



# Marist Asia Foundation

## Narrative Report January – June 2019

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



*Teacher Glenn Roff, Volunteer Teacher from Australia, supports the University Online Diploma Programme students as they complete 18 months of learning to develop leaders for the Burmese Migrant Community in Ranong. In May we graduated another 16 students who now work as Teachers, Translators, Community Development Workers serving the Burmese Migrant Community in Ranong, Thai Burma Border.*

## 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 (93 patients)
- Migrant Outreach Programme (25 English Programme Students, 3 “Growing Young Migrant Teachers”, Sunday Migrant Worker Classes)
- 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 students and patients have been changed in these reports to protect their identity



*Marist Asia Foundation ‘Burmese Migrant Secondary Programme’ has seen a large increase in demand for parents wanting to continue their children’s education after age 12. For the past 2 years we have had over 70 students applying for the 30 students places in Year 1 of the 4 Year Programme. This has caused Marist Asia Foundation to plan for increasing the number of students in the BMSP Programme for the next school year May 2020.*

**Students Numbers.**

- We had 94 students aged 12-17 in the 2018-2019 Burmese Migrant Secondary Programme (BMSP). We increased the number of students to 106 students in 2019-2020 school year.
- We had 72 students sit the BMSP entrance exam for the 2019-2020 school year. This shows a consistent desire from parents and students to receive a Secondary Education.
- 32 Year 1 students were accepted to begin Year 1 Secondary Programme 2019-2020. 30 students completed registration on the first day of school (the other two had left Ranong for various reasons).
- Attendance was very high for the past year ending March 2019. Year 1 = 98%, Year 2 = 98%, Year 3 = 96%, Year 4 = 98%
- We have achieved our target of 90% retention rate for students.
- 99% of students scored average above 50% in school year of 2018 - 2019.
- We have achieved our 85% Pass Target Rate.

### **Curriculum**

- In May 2019 all teachers reviewed Curriculum Outlines for the 2019/20 school year. Our curriculum includes Science, Social Studies, Myanmar, Thai, English, Maths, Computers, Ko So No Non Formal Thai, and Life Skills.
- In February/March 2019 we surveyed our parents, staff, graduates and students to create a 'Graduate Profile' for students leaving after four years. Teachers have added profile points to our Curriculum Outlines to focus our teaching and learning on these aims.
- New textbooks have been introduced for our Social Studies curriculum with the first two years of school using the Myanmar curriculum and the second two years using an international curriculum for geography and history.
- We are continuing to develop our 'Life Skills' Curriculum for Years 3 and 4 with the second half of the year focussing on HIV/Aids and Health Education.
- We continued to integrate the Ko So No Thai Non Formal Education Programme which requires nine hours per week for Years 1, 2 and 3. This programme has provided opportunities for field trips to nearby mangrove plantations, temples and hot springs and is proving to be very holistic and 'life-skills' focused.
- In January 2019, an experienced Computer Studies teacher from New Zealand visited to give teacher training and curriculum assistance to our two Computer teachers.
- In April 2019 we had five days of Teacher Training with a focus on English language teaching from an experienced English language educator from Australia. Most teachers joined this training even if they do not specifically teach English and gained skills and ideas to use across subject areas. It was a very positive way to start the new school year.

### **Promote Educational Awareness**

- Home visits: We had targeted home visits in October 2018 and March 2019 using data from non payment of tuition fees, transport fees, low exam results, attendance, and students identified with challenges. Teacher reflection following this recognised how important it is for teachers to understand the home life of students. Any issues were followed up by Year Level Teachers and the BMSP Manager.

- Parent Meetings: We had parent meetings in November 2018 (47 parents) and June 2019 (58 parents) which included information sharing and consultation. Staff facilitated small group discussions. Topics included: education pathway choices, HIV/Health and Puberty education, and reporting to parents. Parents were very positive about our Health Curriculum and were happy for us to include puberty. They completed a survey about education pathways to help us with future planning, especially for our Ko So No Non-Formal Thai pathway. There was time over lunch for parents to share informally with our staff and ask questions they may have been too shy to ask in the group sessions.
- Year Three and Four students ran programmes at two Migrant Learning Centres in the 2018/19 school year as part of their 'Social Action' and 'Leadership' projects. Topics included educational encouragement, caring for the environment, bullying and drug information.

