



# Marist Asia Foundation

Narrative Report July – December 2018



*The Marist Centre provides a home for education, health and migrant support programmes for Burmese Migrants in Ranong, on the Thailand Burma Border.*

## Thank You

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

Your funding is supporting

- Burmese Migrant Preschool Programme (75 students)
- Burmese Migrant Secondary Education Programme (91 Students)
- HIV Health Programme (96 patients)
- Migrant Outreach Programme (28 English Programme Students, 4 “Growing Young Migrant Teachers” and Sunday Migrant Worker Classes supporting 76 students & 15 children)
- ACU University Online Diploma Programme (16 students)
- 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



*One of the great stories of the BMSP programme is 10 years later our graduates are now teachers and are a huge inspiration for students. Teacher Zay Yar Nay Win was awarded a scholarship and is now studying in a Thai University to achieve a Bachelor of Management Studies.*

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

## **Students Numbers.**

- We have 91 students aged 12-17 who began the 2018 Burmese Migrant Secondary Programme (BMSP) in May.
- Although we had the highest number of students sitting the placement test, we were only able to accept 34 new students due to classroom capacity.
- 2 students have left BMSP. 1 returned with family to Myanmar, 1 withdrawn from school for unknown family reason.
- We enrolled 58 students (Year 1 and 2 students) into the Non Formal Thai Ko So No education pathway which will help students complete a Thai Primary Education qualification to allow future access to the Thai Secondary Education qualification
- Attendance rates remain very high (Year 1 99%, Year 2 98%, year 3 97% year 4 98%) a sign of student enjoyment and desire for education.
- 20 of the 91 families (22%) have required financial support for monthly tuition donation (200 THB) and transport donation (300 THB). We communicate and visit

families who are struggling to pay and encourage parents to continue sending their children even if they cannot pay for school tuition or transport.

- 2 Parent meetings have been well attended with around 50% of parents giving valuable input into an accredited education pathway involving integration with Thai Education Qualifications, Input and support for the new Life Skills Programme – health, relationships and sexuality topics.

### **Update**

- The Burmese Migrant Secondary Programme (BMSP) was recently reviewed by International Consultants (outoftheboxconsulting) on behalf of Misesan Cara. The report was very positive and the only issue mentioned as requiring monitoring and development was the accredited education pathway and its implementation. We have begun the pathway to the Non Formal Thai Education Qualification (for migrants and those 'outside of the formal education system' Thai Schools). This will be a pathway that will develop over the next 3 years to complete primary and connect with the secondary education qualification. There will be further staffing needs, curriculum integration with BMSP subjects, and the maintenance of government and education relationships that are part of this process.
- The local Governor in Ranong has intentionally focussed attention on the 12 Burmese Migrant Learning Centres in Ranong. Visits by Police, Education Officials, Health and Social Security Officials have caused concern among the Learning Centres whose teachers may not have valid documentation. Numerous meetings and links with World Vision and Save The Children and International Organisation for Migration (IOM) have sought to support Learning Centres to meet the challenges of the 30 criteria issued to Learning Centres. One Learning Centre has decided to close in March 2019 and some others may not be able to meet the new criteria of class size, numbers of toilets, qualified teachers, accredited education pathway, health and safety requirements. The underlying issue of poverty and lack of financial resources to adequately support education is not being acknowledged.
- Marist Asia Foundation is concerned if some of these Learning Centres are forced to close, the future of those children to access education or ability of other Learning Centres to receive more students is uncertain.
- 4 Migrant Learning Centres who are networked together with an external funder and whose students are on a formal Myanmar Education Pathway had a meeting with Marist Asia Foundation and shared their concern that no Burmese Migrant Student in Ranong has passed the Grade 10 (Matriculation entrance exam to qualify to enter University) for the past 2 years. They request Marist to provide a formal Myanmar Education Placement Test for Grade 8-9 and continue to provide up to Grade 10 Myanmar Education. They lack the finance needed to employ qualified Myanmar Teachers and student numbers to achieve secondary education qualification.

### **Exam Results.**

- 7 of 91 students did not score an average 50% pass of all their courses. We have added a teacher assistant to English and Thai classes (year 1-2) to support students language learning which is vital for learning progression.

### **Curriculum.**

- Curriculum and timetabling has been adjusted to allow for the integration of 9 hours Non Formal Thai. Approximately 50% of Year 1 students Thai Language ability is low

and has required part time employment of 2 ACU students to Teach Thai Language and be teacher assistants.

- English, Maths, Science, Burmese, Thai, Social Studies, Science, Computer studies curriculum outlines have been reviewed along with teacher observation and monitoring.
- New course materials have been purchased and the curriculum has been written and is in trial for social studies years 3-4
- Life skills classes for Year 3 and 4 students have focussed on migrant life, documentation, 7 habits of highly effective teenagers, visiting the hospital. From October the HIV Health Programme team have begun a 10 week programme focussing on health awareness, relationships and sexuality.
- Teacher Katie (New Zealand Trained Teacher and Volunteer) has implemented a weekly Teacher Training Programme (Monday 3.30-4.30) covering .....
- Monthly observation, lesson planning, teachers observing each others lessons, and learning new teaching methods and activities has given permission for teachers young and old to experiment and try new creative teaching practices.
- Marist Asia Foundation has been involved in partnership with UNESCO programme to reach 'Out of School Children' and their learning initiatives with teaching Thai, Burmese and English languages using new technology. 2 of our computer teachers recently participated in a 2 day training workshop in Mae Sot around lesson planning and using tablets / computer apps with LearnBig and the UNESCO sponsored learning materials.

### **Promote Educational Awareness**

- Home visits: In October each year level teacher considered which 10 families to target for home visits. Paired teachers to visit homes and the community exposed us again to the reality of migrant life and our students home background. The challenges of finance, lack of legal documentation, health problems and hospital bills, debts, conflict with employees and officials. Future uncertainties with the new law not enabling a migrant to get a Work Permit when they turn 55.
- We have tried to carefully respond with health care assistance, purchase of school uniforms, provision of sponsorship of tuition and or monthly transport assistance. We continue to follow up some families who have been identified in special need.
- The November Parent Meeting shared in more detail the Accredited Education Pathway for Burmese Migrant Students in Ranong. 50% of the parents in attendance survey results showed a very strong commitment to the current 4 year programme and English pathway to the ACU Online Diploma. However only 51% shared a willingness to support their child to continue Ko So No Thai secondary education. This increased to 79% if Marist supported the Learning at the Marist Centre on weekends.
- 56% of parents wanted Marist to consider the formal Myanmar Education system with 44% saying no. Only 16% indicated they wanted to change from our current programme. Marist recognises that currently 4 Migrant Learning Centres are already teaching children on the formal Myanmar Education Pathway. We are very uncertain to try and deliver also the Myanmar Education exams as this could effectively cause the community to become dependant on the Marist Education Programme at the

expense of building up the capacity and ability of the local Burmese Learning Centres.

