

# 2022 ANNUAL REPORT

All IN for education



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# 2022 INED IMPACT IN NUMBERS

AT RISK CHILDREN ENROLLED AND SUPPORTED TO STAY IN SCHOOL

428

329

DIGITAL SCHOOL VIDEOS PUBLISHED

DIGITAL SCHOOL VIDEO VIEWS

22,000+

32

YOUTH LEADERS AND CHAMPIONS

174

DEVICES DISTRIBUTED TO TEACHERS, TRAINERS, AND YOUTH

FOOD SETS DISTRIBUTED

4,082

600+

TEACHERS SUPPORTED

ONLINE EVENTS, CONFERENCE PRESENTATIONS & WEBINARS

13

5

RESEARCH PUBLICATIONS AND EDUCATIONAL RESOURCES PRODUCED

# Director's Message

2022 has been the defining year for our team.

2022 was marked by ambitious goals, organizational learning, and stretching ourselves to reach new heights. Our team, both individually and collectively rose to meet new challenges head-on with innovative solutions. The achievements highlighted in this report are the direct result of hard work, dedication, creativity, and an unfaltering commitment to meeting needs on the ground.

For the past 5 years we worked as TeacherFOCUS to meet the needs of teachers working in parallel education systems. Through a myriad of training, educational research, resource development, and system strengthening we worked to support access to quality education with teachers at the very center. To date we have authored 11 research publications, held 13 webinars and online events, been hired as a technical consultant on over 50 education projects, trained over 1,000 teachers, and worked in partnership to provide over 21,000 vulnerable people with emergency food.

At the same time, the multiple crises faced by the education systems we support have grown deeper and more complex. We realized that the scope and strategy of TeacherFOCUS were not wide enough to cover emergent needs of vulnerable populations on the border. Building on the work of TeacherFOCUS, in 2022 we launched the Inclusive Education Foundation (InEd). As InEd we are committed to building a future where all children - regardless of nationality, socioeconomic status, ethnicity, gender, or religious background - are able to access safe, high quality, recognized education.



We chose a triangle as our logo as a daily reminder of what we are working towards. If you graph the grade-level enrollment totals of children in the educational systems we work with, the graph looks like a triangle. Most children who begin their education never make it to high school. They drop out, most likely to work or take care of their siblings.

Our aim is to turn the triangle into a square. We want all children to have access to and complete their education. In 2022 we launched 2 of our largest participatory research reports: Safety Nets and Stepping Stones. Both reports paint a painfully clear picture: we are operating in an emergency. In every aspect of the lives of communities we support basic needs are not met. These needs cannot be met in isolation and they cannot be met without authentic local partnership. We are committed to building a future where all children - regardless of nationality, socioeconomic status, ethnicity, gender, ability, or religious background - are able to access safe, high quality, and recognized education. Reshaping the triangle is possible and the only way we can realize this vision is through partnership. We are glad to join hands with committed people like you to realize a better future for those on the fringes.

To close, I want to recognize my incredibly talented, dedicated, passionate, creative, dynamic, and multilingual team. Thank you all for the individual and shared sacrifices made to get us to this point.

A new journey begins now.

Buckle up.



**Greg Tyrosvoutis**

Co-Founder and Director

The Inclusive Education Foundation

# InEd Mission and Values

## Our Mission

To reduce inequalities for all children by increasing access to and improving the quality of recognized education options.

## Our Values

INED was founded on strong partnerships and a whole team approach. We believe education empowers children and keeps them safe from abuse, exploitation, and trafficking, and is the most direct pathway out of poverty. We recognize that teachers matter and work with them to create sustainable educational systems that advance quality and accountability. We believe a partial education isn't enough.

## Our Approach

INED looks to increase and strengthen high-quality, inclusive, and equitable educational opportunities for all children through contextualized capacity building, educational system strengthening, community-based solutions, innovation, and data-driven advocacy. We promote social cohesion and shared understanding by working multiculturally and multilingually.





# Our Network in 2022

THAI PUBLIC SCHOOLS

22

65

MIGRANT LEARNING CENTERS

UN AGENCIES

3

20

LOCAL AND INTERNATIONAL ORGANIZATIONS

THAI GOVERNMENT DEPARTMENTS

2

2

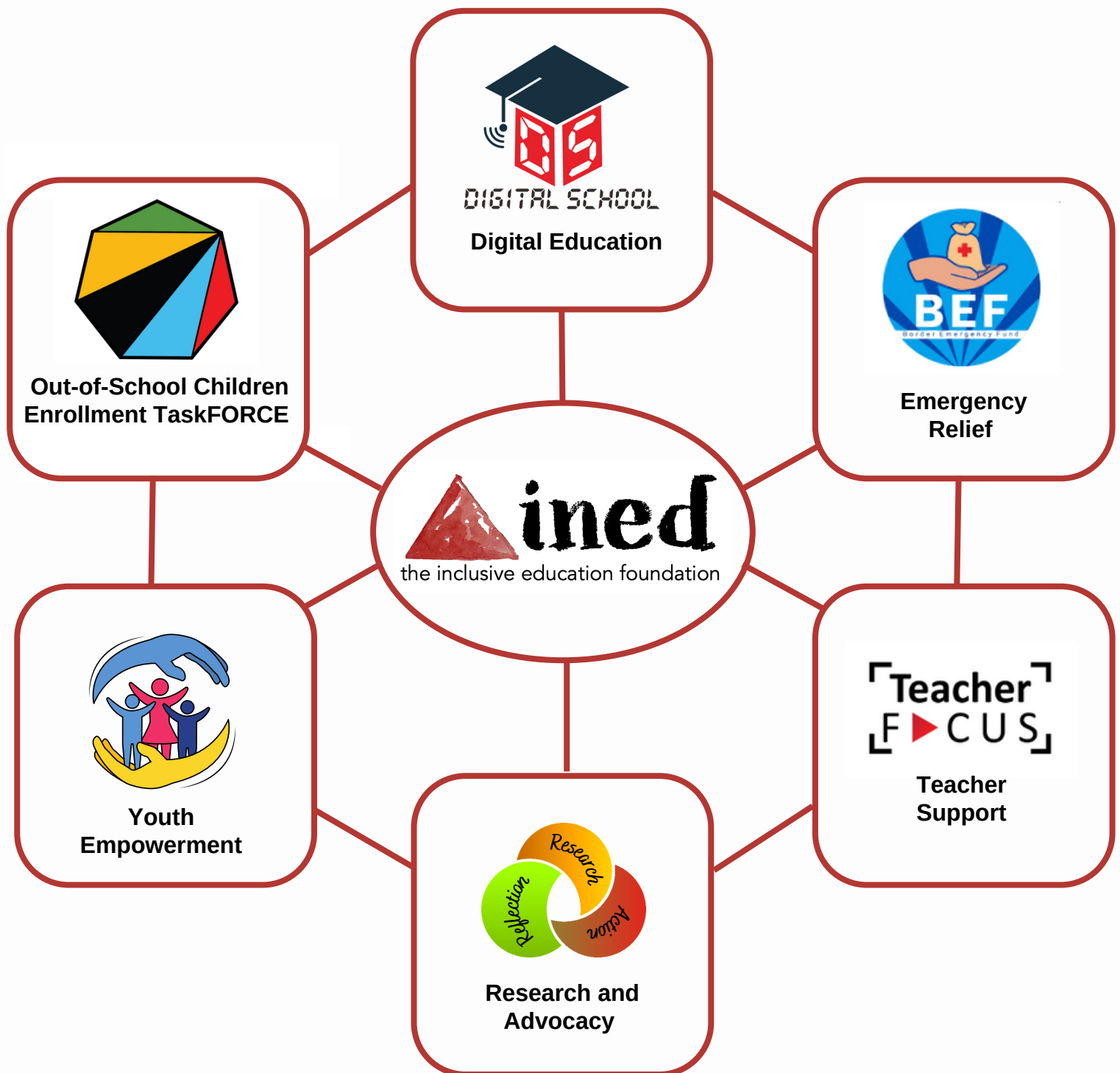
INTERNATIONAL UNIVERSITIES

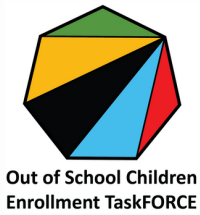
WORKING GROUPS

7

# InEd 2022 Operational Strategy

InEd's work focuses on 6 complementary and interconnected domains





The **Out of School Children (OOSC) Enrollment TaskFORCE**, a collaborative project that helps to ensure access to Thai public education for migrant and vulnerable children. The team also raises awareness about educational opportunities and child protection issues within migrant communities, and works to support parents to improve student success and retention.



Providing **Teacher Support** is critical to building a sustainable educational system for migrant children. InEd engages in a myriad of system strengthening activities, like teacher trainings, resource development, teacher leader capacity building and teacher mentorship and psychosocial support.



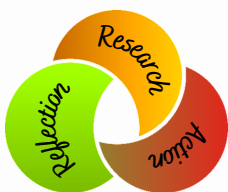
**Digital School** is an online learning platform that was created in collaboration with UNESCO Bangkok in response to recent disruptions to formal education, which disproportionately impact migrant children. It provides stable and consistent learning opportunities for out-of-school children along the Thai-Myanmar border.



Our **Youth Empowerment** program works closely with local youth to provide them the confidence and tools that will allow them to expand their professional opportunities and also become key advocates of change within their communities.



**The Border Emergency Fund (BEF)** emerged out of the recognition that essential needs must be met before families can focus on other needs like education. InEd, together with Help Without Frontiers Thailand Foundation (HWF), PlayOnside, and the Migrant Educational Coordination Center (MECC), provides migrant communities with essential dry food, hygiene supplies and shelter materials.



**Research and Development** drives advocacy and InEd's own actions. Through ongoing research, we seek to continually improve our projects and evidence both our impact and the challenges faced in marginalized communities. InEd also hosts and participates in webinars, conferences and other events, as part of our advocacy and outreach.

# World Teacher Day Photo Competition

First prize: Nant Christ Nhit Thit



InEd undertakes teacher capacity building to improve the quality of migrant education. Despite Thailand's Education for All (EFA) policy, many migrant children face multiple barriers to accessing education. Migrant learning centers (MLCs) provide one of the most important educational pathways for migrant children from Myanmar living in Thailand. However, MLCs, which are not recognized as formal education sites by the Thai government, suffer from a lack of funding and resources; and teachers at MLCs face a wide variety of challenges, often with little institutional support to resolve those challenges and no prior teaching experience.

