

**Monitoring and evaluation report on NFPE and NFME education management of Myanmar in the area of Mae Sot, Tak province supporting by Help without Frontiers (Non-Formal Primary Education; NFPE and Non Formal Middle Education; NFME)
Presented for Help without Frontiers Foundation Thailand**

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Preface

Monitoring and evaluation report on NFPE and NFME education management of Myanmar in the area of Mae Sot, Tak province supporting by Help without Frontiers during more than 5 years. This report has collected the information from documents and discussion and then gathered all the information to analyze.

In this report, the information was from the 1 year evaluation of the project (January - December 2018) and the section of the summary report of the expectations of students and parents will be used to develop the Myanmar NFPE and NFME courses in the following year. For the information of policy proposals at educational management areas Mae Sot - Myawaddy That had previously been in operation to search for proposals and possible approaches to education for transnational children for the presentation of the Thai-Myanmar Ministry of Education and Thai and Myanmar government, the organizer is prepared in the appendix in order to avoid the continuity of the project evaluation report in accordance with the CIPP framework set.

In the implementation of the project monitoring and evaluation report the educational management of NFPE and NFME of Myanmar in Mae Sot district, Tak province. We would like to thank you everybody that related in various activities, especially the teachers and administrators of various learning centers Including Help without Frontiers foundation that supported the project implementation. I have to say thank you to Ms. Siraporn Kaewsombat and Ms. Duangthida Pewong that supported on traveling to Mae Sot for Mr. Chanwit Lanoi and Mr. Nawat Chaitanawat, and special thanks for the interpreter team such as Tae Mounng Mounng, Eh Kyaw, Nanyu Awahtee and especially Arree that really helped on collection information, facilitating, interpretation and conclusion of some collected information. And, thanks for Ajarn Siwaluk Siwarom and Ajarn Sasithon Chaiyaprasit that supported either counselling, suggestion on how to work in the field and create this report.

Introduction

The monitoring and evaluation of this project is to follow up the projects related to Non Formal Primary Education (NFPE) And Non Formal Middle Education (NFME) of Myanmar in Mae Sot district, Tak province and summary the project in the form of research papers. The follow-up and evaluation of this project aims to study the driving mechanism

according to the program of the Non formal Education Program of Myanmar NFPE and NFME Program since the start of the academic year 2013 to 2017 (5 years) to study the gap and proposal. Suggestions to the Myanmar Non-Formal Education Program, NFPE and NFME Program, and to study proposals and directions for non-formal education in Myanmar NFPE And NFME in the future in the implementation period from July to November 2028 using the CIPP assessment model in 4 areas as follows: Context evaluation: C Inputs evaluation: I Process evaluation (Process evaluation: P) Product evaluation: P focused on the decision to choose the appropriate educational approach. There are 5 important activities as follows.

1. Together with the team of Help without Frontiers, develop guideline of follow up and evaluation. (August 2018)

2. Follow up, interview, observe and design activities and participate in activities of the project and also evaluate those activities (15 August – 30 October 2018) as follows.

1) Learn the idea of providing non-formal education system, NFPE and NFME.

2) Learn the formation of those systems; how they are, how they work, and whether they would be right solutions of the problems or not.

3) To study NFPE and NFME in term of contents and learning process and teachers.

4) To study the real situation of providing education of NFPE and NFME.

5) Learn about conditions of staffs and organization management

3. Evaluation report during implementing the project (August 15 – October 30 2018)

4. Arrange a forum for lesson learned and conclusion

5. Evaluation report (October 2018 – November 2018)

This report is the progress report of activities 1 and 2 as an evaluation report during the project implementation (15 August - 30 October 2018) according to activity 3, by conducting the follow-up of those learning centers with non-formal education in the Non Formal Primary Education Program (NFPE). Some of the learning centers are funded by Help without Frontiers (HwF) which are 14 Migrant Learning Centers. The second group is not supported by HwF, contains of 3 learning centers. There are total of 17 learning centers. According to the agreement, it is proposed to follow St. Peter Migrant Learning Center as well but it was already closed.

From the activity 1, to develop guidelines for monitoring and evaluating together with the project working group of HwF has suggestions for developing guidelines for monitoring and evaluating together with the project working group of HwF, and project consultants as follows.

1. Important questions about monitoring and evolution are the same of different with to work on a development project. The runner of the project should have clear roles that they would not play the role of developing by themselves. On the other hand, they should play the roles of mentor only.
2. Monitoring to create some changes needs to make understanding to the concept of the project (Being together in the unseparated society), mechanism, to understand week points, to give advice and providing suggestion on how to run the project in the future.
3. To know about the formation or the root, whether it works and accords to the concepts or not.
4. What was the content of NFPE in Myanmar in the past 5 years? What is the process of learning management? How were teachers?
5. The concept and the structure of NFPE in the past 5 years of the project were practical or reality or not?
6. See the organization's operations, team, and organization management conditions.
7. In the event, it should be a follow-up to follow the work, how to see the first year, see the project.
8. Input of adding children and output may look at the number of graduates, or who do not finish from any conditions.
9. Next year, see the Output, Outcome Effect and see the potential of children after their graduation. Look at how they are in the society, see the reality.
10. Key Word: international. What does it mean? The border education system is not Western or Eastern. However, they can live together in a friendly way in a society that has cultural differences in the border area.

Productivity

4.1 Project evaluation report for 1 year (January - December 2018) and 3 years period (January 2018 - December 2020)

4.2. Report of expectations, success and benefits of Myanmar non-formal education of children, parents, education providers (Year 1) and case studies of children who have benefited from projects studied in the Thai side, learning center, and returning to Myanmar (Year 2).

4.3. Report of lesson learned of the formal education management according to Myanmar NFPE and NFME curriculum (2nd and 3rd year).

4.4. Policy proposals at the management area level of Mae Sot and Myawaddy, Ministry of Education level of Thailand and Myanmar, and also to the government of Thailand and Myanmar on education management for migrant children (3rd year).

Important words / Vocabulary

“Border of Tak – Myawaddy” in this report refers to the area of Tha Song Yang district, Mae Ramat district, Phop Phra district, Umphang District of Tak province, Thailand and Myawaddy, Karen, Myanmar.

HwF = Help without Frontiers

NFPE = Non Formal Primary Education Program

NFME = Non Formal Middle Education Program

Relevant context of NFPE and NFME’s course management

This section has evaluated the environment (C: Context evaluation) that leads to NFPE course and NFME. This was evaluation before implement the project to consider a rational criteria and necessity to implement the project in order to find out the project’s challenge and appropriate target which will discuss in 4 topics: context of Tak border area, education’s principle for student in border area, problems and limitations of educational management in border areas and reason of Help without Frontiers organization to support education management in Tak border area.

Context of Tak Border Area

According to the research, narrative, and documents, we can identify the three important contexts of Tak border area. First, the evident said that around 200 years ago Karen ethnic had been migrated to Mae Sot.

According to Mae Sot’s history, it mentioned Khun Phawaw, who settled in this area and also mentioned that Mae Sot and Myawaddy was a trade route and important border city since then that the reason why many ethnic groups migrated to settle in this area for trading and they also moved here for agriculture as well, therefore, this area is an important and diverse city.

Second, the number of Myanmar people migrated to Mae Sot had been noticeably increased after World War II in 1945. However, the migration in this period was a transition more than settlement, some of them escape from the war but the majority was resettlement especially Karen ethnic, which most of them were a stateless person. They were living along the border with their relative and some of them were living in a refugee camp.

