaken had been reported more widely through various organisational, local and national channels. Distinct improvement of research skills were observed by the organisations concerned, with identifiable flow on benefits for the organisational delivery and outreach. In some cases, the research conducted had wider impact, including at national policy level, as elaborated below.

### Leadership skills and knowledge

The feedback received from supervisors, validated by other observers, universally noted enhanced leadership skills and influence as a result of the BYCLP / MYLP training. Key

features that stood out were increased confidence to take initiative and responsibility; an understanding of alternative conceptual frameworks (e.g. western, rights-based and community empowerment perspectives) through which the work of the alumni and broader developments (national and international) can be understood; more rigorous analytical abilities; increased relevant knowledge in policy and technical areas ranging from democratic processes and conflict resolution methodologies to the teaching of English language; enhanced communications internally and with other organisational, governmental and international agency counterparts (with improvements in English language abilities an important aspect of the latter); and strengthened contributions to the effectiveness and efficiency of their respective organisations generally;

## 4.3 Programme management: additional observations

Although the overall management of the programme was not a specific focus of the review, feedback provided by MFAT and some alumni supervisors generally indicated a high level of satisfaction with the effectiveness, transparency and efficiency of UnionAID's management of the programme, as well as UnionAID's engagement with partners and sponsoring/employing organisations in Myanmar (see further comment below on concerns raised by one respondent).

Reference was made by MFAT representatives in particular to:

- the effective and transparent manner in which UnionAID managed the implications of the immigration issues experienced in 2012 and built appropriate procedures and requirements into the design of the MYLP
- the consistent quality and diversity of participants from Myanmar, pointing to the effectiveness of the selection criteria and process
- the quality and relevance of the training content within the context of current priorities and challenges in Myanmar
- the quality, credibility and authority of the trainers and resource people employed by UnionAID and its implementing partner, ELI, to deliver the training
- the relevance of the goals and objectives of the programme to broader NZ Government interests in its relationship with Myanmar (described as a 'win win' from a diplomatic perspective)
- the potential for linking directly with alumni and their employing organisations on the ground in the context of MFAT / IDG field and partner visits to Myanmar
- the importance of the MYLP commitment to building an effective alumni network and the need to ensure adequate sustained resourcing of this (reference was made to the possibility of including the MYLP as part of a larger on-line alumni arrangement being established for NZ Government scholarship programmes)
- the potential for scaling up the programme to widen its impact, as well as for deepening its influence by targeting a small number of strategic NGOs in Myanmar over a multi-year period to build an internal critical mass of trained staff
- the possibility for selected alumni to be brought back to NZ for follow-up in-depth training to strengthen impact
- the potential benefit of developing/exploiting links between MYLP employing organisations and the multi-agency LIFT (rural development) programme in

Myanmar, which NZ has previously co-funded (already a few MYLP partners are linked with LIFT)

- the potential value of ensuring appropriate linkages between the organising / management teams of MYLP and ELTO programmes (bearing in mind their different nature) for the purpose of sharing relevant lessons to maximise the benefits of New Zealand based training .

As noted above, while respondents generally commented positively on their engagement with UnionAID, a specific concern was raised in the case of one sponsoring / employing organisation. The supervisor commented that the initiative to join the MYLP was largely a "personal effort "which didn't "really represent our organisation." As a result, "it is very difficult for us to follow up and coach his ability to apply back in our organisation." Based on their own organisational experience, the supervisor recommended that there should be a stronger engagement between UnionAID and the sponsoring / employing organisations from the very beginning of the process. He proposed that the programme should work more closely with the participant's 'mother organisation' in the selection of candidates; and that the organisation concerned should be well informed about the purpose and process of the study programme in order to get the most out of it.

The supervisor further noted that his organisation "is proud to see our alumnus has grown and developed so that he can get a good job and contribute in the development sector in Myanmar." Based on the experience in this case, the organisation concerned "is now trying to develop its own HR policy ... and staff capacity building policy and procedures."

The assessment of the review is that general feedback (where offered) was positive and supportive about the role played by UnionAID in terms of its engagement with stakeholders throughout the BYCLP and MYLP processes. The procedures established by UnionAID, from selection of participants to the follow-up on return to Myanmar - reinforced by a requirement that sponsoring organisations employ the alumni for one year after return to Myanmar - provide an adequate basis for addressing the points raised. However, the highlighting of the concerns in this case helpfully reinforces the importance of continuing to pay close attention to the engagement between UnionAID and sponsoring organisations, which is critical to ensuring the necessary institutional support for alumni on their return from New Zealand.

#### 4.4 Recommendations

Drawing on the feedback provided by alumni supervisors and other selected BYCLP and MYLP stakeholders, and in line with the current stated purpose of the programme, the following recommendations are proposed for consideration by UnionAID and the Alumni Conference planned for September 2015:

- In order to further enhance the systemic impact of the programme, investigate the potential added value of including a focus within the overall programme on **selected strategic organisations within the NGO / CSO sector**, with a view to building-up a critical mass of MYLP trained staff within these target organisations over successive intakes.
- Begin preliminary soundings with MFAT on **scaling-up the size of the programme** in its next phase, ensuring that the provision of commensurate resourcing for the

effective and efficient functioning of the UnionAID office is part of the budgetary package.

- Strengthen **mutually reinforcing links between the MYLP and the wider New Zealand Government engagement in Myanmar** by seeking synergies with the NZ Aid Programme, which includes a focus in Rakhine State. As appropriate, this could include funding linkages; facilitating broader cooperative relations, including information sharing; and ensuring that NZ Aid Programme staff visit MYLP sponsoring / employing organisations and alumni during field/partner visits in Myanmar when locations and/or interests coincide.
- Develop mutually **beneficial links with English Language Training for Officials (ELTO) staff counterparts** for the purpose of sharing lessons on how to maximise the long-term benefits of such training / learning programmes based in New Zealand, including through alumni follow-up and networks.
- Ensure that the necessary long-term system and resources (human and financial) are in place for the **sustainable maintenance and development of an effective alumni network**, including discussion with IDG / MFAT on potential incorporation of the MYLP alumni system into the broader MFAT scholarships on-line alumni arrangement currently under development.
- Investigate the potential for and desirability of providing follow-up **opportunities for selected alumni to return to New Zealand for further in-depth training /education** in their area of focus, both reinforcing linkages with New Zealand and deepening the acquisition of critical skills and experience for application in Myanmar. This would need to be covered by budgetary arrangements with MFAT as part of the next phase of the programme.
- To ensure ongoing commitment to, and engagement in the MYLP by **sponsoring/employing organisations with respect to maximising the added value MYLP alumni**, systematically monitor the quality and continuity of relationships with sponsoring/employing organisations from the beginning of applicant selection processes to post-training follow-up. Ensure that up-to-date records of employing organisation and supervisor details are maintained to the extent possible to support future surveys for review purposes (this could be a component of the alumni on-line network system referred to above).

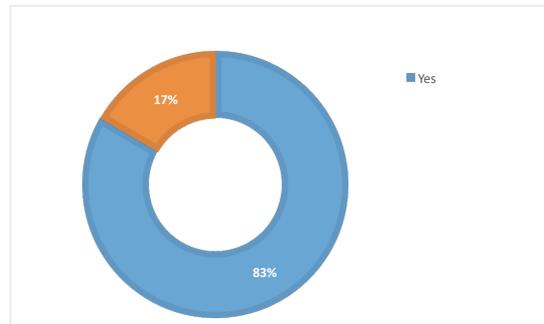
## 5. DETAILED SUMMARY OF FEEDBACK

### 5.1 WORK RESPONSIBILITIES

Findings indicated that a substantial core of alumni (50 per cent) had continued to contribute to the same organisation since their return from New Zealand, with most of the remainder moving to new opportunities which continued to utilise the skills acquired through the BYCLP / MYLP, as well as offering new responsibilities.

83 percent of respondents indicated that alumni working within their organisation had taken on additional responsibilities and/or had a job promotion since returning from New Zealand.

Survey question: Has the alumni had a job promotion since returning to Myanmar?



In one case, the alumnus took over the directorship of his organisation (SENG), managing overall operations, playing an internal facilitation role and providing co-ordination with networking bodies and partnering organisations.

