Pathways to Accreditation:
A Case Study of Education for Migrant Children in Thailand

Abstract:
The adoption of the Education for All policy in Thailand in 1999 and a cabinet resolution in 2005 have gone a long way to providing the children of migrant workers access to the formal education system. However, there remain significant barriers to enrollment. As a result, the majority of Myanmar migrant families in Tak Province rely on learning centers, which are predominantly unaccredited, face a precarious future due to reliance on non-governmental funding, and feature no overarching standards for teaching quality, curriculum and learning environments.

The PACE project (Pathways to Accredited Centers of Education), implemented by World Education, in a cost share with the well-established USAID funded, Project for Local Empowerment (PLE), utilizes existing partnerships within the migrant education sector to tackle these issues. In vulnerable communities at risk of increasing rates of out of school children, PACE partners have introduced accredited pathways for students in learning centers, increased access to formal education in Thailand and Myanmar, raised awareness and engagement of communities, improved sustainability through cost-sharing initiatives, and heightened quality standards through teacher training and programmatic monitoring. Results, including a 95% pass rate in the Myanmar primary exams provided this year, have been significant. This presentation will share the successes, challenges and next steps to scaling up the pioneering work of the PACE project.
1. Introduction

1.1 Migration to Thailand

Thailand has a long history of hosting laborers from neighboring countries with reports in 2011 placing the total number of foreigners in the country at roughly 3.4 million (IOM, 2011: xii). Thailand also hosts individuals from Myanmar who have settled in temporary shelters along the Thai-Myanmar border as refugees, as well as within Thai communities as documented and undocumented laborers. While the international community has applauded changes in Myanmar since the 2010 general election, changes have been slow moving and have yet to result in significant improvements in the provision of services such as health and education for all segments of the population, particularly in ethnic minority areas. In 2013, Mahidol University’s Migration Center reported, from data sources including the Ministry of Interior (MOI), the total number of Myanmar migrants in the country to be 2,546,410, roughly 75% of all migrants in Thailand (MMC, 2014: 5). At that time, and more recently in 2016, the Migrant Working Group (MWG) has reported lower figures, however these focus only on registered migrants (Dowding, SCI/WE, 2015: 6; MWG, 2016).

Research conducted by the International Organization for Migration (IOM) in 2013 reported that migrants from Myanmar stay in Thailand for long periods of time and that very few have any timeframe for their return to Myanmar. This has resulted in an increase in the number of migrant children born in Thailand, with estimates hovering around 40% of the total population (Dowding, SCI/WE, 2015: 6; VSO, 2013: 16; IOM, 2011: xv). The exact population of children of migrants is difficult to identify due to the lack of registration for dependents of migrants who are not registered members of the labor force (IOM, 2011: xv). While efforts to capture this data have improved in recent years, significant gaps remain. In 2014, the MWG, citing 2010 National Statistics data, reported that there were a total of 300,000 migrant children living in Thailand. Between June and October of 2014, a One Stop Service (OSS) for registration of migrant workers and their dependents took place in Thailand. During this time an additional 90,015 migrant children were registered, bringing the estimated total number of migrant children in Thailand to 390,015, slightly above IOM’s 2011 estimate of 376,845, or 11% of the total migrant population (Dowding, SCI/WE, 2015: 15; MOI, 2014; 2011: xv; National Statistics Office, 2010).

Tak province, in northwestern Thailand, is home to one of the largest concentrations of Myanmar migrants in the country. Using Mahidol Migration Center’s (2014: 5) estimate of 235,820 Myanmar migrants in Tak province and IOM’s estimates that 11% of migrants are children, approximately 26,000 of these total migrants are children, though it could be as high as 40,000 (2011: xv). The Committee for the Protection and Promotion of Child Rights (CPPCR) estimates that there are between 28- 30,000 migrant children in the province, a figure that could be more representative of the actual population (Karen News,
This information has been used to settle on an estimated figure of 30,000 migrant children living in Tak province (Dowding, SCI/WE, 2015: 21).

