

# The Education Situation of Children of Migrant Families in Selected ASEAN Countries

*Cambodia*

*Lao PDR*

*Myanmar*

*Thailand*

*Vietnam*

A publication by  
Aide et Action International Southeast Asia & China



Changing the world through Education



## CONTENTS

<b>ACRONYMS</b>	<b>5</b>
<b>GLOSSARY</b>	<b>7</b>
<b>EXECUTIVE SUMMARY</b>	<b>10</b>
Aide et Action Migration Desk Review	10
Key Findings	11
Recommendations	12
Regional Program Focus	12
Program Approaches	12
Program Opportunities	13
Conclusion	14
<b>SITUATIONAL ANALYSIS, MIGRATION IN CAMBODIA, LAO PDR, MYANMAR, THAILAND AND VIETNAM</b>	<b>15</b>
Migration in Cambodia, Lao, Myanmar, Thailand and Vietnam	15
Impact of Migration on Families	16
Impact of Migration on Children’s Education	16
Push and Pull Factors Migration Factors of Migration	17
Economic impact of Migration	17
<b>SITUATIONAL ANALYSIS, EDUCATION IN CAMBODIA, LAO PDR, THAILAND AND VIETNAM</b>	<b>19</b>
Global Education Imperatives	19
Primary Education Systems in Cambodia, Lao PDR, Myanmar, Thailand and Vietnam	19
Social Impact of Migrating on Children’s Education	20
Out of School Children	21
Educational Status of Stateless Children	23
Educational Status of Street Children	23
Educational Status of Refugee Children	24
Educational Status of Children Left Behind by Migrating Parents	24
Educational Status of Children Who Accompany their Migrating Parents	25
Children Living in Alternate Care	27
Determinants of Migration	27
Existing Local, National, Regional and Global Impact Mitigation Strategies	28
<b>OPERATING ENVIRONMENTS</b>	<b>29</b>
Cambodia	29
Lao PDR	31
Myanmar	33
Thailand	35
Vietnam	38
<b>PATHWAYS TO MOVE FORWARD TO INCREASE PRIMARY EDUCATION ATTAINMENT STANDARDS OF MIGRANT CHILDREN</b>	<b>41</b>
<b>RECOMMENDATIONS</b>	<b>42</b>

<b>Annex 1</b>	Local, National, Regional, Global Initiatives to Mitigate the Impact of Migration on Children	<b>47</b>
----------------	---	-----------

## ACRONYMS

<b>5DE</b>	Five Dimensions of Exclusion is short for the Model of Five Dimensions of Exclusion from Education
<b>ACMW</b>	ASEAN Declaration on the Protection and Promotion of the Rights of Migrant Workers
<b>AEA</b>	Aide et Action
<b>AEC</b>	ASEAN Economic Community
<b>AIMW</b>	ASEAN Instrument on the Protection and Promotion of the Rights of Migrant Workers
<b>ASEAN</b>	Association of Southeast Asian Nations
<b>ASCC</b>	ASEAN Socio-Cultural Community
<b>ASED</b>	ASEAN Education Ministers Meeting
<b>CFS</b>	Child Friendly Schools
<b>CIDA</b>	Canada International Development Agency
<b>CMW</b>	United Nations International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families
<b>COMMIT</b>	Coordinated Mekong Ministerial Initiative against Trafficking
<b>CRC/UNCRC</b>	United Nations Convention on the Rights of the Child
<b>CSO</b>	Civil society organizations
<b>DFAT</b>	Department of Foreign Affairs and Trade
<b>DPPMW</b>	ASEAN Declaration on the Protection and Promotion of the Rights of Migrant Workers
<b>DRR</b>	Disaster Risk Reduction
<b>ECCD</b>	Early Childhood Care and Development
<b>ECE</b>	Early childhood education
<b>EFA</b>	Education for All
<b>GDP</b>	Gross Domestic Product
<b>HDI</b>	Human Development Index
<b>HDR</b>	Human Development Report

<b>ICT</b>	Information and Communication Technology
<b>ISCED</b>	International Standard Classification of Education
<b>ILO</b>	International Labour Organization
<b>INGO</b>	International non-governmental organization
<b>IOM</b>	International Organization for Migration
<b>JICA</b>	Japanese International Cooperation Agency
<b>KAPE</b>	Kampuchea Action for Primary Education
<b>LGNO</b>	Local non-governmental organization
<b>Lao PDR</b>	Lao Peoples Democratic Republic
<b>LSDA</b>	Life Skills Development Agency
<b>MIRO</b>	Minority Rights Organization
<b>MLCs</b>	Migrant Learning Centres
<b>MOU</b>	Memorandum of Understanding
<b>MoE</b>	Ministry of Education (Myanmar and Thailand)
<b>MoES</b>	Ministry of Education and Sports (Laos PDR)
<b>MoET</b>	Ministry of Education and Training (Vietnam)
<b>MoEYS</b>	Ministry of Education Youth and Sport (Cambodia)
<b>NFE</b>	Non-formal education
<b>NGO</b>	Non-governmental organization
<b>NLD</b>	National League for Democracy
<b>NPA</b>	National Plan of Action
<b>NTFP</b>	Non-Forest Timber Products
<b>OFW</b>	Overseas Foreign Worker
<b>OOSC</b>	Out-of-School Children
<b>OOSY</b>	Out-of-School Youth
<b>RRDPA</b>	Rural Research and Development Promoting. Knowledge Association
<b>SCI</b>	Save the Children International

<b>SDGs</b>	Sustainable Development Goals
<b>SOM</b>	Senior Officials Meeting
<b>TVET</b>	Technical and Vocational Education Training
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>USAID</b>	United States Agency for International Development
<b>USD</b>	United States Dollar
<b>WB</b>	World Bank
<b>WFP</b>	World Food Programme
<b>WHO</b>	World Health Organization

## GLOSSARY

### **Alternative care**

Care for orphans and other vulnerable children who are not under the custody of their biological parents.

