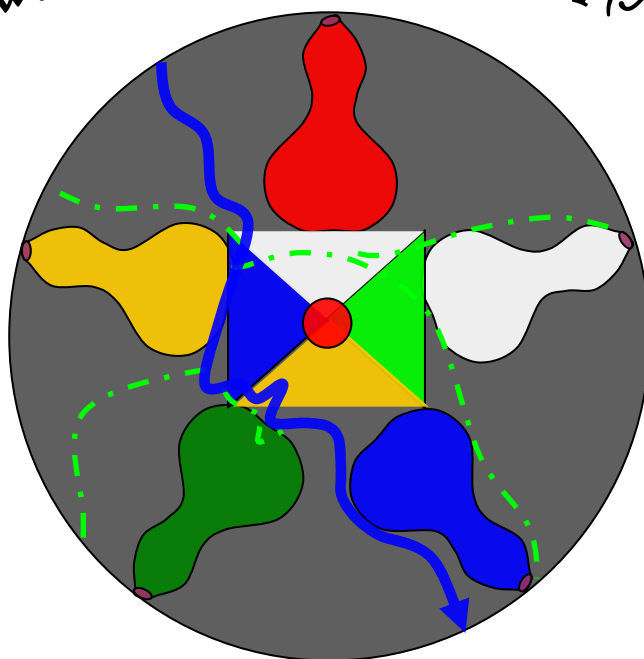


Final Report of the Pilot Project on Akha Literacy Training

Chutima Morlaeku (Miju)
&
Jianhua Wang (Ayoe)

March, 2010

Nagkaw Aqkaq Dzoeqcauwq Armauq (NADA)



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March, 2010

Part I Financial Statement

The original total budget for this pilot project was 200,000THB, but actual received total amount of funding received from private donors via Ms Emma Phillips was 188,628.51THB (103,000 THB on May 18, 2009 and 85,628.51THB on July 22, 2009). In addition, 25.80THB was generated as an interest on June 25, 2009 and another 43.99THB on December 25, 2009. Other sources of funding were Xishuangbanna Hani Akha Studies Association (XHASA) who donated 20,000RMB (roughly equals to 100,000THB) and individual trainees who contributed 10,512THB to cover their food cost during the training sessions. So, the total amount of income was 299,210.30THB, minus the total amount of actual expenditures 295,213THB, giving us a balance of 3,997.30THB. This is the available balance of the project account by the time of this report, March 31, 2010. Please see the overall financial statement of the project at table 1 below. For the detailed financial statement, please see a separate file titled "MAPS financial statement on Akha literacy project". All original receipts have been kept.

Table 1 Overall Financial statement of the project (April 1, 2009-March 31, 2010)

Sources of income	Actual received amount (in THB)	Actual expenditures (in THB)	Balance (in THB)
Private donors via Emma Phillips	188,628.51	184,701.00	3,927.51
Bank interests	69.79	0	69.79
XHASA	100,000.00	100,000.00	0
Individual trainees	10,512.00	10,512.00	0
Total	299,210.30	295,213.00	3,997.30

Part II Narrative Report

Purpose of the Report

The pilot project on Akha Literacy Training, run by the Mekong Akha Network for Peace and Sustainability or MAPS, mainly funded by private donors through Emma Phillips. The overall goal of this project was to train 24 Akha from China and Thailand (12 from each country) who could potentially work for MAPS in KHAS—a new common Akha writing system adopted by Akha representatives from China, Myanmar, Thailand and Laos. Major activities of this project were conducted from April to October, 2009. The purposes of this report are to 1) review these project activities, 2) evaluate the outcomes and impacts of these activities, 3) learn lessons for future improvement, 4) identify issues needing to be addressed in the future, and 5) look forward to the future activities.

Monitoring procedure

- The project manager, Ms. Chutima Morlaeku (Miju) and the manager assistant, Mr. Jianhua Wang (Ayoe) kept monitoring and recording the project activities, and made sure that activities were carried out according to project plan. They also kept the donors, via Miss Emma Phillips, updated about the activities, providing explanations in case of any changes of the planned activities.
- Performance of the trainees was monitored and evaluated by the trainer (Mr. Jianhua Wang) through various methods including quizzes, homework, and final tests.
- Evaluation of the project activities (in Thailand) was conducted by the project manager and all the trainees together with Mrs. Panadda Boonyasaranai's facilitation. An evaluation report written by Mrs. Panadda was attached as appendix I at the end of this report.

Activities and Outcomes (please see table 1 and 2)

Table 1 Project activities and outcomes in Thailand

Time	Place	Activities	Outcomes
March-May, 2009	Northern Thailand	Selecting Akha literacy trainees from Thailand	18 trainees were selected, 10 males and 8 females, among whom 12 were core trainees, whilst the rest 6 included one invited evaluator of the project and other five interested individuals. Please see more information about these trainees at appendix II
April-May, 2009	Chiang Mai	Compiling a primer text book on Akha literacy	A primer was made and 20 copies of it were printed
May 25-28, 2009	IMPECT, Chiang Mai	First session of Akha literacy training in Thailand (There were total 18 trainees in this session)	Basic reading and writing skills in Akha, particularly for 12 core trainees in spelling all Akha sounds and words by using vowels, consonants, and tonal markers
June, 2009	Chiang Mai	Improving the primer based on the feedback from trainees	An improved version (2 nd) of the primer was made and 40 copies of it printed (for the training sessions in China)
June-July, 2009	Northern Thailand	Homework to practice Akha writing system by collecting genealogies	Collected 60 genealogies by the core trainees
August 14-16, 2009	IMPECT, Chiang Mai	Second session of Akha literacy training in Thailand (There were 16 trainees continued in this	<ul style="list-style-type: none">• Improved reading and writing skills in Akha, including basic grammars and writing short essays in Akha.