1.2 Provision of Education for Migrant Children Living in Thailand

Over the past three decades, alongside growing migrant populations, there was an increasing need to provide education for the children accompanying their parents as well as those born in the country. In response, communities began setting up locally run schools, commonly referred to as migrant learning centers (MLCs) or learning centers (LCs), as they are not considered accredited schools by the RTG (or the government of Myanmar). For many years there was no coordination among LCs, each reflecting the interests of the school management and surrounding community. There still exists no overarching governing body or vision for all LCs across the country and they vary significantly in structure and curriculum. All LCs typically receive funding from the non-governmental and, in some cases, private sector. This, coupled with decreasing non-governmental support for displaced communities in Thailand in recent years, has made LCs increasingly unstable (Dowding, SCI/WE, 2015: 6).

According to the Migrant Working Group (MWG), in 2016, roughly 4%, or 17,161 students, across the country are studying in LCs. However, this represents LCs recognized by the government and Ministry of Education (MoE). As a result, the actual number of LCs is likely higher, as is the number of students attending learning centers. It is also worth noting that the predominance of these centers varies across the country, with some regions, such as Tak province, featuring far more than other areas of the country (MWG, 2016).

Enrollment of migrant children in RTG schools has increased significantly since the adoption of EFA and subsequent legal resolutions. While only 4% of migrant children attend LCs across the country, approximately 36% attend RTG schools, a figure that is slowly rising (MWG, 2016; OBEC, 2013, 2016). Among the 138,724 migrant students reportedly attending RTG schools, nearly half are from Myanmar. Despite this, a 2015 review of Thailand’s progress against the EFA goals noted that many disadvantaged groups, including stateless children and those lacking legal documentation, have struggled to access formal education at the same rate as Thai children and figures indicate that approximately 60% of migrant children are out of school (Dowding, SCI/WE, 2015: 6; The Thai National Commission for UNESCO, 2015: 6; OBEC, 2013; 2016). Furthermore, among all migrant children enrolled in RTG schools, the majority are enrolled at the elementary level between grades one and six. A significant proportion of migrant children are also attending kindergarten, with less than 5% studying in upper secondary levels despite widespread enrollment believed to have begun over ten years ago, indicating high levels of drop out in this educational pathway (Dowding, SCI/WE, 2015: 17; OBEC, 2013, 2016).
Compared to national trends, the majority of migrant children in Tak province are enrolled in some type of educational institution, with roughly 8,192, or 27%, being out of school compared to the 60% national figure. While 2016 MoE records, report that 7,887, or 26%, migrant children from Myanmar are attending RTG schools across five districts in the province, greater numbers, 13,921, or 46%, are attending LCs within their communities (MoE, 2016; MECC, 2016). Among these, 246 students are participating in the Thai Non-Formal Education (NFE) program within MLCs in the 2016-17 academic year (MoE, 2016). This enables one to deduce that educational preferences and trends differ significantly in this border region compared to other parts of the country with LCs representing a more common educational pathway for children of migrant workers.

2. Key Issues in Migrant Education

In response to increasingly threatening circumstances in migrant education, particularly along the Thailand-Myanmar border in Tak province, World Education, in partnership with Save the Children International (SCI), engaged in an in-depth study to formally review the context and gather fact-based evidence in order to develop an appropriate response. To do so, it was asked, “What is required for the migrant education sector to provide sustainable access and opportunity to quality and accredited education for all school-age migrant children?” In addition to a review of data, which revealed there is a crisis in migrant education, with more than half of students being out of school, the majority dropping out before completing primary education, this study reiterated, and, in some cases, revealed, key issues in migrant education provision in Thailand (Dowding, SCI/WE, 2015: 5). A number of key barriers to education access for migrant children were identified and can be broken down into four pillars.
Access
There is a limited understanding of opportunities and policies amongst migrant communities and education service providers. Communities lack a strong understanding of educational pathways available to their children. Furthermore, even in cases where parents were aware of pathways, it was found that many were not familiar with enrollment procedures, which negatively impacted their children’s access to these pathways. On the supply side, it was found that school administrators and educators had very different understanding of EFA and its guidelines, including required documentation for enrollment. This, coupled with minimal monitoring structures, was directly linked to the varying levels of implementation across the country (Dowding, SCI/WE, 2015: 15, 23, 27).