### **Gain Official Qualification**

- We have registered 90 students with Ko So No Non Formal Education for the 2018/19 school year. This programme opens pathways to accredited Intermediate, Secondary and Higher Education Pathway in Thailand. We have had positive conversations with Non Formal Education Director about the possible use of The Marist Centre for Weekend Secondary Ko So No Study for Burmese Migrants.

### **Safety and Protection of students**

- Staff are assigned on duty in the mornings and afternoons to ensure students are safe and strangers are not entering the school property. Teachers are now also 'on duty' during lunch times.
- No safety incidents have been reported on school transport.
- Staff discipline and guidance actions were required for one BMSP staff member over a hitting incident. A written warning was given. No further incidents have been reported at this time.
- A detention system to assist teachers to deal with any discipline issues is being trialled for the 2019/20 school year. A student reward system is currently being set up to positively motivate student learning and behaviour.
- We held a counselling and communication workshop from IOM (International Organisation for Migration) for all staff in May 2019. The topics included psychological needs, self-awareness, basic counselling and psychological support, and deep listening skills. The facilitator is available to do further workshops with staff as requested and we plan to book her for our 'teacher-only' day in August to continue developing our skills.

### **Results comment**

- We have seen a small increase in the number of students achieving above 50% average across all subject exams in the 2018 - 2019 school year. This may partly be attributed to a greater focus on staff development in staff meetings each week, and the review of our curriculum which aimed to align teaching better with student's learning needs. An example of this is the increase in students passing our English exams. At the end of the 2017/2018 school year we gave all BMSP students a

‘placement’ test to establish their true level of English ability. We then used this information to restructure our curriculum to best fit the learning needs of the students. This has resulted in a greater level of confidence with the English language and a greater number of students passing our post-BMSP ‘Intermediate English’ entrance test (June 2019) and thus able to continue with further English study at MAF after they graduate BMSP.

- In 2019 we have five teachers completing the Certificate in Teaching and Learning in partnership with the Australian Catholic University. So far this is deepening their understanding of teaching and learning in our particular context within Burmese and Thai culture.
- General staff development is focused on awareness of different types of student thinking (using Bloom’s Taxonomy) within their planning and teaching. Our planning format this year links with this aim. Having improved the ‘passing rate’ across all subjects, we want our student’s learning to ‘go deeper’, with more time spent on higher order thinking skills such as application of knowledge, evaluation and analysis. This professional development is ongoing.

## “I try to be strong for my Mother”

**Student Story:** (Year 2) My name Naw Naw, I am fifteen years old and I was born in Yangon, Myanmar.

When I was seven years old, my father passed away so that only my widowed mother looks after me and my younger brother. I studied at Victoria Learning Center until grade 6. My mother is a housekeeper/housemaid whose work is very hard because she needs to stay overnight at her boss’ house for 3 days a week. The other nights she comes back home.

At that time, my younger brother and I stay at home without our mother. We have no relatives and friends around us. When my mother is away, we lock the door and stay inside to be safe. My mother cannot do our household affairs so I am the only one to do it.

We are finding it very hard to cover the fees for visa, documentation and living costs only on my mother’s income so that my mother cannot support my tuition and transportation fees. I sometimes find my life is very difficult but I try to be strong for my mother and study hard for my education.



Before I was accepted into Year 1, I did three entrance exams because I really wanted to study at Marist Asia Foundation. There is a high level of education there so I have the chance to learn three languages - Myanmar, Thai and English. Now I am very happy to study here, I see more great opportunities to improve my education which is very important for my future life. I enjoy all my subjects very much but I find Thai and English languages the most difficult. I am studying very hard for these. In my other subjects I am learning easily.

I hope that I will gain very high marks for all the subjects. My hope is to finish Year- 4 at MAF and continue on to the ACU Online Diploma but I am worried sometimes that if something happens to my mother, nobody can support me for my future study. I love to play guitar, sing and listen to music. I really enjoy spending time reading books.

My dream is to become an Accountant and then I want to go to another country to find an Accounting job and support my mom and also, I want to visit around the world because I like to see different people and learn about other cultures and histories.

I am very grateful for the supporting environment, nice classrooms with enough tables and chairs for the students, and, we also have Wifi Computer Room and a TV in our class for learning. We have lots of craft materials and sports equipment to have fun with our friends. I have never had this in my other schools. I feel my teachers are encouraging and supporting me in my studies.

I would like to say thank you to anyone who has helped our Burmese Migrant Secondary Education Programme and supported our learning.