		session. The other two were not able to attend it due to time conflicts)	<ul style="list-style-type: none"> • Basic knowledge about Akha archaic texts and Akha culture. • Based on their performance in quizzes, homework and final test, among the 16 trainees, 11 got grade A, 3 got grade B, 1 got grade C, and 1 got grade D. • Among the 12 core trainees, ten got grade A and the rest two got grade B. • In conclusion, all these 16 trainees obtained literacy in Akha at level 1 as defined by MAPS
October, 2009	Chiang Mai	Improving the text book based on feedback from trainees	An improved (3 rd) version of the KHAS text book for quick learner was made and 150 copies of it were printed
March, 2010	Chiang Mai	Making Akha literacy training certificates for 16 trainees in Thailand	This was supposed to be done in September, 2009, but was postponed for excused reasons



Trainees from Thailand

Table 2 Project activities and outcomes in China

Time	Place	Activities	Outcomes
June-July, 2009	Xishuangbanna	Selecting Akha literacy trainees from China	34 trainees were selected, 12 females and 22 males, among whom 12 were core trainees for MAPS, whilst 7 were researchers from (XHASA), and the rest 15 were interested individuals including 6 students. Please see more information about these trainees at appendix III.
July 17-21, 2009	Baka, Xishuangbanna	<ul style="list-style-type: none"> First session of Akha literacy training in China A cultural evening of celebrating the accomplishment of the 1st session of the course 	<ul style="list-style-type: none"> Basic reading and writing skills in Akha, particularly for 12 core trainees in spelling all Akha sounds and words by using vowels, consonants, and tonal markers Raising public awareness
July 22-30, 2009	Xishuangbanna	homework (collecting genealogies)	Collected 60 genealogies by the core trainees
July 31-August 2, 2009	Baka, Xishuangbanna	Second session of Akha literacy training in China (the total number of trainees in this session is 30.)	<ul style="list-style-type: none"> Improved reading and writing skills in Akha, including basic grammars and writing short essays in Akha. Basic knowledge about Akha archaic texts and Akha culture. Based on their performance in quizzes, homework and final test, among the 40 trainees, 13 got grade A, 5 got grade B, 3 got grade C, 10 got grade D, and the rest 9 got E (not a pass grade). Among the 12 core trainees, ten got grade A and the rest two got grade B. Among the 7 XHASA researchers, 2 got A, 2 got D, and the rest three got E. Among the rest 21 interested individuals, 1 got A, 3 got B, 3 got C, 8 got D, and 6 got E.
August, 2009	Xishuangbanna	Making Akha literacy training certificates	The cost was covered by XHASA





Trainees from China

Impact

1) Project objectives were achieved

Except that compiling and printing a volume of newsletter has been postponed, the main objectives of the project have been achieved by the time of this report. These achieved objectives are that

- 24 core trainees from China and Thailand have become literate in the new common Akha writing system called KHAS. All of these trainees were granted Akha literacy training certificate with excellent grades (twenties received grade A whilst the rest four received grade B).
- The roles of these core trainees in MAPS have been identified according to their abilities and interests respectively. These roles include one administrator, one liaison person, one trainer of KHAS teachers, three KHAS teachers, and six researchers in each country. Please see the detailed role assignment in appendix II and III.

2) Many more people than planned were trained

This course was designed intensively for quick learner with high motivation. However, since an announcement of the training course, the demand for the course had been very high, showing high interests of Akha populations in learning own writing system of mother tongue. This was good and bad at the same time. It was good because we could select our core trainees from a much bigger number of applicants. The bad side was that we could not admit a lot of applicants due to limited resources and space. And yet, with a prerequisite of guaranteeing to achieve the project goals MAPS decided to accept more trainees than the planned and budgeted number in both China and Thailand at certain conditions explained below.

In Thailand, six more self-funded trainees were accepted, among whom two are Thai researchers from Chiang Mai University, another two are students from Chiang Mai, and the rest two are Akha villagers. The overall purpose of taking these extra trainees is to test how various groups with different backgrounds would respond to this extensively designed course. This would benefit for designing various courses for different targeted groups in the future.

- These two Thai researchers were invited as observers in the class in order to see how non-Akha speakers would respond to the Akha literacy course. One of them, Mrs. Panadda Boonyasaranai was also asked to facilitate the evaluation of the project. As these two participants showed in class with their acceptable performance (one of them got grade A and another got grade C) in the , it is possible to design Akha literacy course for non-Akha speakers with stronger supports of reading materials and longer period of training and practices at slower paces.
- These two students from Chiang Mai are representatives of young generation of Akha who were born and grew up in cities. One is Dutch-Akha and has a basic skill in speaking Akha language. Another is 100% Akha; though he speaks AKha fluently, he has very limited knowledge about Akha culture. It is encouraging to observe that both of them showed high interest in learning Akha language and culture, though their performances in the class were not very good (one got grade B and another got grade D). Of course, similar to the situations of the non-Akha

speakers mentioned above, their performances suggest that it needs to design a less intensive course with a lot of reading materials as well as speaking and writing practices for these city-based young Akha generations.

- These two Akha villagers have very contrast educational and employment backgrounds. One is bachelor degree holder, English speaker and working as a part-time tourist guide, but busy, so could not be selected as a core trainee, as such he could not attend the second session of the training due to time conflict. Another villager got only primary education in Thai and is currently a farmer; he did not participate the second session of the training because this course was too intensive for him to finish it. First case is representative of those educated working groups, who need to find time to study. For this kind of group, we need to design more flexible courses with flexible schedules, for example, at weekends or at nights, or even on-line courses. The second case here represents most Akha populations living in villages. It demonstrates that we definitely need to design different kind of course for them with different materials, teaching methods, locations (in village training) and schedules.

In China, situations are quite different from Thailand. Hani language (Akha is identified as Hani Minority Nationality in China) is recognized as a legal language for Akha people, and a registered NGO in China, Xishuangbanna Hani-Akha Studies Association (XHASA) is trying to promote the use of this new common Akha writing system (KHAS) among the Akha populations in Xishuangbanna. They produced a primer on KHAS in April, 2009, but they lack of human resources to teach KHAS. They also planned to produce more teaching materials on Akha literacy and culture. They formed an ad hoc working group (AWG) on this task, consisted of mainly retired government officials and teachers. This AWG also needed to be trained in both Akha literacy and basic research methods. On the other hand, MAPS needed to get permission from the local government to conduct this Akha literacy training course, which requires a sponsorship from a registered NGO. XHASA was willing to sponsor MAPS to do the course, but with a condition that MAPS also needed to train the AWG and other interested individuals selected by XHASA. As a result, besides the 12 core trainees selected by MAPS, 7 researchers of the XHASA-AWG and 15 more interested individuals were added by XHASA. XHASA also provided 20,000RMB (roughly equals to 100,000THB) to cover the expenses (accommodation and training related cost such as printing text books, but not including transportation) for these extra trainees.