As anticipated, language barriers posed difficulties for students studying in a language other than their mother tongue. While these challenges are sometimes experienced by students in LCs learning in another language, it was most often cited by students and educators within the RTG system, both formal and non-formal programs. Within the Thai NFE program, language continues to be a challenge not just for students, but also teachers, who are locally recruited by LCs and may also face difficulties engaging with Thai language (Dowding, SCI/WE, 2015: 15, 25).

While Thai education is subsidized and education in LCs is typically free or provided in exchange for minimal fees, parents cited the cost of education as a barrier to their children’s access to education. Even more so than the direct costs of education, the need to bring in additional sources of income is a reality for many families. This coincides with high levels of drop out identified in both LCs and RTG school data and reports through interviews and surveys. The reality that many migrant children are working further exacerbates the issue of access, as most traditional educational pathways are not characterized by great flexibility, allowing for breaks in attendance during seasonal harvest periods or for students to study at alternative hours in the day or evening. For this reason, many students drop out of school entirely once they become working age (Dowding, SCI/WE, 2015: 26).

Accreditation
Across the country, formal education through RTG schools remains the most common pathway to recognized education by migrant children. These structures already exist and the legal framework enables children to move into these schools relatively easily in some cases. However, inconsistent implementation of EFA at the school level and real and perceived discrimination limit access to RTG education and should be addressed (Dowding, SCI/WE, 2015: 30).
Accredited pathways, including Thai NFE and Myanmar NFPE, access to Myanmar standard board and matriculation exams, and the provision of transfer certificates enabling students to access formal education in Myanmar have all been increasing across Thailand and represent flexible models of accredited learning for students who are outside of the formal RTG school system. That being said, these opportunities are still relatively scarce and not uniformly implemented, particularly on a national level, and leave many students without access to accredited learning. Furthermore, in many contexts there is a gap in the diversity of accredited models available to students, failing to take into account the different interests of parents and students and the nature of migrant populations (Dowding, SCI/WE, 2015: 30, 31).

Quality
The lack of an overarching administrative body for all LCs results in varying levels of quality and transparency in financial and human resource management, and inconsistent monitoring of educational environments for children. While alignment of administration may not be feasible in the short term, the development of aligned standards for management and quality should be an objective in order to ensure that children have access to safe and quality learning pathways. Donors and education stakeholders have an important role to play in guiding and monitoring this (Dowding, SCI/WE, 2015: 38,39).

Teacher competency is very strong within RTG schools, but varies across LCs. While most teachers cited receiving some form of training, this is dependent on non-governmental provision in most cases. Without this support, the quality of education will suffer immensely, further limiting options for LC alumni in both Thailand and Myanmar. For that reason, these services should be continued and scaled up (Dowding, SCI/WE, 2015: 38,39).

Sustainability
There is a lack of accurate data on the number of migrant children across Thailand. Not only is the total number of migrant children in the country considered unreliable, but there has been little effort made to assess the educational preferences of migrant families. This hinders the ability of government, non-governmental and community-based service providers to anticipate demand and effectively prepare to meet it through the expansion and scale up of programming, enhancement of infrastructure, and recruitment of staff (Dowding, SCI/WE, 2015: 32, 36).

The financial sustainability of LCs is extremely precarious and this trend will only continue given the socio-political developments taking place in Myanmar and moving of donor funding to activities inside the country. LCs that collaborate with accrediting bodies and offer recognized pathways tend to have greater opportunities for stable funding, as do LCs that encourage local contributions, both leading to greater sustainability financially (Dowding, SCI/WE, 2015: 34).
4. The PACE Project as a Response

4.1 Project Design & Key Activities

Using findings from the aforementioned research, experience working in the field of migrant education for over 15 years, and information gathered from communities, World Education designed the Pathways to Accredited Centers of Education, or PACE, project to complement the existing, USAID funded, Project for Local Empowerment, which works to build the capacity of local partners to deliver social services to displaced persons from Myanmar.

