



TEACHERS **HELPING** TEACHERS



***Teachers Helping Teachers
Workplace Giving
-Report 3-***

***Catholic Mission and Catholic Schools Office
Diocese of Maitland-Newcastle***

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Executive Summary

The Teachers Helping Teachers – Workplace Giving Program is an exciting partnership between the Catholic Schools Office, Maitland-Newcastle (CSO) and Catholic Mission.

The primary purpose of the Teachers Helping Teachers program is to support teachers in developing Catholic communities around the world with the financial assistance of teachers employed in the Diocese of Maitland-Newcastle. This is achieved through a voluntary workplace giving program delivered under guidelines set out by the Australian Taxation Office. This arrangement allows for authorised deductions from teachers' salaries to be transferred to a nominated charity, such as Catholic Mission.

Catholic Mission holds Deductible Gift Recipient (DGR) status and, importantly, also has the capacity to disburse and monitor teacher contributions to worthwhile projects around the world. Projects are closely monitored by Catholic Mission and delivered by international partners through the Pontifical Mission Societies, of which Catholic Mission is the Australian agency.

The Teachers Helping Teachers Program is growing in the number of contributors as renewed promotion and recruitment amongst teachers of the Maitland-Newcastle Diocese occurs. It is anticipated that the number of teachers enrolling in the project will increase further as promotion is undertaken through formal methods and via peer networks of teachers.

Project progress updates are provided within this report. Catholic Mission continues to work closely with overseas partner agencies to increase their capacity to report back regularly on progress with qualitative and quantitative data. The projects identified in this report are cases in point. Teachers from the Catholic Schools Office, Maitland-Newcastle can rightly be proud of this innovative program which supports teachers and contributes to supporting faith and community development in three excellent and exciting projects in India, Cambodia and Myanmar.

This third interim report highlights some of the achievements and limitations encountered so far and points to future worthwhile project development which could also be undertaken with the valuable support of this program. I look forward to continuing in this fruitful collaboration between the Catholic Schools Office and Catholic Mission, and of supporting the teachers of this Diocese towards the goal of spreading the Joy of the Gospel.

Mark Toohey

Diocesan Director – Maitland-Newcastle
Catholic Mission

Current Projects

1. Karunalaya Leprosy Care Centre – Puri, India

Project code: INPT-1200019



Student at the Beatrix School

Project Summary

Karunalaya Leprosy Care Centre (KLCC) in Puri, India supports the rehabilitation of people living with Hansen's Disease (leprosy) by assisting them and their families to take up opportunities to participate in the broader community. To achieve this, KLCC offers a service for individuals with Hansen's Disease and their family members, providing them with primary healthcare, education for their children and training to increase employment opportunities.

The emphasis on training and education of the whole family is to ensure that they have every opportunity to fully participate in society according to their abilities and aspirations, and to not be further marginalised by social stigma or poverty. Additionally, the Karunalaya Ishopanthe Ashram is a retreat centre for local inter-religious dialogue, spirituality and social service to the poor of Puri.

The Beatrix school was founded and is run by the Divine Word Missionaries. In recent years, with the assistance of Catholic Mission, programs within the Care Centre are increasingly taking on a community development and sustainability focus. The services have been initiated mindful of the special needs of the community, while the developmental concepts are being gradually integrated into the rehabilitation activities and employment opportunities.

The KLCC comprises four separate program areas:

**Leprosy Health
Care Centre**

Mercy Kitchen

**Rehabilitation
Units**

**Beatrix
School**

The above mentioned KLCC programs are comprised of several projects, which include:

- *The Health Care Centre, which provides medical care to patients through a 'short stay' hospital where care, medicines, and food are free of charge;*
- *An orthopaedic workshop which makes scientifically designed shoes for maintaining foot care;*
- *The Mercy Kitchen, which provides nutritious food, clean drinking water and sanitary dressings for wound care;*
- *A rehabilitation program via the jute and coir manufacturing cooperative, which employs women and youth with disabilities;*
- *The 'Garden of Hope', involving crop cultivation, fish farming and dairy for self-sufficiency and supported employment; and*
- *The Beatrix School for the education of children of leprosy patients, which includes a hostel and provides free education, board and lodging.*

