

Monthly Publication Of KSDC

SDC Students collect research, intern and report

During every October, students on the basic course take a break from classes to get some real practical experience. This year, Students either interned at local community organisations or researched and wrote reports about the key issues that we are facing in camp today.

Every year, our school provides students with



SDC basic course students present their research

the skills, materials and support to do research on the key issues affecting our community.

Additionally, we are happy to be able to

announce that the internships are new to our program. These were very successful and eye opening for the students.

A word on SDC and its coordinator

SDC is located in Karenni Refugee Camp 1, on the Thai-Burma border. It was founded in 2002 by three alumni of EarthRights School Burma (ERSB).

The ERSB alumni had learnt about subjects including democracy, law and environment at the school.

They wanted young people in their community to be able to study these subjects so they founded SDC.

SDC has produced over 200 activists for the environment and human rights, since its formation.

Our coordinator and co-founder, Aung Sun



Aung Sun Myint speaking at the 2014 enrollment

Myint, continues to work with our team to realise the vision he set out with his fellow ERSB alumni in 2002.

Issue 6

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SDC updates from November 2014:

- SDC's 5th Advanced Course finishes
- SDC basic course students return to classes
- SDC says goodbye to volunteers, Sarah and Julia
- SDC releases their final monthly publication of the year
- SDC releases a publication on camp education

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Principal's Message



November, has been a steady month for us as we worked through our usual schedule. We have been providing the issues of Fair Trial, Gender Perspectives, Dam Issues, Democracy for All and English to the students on the Basic Course. We also ran a 3rd monthly Test for the students related to these subjects.

For the advanced course, in November we have been providing Sustainable Development and Fundraising by Andy Smith (volunteer). English (ESL) and Office Management by volunteer (Julia) and computer skills by one SDC staff member.

On 21st November, 2014 we held a small farewell party for Julia Branco for her dedication of doing as a volunteer for 3 months providing the knowledge and skills of English, office and organization Management, Community Organizing and Project Planning to the students on the Advanced Course.

Our 5th Advanced Community Management Training Course finished at the end of November.

On 10th December, 2014, we will celebrate our 5th Advanced Course graduation ceremony for the 16 students who have completed this course together with Human Rights Day.

Before the ceremony, we will hold competitions for writing and poetry. There will also be some sport such as Caneball, Football and Volleyball.

At the ceremony various organisations will come to celebrate the achievements of our students.

Finally during December, our students will participate in sports game. We are excited to finish this year.



The leaving party



Students learning about consultation

SDC plan for December

| Mon | Tue | Wed | Thu | Fri | Sat | Sun |
|----------------------|-----|--|--|-----------------------|-------------------------|-------------------------|
| 1 World HIV/AIDS day | 2 | 3 Basic course students begin to study English | 4 Basic course students begin to study Computers | 5 The King's birthday | 6 | 7 |
| 8 | 9 | 10 SDC ACMTC Graduation | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 Student's sports day | 21 Student's sports day |
| 22 | 23 | 24 | 25 Xmas day | 26 | 27 | 28 |
| 29 | 30 | 31 New Years Eve | | | | |

Future event: SDC Advanced Course graduation

December is a month of many celebrations for the Karenni people. It is also a month of celebration for us here at SDC.

On December 10th, SDC will organise a joint celebration to recognise our students achievements and to celebrate Human Rights day.

The event includes the graduation ceremony for the 5th Advanced Community Management Training Course. We will dance, sing and provide speeches. Additionally students will receive certificates as acknowledgement of their achievements at SDC.



Last year's ACMTC students sing at their graduation

In late December our school will close for the Christmas holidays. We will reopen at the start of January. Due to this break, our next publication will become available on

the 1st of February. Here at SDC, we wish all of our readers many happy returns for the holiday season.

SDC Students collect research, intern and report



Students compile their research

Before the fieldwork/ internships, the students were split into two groups. One group went to conduct research and the other group went to do internships. This activity is aimed at building both work and research skills.

The students researched about issues in and around Karenni Refugee Camp 1. They researched issues including Education, social delinquency, domestic violence, deforestation, flooding, judicial system, waste problems and the culture of Karenni society. After completing their research, they wrote reports on their issues.

These reports are not just for the purpose of experiencing the challenges and the satisfaction of field work for the students. These reports also serve as important documentation for the outside world to understand the lives of our

refugee community. SDC as a school does our best to publish and provide the work of our students online to share about our community.

Students interned at a number of organisations inside the camp. Students practiced working in a legal environment at the Karenni Camp Justice. Students also learnt about office work in the Karenni Education Department. Another organisation students interned at was our partners Karenni Social Welfare and Development Center where they looked at office work in a community based organisation.

The organisations that the students interned at all have SDC alumni working for them. These internships provided an opportunity for students to be able to acknowledge the ability that SDC alumni have to play a leading role in developing our community.



Students at the high school with our researchers

The activity was completed in early November with both the internship group and the research group providing a presentation and a report on their activities. These activities strengthen understanding of our community as well as our school's connections and support networks within it.