However, ten first session trainees including 4 XHASA-AWG researchers and 6 interested individuals did not participate in the second session of training either due to time conflicts with their work or because the course was too intensive for them to continue. At the same time, 6 new persons just showed up and attended the second session. Surprisingly, these 6 new trainees caught up with other trainees and all passed the final exam. One of them even got grade B.

3) Raised public awareness of Akha literacy issues

Although the performances of the big number of trainees, particularly in China, vary greatly, due to their different backgrounds as well as abilities to learn, the literacy training course and its concomitant cultural evening celebration have been publicized by the trainees and/or the local media. Almost all local media including TV

stations, radio stations, newspapers and websites reported these events timely. These events and its reports in the local media helped to raise the public awareness of Akha literacy issues significantly, which could be demonstrated in the following cases:

- The six new trainees in the second session training in China found out about the course from the local newspaper and/or from the trainees attended the first session.
- Under the influence of this project, demands for Akha literacy training were so high that five more training courses were offered in China from August, 2009 to February, 2010, in which more than 220 persons were trained. While the first course was organized by XHASA, the rest four were organized by the three trainees of this project and 162 persons were trained in these four courses.
- A course of training Akha literacy was also organized by a trainee in Thailand, in which 28 persons were trained. And another course is planned to be offered by yet another trainee in Thailand in April.



Celebrating accomplishment of first session of Akha literacy training in Baka

4) Building the capacity of other groups

XHASA-AWG planned to collect all genealogies about 190,000 Akha populations in three counties of Xishuangbanna in 2010 and they started collecting them since the beginning of 2010. Though only three out of seven researchers from XHASA finished both sessions of training, they became core members of XHASA-AWG in this collecting task.

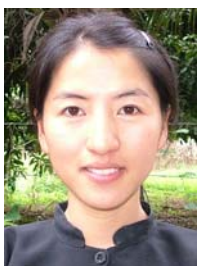
5) networks created as a result of the project

Akha networks in Mekong region and beyond are forming as a result of the project. Some youth trainees both from China and Thailand started contacting to each other, with help from the project. At the same time, one of our trainees from Thailand, Ms Aper Byevtseir uploaded our Akha literacy teaching materials with recorded voices on blog at a Thai website <http://www.khonakha.com>¹, which was created and managed by an Akha, Mr. Arsov Laerce, a Bhudhist monk and a graduate student in Bangkok. Six Akha youths in Bangkok and Australia, have learned the Akha writing system on-line at Aper's blog with her tutoring by the time of this report. These Akha youths have contacted to us in regard with creating a regional Akha Youth Network. As a result of these conversations, we have decided to create an International Forum of Akha Youth Leadership (IFAYL). We have agreed that a new website in both Akha and English needs to be created for the Akha networks. We are planning to have the first IFAYL meeting in July.



Case Study

This project has transformed and/or built capacity of many individual trainees. Here are some positive stories of some trainees.



Case 1: Ms. Burgaq Mayev, a staff from the Inter Mountain People's Education and Culture in Thailand (IMPECT) association, has made and printed out an Akha cultural calendar for 2010 after she finished the training course. She has also taught 28 Akha villagers about this new Akha writing system in her own working village, Maechantai, Mae Suay, Chiang Rai.



Case 2: Mr. Kanmeeq Ghawlaq, a farmer with only primary education in Chinese, and **Mr. Sanqtav Deeman**, a former teacher but has been a rubber farmer in last 30 years, became very enthusiastic in learning this Akha writing system and got almost perfect performance in all quizzes, homework and tests. They



¹ We have been informed by Mr. Arsov Laerce that currently the Akha literacy teaching materials on the website have some technical problems and need to be re-uploaded.

want to be KHAS teachers and think that all the Akha should be literate in Akha. Since both of them are from Baka village where the first KHAS training course was held by the project, they want Baka village to become a good example of an Akha village whose villagers become literate in Akha. Therefore, they have voluntarily taught 70 persons (including three Han Chinese) from December 2009 to February, 2010.



Case 3: Mr. Zaemeeq Ghoqlang, a graduate student at Agricultural and Forestry University of Northwestern China, had also taught 92 persons—50 students (secondary school, high school, and college) and 42 villagers in his home village, Mengsong, Menglong Township, Jinghong Municipality, Xishuangbanna, China. His KHAS course was supported by both Mengsong Administrative Village and XHASA. Since majority of the trainees in this course were youths, Mr. Zaemeeq used a lot of Akha songs as supplementary teaching materials. This teaching method not only helped to maintain high interests of the trainees, but also compensated for lack of reading materials in Akha. Two video clips about this course could be seen at the web-pages respectively below:

http://v.youku.com/v_show/id_XMTU3MjM2NjQ0.html
http://v.youku.com/v_show/id_XMTU3MjM3MDAw.html



Case 4: Mr. Maerlang Ghoqlang is a farmer and folk artist from Mengsong, Menglong Township, Jinghong Municipality, Xishuangbanna, China. Using this new writing system learned from the project, he made and printed out an AKha cultural calendar for 2010.

Issues arising during the project

Many issues have been raised during this project, which are listed below. These issues need to be addressed in similar or follow-up projects in the future.

- Lack of teaching materials and printed materials in Akha for further reading. Any training courses need to be supported by a lot of supplementary reading materials. These printed materials could also be a good source of motivation for people to learn this new writing system as they could learn knowledge and get information from these materials.
- Lack of Akha media and media in Akha language. Various media in Akha language, particularly newsletters, journals, films, and websites need to be created in the future. These media would not only provide space and motivation for increasing and spreading literacy among Akha populations, but also facilitate communications among Akha communities divided by political borders of five nation-states in Greater Mekong Subregion (GMS), and finally could contribute to build a cross-border Akha community in GMS.