- World Vision provided a workshop for BMSP Parent November meeting to understand the importance of migrant child birth registration and the necessary documentation for application for a 10 year Thai Card (allowing access to education and health care and safety for migrant children in Ranong).

### **Gain Official Qualification**

- Marist Asia Foundation signed an MOU with the Thailand Ministry of Non Formal Education on May 25. Our students are on the pathway to an accredited education qualification recognised in Thailand. Hopefully the future of ASEAN integration will cause all ASEAN countries to recognise each others education qualifications. Attempts are being made at a cross border and inter-government equivalency standards but these meetings are progressing very slowly.

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

- We updated our Child Protection Policy and Code of Conduct and re-translation of these is due for completion Mid December.
- We have had to instruct young men and people from outside the community not to come onto the school property for playing sports until after 4.30pm when the last of our BMSP students have left the property. We are starting construction of security gates and fencing in December to be able to secure the school property.
- Evidence of glue sniffing has been found on the school property and we are conscious this is a problem in the local community. We discussed this with students and identified a student in need of support.

## BMSP Student Stories

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“Sometimes my mother tells me to stop going to school”

My name is Aye Aye San, I am fifteen years old and I was born in Ranong, Thailand. I am in Year 2 of the MAF Burmese Migrant Secondary Education Programme.

When my mother was 3 months pregnant with me my father passed away. After I was born my mother and I moved to a village in Dawei, Myanmar. After 7 years we moved back to Ranong and my mother began work in the fish factory and married my step father who was a fisherman.

My mother has now retired because she has hurt her back and last month my step father developed stomach problems so he has had to stop working

for now, we are worried because we are only living off my sister’s income.

My older sister had hopes to get an education and become a teacher but she must work to support my family. She always encourages me to continue studying and working hard so I can have the future that she wanted. Sometimes my mother tells me to stop going to school and work to earn money instead, we have arguments because I don't want to leave school and I get very upset. But my sister always believes in my education and works harder for income. My sister has told me if I focus and do well in my studies that she will try save up to buy a laptop for me. She knows how much it would help me in my school work and she wants to support my education.

I attended Victoria Learning Centre from preschool to Grade 6, during this time I heard about Marist Asia Foundation and I wanted to join. This year I took the entrance test and was able to get in to Year 1, I was so happy to come to this school. This year I have realized my Thai and English language has improved so much and I think that is very important for my future. I now feel more confident to speak in these different languages to Thai and English speaking people. I have also loved doing practical things at Marist Asia Foundation and different kinds of learning.

I feel like I have matured this year, I have learned how to have good relationships with myself and others. I have also learned a lot about my own culture too and have more respect for Burmese way. I hope to finish Year 4 at MAF and go onto the ACU programme, but I always worry that I will have to stop studying to work and earn money. I dream to be an air hostess when I finish studying but my mother wants me to be a business woman. If I am able to be an airhostess I think I will be so lucky and happy to travel and see different places around the world.

Sometimes I feel sad but I always try to keep a smile on my face in front of others and try staying happy. I often worry about money and how my family will have enough to pay for rent, documents, school and food. But I am very grateful to go to school and I would like to say thank you to people who help our school. It is very different from my other school and there are lots of creative things to do. We can also watch videos and see pictures of history and different places on the TV. These things help me learn and I can have more fun while learning. Thank you.



“On weekdays I work until 12am on the rubber plantation.....I often get sleepy”

Hello, my name is Wai Yan Naing, I am 16 years old and I am studying year 4 at MAF.

I was born in Thailand and I moved to Myanmar when I was 5 years old, I studied there till grade 3. Then my parents brought me back to Thailand to live on a rubber plantation where my family works. My mother heard that there was a migrant learning centre in Ranong but there was no transport from the

plantation so I stayed at home that year. The year after that I sat the entrance test for MAF, when I came to sit the exam I was by myself and I had no friends or any lunch to eat.

I was accepted into Year 1 and I was able to find transport to get to MAF. To come to school I need to wake up at 5am, the local bus comes to pick me up at 6am and then I need to get off and wait for the MAF school bus. I arrive at school at 8:40am and school starts at 8:45am. It is very busy, then I finish at 3:30pm and just like in the morning I need to take 2 buses to get home. When I get home I take a rest for 30 minutes then I begin to help my parents.

On the weekdays I have to work on the rubber plantation until 12am, then I come back to sleep, but my older brother and father continue to work on the plantation. During class time I always feel sleepy and sometimes I fall asleep but my teachers always understand.

My first two years at school I didn't communicate much with the other students and didn't have many friends. I was very shy and afraid to talk but now I'm friends with everyone at MAF. As year 4 are the oldest students, we have a responsibility to be the leaders of the school. In the morning my duty is a flag leader, this means I have to lead the school in raising the flag and singing the Thai national anthem. When it's lunch time I go to the library and clean up the books or read. Usually only girls read books at lunch time so I make friends with a lot of them, they all call me brother, uncle, or grandfather because I was born with some grey hairs.

At school I try and stay happy and make jokes with my friends even though I am always tired from working. My English teachers always asks “Are you okay Wai Yan Naing?” I often get sleepy. My ambition is to be educated as much as I can and earn a lot of money for my family, I want them to spend the rest of their life peaceful and happy. My biggest wish is that everyone is happy and always smiling, especially my friends. I don't want anyone else to cry because of my mistakes or jokes. I hope that whoever is reading this has a smile on their face.

# Burmese migrant Preschool Programme

Update on Programme Objectives and Outcomes

Kindermisionwerks,  
Marist Mission Centre,  
Lenity,  
NZ Friends and Supporters  
support this programme



*We continue to have a full preschool programme and 100% of students continuing into primary education. We focussed effort this year to encourage over 20 very poor neighbourhood families to send their children to preschool with us to ensure they start the education pathway.*

## **Numbers.**

- 72 students.
- A focus in 2018 was to encourage poor children from the neighbourhood area around the Marist Centre who are at risk of not beginning school to join our preschool programme. 22 poor students joined us in 2018.
- 36% of preschool children cannot pay tuition and transport donation or pay a smaller donation. We continue to encourage parents to send their children to school even if they cannot pay monthly donations.