## **“Education is the most valuable thing for a human being”**

**Student Story:** (Year 4) My name is Tun Tun and I am a Year 4 student at BMSP programme of Marist Asia Foundation. There are seven people in my family. My brother and one of my sisters have married so my mother needs to work for the four of us, my father, my grandma, my sister and myself.

Before my father was working so the family had no problem with money but my father stopped working two years ago and only my mother works for our family. So this time we have money problems and our family condition is not very good. In addition, my brother and sister cannot support us as before because they already have their own families. My father is not in good health with mental health problems and his hand cannot move so he cannot work.

My big problem is the school's transportation and tuition fees but there is no other problem for me. In this time my mom's work is closed for a long time already and we are just using the money from my sister which is not enough for the whole family.

For my study I am Year 4 so I have only one year left to finish school at BMSP programme so this year I am going to try to pass difficult things and to finish school. This year my school supports me a lot such as I do not need to pay for tuition and transportation fees and they have also provided some clothes for me too so that I do not need to worry about those things. My sister also does not need to pay school fees as well. In my house there are elderly people and 2 students but only one person working so if that person cannot work or work stopped a while it will really affect the whole family.

Now the condition of my family and condition of living are worse because no one is working at this time. After this year I will finish year 4 and I am lucky because my school has supported me and my sister this year for me so I do not worry for this year.

When I finish year 4 I will work part time and continue my study until I finish ACU (Australian Catholic University Online Diploma Programme). I want to achieve my goals. I want to be a tourist guide and a singer after I graduate from ACU. Moreover, my mother wants me to become an educated person so I will try to study hard and work hard and support my family.

Without education you cannot go and work with different societies and people will look down and not give a place for you. Therefore, for me, education is the most valuable thing for a human being so I will try hard to become an educated person and support my family and my people in the future.



# Burmese migrant Preschool Programme

Update on Programme Objectives and Outcomes

Caritas Verona, Kindermissionwerks, Marist Mission Centre, Lenity, NZ Friends and Supporters support this programme



*Teacher Irene (Early Childhood Educator) spent time with Preschool Programme Staff before the start of the new school year in May. Pictured with Teacher May and KG 1 students. Teacher Training, Curriculum reflection and Lesson Planning support put in place good systems to improve the Preschool Programme for 2019-2020.*

The Burmese Migrant Preschool Programme continues to be really well supported through maximum enrolment, high attendance of students and very good support of parent attendance at parent meetings.

## **Numbers.**

- 70 students.
- 18 very poor students are neighbourhood children living near the Marist Asia Foundation Centre and this has been a special focus for our Preschool Programme to encourage poor Burmese Migrant Families to begin the education journey for their children.
- 26% of preschool children cannot pay tuition and transport donation and 60% of families are not able to pay all of their tuition and transport all of the time. We



continue to encourage parents to send their children to school even if they cannot pay their school and transport donations.

**Attendance.**

- Attendance rate for Nursery A, B and Kindergarten Classes is 90%.

**Graduation Results.**

- 27 students graduated March 2019. All students continue with education. 23 students enter Burmese Migrant Learning Centres or Thai Primary school. 2 students returned to Myanmar.

**Quality Teachers and Education**

- Preschool Teachers had teacher training workshop May 8-10 before the new school year began.
- Focus was on curriculum updating conversations and teachers preparing lesson plans using the common format.
- 10 Themes were created to support the learning activities and teacher focus for each month. (1) All About Me (2) My Classroom (3) Colour (4) Shapes (5) Clothes (6) Fruits and Vegetables (7-8-9) Animals (10) Transportation. This also includes vocabulary to learn in each class Nursery A, Nursery B and KG1.
- Ideas and activities were created for Mathematics and use of numbers, comparison, size, measurement etc in Nursery and KG Classes
- Ideas and activities were created for Science to support students learning how to observe, use senses for Science KG1
- 3 Language Learning development with Nursery A and Nursery B but through songs, pictures and activities with hand muscle co-ordination in writing the Burmese script carefully.
- 1 Preschool Teacher has begun the Australian Catholic University Online Diploma Programme and has also recently finished her Non Formal Thai Secondary Education Qualification.

**Curriculum.**

- For Nursery A and B the first few months are filled with many new activities for the new students. Training them in daily routines, how to use the toilet, placing shoes, bags, sleeping mat neatly. Identifying their own cup for drinking, classroom rules, how to play with others using toys and blocks and activity boxes.
- Focus on creativity, practice how to use hands and fingers to draw, creative drawing, sing a song, moving body - exercises, story telling and games.