- There are high demands for learning KHAS, but people who are interested in it are diverse. Therefore, several different sets of courses and teaching materials need to be designed to meet various demands and learning ability of different target groups.
- While the Akha youths get national educations at school in their respect countries, they lose opportunities to further develop their linguistic skills in mother tongue and learn/understand about Akha culture, resulting in lack of knowledge about Akha traditions and lack of linguistic skills in talking about Akha culture among Akha youths, as mentioned in the evaluation report by Mrs. Panadda. This not only is a key barrier for Akha youths to achieve literate in Akha, but also makes them not interested or motivated in learning Akha writing system. Therefore, unlike what Christian missionaries suggest, literacy training and cultural education could not be separated; instead, these two efforts are mutually beneficial from each other. On the one hand, literacy training should and could only achieve through cultural education, without the latter, a person could only achieved Akha literacy at level one at best. On the other hand, literacy training should promote cultural education and Akha cultural traditions should be preserved through literacy training among Akha youths. In other words, a major purpose of literacy training should be to provoke interests in learning and learn about Akha cultural traditions among the youths, and to facilitate transmission of traditional knowledge and cultural traditions from elder to younger generations.

Project Variances

Some project activities were changed due to realistic reasons explained below:

- When we were planning this project, we were informed that XHASA were compiling a primer text book on KHAS and would finish it in April. We planned to use this XHASA primer as main text book for this AKha literacy training in order to save money from the limited budget for other activities because XHASA promised to donor their primers to us for this project. However, when we received an electronic version of the primer first for check in April, we found that we could not use it as main text book for our training course because it was made for Chinese speakers. Therefore, we had to decide to make our own text book which could be used by Akha speakers regardless its citizenship and educational background. The cost of this activity (5000THB) was covered by savings from other items' budget.
- Another change was to accepted more trainees than planned number. These extra trainees were either self-funded or funded by XHASA as explained under the section of Impact.
- Compiling and printing newsletter was postponed due to lack of fund to hire people to work on it. The lack of fund was not caused by the mismanagement of the budget, but by the fact that the project was received less amount of money from the donors than the requested (and promised) budget. The total requested (and promised) budget was

200,000THB, but we received only 188,628.51THB. This gave us an insufficiency of 11,371.49THB. Our budget for this activity was 10,000THB. Even though Mr. Paul Hancock kindly promised to help in printing it, we did not have enough savings from other activities' budget to hire people to work on the newsletter. Therefore, this work needs to be done at voluntary base and we have to wait until people are available to do it.

- In the meanwhile, we used some limited savings to print out 150 more copies of our text book to support follow-up training courses to meet high demands for learning the new Akha writing system in both China and Thailand, as explained under the sections of Impact and Case study.

Lessons Learned

We have also learned some useful lessons from this pilot project as we encountered some problems or difficulties listed below:

- The project requires more funding. Due to limited budget, we could not hire any full time staff for this project. Both of the only two staff of the project, the manager Miju and the manager assistant Ayoe, worked through out this project part time at basically a voluntary base. Both of them were over committed to other work already, and yet, they had to do a lot of extra in this project. For instance, this project could only re-allocate 5000THB for compiling a text book for the training course, and we could not find any one who was capable and willing to do this job. Therefore, Ayoe had to take it by himself. Moreover, the budget did not allow training the trainers first, and then ask them to do the training in China and Thailand respectively. Again, Ayoe had to do these two supposed-to-be separated activities together both in China and Thailand by himself alone. Furthermore, the budget did not allow hiring even a part-time professional account, so Miju had to take up work beside managing and monitoring the project activities. Last, as mentioned earlier in this report, reduced budget made us not able to compile the newsletters as scheduled. In a word, we need more funding to hire full time staff in the future project in order to make sure that the project activities would progress at planned schedule.
- We should have set up a system that would enable our project team to produce monthly reports for the purpose of keeping records of activities and monitoring/checking the progress of the project. We had difficulties to implement this policy in this project as we were over-committed. More funding would allow us to allocate more time and operate monthly reporting system in the future projects.
- For Akha literacy training projects in the future, we should design various courses for different target groups as mentioned earlier in this report, and establish a formalized students selection criteria and procedure. For instance, we could arrange a test after two-hour training of applicants then divide them into different classes based on their performance on the test.

Conclusions

Despite of those problems and difficulties encountered, we feel that this project is successful and productive. Though performance of over all 58 trainees vary significantly, performance of the 24 core trainees are satisfactory with 20 getting grade A and the rest 4 getting grade B (see table 3).

Besides these 58 original trainees, another 162 persons (including 3 Han Chinese) in China and 28 Akhas in Thailand were taught with this Akha writing system by four trainees from this project, as part of follow-up activities.

A text book for quick learners on KHAS was made in preparing for the training courses and was improved based on feedbacks from learners after the courses.

Akha networks in Mekong region and beyond are forming under the influence of this project.

We, MAPS, are encouraged by the success of this pilot project and are planning for future projects and activities, particularly in 1) preserving and promoting Akha traditional culture, 2) promoting Akha literacy, 3) creating Akha media (especially website), and 4) promoting Akha networking in Mekong region and beyond.

Table 3 Performances of the trainees in China and Thailand

Places		Number of trainees	Overall grade				
			A	B	C	D	E
Core trainees in China	Male	9	8	1	-	-	-
	Female	3	2	1	-	-	-
	Subtotal	12	10	2	-	-	-
Core trainees in Thailand	Male	6	4	2	-	-	-
	Female	6	6	0	-	-	-
	Subtotal	12	10	2	-	-	-
Total		24	20	4	-	-	-
Percentage		100%	83.3%	16.7%	-	-	-
Overall in China	Male	25	9	2	3	4	7
	Female	15	4	3	0	6	2
	Subtotal	40	13	5	3	10	9
Over all in Thailand	Male	10	4	2	1	1	2
	Female	8	7	1	0	0	0
	Subtotal	18	11	3	1	1	2
Total		58	24	8	4	11	11
Percentage		100%	41.4%	13.8%	6.9%	19%	19%

Attachments

Appendix I

The Evaluation of CAO (Common Akha Orthography) Language Class by the Participants, August 16, 2009 at IMPECT, Chiang Mai, Thailand

Evaluation Reporter:

Mrs. Panadda Boonyasaranai



Trainer

Mr. Wang Jianhua (Aryoeq Nyawrbyeivq)
A jawr Akha, Sipsongpanna, Yunnan province, China.