### **ASEAN**

The Association of Southeast Asian Nations (ASEAN) was established in Thailand on 8 August 1967 with the signing of the ASEAN Declaration. By 1999, the Association had reached its current size of ten Member States, encompassing Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam. Among the members, Brunei Darussalam, Malaysia, Singapore, and Thailand are viewed as countries of destination for migrants, whereas Cambodia, Indonesia, Lao PDR, Myanmar, the Philippines, and Vietnam are viewed as countries of origin.

### **Best interests of the child**

The Convention on the Rights of the Child states that best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and lawmakers.

### **Child**

The Convention on the Rights of the Child defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

### **Education expenditure per pupil in primary education**

Public current expenditure on primary education in PPP US\$ at constant 2005 prices divided by the total number of pupils enrolled in primary education.

### **Education index**

It is based on the adult literacy rate and the combined gross enrolment ratio for primary, secondary and tertiary schools. See *Literacy rate, adult*, and *Enrolment ratio, gross combined, for primary, secondary and tertiary schools*.

### **Education levels**

Categorized as pre-primary (International Standard Classification of Education/ISCED 0), primary (ISCED 1), secondary (ISCED 2 and 3), post-secondary (ISCED 4) and tertiary (ISCED 5 and 6) in accordance with ISCED.

### **Educational attainment**

Percentage distribution of population of a given age group according to the highest level of education attained or completed, with reference to education levels defined by ISCED. Typically expressed as high (ISCED 5 and 6), medium (ISCED 2, 3 and 4) and low (less than ISCED 2) levels of attainment. It is calculated by expressing the number of persons in the given age group with a particular highest level of attainment as a percentage of the total population of the same age group.

**Enrolment ratio, gross combined, for primary, secondary and tertiary education** The number of students enrolled in primary, secondary and tertiary levels of education, regardless of age, expressed as a percentage of the population of theoretical school age for the three levels of educational attainment

## **Migration**

Migration is the movement of people across a specified boundary for the purpose of establishing a new or semi-permanent residence.

- External migration is where residence changes between a residential unit across a boundary. International migrants are defined as persons who take up residence in a foreign country, herewith excluding rural to urban movements.<sup>4</sup>
- Internal migration is where residence changes within the same boundary.

Movement from one household to another household within the same compound, home or homestead is internal movement. It is not classified as internal migration and it is treated separately from internal migration.

## **Non-discrimination**

The Convention on the Rights of the Child applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

## **Quality education<sup>5</sup> includes:**

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

## **Right to life, survival and development**

Children have the right to live. Governments should ensure that children survive and develop healthily.

## **Respect for the views of the child**

When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenager's greater weight than those of a preschooler, whether in family, legal or administrative decisions.

---

<sup>4</sup> Harttgen, Kenneth, and Stephan Klasen. "Well-being of Migrant Children and Migrant Youth in Europe." University of Göttingen, July 2008. Web. 15 July 2011 (<http://globalnetwork.princeton.edu/publications/interest/34.pdf> accessed 22 August 2016)

<sup>5</sup> UNICEF, 2000: Defining Quality in Education

**Working Children**

The term “working children” refers to the more technical term “children in employment” or “children engaged in economic activities.” The term “child labor” refers to working children after considering age, weekly working hours, and whether or not the child is engaged in hazardous work. This analysis follows the framework for statistical identification of child labor 5-17 years old by the 18th ICLS Resolution on Statistics concerning child labor.<sup>6</sup>

**Youth**

The United Nations, for statistical purposes, defines those persons between the ages of 15 and 24 years as youth.

---

<sup>6</sup> FAO, The State of World Fisheries and Aquaculture 2012: International Labour Organisation, Report III - Child labour statistics. ILO, 18th International Conference of Labour Statisticians (Geneva: ILO, 2008). International Labour Organisation, International Programme on the Elimination of Child Labour (ILO-IPEC), Baseline Surveys on Child Labour in Selected Areas in Thailand (Samut Sakhon, Surat Thani, Songkhla and Nakhon Si Thammarat), Summary of findings (Thailand: ILO-IPEC, 2014).