**Positive child friendly learning.**

- To begin the new school year we had new decorations made for all 3 classrooms with material, it helps students to learning more. During free time some students look at the walls of classrooms and ask questions about what they see.

**Alleviate malnutrition and personal health.**

- Teachers continue to monitor students during eating times and identifying students with little or no food.
- Students pray before meals and receive encouragement from teacher about value of food, what is good nutrition, and the importance of finishing all the food and sharing food with those who do not have enough.

- Some students are identified as not eating much and receive attention of the teacher to help them eat their lunch.
- All students are trained in basic health and hygiene: washing hands before meals, brushing their teeth after meals, cleaning dishes and floors after meal
- Students have regular check for lice, teeth and nails.
- We continue to monitor students weight. 2019 school data shows 21 students whose weight is low. We focus on sharing food, encouraging all children to eat all their lunch and we inform parents whose children are low in weight.

### **Safe Transport**

- No incident report from teacher about transport. Preschool Teachers share how the 2 Thai Drivers always help the teacher and take care students with umbrella when it is raining.
- Parents share their appreciation that MAF provide transport for their children and some parents can go to work early knowing their children are safely transported.

### **Strengthen relationships with Parents and Government**

- Marist Asia Foundation has hosted several meetings with Government and Ranong Education Departments and Human Development and Social Security. We have been actively showing Thai Education authorities our programme, school facilities and have been recognised as a role model Burmese Migrant Learning Centre among the 10 Burmese Migrant Learning Centres in Ranong.
- Marist Asia Foundation plans for a special parent meeting July 19 to inform Parents about the decision in 2020 to close the Preschool Programme and Increase the Secondary Education Programme. The preschool classrooms will now be used to allow the Secondary Programme Year 1 to increase from 30 to 50/60 students.
- It has been a difficult decision to make, but there are now other Migrant Learning Centres who run preschool programme for 4-6 years of age. There are very few opportunities for Burmese Migrant Children aged 12-17. We have had over 70 students apply each year for the past 2 years and our limit has been to accept only 30 students.

### **Results**

- We encourage parents to talk with their children about what they have learnt at preschool each day. We continue to hear positive feedback from parents who frequently share with Preschool Teachers that their little child will often sit with Mum and other family members and begin to teach them and act like 'the



teacher'. They teach Mum and other family members words and songs they learnt. This is a source of joy for parents to see in their children.

#### Preschool Student Stories:



### **“Money coming in is not enough for money going out”**

Hnin Phyu is 5 years old and she has started Nursery A this year. On her first day at school she came to school with her big smile. She is very polite and friendly. She can communicate well with her classmates. She like to help her friends and always asks if she can help her teacher. When her teacher needs help Hnin Phyu runs to her teacher and asks do you want any help. In her learning lesson she likes to help her teacher to collect the activity papers and teaching materials.

She lives with her Mum and Dad, but her older sister lives with her Grandmother back in Myanmar. Many parents cannot afford to look after all their children while they are Migrant Workers in Ranong. Many Burmese families are split with a child often living with family or cousins back in Myanmar because of poverty.

Sometimes when a family cannot send money back to Myanmar the child is vulnerable to neglect and is sent to be with Parents in Ranong adding to their economic problems as Migrants.

Her Mum and Dad both work in Fish Factory. Dad works full time but Mum only gets paid by the rate of 40 Baht per hour and her income is low because sometimes the fish factory only wants them to work 3 or 4 hours per day. Her parents share with the teachers during home visits that their ‘money coming in is not enough for the money going out’.