## Critical needs in the migrant education system



# 2022 Teacher Support in Numbers



648

Migrant teachers  
completed child  
protection training



30

Tablets  
distributed to  
educators



88

Laptops  
distributed to  
educators



34

Migrant teachers  
attended pre-  
service training



125

Migrant teachers  
attended 5 days  
of ICT Training



159

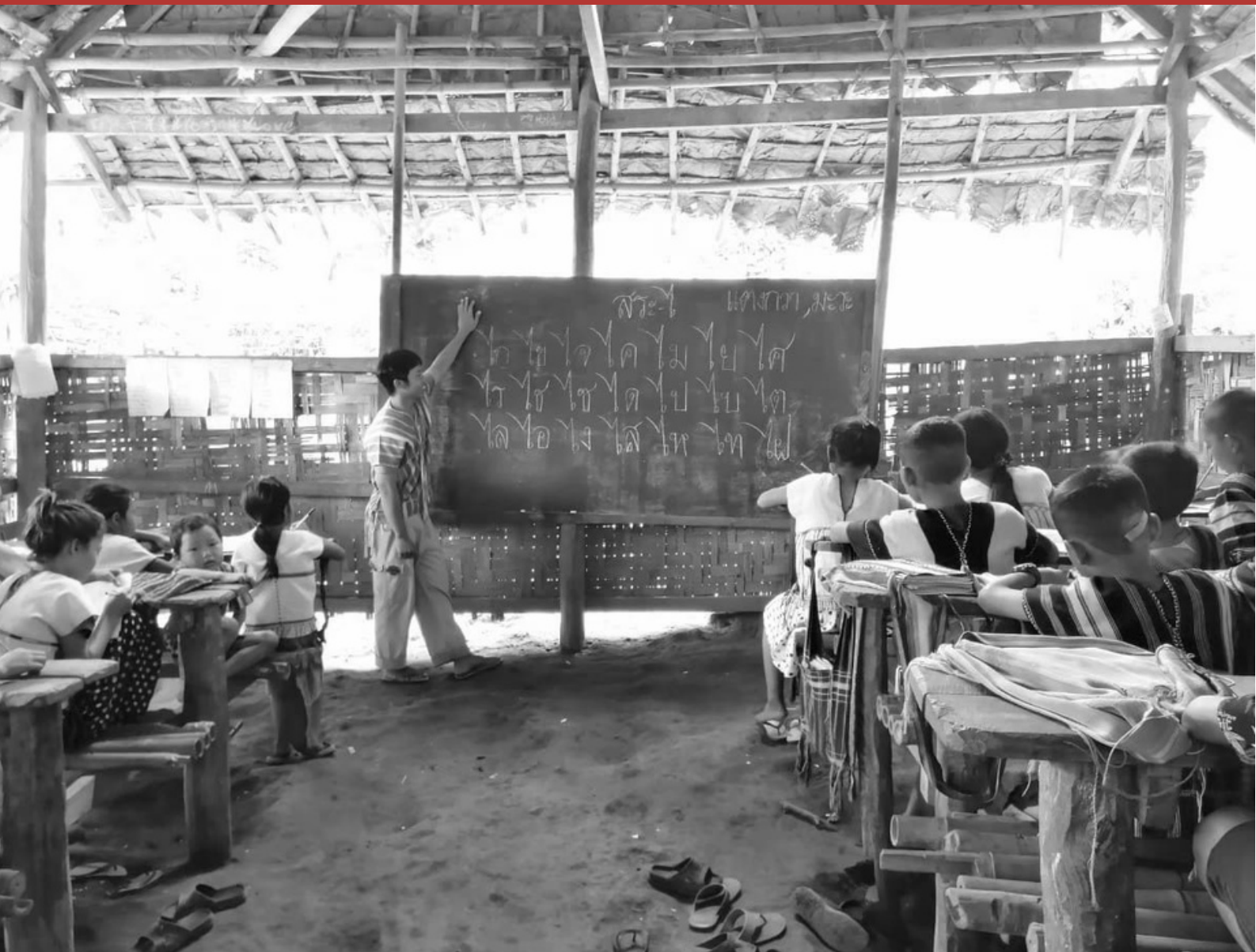
Teachers and  
trainers recieved  
in-serivce training

## Accreditation

In supporting migrant education, a primary goal of InEd is promoting **accreditation for migrant teachers**. While quality education is not defined by accreditation, accreditation drives quality and brings greater opportunities to students and teachers. Prior to 2020, InEd provided capacity building to migrant teachers in order to secure teaching credentials through the Myanmar Ministry of Education (MOE). The ongoing crises in Myanmar have made it more difficult for migrant teachers in Thailand to gain recognition or certification. In fact, efforts to accredit migrant teachers through Myanmar state systems have thus far failed, and no longer appear to be viable or practical routes to recognition. InEd has been advocating for alternative means to securing the professional futures of migrant teachers.

## World Teacher Day Photo Competition

Second prize: Kavlex Tananu



## Professional development and training

The shift to online learning during the COVID-19 pandemic brought to light many critical needs of migrant teachers, as well as the importance of information and communication technologies (ICT) skills in teaching. Although COVID-19 restrictions were lifted for the 2022/2023 academic year and students were able to return in-person to the classroom, InEd sought to respond to the ICT needs of teachers.

***125 teachers from 24 MLCs received at least 5 days of ICT training.***

Training included instruction in using Office and Google suites, as well as Gmail and Zoom, and navigating the internet. These trainings both filled gaps in knowledge and provided a solid base for future teacher trainings, which often require basic ICT skills. The training generated a lot of motivation among participants because teachers were learning a new set of tools, not just useful for their professional development but their personal development as well.



**Teachers at MLCs engage in hands-on and interactive activities during ICT training.**





Teachers in the migrant education system often are new to teaching or have not previously taught in these environments. With support from Western Sydney University (WSU) in Australia, InEd organized a 5-day hybrid (online and in-person) **pre-service teacher training** in May 2022, for new migrant teachers in Mae Sot. As part of this training, three professors from WSU Faculty of Education provided engaging online sessions focused on questioning skills, the roles of a teacher, and active teaching methods. In total, 34 teachers from 16 MLCs successfully completed the training.



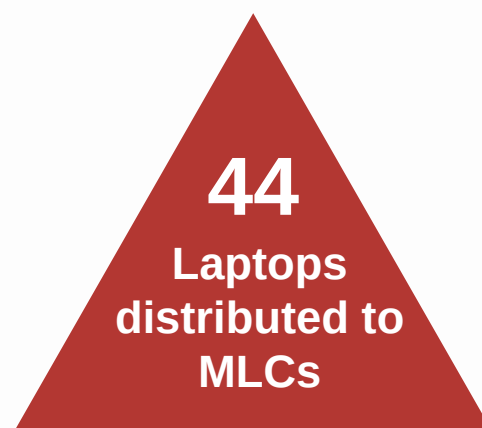
**Pre-service teacher training in June**



InEd, in partnership with the Karen Refugee Committee - Education Entity (KRCEE) and Save the Children Thailand, also delivered **in-service training for Resident Teacher Trainers** in the seven Karen 'temporary shelters' along the Thai-Myanmar border in March 2022. The training included topics on COVID-19, teacher and student wellbeing, and different approaches to home-based learning.

## Teaching resources

Recognizing that capacity-building is only successful if skills training is combined with the provision of resources as well, each school that participated in the ICT training was also provided two laptops to keep. Teachers at these schools often had no access to computers and thus would otherwise not have been able to use the training and continue to develop their ICT skills.

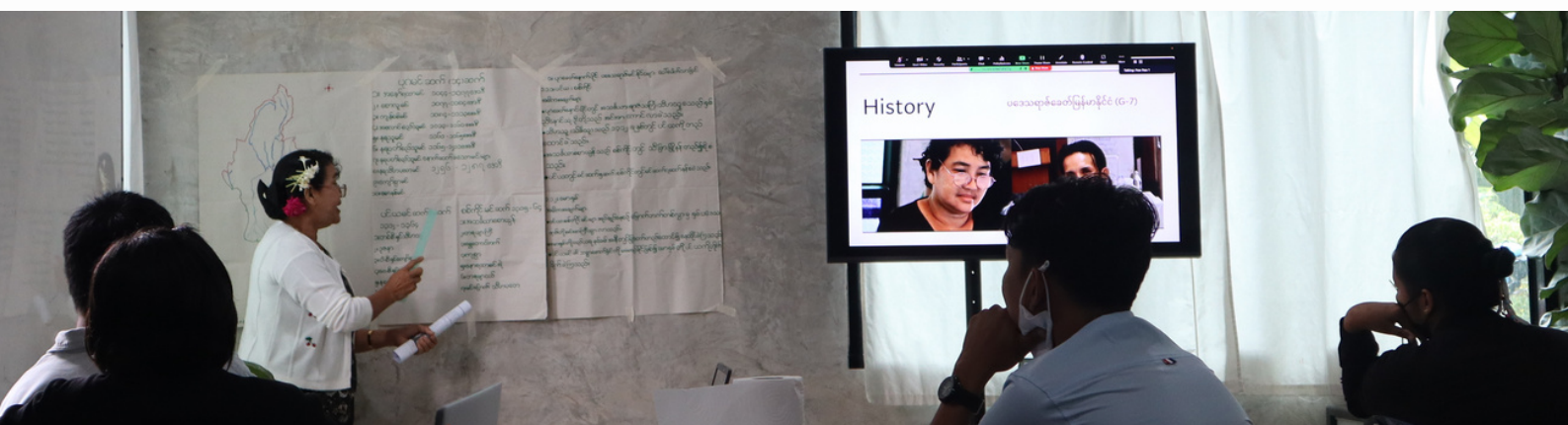


*Training in teaching methodology is not enough.*

## Subject knowledge training

In 2022, a limited amount of training in curriculum content (i.e., subject knowledge) was offered. Teachers at migrant learning centers could no longer journey to Myanmar for this type of training, as they had prior to COVID-19. The undertaking of this kind of training by InEd highlighted the critical need for expanded subject training in the future. Many teachers in the migrant learning centers have a limited knowledge base for subject teaching, and are often asked to teach courses for which they have little to no prior knowledge. There is often a strong reliance on the only teaching resources that the teachers have previously been exposed to, limiting their ability to effectively develop new course curricula. Thus training in teaching methodology is not enough. While the curriculum content training that InEd was able to provide was not extensive, it did help boost confidence levels among participants, and helped provide a base for ongoing self-learning to continue building subject knowledge.

InEd currently does not have the resources and curriculum expertise to expand subject training in the near future. Collaboration among border-based organizations may be necessary to develop further subject training opportunities for local teachers.



# InEd's Guiding Beliefs of Teacher Training



**THE BEST TEACHER TRAINING HAPPENS IN CLASSROOMS.**



**THERE IS NOT ONE BEST WAY TO TEACH.**



**LEARNING NEVER STOPS.**



**TEACHERS LEARN BEST FROM OTHER TEACHERS.**



**REAL GROWTH TAKES TIME AND ACCOUNTABILITY.**



**CELEBRATING TEACHERS' SUCCESS IS CRITICAL.**



**THE MOST EFFECTIVE AND CONTEXTUALLY RELEVANT TEACHING STRATEGIES COME FROM THE TEACHERS THEMSELVES.**



## Teacher Leader Program

Grounded in the idea that teachers learn best from other teachers, the **Teacher Leader Program** was launched in 2021 to support migrant teachers in developing solutions to the education challenges they face, and to facilitate their mentorship of fellow teachers at their schools. In its second year of activity, the Teacher Leader Program welcomed a new cohort of 16 teachers from 10 different MLCs for 2022. As part of this year-long program, Teacher Leaders attend monthly capacity building workshops, receive feedback on their teaching through classroom observations, provide coaching and mentorship to other teachers, and are able to build sustainable networks for sharing teaching ideas and thinking through challenges.