In another case, the alumna took on sole responsibility for designing a seven day training course on 'Democracy and Leadership: Training of the Trainers.' To implement the course, the alumna "spent a lot of time in adapting the course and met with experts and trainers from i PACE (Institution for Political and Civic Engagement). In addition, she formed a project team with three volunteers "to manage accommodation for the trainees, the trainer, meals, refreshment and conducting training. She took all of the responsibilities for writing training course materials, recruiting participants in consultation with director of Yaung Chi Thit (her employing organisation), and managing all of the needs of the training, including refreshments, lunch, participants' transportation , recruiting a trainer for "Training of Trainer" purposes and leading the process overall."

15

A promotion to a Programme Coordinator position within their organisation after return from New Zealand was the experience of another alumna after returning from New Zealand, with responsibility to coordinate all of the organisation's (BRIDGE's) six projects on the ground. The organisation reported that the alumna "supervises the individual project coordinators and gives advice when they need help and monitors every project's activities. She writes field reports with field project coordinators and quarterly and six-monthly summary reports for the Project Director and international funding organisations."

In a similar promotion from Project Assistant to Project Officer, a further alumna took on "responsibilities for partner strengthening, ensuring reintegration assistance to children and youth discharged from military forces back to the civilian life, and advocating at various levels and with stakeholders (ethnic armed groups, the government sector, township level, state and divisional level) to fulfill their responsibilities."

A key role in setting-up a new and influential think tank in Myanmar was the new responsibility taken on by one alumnus after his return from New Zealand. In this context, the alumnus has "conducted research for our Vahu senior colleagues and targeted stakeholders to put forward some cutting-edge policy input into the on-going process of reform. He had also been involved in drafting the Framework for Economic and Social Reforms, a core strategy document of the Government to implement reforms by working together with over hundred government officials and development workers. His current position is a deputy team leader in Myanmar EITI National Coordination Office (MDRI-CESD), designed by the Myanmar Presidential Office as a coordination body of the Extractive Industries Transparency Initiative (EITI) process in Myanmar, in order to promote good governance of natural resources sector and sustainable resource extraction. He has developed strong networks with a range of actors of the government, civil society, private sector within Myanmar and regionally to achieve the mandate and objectives of the MEIT national coordination office. Through these networks, he can facilitate and promote the development of good governance and sustainable development outcomes in resources sector."

The supervisor in a further case reported "amazement at the changes in the alumna when she returned from New Zealand," commenting that "she had started the programme as a shy young woman with very limited English and returned to Myanmar a lot more confident and with greatly improved English." The alumna herself took the initiative to seek the ILO internship "on the basis that she would return to Mon State at the end of the six month internship and spread the knowledge she had gained to other party members and her local community. She did that and spent several weeks in Mon State running education workshops and discussions locally. I think the knowledge and skills she gained in New Zealand, and built on at the ILO, were of real benefit for her organisation the Mon Nationalities Democratic Party. The programme also clearly developed her confidence and skills and she is now employed in the marketing division of a multi-national company in Yangon."

As a final example, also with the ILO, an alumnus took on the responsibilities of Project Assistant/Interpreter. His supervisor commented that the skills and experience on the BYCL programme in New Zealand undoubtedly assisted him in gaining this position, which included day to day management and organisation of project activities. As a result of the BYCLP, the supervisor noted that the alumnus was "a more confident person and had shown an interest and skill in organising and managing while he was on the programme. The ILO position provided him with the opportunity to demonstrate and develop his abilities. He did this very well and demonstrated great skill in dealing, on my behalf, with senior people in

16

government, employer, union and NGO organizations. This included the Ministers and Directors General of Government Ministries. He was also very competent in organising the many conferences and workshops which were a part of the ILO Freedom of Association Programme. The programme had to be developed from scratch and he played a key role in doing that. He is intelligent and perceptive and I found his local knowledge and shrewd assessments of people very valuable.”

#### Key drivers in increased responsibilities

Several underpinning factors stood out in the respondent feedback as key drivers in job promotions and additional responsibilities assigned to BYCLP / MYLP alumni. These included the impact of enhanced leadership skills; greater proactivity and positivity; increased confidence to take initiative and responsibility; greater openness to feedback and diverse views; improved facilitation and training skills (including in English language) and enhanced project management abilities were prominent elements in feedback received. “His role-model as the director and leader are exceptional” commented one sponsoring organisation. Increased promotion of “critical thinking and positive change within our organization are the result of his effort since returning from New Zealand.” Another employing organisation commented: “The most important improvement that I can see is his strong leadership role. Since he started with us as a young student, he has developed himself to be a trainer who can present his class in front of people and has become the second man in charge of the national organisation in the Myanmar reform process. Moreover, his collaboration work among government officials, civil society and the business sector shows excellent advocacy skills.”

Improved English language skills, both spoken and written, with a flow-on impact on effectiveness within their role, was another key theme in feedback. “She is able to write in English clearly and concisely, which has been a huge asset to herself and the organisation” noted one respondent. Sponsoring organisations noted that improved English language skills were important to their ability to engage with donors and other international agencies, including through the representation of their country and/or organization overseas. In one case, the alumni were sent to Singapore to participate in an ASEAN government and NGO workshop as a representative of Myanmar.

Other areas of individual improvement which contributed to increased organisational responsibilities as a result of the BYCLP / MYLP experience included:

- Increased knowledge in areas including economic and community development, democratic processes (including the role Parliament), rule of law, federalism, effective governance, human rights, conflict resolution and agricultural methods.
- Strengthened ability to train other English language teachers.
- Improved teaching skills and classroom management.
- Improved capacity for engagement with communities and supporting community-based development.

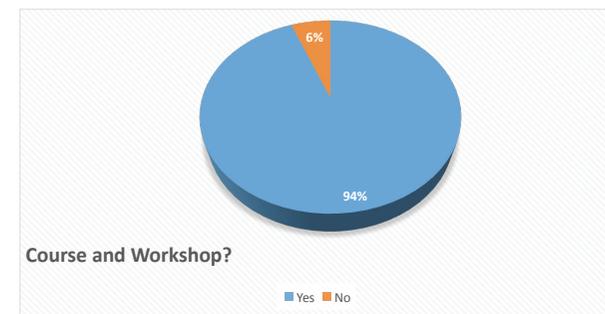
The influence of the BYCLP / MYLP extends beyond the workplace of the alumni. For example, in one case the sponsoring organisation noted that the alumna concerned takes more responsibilities at home as a result of the MYLP experience. “According to our culture, this is highly appreciated and valued.”

## 5.2 COMMUNICATION AND PRESENTATION SKILLS

### 5.2.1 Findings

Feedback from respondents indicated that 94 per cent of alumni had made a presentation or presentations to local or national fora as part of their work for the employing organisation. Particular areas of improvement with respect to alumni communication and presentation skills as a result of the BYCLP / MYLP were increased abilities to communicate effectively with diverse audiences / stakeholders; greater confidence and clarity in communications, including formal presentations; greater persuasiveness in communicating knowledge and motivating others; ability to use English more effectively with partners and other counterparts; more effective facilitation of meetings; and a greater ability to represent their organisation, including internationally.

Survey question: Has the alumni made a presentation or presentations to a local or national for a as part of their work?



### 5.2.2 Selected feedback

The following selection of supervisor feedback elaborates the above contribution of the BYCLP/MYLP training with respect to the communication and presentation skills of participants within their organisations after their return from New Zealand.

#### Nan San Hom, Shanan Education Networking Group (SENG)

As a result of the alumna’s role, many of our youth came to realize that leadership is team work and they (should) do their own part. They understand that leadership within our own community is not competitive but is cooperative. Due to her guidance and effort, two girls from our own community are now studying at NIILM University in India as international students. For the 2015 – 2016 school year, there are a few more are on their way through the application process.

Topics of formal presentations have included: Youth leadership within local community ( St. Matthew's Kachin Baptist's Youth Assembly) and how to make a search for scholarships and the related application processes (St. Matthew's Orphanage Center).

#### **Ei Ei Zin, Yaung Hi Thit**

Her communication skills have become more effective. One thing I notice is that she can now communicate with people with a rich awareness of culture and the right usage of vocabulary, and more effectively use formal and informal language.

#### **Jasmin, Federation of Trade Unions of Burma (FTUB)**

Jasmin has given presentations at the FTUB office in Mae Sot, showing improvements in confidence and the use of correct language. Her ability to manage and direct meetings has also improved, (strengthening) her ability to contribute to the community as a result.