Date

First time : May 25-26-27-28, 2009
Second time : August 14-15-16, 2009

Participants

There are total 18 participants (*see appendix II*)
(15 Akha, 1 Dutch/Akha, and 2 Thai observers)

Religions

Among the 15 Akha trainees, 6 are Buddhists, 6 are Christians, and 3 are holders of traditional beliefs. 13 of them replied to evaluation questionnaire, the following report was based on information collected from the questionnaire survey as well as the evaluation discuss of the whole class in absence of the trainer.

Education

There are 5 persons graduated secondary school level, and 8 persons graduated Bachelor degree

How to know this CAO class

All of the participants get to know this CAO class by the Akha Network of IMPECT and by the Festival of Akha Cultural Heritage in Tachilek, Myanmar and Ban Doi Chang, Chiang Rai.

Inspirations

1. need to learn how to write and read CAO.
2. need to use and communicate the same system of Akha language among the Akha in different countries.
3. need to preserve, record and transfer Akha culture to the next generation.

4. need to learn CAO since firstly heard about this from the Akha Cultural meeting at Doi Chang Coffee, Ban Doi Chang, 2009
5. need to learn then teach to the other, the Akha students and use as a tool for various activities of community development.

Linguistic background

All Akha participants speak Akha as their first language especially in the family and community. They also can speak northern Thai dialect in various situations; in their daily life; in community, in the market, at work, among friends etc. None of them can read and write Northern Thai alphabet. Standard Thai were used in the officially situations of speaking and writing such as in the school, in the common and public meeting, writing report etc. Moreover some of them can speak other languages such as English, Chinese, Japanese and other minority languages as Lahu and Mien but cannot read and write.

Akha speaking ability

They have no problem for speaking or telling story of the general topics in daily life such as explain about personal and family information, family and community mobility, singing in Akha, response their opinions etc. The problem of their Akha speaking ability related to the issues of traditional cultural context. They lack of the knowledge and the cultural lexicon to tell or explain their cultural issues such as the topic of genealogical system, Akha proverbs, traditional ceremony as Akha Swinging Festival, New Year Festival, etc. Especially, the young generation who attend many years in modern Thai educational school, they have more obstacles to speak their Akha language in both general topics in daily life and cultural issues.

Writing skills background

There are 3 of them used to study Roman-based Akha writing system from the priest in their communities, Akha Association, Akha dormitory in Chiang Rai with Dr.Chaiyos Kukaewkasem. The others never study any systems of Akha writing.

Teaching methodology

1. Teacher facilitate the relation of CAO and pronunciation of each sound, consonants, vowels, tones then learners follow and practice as a group and one by one.
2. Some basic of Akha grammar are explained; syllable types, words, particles, conjunctions, symbols, numerals, word separation etc.
3. The quiz was provided as writing follow teacher's pronunciation, writing practice some short paragraphs etc.
4. The cultural contents were added in the CAO class as 'tseevq' (Akha genealogy system), Akha proverbs, Akha traditional songs etc.
5. During the first time class and second time class each learner has to do homework by recording some of Akha genealogies of their own community.
6. Teacher suggests the objectives and expectations of this CAO as the significant tools to connect all Akha in any countries together by the same of writing system.

Problems

1. Some learners have tried to identify and pronounce some consonants especially the fricatives and affricates, such as *j*, *c*, *x*, *dz*, *ts*, *gh* as they do not pronounce these sounds in Thai.
2. Some learners have tried to identify correctly some vowels which be represented by two alphabets which do not exist in Thai, such as *oe*, *oi*, *an*, *am*, *m* .
3. This class is very intensive. Everything (consonants, vowels, tones, pronunciation, grammar, words, writing some short essays, etc.) is taught within limitation of time, so it's quite difficult to understand clearly.
4. Some young learners have never heard some traditional words and still can not pronounce correctly and do not understand its meaning.
5. Sometimes it's not clear how to separate the words (where space needs to be inserted to separate words).
6. This CAO system is still not popular and users are still rare. How can it replace the old system which was used widely for a long time?
7. There are several Akha dialects which all dialects are equal to be used as dialects; however it should have one standard among those dialects within explanation for varieties of Akha dialects.
8. Some problems are using symbols, writing sentences, lack of domain of Akha traditional culture.

Suggestions

1. The CAO language class should spend more time at least a month.
2. It should provide different levels from easy to difficult; language books, learners, compare some varieties of Akha dialects.
3. It should have more exercises after finish language class.
4. If it is possible, this CAO should have more space in the school system that all Akha children will have opportunity to study their own language, especially in a province as Chiang Rai, Chiang Mai where there are high population of Akha.
5. It is requested some kinds of language test for measurement level of knowledge from beginning level to advanced level.

Notes :

1. Both trainer and learners attend their roles in CAO class in participatory method; they discuss among each other on the different pronunciation of Akha dialects or using words in different meaning etc. then they find out the solutions for standardized improving materials together.
2. This is the first group of CAO learners who may distributed the CAO to their communities through their daily work as the teachers, social workers, Akha priest in communities church, webmaster, club of young Akha, research assistant etc.

Examples of participants' writing practice

Akha

- 1) Aq nymr ngar gar mr-e kawv nar
Zaqnyir zaqquq deq daevq jei
daevq kawv, Zanr sanr khovq,
Dzeevq gee-e garkawv, Aqkaq-e sanqbovq
bi dzaw-e laer laejae luvq-ma.

Ardanqbae-awr nae
gar mr luvq-e bala yaevq si ma.