## EXECUTIVE SUMMARY

### AIDE ET ACTION

Aide et Action is an international solidarity organization for development created in 1981 and headquartered in Geneva, Switzerland. Presently operating in 25 countries in Africa, Asia, Latin America, Caribbean and Europe and reaching more than 3 million children and adults, Aide et Action improves children's access to quality education through five themes: Access to Quality Education, Early Childhood Care Education, Education for Girls and Women, Inclusive Education and Information and Communication Technology for education. <sup>[1]</sup>

Commencing in the Southeast Asia region in 2002 Aide et Action works today in Cambodia, Vietnam, Lao PDR<sup>7</sup>, Myanmar and China through established partnerships with local non-government organizations, governments, and communities. Aide et Action's work aligns with the universal right of all children to access quality education, national government, regional and global education commitments. These include national education strategies and regional Association of Southeast Asia Nations (ASEAN) Education Work Plan 2016-2020 and 2016 Association of Southeast Asian Nations Declaration on Strengthening Education for Out-of-School Children and Youth, the first declaration by a regional grouping. Aide et Action's mandate is committed to global Sustainable Development Goal 4: *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."*

### MIGRATION

The term migrant can refer to ethnic, stateless, refugee, non-ethnic national, intra-regional or international migrants. In 2015, 244 million people, or 3.3 per cent of the world's population, lived outside their country of origin.<sup>8</sup> Migration in Cambodia, Lao, Myanmar, Thailand and Vietnam can be internal, usually rural to urban to access income generation opportunities, but also from one rural area to another as economic and land concessions open up. In general, intra-regional migration is responding to "push" and "pull" factors. Push factors for migration from Cambodia, Lao, Myanmar and Vietnamese include poverty, debt, landlessness, family decision and opportunity; and in Myanmar conflict. Pull factors include higher wages<sup>9</sup> and unmet labor needs in Thailand present opportunities for intra-regional migrants. There is global evidence of migration taking place to increase education opportunities of children and young people but this is not a factor in ASEAN in 2016. Migration data varies but some patterns are evident. Women are increasingly active migrants, the "migration industry" is growing, governments influence immigration and emigration movement; and many migrants are undocumented.<sup>10</sup> Migrants may be identified not as migrants but as "domestic workers", "unaccompanied minors", street children, refugees or stateless persons.

### DESK REVIEW

This desk review examines the education situation of children who remain in their community while their parents migrate or those children who migrate internally or externally with parents. The scope and purpose of the assignment was to review secondary data and identify potential pathways and partnerships to enable Aide et Action to establish an education program that

---

<sup>7</sup> Henceforth referred to as Lao throughout this document unless referenced in titles

<sup>8</sup> UNFPA 2016: News on Migration ([www.unfpa.org](http://www.unfpa.org) accessed 15 August 2016)

<sup>9</sup> In 2013 there was a national daily minimum wage of 300 Baht (approximately US \$9) set. In December 2014 a resolution of the Wage Committee in December 2014 decided to revert to the former system where minimum wages across Thailand were set depending on the cost of living and economy of each province. This will still be more than the 1 January 2016 garment factory wage of USD 140 (USD 5-6 per week for a 6-day working week).

<sup>10</sup> Graeme Hugo, 27 May 2013: International migration in Asia's demographic transition (University of Adelaide, [www.eastasiaforum.org](http://www.eastasiaforum.org) accessed 15 August 2016)

increases access and inclusion for migrant children in Cambodia, Lao, Myanmar, Thailand and Vietnam.

This desk review does not generate primary data. It examines research, studies, national and regional migrant and education legislation. Consultations were conducted with Ministry of Education documents and personnel and stakeholders as possible. Secondary data collected was synthesized, analyzed and compared as possible to identify possible trends, and patterns. Studies used different data sets, methodologies and approaches and some findings differed, making it difficult to compare and contrast information across different countries. Findings were reviewed, triangulated whenever possible and analyzed to identify patterns and trends. Aide et Action staff (Cambodia, Lao, Thailand and Vietnam) and identified stakeholders (Myanmar) were consulted as possible to provide feedback. The review experienced some limitations: firstly the timeframe of 18 days is short for a 5-country study, secondly the consultant was reliant upon the availability of Aide et Action and partner personnel and thirdly due to national requirements there were limited interactions with Ministry of Education representatives. These challenges can be addressed during the design phase of a regional education program. The intended audience of this review will be Aide et Action headquarter and country-based personnel in Cambodia, Lao, Thailand and Vietnam and potential non-government personnel in Myanmar.

This review looks first at the key issues which influence how migration impacts on children's education: ethnic migration, statelessness, children who are left behind while parents migrate, children who accompany their parents and children who migrate independently of parents or guardians. This sets the scene for understanding national, regional and international responses that aim to mitigate the negative impact of migration on children. Country-specific information looks at education priorities, development partners, non-government organizations (local and international) in each country. Finally recommendations are made for consideration by Aide et Action in its future education program.

## **KEY FINDINGS**

Regular school attendance usually provides a protective environment, a healthy discipline and reduces the time available for child labor. The impact of migration on children's education in theory does not have to be negative, but many constraints were identified for children in Cambodia, Lao, Myanmar, Thailand and Vietnam. Cambodia, Lao and Myanmar migrants often migrate to Thailand, while fewer Vietnamese migrants travel intra-regionally. National migration is prevalent in all countries.