To date, the project primarily supported by the Catholic Schools Office Maitland-Newcastle is the Father Marian Memorial Beatrix School. The school (which comprises the high school and primary school) currently has:

- *325 boys, including 79 boys with leprosy*
- *342 girls, including 91 girls with leprosy*
- *Total 667 students, including 170 with leprosy*
- *18 teachers*

The school runs classes ranging from kindergarten to Year 10, and there is high demand for places, with the school accepting approximately 70-75 new students each year. Upon completion of year ten, approximately 50% of students continue elsewhere to year 12 while 30% will reach tertiary studies. The teachers come from the local area and all possess formal teaching qualifications. The school also offers extra-curricular activities to its students, including music classes, drawing, painting, daily morning yoga and dancing (traditional and modern).

In 2013, funds were distributed to the program for use in their school as part of the teachers' salaries. In late 2015, Catholic Mission staff made a project visit to review progress at Karunalaya and in collaboration with the school principal to develop additional new project proposals.

Primary among these is the proposal to increase the capacity of the existing Karunalaya Leprosy Centre Cow Project 2016-2019 to raise additional income to offset costs for the Karunalaya Leprosy Centre and Beatrix High School. This will be achieved through the construction of an additional shed and purchase of additional cows. The project will generate increased income through the sale of milk, and this income will be distributed into the different activities of the Karunalaya Leprosy Centre including towards teachers' wages. The project will also utilise the increased waste of the cows through the production of two biogas plants, which will be used for cooking at the Mercy Kitchen and the school. There is also a plan to install an oil extraction machine, to take advantage of the approximately 3,000 coconuts grown each year at the centre. The oil will be used by the patients of the leprosy health clinic who develop dry skin and cuts characteristic of Hansen's Disease.

The project activities are:

- *Supporting the construction of an additional shed to house the growing female calves of the existing dairy farm;*
- *The construction of a biogas plant which can reduce expenses on cooking at Karunalaya Ishopanathi Ashram – Retreat Centre;*
- *Upgrading the solar power unit to provide electricity for the water pump and fans at the dairy; and*
- *Supporting a trained graduate of agriculture and animal husbandry for one year to assist in management of the dairy farm for optimum utilisation.*

The objectives of the project are:

- *Income generation for the self-sufficiency of KLCC by the extension of the farm house and increasing the livestock;*
- *Reduction of expenses on cooking by installing two additional biogas plants for the children's hostel and the Mercy Kitchen; and*
- *Reduction of electric running expenses by upgrading the existing solar power unit.*

Following the appointment of a new principal, Father Baptist Dsouza S.V.D., in June 2016, the school underwent a series of changes as he settled into the position. In late November 2016, Fr Baptist wrote to Mr Ray Collins, former CSO Director,

"As I am new to this mission, I am learning the job and trying my best to continue this noble mission of service and love. I am so grateful to you and to your teachers who have been so kindly assisting us in our mission of education here. Please accept my gratitude and kindly communicate to the teachers that their generous contribution will be well utilised for the payment of our teachers in the school."

Project Updates 2017-18

Catholic Mission visited KLCC in April 2018, and are happy to report the following developments to the project:

- *The land had been cleared of the previous dilapidated buildings. The old bricks will be used to extend the fence*
- *Catholic Mission met with Fr Baptist (director of KLCC) and the contractor of the dairy farm expansion, and their agreement was finalised.*
- *Construction has begun on the site. The aim is to have the roof up before the rainy season so they can continue work during this period.*
- *Construction has been completed up to the lintel level (the top of the door frame)*



Photo: Children receive their daily breakfast of milk and eggs at the centre



Construction progress April 2017



Foundations for construction began May 2018



Bricks were saved during the demotion of old buildings to be re-used for the fence.