## **Attendance.**

- We continue to have a very High attendance rate at 90%. Non attendance is mainly because of sickness or following a parent to Myanmar for family or religious festivals. All 3 classes are recording above 85% attendance



**Exam Results.**

- For Nursery A and B students, teachers make assessments of painting and making of creative crafts; intention, creativity and beauty.
- For KG students have assessments in Burmese, Thai, English and Science. A= 19 students. B+= 2 students. B= 2students. C = 3 students. D=1 student

**Curriculum.**

- We continue to respond to parents encouragement and introduce students to Burmese, Thai and English, arts and craft, health and hygiene, moral stories and fun exercise. KG students also learn about science and maths / numbers
- We continue to use online resources for story telling and song and action games from the internet with the use of Television
- 2 teachers from Secondary Programme who received special training in teaching Thai to Burmese migrant children did a 10 week story telling programme using large story books and pictures from the partnership with Mahidol University and Save The Children. We hope to support and develop teacher to use these resources.

**Positive child friendly learning.**

- We continue to display arts and crafts of the students on the walls for children and parents to see their work and creativity.
- We painted foot steps and markings on the floors to help students play games and develop their muscles and leg movements.
- Activity day in October gave students an outside learning experience visiting the mangrove forest, learning about nature cycles, animals. They also visited the Buddhist temple and learnt what is done inside when they visit. Children and teachers enjoyed playing at the Ranong playground.
- Preschool training for 2 teachers in Myanmar in March has given benefits with new experiences and teaching ideas integrated into the classroom.

**Alleviate malnutrition and personal health.**

- Measurement of weight and height records are now kept twice for each student. 27 children identified as underweight and monitored. We have had 2 parent meetings where the discussion topic is nutrition and healthy food.
- Teachers give praise to all the students who finish their lunchbox. Teachers watch students with only a little food and encourage other students to share their lunch. We are giving more time for children to finish their lunch. Very poor families are not able to give their children much food to eat. Teachers decide when children need food purchased for them across the road for their lunch.

**Safe Transport**

- Continue to have good drivers and renewed their contracts.
- We have not had any accidents and parents continue to share their confidence in the transport provided by MAF for their children.
- MAF is preparing to extend verandah and sheltered areas for entrance area so preschool children do not get wet exiting the vehicles upon entering the Marist Centre.

### **Quality Teachers and Education.**

- Currently we have 1 Teacher who has early childhood diploma from Ranong Community College, 2 Online University Graduates who have early childhood training from Myanmar, 1 Online university part time student, 1 Academic English / Thai Secondary Ko So No (Non Formal Education Graduate).
- We had a review of the preschool programme in November by Teacher Irene Ho (Early Childhood Education Training programme in Myanmar) and we hope she will be willing to volunteer for 3-6 months in 2019 to support and mentor our preschool programme to develop targeted areas of lesson plans, curriculum development and creative teaching practices.

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

- 58 parents attended August Meeting
- 47 parents attended Mothers Day Activities.
- 17 families identified and visited during October holiday period to understand their context and encourage parents to continue to support their children coming to school.
- Meetings in July and October with Education Department, Social Development, and Health Centre to discuss how to develop and support Migrant Learning Centres in Ranong and the criteria to be issued to Migrant Learning Centres.
- Labour and employment departments have used Marist Centre for migrant friendly space to meet with Migrant Workers to discuss work conditions and migrant rights (July 29, 2018).

### **Results**

- A positive development for us is to be giving more attention and support to the local neighbourhood area which has many poor families. We have intentionally enrolled more of these families and their children to our preschool programme in 2018.
- Our relationships in the local area have improved also and allowed us to identify more young children who are without school. 15 children between 6-12 are given a chance with 'Sunday School'. Learning how to be in a classroom, have a teacher, have their own learning exercise books and participate in small group activities are all helpful skills that can support their successful re-entry into a learning centre if their parents are able to support them.

# Preschool Student Stories

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“Everytime her Mum sees me she begins to cry and is worried for school fees”

Nandar Aye is 5 years old girl and she is studying at Nursery B class at Marist Preschool Programme. She is living with her parents. Her father is working at a nearby charcoal factory and her mom is caring for her younger brother at home. I feel sad when I visit their home because the environment around where they live is fully of rubbish and is very dirty. They rent and stay together in a very small room.

On the first day she came to school, she cried alot and she was very scared. She never touches anyone and so sad to see her mom go from school. She was very quiet girl and did not like to play with anyone. Her

Mum says she always stays in her room alone. Every time she had to speak with the teacher she cried when she was speaking. She is a very quiet girl and her voice is very soft.

She is slow learning girl and does not talk very much. Nandar Aye’s family are very poor. Her parents cannot pay for school and transport fee. They cannot buy her school uniform. Every time her mom sees me, she begins to cry and is worried for school fees. As I am Nandar Aye’s teacher, I can see and have begun to understand her family problems. Her lunch is not good food and her clothes are always dirty. She has only one brown sock and one blue skirt. She got her school uniform from her neighbour.

It is now several months since she started school. Now she comes happy to school with her beautiful smile and she talks with friends a little bit now. She enjoys some friends and laughs more than before. She was scared to drink milk but now she really enjoys it each day. She is growing up a lot with her knowledge. Now she can speak with me in a very clever way without crying. She is a cute girl and is studying well. I really want to encourage her come to school every day because it is good for her future.

## “He didn’t know how to play with others”

Phwe Phwe was born in Thailand. Phwe Phwe is 4 years old, his Father works as truck driver for the employer. His Mother works as a housewife for the employers house. His Brother is working in a factory. Phwe Phwe doesn’t have friends at home to play with, in the school he doesn’t know how to play with others, he is quite shy.

On the first day of school Phwe Phwe cried a lot. He cried every day for 1 month. When he cried he always says ‘my mother will pick me up, she is coming’. Phwe Phwe likes to sit in front of the class, he doesn’t like to sit in the back of the classroom because he can’t see his mother coming he said.

Phwe Phwe didn’t have lunch for a while and he didn’t sleep because he is waiting for his mother. He didn’t like to talk with the teacher He was quite slow in communication and development. He followed what the teacher said but he wouldn’t answer.

The second month Phwe Phwe didn’t cry. He stayed in the classroom but he doesn’t like the teacher to close the door. Soon he began to develop more. He started to do activities with friends, he can help himself and can go to the toilet by himself. He can now look after his own lunch box and prepare for sleep time. He now likes to come to school and to talk with his teacher. Now, when his mother comes to pick him, he does not want to go back. He says his friends are still in the class and he wants to stay in the school and play with them.

He tells his parents what he learns from school each day and his parents are very impressed that preschool has trained and developed their child very well.