Third, the consequences of the development of the border economy that have affected the economic policies of the Thai and Myanmar governments was based on two

conditions: after 1987, Myanmar had economic reforms according to Myanmar capitalist approach resulting in a huge inflation rate in the country but the return rate is lower than the cost of living. To combine with the growing demand for labor in Thailand, therefore, Myanmar people were moving to Thailand in seeking of a better life.

From the above contexts, the migration is a household migration that children come along with the parents. The children can separate into 3 groups:

First group: Ethnic group that stayed in Thailand but they do not have Thai nationality and always mistake as a migrant people.

Second group: Refugee children stayed inside and outside the refugee camp. Most children were born in Thailand from Myanmar nationality's parents but some of them were born from Thai nationality's parents as well.

Third group: Migrant's children which considerably increase since 1998, mainly due to the indulgence policy for 3 nationalities to work in Thailand legally under the agreement of the Thai government and the governments of Myanmar, Laos and Cambodia.

Tak Primary Educational Service Area Office 2 registered 8,734 students with "G" before their serial number. Therefore, this group of children also studies in NFE system and there are over 65 education centers with more than 13,029 students.

We cannot clearly classify these 3 groups of children because the reporter did not collect the information in the deep details, moreover, some of the children have a complicated status between an originated ethnic group and refugee or they might be a migrant worker's children as well. But in this research, most of the children have a legal status problem or they didn't have Thai nationality which not allows them to get access to Thai education, however after 2004 Thai government allows all the children staying in Thailand to study in Thai school nevertheless, language and culture still a big barrier for them.

1. Important principles of education for children in border areas; From the research on education management on the border of Thai-Myawaddy, there are 2 important principles as fellow;

First reason, education management for migrant children in Thailand has referred to Education for All which is consistent with the guidelines of the Office of the Educational Council Ministry of Education that has given importance to education management for foreign children and non-Thai citizens. Therefore, there are 2 education managements for those children as follow;

First, education management by the government which foreign children and non-Thai citizens study with Thai children in school under supervised of Office of Basic Education Commission and Office of the Private Education Commission.

Second reason, this group of children is at risk of being addicted to drugs. Being lured from human trafficking which is the main reason for the establishment of a learning center in order to manage the education to create a safe environment for migrant children who follow parents to Thailand and it can prevent them from Human Trafficking.

Some of the children are the victim of human trafficking, labor worker, and being used to commit crime which these children would be punished. It caused them lack of freedom and opportunities to be with their family. Especially, those jobs that against the law such as smuggling, drug, and etc. It lacks of following and family evaluation continuously. Also, their family has to focus on their livelihood. Thus, they cannot wait for legal procedure or they do not want to involve with legal cases on the court. It caused some cases lack of victim for pursuing. In additional, to access to these family is also an issue since they live in Myanmar and their local government does not support them due to their minority ethnicity. There is no support from their origin country.

Moreover, these children have no access to any social welfare such as health care since they do not have document to show their identity in both countries. Therefore, providing education to these children is under child rights and it would be important foundation to protect them with this kind of schooling system.

Therefore, the main reason of education management in Tak-Myawaddy border area is providing the security for children under Education for All's principle framework in order to create the basic of social learning. The result of educational graduation is that the children will receive the certificate for their future education or future career which is the condition of NFPE and NFME management. But the word security of learning center was misunderstood by Thai government which they take a security over the territory more than human security.

2. Problems and limitations of education management in border areas

According to the research of Ms. Laddawan Lakkeaw, said about the education management for migrant children that even the Thai policy on education is an advance policy that opens the opportunity for everybody staying in Thailand even they don't have an identity paper but to provide the education for children in the border area has another condition of ethnic diversity moreover, both children and their parents want to study their own culture in order to go back to their own country.

Information on the Foreign Child Education Management Coordination Center, Tak Educational Service Area Office 2, on 30 August 2016, said that there are 61 learning centers, 9 branch classrooms. There are 13,921 students and 733 teachers. These learning centers have received budget from private education organizations. Which are BMWEC 20 learning centers and 3 branch classrooms, Help without Frontiers foundation supported 14

learning centers and 2 branch classrooms, other organizations or foundations supported 27 learning centers and 4 branch classrooms by dividing in each district as follows.

Table 1 Information on the number of students and teacher in 2016

	No. learning center	No. learning center's branches	No. student	No. teacher
Mae Sot	46	2	10,415	525
Mae Ramat	3	1	754	38
Phop Phra	8	4	2,250	117
Tha Song Yang	4	1	401	40
Umphang	-	1	101	7

Source: Tak Primary Educational Service Area Office 2, 30 August 2016

Another problem is that children cannot communicate in Thai which causing learning problems in the core curriculum of Thailand. Thai government try to solve the problems by set up education canter in the form of sibling learning centers by preparing children before attend the class but the project cannot be implemented with the limitations of continuity in resource allocation and the problem of duplication in budget management and they need to hire specialized educational personnel with language skills and culture understanding to take care of this group of children as well. For all these reasons made the project unsuccessful.

Parent's workplace moving is one of the most important obstacles that cause children to drop out. The concept of sending to children to be able to study between schools is one way to manage. But the education system in each class that has unequal learning time affects the delivery of children, the transfer between the learning centers of the Thai and Myanmar government.

Problems with the education of children in the learning center have a lot of problems with the certificate. In order to obtain a child education qualification in the learning center, students must complete Grade 10 and continue for 2 years for the GED or General Educational Development course. This is an examination to compare high school education according to the US education program which can be tested in many countries including Thailand. GED is accredited by education agencies of various countries around the world, including the Ministry of Education of Thailand. It is therefore accepted for further studies.

Over the past several years, there have been proposals for alternative approaches in teaching and learning that appropriate for Tak-Mawadee border area. At the present, there are 2 types of teaching and learning for this group of children. Firstly, educational management of educational institutions supervised by the Ministry of Education of Thailand and education management by the learning center. In terms of educational management,

the learning center will use the basic education curriculum of Myanmar as a primary and add extra courses of non-formal education of Thailand and Myanmar to the curriculum. And some learning centers will provide Thai language teaching for children as well.

The main reason for using basic education courses of Myanmar as a primary is that, from the data collection, it was found that the learning center that staff wants to keep groups of children under the age of 15 in a safe area from being trafficked from human trafficking and child labor. Another reason is that most of these children live in Myanmar which they will return to their country in the future. As for the curriculum of non-formal education of Thailand and the curriculum of non-formal education of Myanmar may be considered as an extra course but, both courses are courses in which children receive a certificate.

3. Supporting education management in the Tak province's border area of Help without Frontiers

In the part of the Education for Development project, it has supported the budget for managing the learning center which consists of supporting things that are conducive to teaching and learning, public utility, teaching and learning facilities, teacher compensation, promote and support factors contributing to teaching and learning, leisure activities and relationship building, develop utilities, school buildings, budget management, learning centers and welcoming and bringing sponsors to study the project.

In 2013, HwF has joined with the Foundation for Youth to carry out a project to develop guidelines and educational models that are suitable for people with status problems and national workers with guidelines for development in 3 important ways, first, approach to the development of non-formal education guidelines for children who are not Thai by developing guidelines for managing non-formal education at the level of basic education For non-Thai children who are in the compulsory education level elementary level according to the non-formal education program, compulsory education level, BE 2551

The second approach is to develop guidelines for linking education with the country of origin in the case of the link between the Learning Center and Non-Formal Primary Education Program (NFPE). The third way is to study in the form of a learning center in the factory.