2 Years – 7 Communities – 1000 Children – 4 Accredited Pathways

The project, spanning two years, targets 7 community LC’s in Tak province selected based on their high risk for closure as a result of insufficient funding. Communities were identified in partnership with PACE partner Burmese Migrant Workers’ Education Committee (BMWEC), responsible for the administration of 21 LCs in Tak province, in order to select those most in need and avoid the likely drop out of these students, which would undoubtedly result in serious threats to the safety of these children.

In addition to establishing sustainable funding mechanisms in these LCs in partnership with communities, the project aims to ensure that children within these LCs have access to at least one accredited education option, selected based on findings from community surveys and interviews with parents. Additional components of the project include a focus on promoting and facilitating enrollment into the RTG and Myanmar formal education systems, and increasing quality standardization across LCs through support for teacher capacity building and the development of an Education Quality Framework (EQF) to standardize LC management and monitor the quality and safety of learning environments. While BMWEC represents migrant communities, LCs, and enables access to pathways recognized by the Myanmar government, the Migrant Education Coordination Center (MECC), a office of the local MoE developed with the support of World Education, administers the Thai NFE program and acts as a liaison between migrant communities and RTG schools supporting enrollment into this formal education pathway. World Education works alongside these partners to achieve these goals, while also providing technical support to build the capacity of these organizations to deliver this programming in the future.
Key Activities

- Increase awareness of education opportunities, enrollment procedures and policy implementation at the community and school level
- Develop and roll out a quality learning framework to standardize the management procedures of LCs and monitor safe learning environments
- Build the capacity of teachers through teacher training and coaching
- Introduce accredited learning pathways in target LCs reflective of available opportunities and interests of parents and students
- Facilitate the enrollment of students in formal education pathways in Myanmar and Thailand
- Increase sustainably sourced funding for LCs through the formation and training of parent teacher associations (PTAs)
- Build capacity of service providers and administrative bodies to track students in order to respond to demand effectively and responsibly

4.2 Accredited Options in MLCs

Preliminary research showed a strong preference among parents to keep their children enrolled in their local MLC with nearly 80% of parents marking this as their preferred pathway to education for their children. However, many of these LCs were, at the time of research, failing to provide any form of accredited education to their students. Given the determination of parents to keep their children in the MLC, it was imperative that work begin to ensure accredited education options exist at each MLC. Below are the accredited education options available to MLCs and how they were established (World Education, 2015).

Thai Non-Formal Education

The RTG MoE has developed and is implementing a NFE curriculum designed specifically for the purpose of targeting children of migrant workers in Thailand. This curriculum offers an accelerated learning program that, when completed, provides students with a grade six equivalency in Thailand. In order to enroll into the NFE program, applicants are required to pass an examination to ensure basic Thai language skills and content knowledge. PACE partners worked with LC directors to identify appropriate teachers, provide teacher stipends, facilitate coordination with the Office of Non-Formal and Informal Education (ONIE), and support participation in NFE teacher training. In addition, PACE has worked with NFE teachers to deliver supplemental Thai language courses for students in order to prepare them for the entrance exam and ensure successful entrance into and progression in the program.
Myanmar Standard Board and Matriculation Exams
The majority of MLCs are already teaching according to the Myanmar education curriculum. However, in order for their education to be recognized by the government they must pass Myanmar’s end of year examinations. Without official documents showing student performance on these examinations students may be required to enroll in lower grades at government schools upon their return to the country. In order to avoid this burden for children, PACE has worked with BMWEC to administer these exams within LCs and nearby communities. This includes technical support for the strengthening of these systems and financial support for transportation needed to access exams outside of LCs.

Enrollment in RTG Formal Education System
All children in Thailand, regardless of nationality, have the right to enroll in RTG schools. However, according to community surveys conducted at the beginning of the project, most parents did not see RTG school as a viable option. This is the result of many families maintaining hope that they or their children will one day return to Myanmar. On the other hand, many parents recognized that if LCs are forced to close due to insufficient funding, it may be the only education option available for their children until they can return to Myanmar. For those parents who demonstrated interest in this pathway, PACE partners provided information and facilitated the enrollment of students into kindergarten and grade one at one target RTG school in the 2016-17 academic year. Outreach activities are set to continue throughout the academic year to ensure that parents are aware of this, and other Thai, pathways and that enrollment procedures and timelines are well understood.

