



Marist Asia Foundation

Narrative Report July – December 2019

Lenity Australia (Sydney, Australia)
Marist Mission Centre (Sydney, Australia)
Kindermissionwerks
Marcus Fund
Larsen Trust
Singapore Friends
Misean Cara



Growing Hope- Programme Updates

Thank You

Misean Cara, Caritas Verona, Kindermissionwerks, Lenity, Singapore Friends, Marcus Fund, Larsen Trust, NZ Friends and Supporters, and Marist Mission Centre Australia for your support of Burmese Migrant children and families in Ranong.

Your funding is supporting

- Burmese Migrant Preschool Programme (70 students)
- Burmese Migrant Secondary Education Programme (106 Students)
- HIV Health Programme (106 patients)
- Migrant Outreach Programme (25 Migrant Workers completing Intermediate & Academic English Programmes. 2 Training Teachers and 1 Training Health Worker)
- Administration support for Marist Asia Foundation Programmes.

Burmese Migrant Secondary Education Programme

Update on Objectives and Outcomes

Misean Cara, Marist Mission Centre, Lenity, NZ Friends and Supporters, Kindermissionwerks, Larsen Trust, support this programme

*Names of school students and patients have been changed in this report to protect their identity



Responding to the Education Crisis in Ranong after the 'Ranong Raid' and the arrest of 32 Burmese Migrant Teachers which closed 9 Migrant Learning Centres (August 24, 2019), Marist Asia Foundation welcomed an extra 60 Burmese Migrant Teenagers into their 4 Year Burmese Migrant Secondary Education Programme (January 2019). Picture: New Students visiting the library and having the opportunity to continue education.

Students Numbers.

- We have 100 students aged 12-17 who began the 2019 Burmese Migrant Secondary Programme (BMSP) in May, 2019.
- We had 72 children sitting the placement test, we were only able to accept 30 new students due to classroom capacity (May, 2019).
- 2 students have left BMSP this year to return to Myanmar with their family.
- We have 89 students (Year 1, 2 and 3) enrolled into the Non Formal Thai Ko So No education pathway which will help students complete a Thai Primary Education qualification to allow future access to the Thai Secondary Education qualification
- Attendance rates remain very high (Year 1, 97%, Year 2, 99%, Year 3, 96%, Year 4, 97%) a sign of student enjoyment, desire for education and good parent support.

- Approximately 30% of families have required financial support for monthly tuition donation (200 THB) and 50% transport donation (300 THB). We communicate and visit families who are struggling to pay and encourage parents to continue sending their children even if they cannot pay for school tuition or transport.
- 2 Parent meetings have been well attended with over 50% of parents coming to hear about our curriculum, critical thinking, being consulted on our reporting system, behaviour management, student motivation, and education pathways for their children.

Update

- **BMSP External Review:** The Burmese Migrant Secondary Programme (BMSP) was recently reviewed by Teacher Focus Myanmar (August – November 2019). This reported on relevance, effectiveness, efficiency, participation, sustainability, accredited education, child protection, partners/stakeholders and management. All stakeholders (parents, students, teachers, headteacher of other MLCs, NFE manager) were surveyed. The report clearly demonstrated that the BMSP programme was effective in achieving its goals and is much valued by all sectors of the community.
- **Recommendations included:**
 - (a) reviewing our Myanmar language curriculum so that students can be confident when 'walking in the Burmese world' either here in Thailand or back in Myanmar.
 - (b) ensuring that our new 'Preparation Programme' for BMSP (which will start in May 2019) is adequately resourced. Many Burmese students do not have good enough Thai language to jump straight into the Ko So No programme so our Preparation Programme will focus on Thai language.
 - (c) find ways to incorporate more vocational skills into our programme such as translation skills.
 - (d) continue to engage with our parent community and respond to their needs.
 - (e) find ways for alumni to share with our parent community during meetings and events as motivation and source of encouragement for students continuing their education.
- **Migrant Learning Centre Closures:** On 24th August 2019, 32 teachers at the largest Migrant Learning Centre (MLC) were arrested and deported back to Myanmar for not having correct documentation to work as teachers in Thailand. The effect of this was that all 10 MLCs in Ranong closed their doors to students, as all were operating in this way. The BMSP programme was temporarily closed until the issues surrounding this arrest were clarified. Eventually we were able to re-start our programme (after 1 week) using only our Thai and Overseas volunteer staff. Our Burmese staff were required to go through a process to change their documentation. Marist Asia Foundation is a registered Thai foundation and thus was able to continue to operate while the other MLCs are still closed. As a result of this we decided to accept 60 new students to our programme in January instead of May as planned to enable more students to be in school at this time.
- **Education Crisis:** Of the nearly 3000 children affected by this situation, approximately 200 have joined the Formal Thai school system, 100 students continue with BMSP but the rest are now without education. The other MLCs are seeking to legalise their learning centres but it is not known how long this process will take.

Exam Results.

- **Pass Marks:** Because of disrupted classes due to the Ranong Raid, and an inability to have Burmese Teachers independently from September - December September exams were cancelled. December exams had an average pass of 90-96% of students in Year 1-4.

- **Thai Language Support:** A support teacher was employed to help with Year 1 Ko So No classes as about 1/3 of the students were struggling with the level of Thai language required. This influenced our decision to have Preparation Programme focussing on Thai language in 2020.
- After the mid-Semester Exams in July, the end of Semester exams were disrupted due to the closures of Migrant Learning Centres. Fortunately, the Non Formal Education (NFE) Ko So No exams (which are external) were able to go ahead.
- We are slowly getting back on track with our examination system and will have exams for English, Myanmar, Thai and Computers in December.

Curriculum.

- **NFE Ko So No** – this programme continues in 2019/20 and includes a range of subjects including Thai language, maths, history, life skills, pathways to employment and more. There are often opportunities for field trips and this year the entire school travelled out of Ranong to visit an organic farm.



Student Activities and Non Formal Thai Education Programme provide an opportunity to go into the community for different learning experiences. Visiting Puntupo Organic Farm outside of Ranong supported students learning about recycling and sustainable farming and living.

- **Social Studies** – we have modified the curriculum in Year 2 – 4. Year 2 now use the Myanmar curriculum while in Year 3 and 4 we are using an international History and Geography curriculum focussing on the early history of man and history of the Asian region. Our Year 4 class complete a ‘social action’ project to give them a taste of working in groups to find solutions to problems in their community.
- **Computer Studies** – In January 2019 an experienced Computer Studies teacher from Marist College Auckland visited for two weeks and spent time with our two computer teachers. This allowed them to update our curriculum to include new topics such as coding and simple robotics.