As part of the NFPE program supported is an important alternative for HwF executives because the learning center administrator said that If a child is required to move by parents, children can go to study this course in other schools that are opened to study without boundary restrictions and they can also go to study in Myanmar. And also they receive a certificate and if they go back to live in the country of origin in the future, there will be subjects of knowledge and certificates that can be used. Therefore, to support for

various learning centers with the NFPF course of HwF since the year 2013 until the concrete in the year 2014 has continued to develop until now.

Supporting educational budgets for the HwF Learning Center, several projects have been supported in 2015, there were important projects consisting of Thai School Project which operates in conjunction with Thai Keereerat School, works to coordinate for receiving transnational children from the learning center to attend school.

The brotherhood school project has goal to improve the language skills of Thai children and to receive certificate from the Thai state which operations in 2 learning centers, namely KM 42 Learning Center and P'Yaung Daung Learning Center

Myanmar School Project Is a pilot project that brings students from the learning center to have final exam together with the Myanmar official school by working with the New day Learning Center.

Ray of Hope School in Myanmar is to support budget for 2 schools in Myanmar area, including Kudong School and San Phala School.

The Non-Formal Education project is the introduction of non-formal education courses that have been linked with the government agencies of Myanmar to apply in education management in Thailand for the first time. The project has been initiated since 2013 and has been piloted in the experiment of teaching and learning in 2014 in 2 learning centers, namely Parami Learning Center, Ah Yon Oo Learning Center.

Access project is a project that provides helps to children that drop off during school period by raising awareness for parents and communities of children to see the importance of education and develop a guideline as new options of study which will allow this group of children to have access to education.

Under the principles of Education for All and the reasons for preventing human trafficking and protection of transnational children with the school system, HwF, therefore coordinated with many organizations such as Office of the basic education commission of Tak, territory 2, administrative agencies and Thai security in the area, Ministry of Education of Myanmar, private development agency, international organizations such as UNESCO and IOM etc. Moreover, HwFs educational operations are linked the support from both public and private sectors, pushing this group of children to have equal access to education without dividing race, religion, including creating a system or form of educational management that reduces the limitations of national borders For this group of children to have a good quality of life, away from crime, create alternatives in career, work, and life.

Educational management in the NFPE and NFME course

Myanmar has established Non-Formal Primary Education (NFPE) policy as one of the important goals of the country. In order to achieve the goal of Education for All, under the

Ministry of Education (MOE), UNESCO, UNDP, since 1998, piloted in 11 provinces / districts. And expanding to the country area in the academic year 2013-2014 has expanded to more than 80 areas, including Karen State and Myawaddy City. Objectives of NFPE in the Multinational Children Learning Center in Thailand focusing on the target children, school children aged 10-14 years who have never been educated or dropped out before completing primary school education in Myanmar.

In cooperation between Help without Frontiers foundation, the Myanmar Literacy Resource Center (MLRC) and Myanmar UNICEF to develop guidelines for linked education between Thailand and Myanmar due to child problems in learning centers that lack academic transcripts. Therefore, found that the guidelines that can be implemented are NFPE to provide teaching and learning to students in the learning center located in Thailand.

From collaboration between Help without Frontiers foundation, some learning centers in Mae Sot district and Phop Phra District, Tak Province and World Education Organization and Myawaddy Education Area and related agencies in Myanmar in the academic year 2014, therefore began to pilot education in Mae Sot District, Tak Province in 2 learning centers namely Parami Learning Center and Ah Yon Oo Learning Center, in 2015, has a Sauch Kha Hong Sar Learning Center by MLRC and UNICEF. Myanmar has supported education management such as student uniform, text book and teacher's compensation in learning center.

At the beginning of the project, there are 2 learning centers with 80 students enrolled in the program by teaching in Level 1 (Grade 1-2) Level 2 (Grade 3-4). Registered at 2 learning centers in Myawaddy, Myanmar for children to be register in Myanmar Ministry of Education system including the Myawaddy Township Education Canter, which has delivered educational personnel from the Myawaddy educational area to supervise follow teaching and learning and evaluation when children complete the course, they will receive a certificate recognized by the Ministry of Education of Myanmar. They can also bring the education back to study in Myanmar.

After this operation, there were 70 children completing the course, able to bring their education certificate to study in Myanmar. The academic year 2016 was expanded to 17 learning centers in Mae Sot district, Phra Phra and Mae Ramat, Tak province. Total 1,347 people and the current Non-Formal Primary Education-NFPE management has organized the Mae Sot area into a township that can be operated and calibrated and also to have supervisors to follow the teaching and learning in the area. In addition, there is the opening of Non-Formal Middle Education-NFPE education in Level 3-4 (Grade 5, 6 and Grade 7, 8), equivalent to education in junior high school.

1. NFPE and NFME course structure

Information related to educational management of various learning centers related to the basic non-formal education program of Myanmar or the NFPE and NFME courses are intended for Myanmar children who are not enrolled in the education system, children who have never been educated and children who drop out before graduation in primary school, aged between 9-14 years old, have the opportunity to study, able to read and write and have the skills to live and allow such children to study in the lower secondary school. This course has been used in Thailand in 21 learning centers in Phop Phra District, Mae Sot, Mae Ramat, Tak Province and Bang Bon District, Bangkok.

There are 2 levels of NFPE: Level 1, there will be 1 year of study, equivalent to grade 1-2 in Myanmar's primary curriculum. Focus on speaking, listening, reading and writing. Level 2 will be 1 year equivalent to grade 3-4, which increase life skills. According to Myanmar's elementary school curriculum those who will complete the course must pass the 9-step education management process.

Accepting students, learning centers will announce child recruitment which is one of the 9 stages of educational management in this course. After that, the child must attend the process of learning in 4 courses, consisting of 4 subjects: Myanmar, English, mathematics and science. Students will have to enter the classroom to complete the specified period. And can meet the criteria set by the program. Teacher will make daily notes for each child and report the results to the supervisory teacher who will check twice a month, the criteria for completing the course of the student consisting of 40% final examination, 75% attendance record, 60% exercise book and 60% other activities if any child can pass such criteria, they will receive a certificate which is beneficial to children who, if migrating, will be able to continue to study at the next level, i.e., children do not need to finish until Level 2, then will receive a certificate but if graduating Level 1, there will be a certificate from the Myanmar government.

As for the teachers in the NFPE program, they must attend this training course first which the Myanmar government at the beginning of the project in 2013 will have training at Mawlamyine before teaching students by training about teaching methods, writing reports, studying plans, 4 courses consisting of science, mathematics, English and Myanmar for general science subjects, in addition to learning about general science Still learning about geography And life experience.

For NFME courses, equivalent to Myanmar's junior high school, must take 3 years to study which focus on life skill, there are real experiments. This course is a pilot project. By accepting first-generation students studying at the Happy Learning Center In each term, the final examination will be held at the Parami Learning Center. The examination will be sent and taken from the central part of Myanmar. NFME will take 3 years to study, equivalent to the Level 5, 5-7, or junior high school. This course will focus more on practice by having the curriculum structure as the table.

Table 2 shows NFME curriculum structure

Literature subject and expertise of communicate	Basic vocational subject	Life skill	Social and community development
<ol style="list-style-type: none"> 1. Burmese subject 2. English subject 3. Math subject 4. Math (selection) 5. General science 6. Social subject (Geography) 7. Social subject (History) 	<ol style="list-style-type: none"> 1. Basic vocational work 2. Industry 3. Handicraft 4. Housemaid 5. Agriculture 6. Median (selection) 7. Art (selection) 	<ol style="list-style-type: none"> 1. Expert for work 2. Character and Civics 3. Character and Buddhist Instruction in ethnics (selection) 4. Character and Civics (selection) 	<ol style="list-style-type: none"> 1. Expertise of social development 2. Community development (selection) 3. Prevent natural disaster 4. Detention of natural environment 5. Business of community and Health (selection)

Comment [H1]: ?