- 2) Ngaq-e tsawrmyanr Arba laer kur-e ma.
Ngar nar-aq Parhiqkaq-anr jawr ma.
Aq nymr nar-aq 30 kovq khawvlar ma.
Zaq nyiq ghaq jawr lei ma.
Ngaq-anr Aqkaq arbovq dzaw gar
neema zawr ma-aer anr nya

Aqkaq zaq yawq ghaq nav luvq
Aqkaq sanqbovq siq nya nmr laer dur nya

- 3) Ngaq paeqzaq Ghuqma Aqkaq pu-anr nae
Samlei Aqkaq pu-anr jawr-awr
Ampe Maejar Camvwavq Jaiqhaq
Khoergar nae nar-aq Ampe Maesor
Pavqkivr Aqkaq pu-anr jawr lei maq-ar

- 4) Ngaq-e ghawvq laqkhoer nar-aq
5 ghaq jawr-e ma
Aqsursurghaq laer nar-aq aqda, aqma,
zaqmiqzaq, Aqburzaq hawr-e ngar laer ma.
Ngaq-e ghawvq nar yar mr nae dzaqma.
Dzaqlar-eq deq nar-aq anq dzaq ma.
Aqjaeqlaer ka-e aer nar caer ka-e nar
ghawvq laqkhoer dzaq-e ma.
Ardu hawr-e tsawqtseevq nar-aq
anqdaq-e taevq ma.

- 5) Ngaq-e zawvq laqkhoer nar-aq
tsawrhaq nar-aq ghoeq ghaq jawr lei.
Aqma, aqnyir, miqzaq,
aqli hawr-e ngar laer jawr lei
Aqbur nar-aq ngaq ghaq
Aqli nar-ar oeq ghaq laer jawr lei
Aerhawqniq aqnymr nar-aq
tiqkawvlovq-aer maq jawr,
tiq gar tiq ghaq-aer jawr ma.

English translation

at present, my work is the attempt
to realize young generation to learn
Akha way of life, Akha culture
Akha genealogy,
and Akha language.

Since the beginning (of the project)
I've worked for it for 8 months.

My name is Arba.
I live at Pha Hii village.
Now I am 30 years old.
I have 2 children.
I'm very interested in
learning this Akha writing system.

I wish all Akha people
can read and write Akha language.

My family come from Huayma village,
(then) move to Samliaw village,
Maechan district, Chiangrai province,
then move to Mae Sruay district,
Pakia Akha village.

In my family,
there are 5 members.
These are father, mother,
my wife, my daughter and myself.
My family are subsistent farmers
We also sell surplus products.
What we grow mainly is rice,
which is for self consumption.
We also grow corn and ginger
just for sale.

In my family,
there are 9 peoples.
Mother, younger siblings, my wife,
my son and myself.
There are 5 females
and 4 males.
However, nowadays,
we do not live together,
but each lives in different places.

- 6) Aqdeeha Aqkaqzaq lavqkhaw taev-awq.
Aqdeeha Aqkaqzaq noe q xaq-e garkawv
maq jav laqhaqcaer-awq.
Aqdeeha Aqkaqzaq laqhaqcaer-awq.
Aqdeeha Aqkaqzaq noe q xaq-e garkawv
maq jav Laqhaqcaer-awq.
- We, Akha, please clap your hands
We, Akha, have nothing to worry
please be happy.
We, Akha, please be happy.
We, Akha, have nothing to worry
please be happy.
- 7) Ngaq-e tsawrmyanr nar-aq
miqyar dzoeqbaw laer kurma.
Aqnymr nar-aq danrtav tsawrjeq-anr
cawba gar mr luvq ma.
Ngar mr luvq gar nar-aq
danrtav tsawrjeq 10 jeq jawr luvq-a.
Aqkaq, muqseq, liqsawq, caeqmyawvq,
caeqyaoq, yarkevrlevr, karcicq, abyawr,
taiyaq, hawr-e pavlanq laer mae.
Ngar gar mr-e 5 khovq ma.
Aqkar navqyavq khovq,
garmr-e aryamq jir mae.
He myav nar-aq ghaq ma dei.
- My name is
Miqyar dzoeqbaw.
Now I work with tribal people
on community development.
My organization
works with 10 ethnic groups.
these are Akha, Lahu, Lisu,
Hmong, Mien, Karen, Kachin, Lua,
Shan and Plang.
I've worked for 5 years.
Next year,
this project will be finished.
This is what I want to say here.
- 8) Ngaq paeqzaq-e zawvq
- Ngaq-e tsawrmyanr nar-aq
Aper laer kur-e ma.
Arjeq Arca nar-aq Byevtseir-e guq
Ngaq-e aqma tsawrmyanr nar-aq
Burlae Byevtseir mae.
ngaq-e aqma hawr-e aqda nar-aq
tiq ghaq tiq nymr-anr jawr-a.
Ngaq-e maenmr 4 ghaq jawr-e ma,
Aqli 2 ghaq aqbur 2 ghaq.
Ngaq-e ardov nar-aq
miqzaq xeq dzer-eq mae.
- My family
- My name is
called Aper.
My surname is Byevtseir.
My mother's name is
Burlae Byevtseir.
My mother and my father
live in different houses.
I have 4 siblings,
2 brothers and 2 sisters
My elder brother
is married already.
- 9) Ngar nar-aq Arke Laerce mar dei.
Aqda Gaqmeeq Laerce.
Aqma Arpaeq Laerce.
Nymr nar-aq sanqboqv yaw gor paw
dzaw-e nar-aq civqma paw dzaw-eiq.
Aqkaq-e sanqboqv dzaw lar-eq
laqhaq caer mir-a.
- I am Arke Laerce.
My father is Gaqmeeq Laerce.
My mother is Arpaeq Laerce.
Now I am a college student,
majoring in engineering.
I came to learn Akha writing
and enjoyed it.
- 10) Nga paeqzaq-e zawvq
- Ngaq-e tsawrmyanr nar-aq
Aryanq laer kur-ei.
Arjeq arca nar-aq Saeduq.
Nga paeqzaq-e zawvq-anr
jirjirni nar-aq 13 ghaq jawr-ei.
- My family
- My name is
called Aryanq.
my surname is Saeduq.
In my family,
there are 13 members together.