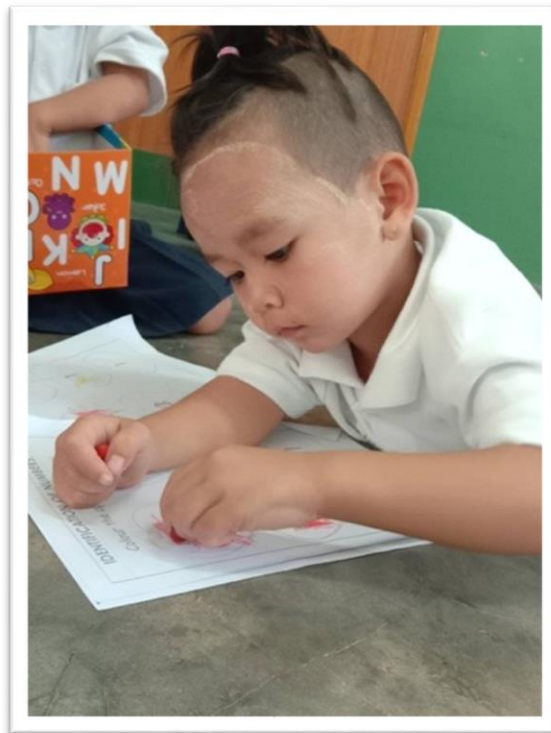
After the first two months of school her mother shared to her teacher that she really likes to go to school. She wakes up very early to wait for the school bus. She is active in the classroom and loves playing with her friends and all the toys in the Nursery A class. Her favourite is the building blocks. She like to share her toys with all of her friends. She loves to sing songs and her teachers are impressed by her eagerness to learn the alphabet and number. She is improving a lot since the beginning of the school until now.

The parents want to share their thanks to MAF and supporters. They share that they are happy for their daughter to learn language and MAF has good teachers and really support children well. They feel they can communicate with MAF if they do not have money to pay tuition fees for a month when they do not have money.

## **“They did not know what Migrant Life would be like in Thailand”**

The family of Nyi is the same as many other Burmese migrant workers who fled poverty in their country and came to work in Thailand. They did not know what Migrant Life would be like. They hear from other people that talk about good salary and it is comfortable to live in Thailand.

Nyi's parents decided to travel to work in Ranong Thailand because they knew some friends. His father works as a fisherman on one of the many fishing boats in Ranong. He is the main person to support family. Some month he might earn 15,000 baht per month but not every month as it depends on the fish levels.



Mum has no income and depends on someone to employ her but with no documents it is very challenging to find proper paid work. Nyi's family rents a house for 1,500 baht per month. Nyi has 2 brothers who are living in Myanmar with their grandmother but they don't study because they have no money and no one to support them. He has 1 sister who is studying in Ranongthani Learning Centre in Ranong.

Nyi is a bright and cheerful boy. When he came to school on the first day, he didn't cry, but he was a bit shy. Now he comes to school early in the morning every day. He is quite generous and shares everything with his friends. He will focus what the teacher asks the class to do, he can follow and he has a good imagination. During play time with the block toys he tells the teacher, it's airplane or car and he makes a sound to show the teacher.

We hope that his family will continue to support his study. Poor families have so many challenges and debts and constant concern about food and documents and health problems. As teachers we are afraid that one day when the families have no money, they would stop sending their children. We constantly share with Parents to keep sending their children to school not matter what. We remind them Education is a long time and it requires patience to see their child successful. But the situation of Burmese Migrant workers is inconsistent and not stable. It's a pity if their child doesn't continue to study.



# Migrant Outreach Programme

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



*Teacher May Thazin Oo, Burmese Migrant Learning Centre Co-ordinator, shares some exercise books and stationery to support children at Soi Jet Burmese Migrant Learning Centre. 3 MOP Young Teachers support English and Thai language learning at Burmese Migrant Centres to give 12 year old students a chance at further education at Marist Asia Foundation.*

## Numbers.

- 25 students are in the Intermediate English Programme
- 3 Teachers are in the '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.
- To support English and Thai Language Learning the Migrant Outreach Programme (MOP) employs 2 graduates of the Australian Catholic University (ACU) Programme and 1 current ACU student to help Burmese Migrant Students improve Thai and English language development which is the biggest obstacle to entry to the Burmese Migrant Secondary Education Programme.
- To support the development of the Health Project and grow health workers and translators for the community, MOP has employed a talented ACU student to be training to be a health worker. This role is to be working with the MAF HIV Health



team and gains translation and health work experience in the team and local hospital.

- Sunday Migrant Worker classes will continue from July – December with 6 volunteers teaching Computer Studies, English, Thai classes.
- Academic English support class will begin in July – December to help students complete certificates in Academic English 1, 2 and Test of English as Foreign Language (TOEFL)

### Results

- Ban Maria Migrant Learning Centre and Soi Jet Migrant Learning Centre have given very positive feedback on the 2 teachers who support Language Learning
- Marist BMSP Programme greatly benefits from a current ACU student who works part time teaching Thai language to our first year students. Some students Thai language level is not currently sufficient to understand the Non Formal Thai Education Curriculum. Increasing their Thai language development ensures they can continue on the accredited education pathway recognised by the Thai Government.