There are some common findings across Cambodia, Lao, Myanmar, Thailand and Vietnam about the way in which migration impacts on children's education. Migration provides economic benefits to many individuals, households and communities but these are not equitably distributed and there are social costs associated with migration. Migrating parents make decisions on behalf of children, usually leaving children of school age behind with elderly grandparents or other extended family members. Children left behind often have to work more, both inside and outside the household meeting shortfalls in household income or as girls, being required to take responsibility for caring roles previously done by the migrant mother. Elderly grandparents and relatives may not value education or provide a supportive learning environment. Children left behind have high non-school attendance 10-17 years, and for those in school there is no substantial improvement in educational performance.<sup>11</sup>

Children deemed too young to be left behind are some of the children who accompany their parents. Ethnic children living traditional lifestyles whose parents migrate regularly in search of arable land, may move to communities without educational infrastructure or like other national migrants be deemed short-term migrants and not included in school enrolment campaigns by

---

<sup>11</sup> CDRI 2014: *The Impacts of Adult Migration on Children's Well-Being*

local authorities. Thailand, a “receiving” country, is strengthening its legislative and policy guidelines but local practices do not respond to the educational needs of many children who migrate intra-regionally with their parents. Children who do enroll in a state school will not be learning in their native language and most times, an absence of accreditation and equivalency when they return home. Additionally, school costs for uniforms and book and the lack of instruction in children’s native languages negatively impact on the number of children attending state schools. When children migrate with their parents or independently, whether nationally or internationally, there is an opportunity cost of attending school instead of working. Stateless children are unlikely to be able to access state schools. Street children commonly have to earn an income each day and find it difficult to align their lifestyle with formal school schedules.

National data sources do not capture those who migrate nationally or intra-regionally as undocumented migrants. The number of out-of-school children across these countries is estimated at around 750,000, with Myanmar contributing 284,278. Additional to these children are the significant numbers of out-of-school stateless, migrant and undocumented migrant children.<sup>12</sup> The review evidenced national government efforts to achieve education for all. Cambodia, Lao, Myanmar, Thailand and Vietnam all have legal provision for free and compulsory education at some level and there is increasing awareness of the need to prepare students for the changing world. All have endorsed the Child-Friendly School as a mechanism to achieve Education for All. Governments are moving to stronger institutional standards with approved codes of conduct for teachers<sup>13</sup> and all countries except Myanmar have explicitly prohibited corporal punishment in the classroom.<sup>14</sup>

Increasing access and inclusion of child migrants to primary school requires a comprehensive multi-sector approach. Achieving education for all across Cambodia, Lao, Myanmar, Thailand and Vietnam can seem complex and overwhelming, but on-going efforts by development partners, international and national non-government organizations from 2016 onwards can contribute evidence to support regional education priorities.

## **RECOMMENDATIONS**

Development partners and non-government organizations do not meet the needs of all stateless, street, ethnic, migrant and working children. Recommendations for a regional program focus identify program approaches and program opportunities.

### **Regional Program Focus**

The development of a regional program can be planned along the education needs of a number of different foci including the same marginalized populations in each country, migration corridors from sending to receiving countries, establishment of models, replication and scale-up of existing models or a thematic approach across the five countries. It is recommended that Aide et Action take a thematic approach, thereby including populations in Cambodia, Lao, Myanmar, Thailand and Vietnam identified as having niche needs, if education for all is to be achieved.

### **Program Approaches**

Establishing a regional project can involve piloting initiatives across different countries for scale-up replication if successful. Aide et Action will establish genuine partnerships with local non-government organizations as implementing agencies and engage actively with government, development partners, like-minded agencies, private sector and communities. Taking a collective impact approach, Aide et Action is recommended to have a common agenda, shared measurement, mutually reinforcing activities and continual communication. Evidence will be

---

<sup>12</sup> ASEAN Summit, 2016: Landmark Declaration To Address Needs Of Out-Of-School Children,

<sup>13</sup> Cambodia (Teachers Code of Ethics and Practice), Lao, Thailand (Code of Professional Conduct) and Vietnam (Educators Code of Ethics). Myanmar does not have a government-mandated resource, but in 2009 the International Labor Organization (ILO) developed a resource (Handbook of Good Human Resource Practices in Teaching).

<sup>14</sup> UNICEF EAPRO, 2005: The Regional Assessment on Violence against Children in East Asia and the Pacific Region: Cambodia, Thailand and Vietnam; and prohibited by Ministry of Education guidelines in Lao.

well documented and contribute towards national and regional education priorities, particularly the Association of Southeast Asia Nations Declaration on Strengthening Education for Out-of-School Children and Youth. The program architecture should explicitly identify regional and national responsibilities for program implementation, partnerships and policy dialogue.

### **Program Opportunities**

Cambodia, Lao, Myanmar, Thailand and Vietnam each have different migration patterns, operating environments and priority child populations. Recommendations have been made understanding that some issues are very sensitive and Aide et Action may not be well placed to prioritize this action alone. Some actions may provide a model for replication and scale-up if they are successful. Other actions are drawn directly from national education strategic plans to strengthen government support for Aide et Action's proposed education program. As much as possible the views of country focal points have been included in recommendations.