Construction progress July 2018



Construction progress July 2018

2. St François Professional High School - Phnom Penh

Project code: KHPT-1100523



Since 1969, Cambodia has been the site of many conflicts which have severely affected its infrastructure and population. In a short period, the Khmer Rouge, led by Pol Pot from 1975 to 1979, left the country virtually without educated professionals and without an economy. Cambodia is still a developing country, with an estimated 23.9% living below the poverty line. The poverty rate is higher for rural areas (up to 50%); especially impacted are those for whom agriculture is the main source of income, equating to almost 90% of Cambodians.

St François Professional High School is a church-run school of the Vicariate of Phnom Penh and is located at the Our Lady of the Smiles Parish in Chamkar Teang village, Tramkak, Takeo Province, Cambodia. In 2003 Bishop Olivier Schmitthaeusler M.E.P. established St François Professional High School in a rural parish of the Vicariate of Phnom Penh in the Province of Takeo. Construction began on classrooms to house the technical and vocational streams of the school in 2008.

The high school now provides general educational and vocational training to disadvantaged boys and girls of the surrounding rural communities. These communities are predominantly Buddhist, with a small but vibrant Catholic contingent, yet students of all religions are enrolled at the school. The focus is to provide education which will assist students to find gainful employment particularly in agriculture and emerging tourism related occupations.

Since 2014, St François Professional High School has gained favourable attention from government authorities who have noted the excellent educational outcomes being achieved. Recently the Cambodian Ministry of Education has approved agricultural and tourism training curricula to be run by St François Professional High School for students in the tenth and 12th grades. These streams require additional infrastructure to be built and developed.

Originally to be built next to the St François Professional High School site, further lengthy deliberations concluded that a larger space was needed. On the morning of 16 January 2017, construction commenced on St François Technical and Agricultural High School on a large site adjacent to St Paul's Institute (a university campus also established and run by the Phnom Penh Vicariate) and within easy travel distance from St François High School. This will enable the new Technical streams to share some of St Paul's facilities such as the library and undercover multipurpose hall. It will also enable university staff with qualifications in agriculture and related disciplines to teach in the high school and provide ongoing technical advice.

The students will learn sustainable agricultural procedures for them to adapt to best modern practices, which will assist them, their families and their communities into the future. This will be only the sixth technical and agricultural high school in the country. This project will cover the costs of building new classrooms; materials; curriculum development; teacher training; exchange programs; field trips; and student organisations.



Photo: The leadership of St. Paul's Institute meeting with the leadership of the Royal University of Agriculture in Chamkar Daung to discuss the Memorandum of Understanding (MOU) between the institutions, 12 January 2017.

The St François General Knowledge and Technical High School is an educational institution run by the Catholic Apostolic Vicariate of Phnom Penh.

Agriculture and tourism are the most important sectors of the Cambodian economy, with approximately 58% of the population relying on agriculture for their livelihood, and rice being the principal crop. However, there is currently a skills shortage across the country in these industries, and they have been impacted by a recent economic crisis.

Recognising the need for specialist training in modern agricultural and technical skills, in September 2015, the Vicariate applied to the Ministry of Education for permission to open a new school, specialising in two major subjects: agriculture and tourism. Permission was granted to open a new campus of the existing St François school.

Project Updates 2017-18

The Cambodian academic year begins in November. In the current academic year (2017-18), there are three grades studying Agriculture. The current year 12 cohort (currently in their third year of study), which was the first to enrol at the new school, consists of 29 students, including 13 females. These students will be sitting the National Exam in August 2018. While the year 11 group (currently in their second academic year of study) consists of 23 students, including seven females; the year 10 group (in their first academic year) consist of 25 students, including 5 female students.

All 77 students currently enrolled in Agriculture have now moved in to the new campus. In the latest photo update sent by the Bishop, he and students were busy cleaning up the school to begin classes at the new campus after their Easter break. The entire construction has taken just under 15 months to complete.