### **“To be a Teacher has always been one of my dreams”**

My name is Thu Thu Aye and I have been working as a teacher since 2015. Now I am working with Marist Asia Foundation as a “Migrant Outreach Programme” (MOP) young teacher at Ban Maria Learning Centre. I am an English Teacher. My life has been full of challenges and I always have to struggle for the future that I want. To be a teacher has always been one of my dreams.

When I was a student I confronted many challenges and struggles to get an education. I want to be a teacher because if I become a teacher, I can share my knowledge and experience with our Burmese Migrant Community. When I was a student, I saw lots of children who could not go to school. Even though they are young they have to go to work to support their family.

At Ban Maria Learning Center we have more than three hundred students. It is more than

last year. Therefore we need more classrooms, tables, chairs. In one class, we have more than fifty students. It is very difficult to teach them. The rooms are very hot in the room. We need more fans.

I am very proud of my self that I am a teacher at Ban Maria. I enjoy to teach the students. They live far away from school and they always wake up early in the morning because they have to wait for the school bus. No matter how far they are, they love to come to study. Most of the students are from the Ban Klang and Ban Non areas where they live.

The students are human beings. Education is the basic root of every person and it is the foundation of human life for our Burmese migrant children. I believe that their life without education is like life without hope. Education is the key to success for their lives in their community or in their country to open a better future.

Most of our Burmese migrant children are struggling to get an education. One of the problems is their family financial problems. Even if they still young, or they have not yet finished in secondary education, they leave school and they go to work for their family. Sadly many students cannot pay the school fees in our learning center even though the school fee is low. It is sad because as a student and teenager they are migrants and they need to be safe and secure and it is best for them to come to school.

Finally, I have a special quote which I admire. It always gives me strength in life: It is a quote by Nelson Mandela: "Education is the most powerful weapon which you can use to change the world". Therefore, I will help the students of this Learning Center to get a better future and sustain them for the rest of my life.

# 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



*Marist Asia Foundation and Australian Catholic University continue to develop our Learning Partnership together with the approval of a two-year trial programme 'Certificate in Teaching and Learning'. This programme will train 10 teachers to develop their confidence and competency in education and support the sustainability of a quality Secondary Education programme for Burmese Migrant Students in Ranong.*

## Numbers

- 16 students graduate with the ACU Diploma in Liberal Arts in May 2019
- 12 new students began the ACU Diploma in Liberal Arts in May 2019
- 5 ACU graduates began the 2-year trial programme in Certificate in Teaching and Learning

## Results

- ACU Graduates in May 2019 are now employed in Thailand and Myanmar. 5 are teachers in Migrant Learning Centres. 3 in Health Work NGO's or clinics. 1 in an Agency supporting Burmese Migrants in Documentation and Immigration. 2 are working as translators for NGO's. 1 Graduate is completing further studies in Marketing Yangon, Myanmar.
- In June the 12 ACU students will complete their first course, English Language Communication Skills. In July they will begin International Development Studies
- The Certificate in Teaching and Learning students will complete their first course (Teaching, Learning and Context) which has focussed in depth in Lesson Planning and has involved weekly observations, peer reviews, video of lessons and group feedback. All students have shared very positive feedback about what they are learning and their skills development as young teachers.

#### Tutor Comments

- Fr Hermes as current ACU Tutor will transition to Teacher Glenn, an experienced Teacher and Volunteer for 12 months with Marist Asia Foundation
- Both Fr Hermes and Teacher Glenn have shared very positive feedback about the new ACU students.
- A number of students are working part time and some concerns have been shared with students whose grades are low. They have been reminded of their Learning Agreement commitment to put their studies first and ensure they are able to do 2-3 hours homework each night. Some students are providing an important income for their families who are very poor.
- 10 Parents of ACU students attended the Parent Meeting on 12<sup>th</sup> May. 2 Parents who were not present were followed up with a Home Visit to ensure a personal conversation between the ACU tutor and Parent to help them understand the 18 -20 Month study commitment and the education pathway journey that their child is on.
- Students need continued English language development in paragraph and essay writing, research skills. We are inviting students to a Saturday 10.30-12.30 class to support Grammar and Academic Writing skills development.