As for the management structure, the NFPE and NFME courses will consist of 3 major parts:

The first section will be responsible for supervision, supervision and coordination at the policy level with the education agency. The choice of the Ministry of Education Science and Technology or MOE, which originally had the Literacy Resource Center (MLRC), is an educational organization formed by the integration of senior educators in Myanmar invented and designed educational management, including the preparation of various textbook with the Myanmar government but at present, there is a government agency in Myanmar that is responsible for this part of the work, namely the Department of Education or DAE.

The second part will be the agency that takes care of the standard control of the curriculum in the area. There are 2 groups of teachers who follow the teaching and learning process.

The standard supervisor of the curriculum in the area has known as the Region Monitor (RM.). Every month, RM will travel to check the study center once a month. This agency is located in Hpa-An Town in Myawaddy State, Myanmar.

Township Monitor (TM.) Will take care of Mae Sot district and two Mae Ramat districts, Saya Jeo Son and U Kgaw San 2 people in Phop Phra District, Ten Thu Aung, teachers from KM 42 and Min Min Thein (new data indicate 5 people) have a role in helping teachers create lists, check how students learn and access lessons. Every month there will

be a supervisory teacher to follow and support in the area level which will take care of the Myawaddy and Thailand area. Another part is the supervisory teacher in the area where the school is located in the border area of Tak Province and Bang Bon District, Bangkok. It is responsible for supervising NFPE and NFME teachers for various consultations.

Part 3 will be educational institutions located in the border areas of Tak and Bang Bon, Bangkok. There is a list of learning centers that are taught in the NFPE program, which will be discussed in the topic 2 further educational institutions.

The interest part of NFPE and NFME courses is that this program is a cross-border program from Myanmar to open teaching in Thailand. It also provides opportunities for children to have a certificate that can be used to apply to study in Myanmar. Including the Myanmar government has allocated some budget and equipment to support personnel in the management of both courses. However, the budget obtained from the support of the Myanmar government is not enough for the livelihood of teachers in Thailand including personnel development and activities related to such courses. Therefore, HwF pays attention to supporting this budget which has been in operation since 2013. HwF recognizes the importance that this group of children is migrants who must return to their homeland in the future. Therefore, should support the promotion of education that will allow them to return to live a quality life in the future.

2. Learning centers

Table 3 Data collection

Learning Center	Area	Period	Data provider				Supporter
			Chief	Teacher	Student	Parents	
1. Ah Yone Oo	MS	5 Sep 2018	1	2	4	-	HwF
2. Parami	MS	6 Sep 2018	1	2	6	-	HwF
3. P'Yaung Daung	MS	7 Sep 2018	1	2	6	-	HwF
4. Morning Glory	MS	7 Sep 2018	1	2	-	-	Other organization
5. New Day	MS	10 Sep 2018	1	2	6	-	HwF
6. Irrawaddy	MS	11 Sep 2018	1	2	6	-	HwF
7. Has Muu Htaw	MS	11 Sep 2018	1	2	-	-	Other organization
8. Shwe Thazin	MS	11 Sep 2018	1	2	-	-	Other organization
9. Sauch Kha Hang Sar	MS	12 Sep 2018	1	2	8	3	HwF

Learning Center	Area	Period	Data provider				Supporter
			Chief	Teacher	Student	Parents	
10. Home school	PP	13 Sep 2018	1	2	6	-	HwF
11. 42 Km	PP	14 Sep 2018	1	2	6	-	HwF
12. Sukho Thai	PP	18 Sep 2018	1	2	6	2	HwF
13. New Road	MR	19 Sep 2018	1	2	6	4	HwF
14. Hope school	PP	20 Sep 2018	1	2	4	-	HwF
15. White school	PP	20 Sep 2018	1	2	-	-	HwF
16. 48 Km	PP	17 Sep 2018	1	2	-	-	Other organization
17. Heavenly Home	MS	21 Sep 2018	1	2	6	-	HwF
18. St. Peter	PP	-	-	-	-	-	Closed

2.1 Education Center Information

2.1.1 Ah Yone Oo Education Center

Ah Yone Oo Education Center located at Ban Mae Tao, Mae Sot, and Tak province. They use Myanmar Education Program as a main program, and they provide NFPE and Thai-NFE as an option for student, in addition, the student will study NFME program at Sauch Kha Hong Sar Migrant Learning Center also.

Challenges;

1. Lack of supporting budget for Education Center's expense
2. Overload duty for education center's officer because they have to teach too many courses.
3. Not enough compensate for teacher.
4. When teacher need to go for NFME training in Myanmar, another teacher needs to teach instead
5. There are many training courses in Thailand; therefore another teacher needs to teach instead
6. Parents can't support full educational expense

Suggestions and needs;

1. The principal wants the learning center to open the NFME course in the next academic year.
2. NFPE teachers want teachers to take responsibility for teaching only one course.
3. Teacher wants to have enough compensation for cover the living expenses.
4. They would like us to provide support for children's school supplies.
5. Budget for children and teacher travel expense

2.1.2 Heavenly Home learning center

Heavenly Home learning center is located at Baan Mae Pa, Mae Pa, Mae Sot, Tak province. It is only provided NFPF course.

Challenges;

1. Lack of public utilities' budget
2. The confined space (Building a new dormitory, waiting for installation of electricity and water supply)
3. Children have problems registering, no Thai nationality

Suggestions and needs;

1. Try to register the children with no Thai nationality
2. Raise funds and find budget
3. Can't move children to the new building because it still has no electricity and water supply

2.1.3 Home Learning Center

Home Learning Center is located in the area of the villagers in Phop Phra District, Tak Province. The Myanmar curriculum and NFPE courses are used in teaching and learning management. Even though they are teaching Thai language in the learning center, but children still find difficulty in reading Thai language because the teachers are not Thai teachers. In addition, teachers have taught NFPE courses to children from the Thai Learning Center during the night as well which will be taught from 18.00 to 20.30.

Challenges;

1. Lack of enough budget to cover expenses in learning centers

2. Teachers in the learning center have a high workload because they must teach many courses including teaching NFPE during the night as well.

3. There are frequent training in Thailand, another teacher needs to take responsibility instead

4. Parents cannot support the full amount of expenses for children.

5. If comparing exams during the Myanmar course until grade 4, children can pass the exam easily. Unlike the Myanmar Level 2 course, the exam is more difficult to analyze, and the examination comes from Myanmar.

6. The difference between studying in Myanmar and Thailand is that in Myanmar, students have to read memorization but in Thailand, students have to think and have to work in groups.

7. HwF are reduced budget which resulting in teacher salaries

Suggestions and needs;

1. The school principal wants to have Thai language teachers to help teach Thai language to children in the learning center.

2. NFPE teachers want to be responsible for teaching only one course and receive adequate compensation.

3. A school building is not sufficiently

4. Children that have younger brother/sister are not able to enter the learning center because they must take care of their younger brother/sister when their parents go to work.

5. After some teachers attended the training, they cannot be conveyed or practical

6. Despite the budget support from HwF, such as stationery, bags and other budgets and MECC provided teacher salaries, but 3 teachers received a salary of 3,000 baht per money.

7. Lack of Thai teachers, in the past HwF had sent Thai teachers to help therefore, this part results in the lack of understanding of Thai children.