#### ***Cambodia: Establish a Successful Education for All model in selected communes***

- *Achieve Education for All in selected communes* targeting communities where ethnic Vietnamese stateless persons are living. Exploring a partnership with Minority Rights Organization activities may include awareness raising with parents, advocacy with local authorities, registering ethnic Vietnamese in state schools and conducting media campaigns.
- *Increase the number of ethnic children accessing bilingual education* by expanding initiatives in Ratanakiri and broadening the current geographic focus. Partners in Ratanakiri province with Non-Timber Forest Products and Kampuchea Action for Primary Education. Explore new communities for bilingual education in Mondulakiri province through partnerships such as Development and Partnership in Action, Cambodia Indigenous Youth Association, Cambodia Rural Development Team. Alternatively expand to Steung Treng and Kratie provinces.

#### ***Lao PDR: Increase non-formal learning programs for out-of-school children, dropouts and ethnic communities***

- *Create opportunities for out-of-school children dropouts and ethnic communities* to receive and complete primary education by providing literacy courses for out-of-school children aged from 6-14 years in rural and remote areas. Aide et Action could consider expanding its current scholarship program to offset the opportunity cost of children going to school, Aide et Action will partner with relevant village committees in each village, Rural Research and Development Promoting Knowledge Association and Life Skills Development Agency.

#### ***Myanmar: Increase access and inclusion in Chin state and Myanmar migrants in Thailand***

- *Support access and inclusion of children* in Chin states where potential local partner Garuna Yaung Chi organization has been programs. Aide et Action is advised to start small and gradually expand operations in consultation with Garune Yaung Chi and/or other partners.
- *Increase the number of Myanmar matriculation students* who in 2016 while studying in Mae Sot (Thailand) crossed the border and sat matriculation examinations in Myawaddy, Myanmar. Partnerships could support other efforts on behalf of Myanmar migrant children, elaborated under Thailand initiatives in partnership with the Burmese Migrant Workers Education Committee and Migrant Coordinating Committee.

#### ***Thailand: Reinforce legislation supporting access and inclusion of all children in Thailand***

- *Scale up access and inclusion of Burmese children accessing Migrant Learning Centres and/or education classes* in Mae Sot, Thailand to receive an education. Partnerships can be established with Burmese Migrant Workers Education Committee and Migrant Education Coordinating Committee. Activities to improve curriculum standardization, quality improvement, teacher training and establish parent teacher associations.
- *Establish strategies to increase number of schools in Thailand accredited in Myanmar* by the Ministry of Education in partnership with Burmese Migrant Workers Education Committee and Migrant Education Coordinating Committee.

- *Expand the number of children of migrant workers in factories* who can get an education although difficulties were experienced sourcing agencies implementing these non-formal programs. Partnerships may include direct factories themselves.

***Vietnam: Respond to government priorities to support needs of ethnic children***

- *Improve ethnic children's education outcomes* outlined in government plans by expanding the number of school-based supplementary learning materials jointly developed with relevant ethnic community members. Partner with relevant district People's Committees.
- *Support teacher training in information technology* in alignment with its priorities including identifying strategies to integrate Aide et Action's App for Education. Partnerships could include national Ministry of Education department and would include relevant district People's Committees.

***Regionally***, there are a number of initiatives that can be implemented across all communities. Supporting the need to change behavior change at multiple levels a regional communications for development strategy will be established, seek to get commitment for the establishment of a regional database, conduct regional research, and document and disseminate evidence to support the ASEAN 2016 Declaration on Strengthening Education for Out-of-School Children and Youth commitments.

**CONCLUSION**

There is a significant marketing and branding opportunity for Aide et Action to strengthen its regional role by leading the implementation of a thematic program in Cambodia, Lao, Myanmar, Thailand and Vietnam. Not all interventions recommended can be implemented by Aide et Action and many elements of a rights-based program that aims to increase access and inclusion of children in primary school need to be handled sensitively. A regional program coordination committee comprising senior Aide et Action and key stakeholders could be established to provide high-level oversight of program quality, program impact and compliance standards.

## SITUATIONAL ANALYSIS MIGRATION IN SELECTED ASEAN COUNTRIES

### MIGRATION IN CAMBODIA, LAO PDR, MYANMAR, THAILAND AND VIETNAM

Estimates for international migration are 244 million or 3.3 per cent of the world's population.<sup>15</sup> It is reasonably believed total migration statistics understate the number of migrant workers:

- Internal, or national migrants, estimated at four times the number of international migrants<sup>16</sup>
- Intra-regional or international migrants who are newly arrived and still undocumented
- Migrants who commute across international borders each day or for short periods
- Illegal migrants who cannot afford the high costs or time to earn legal migration status<sup>17</sup>
- Refugees, some of whom may be stateless persons.
- Stateless communities residing without the right of citizenship or nationality<sup>18</sup>

Factors contributing to the positive and negative impact of migration on children's primary school education has been documented, however exact data has not been collected about the number of migrant children, especially national migrants. To achieve Education for All (EFA) in Cambodia, Lao, Myanmar, Thailand and Vietnam a rights-based approach to equity and inclusion needs to focus on the needs of national, intra-regional, stateless and refugee migrant children.