The students who took on internships began making their presentations on Friday October 31st. The presentations about research took place on Monday November 2nd. We will publish some of these reports online so as to give you our readers, a better understanding of the challenges in our community and how they are being confronted.

Teaching about consultations



Students take notes on the presentation

In the final week of this year's advanced course we provided some introductory lessons into public consultations. These lessons were as a result of the kind and generous support we are receiving from an organisation made up of Canadian lawyers named Lawyers for Social Change.

The lessons were split into three parts. During the first part we watched and focused on understanding consultations through the presentation provided by Lawyers for Social Change. This presentation was incredibly useful to provide a background to the students. One student even requested a personal copy of the presentation (He of course received it!).

After watching the presentation, we used the structure laid out to plan a consultation together.

As a class, we first brainstormed organisations and subjects that could be used for consultation. Ideas that were raised ranged from education to law.

After looking at the ideas that were brainstormed in the class, the students decided to plan a consultation about health problems within the camp and how to collect information that could be provided either to the administrative camp committee or to a donor organisation.



Students consider their own situations for a consultation

Finally, for the third part, students acted out a consultation together. Five groups of students represented 5 different stakeholders; Medics, Section Leaders, Camp Citizens, Donor organisation representatives and Environmental Health workers were all represented. Meanwhile 3 students took on the role of facilitating a house to house survey for citizens and a meeting for all stakeholders. The activity was fun and active.

At the end of the lessons, students came together to analyse their findings using an affinity diagramming technique, where they map out the results of the consultation. The findings were that the main problems are malaria and a solution would be better support of malaria specific medicine.

We would like to provide a massive thank you to the team at Lawyers for Social Change for their help in providing this subject to our students. We hope in the future we can continue to strengthen together.



IDP Rehabilitation in Karenni State by John Paul



Some of the IDPs who fled Karenni and Karen State in the past

In Karenni State, now the government and KNPP have been implementing to establish a model village for rehabilitation of some IDPs.

Khu Plu Reh, a coordinator of the KNPP liaison office in Loikaw said “This program should have been finished in September 2013 but we have not implemented this project. Therefore, because of difficulties including transportation, we are still trying to carry it out. The implementation of this project is a result of discussions between the ceasefire groups and central government in November 2013. It is one of the seven ceasefire agreements. This project will be implemented on the Eastern bank of the Salween, at Mae La Yu Chaw Soe, in Shadaw Township, Karenni State.

The future of this model village is uncertain because it depends on the ceasefire process. The Burmese government doesn’t yet have a plan to support health and education to these villagers. However at the same time we will continue to discuss with them about how to support the IDPs.

This project started in September 2013 but the government only started to provide financial support in March 2014. This project is provided by the department of border and ethnic people development. There are 50 houses and each house will be provided \$100.

To be able to implement this project, during the 2 months of preparation, they will design the

village and sweep for landmines. At this time they will use a bulldozer for preparing the land. Currently, only 20% of the project has been completed. The remainder will be finished in December. Firstly, they promised to build 50 houses. However, now they will only build 25 houses.”

There is not an exact number for displaced Karenni people living along the Thai-Burma border. According to information from KnRC and TBC, there are 15,000 in the refugee camp. According to villagers, the implementation of the model villages has been carried out jointly by the Burmese government and the KNPP. They did not provide any information to KnRC.

KnRC chairperson, Mar Saw, said “According to the borderline camp six monthly meeting from September 25th to 26th, there is no plan for the refugee repatriation. In the past KNPP met with TBC, Norway Refugee Council, Nippon Foundation and private donors. They worked together to provide support for the IDPs.



An article about population change by Su Reh



The opening up of Burma has led to increased urbanization and with it traffic in major cities

This essay is about the article 'There will soon be seven billion people on the planet'. Now, there are 7.2 billion people in the world. Due to population growth in the world, there are impacts to the environment because some countries are very developed so they build a lot of factories and they cut down a lot of trees. They overuse fossil fuels, fertilisers and pesticides. The scientists estimate in 2045 the population will be 9 billion in the world.

The fertility rate is rapidly increasing in the world. Usually it increases more in rural areas than urban areas because rural people don't have education. They don't know how to protect from pregnancy. If they have a lot of children, it impacts to their economies. Some countries are very poor. Most of the poor people go to sleep without eating rice.

Population growth impacts the GDP in their countries. The poorest countries have a very low GDP. Their countries develop very slowly. In World War 2 a lot of people died but population growth continues until now. In the past, one family had a lot of children.

China has the most population growth in the world. Their government use a one child policy because they don't have places to live in their country. Also India's population growth is second in the world. There are 1.2 billion people now. Delhi's population has increased very fast. There are around 22 million in Delhi. Sterilisation is one of the dominant forms of birth control in India today.

However, population growth continues in the world. Every country wants to develop their country so rich countries need to help poor countries. England is a very developed country because the industrial revolution started in England. However some countries are very poor and the fertility rate increases day by day.