Hegar lavqovpaw bovq taq-e lovq-aer mae	They are written down below.
Tiq ghaq nar-aq Arge (Aqdamawq).	The first is Arge – my grandfather.
Nyiq ghaq nar-aq Anyir (Aqmamawq).	The second is Anyir – my grandmother.
Smr ghaq nar-aq Arnmq (ngaq da-a).	The third is Arnmq – my father.
Oeq ghaq nar-aq Burawq (ngaq ma-a).	The forth is Aurawq – my mother.
Zaq jirjir ni 6 ghaq:	My parents have 6 children
1. Miqgmr (ngaq-e aryeevq)	1. Miqgmr – my elder sister
2. Artee (ngaq-e ardov)	2. Artee – my elder brother
3. Aryanq (ngar ma)	3. Aryanq – myself
4. Arganr (aqnyir)	4. Arganr – my younger brother
5. Arca (aqnyir)	5. Arca – my younger brother
6. Arce (aqnyir)	6. Arce – my youngest brother

Example of Akha Genealogy (tseevq)

Informant: Mr. Jaqtee Ceimeeq, 55 years old,
San Pu Loey village, Doi Saket district,
Chiang Mai province

1. Smrmir-or	18. Jei-q-lei-nyawr	36. Laeqzan
2. Or-toeqloe	19. Nyawr-cir-lavq	37. Zancei
3. Toeqloe-dzm	20. Lavq-tanr-	38. Ceimeeq
4. Dzm-miqyaer	boeq	39. Meeqdavq
5. Miqyaer-cav	21. Tanr-	40. Davqcaer
6. Cav-tiqsiq	boeqsoev	41. Pirzivq
7. Tiqsiq-lir	22. Boeqsoev-	42. Noepaw
8. Lir-pawqbaev	laev	43. Zanjrei
9. Pawqbaev-uv	23. Laev-lmr-bor	44. Jeicaeq
10. Uv-nyoqzaq	24. Bor-ir-nor	45. Caeqter
11. Nyoqzaq-	25. Nor-mawqpov	46. Terjeev
tsawr	26. Mawqpov-tir	47. Jeevghoeq
12. Tsawr-	27. Tir-sar-byev	48. Ghoeqsov
mawqoer	28. Byev-ma-	49. Sovxaev
13. Mawqoer-	dzanr	50. Xaevjovq
dzoeq	29. Dzanrjeq	51. Jovqjeevq
14. Dzoeq-	30. Jeqghoeq	52. Jeevqjei
tanqpanq	31. Ghoeqjaer	53. Jeitseer
15. Tanqpanq-	32. Jaerzae	54. Tseersawvq
manr	33. Zaejovq	55. Sawvqjaq
16. Manr-hanqtan	34. Jovqbyan	56. Jaqtee
17. Hanqtan-jeiq	35. Byanlaeq	

Akha proverbs (in Akha) from the CAO class, Chiang Mai

1. paq pav-eq, taq par tavq
2. yarka ka, yarmovq kav
3. arcar lavq, arcav pavq
4. miqbya nae, bapya pyav
5. yawtsaq tsaq, lavqtsavq tsavq
6. arka heeq-e lokhanq; khaqpaq heeq-e lansir.
7. aqdzawq turlar nar-aq, diqtm xe; argan turlar nar-aq, miqkawq bavq.
8. aqghawvq khoeq-e taevq-aer maq nyir; nyoqpeer khoeq-e taevq-aer maq heeq.
9. baji q surtanr zaqkhav; mawqpir aqcawq aqjavq.
10. caevqlaevq geerovq aqnyir; kawqjoeq xavxir aqma.
11. coeq ghaq baq nar-aq, dawqtmr maq zaer; kav ghaq baq nar-aq, xaqbev maq tav.
12. dawq banq ngaq gav; lavq banq tseir gav.
13. gav lar nar-aq ghe dm; tsar lar nar-aq ghe dzae.
14. hokhaq garmanr gav; mardae dawqpae awvq.
15. huq xaq nanqba sar; huq maevq nanqba bov; huq gav nanqba lmr.
16. jawr cawq caer; ir cawq pyur.
17. mr xaq dzaq sar; mr sar dzaq xaq.
18. nyiq naq tsovq-e sur teir nar; nyiq myav tsovq-e sur bovq haw.
19. aqma ma laer nyiq-e ma nyiq, aqma ma nyiq aqghoe zaqoer caw.
20. aqda da laer nyiq-e da nyiq, aqda da nyiq paqtseevq aqyaer caw.
21. aqma ma meeq zaqbaw aqma, ma nae zeevtavq khav-awr miqcoer ga lei.
22. aqda da meeq zaqbaw aqda, da nae zeevtavq khav-awr zaqcoer ga lei.
23. zanr xeevq dov lar nar-aq, zanr oer-anr caev; paer xeevq guvq ngae nar-aq, paer oer-anr dza.
24. laxav ciryawr tiq ma aqzaq nar-aq, danr tsovq tiq paw pyawq lei-awq.
25. jadae mawrnyoq tiq maer aqnmr nar-aq, coer tsovq tiq paw pyawr lar-awq.

Appendix II

Name list of trainees in Akha Literacy Courses, run by MAPS, in two sessions: May 25-28 (I) and August 14-16 (II), 2009, at IMPECT, Chiang Mai, Thailand

No.	Name	Positions	Notes/potential roles in MAPS
1	Mr. Arjaq Laerce	NGO worker of IMPECT	Researcher
2	Ms. Burgaq Mayev	NGO worker of IMPECT	KHAS teacher
3	Ms. Miqyar Dzoeqbaw	NGO worker of IMPECT	Country liaison
4	Ms. Miqjur Meqlaeq	NGO worker of IMPECT	Country coordinator
5	Mr. Jaqtee Ceimeeq	Independent researcher from Chiang Mai	Trainer of teachers
6	Ms. Aper Byevtseir	Villager from Doi Chang, Mae Suay, Chiang Rai	KHAS teacher
7	Ms. Arba Byevtseir	Villager from Phahi, Mae Sai, Chiang Rai	KHAS teacher
8	Mr. Arke Laerce	Villager from Samakhi Mai, Mae Fa Luang, Chiang Rai	Researcher
9	Mr. Arsawvq Ghoeqzeeq	Villager from Pakia, Mae Suay, Chiang Rai	Villager researcher
10	Mr. Saryo Pubyeivq	Villager from Palailuang, Chiang Saen, Chiang Rai	Villager researcher
11	Ms. Aryanq Saeduq	Villager from Doi Chang, Mae Suay, Chiang Rai	Villager researcher
12	Mr. Daqbir Dzoeqbaw	Independent researcher from Chiang Mai	Researcher
13	Mrs. Panadda Boonyasaranai	Researcher from Chiang Mai University	Observer and outsider evaluator of the project
14	Mr. Pairote Kongthaweesak	Researcher from Chiang Mai University	Observer
15	Ms. Anya Alting von Geusau	College student from Chiang Mai	Interested individual
16	Mr. Arsaev Dzoeqdan	Vocational student from Chiang Mai	Interested individual
17	Mr. Saevlmr Dzoeqbaw	Villager from Saenjiruen, Mae Suay, Chiang Rai	Interested individual; <i>participated session I only</i>
18	Mr. Artavr Ceimeeq	Villager from Huaykor, Chiang Dao, Chiang Mai	Interested individual; <i>participated session I only</i>