- **Curriculum Outline reviews** – all curriculum subjects were reviewed in April 2019 ahead of the beginning of the 2019 school year.
- **Life Skills programme** – our life skills programme continues to evolve with topics such as documentation, cooking, and budgeting alongside our Health HIV/Aids programme. We will consider adding translation skills next year.
- **Preparing for a Special Programme for 50 – 60** new students starting in January 2020 (Jan, Feb, Mar). Because of the closure of MLCs here in Ranong, we are having our entrance exam in December and accepting new students in January 2020. We have purchased new classroom furniture and employed new teachers for the Preparation Programme (PP) particularly aimed at Thai language learning prior to entering the NFE Ko So No Programme. We are planning a special curriculum for January, February and March for these students to help them settle into our school and get back into learning after four months of no education.

Promote Educational Awareness

- **Home visits.** In March and September 2019 Year Level Teachers considered which 10 families to target for home visits. Paired teachers visited homes and the community which exposed us again to the reality of migrant life and our students' home background. The challenges include finance, lack of legal documentation, health problems and hospital bills, debts, and conflict with employees and officials.
- **Parent Meetings.** Two Parent Meeting have been held this year, the first in June for new and current parents. At this meeting teachers shared about their curriculum subjects and critical thinking. We consulted our parents about education pathways, our results reporting system, and answered their questions. In November we met with parents to share information about MLC closures and our plans for the BMSP programme. Parents had a chance to ask questions in small groups facilitated by our Burmese teachers.
- **Families in need and pastoral care.** This year Sr Annie Soe RNDM has been our Pastoral Care Leader and has taken responsibility for help students with personal issues. Our Year Level Teachers also take responsibility for their classes, listening when students have problems and making home visits when necessary. At the start of the year we helped about 10 students with uniform costs and we have also assisted students with doctor's visits when we know the family cannot afford it. For example we helped one student, who experienced asthma symptoms, access a 'health card' enabling him to visit the hospital clinic when needed for only a small charge.
- **Links with other MLCs and advocacy with the Thai government.** Due to the school closures in August, Marist Asia Foundation has taken a prominent role in hosting and sometimes leading meetings between the MLCs, NGOs and Thai government departments. At the moment all other MLCs are closed and required to register with the Education Department if they wish re-open. There are many conditions and financial requirements to this process and it is unlikely that they all will be able to re-open in the near future. MAF continues to seek ways to support the MLC community while being committed to ensuring our BMSP programme continues sustainably and with quality, and can accept more students as envisioned in our Strategic Plan 2020-2024.

- **Links with NGOs and other groups advocating for Burmese Migrant education in Ranong.** IOM (International Organisation for Migration) and World Vision are present in Ranong, while Save the Children has been helping during the issues with closures of MLCs. We continue to liaise with these organisations to promote education for Burmese migrants. This has included attending meetings in Ranong and Bangkok and information sharing as the NGOs advocate for Ranong MLCs at a national government level.

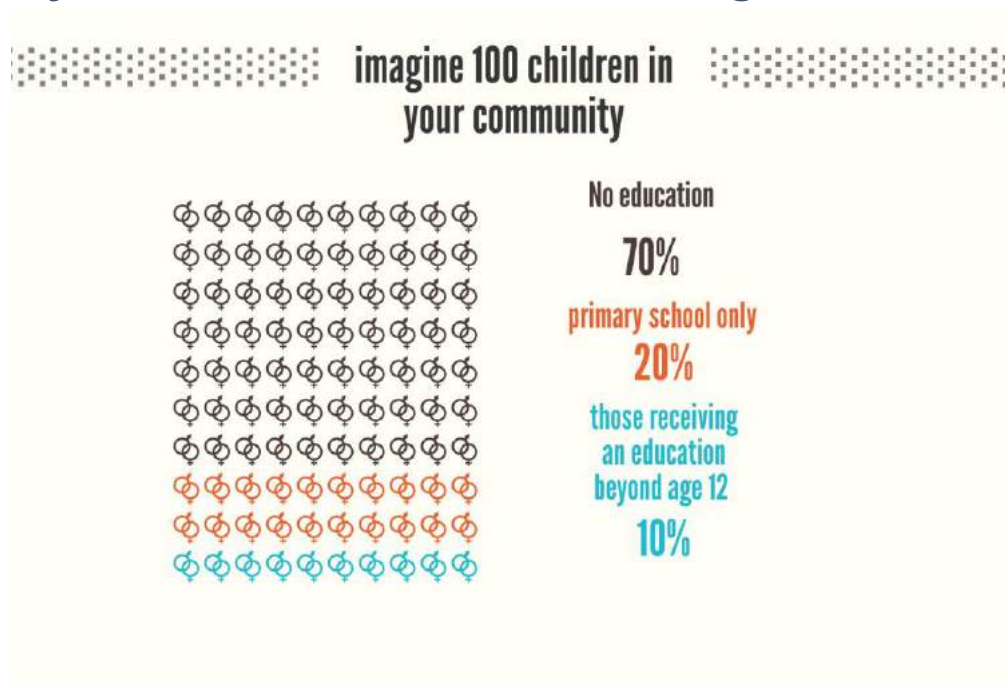
Gain Official Qualification

- Non Formal Education(NFE). Our students are on the pathway to an accredited education qualification recognised in Thailand. This year the new head of NFE is very supportive of our programme and we plan to start the Secondary Ko So No programme on the weekends at our centre as soon as our students begin to complete the three year Primary programme.
- We have taken steps to strengthen our English language programme with a new curriculum in the Intermediate English class that focuses on critical thinking and engaging with current world issues. This aims to help more students gain entry to the ACU diploma programme.

Safety and Protection of students

- Our Child Protection Policy and Code of Conduct have been translated into Thai and Burmese. A workshop for all staff was held in August explaining our policy. All staff have now signed these documents.
- With our new policies in place, we have dealt with 3 incidents of students experiencing and reporting abusive behaviour (physical and emotional) in their homes. All of these cases were followed up by our Child Protection Committee and continue to be monitored.

Out of School Children in Ranong, Thailand.



The 2019 Save The Children Out of School Survey indicated of the estimated 13,000 migrant children in Ranong, only 3,000 were in education. Up to 80% of Migrant Children are Out of School.