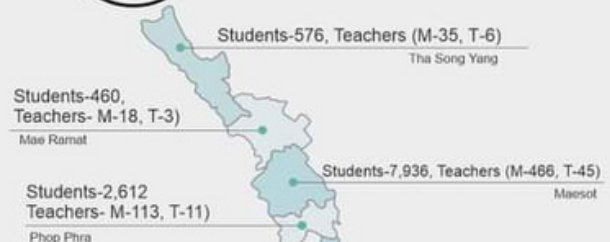
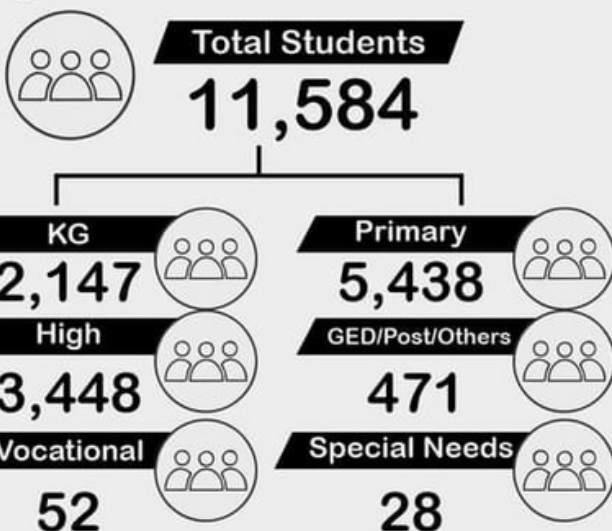
To address ongoing needs expressed by local teachers, Teacher Leader monthly workshops in 2022 focused on the development of ICT skills, collaboration, leadership, communication skills, and other professional development skills. InEd distributed tablets and sim cards to teacher leaders to hone their ICT skills and to use technology more widely in providing educational support to teachers in their schools.

### *Teacher leaders help build sustainable change*



September, 2022

#### Migrant education statistics for 2022-2023 academic year in Tak province



#### Curriculum Ratio



#### Mother Organizations and MLCs

BMWEC	25
HWF	11
BMTA	29



# Core Training for Teacher Leaders at Monthly Workshops



ICT skills

Collaboration

Leadership

Communication skills,

Socioemotional Support

## Addressing Low Resource Challenges

InEd/TeacherFOCUS has consistently worked to support teachers in low resource environments. Many migrant schools still have insecure funding and are under strain in terms of classroom occupancy, equipment and salaries. Teachers are often requesting material support as well as specific training related to subject content, ICT skills, Thai and English language skills, assessment and general methodology.

In April, the Teacher Leader Program held a **Materials Development workshop** that included not just the 16 teacher leaders but also 18 teachers who they mentor. Workshop participants were guided in the development of teaching materials for five key subjects (Burmese, English, Math, Science and Geography). The workshop served as a great opportunity for teachers to be creative, share best practices, build relationships with other teachers and produce quality resources for use in their schools.



Teacher Leaders work on developing teaching materials



Given the success of the first workshop, a second workshop was held in September with 32 teachers; among them, the 16 teacher leaders and 16 teachers who they work with and help mentor at their schools. The workshop focused specifically on materials for teaching math to elementary students, and was set up to use waste materials as fun, no-cost teaching aids.



**Teacher Leaders make dice from left over toilet paper rolls**

**Teacher Leaders practice a maths game using their home-made materials**



## Addressing social and emotional wellbeing

As the events of the last two years have highlighted, social and emotional wellbeing has suffered, especially for migrant teachers and the students they support, yet is critical to effective teaching and learning. In October, InEd led a **Social Emotional Support Workshop** with 15 Teacher Leaders.

**Teacher Leaders developed teaching techniques for working with students who are negatively affected by emergencies (war, conflict, natural disasters, and other types of crisis) and their aftermath.**

The workshop, based on the Norwegian Refugee Council's Better Learning Program, focused on activities that raise awareness of physical and mental stress, and exercises to relieve it. The training included topics on understanding students' emotions, developing knowledge about factors causing stress, and learning how to deal with them. The Teacher Leaders were also led through exercises which they could use with their students in order to relieve stress and overcome trauma; these included stretches, songs and dance, expression activities and drawing.

**Workshop participants learned creative strategies to help students relieve stress and overcome trauma**





## Mentorship and feedback

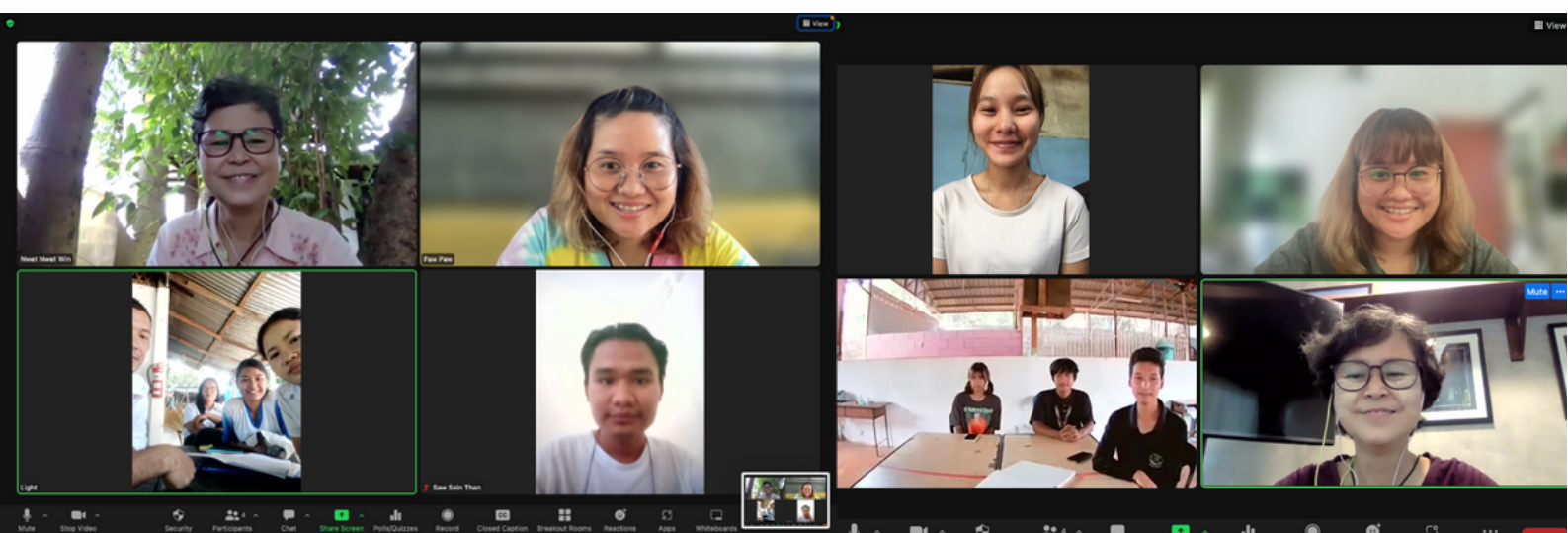
Supporting teachers and teacher leaders to reflect on their progress towards goals and identify and overcome challenges in achieving those goals is critical to improving migrant education and building resilience within the system. **Teaching observations and feedback** are thus central to the Teacher Leader Program. On May 31st and June 1st, the Teacher Leader Program held a monthly workshop focused on learning circles and observation and feedback skills. In August, teacher leaders were again able to practice their observation and feedback skills through microteaching sessions, prior to conducting peer observation at their schools among the teachers they mentor and coach.

**Teacher leaders practice giving feedback and engage in microteaching exercises.**



Building on the success of 2021, Teacher Leader trainers organised monthly online **Coffee Breaks** for each school where a teacher leader works. The Coffee Breaks are informal spaces for teachers to share highlights from their teaching and discuss issues they are facing.

Aside from serving as a support mechanism for the teachers, Coffee Breaks have also served as an informal feedback mechanism for the Teacher Leader project. Through Coffee Break discussions, the Teacher Leader team has been able to ensure teachers' real needs are supported through the program, like addressing their social and emotional wellbeing.



**Teacher leaders and InEd staff participate in monthly online Coffee Break sessions.**

## Challenges

The challenges of providing support in low-resource environments were felt in multiple ways. The Teacher Leader Program was unable to meet its recruitment target of 20 teachers this year. MLCs have faced additional strain since COVID-19, and teachers are experiencing increased financial and resource burdens. As such, training and professional development may not be the highest priority for these teachers at this time. During our 2022 recruitment process, many inquired about the possibility of stipends or laptops as part of participation in the program.

Insuring sufficient technological material for our programming continues to be a challenge. The tablets that the Teacher Leaders received had quite low memory, leading some teachers to take out the SIM cards and use them in their phones instead, which are faster.

The shift back to in-person classrooms in the 2022/23 academic year also led to additional funding needs to cover transportation, venue and lunchtime food costs for students.

## Sustainability and future actions

The systems set up through the Teacher Leader program – i.e., teacher learning circles, coffee breaks, and Facebook chat groups – serve as models of sustainable, teacher-level methods for professional development that can be carried on by the 10 MLCs involved in the Teacher Leader Program, and potentially replicated at other MLCs. InEd would like to see a culture of realistic and sustainable professional development needs nurtured across Migrant Learning Centers. This would not only improve the quality of education, but would likely increase teacher confidence, job satisfaction and retention.

School directors' 'buy-in' and support of teachers' professional development are key to sustaining the conditions for teacher-level change and a culture of professional development. Directors will need to understand, support and appoint leaders for the systems mentioned above if they are to be sustained in the long-term, and thus InEd is working to increase director involvement.

## World Teacher Day Photo Competition

Third prize: Zin Lay Oo





# Out-of-School Children Enrollment TaskFORCE

The **Out-of-School Children (OOSC) Enrollment TaskForce** was established in 2020 with the objective of providing needed information to vulnerable migrant families in order for them to make informed choices about their children's future and empower them to help their children complete their education. **The Enrollment Taskforce works with Thai government schools in the 4 districts of Tak Province with the highest populations of migrant children: Mae Sot, Mae Ramat, Phop Phra and Tha Song Yang.** The TaskForce operates as a collaboration between InEd, MECC (Migrant Education Coordinating Center), HWF (Help without Frontiers Foundation), BMTA (Burmese Migrant Teachers' Association), and BMWEC (Burmese Migrant Worker' Education Committee).

Education for migrant children from Myanmar living in Thailand is an ongoing challenge. Although Thailand has continued to improve access to education for migrant children in accordance with the Education for All (EFA) policy, migrant children in Thailand remain one of the most vulnerable to being out-of-school. Migrant children are frequently denied the right to good quality educational opportunities, lack equitable access and face individual and structural barriers.

***Over 350,000 migrant children currently live in Thailand  
200,000 are out of school***



(UN Thematic Working Group on Migration in Thailand, 2019)

As InEd's research has found, migrant families not only need more information about the opportunities available to them, they also need support accessing these options. Migrant families often face language barriers, financial barriers, as well as social and emotional barriers regarding the enrollment of their children and support for their children to stay in school.