# Migrant Outreach Programme

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



*Creating an education pathway to grow young teachers is a strategic goal to grow the education capacity in the Burmese Migrant Community. Burmese Migrants can complete 4 years secondary education, progress to Intermediate and Academic English Programmes, then to higher studies in ACU Online Diploma and Certificate in Teaching and Learning. Pictured are Intermediate / Academic English students at their evening classes preparing for Online University Programme entrance test.*

## Numbers.

- 28 students began and completed the Intermediate Academic English Programme
- 21 students passed the Academic English EPOP Entrance Exam and are now 2 months into the 6 month programme preparing for the ACU University Online Entrance Exam in February 2019.
- 4 Teachers are in the 'Growing Young Teachers Programme'
- 76 Migrant Workers began the Sunday Migrant Worker Classes (Thai Language, English Language, Computer Studies).
- 42 (56%) have continued to complete the 6 month programme for graduation on Dec 16.
- 12 neighbourhood children without a school continue to come for 'Sunday school'
- 17 Staff / Graduates are volunteers teaching Migrant Worker or 'Weekend School' for out of school children. We reduced volunteer numbers for classes that reduced to below 15 in class size.
- 14 University Online Diploma Students volunteered and received training for working in partnership with Save The Children and Mahidol University to complete a community survey for a Ranong 'Out Of School Children'(OOSC) Survey to help identify the education challenge that exists for children in Ranong.

## Update

- All 4 of the 'Young Migrant Teachers' Programme have been praised by their Migrant Learning Centre Head Teacher as being a significant help and support for their Migrant Learning Centre. We have received a request by 4 more Migrant Learning Centres to be part of the programme.
- We have identified the strategic education pathway to support Migrant Learning Centres is support with Thai and English Language Learning. Learning Centres are sharing they do not have enough money to employ a Thai or English teacher.
- The Computer class is the most demanded and has the highest attendance participation rate. In 2019 we may consider Introduction and Intermediate Classes.
- In 2019 our 'Growing Young Migrant Teachers' Programme will focus upon recruiting those who are capable in English and Thai language to support Migrant Learning Centres.
- In 2019 we will attach an experienced MAF teacher with 2 younger volunteers to ensure continuity and quality of classes.

### **Attendance**

- English Programme. We have very high attendance and motivation from Intermediate and Academic English students. Their motivation is very high as they seek to gain entrance to the limited places in the ACU Online Course.
- For the 2<sup>nd</sup> year we have recognised the significant drop in migrant workers who begin classes with us and do not complete the 6 month course. A survey among migrant workers identified travel / safety concerns with increased police roadblocks, lack of legal documentation, job hours and ability to attend Sunday afternoon classes is dependant on fish factory bosses who deny requests for a day off / time off / learning. Some migrant workers feel embarrassed to return after absence for fear of not having done homework, forgotten previous learning.
- A SWOT analysis and team review meeting is planned for Dec to consider if we should consider short courses.

### **Results**

- Burmese Learning Centres have requested the continued support of MAF with the Young Teachers Programme. Ban Non, Ban Klang, Soi Samaki, Lotus Pond have all requested continuance of the programme for 2019. Wattana, Soi Jet, Victoria, Pak Nam Learning Centres have also requested to be involved in the programme.
- The Skills of MAF 'Young Teachers' have been commented on by Migrant Learning Centre Head Teachers because of their language skills in Thai and English. Yopung students are now able to try and have conversations in English and Thai language. Their skills with computers and technology has helped learning centres and teaching staff to do exam papers, administration tasks, reports.
- The 4 Migrant Learning Centres receiving MOP Young Teachers have shared their continual financial struggle to pay for staff. They are extremely appreciative of a young role model with higher education and language skills.
- In November the Ranong Immigration Police approached Marist Asia Foundation as they have heard about the language classes and talents of our Burmese Migrant Students. 2 ACU and Sunday Migrant Worker Classes teachers have begun teaching Immigration Police Burmese. This is a considerable achievement considering the discrimination between Thai and Burmese. Burmese Migrant Students teaching

Burmese Language to Thai Immigration Police is a symbol of the gradual change and respect that is growing with the fruit of our education programmes and the reputation of Marist Asia Foundation in the Ranong community.

- A survey of Migrant Worker students requested continuation of the Computer, Thai and English classes for 2019. Exam results show an average mark of 80% for Computers, 80% for English, 60% for Thai classes. Survey information also shared they were more confident in understanding Thai culture because of 'Thai Culture' information, able to start a conversation and respond to some questions with their Thai employer which was important for them.
- MAF staff and young volunteers commented how they have enjoyed the experience of planning and teaching lessons to their own community. Some have recognised the joy of being a teacher.... 'I love seeing them develop and grow in confidence'.

## Migrant Worker Stories

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“English is the International language to communicate and find information on the internet”

I am Ma Thet Hnin Oo. I have been living and working in Ranong, Thailand for several years. I have been studying free English class once a week every Sunday in Marist Asia Foundation for 3 months already.



*I know it takes a long time to learn english but if you learn frequently it gets easier*

Now, I am glad to see my improvement. Before I studied here, I could only read English alphabet. I have never dreamed that I had such a good chance to study English again in my life. It is so difficult to find this kind of study chance once a week while you are working here.

Now, I am getting to know some fruit vocabularies in English. I start listening to English song and trying to read some English words on banner or on street and road. I think when we used to speak and learn English frequently, it is getting easier. I find it quite interesting and fun learning English. English is international use language to communicate and find information on internet. My co-workers find me quite funny when I practice my English with them but I don't. I know that it's a good way to practice your new language.

I am inspired with the teachers who are teaching me in the class. I wish I could speak, read and write English fluently like them. I know that it takes long time to do it. I need to work hard for that. I am thankful to each one of people who involves in this program such as teachers, program donor and manager.

## “I aim to share with others what I have learnt in class”

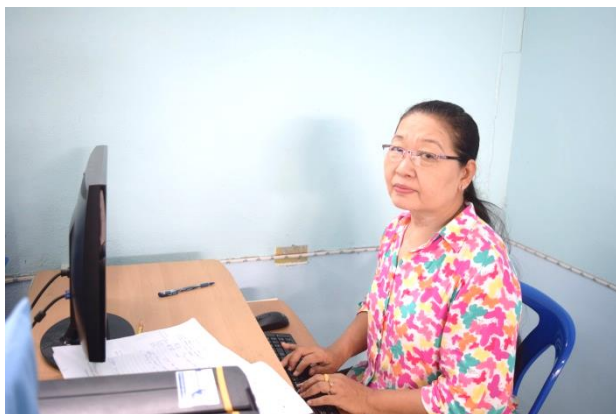
I am Mg Wathan Ko Ko. Now, I am studying in Thai class. I am from Mon State, Myanmar. My parents left there. I have been living in Ranong, Thailand for a while. In the past, I had been worked in fish factory and I had studied Computer class at Marist Asia Foundation (MAF). Then, I lost the chance to continue to study because I had to work full time and I was so busy. Now, I quit from that job and am working in Phone shop. The reason I quit my previous job because I would like to study in Thai Class which is supported by MAF and could take day off every Sunday.