8. Some parents do not support children in the health and education of children and want their children to work

2.1.4 Hope school

Hope school is located at Ban Pa Kha Mai. Khiri Rat Subdistrict, Phop Phra District, Tak Province. In 2016, the learning center introduced the NFPE curriculum in teaching and learning management. Based on the advice of Ten Thu Aung, a teacher from KM-42 and as

TM, suggested that this course is suitable for student that also working because they can spend their free time after work to study. In 2017, there are 45 students in Level 1 and 40 students in Level 2 and everyone can pass all exams. For this year there are 14 students in Level 1 and 11 students in Level 2.

Challenges;

1. Lack of sufficient budget for learning centers expenses (10,000 baht per month to pay 2,000 baht for location, 1,900 baht for electricity and 1,500 baht for water)

2. Teachers in the learning center have a high workload because they have to teach many courses including teaching NFPE during the night as well

3. There are frequent training in Thailand, another teacher needs to take responsibility instead

4. Parents cannot support the full amount of expenses for children.

5. Problem in teacher card (ID card)

6. Children dropping out to work during school semester often that impacts to their studying

Mitigation against challenges;

1. Collect 100 baht from students' parents every month.

2. 3,000 baht from selling snack

3. Collect accommodation fee for 500 baht from teachers

4. For car's expense, HwF supported 12500 baht.

5. Report

6. Meeting with other organizations

Suggestions and needs;

1. The school principal wants to have an informal integration of Myanmar's curriculum and Thai's curriculum together and student can get certification.

2. NFPE teachers want to be responsible for teaching only one course and receive adequate compensation.

3. The learning center requires a higher class because when the students have finished the course, their parents do not support going to study in Myanmar

4. Need NFME classrooms because in the area there is no secondary education center for multinational children.

2.1.5 Irrawaddy Flower Garden Learning Center

Irrawaddy Flower Garden Learning Center is located 169 Soi 4, Moo 10, Mae Pa Sub district, Mae Mae District, Tak Province. Irrawaddy Flower Garden Learning Center has been teaching NFPE courses for 3 years because if students who complete this course will receive a certificate issued by the Myanmar government. In the beginning, it was difficult to get the certificate but once entering the system, it will be easier. The difference between the NFPE course and the Myanmar course is that even NFPE program takes less time, but the lesson is quite difficult. Currently, there are 13 students studying in Level 1 and Level 2, 13 students.

Challenges;

1. Lack of budget to cover all expenses in the learning center due to HwF reducing 20% the budget even though the learning center earning extra income, such as raising fish, mushrooms but still not enough.

2. Teachers in the learning center have a high workload because they have to teach many courses.

3. There are frequent training in Thailand, another teacher needs to take responsibility instead

4. Parents cannot support the full amount of expenses for children.

5. The problem that children leave the learning center, parents must return to Myanmar due to lack of CI.

Suggestions and needs;

1. Need ongoing support because if the learning center terminates, the child will have no place to study.

2. NFPE teachers want to be responsible for teaching only one course and receive adequate compensation.

2.1.6 Kilometer 42 Learning Center

KM 42 Learning Center or Best Friends Learning Center is located at Ban Km. 42, Phop Phra Road - Umphang, Phop Phra District, and Tak Province. The NFPE program has been teaching since 2014 because it is seen that this course is suitable for the student. If they are older, they will receive a certificate and continue to study at a higher level in Myanmar and can be used in their future study. The NFPE teacher will receive 90,000 kyat salary from the Myanmar government and receive 5,000 baht from the learning center

makes the teachers who teach only the Myanmar curriculum seem unjust. This year, there are 70 NFPE students, 43 students in level 1 and 27 people in level 2.

Challenges;

1. Lack of budget to cover all expenses in the learning center.
2. Teachers in the learning center have a high workload because they have to teach many courses.
3. Parents cannot support the full amount of expenses for children.
4. Children dropping out to work during school semester.

Mitigation against challenges;

1. For water, electricity and other needs, they request support from parents.
2. In the future, if there is no support budget, they must consult with the parents to find a solution together.

Suggestions and needs;

1. Heard master, children traveling to school that provided transportation many rounds a day.
2. NFPE teachers want to be responsible for teaching only one course and receive adequate compensation.
3. Parents need to have a higher level of teaching in order that children will not have to go travel too far but the teacher is not enough and needs to find more teachers.
4. Find more budget from student to support electricity and water supply.

2.1.7 Kilometer 48 learning center

KM 48 learning center is located at Ban Romklao, Sahamit Soi 2, Khiri Rat Sub district, Phop Phra District, Tak Province. The NFPE program has been teaching since 2017 because it is seen that this course is suitable for the student. If they are older, they will receive a certificate and continue to study at a higher level in Myanmar and can be used in their future study. There are 2 round classed, in the morning and in the evening, in the morning there are 60 students and there are 20 students in the evening. In the beginning, there were 9 students studying in level 2 but only 6 students passed the exam.

Challenges;

1. Lack of budget to cover all expenses in the learning center

2. Children's family problem

3. Parents have no job and want to return to Myanmar

Mitigation against challenges;

To not let the student drop off during study, the learning center will discuss with their parents to let the student continue study and stay at the learning center's dorm and let Township Monitor help them as well.

Suggestions and needs; Fund raising and find more budget

2.1.8 New Day Learning Center

The New Day Learning Center is located at 108/1 Tha Sai Luat Sub district, Mae Sot District, Tak Province. The teaching of the learning center has been implemented mainly in Myanmar's MoE curriculum and bringing Thai language to be integrated into primary and kindergarten level. In addition, the NFPE curriculum is also used to organize teaching and learning.

Challenges;

1. Lack of budget to cover all expenses in the learning center
2. Teachers in the learning center have a high workload because they have to teach many courses due to HwF reduced 20% budget
3. They think that NFPE received 2 ways salary
4. Children are often absent due to parents moving
5. Children do not finish the course
6. Children have never studied before.
7. Restrictions on the time for dividing the study time to complete all courses.
8. Parents cannot support the full amount of expenses for their children (600 baht per year)
9. Lack of materials for reporting to the NFPE project because the Myanmar government does not support this budget.
10. NFPE students have to study until the evening which they have to travel with other students.
11. Lack of classroom for NFPE

12. There are some learning centers accepting NFPE students to transfer when children have to move to school.

13. There is a learning center of only 21 from the total number of learning centers located in the Thailand area.

Suggestion and needs;

1. NFPE teachers want to be responsible for teaching only one course and receive adequate compensation.

2. Some of students can't read and write so they can't understand the lesson

3. Need a separate classroom for NFPE students

4. Need a teacher to teach only in NFPR class because this class is only 2 hours per day. The teacher that teaches NFPR class needed to teach other classes also.

2.1.9 New Road Learning Center

New Road Learning Center is located 100/2 Moo 2, Mae Jarao Sub district, Mae Ramat District, Tak Province. The school has arranged NFPE since 2016. There were 71 students in level 1, 52 students in level 2 at that time. There were 27 students that were not pass level 2 and some students did not continue to study. In 2017, there was no student in level 1. There were 28 students in level 2. There were 5 students already returned to Myanmar and there were 23 students that still remained in this center. While 2018, there were 18 students in level 1 and 22 students in level 2.

Challenges;

1. Lack of sufficient budget for learning center's expenses because HwF reduced 20% budget (Transportation 21,000 baht per month, electricity 4,000 baht per month, water bills 3,000 baht per month and rental fees 42,000 baht per year)

2. Small buildings, learning equipment (tables, chairs, etc.) won't enough if there are more students. The shuttle bus is not enough because there is 1 car that needs to pick up students and other uses of the learning center as well

3. Teachers in the learning center have a high workload because they have to teach many courses.

4. There are many children who want to come to study but cannot accept all of them due to lack of budget and there are not enough school buildings

5. The problem of student transport even though the learning center has a shuttle bus

6. Issues of cards or documents for living in Thailand the problem for ID cards or documents for living in Thailand of their 3 teachers are the MOE card, but they also have to make a CI card as well.