#### **Marip, BRIDGE**

Marip gave a presentation on BRIDGE's current projects and future planned work, to the Joint Strategies Team members (JST is a group of nine local NGOs working together for Kachin Internally Displaced Peoples [IDPs] since 2011).

The Director has given her the opportunity to learn and make decisions on work issues and she has done a good job. She has organised three workshops with local communities and she managed the workshops well and got good outcomes. She is being more professional in her work.

#### **Moan Kaein, Shan Women's Action Network (SWAN)**

Moan Kaein's oral communication skills have improved significantly. She has more confidence when addressing a large audience. She has learnt how to structure an interesting, thorough presentation that holds the attention of the audience. She is able to express her ideas clearly and succinctly. These improvements have been greatly beneficial to SWAN. As a non-profit, community-based organisation, we rely on funding from many international sources, mainly from English-speaking countries. Thus being able to write and speak about our programmes in English is very important. Moan Kaein has been able to make presentations to our funders from all over the world, demonstrating our priorities and strategies. She has made presentations on educational opportunities/challenges for refugee and migrant children at the Education Forum in Sydney, Australia (2012); on our organisation and the Women's Empowerment Programme to international funders, particularly the UK's Department of International Development; and this year to the WLB congress about the Women's Political Empowerment Programme and the challenges and achievements from the past two years.

#### **Si Thu Soe, Community Development and Empowerment Programme (CDCE) and Center of Rehabilitation and Education for Disabled children (CORE)**

Si Thu is more confident in making presentations since he returned from New Zealand. ... He is also able to communicate with international staff in our organisation more efficiently. Presentation topics have included the quality of life of the children with cerebral palsy in Myanmar (at the Faculty of Physical Therapy, Mahidol University); Down's syndrome and

cerebral palsy (at EDEN center for children with disability in Yangon) and orthosis used with children with disability at the school for the deaf in Mandalay.

#### **Zinghang Zet Nan, Shan Education Networking Group (SENG)**

His public speaking is excellent. He is now a good motivational speaker. One presentation he gave was on 'youth leadership within local communities' (at the St. Matthew's Kachin Baptist's Youth Assembly). As a result, many of our youth came to realize that leadership is team work and they (should) do their own part. They understand that leadership within our own community is not competitive, but is cooperative.

#### **Salai Ngun Khar (Philip), Karuma Hakha Social Services**

His presentations on the topics below greatly benefited participants, our organisation's staff and citizens as well. His use of group discussion and group work are an example of the improvement in his facilitation skills during presentations and training. Presentation topics have included: Organic Food and Organic Farming Systems in Sustainable Agriculture, at a training in Falam; Climate Change –disadvantages/advantages of plastic use, also in Falam; Current Development Theory - People Centered Development at the Civic Education Training (CET) in Razua & Hnaring; Citizen Rights & Responsibilities at CET; Human Dignity & Democracy at CET; an Overview of the 2008 Myanmar constitution; and Election Processes & why your vote is important.

#### **Min Zar Ni Lin, Community Development and Empowerment Programme (CDCE)**

When he was a trainer at the CDCE programme, he taught research methodology together with Soe Nandar Lin (another MYLP alumnus). Among hundreds of students, he showed excellent presentation skills, gaining an 'A' score in student evaluations. After he joined MDRI-CESD, he gave trainings on natural resource governance, especially in revenue transparency (EITI) and resource based economy to political parties, parliamentarians and community workers. In addition, he also has participated as a discussant at international level events including the United Nations forum on business and human rights in Geneva and an International Growth Conference, at which he presented a paper on the impact of remittances on migrant-sending communities.

His English presentation skills are so much improved, especially his verbal skills. He gives a clear message to the audiences and his presentation papers/ power point reinforce this. Working as a deputy team leader of Myanmar EITI National Coordination Office has brought him to engage/communicate with variety of audiences, from senior ministers in the President's Office to international experts and grass-root workers based in border areas of Myanmar. He is (furthermore) experienced in writing policy briefs for targeted policy makers as well as media articles for the general public in Burmese.

#### **Phoe Kyi, Save the Children**

Phoe Kyi has made presentations related to children and armed conflict (CAAC), monitoring and reporting mechanisms (MRM) and the reintegration of discharged children. These have been to local authorities and communities as well as to staff from the organisation at the DSW office at Yangon, project locations and at SC offices. He has been serving in various roles in our review workshops and trainings. He has successfully shown his improved competencies in the roles he is given, either as the trainer/ facilitator or arranging the

necessities for the events. His technical knowledge and professional manner are very impressive and he can represent the organisation and the project very well.

**Moe Min Thaw, ILO**

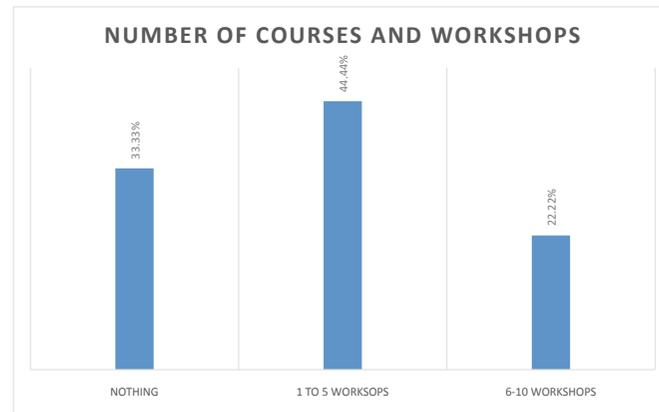
The presentations were made as part of the ILO Freedom of Association training workshops which began in Yangon in August 2012 and were progressively extended to other locations throughout Myanmar including Mandalay, Taungyi, Dawei, Bagot and Moulmein. Moe was usually bipartite or tripartite with Government/employers/unions. Moe was confident and competent with communications and presentations and I have no doubt that was significantly due to his BYCLP experience. Moe played a crucial role as the key Myanmar “national” in the small FOA team at the ILO.

**5.3 TRAINING, ORGANISATIONAL AND PROJECT MANAGEMENT**

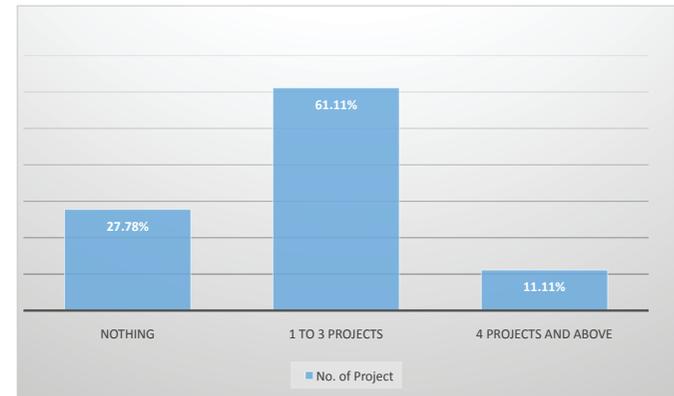
**5.3.1 Findings**

Feedback from employing organisations indicated that 66 per cent of alumni had applied skills acquired through the BYCLP and MYLP to conduct training courses and workshops, with key improvements being in areas such as training design and training of trainers. 72.2 per cent of alumni had further drawn on the New Zealand experience to manage projects under the auspices of their organisation, including small projects funded by UnionAID as part of the BYCLP / MYLP. Significant effectiveness and proficiency improvements were reported in training (83.3 per cent); leading workshops (72.2 per cent), project management (72.2 per cent) and communications and networking (50 per cent).

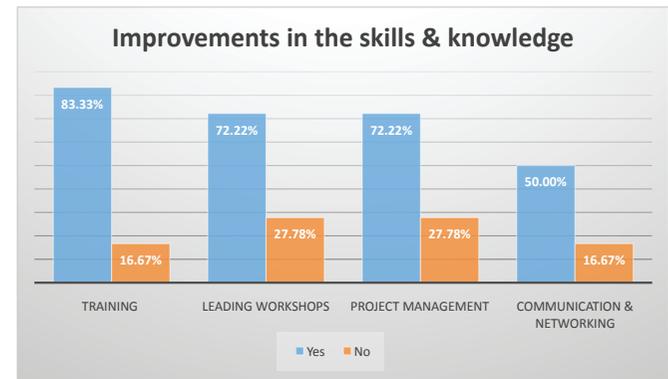
Survey question: How many courses and workshops has the alumni been responsible for since returning from New Zealand



Survey question: How many projects has the alumni managed?