BMSP Student Stories



My Parents always protection my education

Htet Htet Ei's story

My name is Htet Htet Ei and I'm (14) years old. I don't have any sisters or brothers. I was born on 1 March 2005. I lived in Dawei, Myanmar. I moved to Kawthaung when I was in Grade Three because my family's co-worker abused our family business of selling ice-balls and we had to sell our house and move to Kawthaung to stay at a friend's house.

In this house, the business was selling flowers. My parents had to help with their work. My parents enrolled me at Kawthaung School. My parents always protect my education no matter how bad the life situation is. We moved to another place in Kawthaung because we had some problems.

During that time, my father had been working on the fishing boats for six months. We were faced with many challenges. My father sent us 1000 baht (\$50NZ) each month. I also had to move school near to the place where we lived. Then our family migrated to Ranong, Thailand. We lived in Soi-Samaki, Ranong and I studied in grade four at Soi-Samaki MLC. My father changed boats and he came back home once a month at his new boat's work. My mother had health problems and heart disease. While my mother was sick, I had to take care of the house before going to school. That time, I was only 10 years old. My father's old boss called my father to work and our lives were a little bit easier.

I did the entrance exam of Marist Asia Foundation and I passed the exam. I know the reputation of this school from my friends. I joined this school in 2016 when I was (12) years old. My father had to work hard for our family. In 2017, when I was in Year 2, my father broke his leg due to an accident on the boat. I visited him and slept at the hospital with my family. While my father was in the hospital, my mother also had an accident with her hand. After one month, my father was getting better but my mother was getting worse.

Now, I am in Year 4 class. I am very happy to study in this school. Our school is very good. Our school doesn't force us to pay the tuition fee. We can pay when our family is ready. Our school also teaches about computers but other Learning Centers don't. My dream is to complete the education in Marist Asia Foundation. The teachers are very generous and they encourage us when we are sad and discouraged. The school provides transportation to go to school without any difficulties. The teachers take care of us when we are sick and provide medicine or clinic visits for us. I am happy for the support to Marist Asia Foundation and I hope many people will support our school.



I believe Marist Asia Foundation is the best pathway to my dreams

Zin Zin Phy Story

My name is Zin Zin Phy and I'm sixteen years old. I was born in 2003, in Ranong Thailand and now I live here. My parents are Burmese and Buddhists. My father works at building site to support my family. My mother doesn't work because of her health problems. She looks after us and the house. I am the eldest daughter in my family and I have one younger brother. In my family, only my father is working but he supports our siblings to go to school. My brother studies in grade six at Thai primary school.

I studied in Bang Klang learning Centre when I was young and until I was in grade six. I started school at Marist Asia Foundation when I was 14 years old. I passed the entrance exam and I continued study in this school. Now, I am studying in Year 3. I learn Thai, English and Burmese in the school. I wanted to study at MAF because I want to be good at speaking English, to get a good job, and to share my knowledge back to the Burmese children. MAF also teach us some experiences and values to be confident, to be kind, to be friendly, to follow the rules, to love, and to be a good person. Sometimes, I am happy to have foreigner teacher and talk with them.

In free time, I like to have conversations with my friends. Sometimes, I read cartoon stories, novels and other books. I like Thai food rather than Burmese food. When I was young, I wanted to be a nurse but now I am interested in sewing and being a teacher. I want to be either a sewer or a teacher. As I am studying at MAF, I will work hard to achieve my dreams and I believe that MAF is the best pathway to my dreams.

Our school and the teachers solve many problems and challenges for us

Aung Aung's story

My name is Aung Aung and I have four siblings. I live with my parents in Thailand. We have been living in Thailand for nine years. My one sister and I study at Marist Asia Foundation and the other two are studying in different schools. Both of my parents are working. My father works at the building site and he gets 320 baht (\$16NZ) per day. My mother works at the restaurant and she gets 300 baht (\$15NZ) per day.

Therefore, our family business is in the middle which is not really easy or difficult. There are many opportunities for the students at Marist Asia Foundation. For example, we learn languages in the school. Our school provides three languages of learning such as Thai, Myanmar and English. We learn about computers for free. Our school and the teachers solve many problems and challenges for us. For example, tuition fees, medical costs, school uniform and other necessary needs. Marist Asia Foundation connects online learning with overseas. I am thankful to all donors who support us and who build the school. I wish for this school to last forever.

Burmese migrant Preschool Programme

Update on Programme Objectives and Outcomes
Caritas Verona, Kindermissionwerks, Marist Mission Centre, Lenity, NZ Friends and
Supporters support this programme



The Preschool Programme was interrupted by the Ranong Raid (August 24, 2019) as Burmese Migrant Teachers were only allowed back into the classroom under the supervision and as an assistant of a Thai Teacher. From September 2019 the decision was made to close Nursery A and Nursery B classrooms. We continued the Kindergarten Class giving these students the most important education opportunity to continue and be ready for new school Year 1 in May 2020.

The Burmese Migrant Preschool Programme continued to be well supported in student attendance rates and numbers of parents at meetings. Burmese Migrant Parents have expressed their great sadness at the closure of Burmese Migrant Learning Centres in Ranong. They have been upset with the decision to discontinue the preschool programme after March 2020, but recognise the significant lack of education opportunities for those 12-18 in the Burmese Migrant Community.

It was a very challenging decision for Marist Asia Foundation to make as part of strategic planning 2020-2024 to close the Preschool Programme in 2020 and use classrooms and staff to increase the number of students into the Burmese Migrant Secondary Education Programme.

The changing and challenging context of education for Burmese Migrants in Ranong has caused us to adapt to the greatest needs which is providing an education opportunity for

Burmese Migrant children living in Ranong over age 12. Even if the 9 other Migrant Learning Centres in Ranong are given permission to re-open in May 2020, the current strategy of BEAM Foundation is to ensure the registration and curriculum for Kindergarten to Grade 6. This will result in Marist Asia Foundation Burmese Migrant Secondary Programme being the only education opportunity over age 13 for Burmese Migrant Children in Ranong.

Numbers.

- 70 students
- In September we continued with only 21 students as the result of closing NA and NB Classrooms.
- In 2019 we had 18 very poor students from the neighbourhood fish and charcoal factories as part of our continued goal of reaching some of the poorest local Burmese families to give their children a start in education.
- Many preschool children cannot pay tuition and transport donation, or they pay a smaller donation, because many of them need to spend savings on renewal of immigration documents and health cards. Many of our families only have a very small income for their family.

Attendance.