INTRA-REGIONAL MIGRANT POPULATIONS <sup>19</sup>				
Country	Population	Stock of nationals abroad	Where do migrants come from	Where do migrants go
<b>Cambodia</b>	15,079,000	1,116,000	Vietnam (37,000) Thailand (31,000) China (25,000)	Thailand (750,000) United States (173,000) France (64,000)
<b>Lao</b>	6,580,000	1,293,000	Vietnam (11,000) China (3,000) Thailand (2,000)	Thailand (926,000) United States (197,000)
<b>Myanmar</b>	52,984,000	2,648,000	China (48,000) India (37,000) Pakistan (4,000)	Thailand (1,892,000) Malaysia (248,000) Bangladesh (198,000)
<b>Thailand</b>	67,451,000	894,000	Myanmar (1,892,000) Lao (926,000) Cambodia (750,000)	United States (268,000) Germany (71,000) Australia (57,000)
<b>Vietnam</b>	91,379,000	2,505,000	Libya (11,000) Myanmar (10,000) China (9,000)	United States (1,381,000) Australia (226,000) Canada (185,000)

The total number of migrants may be two- or three-fold official statistics, due to undocumented migration and how estimates of stateless and refugee populations are identified. In 2008 an estimated 75 per cent of migrants in Thailand were undocumented although this proportion is likely to be reduced owing to government registration drives offering incentives for migrants to regularize their status.<sup>20</sup> Different sources have evidenced Thailand hosting 83,317 refugees

<sup>15</sup> UNFPA, 2016: Migration ([www.unfpa.org](http://www.unfpa.org) accessed 24 August 2016)

<sup>16</sup> UNDP 2009: Human Development Report "Overcoming Barriers: Human mobility and development"

<sup>17</sup> They utilize networks of relatives, neighbors or friends with migration experience, or formal and informal recruitment agents

<sup>18</sup> Cambodia estimated 5 per cent or 750,000 of its 15 million people are ethnic Vietnamese, the largest ethnic minority in Cambodia. Most are stateless and, according to reports, "consequently deprived of their most fundamental human rights."

<sup>19</sup> ILO, 2013: International Migration in ASEAN at a glance, The Intra-Regional Migration Statistics (ILMS) Database for ASEAN

<sup>20</sup> Social Economic Research Consultant Asia Ltd, 2008: A Comparative Picture of Migration in Lao, Myanmar, Cambodia, Vietnam and Thailand: Several factors contribute to the large number of illegal migrants: recruitment fees are equivalent to 4-5 months' salary, applications take around four months to process and 15 per cent of wages are withheld pending the migrant's return home. In contrast, smugglers reportedly charge around one month's salary and departure can be immediate. In Myanmar, legislation prohibits males under 18 years and females under 25 years from leaving the country without a legal guardian

from Myanmar<sup>21</sup> and also a total of 500,000 stateless persons.<sup>22</sup> Other estimates of stateless person include Cambodia's 200,000 mainly ethnic Vietnamese, Myanmar's 700,000 Rohingya people and around 500,000 Persons of Indian Origin or children born outside the country to Burmese parents who left illegally or fled persecution. Figures for Hmong people living in Lao are unavailable but Vietnam has approximately 10,200 stateless persons.<sup>23</sup>

The number of migrant, refugee and stateless persons does ebb and flow. Changes in either host or home country operating environments can result in rapid changes in population movements. Registered migrants from Myanmar living in Thailand changed between 2011-2012 from 1.95 million to 1.13 million<sup>24</sup> as a result of government demonstration of openness and unskilled laboring opportunities in Myanmar's preparation for the hosting of the 2013 Southeast Asia Games. As well as positive influences in home countries influencing ebb and flows, so negative conditions in host countries can rapidly impact on migration. There was the mass exodus of June 2014 when more than 220,000 Cambodians left Thailand during a two-week period in response to rumors of a crackdown on undocumented workers<sup>25</sup> and previously during flooding in Thailand in 2011 when many migrants were displaced or negatively affected impacted.<sup>26</sup>

To respond appropriately to the need for migrant children to receive an education, it is important to understand the impact of migration on families and children.

#### **Impact of Migration on Families**

- **Migration "push" and "pull" determinants** in Cambodia, Lao, Myanmar, Thailand and Vietnam are primarily a lack of economic opportunities (push) for sending countries Cambodia, Lao, Myanmar and Vietnam and opportunity (pull) in receiving countries like Thailand. In the region conflict and displacement has also resulted in migration.
- **Migration provides economic benefits** to many individuals, households and communities but benefits are not equitably distributed or guaranteed. There are social costs as well, which are more complex to understand.
- **Migrating parents make decisions on behalf of their children:** School-age children are often left behind while children deemed too young to be left behind may accompany parents when parents migrate either nationally or intra-regionally.

#### **Impact of Migration on Children's Education**

- **National governments in Cambodia, Lao, Myanmar, Thailand and Vietnam have not achieved Education for All (EFA)** for primary school children including migrant children.
- **The opportunity cost in poor households including migrant households** may be too high to allow children to attend school instead of contributing towards the household income.
- **Stateless children** in Cambodia, Lao, Myanmar, Thailand and Vietnam are often denied their right to access state education facilities.
- **Ethnic children often migrate with families** in Cambodia, Lao, Myanmar, Thailand and Vietnam in search of arable land and may be unable or unwilling to access school.
- **Children left behind by migrating parent/s** often live with elderly grandparents. They may not have completed primary school, value education, or understand the need to provide a