*Wathan quit his job in the fish factory to learn Thai and now works in a phone company.*

I want to understand Thai because I live in Thailand. I have been discriminated by others because I don't understand Thai. I am very happy to come and study in Thai class. There are many people who do not understand Thai like me. I wish they all could get a chance like I do. I also aim to share others back what I have learnt in my class. MAF gives this opportunity to our Burmese migrant workers and children who are indeed needed to be in classroom again is what a precious gift ever we have received. Now, people like me who are in classroom again can shine like a diamond in the sky because the supports from MAF, teachers and managers who run this program well. We will be always thankful and grateful to all who involved in this program.

## “Nowadays is technology era... I think everyone should learn computer skills”



*As a Teacher in a Migrant Learning Centre she wants to gain computer skills to share with her students*

My name is Daw San New Oo. I am working as a head master of Lotus Pond Learning Centre in Ranong, Thailand. I have been working as a teacher in Ranong for 14 years.

Nowadays is technology era, I think everyone should learn ITC skill. I am learning it so I can manage the school data, information, and accounting properly on computer. I can teach back to my students too.



In my computer class, I have been learning properly from the basic and usage of computer by understanding, applying and also playing games. I have learnt the Hardware and software which are the parts of a personal computer, the connections between Input and Output of the hardware, application usages base on operating system which are included in Software, the brain of a computer or CPU which can work millions of jobs within a second, and the process of Hard Disk and RAM. All in all, I have started learning from typing and Microsoft Word in practical way.

In the future, I am going to apply what I have learnt in my class to my learning Center and will also share back to my students.



*Many Factory workers face difficulties getting a regular day off each week. It has affected many to attend Sunday Classes*

“After I joined English Class my mind has changed”

I am Ma Thandar who is eager to study English in a class. It has been a long time already that I wish I could study English but I didn't have a chance like now.

The reason was my day off is every Tuesday instead of Sunday and I was not allowed to take day off on Sunday by the factory which I have been working for. Fortunately, the

factory has made a day off to everyone on Sunday and I was very happy. I was happier than others because it was the same time which the English class was started. After I have joined the class for 3 months, I am in a bad fortune again because the factory announced again that there is no more day off every Sunday. So, I asked permission to take a day off on Sunday to my leader but the leader has not given a specific answer yet. Despite the challenges, I have decided to study until the end.

The reasons I am joining the class are firstly, to be a successful person in my future and secondly, some of my colleagues used to look down on me as an illiterate person. Finally, I want to receive a course completed certificate. The English class is quite useful for me. I have been learning new vocabularies in my class.

I was a shy person before but now I am confident and believe in myself. Before, I thought I was not good but after I joined my English class my mind has changed. I become a person who has confidence and courage to stay strong for the rest of my life. I wish I could study in online diploma course from ACU (Australian Catholic University). That's my dream but I don't know where and how to start and get in the course. At least now I have started with Basic English class.

Finally, I would like to thanks to all teachers and people who have been supporting this program to happen.

# MOP Young Teachers

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*Training Young Teachers is one of the greatest blessings for a Migrant Community. Teacher Aye Aye Zin is one of 4 Migrant Outreach Programme (MOP) young teachers who receive sponsorship to teach at a learning centre in the morning and continue their studies in the afternoon. There are now 21 young graduates working in Migrant Learning Centres supporting education.*

My name is Aye Aye Zin. I am a MOP young teacher at Banong Learning Center. Now I am also a student studying Academic English or Exam Preparation Outreach Programme (EPOP) at Marist Asia Foundation.

The best experience as a young teacher is knowing the teacher's role, and learning to understand the student. I think I am becoming more patient and creative in learning. These are the most precious things for me because if I was not a teacher, I would not have these great experiences.

I am very proud to support young Burmese Migrant Children with the gift of education because education is very helpful to achieve a dream or goal. The biggest challenge for me as a young teacher is to teach the Thai language which is not my native language. The Thai language is my favorite language and the country I live in today. Being a Thai teacher is a great opportunity for me. Migrant Learning Centres struggle to teach Thai to Burmese children.

I keep studying and learning at Marist Asia Foundation because I want to take the entrance to Australian Catholic University Online Diploma (ACU) exam. MOP Young Teacher Program is really helpful to my community because it helps children who are underprivileged get an education. My dream in the future is studying in a foreign university.

# HIV AIDS Health Programme

Update on Programme Objectives and Outcomes

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



## Numbers

- 94 Patients as of Nov 2018 (People living with HIV PLHIV)
- 9 Self Help Group meetings. 30 average attendance at Self Help Meetings.
- 8 children (5 boys, 3 girls)
- About 210 family members indirectly supported with home visits and education
- 17 new patients from January – November 2018
- 11 patients were discharged from January – November 2018. They returned to Myanmar and referred to the hospital / network. 2 were lost contact and 1 non-compliance.
- 3 patient deaths (from January – Nov 2018) referred to us at late stage HIV.

## Access to Health Services

- Every Tuesday the health team assists Burmese Migrants accessing HIV Treatment and providing Translation for HIV and TB patients.
- Translation assistance monthly average of 45 patients at TB clinic and 52 patients at HIV clinic.
- 86 out of the 94 patients are on ARV medication.
- We support every Wednesday 8 migrant children who are HIV positive at clinic appointments.

- 8 mothers assisted for 'Prevention of Mother to Child Transmission (PMTCT) programme and supported with infant milk formula.
- 10 children who affected by HIV are assisted to clinic/hospital and given medical and nutrition support and assistance.
- 10 children affected by HIV were referred to World Vision and IOM for birth certification and Health Card.
- 8 children are assisted to go to learning centre for education and their safety.
- Friday support for Blood Tests. 8 people were newly tested for HIV test and received counselling (3 are negative, 5 are positive).
- 8 spouses who are HIV negative are followed up for regular HIV tests for at least every 3 months.
- Assist the most needy patients with transportation to hospital and emergency support and translation
- 19 patients were assisted for hospitalization from Jan – Nov 2018.
- 27 patients were assisted and helped to procure Health cards.
- 23 patients were successfully assisted to get their legal documentation.