A key component of agriculture study at St François is practical experience in the field, which is made available at the Phnom Voah Agricultural Farm and the Social Enterprise – Handicraft and Food Production. All students have taken part in this practical experience. The tourism stream is expected to begin in 2019, pending the development of a new curriculum. Each educational stream (Agriculture and Tourism) will eventually consist of three grades (10-12), with an expected 30 students per grade, for a total of 180 students at the campus.



Completion of the new St François Technical Campus



Completion of the new St François Technical Campus

Student Stories



Rin (year 10 student) really loves his subjects at the school, and he appreciates that there are enough study materials and teachers who are invested in their students. He studies agriculture so he can find a job and support his family.



Chin (year 11 student), has studied at the school for one year now. She feels that she has learned a lot from the theory and practice units. She and others in her grade feel that with their knowledge and experience they will have good opportunities when they finish their studies.



Nen (year 12 student) feels that, with his three years of studies, he has many new skills. Nen appreciated the opportunity to do practice on the farm. The Bishop, teachers and the school committee have supported him and other students, encouraging them to apply themselves to their studies.

Supporting Teachers in Rural Myanmar to Receive Formal Qualifications (PSIE)

Project code: MMPT-1100686



Photo: Maitland-Newcastle Diocesan Director Mark Toohey (back row, far left) with PSIE's 2018 student intake.

The Pyinya Sanyae Institute of Education (PSIE) in Yangon aims to enhance educational opportunities in a country where conflict and unrest has limited such opportunity for decades. PSIE has formed a partnership with Help University in Kuala Lumpur, Malaysia, which will develop and sustain the Institute's teacher training program. The partnership will ensure a two-and-a-half-year diploma in education can be offered for up to 30 teacher trainees and a two-year pre-diploma program will be offered to an additional 30 teacher trainees.

Funding will be used to pay the following: travel, board and lodging of visiting lecturers from Kuala Lumpur, Malaysia; salaries of the onshore and offshore teaching staff; salaries of the support staff; and the lease of the PSIE building. The rest of the funding will go to the two-year pre-diploma program. This project will be located across five areas in Myanmar: in Yankin, where the trainees will come together for intensive tuition from lecturers from Help University in Malaysia; and then in the four main schools where the trainees are posted for their placement (in-service).

The trainees will be posted to these four schools for their practicum and will be closely monitored by the Myanmar team. The goal of the PSIE is to train a professional team of teachers who will serve children from disadvantaged and vulnerable backgrounds. The diploma covers 27 subjects, equipping the trainees to teach from years one to eight in the different subjects including extra-curricular formation in anti-trafficking, child protection, art for healing, creative development, environmental education and physical education.

The main activities of the project include:

- *Training 30 teachers in child-centred education, who in turn will be posted to at least four locations to teach approximately 900 students.*
- *Developing environmentally conscious trainee teachers, who will become environmental advocates and share this with students.*
- *Providing the trainees with skills to facilitate art for healing and creative development, especially for children who have experienced trauma.*

This project aims to improve the education of disadvantaged and vulnerable groups of children in Myanmar. Specifically, these groups include children from:

- *Remote areas*
- *Families of internally displaced people; including children who may be living in orphanages run by the Church*
- *Conflict areas*
- *Highly disadvantaged families who are vulnerable to human trafficking*
- *Areas devastated by Cyclone Nargis (2008)*



Photo: Pre-diploma students outside of the main PSIE building in Yangon



Photo: PSIE diploma students workshopping together



Photo: Pre-diploma students from PSIE in Yangon, Myanmar



Photo: JoJo (left) and Min Min researching in the library at PSIE

Min Min's Story

Having lost her father at the age of two, and her mother ten years later, Min Min and her five brothers and sisters were left in the care of their local parish priest. With civil unrest common in Myanmar in the mid-1990s, Min Min and her family were often moving from village to village for their own safety.