---

<sup>21</sup> UNICEF 2013: Cambodia Migration Profile (<https://esa.un.org/migmgprofiles/indicators/files/Thailand.pdf> accessed 1 September 2016)

<sup>22</sup> The Economist, 17 May 2014 in European Union Directorate-General for External Policies, Policy Department, 2014: Addressing the Human Rights Impact of Statelessness in the EU's External Action

<sup>23</sup> UNHCR 2012: Submission by the United Nations High Commissioner for Refugees For the Office of the High Commissioner for Human Rights' Compilation Report - Universal Periodic Review: Socialist Republic of Vie Nam ([www.refworld.org/pdfid/51c946514.pdf](http://www.refworld.org/pdfid/51c946514.pdf) accessed 7 September 2016)

<sup>24</sup> TAF/ILO, 2015: Migrant and Child Labor in Thailand's Shrimp and Other Seafood Supply Chains - Labor Conditions and the Decision to Study or Work

<sup>25</sup> Mekong Migration Network. 2014. "The Precarious Status of Migrants in Thailand: Reflections on the Exodus of Cambodian Migrants and Lessons Learnt." Mekong Migration Network, Hong Kong SAR.

<sup>26</sup> Koser, Khalid. 2014. "Protecting Non-Citizens in Situations of Conflict, Violence and Disaster." In *Humanitarian Crises and Migration: Causes, Consequences and Responses*, edited by S. Martin, S. Weerasinghe, and A. Taylor, 267-86. London: Routledge.

supportive learning environment. Shortfalls in household income may require children, particularly older girls to increase working hours each week inside and outside the house.

- **Children who migrate nationally with parents** are often not enrolled by parents or included in education mop-up campaigns because children are deemed short-term migrants.
- **Many children who migrate intra-regionally with parents** are impacted by limited access to school, different language of instruction, school enrolment practices and absence of accreditation or equivalency across Association of Southeast Asia Nation (ASEAN) region.
- **Children who migrate without parents or guardians** are migrating because of economic opportunities. They are almost always unable or unwilling to enroll and attend school.
- **Thailand, a “receiving” country, is strengthening its legislative and policy guidelines** but local practices do not respond to the educational needs of all stateless and migrant children.
- **Migration trends in Cambodia, Lao, Myanmar, Thailand and Vietnam differ** and will require different strategies to respond to migrant out-of-school children (OOSC) children.
- **A multi-sectoral approach in Cambodia, Lao, Myanmar, Thailand and Vietnam** is required to respond to the root causes of migration: household poverty, limited economic opportunities, low food security, land loss, economic shocks, conflict and displacement.
- **Migration is a global phenomena and current rates in ASEAN communities will continue and are likely to increase regionally**, through ASEAN economic community (AEC), continuing industrialization of country’s and in the future climate change. Therefore coordinated policy and implementation frameworks need to be implemented, with a focus on quality, to respond to the needs of primary school children.

## PUSH AND PULL FACTORS OF MIGRATION

A number of factors contribute to high migration, internally and externally: traditional ethnic lifestyles, household poverty, limited or no economic opportunities and opportunities.

PUSH AND PULL DETERMINANTS OF MIGRATION	
<p style="text-align: center;"><b>Push Factors</b></p> <p style="text-align: center;">Household poverty                      Limited income-generation opportunities                      Conflict, internal displacement and landlessness                      Traditional agricultural practices                      Income inequality between countries                      Household decision-making                      Porous regional borders and proximity to opportunities                      Strong presence of informal brokers promising jobs                      Networks of people with migration experience who successfully remitted funds home</p>	<p style="text-align: center;"><b>Pull Factors</b></p> <p style="text-align: center;">Higher wages                      Unmet labor needs                      Increased integration of ASEAN communities                      Geographic proximity of Thailand</p>

## ECONOMIC IMPACT OF MIGRATION

Economic benefits accrue in countries to which migrants contribute their manpower, and countries of origin to which they transfer money, knowledge, and skills. In receiving countries, foreign workers are recognized as important to national economic development however not all migrants benefit equally. Many negative experiences have been documented including changes in contract terms upon arrival and/or non-payment of salary. Economic benefits of migration are visible, however remittances while sustaining rural livelihoods do not transform households.

Calculations of remittances to households in sending countries are hindered by the history of fund transfers through non-traditional channels<sup>27</sup> and of the total remittances received in home country’s the contribution to children’s education is not documented. Global 2015 remittances

<sup>27</sup> Which is being addressed in the SDG 10.7c: “by 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent.”

were estimated as USD 581.641 million with inflows to Cambodia of USD 397.42 million, Lao PDR,<sup>28</sup> 60 million, Myanmar USD 3,468 million, Thailand 5,217 million and Vietnam USD 13,200 million.<sup>29</sup> As a share of 2014 GDP, this was equivalent to 2.2%, 0.5%, 4.8%, 1.4% and 6.4% respectively. A study across Cambodia, Lao, Myanmar, Thailand and Vietnam highlighted the importance of migration noting more than 20 per cent of returnees' families and 10 per cent of migrants' families said remittances from abroad were their main source of income<sup>30</sup> and families with someone abroad had more material goods and cash than families without someone abroad.