Mitigation;

Fund raising such as chicken husbandry, making embroidery (Foot towel) as well as growing vegetables.

Suggestions and needs;

1. Need legal status for teachers from the Thai government.

2. The principal suggested that the management of NFME course is difficult and need a lot of work, so they need at least 4 more teachers to be able to be responsible for each course and the continuation of the NFPE program with 2 year duration and an NFME course with a period of 3 years.

3. NFPE teachers want to be responsible for teaching only one course.

4. Compensation for teachers that is sufficient for expenses.

5. Need building and supporting materials, teaching materials, school uniforms and 1 car computer for transportation.

6. Special classroom requirements for NFPE courses and NFME courses.

2.1.10 Parami Learning Center

The Parami Learning Center is located at 1022 Moo 9, Mae Pa Sub district, Mae Mod District, Tak Province. NFPE course is to solve the problem of the students graduated from the learning center and the Myanmar government did not accept certificates from the learning center. The government gives the opportunity to teach NFPE courses and provide diplomas when graduating and has an opportunity to study in Myanmar. At the beginning, there were only 3 learning centers, Parami, KM- 42 and Ah Yone Oo accepted this course. Since operating from 2014 to 2017, there are 66 children who pass this course. There are 3 children going to study at Irrawaddy Flower Garden. Currently, there are 10 children studying Level 1 and 17 children study in Level 2.

Challenges;

1. For learning center fees, students must pay 1,000 baht but have to pay transportation for 1,500 baht per year. However, there are a few parents who can afford.

2. Lack of sufficient budget for expenses in the learning center due to HwF reduced 20% of the budget.

3. Many school children learn many courses so they can't focus

4. Parents cannot support the full amount of expenses for their children (600 baht per year)

5. Problems for students leaving the study center are because their parents returned to Myanmar and they also do not have any legal documents. Some people must take care of their younger brother/sister and some of parents do not want children to enter the learning center because they want the children to work.

Mitigation against challenges;

1. Selling shirts to raise funds, one shirt will give 20 baht benefit

2. Fish farming and mushroom cultivation for sale

3. For students who are unable to keep up with their friends, there will be a special classroom opening for this group of children.

Suggestions and needs;

1. The principal wants to have enough budgets to cover all expense.

2. Want parents to support with expenses and travel costs of children 500 baht per semester.

3. If you are able to set up a legal learning center, you will choose a government learning center not a private learning center.

2.1.11 P'Yaung Dang Migrant Learning Center

P'Yaung Dang Learning Center or Payan Dao learning center is located at Doi Hin Kiew, Mae Sot District, Tak Province. The learning center is integrated the Myanmar curriculum with Thai and BMTA courses. 7 courses are offered and NFPE courses are used in teaching management. About 50% of children in the learning center are Myanmar and 45% are Karen. Parents of most children work on daily work. Children who finish 8th grade will go to study at CDC, Kwe Ko Lo and the learning center that opens for a higher level. Some people go back to study in Myanmar. The learning center wants to join the non-formal education of Thai government activity, but the problem is it difficult to travel.

Challenges;

1. Lack of sufficient budget for learning center's expenses due to HwF reduced 20% budget

2. Children have different language and must study many courses.

3. NFPE teachers want to be responsible for teaching only one course

4. Parents cannot support the full amount of expenses for their children (600 baht per year)

5. Students dropping out because their parents returned to the country of origin due to lack of legal documents. Moreover, some children have to take care of their younger brothers and/or sisters.

6. Parents want children to work more than to study.

7. Children have a Karen language base. There is a problem of understanding in Thai and Myanmar.

8. Travel problems of children, waste cars, use of teachers' motorcycles to deliver

Mitigation;

1. Receive donation and sponsors

2. Parents help with fees for some expense

3. Electricity and water supply fees must collect from people in the learning center.

Suggestion and needs;

1. The principal wants to have integration between Myanmar and Thai curriculum that can issue certificates.

2. Want to have a special teaching arrangement in both Thai and Myanmar language.

3. Need to provide advice about the course

4. Want children to be confident to speak and express their learning skill

2.1.12 Sauch Kha Hang Sar Learning Center

Sauch Kha Hong Sar is located at Ban Mae Pa, Mae Sot District, Tak Province. For the NFPE program, the learning center has organized the study. In 2014, they get suggestion about this course from the KM-42, Parami and Ah Yon Oo learning center because they were the first learning center to start this course in Thailand. After finishing the course, children will receive a Myanmar diploma of Myanmar and can still go to study in Myanmar as well and they can live in their homeland in the future. In addition, there is also an NFME course. There are currently 14 students from the Ah Yone Oo Learning Center. Join the children of the Sauch Kha Hong Sar Learning Center, which has 7 students.

Challenges;

1. Lack of sufficient budget for learning center's expenses due to HwF reduced 20% budget

2. Teachers in the learning center have a high workload because they have to teach many courses including teaching NFPE during the night as well

3. Children may not be able to study the course for a specified period of time. Due to start the semester later than Myanmar but they solve the problem by opening the course for 3 semesters per year instead.

4. Children are often absent due to parents moving to work.

5. Teaching in the Myanmar language alone makes children unable to communicate in Thai.

6. Safety issues for teachers because some teachers do not have Thai work permit

7. Problem on electricity, water, and rental bill

8. Not enough space for classroom

9. For NFME, need to teach so quickly because there are many lessons.

10. Children do not enter the learning center.

11. Some of NFPE students cannot speak Thai when there are activities with people in the community

Mitigation;

1. For students who do not understand the lesson, the teacher will give extra class.

2. Near the final exam, teachers will provide extra class during the night.

3. For field activities, a group of students will be divided into a mixed group of Thai and Myanmar language.

4. Mon people and some children live here when there are special circumstances.

5. Not all parents can send their children to Thai schools if the learning center terminated.

Suggestions and needs;

1. Create participation with parents in support of children's expenses.

2. Establish acceptance and identity of the learning center of all parties, including supporting the certificate of learning center from Myanmar or the Thai government.

3. Create security for teachers by providing them work permit

4. Require the Thai government and the Myanmar government to support.

5. If possible, all learning centers will use the same course.

6. To require the government of Thailand and Myanmar to participate. For example, in the textbook, there should be matters related to culture, laws, policies, general knowledge of Thailand and Myanmar Including ASEAN countries as well.

2.1.13 Sukho Thai Learning Center

Sukho Thai Learning Center Located at Ban Sukho Thai, Phop Phra District, Tak Province. As for the NFPE program, teacher Soe Mar, teacher Kyaw Kyaw and teacher Pe Taw have introduced NFPE courses that children have the opportunity to study in Myanmar. The Learning Center considers that there are benefits for transnational children. Therefore, back in 2016. There were 22 students studying this course. In the year 2017, there were 28 students. Currently, there are 20 children studying in Level 1 and 20 students in Level 2. For the NFPE course, HwF has supported the budget for teachers when attending the training program in Mawlamyine and support for school uniforms, food, other related activity and traveling expense for an exam. DAE and MLRC from Myanmar will support the reporting of school equipment but not enough for students throughout the year.

Challenges;

1. Lack of sufficient budget for learning center's expenses due to HwF reduced 20% budget
2. Parents cannot support the full amount of expenses for children.
3. Not have enough classroom therefore, when there some noise from next classroom, student have a difficult to focus on the lesson
4. Some students leave the learning center when the police come to check them.
5. Some children do not come to study because they must work.
6. The have to pay for water supply fee.
7. If the parents of the student arrest the police, students must live with the neighbors for a few days to wait for their parents to return.