# HIV AIDS Health Programme

Update on Programme Objectives and Outcomes

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



*The high numbers of Burmese Migrants living with HIV AIDS because of poverty, lack of HIV awareness, discrimination continue to cause great suffering especially for woman and children. Sr Margaret RNDM, Outreach Leader for the HIV Health Team, supports daily visits, sharing about medication, keeping up to date information about families and children living with HIV to ensure brighter futures.*

## Numbers

- 92 Patients as of June 2019 (People living with HIV PLHIV)
- 5 Self Help Group meetings with total attendance of 208 People
- An average of 17 family members (Adults and Children who are Non HIV) have attended the self-help every month to support.
- The HIV Project supports 6 HIV children (2 boys, 4 girls)



- Around 166 family members are indirectly supported with home visits and education from the Health Team.
- We have had 9 new patients from January – June 2019
- We discharged 6 patients from January – June 2019 and helped them with referrals to the hospital and HIV Network as they returned to Myanmar
- 3 patient deaths (from January – June 2019)

### **Access to Health Services**

- Every Tuesday we assist Burmese Migrants accessing HIV Treatment and provide Translation for HIV Appointments. Total number of Translation Support Appointments from January to June = 220.
- 85 patients are on ARV medication
- 6 migrant children who are HIV positive are supported at clinic appointments in the hospital by our health team on Wednesday mornings at the Local Hospital.
- We have assisted 10 children to get Health Cards to provide access to ARV Medication.
- We are assisting 4 mothers for 'Prevention of Mother to Child Transmission (PMTCT) medication and support with infant milk formula to prevent HIV transmission from Mother to Child.
- We have supported HIV Tests: 5 children (2 are tested positive) and 5 adult (1 tested positive). 9 spouses who are HIV negative regularly followed up for HIV tests every 3 to 6 months
- Assist the most needy patients with transportation to hospital and emergency support and translation
- 9 patients assisted for hospitalization from Jan – June 2019.

### **Promote self-worth and dignified living**

- We have made 417 home visits in 6 months. (An average of 70 home visits per month for medication follow up, assess their health condition and status, provide support and information about documentation and health).
- 3 patients received palliative care and support before death.
- 35 pastoral counselling sessions to patients and members of family.
- 46 patients got their 'Certificate of Identification' card (proving they are Burmese and preventing them from being 'stateless') that makes them safe and able to work.
- 23 patients got their Social insurance to enjoy their rights to healthcare as migrant workers.
- 12 patients have Border Pass with work permit in Ranong. 10 patients have been assisted to get health cards through our advocacy in the hospital.

### **Develop a community of support among PLHIV**

- 4 Education sessions have been given to the Monthly Self Help Group Meeting: Inter-religious Dialogue, HIV Medication, Healthy Relationships, and Social Media

- 1 Special Event was celebrated with patients and their families on Candlelight Memorial celebration for HIV Patients who have passed away at local Buddhist Monastery.
- Self-Help members took leadership roles in 5 Self Help Meetings with 'Food Preparation' and Meeting 'Set Up Activities' to prepare for the Self-help gathering

### **Provide education on HIV AIDS and Prevention**

- One staff member is training in the Australian Catholic University Certificate in Teaching and Learning Programme developing Teaching Skills and Lesson preparation skills to support the Health Education Programme
- Implemented the Revised HIV Health Curriculum for BMSP Programme and 4 Basic Lessons on HIV AIDS were translated to Burmese language to help students understand more and make the lessons applicable to Community education Outreach in August / September.

### **Results comment**

- HIV Counselling Department in the hospital has more confidence with MAF and has recommended and advised 6 patients who tested positive to get assistance from MAF.
- Successfully referred 3 patients to Kawthaung Hospital (Myanmar). 1 patient is looked after by our network in Kawthaung. RNDM Sisters helped provide medicines for opportunistic infections to patients who went to Kawthaung hospital for treatment.
- 2 staff were trained for 5 days on HIV counselling in Bangkok and Manager has experienced listening skills and responsiveness to patients has improved.
- Health staff have improved their approaches to teach patients and family members during home depending on the situations with the use of educational flip-charts.
- Some patients becoming independent and more responsible in getting their health card and legal documents be renewed.
- Patients becoming more aware of the importance of medication and nutrition. Most patients who have been on ARV for a long time have shown improvement of health and stability in life. Some patients are not accepted nutrition support now but share with the team to give it to the most needy instead.
- Successful procurement of Health Card for 5 Children through our advocacy with IOM.
- 3 persons approached the health team for counselling and HIV testing. The result was negative test but they are now aware of the HIV Virus and Basic HIV Information.
- We continue to support 4 children who are HIV positive and 2 other children to attend learning centres for education ensuring their safety and security and not at risk of child labour.
- Health team continues to build relationship with Social Welfare Department in the hospital and this has resulted in patients' hospital fees being reduced through our requests 3 times for HIV Patients.