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

- Average of 60 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
- 55 individual patients and members of family were provided with pastoral counselling sessions with the health staff from Jan to Nov 2018.
- 5 people received counselling for voluntary HIV testing (Pre-testing and Post-testing)
- The 2018 Quality of Life Survey in August showed patient feedback positive about life satisfaction, and positive about feelings of taking their HIV medication.
- Helped 19 patients with 'Certificate of Identification' (proving they are Burmese and preventing them from being 'stateless') that makes them safe and able to work and get their Health Cards / Social insurance to enjoy their rights to healthcare as migrant workers.
- Showing increase of the number of patient category status from dependent (Category A) to independent status (Category B). 10 of our patients became independent from financial, nutrition and rent support but continue to keep in touch and stay active in Self-Help group.
- 66 patients are able to find work and support their family. 26 patients are working outside Ranong province but still keeping in touch with us specially when they come in Ranong.
- Monthly pastoral sharing, reflection and processing of Health Team that help each staff grow and develop their ways and approaches to become more effective in pastoral outreach.

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

- 4 workshops on 'Mobilising Communities for HIV / AIDS toolkit has been given to the Saturday Self Help Group Meetings.

- Education on 'Human Sexuality and Health Relationships' is adapted for Self Help education workshop.
- New team of leaders core group have been elected as 2 of the previous leaders returned to Myanmar.
- Self-help's Core group members formally met to do planning and brainstorming of activities. The communication coordinators are formed to keep members of Self-help informed of any updates of Self-help activities.
- Develop committees to assist the health team to prepare for self-help meetings like cooking and other practical activities needed for gathering.
- Two leadership workshops were attended by members of the Self-Help group. One workshop was held at Bangkok with Positive Women Group and Migrant Assistance Programme (MAP Foundation) and one workshop was held at Pang Nga with Foundation for Education and Development (FED).
- Encouraged volunteers among Self-help members to assist patients in need, e.g. palliative care to dying patients and provide temporary accommodation homeless and rejected patients to their homes.
- Facilitated a Quality of Life (QoL) survey based on World Health Organisation questionnaire with the Self-Help group in the month of June and in the month of November. The results show the improvement of quality of life of the patients by 26% in 6 months (June-November).

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

- Hired a part time staff to be trained as an educator for health curriculum and network co-ordinator.
- We have completed and approved a comprehensive revised health curriculum integrated into BMSP's Life skills curriculum for Year 3 and Year 4 with the help of Teacher Katie (NZ Volunteer and experienced teacher) and health staff.
- Teachers of Health Curriculum are specifically chosen that the curriculum will be taught more effectively with cultural sensitivity. An RNDM Sister and a Health staff are working together to teach the lessons for year 3 and for year 4 students. Teacher Katie supervises the curriculum and the teaching method. There will be regular assessment of content, method and approaches of teaching.
- Health team continues to give education using basic education flipcharts to new patients and their families and friends.
- The health team continues its regular staff on-going education that help the team to be better educator and outreach worker. The health team has their education fortnightly, particularly in Thursday. They also invite resource persons to give various knowledge and education for staff personal growth.

#### **Results comment**

- 3 Patients who passed away were cared for with dignity.
- 28 patients are successful procurement of Health Card. 17 patients are assisted fully, 7 are assisted partially and 4 patients paid by their own.
- Education during home visits have make an impact to members of family and friends. 3 persons have approached the health team for counselling and HIV testing.
- 8 Children (4 are HIV positive) are supported to attend learning centres for education, safety and security.

- Local Ranong Hospital has referred 5 patients to Marist Asia Foundation and the relationship with the department of Social Work in the hospital has facilitated patients' hospital fees being paid or reduced through our requests.
- 10 Patients who went to Myanmar are properly referred back to Myanmar agencies, followed-up and looked after by our network groups in Myanmar.
- We now collaborate with Community Based Organisations to issue a formal death certificate for patients who have died without their family and friends.
- Marist Asia Foundation is now attracting local young migrants as volunteers who want to get involved in their community by serving our patients through translation assistance to patients in the hospital and home visitation. This is a very positive development which shows that we are making impact to young people to support the people living with HIV.
- We were invited by the department of disease control under the Ministry of Health for a network meeting and collaboration for future plan. We are able to present the migrants' situation in Ranong and hopefully gain their support to work particularly to HIV education.
- We have strengthened our network with Myanmar Catholic HIV-AIDS Network (MCHAN) to access to information and referrals to Myanmar. We are building up relationship and communication with Catholic Commission on HIV/AIDS in Thailand (CCHT) to access more resources and updates.
- The Self-Help Support group describes the HIV Health Project as 'Medicine of Life' that makes their whole being well again, not just their physical health but their relationship with their loved ones and with the community. They feel accepted and lessen their depression and stress.
- Networking with Migrant Assistance Programme (MAP Foundation) enabled us to offer leadership training and workshop for our Self-Help Support core group leaders. We sent 2 patients for workshop with them in Bangkok and we chose members of patients who can continue to undergo some more trainings with them next year. There will be training for trainers (TOT) course. We are hopeful that there are members of the self-help who can commit and capable for it.
- We are grateful to our staff who are compassionate and deeply committed to serve the patients. The two new staff are both products of Marist education programme. They do not look for wages and salaries but they work and serve without condition to care for poor patients. One of the staff is living with HIV and it makes her service to PLWHIV more effective.

# HIV Patient Stories

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“They made fun of her and called her HIV Girl”

Aye Chan May is 17 years old. She is an orphan. Both parents died with AIDS-related death when she was 3 years old. Her aunt looked after her but needed to go to another province for work. The aunt asked her neighbour to look after the child and promised that she would send money for support. They never heard from the aunt after she left Ranong.

The family had a difficulty to continue to look after and support her. Aye Chan May got sick and was infected with TB. She tested positive with HIV. The family was not able to look after her very well. She was not cared for and her health got worse.

Ma Aye, one of our patients, found her suffering and needing much care and the love of a mother. She felt concern and pity on her so she took her home and adopted her as her own child. She cared for her, supported her and raised her as part of her family. She sent her to study at Thai school.

It had been very difficult for Aye Chan May to be discriminated even by her classmates at school. They even made fun of her and called her ‘HIV girl’. The foster mother consoled her and encouraged her to be just strong and not to be discouraged.

Ma Aye approached the Marist Health Team at the hospital and introduced Aye Chan May to the team. The health team went for a regular visit, gave nutrition support and made



follow-up for their medication and treatment. Aye Chan May got better and became more confident as she grew up.

They felt that they were emotionally supported by the Marist health team. They had been stigmatized and discriminated by neighbours. The foster mother became more involved with the Self-Help group organized by the Marist health team every month. Both of them seemed happy and stronger as a family.

However, another test came to their lives. Aye Chan May grew up as teenager. It was getting difficult for the foster mother to discipline her. Aye Chan May became more uncontrollable. It became a struggle in the family. Aye Chan May went away, left her foster mother and followed the aunt to another province to find some work.