Survey question: Have you observed improvements in the skills and knowledge of the alumni in the following areas since their return from New Zealand:



**5.3.2 Selected feedback**

The following selection of supervisor feedback elaborates the contribution of the BYCLP/MYLP training to the effectiveness of participants within their organisations with respect to training and organisational / project management after their return from New Zealand.

#### **Nan San Hom, Shanan Education Networking Group (SENG)**

Nan San Hom has run courses and workshops in areas including the following: three-month English language courses; training of trainers for English teachers; intensive training for teachers; youth leadership, and scholarship search and application processes. Her supervisor commented that "she herself taught and helped us to design to more relevant and sufficient training. Due to her teaching and training, we have more students as well as trainees each year. She also helped her co-trainers so that they could, in turn, be a better trainer in her absence." With respect to project management, "she did a wonderful job when SENNG was granted a small grant for Summer Teachers' Training by the American Embassy in Yangon. We were scored excellent by her management and coordinator."

#### **Hla Shwe Maung, LAMP**

Because of his improved project management skills, we are more effective in giving training classes and overcoming difficulties both financial and (more general) problem solving. As he could explain well the difficulties we were normally facing every year to the students' parents at the opening ceremony of the training courses, the dropout rate has significantly lowered. So I witnessed that he could communicate better than in the previous years.

#### **Ei Ei Zin, Yaung Hi Thit**

She has shown dramatic improvement in project management. Before she went to New Zealand, she worked as a project coordinator in Yaung Chi Thit. She was responsible and dutiful, but she didn't have to take the whole responsibility to implement the project... Now, when she conducts the training in Sittway, she is the only person who has to manage everything, ranging from preparing the course designs to implementing the whole training. It is very impressive for her to manage all this. She can confidently overcome the challenges and difficulties faced in the project. Her conducting of training has finished with significant achievements, especially (with respect to sensitive issues) like human rights, rule of law and constitutional reform concerning the executive, legislature and courts. This is very new training in Rakhine State. She has managed to ensure support from the local population and took a very neutral role in conducting the courses. At the same time, she provided the participants with basic democratic knowledge to assist in Rakhine's shift from conflict oriented politics to democratic politics.

#### **Marip Lu Saing, BRIDGE**

Ms Lu Saing has organised and run two new training courses recently: i) How a growing population affects the natural environment (at the Kachin Women Association Thailand [KWAT] internship programme for three days); and ii) a development concept workshop for village development leaders from Gauri Krung areas. Both of these were subjects not previously covered by BRIDGE and drew on the knowledge she acquired during her study in New Zealand. They were well received with positive feedback from the participants. When Project Director is away from the office, Lu Saing manages the BRIDGE programme on behalf of the Director. The six projects are being well run and monitored under her supervision and this allows the Director more time to pursue future activities and funders.

#### **Moan Kaein, Shan Women's Action Network (SWAN)**

Since returning from New Zealand, Moan Kaein been responsible for two rounds of Young Women Leadership training at SWAN, each for 6-8 months. These were one long term training at the Women's League of Burma Emerging Leaders' School; and various short term training courses/workshops, including workshops on community mobilising, particularly on ways to oppose resource extraction projects in Shan State, Burma

In addition, Moan Kaein has managed four projects at SWAN in the area of women's empowerment and education. These were funded by the International Women's Development Agency (IWDA), the Department for International Development (DFID), and Norwegian Church Aid (NCA). At the Women's League of Burma, Moan Kaein also manages the Emerging Leaders' School, funded by the Orlof Palme International Centre.

Since returning from New Zealand, Moan Kaein has demonstrated the confidence and skills necessary to facilitate workshops and training. She is able to plan effective, engaging training sessions, and then implement them, whilst demonstrating the flexibility to respond to participants' needs and interests. With respect to leading and organising workshops, Moan Kaein's organisational skills and leadership ability have improved significantly. She competently took responsibility for organizing workshops at both SWAN and the Women's League of Burma (WLB), and was able to mobilise people very effectively.

Moan Kaein has taken responsibility for various different projects since her return. Her increased knowledge around different political concepts, as well as her skills in written and oral communication, have benefited her ability to manage, monitor and evaluate the projects she is responsible for. She requires no direct supervision and we are able to trust her to manage very large projects, and know that she will get the best outcomes. The trainees who have participated in her workshops and trainings have benefited from her knowledge base and effective communication style. She has also become an important role model for the younger members of our organisation.

#### **Zinghang Zet Nan, Shanan Education Networking Group (SENG)**

Since returning from New Zealand, Zet Nan has conducted two trainings per year, one in Pyin Oo Lwin and the other in Lashio (2012 and 2013).

He has also conducted five "Summer Teachers' Training" each year since 2014 in Pyin Oo Lwin, Lashio, Myitkyi, Putao and Moemike. The latter consists of educational leadership, sustainable education, classroom management and arts workshops, based on a student-centered approach to learning. All these trainings and workshops are under his supervision and leadership. He has to manage all the projects and also need to give reports to both to the board of SENNG and to the donors. In addition, he did a wonderful job when SENNG was granted a small grant for Summer Teachers' Training by the American Embassy in Yangon and Eastern Burma Community School. We were scored 'excellent' for his management and coordination.

#### **Salai Nhun Kar (Philip), Karuma Hakha Social Services**

Since returning from New Zealand, Philip undertook two trainings as part of MYLP-funded field work and also other workshops which were arranged by KMSS-Hakha. With respect to

project management, he has been responsible for a Food Security & Livelihood project in six townships and a Social Protection project in one township

His skills have improved in all areas, including facilitation; managing projects under his leadership and mobilisation style; reporting; providing skills to staff; financial management and communications and networking.

**Min Zar Ni Lin, Community Development and Empowerment Programme (CDCE)**

The most important national level project that he has been managing is the Myanmar EITI National Coordination Office. Apart from this, he is also directly involved in natural resource governance related events/discussions and research study projects, both individually or with colleagues and international experts. For example, he successfully organised meetings with key stakeholders and public talks on natural resource management, involving experts such as Prof. Paul Collier and Prof. Robert F. Conrad to present views on economic reforms and resource governance issues.

The improvements in Min Zar Ni's skills give us a lot of advantages, especially in a diverse society like Myanmar. As a deputy team leader of MEITI, he directed in many ways the EITI implementation process in Myanmar. The ambition of our team is to bring key stakeholders to work together on improvement of resource management, transparency and accountability of the resource sector. However, diverse stakeholders naturally have different backgrounds, views, interests and concerns and we cannot use a single approach and strategy to bring these stakeholders to the table to discuss the issues. In order to achieve the aims, we have used multidisciplinary strategies that pulled stakeholders together to move the process forward. Min Zar Ni engaged all key stakeholders through various channels that can influence both targeted stakeholders and the general public. This included bilateral/multilateral meetings, writing articles in the media and organising a debate session on natural resource management, and so on.

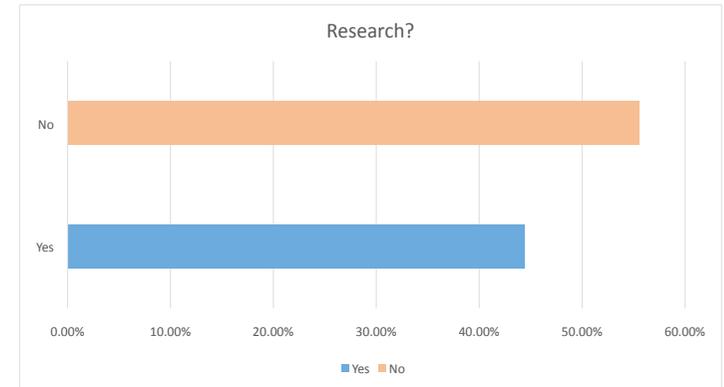
**Phoe Kyi, Save the Children**

Phoe Kyi is now working as Project Officer for the Children and Armed Conflict (Demobilisation) Project. When he attended the MYLP, he was project assistant in the community-based child protection project, doing training with the community only. But after returning from New Zealand, he could organise training and develop training/workshop agendas for different target groups and different levels such as government officers, civil society organisations, staff from the same organisation, parents and caregivers from communities, and teachers. In his current project, he prepares well for every review workshop/training when he is assigned as lead facilitator, using different methodologies based on participant level and types. (With respect to project management), he has participated as one of key players throughout whole project cycle, including assessment of the CBOs, implementation with them, and monitoring and evaluation. Phoe Kyi's work has benefitted not only the organisation but also the targeted children with whom we work.