Education for Min Min and her siblings was not easily accessible. Without the support of their parish they were often not allowed to attend schools in the villages they settled in. Min Min was lucky to be able to move to Yangon, the largest city in Myanmar, after she completed year 1 to continue her education.

Moving back to her family and their remote village community after finishing school, Min Min started volunteering at the local school, started by the Church – this sparked her love of teaching.



Photo: Min Min at PSIE

Through her volunteering, Min Min learnt about the opportunity to study teaching at Pyinya Sanyae Institute of Education in Yangon. She is excited at the chance to become a teacher, learning new skills each day to engage and encourage children. Min Min has already completed one year of practical training and is very much looking forward to graduating so she can help educate and support children in her homeland who otherwise have limited access to quality, child-centred education.

"I really want to be a skilful teacher, to give real education to them. I really want to give what I've learned so that I can help them improve."

Driven by her own challenges as young child, Min Min is now passionate in wanting to give children a better chance at school. She understands the gift that she has received and wants to ensure younger generations have every opportunity of a full life.

[refer to next page for completed Project contributions]

Completed contribution:

La Valla School - Phnom Penh Project 2016-2018

Project code: KHCT-1100514



Photo: Children at La Valla School (Conor Ashleigh)

Project Summary

The La Valla School in Phnom Penh was established by the Marist Brothers in 1998. It is the only government-approved school providing a full primary education to children with physical disabilities in Cambodia. The school is well supported by the Marist community and benefactors, however to assist teacher development a one-off donation was made by Teachers Helping Teachers in 2016. While the school continues its valuable work, funding from the Teachers Helping Teachers Program concludes with this report.

At the La Valla School, the main activity is the primary education of 103 children and young people with a physical disability; though it is not the only activity. This school provides employment for eleven teachers, including nine with a disability, and offer capacity-building opportunities so they may further their careers. La Valla provides on-site living for the 97 students who come from rural areas of Cambodia, and this care includes the provision of meals, clothing and shelter. The health of students is paramount and thus there is a dedicated medical team based at La Valla School who ensure that each child's general and disability-specific health is sound.

In 2016, many positive outcomes were achieved. Eighteen students graduated from year 6 and of these all but one student was successfully transitioned to Villa Maria and are attending Hun Sen High School in Takhmao. One student returned to his family to continue his education in his home province through support from Marist Solidarity Cambodia. Teachers have been provided with several professional development opportunities through the Ministry of Education, Youth and Sport. All teachers participated in child protection in-service. Funds also assisted in the purchase of administration and office supplies, new library books, shelving and chairs.



Photo: Children at La Valla School (Conor Ashleigh)

Project Updates 2017-18

The La Valla graduation class of 2017 consisted of 32 students ranging in age from 12 to 19 years old. The class consisted of 13 females and 19 males.

Project outcomes	Expected	Actual	Comment
Number of students who graduate from Lavalla School per year	20	32	<i>This reflected 100% of the year 6 cohort plus some additional students.</i>
Number (percentage) of students equipped with vocational skills per year	102 (100%)	100 (100%)	<i>All students were equipped with vocational and life skills including small-scale farming, vegetable gardening and sewing training.</i>
Number (percentage) of graduating students who transition to high school through Villa Maria	15 (75%)	23 (72%)	<i>The number of students that transitioned to Villa Maria was higher than expected. The actual percentage of graduating students is much higher than 72%, but this figure is skewed by the number of older students who graduated but transitioned into skills training instead.</i>
Number (percentage) of graduating students who transition to high school in home province	5 (20%)	3 (9%)	<i>The number of students who transitioned to school in their home province was lower than expected. However, this was because more students than anticipated joined the Villa Maria program.</i>
Number (percentage) of classroom teachers accessing in-service program and capacity development opportunities	10 (100%)	11 (100%)	<i>Staff regularly participated in in-service programs and other trainings that built their capacity.</i>

**For more information, please contact your local
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