- 70 students began the school year in May 2019
- Attendance rate for 3 classrooms was a very high 92.05%

Family Support

- 40% of families who used transport could not pay transport donation fee
- 34% of families could not pay tuition donation fee
- We continued to monitor tuition and transport donations and regularly visited homes of poorer families encouraging their parents to continue to send their children.
- A number of families required constant support. Some families had challenges with health or work permit / immigration documentation expenses which required them to be supported for a few months until they had covered their expenses.

Exam Results

- As a result of the Government Shut down of Learning Centres following the Ranong Raid, we decided to have exams only at the end of Semester
- 90% of KG students passed all the subject areas
- KG will have Thai and Burmese language exams in March 2020 as both of these are key placement indicators for access into Thai Primary or Burmese Migrant Learning Centres.

Teacher Feedback

- **Nursery A, Nursery B and Kindergarten teachers** continued to use the creative skills and lesson planning ideas developed from the Teacher Training Workshop in March 2019.
- **Observation Skills:** Teachers have learnt to observe students carefully during the lesson and after the lesson. Taken more time to ask questions to students and stimulate their curiosity.
- **Activity Based Learning:** Teachers felt their lessons were becoming more interesting and enjoyable for students who responded to a variety of teaching methods such as story-telling, games, moving activities, songs of alphabets, matching pictures with words.

Curriculum.

- **Teacher Training:** Teachers built on the work of the Teacher Training Workshop in March 2019 creating 10 Units of 3 Languages Thai, Burmese and English. Language progression started with Burmese Language. Only Kindergarten students advanced to 3

languages (Burmese, Thai and English) and are able to compare words and pictures in 3 languages. Students enjoy language learning.

- **Lesson Planning:** Teachers learnt to follow lesson plans and gave positive feedback to Preschool Manager it can make topics easy to teach and useful for the class to follow a teaching unit progression.

Positive child friendly learning.

- **Positive feedback:** at parent meetings about the positive education environment. Parents shared stories of children at home pretending to teach or be a teacher in front of the family. The child re-enacts the classroom and teaches songs and alphabets to the family.
- **Change of Children's behaviour:** Parents told us they can see their children's behaviour change such as keeping bedroom tidy, able to eat by themselves, start to speak Thai with Thai friends. Have more confidence.
- **Activity based learning:** In 2019 Teachers made a specific intention to use more activities to support learning for children as a result of Preschool Teacher Training in March 2019. [Eg: sing songs, rhymes, dance, group work, telling the story and drawing].

Alleviate malnutrition and personal health.

- **Monitoring:** We have monitored child weight as we have been aware of preschool children being underweight. We are aware of 8 preschool children in the 'low-near low' weight category.
- **Lunchtime:** We made special efforts to encourage children to finish their lunch by making up a sing a song about value of food, parents working hard to get the food for us, the food that parents prepare is their love for us. We finish all our food to make them happy.
- **Sharing Food:** We have continued to identify those without food and share with the one who does not have enough
- **Hygiene:** We continue to share with children how to wash their hands before lunch by using songs and cartoons and brush their teeth after lunch everyday
- If students have finished milk after sleeping and students want more milk, teachers give more to students.

Safe Transport

- **Safety Report:** We have had no reports of un-safe transport incidents from teachers
- **Drivers:** Teacher always appreciate drivers helping students get on and get off and drive very slow for student's safety.

Quality Teachers and Education.

- **Lesson Planning:** We continued to develop the creative and lesson planning practises from the March 2019 Workshop.
- **Translation Training:** We sent 2 Burmese teachers to attend translator training on 21-21 September 2019
- **Kru. Shwe Shwe Naing** is studying EPOP (Academic English) to gain a Test of English Foreign Language (TOEFL) qualification
- **Kru. Khin Mar Aye** is studying intermediate class 3 days a week to develop her language skills

Strengthen relationships with Parents and Government

- **Meetings with Government:** We have responded to government requests and partnered with other organisations to benefit the Burmese Migrant Community.

- **Supporting Government Departments:** 20 July 2019 3 Preschool teachers attend Translator Training at Tinidee hotel provided by Social development and Human Security to provide staff capable to help with Trafficking and Abuse cases in the migrant community.
- **Special Requests:** July 26,2019 2 Preschool Teachers helped Migration officers for translation emergency requests
- **Birth Registration:** Preschool Staff continue to help parents to do birth certificate and 10-year card. We helped 4 preschool students get Birth Identification Documents in 2019. Some parents when they gave birth in the hospital, didn't inform District office or Municipality office to get birth certificate and when their children turn to 7 years old, they didn't get 10 years card. This birth document and 10 year card are special documents to allow children to be safe as migrant children in Ranong. We share correct information and partner with Disac lawyer and World Vision to give assistance to families.
- **Access to Services:** We introduced migrant families to the International Organisation for Migration (IOM) temporary office in the hospital to help obtain birth certificates for migrant worker children.
- **Migrant Learning Centre Liason with Government:** Kru Prasit continues to be the main coordinator for Migrant Learning Centres with the Ministry of Education, Immigration and Human Development Social Security Government offices.

Continued Concern of Parents

- **Parent Meeting July:** 45 parents attended July 19,2019 Parent Meeting. Many of them cried when we informed them about the decision to close the Preschool programme at the end of March 2020.
- **Tuition & Transport Challenges:** Most of them agreed to send their child to continue to study at other Learning Centres or Thai schools but they have continued concerns about expense of Thai school and Transport Costs, and the lack of Burmese language teaching in Thai Schools.
- **Parent Meeting November:** 22 Parents attended the November 10,2019 Parent Meeting and were informed about the closure and consequences of the Ranong Raid (August 24). All Migrant Parents wanted to continue education for their children but the biggest obstacle in sending their children to Thai school is they do not teach Burmese Language. They need their children to be taught their first language for identity and future return to Myanmar.

Preschool Student Stories



His parents want him educated because they are not educated

Kyaw Thura's Story

Kyaw Thura is a young migrant boy who was born in Ranong, Thailand. He has a chance to study in preschool since 2018 until now. The first time he attended class, he was always crying loudly and didn't like coming to school. Kyaw Thura doesn't understand Burmese language because he is a Kayin boy and his family come from Kayin state and they came to Ranong, Thailand. Kyaw Thura has a warm family and they always support his education. His parents say they want to see their child to have a good education because they are not educated. They also say they are happy that their child is studying at Marist.