- The Revised Health curriculum for BMSP programme was delivered to a total of 30 Year 3 & 4 Students. Topics taught were about HIV and AIDS, Treatment and Prevention, CD4 Count Opportunistic Infections and Other Diseases, Puberty and Healthy Relationship, Human Rights and Child Rights. Average Year 4 exam results were 80%.
- Local young migrants get involved with the health team by volunteering in the hospital and home visits. Some of them also came and help the Self-Help group meeting preparation. This is a very positive development which shows respect and local commitment to support of people living with HIV.



*Su Su Aye, a Marist Asia Foundation training Health Team Worker who is also a MAF student studying every afternoon in the ACU Online Diploma Programme, sits with an HIV Patient on one of the daily visits to patients homes. With regular visits, sharing education about medicine, translation support at the Ranong Hospital, and a monthly meeting together with their peers, Burmese Migrants gain hope and confidence for their future living with HIV AIDS.*

## **“They left me behind”**

The Health Team visit homes in the Burmese Migrant Community every day. Recently as we were visiting the community we found a very sick lady lying down in a very small and hot room.

One thing that caught our attention was that there was only a little girl of 7 years who was there to look after this Woman.

We talked with the little girl and realised the very sick person was her Mother. In talking with the Mum we enquired about other members of her family. She replied, “they are all gone. They left me behind.” She was crying. She could not eat and sleep, she was confused and depressed with her situation and abandonment from her family. Her only support was her little daughter.

We shared about our HIV Health Project and offered our support. We collected the information about her situation, checked her documents and health background. We found that she was living with HIV AIDS.

We supported her to get to the hospital, provided translation support, and assisted her to get ARV treatment immediately. With regular visits we encouraged her to keep strong and gave her basic knowledge about her HIV condition and provided some good nutrition to help her regain her strength and health.

The person who looked after her closely all the time was her youngest daughter. She was very young and knew only how to cook rice and fry an egg for her sick mother. It was moving to see she was the only person Mum could rely on and a young child was the only one providing the life-saving care and concern for her Mum. With the support and help of the Marist Health team, she gradually become healthy. One by one, the other members of the family started to come back.

As we continue to visit the family, we are encouraged to see all the family back together with Mum. Her family accepted her status and that she is HIV-positive. Her husband is now on ARV treatment and taking medication.

While we continue to care for the family and visit regularly, we are sure that the care and love of the little girl for her Mum will always be a treasured memory by Mum. In the darkest times of suffering she looks to her daughter and remembers love, hope and the gift of family.

# Administration

---

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

## **Accounts:**

Marist Asia Foundation completed 2 day Quickbooks training with Finance Team to become more competent in data entry and reporting. This is a significant step forward for us and as the end of June all data and all accounts are completed into the system.

We had a successful audit of the past 4 years of accounts which was required for renewal of our Charitable status as a Foundation in Thailand.

## **Building**

We have successfully completed a number of improvements at the Marist Centre. We have completed the building of separate boys toilets and new staff toilets. Old staff toilet area has been renovated and is now the Directors office. We have made some renovations and repairs on the Guardian house on the Marist Centre Property. We are currently getting quotes for a large water storage tank and large shade roof. Because of more fish factories being built in our area, government water supply is inadequate as the water is used by the factories before it reaches the end of the street. We need to store rain water and provide a guaranteed water supply for the needs of our school and Marist Centre every day for 200 students.

## **Sustainability.**

We have recently completed our 5 year MAF Strategic Plan 2020-2024. We recognise the challenge of financial and personnel sustainability. We have recently submitted a 5 year funding proposal to Lenity. We have submitted our HIV Health Programme 3 year proposal 2020-2023 to Misean Cara in May and will submit our BMSP Education Proposal to Misean Cara in November for 2020-2022. We have intentionally begun the new ACU Certificate in Teaching and Learning in 2019-2020 providing Teacher Training Qualifications for 10 teachers in the BMSP programme to ensure competency and capacity for the next 5 years.

July 2019

Fr Frank Bird

Director

Marist Asia Foundation

P.O.Box 45

Ranong

Thailand 85000

[www.maristasiafoundation.org](http://www.maristasiafoundation.org)

[maristasiafoundation@gmail.com](mailto:maristasiafoundation@gmail.com)