Suggestions and needs;

1. NFPE teachers want to be responsible for teaching only one course and receive adequate compensation.
2. Parents support 150 baht every month

2.1.12 White School Learning Center

White School Learning Center Baan Romklao Sahamit Soi 2, Keereerat Sub district, Phop Phra District, Tak Province. The Learning Center will use the Myanmar curriculum, merging with the NFPE curriculum by managing Level Pre-Primary, Level Primary, using NFPE Level 1 and Level 2, Level Secondary or Level G6 - G8 of Myanmar.

Challenges;

1. Lack of sufficient budget for learning center's expenses due to HwF reduced 20% budget
2. Every month, pay 2,500 baht to 3,000 baht for water and electricity bill.
3. Not enough teachers in the learning center
4. Only 4 teachers receives salary
5. Children are often absent due to parents moving to work. Children do not finish the course.
6. Children do not have the same lessons; therefore, they need to have an extra class.
7. Parents cannot support the full amount of expenses for children.

Mitigation;

Selling snacks and making sweet for sale to children in the learning center to raise funds.

Suggestions and needs;

To carry out fundraising activities in order to find more budget.

2.1.15 Has Muu Htaw Learning Center

Has Muu Htaw Learning Center Located at Ban Mae Ku, Tambon Mae Ku, Mae Sot District, Tak Province In the past, they taught NFPE course because they want students to get the right to study in Myanmar. Later they terminated the course because there was not enough budget and teachers have to do a lot of documents. At present, they still teaching Thai Non-Formal education.

Challenges;

1. Lack of budget to cover expenses in the learning center, therefore need to terminate the NFPE program.

2. NFPE teacher compensation should be 5,000 baht to cover their rental and other expenses

Suggestions and needs;

1. The NFPE program is a good course, but should provide budget support, especially for teachers' compensation, should be equivalent to teachers teaching in Thai learning centers

2. Needing support for electricity, water, and rental fees

3. Need support for school supplies, teachers and school buildings. Not enough teachers

2.1.13 Morning Glory Learning Center

Morning Glory Learning Center Located at Ban Mai Rim Moei, Mae Kasa Sub district, Mae Sot District, Tak Province. They used to teach NFPE with 25 students studying in Level 1, and 25 students studying in Level 2. Unfortunately, NFPE was terminated due to budget problems. In addition, such courses were quite difficult for children.

Challenges;

1. Lack of budget to cover expenses in the learning center, therefore need to terminate the NFPE program.

2. Not enough teachers

Suggestions and needs;

Fund raising and find more budget

2.1.17 Shwe Thazin Learning Center

Shwe Thazin learning center Located at Kud Sub district, Mae Sot District, Tak Province. Most of children are Myanmar and Karen, children. There were 3 teachers who get a salary. The learning center managed to teach NFPE for only 1 year. The reason for terminated was because the salary was uneven and had to make many documents. And still, must go to train for a long time and had to pay for the expenses by themselves. However, the Learning Center would like to open the course again the next year.

Challenges;

1. There are not enough teachers in the learning center. There are only 3 teachers.

2. Children are often absent due to parents moving to work. Children do not finish the course.

Suggestions and needs;

1. The principal wants to open the NFPE program again because in the area there are many children who need to help to do housework during the day. Therefore, he would like to arrange a class for this group of children during the night.

2. The principal would like to fundraising and find more supported budget.

2.2 Teachers in NFPE and NFME

During the evaluation process, we found 43 NFPE teachers and 3 NFME teachers. Teachers in this course must have at least a high school education in Myanmar. And all teachers must pass the training course for 2 times, before teaching and after teaching, with the objective to manage the teaching in each semester.

For the NFPE-managed learning center, there will be at least 2 teachers responsible. But one teacher from the Ah Yone Oo Learning Center is going to train the NFME course in Yangon so this learning center has only 1 teacher left and only teach in Level 2. In the KM.42 learning center, there are 4 teachers, because the St. Peter Learning Center has closed down therefore, the NFPE teacher from the learning center brought some students to study here also.

According to this survey, there will be a large number of teachers who have graduated with a bachelor's degree and some studying a bachelor's degree in Myanmar.

3. Opinions

Budget, it is found that every learning center has this problem as follows;

1. The budget for hiring teacher, paying utilities and other expense

2. For the lunch budget, children bring food from home. Some learning centers allow children near the learning center to go back to eat at home.

3. Initially, each learning center has a different management method, some centers have brought the entire budget together and then manage all the expense, but some learning centers use the budget as allocated.

Teacher quantity and capacity

1. Almost every learning center has enough teachers for the number of classrooms, with only some learning centers that have not enough teachers, such as the White School, which has up to 6 classes. But the problem was solved by combined Myanmar class courses, Grade 1 and. And open the NFPE Level 1 course in parallel, as well as Grade 3 and 4, which will allow students to study together and launch NFPE Level 2 courses as well.

1.1 While the teacher salary will be received around 4,500 baht per month per person up to 9,000 baht per person and may be reduced. Causing this group of teachers to be unstable in their work and some people changes the job. But there are still many teachers who accept these conditions and continue to teach children in the learning center.

1.2 The legal status of this group of teachers is not legal by the laws of Thailand. But they have been certified by the Tak District 2, which would have travel problems.

Locations and materials

1. Although there is an attempt to separate the NFPE class since every learning center needs to rent land, there is still a problem with the rental and there is a problem with the construction that can't build permanently building. And when the classroom is too close to each other, it is making noise across the classroom. Some centers have to share classrooms with many class levels.

2. The materials that the government of Myanmar sent to students are not enough to use in the NFPE curriculum. The equipment that teachers need will be used in conjunction with other projects in the learning center.

Technology and operation plans;

1. The teaching method is to read or speak to children before and letting the children speak after then children practice reading and writing which will use the lessons from the Myanmar government.

2. Teachers will participate in the main center only during the training period. In terms of content, if not suitable for the area, it cannot be modified or applied. However, if there is a change, it will affect the children in the examination because the exam will come from all Myanmar governments.

4. Mechanisms and processes to promote education management

Process evaluation (P: Process Evaluation) is an assessment to find the deficiencies of the project implementation which will be used as information in the development, improvement, improvement of the next phase of operations to be more efficient. And to monitoring activities, time, resources used in the leadership program, public participation in the project, with records as proof of every step evaluating this process will be very useful for finding the strengths and weaknesses of policies, plans, and projects that are often unable to be studied after the project end.

1) Strengths

1.1 Accepting the management of NFPE courses in Thailand and Myanmar that adheres to the Education for All guidelines, making this program a cross-border program that is used internationally

1.2 Teaching of NFPE curriculum is an example of studying the curriculum of Myanmar in Thailand. With support for both curriculum, budget and cross-border teachers such as teacher salary, telephone fees for teachers, as well as school supplies.

1.3 Children aged 9 to 14 years can participate in the NFPE course even though they have never studied before. Including being able to pass on students to study centers that have opened this course and forwarded to Grade 5 in Thailand and Myanmar

1.4 In addition, several children at the end of the NFPE can study in other learning centers, such as the CDC Learning Center, Parami Learning Center with higher level teaching. For students who have graduated from some learning centers, go to study or return to work in Myanmar. Some children work in Bangkok. However, if the child decides to stay in Thailand, they will study Thai and if they decide to go back to Myanmar, they will study NFPE.