His Parents send him to school every day and are happy Kyaw Thura is getting to like school and he is not crying anymore. He doesn't understand much Burmese language so his teachers give more time to him and repeating words slowly so later he is getting better. But he has still been a little scared to talk with teacher. Sometimes he only uses body language. At the moment Kyaw Thura is a Kindergarten student. He's growing up a lot over the past few months and now he has more confidence to speak, play and do work with teachers and

friends. Every morning, he comes with into the classroom, smiles and says “Mingalarbar Sayama”(Good Morning Teacher). Before he is a little boy who cannot speak Burmese and was scared. Now, he is enjoying each day because education makes him change and improve.



A daily routine of education

Thwe Thwe Soe's Story

Thwe Thwe Soe is a girl who is now studying in Kindergarten classroom at Marist Asia Foundation for two years. She has been studying with us for the past two years. She is living with her family in Ranong, Thailand. She has one brother who is studying in the same class with her. She comes to school by bus every Monday to Friday morning around at 8:30 a.m. When she arrives at school, she has meditation and prayer time for 10 minutes with all the children at Marist. Then, she starts to study the lessons for two periods in the morning. She is very active to learn and likes to do the activities and plays well with her friends in the class. She is able to understand what the teacher is explaining and can write the words or alphabet properly and very well. She can read too. She is better now than before. Those are her developments in her class.

After she finishes her morning lessons, she has a lunch at 11:00 a.m. After lunch, she plays with her friends for a while and then sleeps for one hour. Then, she eats some snacks and drinks some milk when she wakes up. Before she goes home, she has one more period in

the afternoon for 45 minutes. She says thank you to the teachers and goes back to her home by the school bus.

While this is a normal school day for children at Marist School, when we travel on the school bus around the community we sometimes feel very sad because Ranong still has a very high 'Out of School Rate'. In 2019 the Save The Children 'Out of School Survey' based on hospital birth rate figures and the actual count of Burmese Migrant Children in Education Programmes, estimated the Out Of School Children (OOSC) in Ranong to be still as high as 80%.

HIV AIDS Health Programme

Update on Programme Objectives and Outcomes

Misean Cara, Marist Mission Centre, Lenity, Marcus Fund, Singapore Friends support this programme.



Ranong continues to have one of the highest rates of HIV in Thailand. Daily visits in the community by our HIV Health Programme Team members brings friendship, health education, access to health services and a brighter future.

Numbers

- MAF HIV Health Team provided 868 Home Visits giving friendship, health education, counselling, nutrition and access to health services.
- 109 people living with HIV AIDS have been directly supported directly by the project: 89 current patients, 11 discharged and 9 deceased patients. (6 children: 4 boys, 2 girls)

- 29 Burmese Migrant Teenagers in the Burmese Migrant Secondary Education Programme received Health Education
- 147 family members indirectly supported with home visits and education
- 18 new patients from January – November 2019
- 11 patients were discharged from January – November 2019. They returned to Myanmar and were referred to the hospital / network.
- 9 patient deaths (from January – November 2019) most of them are referred to us at late stage HIV.
- 10 Self Help Group meetings. An average of 30% of patients attend Self Help Meetings. Many patients have factory work commitments on weekends.

Access to Health Services

- **Translation:** Every Tuesday assisting Burmese Migrants accessing HIV Treatment and providing Translation for HIV patients. Translation assistance monthly average of 33 patients at HIV clinic.
- **Medication:** 80 out of 89 patients are on ARV medication.
- **Support for Children:** Wednesday support for Children. 6 migrant children who are HIV positive are supported at clinic appointments.
- **Support for Mothers:** 8 mothers assisted for 'Prevention of Mother to Child Transmission (PMTCT) and 35 packs of infant milk formula support had been distributed for 11 months.
- **HIV Testing:** Friday support for Blood Tests and other requests. 10 people were tested for HIV test. 7 were tested negative and 3 were tested HIV positive. 9 spouses who are HIV negative are followed up for a regular HIV test every 3 months.
- **Support in Hospital:** Assist the most needy patients with transportation to hospital and emergency support and translation. 13 patients were assisted for hospitalization.

Promote self-worth and dignified living

- **Home Visits:** Average of 81 home visits per month for medication follow up, assess their health condition and status, provide support and information about documentation and health
- **Palliative Care:** 9 patients received palliative care and support before death
- **Counselling:** 72 patients and members of family for pastoral counselling. 10 people received counselling for voluntary HIV testing
- **Quality of Life:** The 2019 Quality of Life Survey in November showed patient feedback positive about their satisfaction with themselves, support they get from friends and access to health services.
- **Legal Documentation:** 86 patients were helped to get legal documents that makes them safe and able to work and get their Health Cards and Social insurance to enjoy their rights to healthcare as migrant workers. 10 of them got border pass with work permit.
- **Health Support:** **6 patients were able to get border pass only but this enabled access** to ARV medication in Kawthaung, Myanmar.

Develop a community of support among PLHIV

- **8 sessions on various topics** about mobilising community and social awareness has been given to the Self-Help Group. We gave topics not just on basic HIV knowledge and sexuality but also topics like climate change, social media and world inter-faith/harmony.
- **4 workshops on 'Basic Self-Help Leadership Seminar'** adapted from 7 Habit for Highly Effective Leaders were given to 7 core group members of Self-Help Support Group.
- **4 members of Self Help Core Group** participated in meetings with other network groups composed of PLHIV from Thailand and Myanmar.
- **Developing Independence:** Self-Help group members are involved in Self-help activities like cooking, preparation of place, packing up and cleaning after meetings, and communication with other members.

Provide education on HIV AIDS and Prevention

- **Networking:** 6 CBO's in Ranong were visited and preparing them to collaborate for delivering education to the wider community.
- **Curriculum Development:** Produced the new revised health curriculum for BMSP 2020 Programme with the help of health curriculum committee headed by Katie Fisher, a volunteer Teacher from New Zealand. 1 full-time staff to be trained as an educator for health curriculum and network co-ordinator

Results comment

- 2 Patients who passed away were cared for with dignity.
- Successful procurement of Health Card for those who are not possible to get their legal documents through hospital.
- Education during home visits has made an impact to members of family and friends. 3 persons have approached the health team for counselling and HIV testing.
- 8 Children (4 are HIV positive) are supported to attend learning centres for education, safety and security.
- Local Ranong Hospital is referring more patients to Marist Asia Foundation and the relationship with the Social Work Department in the hospital has facilitated patients' hospital fees being paid or reduced through our requests.
- Patients who went to Myanmar are properly referred back to Myanmar agencies, followed-up and looked after by our network groups in Myanmar and a referral system and documentation to share with patients about their profile.
- We now collaborate with Community Based Organisations to issue a formal death certificate for patients who have died without their family/friends.
- Marist Asia Foundation is now attracting local young migrants as volunteers, to get involved in their community by serving our patients in the hospital and home visits, e.g. Rashedar and Su Su Aye. This is a very positive development which shows respect and local commitment to support of people living with HIV.