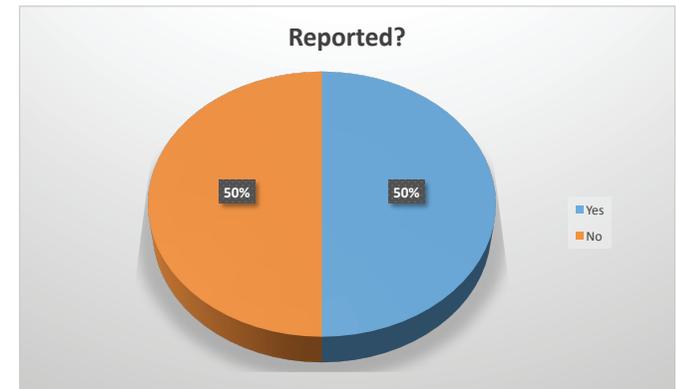
**5.4 RESEARCH SKILLS**

**5.4.1 Findings**

Survey question: Has the alumni undertaken research as part of their role ?



Survey question: Has there been an opportunity for the findings to be reported more widely?



Enhancing research skills which can contribute to national policy processes, organisational effectiveness and wider knowledge and awareness in the community sector, is an important

component of the BYCLP / MYLP. Respondents indicated that over 44 per cent of alumni undertook research as part of their work since returning from New Zealand. In 50 per cent of cases, the findings of the research undertaken had been reported more widely through various organisational, local and national channels. Distinct improvement of research skills were observed by the organisations concerned, with identifiable flow on benefits for programme delivery and outreach. In some cases, the research conducted had wider impact, including at national policy level, as elaborated in the selected extracts of employing organisation feedback below.

#### 5.4.2 Selected feedback

The following selection of supervisor feedback elaborates the above contribution of the BYCLP/MYLP research training to the effectiveness of participants within their organisations after their return from New Zealand.

##### **Si Thu Soe, Community Development and Empowerment Programme (CDCE) and Center of Rehabilitation and Education for Disabled children (CORE)**

Our organisation conducted a capacity need assessment for the monastic schools in Myanmar. Si Thu was responsible for collecting the data of the monastic schools in upper Myanmar. He is also doing data collection for his PhD degree. The outcome will be reported internationally to academic journals. After he returned from the MYLP, he presented his experience from New Zealand. I observed his research skills through his presentation. He is now undertaking his research. His research proposal and the research methodology have showed me how much he is improved.

Moreover, we can see his improved leadership and confidence ... in his community, especially in his physical therapy area which is a limited field in Myanmar. We are confident that after his graduation, he will definitely become the focal leader of Myanmar.

##### **Salai Ngun Khar, Karuma Hakha Social Services**

He is involved in situation data collection according to donors' requirements, including a Food Security Survey and Social Issues Survey and Evaluation. (As a result of the MYLP) he has improved his understanding of research formats and has developed project evaluation formats for internal information.

##### **Ei Ei Zin, Yaung Hi Thit**

Although there hasn't yet been an opportunity for direct involvement in research work, "she gave valuable ideas to the organisation concerning women's wages. She would like to make a survey on women's living wage for those who came from ethnic areas to Yangon to make a living. What she is interested in is to find out if those young women have a reasonable minimum wage, if their labour rights are violated and if there is any gender based discrimination in pay for women. She would like to do quantitative and qualitative research with women who are working in supermarkets.

##### **Min Zar Ni Lin, Community Development and Empowerment Programme (CDCE)**

Research undertaken has covered the following areas: Remittances behavior of Myanmar Migrants working in Malaysia and its impact on household expenditure in Myanmar (Thesis for Masters Degree in Economics at Chiang Mai University, Thailand); policy research related to small and medium enterprises (SME), foreign investment (FDI) and natural resources management. Min Zar Ni Lin has further been involved in drafting the Myanmar Framework for Economic and Social Reforms and has presented a paper on the subject of the impact of remittances on migrant-sending communities at an International Growth Conference (IGC), London School of Economics (LSE), UK.

Research findings have been reported more widely as follows:

Lin, M.Z. (2009). *Remittance behavior of Mon migrants working in Malaysia*, Journal of Economics, Faculty of Economics, Chiang Mai University, Thailand. [http://library.cmu.ac.th/cmull/en/MyanmarFrameworkforEconomicandSocialReforms:http://www.eaber.org/sites/default/files/FESR%20Official%20Version%20-%20Green\\_%20Cover.pdf](http://library.cmu.ac.th/cmull/en/MyanmarFrameworkforEconomicandSocialReforms:http://www.eaber.org/sites/default/files/FESR%20Official%20Version%20-%20Green_%20Cover.pdf); Lin, M.Z. and Linn, N.D (2014). *Pilot Assessment of Industrial Zones in Myanmar*. Report papered for the Centre for Economic and Social Development (MDRI-CESD) and the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ); Lin, M.Z. (2011). *Exchange Rate Reforms: Lessons Learned from Vietnam*. Paper presented at the 1st International Seminar on "20 Years of Greater Mekong Sub-region (GMS): The Changes to Changes", Chiang Mai, Thailand.

Recipients of the research findings include government officials (Ministry of Industry, Ministry of Commerce); Presidential Economic Advisor; Senior Associates of the Centre for Economic and Social Development of Myanmar and the Development Resource Institute (MDRI-CESD).

Since returning from the MYLP, Min Zar Ni Lin has also shown a lot of improvement in project management and good planning. Moreover, he can effectively handle data presentation ... and also developed his IT skills (using) analytical tools efficiently. His research skills are the foundation of his work with us. From this expertise, he rapidly improved his working performance and became the focal person in dealing with national multi-stake holders.

##### **Phoe Kyi, Save the Children**

Areas of research carried out since returning from New Zealand have included: child-led participatory action research (PAR); Quality of Service (QoS); and organisational/partner assessments. The findings were reported at township level forums and contributed as part of the SCI global report against indicators. Recipients of the research were government officials who were members of Township Child Rights Committees (TCRC), communities, partners and members of the organisation. Through his new skills, the organisation has benefitted for its future implementation work.

## **5.5 LEADERSHIP SKILLS AND KNOWLEDGE**

### **5.5.1 Findings**

The feedback received from supervisors, validated by other observers, universally noted enhanced leadership skills and influence as a result of the BYCLP/MYLP training. Key features that stood out were increased confidence to take initiative and responsibility; greater understanding of alternative conceptual frameworks (e.g. western, rights-based and community empowerment perspectives) through which the work of the alumni and broader developments (national and international) can be understood; more rigorous analytical abilities alongside increased relevant knowledge in policy and technical areas ranging from democratic processes and conflict resolution methodologies to teaching of English language; enhanced communications internally and with other organisational, governmental and international agency counterparts (with improvements in English language abilities an important aspect of the latter); a strengthened appreciation of and concern about inclusive and team-based approaches; and strengthened contributions to the effectiveness and efficiency of their respective organisations generally

### **5.5.2 Selected feedback:**

The following selection of supervisor feedback elaborates the above contribution of the BYCLP/MYLP training to the effectiveness of participants as leaders within their organisations after their return from New Zealand.

#### **Nan San Hom, Shan Education Networking Group (SENG)**

Her improved leadership skills have been noted with approval by our board members and we are very satisfied with her contribution toward our own small organisation and to the community we belong to. She has built people's inner life and caused them to understand that leadership is a team based and cooperative work. Bringing this conception to us has been vital. Many other young leaders have joined with us for community welfare services after she came back from New Zealand. Our organisation, as a volunteering organisation, has more volunteers than ever before. Leaders within SENG have become more supportive, more interactive and more open to asking for help and opinions and to receiving support and advice.