Note:

- No.1 through 12 are core trainees for MAPS.
- No. 1-12 and No. 16-18 are Akha, whilst no. 15 is Dutch-Akha, and no.13-14 are Thai, in terms of ethnicity.

Appendix III

Name list of trainees in Akha Literacy Courses, run by MAPS, in two sessions: July 17-21 (I) and July 31-August 2 (II), 2009, at Baka village, Xishuangbanna, China)

No.	Name	Positions	Notes/Potential roles in MAPS
1	Mr. Tsomeeq Jeirbeeq	Villager from Mengsong, Jinghong	Villager researcher
2	Mr. Tavbeeq Deeman	Free teacher	Trainer of teacher
3	Mr. Ghawqsor Pyawqsae	Villager from Jawrpav, Jinghong	Villager researcher
4	Mr. Maerlanq Ghoeqlanq	Villager from Mengsong, Jinghong	Villager researcher
5	Mr. Linanq Ivqnyar	Teacher at Xiaojie Primary School, Jinghong	Teacher
6	Ms. Byanrsaw Sanrzeev	Student at Forestry College of Southwestern China	Researcher
7	Ms. Meeqsawr Pyawqganr	Independent researcher	Country coordinator
8	Mr. Zaemeeq Ghoeqlanq	Graduate student at Agricultural and Forestry Sci&Tech University of Northwestern China	Researcher and KHAS teacher
9	Ms. Ghawqdaw Pyawqsaer	Graduate student at Yunnan Nationality University	Country liaison
10	Mr. Sanqtav Deeman	Experienced teacher	Villager teacher
11	Mr. Kanmeeq Ghawlaq	Villager from Baka, Jinghong	Villager teacher
12	Mr. Lmrsov Barxaeq	Graduate student at Yunnan University	Researcher
13	Mr. Sanjeev Jawrban	Educational Bureau of Mengla County (retired)	Researcher of XHASA-AWG
14	Mr. Sardzei Lusuv	Teacher at the Communist Party School of Mengla County	Researcher of XHASA-AWG
15	Mr. Jangaw Byevsaeq*	Retired official from Menghai County	Researcher of XHASA-AWG
16	Mr. Ghoehaeq Dantsan*	Retired official from Menghai County	Researcher of XHASA-AWG
17	Ms. Xanpaeq Ceimeeq	Retired official from Menghai County	Researcher of XHASA-AWG
18	Mr. Byevco Dantsan*	Ex-vice principle of Xishuangbanna Nationality Middle School (retired)	Researcher of XHASA-AWG
19	Mr. Ganqsan Sanrzeev*	Principle of Jingha Middle School, Jinghong	Researcher of XHASA-AWG
20	Mr. Kanqsar Jawrbaeq**	Worker at Mengpeng State Farm, Mengla county	Interested individual
21	Mr. Khoetan Ivqnyar	Villager from Manhanhuang,	Interested

		Jinghong	individual
22	Ms. Jaqxi Jeqlaq**	Villager from Qianwei, Jinghong	Interested individual
23	Ms. Miqnymr Pubyeivq*	Villager from Baka, Jinghong	Interested individual
24	Ms. Leevtsir Jeirbeeq*	Saleperson at Jinghong Taikang Life Insurance	Interested individual
25	Mr. Lawqpir Pyawqsaer	Villager from Baka, Jinghong	Interested individual
26	Ms. Pansaw Byevsaeq	Teacher at Xiaojie Primary School, Jinghong	Interested individual
27	Mr. Sanrhee q Ghoeqlanq	Villager from Manhanhuang, Jinghong	Interested individual
28	Ms. Jeqpaw Boeqtanr**	Mengla State Farm Hospital	Interested individual
29	Mr. Tepyawr Byevtseir	Ex-principle of Jinghong Second Middle School (retired)	Interested individual
30	Ms. Miqqawq Caerjav**	Worker at Mengpeng State Farm, Mengla county	Interested individual
31	Mr. Tseier Byanlaeq**	Teacher at Manlao Primary School, Jinghong County	Interested individual
32	Mr. Pyodee Jeirbee q	Cultural Station of Menglong Township, Jinghong County(retired)	Interested individual
33	Mr. Dzawghur Ghoeqlanq	Curator of Nannuoshan Hani Cultural Museum	Interested individual
34	Ms. Pyawqoq Jaqsoeq	Xiaojie, Jinghong	High school student
35	Ms. Miqcovr Jeirbee q	Villager from Baka, Jinghong	High school student
36	Ms. Boxer Nyawrbyeivq*	Villager from Buhe, Jinghong	High school student
37	Mr. Yanjaq Pyawqsaer	Villager from Baka, Jinghong	High school student
38	Ms. Jupae q Pyawqsaer**	Villager from Baka, Jinghong	Secondary school student
39	Mr. Argaw Nyawrbyeivq	Villager from Baka, Jinghong	Secondary school student
40	Ms. Boyaev Nyawrbyeivq*	Villager from Buhe, Jinghong	Secondary school student

Note:

- There are 15 female and 25 male trainees.
- All of them are Akhas.
- No.1 through 12 are core trainees for MAPS and funded by the project.
- The rest of the trainees were funded by the Xishuangbanna Hani Akha Studies Association (XHASA).
- Those 8 trainees marked with * participated the first session training only and those 6 trainees marked with ** participated the second session training only.