Myanmar Government School Enrollment
With the reforms continuing in Myanmar, many migrants in Thailand are considering return more than ever. To facilitate this and prepare for anticipated increases in student return, LCs are being supported to provide students with transcripts and transfer certificates documenting their prior learning and enabling students to transition into Myanmar government schools. Moving forward, BMWEC hopes to better track these returns and monitor the success of students.

5. Analysis of PACE Impacts and Areas for Continued Focus

5.1 Year One Program Successes

The establishment and scale up of accredited pathways in the target LCs has generally been successful with all LCs now offering at least one pathway, and interest in these programs remains high. In line with surveys conducted at the beginning of the project, most parents continue to favor their students remaining in LCs. At the end of Year 1, all target students in grades one to six
are considered either currently enrolled in an accredited pathway or on track to enter a pathway by the time they are of appropriate age.

With transfer certificates to schools in Myanmar available in all LCs, students have access to this pathway without any barrier and over 140 students benefited from this avenue in Year 1. The provision of Myanmar board exams represents the most popular track for recognition of learning, being offered not just to PACE students, but also to over 400 students in 17 LCs within Tak province as a result of the scale up of this pathway in the past year. In the 2016-17 academic year, 132 students were directly supported to enroll in RTG school through community outreach and tracking efforts of MECC. With scaled up community awareness raising it is expected that enrollment rates will increase in the next academic year.

The establishment of the Thai NFE program for migrant children is widely hailed as a successful flexible model of accredited learning for migrant children. Across the country, 5,126 students are benefiting from this program, while in Tak province 236 students in 9 LCs are accessing non-formal education as a result of the work of World Education and partners (ONIE, 2016; MoE, 2016). Furthermore, three MLCs are providing Thai supplemental language courses for students hoping to enroll in the program in the next academic year. While there has been steady growth in enrollment, these represent small portions of the overall student population and thus demonstrate the need for continued advocacy for the scale-up of this program.

Table 1. Accredited Pathways Available in 2016-17 in 7 Target PACE LCs

<table>
<thead>
<tr>
<th>LC</th>
<th>Myanmar Transfer Certificate</th>
<th>Myanmar Board Exam Registration</th>
<th>RTG Enrollment</th>
<th>Thai NFE</th>
<th>Thai Language Prep Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC 1</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
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<tr>
<td>LC 2</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>LC 3</td>
<td>Y</td>
<td>Y</td>
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<td>Y</td>
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<tr>
<td>LC 4</td>
<td>Y</td>
<td>Y</td>
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<td>LC 5</td>
<td>Y</td>
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<tr>
<td>LC 6</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>LC 7</td>
<td>Y</td>
<td>Y</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total Students PACE</td>
<td>241</td>
<td>183</td>
<td>132</td>
<td>14</td>
<td>205</td>
</tr>
</tbody>
</table>

World Education (WE) has historically placed a high value on the role of parents and communities in education, particularly the strength and quality of education. As a result, PTAs form an important pillar of the PACE project. Working closely alongside BMWEC, WE has built the capacity of LCs as well as BMWEC as an administrative body, to form, train and manage PTAs to support student enrollment and success and to strengthen sustainable sources of LC funding.
Year 1 of the project focused on capacity building of target staff within BMWEC to form PTAs across all LCs. Trainings to PTA members focused on the value of education, equipping members with skills in providing psychosocial support to students, raising awareness of the threats of child trafficking, and cost-sharing mechanisms to support LCs. PACE has been successful in ensuring that 30% of overall LC running costs are covered by contributions from parents and community members in the form of money and in-kind donations, with some LCs exceeding this amount. In doing so, more sustainable approaches to funding are being built and can be utilized as case studies to expand to other communities.