#### **Hla Shwe Maung, LAMP**

We are running a community-based organisation and face many difficulties every year. We can't give enough allowance to the volunteers and as a result, we often lose good teachers. But this year we can pay enough allowance because of Hla Shwe Maung's project (note: funded by UnionAID as part of the MYLP). In addition, in our computer classes, there are not enough good trainers and hardware technicians, and thus it costs a lot if we had to deal with these problems. But now, because of Hla Shwe Maung's project, we can send two trainers to Yangon for a hardware course. So, I hope we will be able to reduce our expenses and will be able to fix the computers if there is any problem in the near future. These all are because of Hla Shwe Maung's improved leadership and management skills and utilising knowledge learnt from New Zealand's MYLP.

As a result of the MYLP, we can provide training classes effectively this year and we can manage a granted project by UnionAID for the first time. This is quite helpful to achieving some of our organisational goals, such as helping the students' matriculation exam pass rate at

township level by giving English grammar courses ... and nurturing the local youth to become modernised citizens by giving IT courses.

#### **Ei Ei Zin, Young Hi Thit**

After Ei Ei came back from this programme, she isn't hesitant anymore in taking initiative, even though the situation may be a bit sensitive and challenging. She is able to build good relationships with other leaders and organisations and is more of a relational leader. She is more tolerant, more likely to listen to others and takes more responsibilities. She is now taking initiative to make changes happen in her society, especially for the democratic process in Rakhine state. In addition, she now has a wide range of knowledge in different areas like social welfare, political systems, economics, human security, human rights, and leadership and so on. The knowledge and experiences she has got from the programme help her to be more flexible in handling differences and more enthusiastic in applying her knowledge in her work; for example, conducting trainings and for the betterment of society. To sum up, the UnionAID programme helped her to become a more confident, reliable and responsible woman leader.

#### **Jasmin, Federation of Trade Unions of Burma (FTUB)**

She was able to take on more responsibility as well as bigger leadership roles in the community. This has greatly benefitted the community she works with.

#### **Marip Lu Saing, BRIDGE**

Ms Lu Saing is well respected by BRIDGE staff and is giving good guidance to project coordinators. She is confidently taking responsibility to manage our six projects and gives good suggestions and advice to the coordinators related to their work. As a result, the communication between the six projects has improved with regular meetings and monitoring. The programmes are now being implemented on time, better than before. This has enabled the Project Director to do more networking and attend local and international meetings that are important for the future success of BRIDGE.

#### **Moan Kaein, Shan Women's Action Network (SWAN)**

Moan Kaein has become an important role model and leader at both SWAN and Women's League of Burma (WLB). She is very well respected by her peers. She has been elected ... to two different leadership positions: the Presidium Board Member of the Women's League of Burma, and most recently, the Advisory Team at Shan Women's Action Network. Having a very capable young leader within the organisation has not only provided logistical and technical support, but also increased the capacity of others. Moan Kaein has trained and supported a number of young people. She is a role model to many, which has provided great direction and motivation to a number of our staff.

#### **Si Thu Soe, Community Development and Empowerment Programme (CDCE) and Center of Rehabilitation and Education for Disabled children (CORE)**

Si Thu is working with children with disability to improve their quality of life in Myanmar. He is also doing a cross cultural adaption of the Cerebral Palsy Quality of Life

(CPQOL) questionnaire into a Myanmar version which will be very helpful for the health professionals. All his work and capacity improvements contribute to my organisation.

#### **Salai Ngun Khar, Karuma Hakha Social Services**

The MYLP is widely effective for upgrading citizens' skills, leadership and knowledge, according to my personal observation of Salai P. Ngun Khar. His improved skills, knowledge and leadership are indeed advantages not only for his personal life, but also for our organisation and civil society. Moreover (as a result of the MYLP) KMSS-Hakha has acquired a calmer management of staff, project activities and developing project proposals because of the skills, knowledge and leadership that he gained from UnionAID NZ. The work of the organisation has improved particularly in the following areas as a result of the MYLP experience: staff capacity building; smoother management of project activities; proposal writing; report writing; project design; and democratic governance systems.

#### **Min Zar Ni Lin, Community Development and Empowerment Programme (CDCE)**

After he returned from New Zealand, we noticed that he had gained more confidence in dealing with people in all situations. He also has a vision to complete his mission. He is more adaptive and aware of the challenging and multicultural work-environment of Myanmar society where the diversities of conflict are high.

Since we moved most of our research team to work inside Myanmar and established the MDRI-CESD, it has become a new prominent think tank for Myanmar society. Min Zar Ni has shown his leadership skill among his friends and colleagues which has brought him to his current responsibility as the deputy team leader of Myanmar EITI. It can be said that our organisation depends on his leadership role truly.

#### **Phoe Kyi, Save the Children**

His technical knowledge is significantly improved if compared with the beginning of the project because of his enthusiasm and commitment to the work as well as to the children. He is good at networking and communication with different types of people and he applies his skills to project implementation very well. His colleagues recognise the case management skills he has, as well as his improving communication and technical skills. They consult with him when they face difficulty in their implementation areas. The organisation has benefitted as he represents it well whenever there are outside meetings and workshops. Other organisations appreciate us as having a strong technical person who is reliable and accountable.

#### **Moe Min Thaw, ILO**

Moe is quite a strong and resourceful person and these attributes assisted him to successfully discharge a very challenging role in the early developmental phase of an important, but difficult, project for the ILO in Yangon. He clearly enjoys organising and relating to people and his skills as a communicator and organiser, together with his local knowledge as a Yangon born national, were very important in getting this project underway within a very

tight timeframe. Moe's local knowledge and very good perception and judgment have also been of great assistance in the MYLP selection process. He is the local representative on the MYLP selection panel and this has been very beneficial for the MYLP Programme.

#### **Khin Maung Htwe, Community Development and Empowerment Programme (CDCE)**

It's very useful and effective to have a competent person for the team and the organisation. By having such a skilled person, the organisation can do more activities and share responsibilities among leaders. The existing programme (MYLP) is very supportive for youth to improve their leadership with confidence. I would like to recommend that space also be created for them to participate and learn through working with organisations in the areas of strategic programme planning and management.

## 6. ANNEXES

1. Glossary of acronyms
2. Summary of feedback from selected stakeholders
3. List of alumni and sponsoring / employing organisations
4. List of documents reviewed
5. Review survey form

## GLOSSARY OF ACRONYMS

ABC	Agency for Basic Community Development
ADD	Activity Design Document
BYCLP	Burma Young Community Leaders Programme
CACC	Children And Armed Conflict
CARD	Community Association for Rural Development
CDCE	Community Development and Empowerment Programme
CDEC	Comprehensive Development Education Centre
CESD	Centre for Economic and Social Development
CPQOL	Cerebral Palsy Quality of Life
CSO	Civil Society Organisations
DFID	Department For International Developmen
EITI	Extractive Industries Transparency Initiative
ELI	English Language Institute
ELTO	English Language Training Organisation
EPP	English Proficiency Programme
FDI	Foreign Direct Investment
FOA	Freedom of Association
FTUB	Federation of Trade Unions of Burma
IDG	International Development Group (of MFAT)
IELTS	International English Language Testing System
ILO	International Labour Organisational
IWDA	International Women's Development Agency
KHSS	Karuma Hakha Social Services
KWAT	Kachin Women Association Thailand
LIFT	Livelihoods and Food Security Trust Fund
MDRI	Myanmar Development Resource Institute
MDRI-CESD	Centre for Economic and Social Development of the Myanmar Development Resource Institute
MEIT	Myanmar Extractive Industries Transparency (office)
MFAT	Ministry of Foreign Affairs and Trade (NZ)
MRM	Monitoring and Reporting Mechanism
MYLP	Myanmar Young Leaders Programme
PAR	Participatory Action Research
QoS	Quality of Service
SENG	Shanan Education Networking Group
SWAN	Shan Women's Action Network
TCRC	Township Child Rights Committee
UNOPS	United Nations Office for Project Services
WLB	Women's League of Burma

### Summary of feedback from selected stakeholders

In addition to the feedback sought from Myanmar-based supervisors of alumni, comment was also solicited from selected other key stakeholders. This was received from **Steve Marshall**, Head of the ILO Office in Yangon; **Steve Dowall**, Lead Technical Officer, Livelihoods and Food Security Trust Fund (LIFT), UNOPS, Yangon; **Brent Rapson**, NZ Aid Programme Manager, New Zealand Embassy, Bangkok; and **Simon Webber**, Development Officer Mekong, International Development Group, MFAT, Wellington. Key points to emerge from the feedback received were as follows:

#### **Brent Rapson, NZ Embassy, Bangkok (interview with review consultant)**

Mr Rapson's main contact with alumni has been in the context of their participation in NZ Embassy events and visit in Yangon and Bangkok. His observations were that alumni were generally distinguished by their additional confidence and abilities to engage with a diverse range of mainly international counterparts on issues of importance in the Myanmar context. Keen interest was indicated in linking directly with alumni on the ground in the context of MFAT / IDG field and partner visits to Myanmar. Noting the importance of maintaining productive contact with and between alumni on their return to Myanmar, he highlighted the importance of dedicated and sustainable resourcing of alumni follow-up arrangements to ensure continuity and focus. He also indicated interest in options for scaling-up the programme to widen its impact, as well as for deepening its influence by targeting a small number of strategic NGOs in Myanmar over a multi-year period to build an internal critical mass of trained staff. The inclusion of an annual alumni conference into the programme structure and budget was commended as an important means of ensuring contact between alumni as well as an opportunity for regular review and identification of areas for improvement. Mr Rapson further suggested that selected alumni could be brought back to NZ for follow-up in-depth training to strengthen impact, that it would be beneficial to explore links between MYLP employing organisations and the multi-agency Livelihoods and Food Security Trust Fund (LIFT) which NZ has previously co-funded; and that it may be useful to ensure appropriate linkages between the MYLP and ELTO programmes for the purpose of sharing lessons.

#### **Simon Webber, MFAT, Wellington (interview with review consultant)**

Mr Webber observed that UnionAID manages the MYLP and the associated NZ Government funds very effectively and transparently, taking initiative to develop and improve the programme where necessary and keeping IDG / MFAT well advised. He highlighted the high quality and diversity of Myanmar participants in the programme, noting that this reflected a selection process that was 'very well done.' A particular benefit of the programme in his view, apart from its formal structure and content, was the time participants spent together building links across diverse ethnicities and providing a wider framework for thinking through cross-cutting issues in Myanmar. He notes the greater English language abilities and confidence of alumni as they progressed through the programme, as well as their increasing confidence to traverse different levels of engagement with counterparts in the NZ environment. The quality of the formal programme and the status and authority of the

resource people and trainers engaged in its delivery were noted as outstanding features of the MYLP. Its diplomatic value as a 'win-win' contribution to NZ's relationship with Myanmar was highlighted.

#### **Steve Marshall, ILO, Yangon (written input)**

As a general comment it is clear that the added value of the programme is in the participants understanding of the democratic concepts that you and I take for granted but which are brand new here. Additionally they gain an understanding of western European logic (which is a very different thinking pattern from the East) and which stands them in good stead in international dealings.

I have employed two persons who were either graduates of, or closely associated with, the programme – they have both displayed a competency in the full range of required skills beyond those displayed by national staff who have not had the opportunity of international orientation/training – this covers such areas as communication (particularly listening, ensuring understanding, consultation) which are very rare attributes in the culture due to years of repression) and leadership (without adopting the traditional Sayar Gyi (big boss) approach) - both proved to be very valuable members of the team. One Moe Min Thaw helped us establish our freedom of association project ... The other, Ms Seik Nyan, has been with us now for some 5 years on our forced labour programme and is a valued staff member.

Both Moe and Seik have/had a range of responsibilities with the core responsibility being conceptual awareness raising, training, community relations, negotiation (particularly with members of the authorities, civilian and military), programme development and project implementation.

The ILO has, I like to think, had some impact and influence on the evolution of the new environment – not yet what you would call 'fully democratic' but on the way. Our team can be proud of the part they have played and continue to play to this end and there is no doubt that the training provided through BYCLP and MYLP has contributed to that outcome.

#### **Steve Dowall, LIFT Project, UNOPS, Yangon (written input)**

Mr Dowall provided anecdotal feedback on the work of one alumni with whom he had contact during a field visit to Chin State as part of his role with the Myanmar multi-agency LIFT Project, for which UNOPS is the fund manager. The alumni is Ram Nawn (Betty) who works with the Community Association for Rural Development (CARD) and was a participant in the 2009 BYCLP. Mr Dowall commented that Betty "was among a few local NGO leaders at a meeting we had to hear more about local NGO activities in and around Hakha in Chin State. Betty was clearly in a leadership position in her NGO and was well connected with the other groups. She appeared to be well informed on what the others were doing and presented clearly and well on the work of her organisation in Hakha. Betty raised a very interesting point about the work they are doing on helping people understand the implications of the national census from last year. She noted that the census has implications for those Chin family members living abroad in that when they return they are not accepted by the Immigration, i.e. as they were not recorded in the census. It sounds like there is a fair amount of concern and so CARD sees the need to help people better understand the purpose of the census – (including) talking with the regional government on the concerns."

Annex 3

List of alumni and sponsoring organisations

2009	Sponsoring organisation	Supervisor contact details	Alumni contact details
Si Thu Soe	Community Development and Empowerment Programme (CDCE)  <i>Currently completing PhD in BKK. Will return to physiotherapy work in Myanmar</i>	Overall contact point: Karen Schousboe <a href="mailto:karenschousboe@gmail.com">karenschousboe@gmail.com</a> <a href="mailto:nattawadee@gmail.com">nattawadee@gmail.com</a>  Supervisor: Ms. Nattawadee Duangtadam, Deputy Director: <a href="mailto:nattawadee@gmail.com">nattawadee@gmail.com</a>	<a href="mailto:Sithusoe972@gmail.com">Sithusoe972@gmail.com</a>
Min Zar Ni Lin	CDCE  <i>With MDRI – working on EITI</i>	Overall contact point: Karen Schousboe <a href="mailto:karenschousboe@gmail.com">karenschousboe@gmail.com</a>  Dr Zaw Oo Executive Director MDRI-CESD <a href="mailto:Zaw.oo@mdri-cesd.org">Zaw.oo@mdri-cesd.org</a>	<a href="mailto:kolinmin@gmail.com">kolinmin@gmail.com</a>
Thar Yar Pine (Saryar)	Mon Women' Organisation  <i>Currently doing Masters in Ireland</i>	Mi Kun Chan Non General Sec. MWO <a href="mailto:mkc66@gmail.com">mkc66@gmail.com</a> ph: (+95)9425299601	<a href="mailto:Saryarpoine09@gmail.com">Saryarpoine09@gmail.com</a>
Ram Nawn (Betty)	Community Association for Rural Development (CARD)  <i>Still with CARD</i>	<a href="mailto:cardlairam@gmail.com">cardlairam@gmail.com</a>	<a href="mailto:Anawnbetty52@gmail.com">Anawnbetty52@gmail.com</a>
Soe Nandar Linn	CDCE and MDRI  <i>Currently advising World Bank in Myanmar. Doing PhD</i>	Overall contact point: Karen Schousboe <a href="mailto:karenschousboe@gmail.com">karenschousboe@gmail.com</a>  Dr Zaw Oo Executive Director MDRI-CESD <a href="mailto:Zaw.oo@mdri-cesd.org">Zaw.oo@mdri-cesd.org</a>	<a href="mailto:ladyndandar@gmail.com">ladyndandar@gmail.com</a>