# 2022 Out-of-School Children Enrollment TaskFORCE in Numbers



**258**  
students  
enrolled  
into  
school



**428**  
school  
uniforms  
distributed



**224**  
students  
supported with  
enrollment fees



**419**  
students  
provided with  
school  
transportation



**40**  
tablets used  
for Thai  
tutoring



**170**  
at-risk children  
supported to  
stay in school



**144**  
migrant parents  
improved their  
knowledge of  
Education For All  
(EFA)



**4**  
Bi-lingual  
Classroom  
Assistants trained  
and supported



**4**  
Bi-lingual Youth  
trained to deliver  
Thai language  
tutoring



**4**  
MOUS signed  
with Thai  
Public Schools



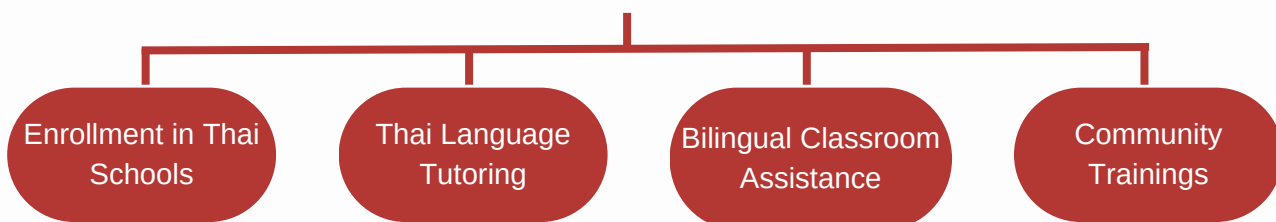
**162**  
Parents provided  
with 2-day Better  
Learning Program  
(BLP) Training

COVID-19 and the political crisis in Myanmar added to the already serious economic vulnerability of migrant families, which in turn can impact their ability to cover the educational costs of their children and support the learning and psychosocial needs of their children.

Over the past two years, the OOSC Enrollment TaskFORCE team has worked to keep at-risk children in school and help enroll out-of-school children into a school that meet their needs. The TaskFORCE's activities have centered on four areas:



Out of School Children Enrollment TaskFORCE



## Enrollment in Thai Public Schools

In 2022, the TaskFORCE helped with the enrollment of 258 students into 16 Thai schools. The TaskFORCE ensures that all newly-enrolled children are provided with school uniforms. For every enrolled student, the TaskFORCE also works with parents to negotiate a support contract detailing what the family is able to support financially. The TaskFORCE then fills in gaps as needed by paying for school fees and providing uniforms, school bags, and sleeping mats (for nursery and kindergarten children). The provision of transportation is also critical to ensuring student attendance, particularly for families living quite far from the school. The TaskFORCE also engaged in follow up at least once with the 22 Thai schools and parents/caregivers of over 200 newly-enrolled children to check in about the children's progress at school and provide support where needed. In most cases, parents cannot speak Thai and so the TaskFORCE is the main point-of-contact for the schools if they need to contact parents, or vice versa.



**258 students enrolled**

**428 school uniforms**



**Enrollment fees for 224 students**

**Transport for 419 students**



**OOSC Enrollment TaskFORCE visit to Thai Ra Kee Ree to enroll children in Thai public school**

## Thai Language Tutoring

Familiarity with the Thai language is a requirement for students to enroll in Thai schools, and is important to a successful start to their schooling in Thailand. Migrant children are typically 'submerged' into a class with a language they often don't understand or speak at home. This also places a lot of pressure on teachers who cannot speak the children's mother tongue language. As part of our efforts to increase accessibility to Thai education for migrant children, the OOSC TaskFORCE initiated a Thai language tutoring program.



A Thai language tutor helps children learn the Thai alphabet



Regular tutoring sessions were led by 4 bilingual youth leaders to improve the Thai language skills of migrant children in four communities. 40 children, aged 4 to 10 years, attended the tutoring, which took place 2-3 times a week for 5 months. Instruction included the Thai alphabet, as well as basic vocabulary about fruits, animals, numbers, common school items, greetings and family members. A tablet was provided to each child to assist with the learning. Based on endline assessments, 96.97% of children showed improvement in their ability to replicate key skills covered in the tutoring.

Language tutoring for 40 children



5 months  
2-3 times per week



Children are provided tablets for hands-on practice writing Thai characters

**96.97% of children showed improvement in their ability to replicate key skills covered in the Thai language tutoring**



## Classroom Assistants

Language barriers often continue once migrant children are enrolled in Thai schools, and greatly impact children's ability to succeed in school. The OOSC Taskforce placed bilingual classroom assistants in 4 Thai public schools, and was able to support a total of 250 migrant students at these schools.



An OOSC TaskFORCE classroom assistant working with a group of students

4 classroom  
assistants



Support for  
250  
students







**Induction meeting with OOSC classroom assistants**

Classroom assistants received **technical training**, like ICT skills and Canva design, during monthly workshops. Classroom observations and feedback were also critical to the training of these youth assistants.

Training was also provided to both the Thai language tutors and the classroom assistants to address problems arising in the classroom. Migrant students are likely to experience more difficulty staying focused and engaged in the classroom due to language barriers. In October, a **Managing Student Behaviour** workshop was organized to help the tutors and assistants become more familiar with tools for helping migrant students have better experiences in the classroom.



**Thai language tutors and classroom assistants receive training in Managing Student Behavior**

## Community Trainings

Central to InEd's mission of breaking down the barriers preventing children from completing their education is providing support to migrant parents and raising awareness within communities about the value of education.

In 2022, our team worked with over 140 migrant parents, sharing with them critical information about the educational services available to their children and how to access them. Common resources on educational services are often inaccessible to migrant parents as they lack the literacy skills to engage with printed media. The OOSC TaskFORCE conducted **Education for All (EFA) trainings** in 25 communities in Tak Province.

**141 participants in EFA trainings**



**81% increased knowledge of EFA in post-training test**



The OOSC TaskFORCE facilitates a group discussion about the responsibilities of caregivers for children's education





Participants from the Better Learning Program held in Mae Ramat on 20-21 July

### The Better Learning Program

The Better Learning Program (BLP), developed by the Norwegian Refugee Council (NRC) is a program designed to provide psychosocial support for education in emergencies. The program mobilises a child's support network of caregivers, teachers, and counsellors, encompassing a multi-layered approach to restore a sense of normalcy and hope using the NRC's Framework on Child Wellbeing in Displacement, and building on the universal five essential elements of recovery.



As part of the Better Learning Program, migrant families discuss the impact of conflict on the psychosocial wellbeing of families. Here, Story of War activity.



In order to help parents learn how to deal with their own stress and identify signs of stress in their children, the TaskFORCE organized a Better Learning Program (BLP) training in July 2022 for 17 parents of students the team already supports in Mae Ramat District, Tak Province. In August 2022 another training was organized for 43 parents in Mae Sot District, Tak Province. A third training was conducted in October 2022 for 41 parents Phop Phra District, Tak Province. In November, the team organized follow-up activities with the three groups of participants in order to learn how parents and their families dealt with stress after the training and who benefited from it.

## 101 parents received stress management training through the Better Learning Program



OOSC Taskforce provide information about stress management to parents in Mae Sot in September



**BLP training was provided to communities in 3 districts in Tak Province between July and October**

**The OOSC TaskForce engaged in follow-up activities in November to check on the families who participated in the BLP training**



## Sustainability and future actions

In line with InEd's aim of building sustainability in education structures and services for migrant families, the TaskFORCE has plans to further develop the system of follow ups. Currently, the TaskFORCE facilitates and translates between parents and teachers on an ad hoc basis. In upcoming years, the TaskFORCE would like to formalise this system and also foster parents' and teachers' sense of responsibility to each other rather than relying solely on the TaskFORCE to ensure the children are doing well in school.

In an effort to expand opportunities for enrollment of migrant children in Thai public schools, the TaskForce hopes to work with Child Care Centers (CCC) to help enroll younger migrant children (2-4 years old) in these facilities. The hope is that a smoother transition to Thai primary school will be possible for a wider number of migrant children.

The TaskForce also has plans to host an Education for All (EFA) road show, where parents and children can visit booths offering information about child rights, longer term education pathways for migrants as well as talks from local school representatives. The team feels this would be a fun and impactful way to conduct awareness raising.

Financial constraints remain an issue for most migrant families, and heavily impact student retention.

### Annual cost of education for families

**5,000 THB  
(\$150 USD)**



**PER CHILD**

While awareness raising within migrant communities and co-created contracts to support children in schools have tangible impacts, student retention will remain an issue if no broader measures are taken to directly address the financial barriers that are particularly consequential for migrant families. The hidden costs of education, like uniform fees and transportation, can prevent migrant families from sending their children to school or keeping them in school, particularly when parents are unable to earn a living wage. These financial strains on the family can further produce parental disengagement from their children's education. InEd will continue its advocacy work to see the creation of more sustainable measures in support of migrant families.

# Measures to increase sustainability of student retention



Ensure education is completely free, including uniforms and transportation

Provide a stipend to families whose children attend school



Ensure migrant families earn a fair, living wage

Remove barriers to parents' involvement in their children's education





# Youth Empowerment

As well as supporting teachers, our organization values the voices of migrant youth, and seeks to empower them to reach their full potential. In 2022, we launched the **Youth-Led Participatory Action Research** project through funding from and in partnership with Porticus, and continued to expand our **Youth Champions Program**, funded by ADRA. Through these initiatives, InEd seeks to open up new pathways for migrant youth and help them gain the knowledge, tools and confidence they need to become key advocates of change. These combined programs enable youth to design and implement projects in their communities, build their skills, and advocate for the migrant community in Tak Province.

**When youth are empowered, society is able to blossom!**





# 2022 Youth Empowerment in Numbers



8

Youth  
Champions



24

Migrant high  
school  
students in  
YPAR



7

Youth-led  
Research and  
action projects  
supported



2

Youth-led  
Research  
webinars



8

Youth  
provided  
with  
laptops



1

Youth  
Magazine  
Published

## Youth Champions

The ADRA-funded Youth Champions Project began in 2020, and is designed to provide additional professional training to youth working in local CBOs/NGOs and local education institutions. Training focuses on teamwork, leadership, research, advocacy, education, health, migrant rights topics, project cycle management, financial management, English language, ICT and social media management. Our previous youth advocacy work highlighted a prevalent sense among migrant and displaced youth of being disconnected from wider networks and communities - a feeling only exacerbated by COVID lockdowns. InEd believes that partnerships and horizontal networks are the key to productive synergies that are essential in building migrant youths' confidence to become agents of change.

## Networking and Professional Development

In 2022, eight youths (four male and four female) participated in the Youth Champions program. Through InEd's network, the Youth Champions were regularly invited to join local NGO/CBO network meetings relevant to their work or research interests through the 12-month program. Additionally, through their project work, they were able to interact with a variety of border-based stakeholders on issues that are important to them.