Efforts to increase quality within LCs have been successful, with 97% of target teachers receiving pre-service teacher training focused on general teaching skills and subject-specific content. In addition to this, 100% of teachers are being provided with regular in-class observations, feedback and skill-building workshops to support their continued development. These efforts and their impacts are monitored by PACE partners using the EQF tool, as well as by PLE partner, Mobile Education Partnerships (MEP), responsible for providing technical support to teachers. Ongoing observations are used to design interventions and tailor the provision of technical support for teachers. In order to support long-term quality, MEP will focus on the establishment of school-based support structures in Year 2.

PACE partners have been successful in the development of an Education Quality Framework (EQF) and associated tools for monitoring and assessing LCs in the areas of teacher quality, student recognition, child protection, school management, and parental/community involvement. In this way, the EQF acts as a comprehensive guide for LC management in order to ensure quality in all areas. To date the tool has been piloted in all seven LCs and follow-up assessments will yield results in Year 2. The tool has been developed with other migrant education service providers, namely INGOs and CSOs, and will be scaled up for implementation across all LCs in Mae Sot and Phop Phra in order to standardize LC education in the area to ensure greater access to high quality, recognized education in safe learning environments.

The role of MECC as a coordinating body for migrant education service provision has been essential to the success of the PACE project and has had wide reaching impacts on migrant education service provision in the province. In addition to maintaining valuable data on migrant student enrollment figures, MECC facilitates access to recognized pathways and has built mechanisms for the increased communication and cooperation between the Thai MoE, non-governmental service providers, and local migrant communities. They represent a unique model for bringing informal services under the wing of government bodies and play an important role in advocating on the behalf of migrant communities and students for recognition of learning. World Education, though the PACE and PLE projects, has enabled this model to thrive, and it should be considered for replication elsewhere.
5.2 Year Two Program Challenges and Areas for Continued Development

Thai language remains a barrier for students applying for and enrolled in the Thai NFE program, with students dropping out over the course of the last year as a result of challenges experienced. This was an anticipated barrier for children, but, despite the provision of a short-course in Thai language prior to the entrance exam for the 2016-17 academic year, many students failed to pass the exam. World Education and PACE partner MECC have responded with the expansion and extension of the Thai language preparation course to now reach more students and last for a longer period of time in the hopes that more students will be successful in their attempt to enter the program in the next academic year. Furthermore, the provision of language focused trainings for NFE teachers has also been introduced to ensure that students are provided with relevant support. This will be a key area for monitoring over Year 2 of the project to ensure that this remains a viable pathway for migrant children.

Security for migrant populations, including teachers, students and parents, impacted all activities in the last year of the project. With large proportions of the target migrant population holding no official documentation, traveling can often pose risks. At various points in the year, increased security, particularly in more rural communities, resulted in greater instances of community raids and arrests. This often led to wide-spread insecurity across migrant communities, impacting student and teacher attendance at school, and parent attendance at PTA meetings. In response to this, World Education has advocated for the provision of teacher and student identification with local government authorities. This remains an ongoing process but steps toward the provision of ID for students in LCs and in the NFE program are being taken.

While students in lower grades (grade 4 and grade 8) performed exceptionally well on the Myanmar standard board exams, only 24% of grade 10 students at PACE target LCs passed the matriculation exam. While not far off the national average of 30%, this does highlight difficulty experienced by teachers to adequately prepare students for this exam, which requires an intricate knowledge of the Myanmar government curriculum. Local partners, who rely on unstable non-governmental funding, have a difficult time competing with government salaries to attract highly qualified teachers, essential to preparing students for these exams; students face at higher grades when the support of a highly qualified teacher with experience teaching government curriculum is essential (First Rangoon Corporation, 2016).

Recognizing the gap in reliable data on migrant student numbers across the country and in Tak province, as well as information on education preferences, PACE aimed to fill these gaps in partnership with local partners BMWEC and MECC. The use of evidence to guide programming has been central to the formation of the project, with World Education’s 2015 research forming the building blocks and the use of community surveys and needs assessments since
then used to tailor and refine activities related to accredited program provision and teacher training, among other things. **Building the capacity of local partners to effectively collect, manage, and analyze data in order to better serve migrant children**, however, has been an ongoing challenge. The primary factor contributing to these challenges has been the capacity of local partners to absorb technical support efforts and to manage these activities with their already heavy workloads. Local partners, very much like the LCs they serve, rely heavily on non-governmental funding, which is increasingly leaving the border area. Overcoming these challenges has required a high level of flexibility on the part of all parties, particularly World Education, in efforts to respond to best support partners and ensure accuracy in reporting and appropriateness of program decision making.