HIV Health Patient Stories



When you have your health, you have everything

We found a very sick lonely man in hospital. Thiha is his name. We approached him and introduced our organization and our service to him. We visited him in his place where he lived alone in a very old small hut near the sea. It was an awful place to live. There were many rubbish and plastic bottles around. His little hut was broken and the roof needed replacement. We supported and gave him nutrition and we followed up his medication closely. We helped prepared his food for he had no strength to do by himself.

In the very beginning, there was nobody who wanted to go near him. He did not have any family or relatives around. Through our support and care, he was getting better. He gained back his health and was able to work again. People in his neighbourhood became aware about his status and they also accepted his HIV status.

He was also able accept himself as HIV positive and was able to live with it. He looked after himself, attended his medical appointments in the hospital and took his medication regularly. He was very grateful to the Health Team for the patience to assist him and support him from the beginning. It took sometime to gain back his health and his self-confidence.

The health team journeyed with him for quite a long time through education on HIV and encouraged him to participate in the self-help group. In the long run, he responded well to the advice and assistance of the team. He was able to relate well with neighbors. He was able to communicate with his children and invited his elder son to come in Ranong to visit him. He became an active member in the Self-help group and shared his successful experience to the new patients which inspired and encouraged them.

He is currently working as labourer at saw mill company in Ranong. He lives a balanced and healthy life. He became an independent patient who can sustain and support himself and he now sends money back to Myanmar to support the education of his daughter.

As he shared with the Health team, there is one thing that he learnt in his life: “when you have your health, you have everything.” It was very true for the health team to help him restore his health which helped him to be able to reintegrate with his neighbour, with his friends and especially with his family. It made him whole again.



He got the courage to support his wife and baby

His name is Mr Hmwe and was 38 years when we started to know that he was positive with HIV virus. His wife was just newly delivered a baby in the hospital when one of the nurses in the hospital introduced him to us.

He was working at the fishing company. When the team visited his house, they saw that his family was in a very difficult situation in his family. He just lost his job when his wife

delivered a baby. They ran out of money that they were not able to buy rice to eat and to buy milk for their baby. He could not help himself but to burst in tears. He was emotionally broken with the situation that he was also got HIV infection.

He tried to be strong and started to take ARV treatment right after he knew that he was tested positive. He was very sad that “some of the family members know this situation, and they rejected him and denied him”. He did not know what the best thing to do and thought that his family could not have a good future. He faced a lot of difficulties and he did not have any idea how to live his life and support his family. He felt that his future was very dark and hopeless.

The Marist health team supported him by listening and counselling. He received support for their nutrition, rent and formula for the baby. The team made a regular follow-up during home visitation and every time they need the team at the hospital for assistance. The team was able to encourage him and his wife to have hope for themselves and for the baby. They suggested some good ways and gave them education about HIV.

He got the courage to support his wife and the baby. They were grateful and happy for the great support of the Marists to start anew and have a hope for the future. They tried their best to follow what the health team suggested that was good for them.

He brings his wife and the baby to the self-help group and became attended meeting regularly. He gained emotional support from his peers and inspired to find work to support his family. Being an HIV positive does not mean to lose hope and stop everything. He did not give up.

He is now able to support his family and found hope and joy in the midst of rejection by being positive. He has a conviction that, by being HIV positive, he can offer joy for the family as long as he believes in hope that there is a brighter future.

Migrant Outreach Programme

Update on Programme Objectives
Marist Mission Centre, Lenity support this programme



Teacher Sue Roff (Volunteer Teacher from Australia) supports the 25 Intermediate students each week on the 'Higher Education Pathway' Tuesday – Thursday evenings 4.30-6.00pm

Numbers.

- 25 students are in the Intermediate English Programme
- 3 Teachers are in the Migrant Outreach Programme (MOP) Young Teacher Programme'.
- 1 Health Worker is in the 'MOP Health Worker Programme'.
- 6 Graduates are volunteer teachers in the Migrant Worker Sunday Classes

Update

- **Intermediate English** classes started in June with 25 out of 31 students passing the entrance test. Weekly attendance Tuesday – Thursday 4.30-6.00pm remains very high.
- **Supporting Migrant Learning Centres (Teacher Training):** Ban Maria Migrant Learning Centre and Soi Jet Migrant Learning Centre received the help of 2 MAF MOP Teachers with successful results of 18 Students from Ban Maria and 15 students from Soi Jet passing the difficult entrance test in 3 languages for the BMSP Programme. This shows the success of MOP Teachers offering Language learning support.
- **Supporting Community Health (Health Workers):** The MOP Health Worker is a valuable asset to the HIV Health Programme Team with her skills in Thai language. Her half time MOP employment allows her to both work and complete studies. She is very committed to health work in the community for her future.

- **Migrant Worker Classes:** the Sunday Migrant Worker classes were stopped for safety and security concerns following the Ranong Raid on August 24. 32 Burmese Migrant Teachers were arrested and deported. Our MAF volunteers and teachers required Passports and a new document status (Non Immigrant O Visa) until they were able to safely return to the classroom without the threat of arrest. This process was only concluded in December, 2019.
- **Academic English Support:** Support classes were established on Saturday morning 10.30-12.00 in July – December to help students complete certificates in Academic English 1, 2 and Test of English as Foreign Language (TOEFL).

Future Programming

- **MOP Teachers:** In 2020 we will employ 2 part-time talented young Burmese Teachers who are very capable in Thai, Burmese, English to support younger learners in the Preparation Programme (PP) in 2020. Language development for new students aged 11-12 needs to focus on Thai language so they are able to join the Non Formal Thai Education Programme within the Burmese Migrant Secondary Programme (BMSP).
- The vision is for a further MOP teacher to be employed to support Thai and English language learning in partner Migrant Learning Centres. We continue to wait for registration processes to conclude, enabling the re-opening of Migrant Learning Centres in Ranong.
- In February Marist Asia Foundation will have a meeting with interested volunteers to consider restarting the Sunday Migrant Worker Classes which were disrupted due to security concerns. Future volunteers will need to be MAF staff and on Non Immigrant O Volunteer Visas to ensure their safety and security.
- An identified future need is for Marist Asia Foundation to establish more links and networks within the Thai and Myanmar business community. The potential for our graduates to gain good jobs is linked with both work experience and community knowledge about our graduates skills in languages and a high level of education with critical thinking and computer skills.