2) Weaknesses

2.1 The NFPE program is an additional course from the Myanmar program because children who are able to attend this course are 9 years to 14 years old. But in reality, there are a number of children who are not yet young or have graduated but not yet 15 years of age living in Thailand then they need to open Myanmar courses together to take care of this group of children including preventing human trafficking and drug addiction problems

2.2 Lack of budget for hiring teachers because teachers have to teach many courses and not be responsible for many courses. But there are not enough budgets because the management of the NFPE program indicates that 1 teacher will teach 25 children and every learning center has 2 teachers responsible, but in practice, it is not true. In some years, there are more than a limited number of students.

2.3 The study form is not appropriate or consistent with the child's age. Some topics are too difficult, so sometimes teachers need to provide an extra class.

3) Opportunities

The need to increase the number of NFPE courses taught every year because NFPE courses can be used and solve the problem of lack of education for students in Thailand. The qualification will be certified by the Myanmar government and can continue to study in Myanmar as well which, if graduating from Non-formal education course, students will be able to study in Thailand learning center only. This course can be filled in with such problems.

4) Threats

4.1 Restrictions on political and military security in border areas

4.2 The context of children living in Thailand has resulted in some students who are unable to pass the curriculum. Children are unable to learn and do not understand the lesson.

Project success

Product evaluation (P: Product Evaluation) is an assessment to compare the outputs produced with the objectives of the project or the specified standards. Including consideration on issues of dissolution, termination, extension or modification of the project. But this evaluation does not pay attention to the impact and outcomes of the project plan policy as it should be.

1. The result of the success

The result of international cooperation to organize the NFPE program, an optional course to study in Thailand since 2014, there are pilot trials in 2 learning centers, namely the Parami Learning Center and the Aeon U Learning Center. Children who are enrolled and able to complete this course can be brought to study in the country of origin. It also benefits children who have to move by parents when they have to work in other areas.

In the first year, there were 80 children enrolled and 70 students were able to complete the course. They could actually bring their certificate to Myanmar. Therefore, in the year 2015, there was a new learning center name Happy Learning Center.

In the year 2016, they expanded to 17 learning centers in Mae Sot District, Phop Phra District, and Mae Ramat District, Tak Province. There were 1,347 registered children. And the current Non-Formal Primary Education-NFPE management also organized the Mae Sot area as a township.

From 2017 to 2018, there were 22 learning centers opened this course. There was also learning center opened in Bang Bon area in Bangkok as well. In addition to NFPE courses, it also opened NFME course in the Happy Learning Center and the next year is likely to open in the Aeon-Ou Learning Center as well.

The information of Karen State, Myawaddy, and Mae Sot area in early 2018 indicates that there are students and teachers in the area from 17 learning centers. Which shows the importance of this course which still has a lot of children interested in studying and has increased which is the reason for the opportunity for older children to learn, no need to go to study with small children anymore. Including the fact that this course has shown that the certificate can be used to continue studying in Myanmar make many learning centers encourage children to study in this course.

From the operation, it can be concluded that the NFPE program is an alternative course for cross-border education that can solve the problems for this transnational group of children.

1.1 The NFPE program is able to prevent human trafficking for transnational children. There are some children under the age of 15 who can study in this course. And there are a number of children without parents, can be protected by the school system

1.2 The NFPE program helps children stop learning, can return to study in the learning center without having to go to study with children in the grade 1-4, which is much younger.

1.3 NFPE course, older children and never before studied, able to study and have educational qualifications

1.4 Studying in the NFPE course, children can take Level 1 results to further study Level 2 in the learning center that has this course or if completing Level 2, leading to further study in Myanmar, Grade 5, and can apply to study in Myanmar as well

1.5 NFPE courses can enhance the quality of life for children to receive educational qualifications that can apply for jobs in Myanmar.

2. Proposals for funding sources

The need for granting funds through NGOs that operate and register in Thailand is still very important. In carrying out the activities of the learning center, it is not possible to raise funds because the conditions that these learning centers are located in the border area that may be targeted by security agencies from both countries. They need a budget for hiring teachers, utility bills and various expenses. However, there are some learning centers supported by religious organizations but there are many other learning centers that require NGOs for operations as follows.

2.1 Development of Thailand and Myanmar international policy and law

The need for cooperation in international policy and law consists of the details as follow.

2.1.1 Developing or sign a memorandum of understanding (MOU) between Thailand and Myanmar to arrange alternative courses for children in the future which may not be only NFPE or NFME courses. In this regard, education management in the Tak-Myawaddy border area is recognized by both governments but there is still a lack of MOU. In the past, there has been a lot of research and academic proposals, but still lacking practical application. (See the information in the appendix)

2.1.2 From the study of data, it is found that many learning centers opened many courses as an alternative to the protection of children under the age of 15 and have also tried to develop a calibration system for the Myanmar curriculum for children to have a qualification certificate. But still doesn't know which agency will be the main operation and will create confidence in the management of this type of education that have 2 main issues.

- Conducting research and development of education and curriculum development systems at the same time, which requires academics in each area to work together to create a policy proposal to both governments.

- Education and development of curriculum design that is suitable for migrant children living in Thailand

2.1.3 Study and development of curriculum design as well as the development of standards for courses to be accepted internationally, such as cooperation in conducting non-formal education courses, there are many sectors have tried to work together. But in the level of the ministry level, there is no concrete policy creation.

- In this section, it is necessary to study and develop the curriculum designed by coordinating with the educational agencies of both countries to work together.

- Working for special education management in the area

2.1.4 Developing the legal status of the learning center, including teachers, to have a work permit from both governments, which may be certified by the Tak District 2 and the education agencies of the Myanmar government. But the compensation may come from the government of Myanmar or NGOs.

2.2 Development under the roles and duties of the organization

At the area of education which plays an important role in education for children in the area of Thailand that consists of Tak, District 2, Non-Formal education, and Myawaddy Township and Karen State.

2.2.1 The proposal to develop a mechanism to link between countries for educational management for this group of children. There are many opportunities and possibilities in this area. The Tak Educational Service Area Office 2 has established a Migrant Education Coordination Center (MECC.) to work in this area. While the education agency of Myanmar has adapted many examples with a government agency called the Department of Education of the Ministry of Education of Myanmar and there is a private development agency in the area that is ready to support but still lacks coordination.

- The role of HwF in the work pushing the proposal to create a special education area under the conditions of development of special economic zones of Tak Province which this area should not only focus on economic aspects But should also focus on other aspects, especially human resource development with education as well.

- The role of working, linking agencies, organizations and learning centers in the area because many groups that are operated are lacking a central area to set a strategic goal that can work together, HwF has a workgroup in this field that can improve the level of work.

And it is necessary to support the work to the extent both in content and coordination with various agencies to make it clear.

2.2.2 In the past, the Migrant Education Coordination Center (MECC.) has played an important role in being the center for various learning centers which were funded by international organizations to work under the Tak Educational Service Area Office 2. But currently, they got budget reduced, causing the role to be reduced as well. HwF may have to work in the form of a joint committee to support the establishment of a Migrant Education Coordination Center (MECC) which is a unit under the district office Tak Primary Education Area 2 or push to have an agency that operates in this area, especially for long-term work.

2.2.3 The role of HwF in the development of child protection mechanisms from the establishment of learning centers is still very necessary because, in the Tak-Myawaddy border area, there is both permanent and temporary hiring, mainly in agriculture or construction. From the study of data, it is found that there are many parents who work in daily jobs, so when parents got arrested and forced to return to home countries, it will affect the children who are still studying in the learning center or in the school too.

2.2.4 Support for buildings, buildings, as well as materials and equipment for teaching and learning is also necessary to get them through NGOs that operate and registered in Thailand because, in this area, there are legal restrictions.