The foster mother and the health team had lost her contact. Aye Chan May did not get on with the aunt and she went away with her boyfriend in another province. She could not come for her regular medical appointment. They were worried and concern about her well-being and safety.

After one year, she was able to contact one of our staff through social networking. She was able to connect with us secretly and able to ask for help. Sadly what had happened was that she was locked up by the family of her boyfriend who made her a slave. She worked the whole day and night without pay, she could not go out from the workplace. She had been a victim of human trafficking.

The Marist health team was able to rescue her with the help of the Thai Immigration Police and Catholic Social Action. Aye Chan May came back safely to her foster mother. The foster mother received her with back with much gratefulness and joy. The lost adopted daughter had reconciled again with her foster mother who was waiting for her to come back.

Aye Chan May was lost but now found. She was able to gain back her health. She was reconciled again with her foster mother. She felt and realized that she is accepted and she is loved. She is now safe back in Myanmar.



“He felt the burden of being discriminated against.”

Ko Nay Naing is a 30-year old migrant worker in Ranong. He is been in Ranong for quite a long time. He works as a mechanic in a bicycle repair shop owned by Thai. He is married to a migrant worker and they have two children, 3 year old and 1 year old. He does not have any legal documents except a border pass document that allows him to stay in Ranong temporarily. He has to renew this document every week so he can continue to stay and work in Ranong to support his family.

The wife came to know the Marist health team in the hospital. She is infected with HIV and she was under treatment with her baby. The health team assisted her in the clinic and supported the baby with infant formula.

We regularly visit the family and make follow-up visits for their medication and treatment. We gave education to both of them. We also try to assist them so that they can get legal documents and health cards that will give them access to medication and treatment in the hospital.

During that time, Ko Nay Naing was in good health yet. It was taking a long time for Ko Nay Naing to accept his HIV status. He could not believe it. He was in denial. He did not try to make any follow-up of his treatment. He could not listen to the health team. He struggled a lot and came to the point that his wife broke up with him and left him.

When they broke up, we continued to support his wife and the two children. They needed more support especially for their basic needs and nutrition. We also supported the children to get documented and procured health cards for them.

Ko Nay Naing was away from them. After a year, he became very sick. He was affected by tuberculosis and his CD4 count test was down to 23. It means that his immune system was very fragile. He was very sick and weak. He had no any documents and health card to access medical assistance to the hospital. The wife came back to take care of him. Unfortunately, the two children also were now affected with TB.

The family's situation was getting worst. The health team assisted them in their need. We assisted Ko Nay Naing to cross the border and get access to Kawthaung (Myanmar) hospital. The hospital had to treat the TB first before he underwent ARV treatment. We also assisted the children to the TB clinic.

Ko Nay Naing was trying to be a good father and a husband. The situation was just too difficult for him. He felt the burden of being discriminated against while trying to support his family. He was just happy and in peace when his wife came back to take care of him. He realized the need of being open and to accept the reality of his life. He realized that there is a need to be humble and recognize that he needs his wife and family.

We continue to give him education and make him understand the importance of medication and treatment. We continue to make regular visits and support him and his family. He is now taking medication faithfully and he is recovering.

We are hopeful that he will return to good health and make his family whole again.

# ACU University Online Diploma Programme

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Australian Catholic University  
Marist Mission Centre  
support this programme

## Numbers

- **Results:** All 16 students passed Global History, Education and International Development, Introduction to International Relations.
- **Developing Young Leaders:** 6 of the ACU students are working as Teachers in Burmese Migrant Learning Centres. 3 ACU students are working in Health / Clinic / Education and Translator Roles. 3 ACU students are working with World Vision Ranong Programmes. 7 are involved in Migrant Outreach Programme with MAF teaching English, Thai, Computer Studies, and Sunday School (for 30 neighbourhood children without a School / Learning Centre. These experiences provide paid and volunteer work, and valuable work experiences for future employment. These opportunities also witness to the ACU graduate profile of creating servant leaders serving their Burmese Migrant Community with their gift of education.
- **EPOP:** 9 of the 16 students are continuing their English study via the Thabyay Foundation (Exam Preparation Outreach Programme EPOP) seeking to gain a TOEFL

score which will help with University Scholarship Applications and Job Employment possibilities after ACU Graduation.

**Tutor / Co-ordinator Comments: (What we have learnt)**

- **Learning Activities:** Students have shared a desire to have more learning activities. It is hoped we can visit some projects and people in the Migrant and Fishing Community as we do the Human Rights course from November – January.
- **Co-ordinator / Tutor:** Fr Hermes has received the support of Teacher Katie and Fr Frank for essay edit / student conversations about their assignment work prior to submission.
- **Culture of Learning / Classroom.** We recognize with the progression of the course we need to remind students of the demands of university study. We will seek to create a more comprehensive Orientation Programme identifying 'Independent Learning' and their attitude toward study and personal responsibility, Research skills, Expected Behaviours / Dress / Classroom Noise / English speaking. We will seek to use previous graduates to give input to the students in the future so as to speak in their own language and from a Myanmar perspective.
- **Course Timetable.** We would like to ask again for a course plan / dates for 3-6 months prior to delivery to help understand when there may be breaks / holiday periods. The current period of October – November has just only been decided and students have not been able to plan for holiday / time back in Myanmar / Tutor make arrangements for holiday / retreat time etc.
- **Pre- Reading.** We recognize the challenges involved with online learning, location of Teacher in Charge and preparation of materials. We have not always had course outline and reading materials available for the tutor and the students. This would be most helpful for the tutor and the students to be more prepared, learn some key vocabulary and concepts prior to the beginning of the course.
- **Student Survey.** In October Fr Hermes and Fr Frank created a survey and had individual interviews with students about their life and studies. Students shared their biggest challenges:
  - Time Management. Essay writing / English Grammar.
  - Research skills and referencing.
  - Global History and International Relations were courses they found most difficult because of the large amount of new concepts / vocabulary / short intensive course mode time-frame.
- **Responding to Student Survey.**

- Involve activities and outside visits to organisations / invitations to people to come and talk to make the course content / ideas more interesting and connected to real life. We will try and follow this for the Human Rights Course starting in November.
- Create some lessons and help students to prepare their personal Curriculum Vitae and Job Application / Interview skills to help them prepare for life after ACU.
- Survey ACU students for a day and time to integrate the EPOP TOEFL essay writing skills components into ACU class time (possibly Thursday 3.30-5.30pm)
- Safety (legal documents as a migrant) and parent support were issues raised by parents which we need to bring to parent meetings as basic foundations for those able to complete the ACU Diploma 18-20 Month Programme.
- We have recognized with students who are not living with their Parents they face increased financial challenges, document problems, lack emotional support and encouragement. We are needing to be careful in screening applicants to understand their living situation and financial independence.
- Graduation and ACU Entrance Test 2019. In conversation with Professor Duncan, MAF has expressed a hope that a May Graduation date from May 18 or 25 would allow Secondary Education Students to see and be inspired by the Graduation.
- Entrance testing would be best completed sometime in February 2019. as from early March many families and students return to Myanmar and begin summer holiday / cultural / water festival celebrations. MAF currently has 21 students studying Academic English and aiming to apply for ACU Entrance Test 2019.
- **Finance Report:** We are soon to begin construction on new toilets which will be for MAF staff and ACU students separated from the school students.