ACU Online Diploma Programme & Certificate of Teaching and Learning

Update on Programme Objectives and Outcomes
Marist Mission Centre and Australian Catholic University support this programme



Achieving Higher Education: Senior Year 4 students from the Burmese Migrant Secondary Programme (BMSP) experience an afternoon with the ACU Online Diploma Programme. Students encouraging them to aim high and continue their education pathway.

Numbers

- 16 students graduated in May with Diploma in Liberal Arts in May 2019
- ACU Diploma Programme: 12 new students began the ACU Diploma in Liberal Arts in May 2019
- ACU Certificate Programme: 5 ACU graduates began the 2-year trial programme in Certificate in Teaching and Learning. Another 5 students are preparing to join the programme in May, 2020.

Results

- **Current course results:** All students have passed their courses in English, Management Studies, Development Studies, and currently completing Geography. Particularly positive is students achieving 3 High Distinction's and 5 Distinction's.
- **Employment:** 9 of the 12 Current ACU Students work to support their families (5 Teachers, 1 Independent Translator, 2 Hospitality, 1 Health Worker) which reveals both their talent and leadership capability. They need to be very organised with work and studies to achieve their course work completion on time. A number of the students are the only income source for their families and they experience the pressure of this. Family and Foundation support for them is most important.
- **Leadership in the Community:** ACU Graduates continue to be employed in significant roles in the Burmese Migrant Community. Significantly in the last 6 months of 2019 ACU Graduates were the main translators for the Burmese Migrant Education Crisis in Ranong (August) and the Burmese Migrant Education Survey (Bridges: Participatory Action Research on the Future of Migrant Education in Thailand 2019)
- **Successful Graduates:** The Success of graduates supporting their community is a significant achievement of the ACU Graduate Profile Goals In December 2019 3 ACU Graduates are working in Ranong in Health Work NGO's or Ranong Thai Medical clinics. 2 are working in an Agency supporting Burmese Migrants with Documentation and Immigration requirements to meet the newly established MOU Thai Myanmar Migrant Worker Agreement. 2 Graduates are working as translators and community development workers with an INGO International Organisation for Migration (IOM). 1 Graduate completed further studies in Business Administration, Myanmar.
- **Strengthening Education Capacity:** Due to the Ranong Education Crisis, involving 32 Burmese Migrant Teachers being arrested and deported from a Ranong Migrant Learning Centre, 8 Migrant Learning Centres have remained closed since August 24. Marist Asia Foundation has responded to the education need by testing and enrolling another 60 new Burmese Migrant students age 12 to join the Secondary Education Programme. We had the confidence to grow quickly because of the competency and teaching talent developed through the ACU Diploma. We welcomed two ACU graduates as new teachers based primarily on their language skill and commitment to learning proven by their ACU Diploma studies.

ACU Diploma Tutor Comments

- Teacher Glenn is the current Tutor and is an experienced Teacher from Australia. He has been providing the daily tuition support 1.30-4.30pm and has received assistance to help with Student Essay writing and Edits with Teacher Sue (Australia), Teacher Katie (New Zealand) and Fr Frank Bird (New Zealand).
- **Course Content:** The course content has been well organised with varied assessment tasks and we have appreciated the relationships formed between lecturers and students with 3 lecturers being able to visit Ranong personally.
- **Language Development:** Students language development and capability grows as the courses develop. There have been many times students have not understood the questions asked in skype, quizzes, essays. Communication needs to be clear, unambiguous and repeated. We recognise students are learning in their 3rd

language, and we need to ensure comprehension at each stage of their work through clarifying and concept checking questions to help them.

- **Co-operative Learning Strategies:** The most effective learning from experience in Ranong with our students is focussed on 'peer learning'. It would be useful for ACU lecturers to consider this small group, discussion, reflection and incorporate these types of methodologies into the learning process. This approach enables student attention and comprehension more than long lectures.
- **Language Support:** We have been trying to support their English language development through Saturday Morning Academic English Classes, encouraging them to continue EPOP studies (TOEFL English Learning Course), Essay Edit support / mentoring.
- **Resources:** Students are doing daily Reading of a Novel / Book of their choice, but the range of reading books available is not currently adequate. We will need to work to improve the library for teenage and intermediate reading levels.
- **Home Visits:** In February Teacher Glenn and Fr Frank will do home visits to all students and their families to update their parents on the Academic Progress and continue to encourage Parental support for the remainder of the 4 courses to completion in December 2020
- **Scholarship Opportunities:** Opportunities exist for development in the future to include scholarships for potentially outstanding students who can benefit their migrant and Myanmar community with future leadership, networking locally in Ranong with employers to increase employment possibilities, short term exchange programmes which could expose students beneficially with language, culture and global awareness. To continue to develop as both a Learning and Development Organisation requires these pathways to be developed to both grow and retain staff.

ACU Certificate in Teaching and Learning Tutor Comments

- Teacher Katie is a very experienced NZ Teacher who has contracted with Marist Asia Foundation to support the Burmese Migrant Secondary Education Programme (BMSP) and Tutor the ACU Certificate of Teaching and Learning Programme.
- **2 Units Completed:** Students have now completed two units despite disruptions to the school caused by MLC closures in Ranong. During this time we were able to modify Unit 2 and focus on research and planning in more depth.
- **Improved Teacher Reflection:** The five teachers are beginning to reflect more deeply on their own teaching practice and will hopefully include the new ideas in their future planning. This is something that the tutor can follow up on over the next school year.
- **Cultural Differences:** There are challenges around cultural differences but some of the research material has allowed reflection around 'teacher directed' and 'student-centred' approaches. The way forward seems to be a balance of these ideas, especially as Burmese cultural practice leans towards more 'direct instruction' from the teacher rather than 'self directed' learning. 'Western' ideas are often so far removed from the cultural reality here on the Thai/Burma border and it can be difficult for our teachers to grasp ideas and concepts that they have little direct experience of.

- **Improved Teaching Skills:** All 5 students are interested and very motivated to become better teachers and are all becoming more competent at planning and delivering well-structured lessons that engage their students.
- **Importance of ACU Staff knowing Thai Burma Context:** As we reflect on the year and look to the future, I would like ACU lecturers involved with this programme to visit Ranong if possible and get a sense of our cultural, political and geographical context. The Certificate of Teaching and Learning is such a positive thing for our young teachers but in order to move them along in their practice, the material needs to connect as much as possible with their own experience. MAF has allocated a fund for travel and accommodation for an ACU staff member for 2019 and 2020 for this need.