### **2021 Youth Champions cohort share their experiences with the 2022 cohort during the May workshops**



# Youth Champions

## Professional development for migrant youth



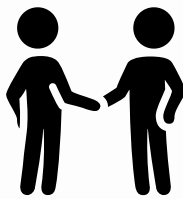
Participation in local CBO/NGO meetings



Research



Project design and execution



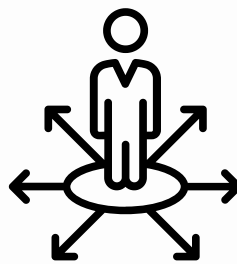
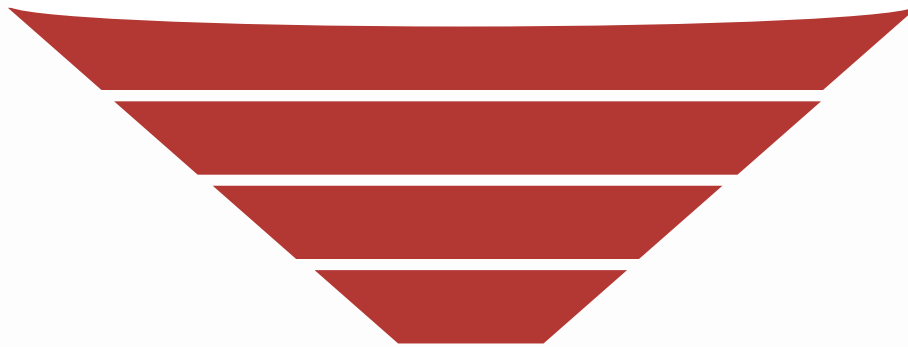
Networking



Advocacy



Skills training



New pathways

Currently, there are over 200,000 migrant workers in Tak province, most of whom are employed in factories and in agriculture. For youth specifically, as our research has shown, the impact of COVID-19 and the political situation in Myanmar have reduced opportunities for both work and further education. With borders closed, there have been new constraints, especially in regard to labour rights and documentation. There is thus an urgent need for clearer and more diverse pathways for youth to escape the cycles of exploitation and to become positive agents of change in their communities.



The youth participants and the organizations they work for have been enthusiastic in their support for the program throughout monitoring and in final evaluations. During its first two years, the Youth Champions program has followed an adaptive and iterative process in which InEd has been able to develop, and refine a curriculum (and corresponding institutional capacity) that meets the needs of migrant young professionals with limited post-secondary education backgrounds, the organizations they work for, and the communities they serve. In 2022, this curriculum was developed into a toolkit, which will form the foundation of the project for future years.



**Youth Champions engage in a communication exercise during the January workshop where they must explain how to draw a particular image to another team**



Working in groups of four, the Youth Champions undertook two projects in 2022, one on **Child Safeguarding and Protection (CSP)**, and the other on **Sexual and Reproductive Health and Rights (SRHR)**.

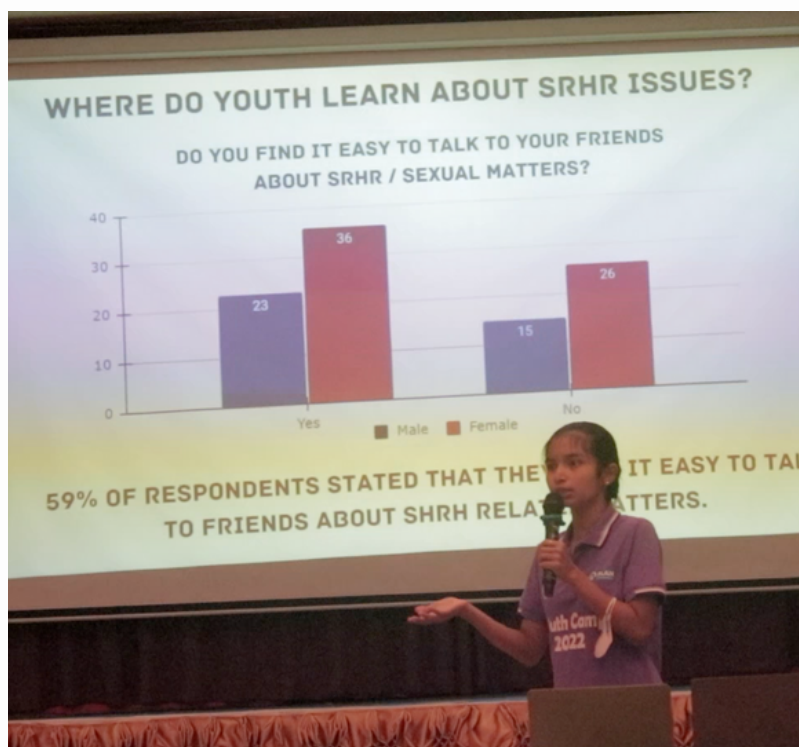
### CSP Awareness Raising Project

Given the variety of challenges facing migrant families that could lead to child abuse and other child protection issues, the Youth Champions sought to raise awareness within local communities about child abuse, especially sexual and emotional abuse. The Youth Champions provided CSP training to 75 students in four migrant schools in Tak Province, who then further shared that information within their communities.



### SRHR Research Project

The Youth Champions were also concerned about knowledge of sexual and reproductive health and rights among migrant youth in their communities. The group thus undertook research through individual surveys and focus group discussions with 100 migrant youth (62 female and 38 male), aged 15 to 19 and spread out over 4 local communities in the Mae Sot area of Tak Province to assess levels of SRHR awareness. Following the research, the Youth Champions designed a pamphlet with their research findings and recommendations.





**Youth Champions present their final reports in September and engage in reflection sessions regarding their projects**

**Youth Champions share their performance talents during the final presentations weekend**



## Youth Advocacy

The Youth Champions had the opportunity to engage in advocacy work. Building on the learning and successes of their mini-projects, they shared their findings and recommendations to a wide range of audiences.

The Youth Champions presented their research at an **Integrated Forum** organized by MAP foundation, ADRA and Human Rights and Development Foundation (HRDF) on September 28th. Participants included migrant factory workers, CBO-CSO, INGO and government authorities from the police department, healthcare department, agriculture department, immigration department, department of employment, Social Security Fund. As a result, some factory workers asked to conduct CSP and SRHR awareness raising training to their community. According to CBO and MRPWG network meetings, the factory workers, agriculture workers and remote areas needed awareness raising training as the children often marry early, become addicted to drugs and lack knowledge about CSP and SRHR. The youth's research shone a spotlight on the issues raised and provided recommendations for action.

Youth felt that they gained valuable experience in presenting these issues to migrant communities and CBO-CSO organisations and were able to build their confidence to enhance their presentations skills, teamwork skills, and IT skills.

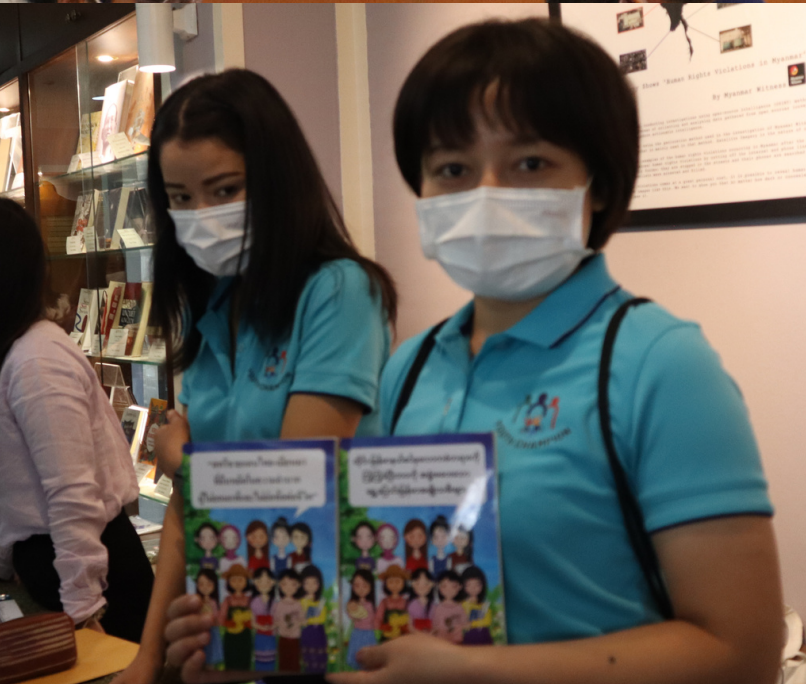
On December 15th, the 8 Youth Champions had the opportunity to attend the Migrant Working Group network meeting to celebrate **International Migrant Day** in Bangkok. The youth presented their CSP project and gave recommendations to local and International organisations to:

- Take strong action on Child Safeguarding & Protection issues in remote areas along Thai-Burma border.
- Provide more safehouses and temporary shelters in Mae Sot District Tak province for incoming vulnerable children due to the political crisis in Myanmar.
- Improve communication between the stakeholders in terms of case management and referral processes to solve the issues timely and effectively.

Most of the participants were politicians and the media. The majority of the youth had never had the opportunity to visit Bangkok, and they all reported that this was a powerful experience.



Youth Champions present their CSP project and participate in events at the International Migrant Day network meeting in Bangkok in December 2022






On October 21st, InEd supported the youth in organising a special webinar to showcase their work. The youth found this to be a great opportunity to present their research findings and results of their action project in the webinar which was called **Youth Voices from the Border**. There were 35 participants from different organizations, including local youth organizations Suwanamit, Play OnSide, Mae Tao Clinic, Global Child advocate, Thoo Mwee Khee Learning Center, MAP Foundation, and Youth Connect. This experience enhanced youth knowledge about conducting an online webinar, how to present effectively and design their own presentation slides, as well as effectively respond to audience/participant questions. Feedback from participants was overwhelmingly positive.

# YOUTH VOICES FROM THE BORDER

## An Online Webinar with Presentations from 2 Youth-led Participatory Action Research Projects




  

### Youth-Led Scoping Study of Sexual Reproductive Health Right Awarness in Maesot


			
<b>Aung That Htwe</b>	<b>Nant Moo Eh Dah</b>	<b>Saw Soe Moe Aung</b>	<b>Soung Hnin Phyu</b>
<b>Minmahaw School (Youth Champion)</b>	<b>MAP Foundation (Youth Champion)</b>	<b>Global Child Advocates (Youth Champion)</b>	<b>MAP Foundation (Youth Champion)</b>

### Child Safeguarding and Protection (CSP)


			
<b>Tha Daw Plet Mue</b>	<b>Naw Tha Dah Paw</b>	<b>Saw Khu Mu</b>	<b>Kyaw Thein Phod</b>
<b>Mae Tao Clinic (Youth Champion)</b>	<b>Mae Tao Clinic (Youth Champion)</b>	<b>Thoo Mwee Kee School (Youth Champion)</b>	<b>Mae Tao Clinic (Youth Champion)</b>


  