6. Conclusion

Reflecting on Year 1, PACE partners have noted their successes and identified clear areas of focus and development for the year ahead. In order to continue the success of the program so far, World Education, in collaboration with PACE partners, has set the following objectives for Year 2:

- Ensure the EQF is refined and rolled out to all BMWEC LCs as well as other LCs to ensure that LCs are working to achieve the EQF standards. This will provide a standardized education monitoring framework, which can continue to be used by LC administrators and service providers to advocate for the recognition of students, teachers and education within LCs.

- Whilst transfer certificates for entrance to Myanmar government schools are currently recognized by the Myanmar government, BMWEC, in cooperation with the Burmese Migrant Education Support Foundation, is in the process of submitting a proposal to the new National League for Democracy (NLD) led government to ensure that transcripts will continue to be recognized. In addition, Year 2 advocacy messaging will focus on the recognition of teachers and education in LCs by the government of Myanmar.

- The newly formed Department of Alternative Education (DAE) in Myanmar has already committed to funding Myanmar non-formal education programs, which are currently offered in Myanmar and Thailand, some of which are supported by World Education through the PLE project. Building on years of work in this area, World Education has begun to engage with the DAE in order to explore future policy frameworks and ways to support migrant education.

- Funding for MLCs still remains a challenge, making PTA strengthening and cost share mechanisms increasingly important for continued work in
Year 2. Good practice models and lessons learned are being collected and disseminated while BMWEC continues to investigate longer-term solutions.

- In Thailand, registration in RTG schools can result in children receiving official identification from the government. Hence, World Education and partners will continue to support the expansion of this pathway as a sustainable solution. Likewise, NFE provision to students in LCs will be expanded and strengthened for increased access, particularly over-aged students who are intending to stay in Thailand.
Biographies

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Laura has worked with migrant and refugee communities on the Thai-Myanmar border for over four years and currently holds the position of Monitoring & Evaluation Capacity Coordinator at World Education Thailand. Previously, she spent two years as a Community Development Instructor at the Global Border Studies program for displaced youth in Nupo Refugee Camp and, more recently, was the Program Manager of the QUEST Program, a pilot teacher-training program in seven refugee camps in Thailand. Laura’s findings and recommendations from her 2014 comprehensive analysis of education opportunities available to migrant populations in Thailand (Pathways to a Better Future: A Review of Education for Migrant Children in Thailand) has formed the basis for the PACE project and its groundbreaking approach to education service provision.

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Po-Ke has worked with World Education Thailand since 2002 and currently serves as the Project Manager for the PACE project. She has 14 years of experience providing migrant teacher training using student centered teaching approaches for primary school teachers and eight years of experience supervising, mentoring and training local teacher trainers. She is recognized as a professional source of technical expertise in the field of migrant education and among local education organizations. She has also been recognized with certifications from the Windham Institute of Progressive Education in 2007 and TAFE University in 2011. She has been invited to speak about her insights and expertise in many forums, including at Columbia University as part of a South East Asian Fellowship program focused on NGO management.

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Zaw Min Kyaw has been working with migrant communities on the Thai-Myanmar border since 2011. He currently holds the position of Administrator and Project Coordinator at the Burmese Migrants Workers’ Education Committee (BMWEC). He works on the PACE project and coordinates all BMWEC program activities, including those funded by PACE and PLE projects. During his time with BMWEC, he had the opportunity to take a break in order to study community development and advanced English and Computer skills full-time at Wide Horizons, a post-10 qualification provided for organizations working along the Thai-Myanmar border and states in SE Burma. In addition he has also gained recognized diploma from the Windham Institute of Progressive Education.
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