Teacher Rebecca delivered International Development Lectures in person with the Ranong ACU Students. Face to Face delivery for 5-7 days makes a huge difference as Students experience their Lecturer personally and have the opportunity to engage in continual dialogue, as well as ACU Staff experiencing the Thai Burma Border Refugee and Migrant Context with its variety of challenges.

ACU Students Stories

Why am I not continuing my Study to help my community

My name is Su Su Aye. I am Twenty-three years old. My parents moved to Thailand because of the poor economic and political problems in our country. I was born in Ranong, a border town of the Thai-Myanmar boundary. In my family, we have five members. They are my father, mother, two older sisters and me. My parents passed away when I was two years old. Since my parents' death, the eldest sister has always been looking after me and she is like my second mother.



When I was young, I did not get any opportunity to study for the reason that I am a Burmese migrant child. In Khopayam island, where I used to live did not allow Burmese migrants to go to school. However I got the opportunity to study at Lotus Pond Learning Center in Ranong. Since I was twelve I studied there for 3 years.

In 2012, I continued to study at Marist Asia Foundation for four years. I encountered many obstacles while studying. I failed many subjects especially English because it is my third language and also because of my education level did not match with my level. All the disappointments taught me to keep fighting and study hard to make my dreams come true. When I was in year two I received the opportunity to sing on the graduation day of Australian Catholic University (ACU). Since that day, I felt inspired to study hard and I wanted to succeed in my education like them and make my family proud of me.

After I finished year four, I feel like my English level did not continue enough to study at Australian Catholic University so that I study the Intermediate English Program for six months. While I studied I felt discouraged and alone because two of my sisters they moved from home they have their own family. I have no inspiration to continue studying. I had no one with me at that time I am alone by myself and afraid of telling my situation to others. After that, I have a financial problem because I did not have money for my daily expenses even though Marist Aisa Foundation supports me for a house rental. My brain changed in the blink of eye because of the situation of life I have to find out some job to get money. It is hard to find a job because I did not have experience with any work. One week passed I got a job at Immigration as a form filler for Burmese people.

While I was working there, I encountered a young girl who works at a fish factory who came for renewal for 90 days documents. She said to me that she wants to study and want to make her mother's dream become true even it is not a possible dream for her. She is only 17 years old and has to lift a heavy fish basket to support her family. This young girl's story makes me think back to myself. I have more opportunity than her and why am I not continuing my studying to support Burmese migrants in Ranong. I want to be a part of the NGO worker or volunteer to make and give education back to the community and to have a livable community. The first step is I must have enough education to support them. My big

goal is to help and to give for poor people who need help. The situation of my life and the situation of Burmese migrant in the community encourages me for my education. I have a goal to study at University, graduate and share knowledge with my community. Education is the most important thing to change our society. The education I have learned from University is helpful to serve our community. University makes my dream become true because I learned the ways to develop my community and how to manage the people in society to succeed and have livable communities. My big dream is to give good things and give happiness to people in my community. Education is the most powerful weapon which I can use to change my life and my community.

Administration

Lenity and Marist Mission Centre both support the Administration of Marist Asia Foundation.

Documentation for Burmese Migrants:

2019 has seen an increased requirement of legal documentation for all Burmese Migrants in Ranong. This has increased Administration Paperwork and can limit employment decisions if potential Burmese Migrant Workers are not holding the correct and legal documentation.

Marist Asia Foundation faced a significant challenge in 2019 to get 11 Burmese Migrants who are in the Burmese Migrant Secondary Programme as 'teachers' to return to Myanmar, get issued with Myanmar Passports, and Non Immigrant O Volunteer Visa's.

This process involved months of paperwork and significant financial investment. These processes were necessary to ensure the protection and security of staff, and ensure the correct document status to be allowed to teach independently in the classroom (normally a reserved category of work). Staff costs in the 2020 Budget will increase due to increased payments required for Non Immigrant O Visa's and associated Work Permits. Increased reporting is required for Volunteers and we face increased visits from the Immigration Department.

We had a successful renewal of the Marist Asia Foundation, required every 4 years. The continued paperwork and meetings with government departments is large, but has the end result of being acknowledged and supported by the Governor of Ranong, Immigration, Social Security. This has shown itself with Marist Asia Foundation being the only Migrant Learning Centre still open in Ranong while all 9 other Migrant Learning Centres are closed. This administrative burden continues to occupy a significant amount of time for Kru Prasit (Thai Manager).

Building

2019 saw a number of building projects completed. We have finished new boy's toilets, new staff toilets, Directors Office, Security Fencing and signage for the Marist Centre. 2020 will see the installation of a very large concrete water tank into the ground to ensure we are catching rain water and have sufficient water supply for toilets in dry season for up to 200 students. We calculate the need to store up to 20 days of water supply. We anticipate further building improvements: insertion of windows in upstairs classrooms for more

adequate air-flow, roofing and maintenance of guardian house. With increased student and staff numbers we are in need of more storage space and staff room for eating. We continually hear the request for a school canteen / eating area and we envisage a large shade roof area required in the near future to allow eating and recreation area because of the hot and wet weather conditions in Ranong. The most obvious future fundraising need is a large shade roof extending from the roof to cover some play area to allow increased number of students to eat and play outside of classroom areas. This is estimated at around 1,000,000 THB (30,000 EURO, 50,000 AUS)

Sustainability.

In 2019 we completed our Strategic Plan 2020-2024 which outlines the decision to increase the number of Burmese Migrant Secondary Programme Students. Student numbers may increase 60 students each year 2020 (150), 2021 (200), 2022 (240). We are currently submitting a 3 year funding proposal to Misesan Cara and we will expect to hear in April 2020. We are currently seeking recurring funding from Kindermissionwerks. If both of these applications are successful we will have secure sustainable funding for all programmes for 2020-2022. We have been preparing teachers with 5 teachers in Certificate in Teaching and Learning (2019) and a further 5 teachers doing the course in 2020. Investment in English Language Learning and Basic Nursing skills are seeking to ensure capacity is growing in Marist Asia foundation for future transitions of staff and development of future managers.

Financial planning is based on secure funding. Marist Asia Foundation plans to maintain an over-all strategy of Income and Expenditure capped at around 200,000 EURO, 300,000 AUS, 7,000,000 THB for all its Programmes (Burmese Migrant Secondary Programme, HIV Health Programme, Migrant Outreach Programme, Online University Diploma Programme, Certificate in Teaching and Learning, Administration, Special Projects).

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