**Host: Naw Nay Yu Paw**  
TeacherFOCUS

 **Friday October 21, 2022**

 **11:30AM- 1:00PM (Thailand)**


 **Meeting ID: 813 9342 0576**    **Passcode: TF**


 **This webinar will be in Burmese.**



Co-Funded by  
the European Union







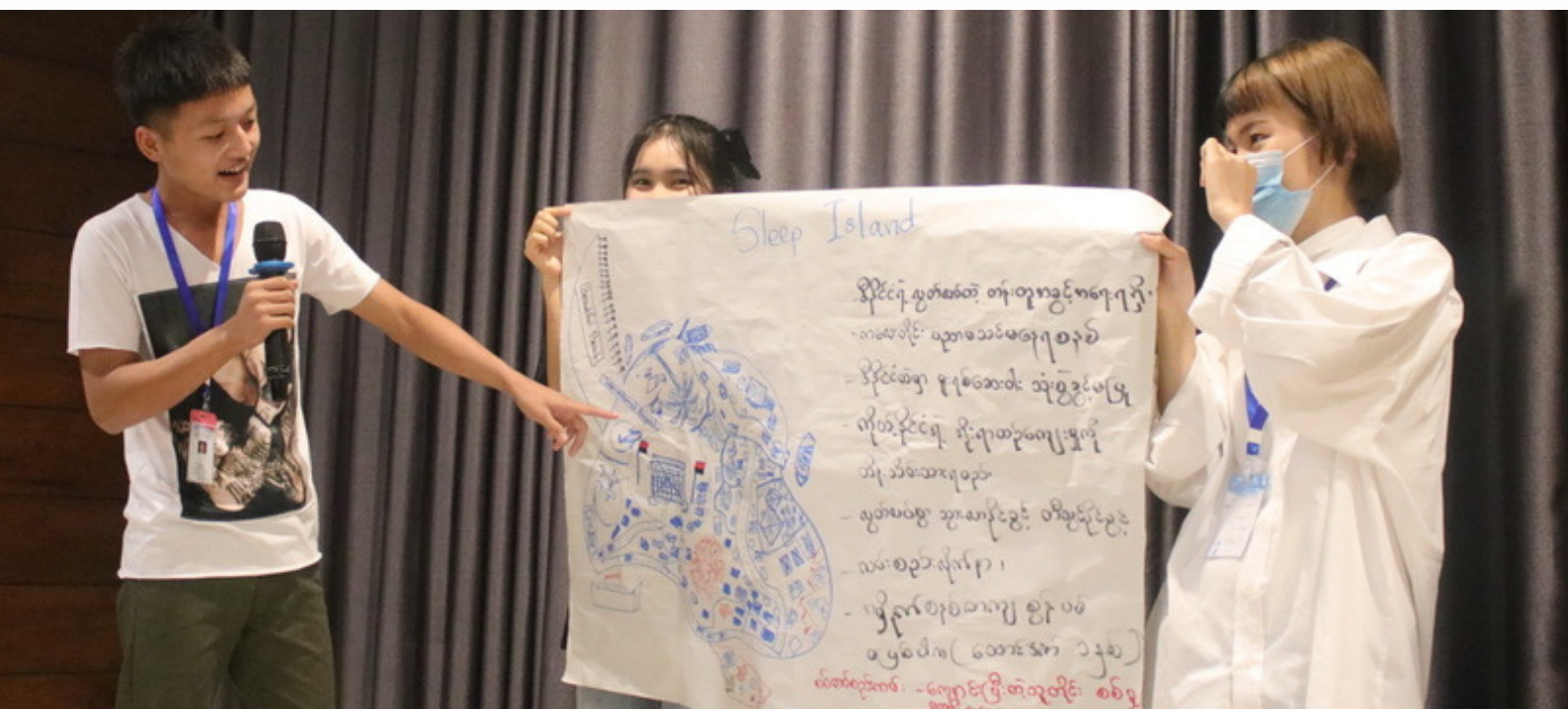
## Youth Participatory Action Research (YPAR)

The Youth Participatory Action Research (YPAR) project aims to train migrant youth along the Thai-Myanmar border to conduct social research in their communities in order to generate new knowledge about their experiences and the challenges they face. Migrant youth living in Thailand typically have limited opportunities for higher education and/or drop out of school early to work. Additionally, they face nebulous issues related to education, discrimination, statelessness, drug addiction and employment. Yet, historically, youth perspectives and involvement in tackling these issues are absent from discussions of the situation of migrants, and migrant youth are often left voiceless. YPAR seeks to reverse that trend.

In 2022, 24 youth from five migrant learning centers (Youth Connect Foundation, BHSOH MLC, CDC MLC, Love and Care MLC, and Parami MLC) participated in the program.

Through a series of workshops organized by InEd, the youth were provided training in participatory action research aimed at bringing about community-led actions and recommendations. The youth learned how to formulate research questions, design and test research tools for different types of data, schedule and conduct field work to collect data, analyze data and present findings. The youth also participated in team-building activities and games to foster motivation.

**During the August 2022 workshop on research methods, the youth learned about strategic planning and problem solving through a simulation game involving the creation of competing island societies.**



# YPAR

Teacher  
FOCUS

## Youth-led Participatory Action Research Project

Speak out about an issue close to you, learn new skills and make new friends!

Design a research project in your community, do the research and present it to a wide audience!

More employability!

Prepare for higher education!

When?

Monthly workshops plus research activities from **July-December 2022**.  
**Must be 16+ and enrolled at an MLC in Mae Sot.**

For details on how to apply, contact us on  
Facebook: <https://www.facebook.com/teacherfocus>  
or  
Email: [samsanteacherfocus@gmail.com](mailto:samsanteacherfocus@gmail.com)



# YOUTH MAGAZINE

OCTOBER/2022

## A YOUTH'S TRUE STORY

အရွယ်မတိုင်ခင် အိမ်ထောင်ကျခြင်း

ပန်းပွင့်ကိုယ်စား လူငယ်အား

ရစ်ကီအာရှာမာဒီအိုနို  
(Rizky Asher Mardiana)  
လူငယ်တက်ကြွလှုပ်ရှားသူ၊ အင်ဒိုနီးရှား  
ပညာရေးသည် သင်၏  
လမ်းစတင်ပုံဖြစ်သည်။

ROY, Cherry, 17, Art

ပညာရေးအခွင့်အလမ်းများ

ကာတွန်း၊ ကဗျာ၊ ဆောင်းပါး၊ ပန်းချီ၊ ဇာတ်ပို့

Teacher  
FOCUS

# VOICES from the BORDER 2

## 5 PARTICIPATORY ACTION RESEARCH PROJECTS

မဲဆောက်အတွင်းရှိ ရွေးပြောင်းလူငယ်များ၏ သုတေသနပရောဂျက်ရလဒ်များကို  
Zoom meeting မှတစ်ဆင့်စိစဉ်တင်ဆက်မှု

Join our exclusive webinar presenting the results of research projects led by migrant youth in Mae Sot

### Research topics:

DISCRIMINATION | EDUCATION | ENVIRONMENT



DRUGS | GENERATION GAP



Friday 27 Jan | Register now to  
10.30-12.30 | get Zoom link!  
Thailand



Teacher  
FOCUS





**An energizer activity for YPAR participants during the August 2022 research methods workshops on data collection and research tools.**

The 24 youth worked in groups to conduct research on the following five topics:

1. Post-secondary education pathways available for migrant youth;
2. Experiences of discrimination faced by undocumented migrants;
3. Generational differences in attitudes regarding education and work within migrant families;
4. Attitudes towards drug use within migrant communities;
5. Knowledge, attitudes and practices of migrant communities regarding plastic waste and recycling.

2022 Youth Champions explain to the YPAR participants the research challenges that they faced during their project activities.



Following the completion of their research projects, each of the five groups presented their research findings and advocated for further actions at a hybrid event entitled '**Voices from the Border**' in January 2023. Approximately 200 participants joined the online launch event, including students, teachers, youth and staff from local and international organisations.

We are excited about the future actions of the 32 youth with whom we worked this past year. InEd would like to say a huge thank you to our partners Youth Connect Foundation, Suwanamit Foundation, MAP Foundation, Progressive Voice, Mae Tao Clinic, Burma Womens' Union (BWU), and ADRA Thailand for making this impactful program possible.



**The 2022 Youth Champions cohort receive their program completion certificates**



**The 2022 YPAR program included 24 participants from 5 MLCs**





# 2022 Digital Education in Numbers

**329**

Digital School  
videos published

 **facebook**



**329,556**

Video reach



**4,708**

Video plays



**1,537**

Hours of  
watch time



**13,660**

Likes

 **youtube**



**22,276**

Videos  
views



**686**

Hours of  
watch time



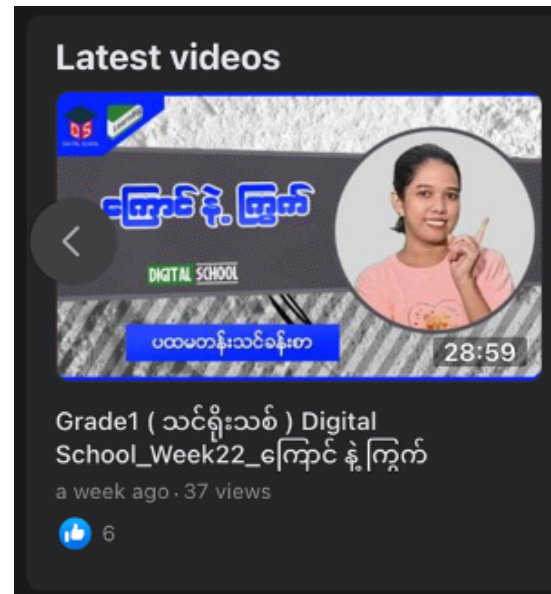
**244**

Subscribers

During the livestreaming, teachers were present online to respond to comments and questions in chat. The lessons included project-based learning, activities children can do with their families, simple science experiments children can do with everyday materials, and activities which ask children to go outside to make observations and connect their learning to everyday life.

The second phase of Digital School, which began in June 2022, introduced topics from the Myanmar Grade 1 and 2 curricula in English, Burmese, Mathematics, Science and Social Studies. Two more teachers and a Media Manager were hired full-time to increase the capacity of the team to produce video lessons.

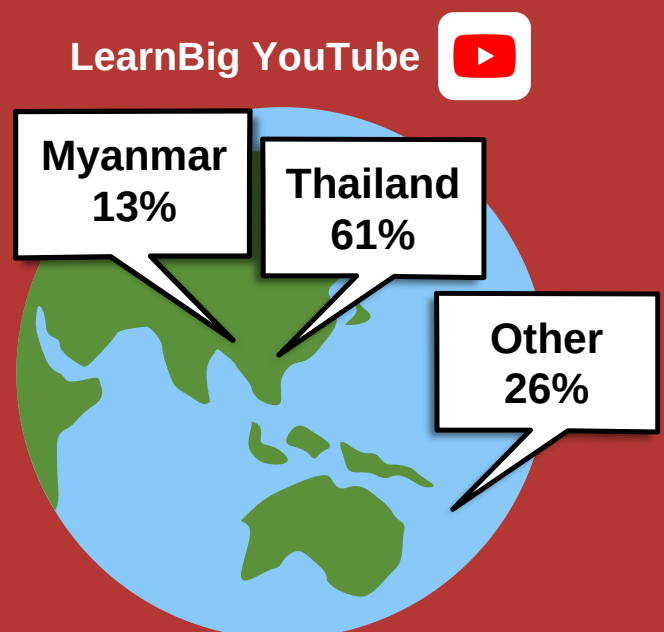
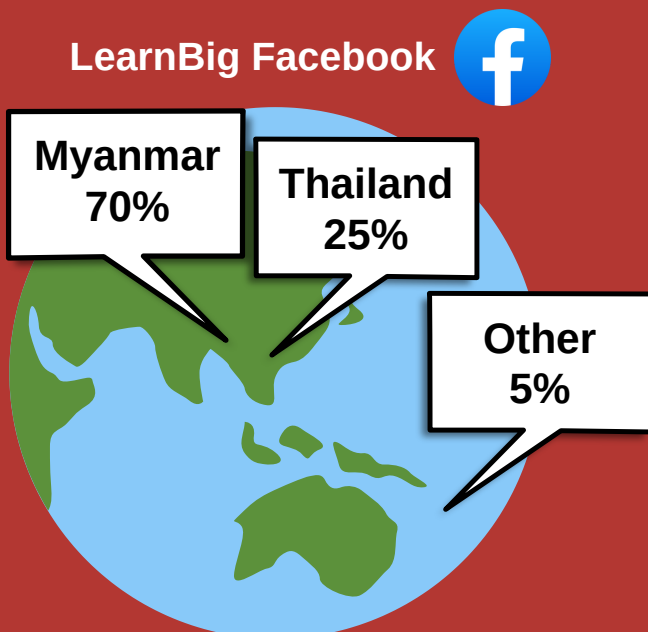
**40-45 new videos were produced each month for Grades 1 and 2**



**329 Digital School videos were created and broadcast in 2022**

## Viewership

**Digital School videos have been watched in over 10 countries**



## Engaging Teachers at Migrant Learning Centers

The Digital School team also worked with 57 teachers from migrant learning centers in Mae Sot, Thailand to build an online community of practice and encourage teachers to explore the DS library and integrate videos into their in-person lessons.