Ah Ngae Htwe (Yamin)	Eleven Media Group	Dr Thein Myint Managing Editor The Eleven Media Group Yangon  U Thiha Saw mmfreedom01@gmail.com	<a href="mailto:Thuzar.11@gmail.com">Thuzar.11@gmail.com</a>
Nan San Hom (Ah Li)	Shanan Education Networking Group  <i>Currently running restaurant in Myitkyina</i>	Rev.Philip Zau Awng Program Director Shanan <a href="mailto:Philipawng45@gmail.com">Philipawng45@gmail.com</a> <a href="mailto:shananeducation@gmail.com">shananeducation@gmail.com</a>	<a href="mailto:ahlonmyo@gmail.com">ahlonmyo@gmail.com</a>
Hinthar Mon	All Mon Democratic Party  <i>Did internship at ILO. Now with cement company but spent time teaching in Mon State and at ILO</i>	Dr Min Ngwe Soe Secretary General All Mon Regions Democracy Party  Ross Wilson Manager at ILO 2012-13 <a href="mailto:wilsonross@tra.co.nz">wilsonross@tra.co.nz</a>	<a href="mailto:hansarmon@gmail.com">hansarmon@gmail.com</a> <a href="mailto:shwehinthar@gmail.com">shwehinthar@gmail.com</a>
Sao Sai Sai Nanda Maung	Shan Nationalities Democratic Party  <i>Still with above party</i>	Sai Aik Paung Chairman Shan Nationalities Democratic Party  <a href="mailto:Sndp.myanmar@gmail.com">Sndp.myanmar@gmail.com</a>	<a href="mailto:Saisai.nandamaung@gmail.com">Saisai.nandamaung@gmail.com</a>
Kyi Win Thun (Phoe Kyi)	Save the Children  <i>Still with S.C.</i>	Khin Nyein Chan Win <a href="mailto:Khinnyeinchawin@saveethechildren.org">Khinnyeinchawin@saveethechildren.org</a>	<a href="mailto:kyiwinhtun@gmail.com">kyiwinhtun@gmail.com</a>
Thuan Lian Bil (Victor)	ABC Myanmar  <i>Moved on after 12 months</i>	Maung John Director <a href="mailto:maungburma@gmail.com">maungburma@gmail.com</a>	<a href="mailto:salaivictorlay@gmail.com">salaivictorlay@gmail.com</a>
2014			
Ei Ei Zin	Yaung Hi THit  <i>Still with above</i>	Khin Hla Founder <a href="mailto:Ycto.org@gmail.com">Ycto.org@gmail.com</a>  Adam Leclair Project Director Institution for Political and Civic Engagement <a href="mailto:Adam.leclair@worldlearning.org">Adam.leclair@worldlearning.org</a>	<a href="mailto:Maeieizin.stw@gmail.com">Maeieizin.stw@gmail.com</a>

41

Thi Thi Han	Myanmar Development Resource Institute (MDRI)  <i>Still with above</i>	Min Zar Ni Lin Deputy National Coordinator Myanmar EITI <a href="mailto:Min.zarni@myanmareiti.org">Min.zarni@myanmareiti.org</a>  Kay Thi Senior Programme Director MDRI <a href="mailto:Thek.kay@gmail.com">Thek.kay@gmail.com</a>  Dr Zaw Oo Executive Director MDRI-CESD <a href="mailto:Zaw.oo@mdri-cesd.org">Zaw.oo@mdri-cesd.org</a>	<a href="mailto:Han.thithihan@gmail.com">Han.thithihan@gmail.com</a>
Salai Ngun Khar (Philip)	Karuma Hakha Social Services  <i>Still with above</i>	Rev Fr Joseph Ro Nei Thang Director <a href="mailto:karunahakha@gmail.com">karunahakha@gmail.com</a>  James Ngun Hre Program Manager KMSH-Hakha ( Karuna Myanmar Social Services) <a href="mailto:jameshre@gmail.com">jameshre@gmail.com</a>  Land line: <a href="tel:+957022349">+957022349</a> Mobile : <a href="tel:+959425022775">+959425022775</a>	<a href="mailto:pilipkhar@gmail.com">pilipkhar@gmail.com</a>
Marip Lu Saing (Lu Lu)	BRIDGE  <i>Still with above</i>	Hkaw Lwi Position- Director Ph- +86 189 8820 7703 mobile +86 692 620 8697 office  <a href="mailto:Email-hkawliw@bridgemm.org">Email-hkawliw@bridgemm.org</a> <a href="mailto:hkawlwixalang@gmail.com">hkawlwixalang@gmail.com</a>	<a href="mailto:wptsoeasy@gmail.com">wptsoeasy@gmail.com</a>
Hla Shwe Maung (Sam)	LAMP  <i>Still with above</i>	Han Win Aung Founder <a href="mailto:winaung38@gmail.com">winaung38@gmail.com</a> phone (best option): (95) 9421720537 Myo Mrat Nwe Lamp Member <a href="mailto:myomyatnwe@gmail.com">myomyatnwe@gmail.com</a>	<a href="mailto:hlaishwemaung@gmail.com">hlaishwemaung@gmail.com</a>
Nang Tzarm Leng (Leng)	Shan State Organisation – youth  <i>Has left her sponsoring organisation.</i>	No supervisor details	<a href="mailto:Armleng.tzarm649@gmail.com">Armleng.tzarm649@gmail.com</a>

42

Toe Wai Khaing (Ko Nai)	Myanmar Social Initiative Group (MSIG) <i>Still with above</i>	U Maung Maung Board Member (no email)	<a href="mailto:Toewaikhaing.msig@gmail.com">Toewaikhaing.msig@gmail.com</a>
John Jeffry Seng	Shwe Thar Har Social Services <i>Still with above</i>	Marie Swethahar, Executive Director <a href="mailto:Marie.swethahar@gmail.com">Marie.swethahar@gmail.com</a>	<a href="mailto:jeffryseng@gmail.com">jeffryseng@gmail.com</a>

**List of key documents reviewed**

1. Activity Design Document (ADD) agreed with MFAT / IDG
2. Alumni post-facto 12 month feedback reports, including annual summary reports
3. BYCLP update 2013
4. MYL Programme / Schedule for 2014
5. MYLP Progress Report 2014
6. Myanmar National Comprehensive Development Plan

**SURVEY OF SUPERVISORS OF ALUMNI  
THE NEW ZEALAND / MYANMAR YOUNG LEADERS PROGRAMME,  
2009 – 2014**

**Goal of the programme: To build human capacity and leadership in Myanmar to support its peaceful transition to democracy and strong and enduring links to New Zealand**

Name of organization:

Name of alumni:

Name of supervisor:

Date:

**1. WORK RESPONSIBILITIES  
Indicator: Job promotion**

1.1 Has the alumni been given new work responsibilities since returning to Myanmar?  
Yes/No

If No, go to section 2.

1.2 What are the new responsibilities of the alumni?

.....

1.3 What improvements have you observed in the work of the alumni since they returned from New Zealand?

.....

**2. COMMUNICATION AND PRESENTATION SKILLS  
Indicator: Presentation made at local or national fora**

2.1 Has the alumni made a presentation or presentations to a local or national fora as part of their work? Yes/ No

If No, go to section 3.

2.2 Can you provide details of the title and location of the presentation / presentations made?

.....

2.3 What improvements have you observed in the communications and public presentation skills of the alumni since they returned from New Zealand?

.....

2.4 How have these improvements benefitted the work of your organization?

.....

**3. TRAINING, ORGANISATIONAL AND PROJECT MANAGEMENT SKILLS  
Indicator: Number of courses, workshops, programmes conducted**

3.1 How many courses and workshops have the alumni been responsible for since returning from New Zealand?

3.2 How many projects has the alumni been responsible for managing?

3.3 Have you observed improvements in the skills and knowledge of the alumni in the following areas since their return from New Zealand?

Training, including running training courses Yes / No

*Please provide examples: .....*

Leading and organizing workshops Yes / No

*Please provide examples: .....*

Project management Yes / No

Please provide examples: .....

3.4 How have these improvements benefitted the work of your organization?

.....

#### 4. RESEARCH SKILLS

Indicator: Number of research projects and findings reported widely

4.1 Has the alumni undertaken research as part of their role with your organisation? Yes/ No

4.2 If yes, can you provide details of research undertaken?

.....

4.3 Has there been an opportunity yet for the findings to be reported? Yes / No

4.4 If yes, can you provide details of:

where the findings were reported (for example, in the media, to a national meeting, etc.)

.....

who they were reported to (government officials, members of your organisation, etc.)

.....

4.5 What improvements have you observed in the research skills of the alumni since they returned from New Zealand?

.....

4.6 How have these improvements benefitted the work of your organization?

.....

#### 5. GENERAL: LEADERSHIP SKILLS AND KNOWLEDGE

5.1 Please add any additional comments you wish to share on improvements in the leadership skills and knowledge of the alumni that you have observed within your organization.

Please provide examples: .....

5.2 How have these improvements benefitted the work of your organization?

.....



**UnionAID**

Better Work, Better World

*t: (04) 385 1334 ex.839*

*w: [unionaid.org.nz](http://unionaid.org.nz)*

*PO Box 6689, Wellington, 6141,*

*NEW ZEALAND.*