#### **Future planning**

- **Memorandum of Understanding:** MAF have received email and verbal confirmation from ACU that the 2019-2020 programme is going ahead. We hope to receive a formal confirmation of the continuation of ACU Diploma in Liberal Arts for 2019-2020 and the establishment of the ACU Certificate in Teaching for Ranong for 2019-2020.
- **Education Qualification:** MAF is delighted to have the approval to begin the ACU Certificate in Teaching and Learning. We have requested if we can begin serious planning for this course beginning with an ACU contact person, receiving access to

the course materials so we can identify and plan course time commitments. MAF have committed \$AUS 20,000 to tutor wages (Teacher Katie) and some programme expenses for a trial 2 year period. We would now report on both programmes and budgets to ACU at 6 month intervals.

- **A Teacher Training Programme.** We have presented to ACU a proposal for a 2 year trial programme. 5 students 2019, 5 students 2020. Teacher Katie will be tutor. Applicants will apply for the course. Priority is identified as Teachers, Graduates of ACU Diploma. MAF can foresee the possibility for mainly MAF teachers doing this course because of the course taking place primarily within working hours and would ask for allowance for experienced teachers with required English level to also be eligible.

## ACU Student Stories

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“I feel proud of myself that I can support our migrant community with the gift of my education because of Marist”

My name is Thu Thu Aye and I am an ‘Online’ Student at Marist Asia Foundation. Many of us work in the morning and study in the afternoon each day from 1.30-4.30pm.

I am also a young teacher supported by MAF to support a Migrant Learning Centre in Ranong. I am one of the 4 Migrant Outreach Programme (MOP) Young Teachers. This has been the best experience for me as a young teacher. I have learnt lots of teaching skills and know how to teach passive and active students. I learn communication skills and have many experiences with other teachers. It is a special experience for me to learn from the student’s real life and how they struggle and have many challenges. I was one of these young Burmese Migrant Children before and I feel proud of myself that I can support our migrant community with the gift of my education because of Marist.

Teaching is not easy for a young teachers. I have ups and downs. The biggest challenge is classroom management because I have to teach two classes at one time. Since 2015 I have got more confident in my teaching. I am studying ACU Online Diploma at MAF. It is truly one of the best schools for our migrant children and it helps us have a brilliant future. MAF is my childhood school. One of my future dreams after I complete my ACU Diploma is to be a professional teacher. I know myself that I need more skills and experiences. Before I can be truly helpful I need higher education. Therefore, I plan for my future that I will apply for a scholarship in Mach 2019 to study education and arts.

I am proud to be in the MOP young teacher programme. It is very helpful to our community because most of the Migrant learning Centres are poor and have trouble to stand on their own. In my experience, donations or other organisations to help them are scarce in our community. MAF Online Diploma and MOP Young Teachers programme is one of the supportive programmes for our Learning Centres and most of the Learning Centres need it and are asking for help.

## Administration

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

### **Financial Administration:**

Marist Asia Foundation is still transferring all of its accounts and programmes to Quickbooks but this transition is taking longer than anticipated. A large amount of time with our financial administration has been taken up preparing for a full audit of all Marist Asia Foundation Accounts for the past 4 years. This has been required to satisfy the conditions of renewal for Foundation status in Thailand.

To make financial administration easier for the future, we are adjusting the Preschool Programme to the January - December budget cycle. We will also be asking some donors about a surplus funds policy which can help us redirect funds to our real needs.

Financial advice has been shared with us that we should have only 1 Marist Asia Foundation Account which receives and distributes funds to programme accounts. We should not have many accounts bearing the name Marist Asia Foundation as this will require a further significant financial audit expense and time consuming challenge because they will all need to be audited to satisfy the Thailand Government. We aim to have only an annual audit of the MAF Foundation Account and HIV and BMSP Programmes as required by Misesan Cara.

### **Staff and Training costs**

In 2018 we needed to increase staffing for BMSP to respond to the need to help Thai Language Learning. In 2019 we anticipate the need to provide more teacher training for both Preschool and Secondary Programmes. We need to anticipate not only financial sustainability but also personnel and programme capacity sustainability. We are currently in dialogue with qualified teacher trainers (Volunteers from Australia and Malaysia) who may support Preschool Teacher Training and English Language Learning / Teaching. In 2019 we



will also begin the Australian Catholic University (ACU) Certificate in Teaching and Learning for 5 teachers. Growing the competency of our local staff will reduce our vulnerability and reliance on overseas volunteers to manage our education programmes. This training model increases expenses but provides capacity development and sustainability for the future.

### **Immigration Documents.**

We have had a significant expense in providing new documents for all staff. March 2018 was an extremely stressful month for renewal of documents to maintain legal visas and work permits. The current environment for Burmese Migrants is very difficult and many searches are taking place to find migrants who do not have current and correct visa and work documents. Marist Asia Foundation has had to be very careful to ensure staff are safe. It is a large expense to employ staff who need to apply for a border pass and 90 day work permit and we have not been able to employ new staff whose work permits have expired or are not valid.

### **Financial Sustainability.**

We are recognising the challenge for the years ahead to manage proposal writing and reporting to ensure sustainability. All three of our largest donors have 3 year funding contracts concluding in 2019. We are asking them if they are willing to renew their funding support for a further 3 years to ensure we can continue with current programmes.

### **Construction**

Separate Toilets have been completed for boys in August. In November we finalised construction for new staff toilets and further security measures of fences and gates. In 2019 we aim to complete a large canteen / shade area for students and staff to eat and have recreation space and also an improved water system and Maintenance / Work area.

### **Strategic Planning**

By the end of December 2018 Preschool, Secondary and Health Projects would have been reviewed. Strengths Weaknesses Opportunities and Threats Discussions taken place with staff and community consultation feedback received. After feedback and consultation with our key stakeholder (Society of Mary) we hope to have a 2019-2023 Strategic Plan completed by end of February 2019.

November 2018

Fr Frank Bird

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