A hybrid teacher training workshop was held in August 2022, and included a live Kindergarten lesson demonstration that integrated part of a DS video. The teachers were also asked to integrate a new idea from the workshop into a lesson at their MLC and were given Bluetooth speakers and lesson plan templates. A Messenger group with the teachers was also created to encourage sharing of ideas, experiences and best practices related to teaching young learners.



**The hybrid teacher training event in August 2022 included 57 teachers from local MLCs**

MLC teachers who participated in the Digital School training workshop and experienced the live demonstration lesson integrating a DS video stated that they are generally keen to utilize DS videos to supplement their teaching. Technology barriers are the main impediment.

***“The videos can easily explain to kids about the lesson, when I can’t find the resources. Videos are easy for kids to learn because there are interesting pictures and lessons explained... the kids are interested and pay attention closely.”***

***“I have difficulty using videos since our school has no internet. The school has not had a donor for over 2 years. Teachers do not get paid at all.”***

The DS team continued to engage in follow up with teachers who attended the training at their schools to track their use of DS videos in their teaching, gather feedback and better understand the needs of teachers at MLCs in implementing digital lessons.



**A teacher at White School uses a PowerPoint presentation to teach fruit names in English**



**Students at Heavenly Home school and orphanage watch one of DS teacher Amelia's videos**

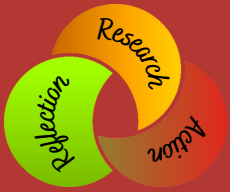


**Students at CDTC school play a game with flashcards and phones**

## **Sustainability and Future Actions**

Since the reopening of schools and in-person teaching, the Digital School experienced a drop in online viewership of lessons. However, this past year's activity has made it clear that creating a solid base of online learning tools is important in addressing a variety of challenges in low-resource educational environments and in times of crisis. A key focus for the upcoming year will be expanding the curriculum to other grades as well as inclusion of extracurricular topics relevant to migrants living along the border, namely English, Thai, social/emotional wellbeing and peace. Other areas of focus will be increasing support for migrant teachers and their use of Digital School tools, including the provision of tablets. InEd also plans to involve our Myanmar-based Digital School teachers more fully in the direct training of migrant teachers in the use of digital tools and lesson planning.





# Research & Development

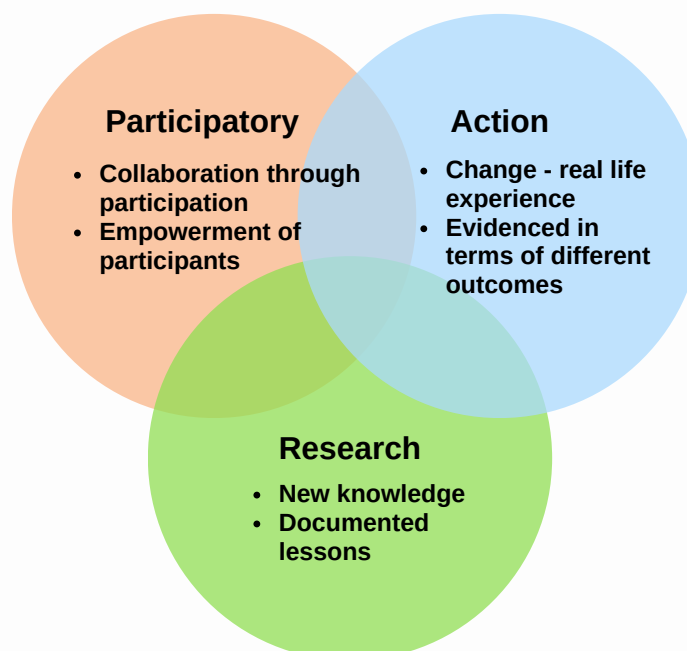
## ***Research informs action***

Research is central to the work of InEd. Beyond providing essential evidence for advocacy efforts, we believe that research should lead to learning and assist with planning and assessment. For this reason, our own program strategies are strongly informed by the research we undertake. Furthermore, we are committed to participatory approaches to research that aim to be mutually beneficial to both InEd, our partners and the communities we serve. Through our research we strive to build horizontal partnerships and promote ownership, transparency, and localization of decision-making.

## **Participatory Action Research**

In PAR, research subjects or respondents are reframed as ‘participants’ or ‘co-researchers’, and researchers are reframed as ‘practitioners’, working in partnership with participants.

Action is not tangential to PAR but as important as participation and research. For knowledge co-created under PAR, the final evaluation of its validity lies not with external authorities or ‘experts’ but with the participants who embark on the PAR journey.





# 2022 Research & Development in Numbers



**2**

**Independent  
Research  
Publications**



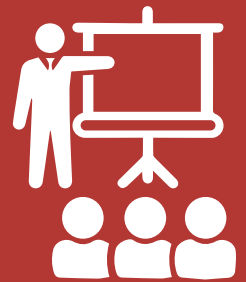
**1**

**Peer  
Reviewed  
Journal  
Article  
Published**



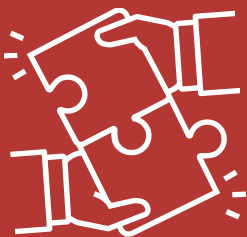
**5**

**Online  
Research  
Presentations**



**9**

**Conference  
Presentations**



**8**

**Collaborative  
Research  
Partner  
Organizations**



**25**

**Partner staff  
participated as co-  
researchers in  
action research  
projects**



**1**

**Educational  
Conference  
Hosted**

2022 continued to be marked by the COVID-19 pandemic and ongoing political and economic turmoil in Myanmar, which, as InEd reported in 2021, resulted in an unprecedented paradigm shift in the migrant education landscape in Thailand, and drove migrant education from quiet crisis to outright emergency. In 2021, InEd embarked on **two major research projects examining the impacts of this shift**, the results of which were published in 2022.

# Stepping Stones

The Impact of Twin Crises on the Future of Migrant Education in Thailand

December 2022

In May 2021, building off of our earlier project *Bridges: Participatory action research on the future of migrant education in Thailand*, InEd began work on a second phase of participatory action research mapping out the educational ecosystem that exists for migrant children from Myanmar living in Thailand, and the education pathways available to them. This second phase, which focused specifically on the impacts of COVID-19 and the political situation in Myanmar, resulted in the publication of ***Stepping Stones: The Impact of Twin Crises on the Future of Migrant Education in Thailand*** in December 2022. Fieldwork was conducted during October and November 2021, and involved 32 local researchers from InEd and 7 other partner organizations: Help without Frontiers Thailand Foundation (HwF), Mae Tao Clinic (MTC), Migrant Educational Coordination Center (MECC), Youth Connect Foundation Thailand (YCF), Burmese Migrant Teachers' Association (BMTA), Marist Asia Foundation (MAF), and PlayOnside (POS).



The research, which included 1,013 interviews, highlighted the great resilience demonstrated in the collective and concerted response of local education actors and communities to the twin crises over the past two years, yet also found that migrant children have experienced devastating learning losses as a result of the crises, and suffered disproportionately compared to other children regarding the pandemic.

## **Key Findings**

Previously preferred educational pathways, like returning to Myanmar to continue one's education, are no longer accessible. However, pathways in Thailand continue to present a number of challenges for migrant families. Despite the Thai government's adoption of an Education For All (EFA) policy in 1999, barriers like language, hidden costs (transportation, uniforms, learning materials), and discrimination continue to discourage and limit enrollment of migrant children in Thai schools.

Without the backing of government financing and the full weight of a national education architecture, MLCs faced more challenges than Thai schools during the pandemic in offering consistent access to education and in providing alternative delivery modalities that ensure quality learning.

Economic hardship brought on by the twin crises directly impacted families' capacity to feed themselves, provide shelter for their children, protect their children from harm, and provide their children with access to education. Drop out rates increased as more children were likely to join the workforce and/or engage in early marriage.

Over 80% of migrant parents surveyed during this research have resided in Thailand for over 10 years yet a significant proportion continue to face uncertainties surrounding their long term futures and have limited mobility and access to social services due to the challenges with obtaining affordable, timely, and stable documentation.



Stepping Stones report launch in December 2022

## Advocacy

The research has led to advocacy for increased classroom support for migrant children in Thai schools, as well as improved online learning opportunities for out-of-school children and students in migrant learning centers.

InEd has also worked to increase support for teachers, particularly in their essential needs. Despite the current barriers, InEd continues to push for formal recognition/accreditation for migrant teachers.

InEd has also stressed the need to include migrant communities in building resilience strategies.



# SAFETY NETS

## A Situational Analysis of Non-formal Educational Pathways for Migrant Children in Tak Province, Thailand

**Safety Nets** explored the efforts made over the last 8 years to create a system tailored to the needs of vulnerable children and youth who have lost their right to education via formal systems. Since 2014, the non-formal primary education (NFPE) and non-formal middle school education (NFME) pathways established in Migrant Learning Centres (MLCs) in Tak province have provided a safety net for more than 3,500 overage children and youth, giving them a second chance at an education. However, as our research with 166 non-formal education stakeholders, including 86 NFPE/NFME students, their parents, and their teachers in the final weeks of November 2021 found, the COVID-19 pandemic and the political crisis in Myanmar deeply impacted access to non-formal education and its ability to function.

Student contact time was limited by COVID-19 restrictions and a lack of digital devices and low-cost, reliable internet served as major barriers to equitable online learning. NFPE/NFME providers did not receive training, textbooks, or teacher stipends for over twelve months and lost administrative support from the Department for Alternative Education (DAE) in Burma. While the non-formal education system, if provided additional support, is well-placed to protect children's right to education in a post-pandemic world, the February 2021 political crisis in Myanmar called into question whether non-formal education pathways can continue. This research explored the future of the safety net, and mapped out recommendations to protect educational pathways for some of the most vulnerable learners in Thailand.

# CHALLENGES

COVID-19

ခံစားရမှုများ

Schools closed  
- alternative strategies

Borders closed  
- officer visits restricted

Increased need for NFE

Loss of funding + loss of accreditation

Shutdown of Myanmar  
education system

Restricted admin and  
financial support from  
DAE

Access

Quality

Motivation

## Advocacy

From this research, InEd/TeacherFOCUS has advocated for improved accessibility to non-formal education pathways and the exploration of alternative accredited education opportunities for migrant children.