Within Burma, fertilizer is used but it remains the agriculture sector remains based on small scale farming

An article about deforestation in Madagascar by Ti Moe

The article 'The pierced heart of Madagascar' is about the environmental and political changes in the North-eastern Madagascan city of Antalaha. Madagascar's government made deforestation and changed political policies. In the past, Madagascar's people were interdependent on the forest and Onive River. There were a lot of resources and a very calm area.

In addition, Madagascar's government destroyed forest. In 2009, they sent timber to China. They got 100 million dollars from the Chinese. Furthermore, there are more and more population and the government doesn't have good management. And then, a lot of people started to use motorcycles, taxis, cars and rusted bicycles. Also people were using more and more chemical things that are very impactful to the environment.

Furthermore, Madagascar's government forced local people to be workers for cutting down trees but local people don't like that and don't want to destroy the environment. However they need to obey the government's orders. If they refuse the government's orders and say something back, the government will persecute them and they will get punished. So, a lot of people are suffering by the government.

Moreover, there are plants and animal species extinction because some hunters from other countries come to kill animals and they take the animal's bones and tails. They sent it and got a lot of money. It's good for the economy but bad for ecology and local people lost their resources in the internal of the country. Especially, the important animals like lemurs, tigers,

chameleons and elephants etc...

Also, a lot of people make illegal logging. People destroy forest to create for transport. This of course makes extinction of animal species by destroying their habitat.

In conclusion, in the past of Madagascar, there were a lot of resources and very beautiful places. Before 2009, there was a lot of conflict between local people and the government because the government didn't allow local people to take firewood in the forest. However, the government made deforestation. It's not fair for citizens of Madagascar area. After 2009, Madagascar's government policies changed. So, they allowed local people to use charcoal in the internal of the country. Also, government passed the law to save the environment and care for local people's social ability. I think everybody should not destroy the environment and should care for it because it's very important for people and animals. Also, it is important for weather. If people destroy the environment, it can affect the seasons. So, everybody must take care of the environment.



Deforestation is also a serious problem in Karenni State. It is one that has personally affected many people



Alumni bio: Naw Mu Dee Paw



Q: Can you tell me about your history?

A: I was born on December 10th 1991. I lived with my parents until I was 12 years old. When I was 12 years old, I left my parent's home to go to the refugee camp. I left because my family had a lot of problems with Burmese soldiers and we are very poor. I wanted to continue my education so I travelled to Karenni Refugee Camp 1. Burmese soldiers lived near us and we were afraid of them. My parents were worried about the women in our family and they told me to go to the refugee camp. I started studying at grade 5 in Karenni Refugee Camp 1. After high school, I applied to the SDC basic course.

Q: What was your experience studying at SDC like?

A: Before I studied at SDC, I didn't know anything about law and human rights. During my time at SDC I learnt the basic knowledge of human rights. I have learnt about human rights, democracy and law. These are the most important subjects for us. After completing SDC, I wanted to have a more in depth understanding of the subjects so I continued to Burma Lawyer's Council (BLC).

Q: How did you get to go to BLC and what was your experience?

A: Our SDC teacher's and alumni of BLC brought us application forms to apply to there so I applied. We had a lot of experience at BLC. I met with many other ethnic groups such as Kachin, Mon, Shan and Karen. Now, I have learnt about their culture. I learnt about domestic law and other international legal systems. This course was very good for me because now we know about their law. Thai law is especially important because we live in Thailand. After completing BLC school, I joined SDC as a subject trainer to share my knowledge.

Q: How do you use the skills you have learnt?

A: I use the skills I have learnt and the curriculum from BLC to teach my subjects at SDC. BLC has a website where I can download curriculum to use for my subjects in camp. I teach rule of law, constitution, criminal law, civil law, law of evidence and fair trial.

Why are these subjects important?

The students must know about the law. They must know what is written in the law. They must know that the Burmese government has abused our rights. The most important subject is rule of law because then they can understand about the government's application of the law and the citizen's rights.

Q: Why is SDC important?

A: If we look at the CBOs in our community, maybe the most important are the schools because our students have to help our community for one year. When our students come to study they make a promise that they will help for one year. This is really important for our community.



'The vision of Social Development Center is to promote the lives of the people who have suffered human rights abuses, to teach non-violent skills to build up a new society, to develop the rule of law, to value human dignity and to protect the environment.'



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To achieve our mission statement we rely on various avenues of support including core organizational and project funding from our major donors. We are also supported by our own community, local staff and the generous help of volunteers from across the globe.

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If you are interested in volunteering with us, please email us at the same address: officesdc@yahoo.com. We accept volunteers for a minimum of three months.

Furthermore, if there is any other way you would like to provide us with support or assistance, please email us at the same address: officesdc@yahoo.com.

Visit us at: <http://sdcthailand.wordpress.com>

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- The Curriculum project
- Mote Oo Education

We would also like to thank anyone who has volunteered with our organization now or in the past.

Finally, we would like to thank you the reader for showing an interest in supporting the cause of our people with your support we can go from strength to strength in the future.

Thank you!



The Curriculum Project