On April 29th 2022, InEd/TeacherFOCUS held a research webinar that was attended by diverse representatives from the academic community in Thailand, local and international organizations working to support children from Myanmar, as well as teachers and headmasters providing essential educational services to migrant children in Tak Province, Thailand. Interactive sessions with webinar participants further led to the creation of an advocacy brief containing key action points, ideas, and advocacy messages that came out of those discussions.

Along with Help Without Frontiers Foundation Thailand (HwF), InEd shared applications of our Safety Nets research report and steps needed for more inclusive and multicultural education in Thailand at the Sociology of the Future(s) conference on June 17th.

On June 14th and 20th, InEd and HwF also presented the main findings and key recommendations from our report at the Tak Office of Non-Formal And Informal Education (ONIE) Mae Sot District to ask for cooperation in finding non-formal educational solutions for migrant children. A second presentation was made to members of Tak Primary Educational Service Area Office 2 (PESAO 2) to identify areas for future collaboration.

# Events and Webinars

InEd places great importance on sharing research findings and other information that we gather from our ongoing work with local communities by participating in and organizing events to engage in essential conversations regarding migrants' rights, education, teaching, learning, and child protection. We are grateful to be a part of these events and this fantastic knowledge-sharing community.



On July 21st and 22nd, InEd attended the **Mekong – US Partnership Track 1.5 Policy Dialogue** in Phnom Penh. The purpose of this dialogue was to discuss human resources and capacity-building issues in the Mekong region and share best practices from the US Mekong countries and development partner countries. InEd was honored to present about migrant education and Thailand's Education for All policy.



# Sensemaking During Disruption

Myanmar teachers' perceptions of professional development during the COVID-19 pandemic



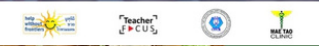
Education in Challenging Environments Conference, Bangkok  
Thursday July 28, 2022



# Improving Protection for Migrant Children

during the COVID-19 Pandemic

EDUCATION IN CHALLENGING ENVIRONMENTS  
CHU WAI WAI ZAW, TIN ZAR, AND IVET CASTELLO



**Caught in the middle: Realizing Education for All (EFA) for migrant families on the Thai-Myanmar border**

Presented by  
Miss Sunantha Inkhachuea & Miss Nan Mu Ta Loung

Education in Challenging Environments Conference July 28, 2022

**Out of School Children Enrollment TaskFORCE**

Education in Challenging Environments Conference July 28, 2022

# DEEP CHANGE IN LOW-RESOURCE CLASSROOMS

DATA-DRIVEN TEACHER PROFESSIONAL DEVELOPMENT FOR EDUCATORS FROM BURMA USING A CHOICE-BASED APPROACH

Education in Challenging Environments Conference, Bangkok  
Thursday July 28th, 2022



# STEPPING STONES:

The Impact of Twin Crises on the Future of Migrant Education in Thailand

Education in Challenging Environments Conference Bangkok  
Thursday July 28, 2022



# DESIGNED FOR DISRUPTION: LESSONS LEARNED FROM TEACHER EDUCATION IN MYANMAR AND ITS BORDERLANDS

Greg Tyrosvoutis  
William Gray Rinehart

Education in Challenging Environments Conference Bangkok  
Thursday July 28, 2022



# SAFETY NETS

A situational analysis of non-formal educational pathways for migrant children in Thailand's Tak Province

ตาข่ายนิรภัยทางการศึกษา:  
การวิเคราะห์สถานการณ์เส้นทางการศึกษา  
นอกระบบสำหรับเด็กย้ายถิ่นข้ามชาติในจังหวัดตาก



Education in Challenging Environments Conference

July 28, 2022

It was an absolute privilege to bring voices from the ground to the Education in Challenging Environments Conference in Bangkok together with our partners: Help Without Frontiers Foundation Thailand, Marist Asia Foundation, Youth Connect Foundation - Thailand, Migrant Educational Coordination Center - TAK PESAO 2, Burmese Migrant Teachers' Association-BMTA, PlayOnSide. Together, we delivered 7 presentations!



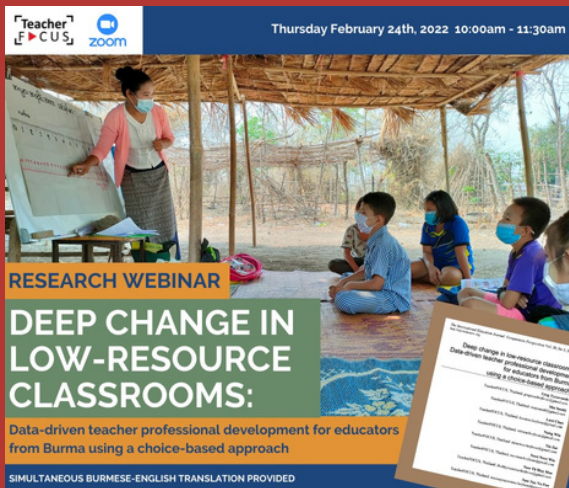
The Asia-Pacific Regional Education Ministers Conference in Bangkok offered a great opportunity to collaborate and raise awareness about situation on the border

InEd staff participated in the Prince of Songkla University's Volunteer Forum on 15 September 2022, sharing information about community-based learning.

Two InEd staff presented at the ASEAN Teacher Webinar Series on 23 June 2022, where they discussed Teaching English to migrant communities along the Thai-Myanmar border

Teacher FOCUS zoom

Thursday February 24th, 2022 10:00am - 11:30am



RESEARCH WEBINAR

**DEEP CHANGE IN LOW-RESOURCE CLASSROOMS:**

Data-driven teacher professional development for educators from Burma using a choice-based approach

SIMULTANEOUS BURMESE-ENGLISH TRANSLATION PROVIDED

**LUNCHTIME WEBINAR**

**Wednesday June 15th, 2022**

12 noon - 1:00 pm (Thailand) / 11:30am - 12:30pm (Myanmar)

**LIES MY TEACHER TOLD ME: TOP 5 MYTHS ABOUT BURMA'S HISTORY**

Implications on the educational future(s) of children from Myanmar




A conversation with

**DR. ROSALIE METRO**

Department of Learning, Teaching, and Curriculum  
College of Education and Human Development  
University of Missouri-Columbia, USA

Join us as we interrogate 5 myths and their implications for the future

1. The Myth of a Happily United Precolonial Burma
2. The Myth of 8 National Races and 135 Ethnic Groups
3. The Myth of Panglong
4. The Myth of Burma as a Buddhist Country
5. The Myth of the Disintegration of Burma

English - Burmese interpretation will be provided

Teacher FOCUS

On December 14th, InEd and Help Without Frontiers Foundation Thailand attended the **OEC Forum on Opportunities and Challenges in Providing Education for Migrant Children**, hosted by UNICEF Thailand. We presented our research findings on Access Challenges and Education Opportunities for Migrant Children.

In June 2022, InEd invited **Dr. Rosalie Metro** from the College of Education & Human Development at the University of Missouri for a series of events on education in Myanmar. Dr. Metro is a scholar of Burma and has served as a consultant for international organizations including the World Bank and Department for International Development (DFID). The first event was a **lunchtime webinar** based on her Virtual Federal University online course entitled Lies My Teacher Told Me, which discusses five “myths” about Burma’s history that have long been repeated in school textbooks and state media, and their implications for the future of education in Myanmar. The second event was a **hybrid teacher training** event designed specifically for history and social studies teachers. During the 1-day intensive workshop, Dr. Metro provided teachers with strategies and practice time to develop inclusive and engaging history lessons that challenge students to think critically about history.

InEd organized its second online **Education Everywhere Conference** for the purpose of sharing and inspiring innovative ways to teach in low-resource environments. This year's conference brought together engaging discussions on four themes: **Digital Education in Low Resource Settings**; **Supporting Teachers and Students in Crisis Contexts**; and **For Teachers, With Teachers**; **Comparative Educational Policies and Practices**. This conference welcomed teachers, humanitarian actors, academics, and visionaries.

# Education Everywhere<sup>2</sup>

**18 Nov**  
**9:00am**  
**4:00pm**  
**Thailand**

**Conference Themes**

- Digital Education in Low Resource Settings
- Supporting Teachers and Students in Crisis Contexts
- For Teachers, With Teachers
- Comparative Educational Policies and Practices

**Keynote Speakers**

- Dr. Thein Lwin (The Thinking Classroom Foundation)
- Dr. Carly Manion (The University of Toronto)
- Ms. Siraporn Kaewsombat (Help without Frontiers Thailand Foundation)

**Plenary Speakers**

- Dr. Khaing Phyu Htut
- Daniel Siegfried (Child's Dream Foundation)
- Hawng Tsai (Thinking Classroom Foundation Myanmar)
- Saw Law Eh Moo (The Karen Education and Cultural Department)
- Ei Thin Zar (University of Wisconsin-Madison)
- Dr. Rose Metro (University of Missouri-Columbia)
- Peter Holland (World Bank)



**Presenters**

- Gray Rinehart (Mote Oo Education), Dr Moon (National University of Union of Myanmar), Nwet Nwet Win (TeacherFOCUS), Gareth Butt (OWL Teacher Education), May May Win (Myanmar TESOL Association), Andrew Swindell (Online Learning Consortium), Wanida Lertvorapreecha (Chiang Mai University), HninYeine (Digital School), Htike Htike Thu (Digital School), Tin Zar (TeacherFOCUS), Hnin Hayman (PlayOnside), Francis Mugoya (Watoto Wasoka), Tejas Ramakrishna (Sparky Football), Amie Dodd (British Council), Anticha Sangchai (Buku FC), Mi Jaw Sajin (MNEC), Dho Ong Jhaan (MEC)

Register here:







# The Border Emergency Fund (BEF)

InEd is proud to be a member of The Border Emergency Fund (BEF) - a local emergency response network established in August 2021 along with 3 other community-based humanitarian organizations working on the Thai-Myanmar border: Help Without Frontiers Thailand Foundation (HwF), PlayOnside and the Migrant Educational Coordination Center (MECC). The BEF provides emergency relief to displaced populations through the provision of dry food packages, hygiene supplies and safe shelter materials.

## Goals of the BEF

1. To provide emergency support (including dry food, shelter materials, medicines, and hygiene supplies) to individuals in Myanmar that are affected by armed conflict
2. To meet critical emergency needs for those displaced in Thailand
3. To support the established migrant community from Myanmar living in Thailand who are facing economic difficulty as a result of COVID-19



**TOTAL SETS DISTRIBUTED - 5,555**  
**TOTAL PEOPLE REACHED - 16,827**



## DONATE TODAY!

When donating, please state the donation is for  
**COVID-19 Response(or)IDPs**  
Updated on December 2022



includes

15 kg rice  
Oil  
Yellow beans  
Fish  
Noodles  
Salt and chillies  
Masks and hand gel



**Total Families**

**4,978**



**Total Children**

**1,813**



**Total people with disability**

**48**



**Total elderly people at risk**

**54**



**Food distribution at Morning Glory (Forgotten) migrant learning center in  
Tha Song Yan District, Tak Province**

**Food distribution at Rocky Mountain migrant learning center in Mae Sot, Tak Province**



# THANKS TO ALL OUR 2022 PARTNERS AND SUPPORTERS