In Thailand 40 per cent of Cambodian migrants said remittances were the family's main income source and spending was mostly on daily expenses, health care, and household appliances.<sup>31</sup> The percentage of remittances sent home by migrants differed significantly dependent upon whether they had children or not. If the migrant has children but none are left behind they remitted annually <700,000 Riel (or USD 175 using the exchange rate of 4,000 Riel=USD 1). Migrants with no children remitted <1,100,000 Riel (USD 275) and migrants with children left behind remitted <1,400,000 (USD 350) annually suggesting that remittances would benefit children including their educational status. Specific evidence is provided by the 33 per cent of workers who migrated from Lao to Thailand, who noted they migrated to support a family member's education.<sup>32</sup> This would suggest that curbs on migration are likely to reduce migrant workers' children of means to eat well and go to school.<sup>33</sup> Findings from Vietnam support findings about the use of remittances to support children's education. Vietnam's 2004 Migration Survey identified that the third-largest use of remittances received by households left behind was for education, with one in five migrants surveyed using the remittances for this purpose.<sup>34</sup>

---

<sup>28</sup> Lao PDR will subsequently be referred to as Lao

<sup>29</sup> World Bank 2016: Migration and Remittance Data ([www.worldbank.org](http://www.worldbank.org) accessed 15 August 2016)

<sup>30</sup> Social Economic Research Consultant Asia Ltd, 2008: A Comparative Picture of Migration in Lao, Myanmar, Cambodia, Vietnam and Thailand

<sup>31</sup> Ministry of Labour and Vocational Training General Department of Labour Department of Employment and Manpower/Royal Government of Cambodia and International Labour Organization (ILO) ILO/Japan Regional Project on Managing Cross-border Movement of Labour in Southeast Asia, June 2010: Policy ([www.ilo.org](http://www.ilo.org) accessed 16 August 2016)

<sup>32</sup> Numbers are from study on 100 respondents of the study title "Occupational Prospects of Lao Industrial Workers Who Returned from Thailand to Lao PDR: A Case Study of Savannakhet Province". Master's Thesis, Southeast Asian Studies, Graduate School, Chulalongkorn University.

<sup>33</sup> UNICEF 2015: The State of World's Children, Reimagine the Future, Innovation for every Child

<sup>34</sup> GSO, United Nations Population Fund (2005), *The 2004 Viet Nam Migration Survey*; UNICEF Viet Nam and Ministry of Culture, Sports and Tourism (forthcoming), Study on the Impact of Internal and International Migration on families and their members who stay behind in UNFPA 2010: Internal Migration Opportunities and challenges for socio-economic development in Viet Nam

## SITUATIONAL ANALYSIS

### EDUCATION IN CAMBODIA, LAO, MYANMAR, THAILAND AND VIETNAM

#### GLOBAL EDUCATION IMPERATIVES

The 2016-2030 Sustainable Development Goals (SDGs) highlight the need for all development actors, governments, development partners, civil society and private sector, to work together to achieve aid effectiveness and collective impact. Amongst ASEAN nations, national and regional commitments will contribute towards achievement of **SDG 4: Quality Education** “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The **2016-2020 ASEAN Education Work Plan** and **ASEAN Declaration of on Strengthening Education for Out-of-School Children and Out-of-School Youth** support achievement of SDG 4.1: “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.” Education’s intrinsic value and instrumental gain in income earning potential and social participation needs to be better understood by parents and caregivers. With an expected increase in ASEAN migration and aging populations, collective national and regional efforts are required to increase migrant children’s primary school attainment standards.

#### PRIMARY EDUCATION SYSTEMS IN CAMBODIA, LAO, MYANMAR, THAILAND AND VIETNAM

Demand-side barriers to OOSC receiving an education may be socio-cultural, or economic. Socio-cultural factors include perceptions on the value of an education, limited right-age entry at Grade 1, gender bias and discrimination, disability, migration and lack of birth registration. Economic barriers include direct and indirect fees, health and nutrition, economic shocks and natural disasters. Supply-side barriers include access, lack of infrastructure and resources, shortage of trained teachers, water and sanitation facilities, quality, language, lack of early childhood and development services. Policy, governance, capacity and finance barriers include decentralization and governance, education financing.<sup>35</sup> While some responsibilities have been decentralized, decision-making remains relatively centralized. Heavy curriculum demands do not allow teachers to provide support to students at risk of dropping out or repeating. There is a lack of suitable policies to support poor children to attend school.<sup>36</sup> Even when state education is free of official or unofficial costs, additional school costs including uniforms, transport and books can be costly for households and result in children not being enrolled or attending irregularly and eventually dropping out.

Synergies exist across Cambodia, Lao, Myanmar, Thailand and Vietnam education systems. All countries have legal provision for free and compulsory education at some level and there is increasing awareness of the need to prepare students for the “World Around Us” as documented in Lao’s Ministry of Education and Sports (MoES) Sector Development Plan 2016-2020.<sup>37</sup> Cambodia, Lao, Myanmar, Thailand and Vietnam have endorsed the Child-Friendly School (CFS),<sup>38</sup> governments are moving to stronger institutional standards with approved codes of

---

<sup>35</sup> Cliff Myers UNESCO 2014: [swww.unescobkk.org/fileadmin/user\\_upload/appeal/Literacy\\_and\\_Conrtinuing\\_Education](http://swww.unescobkk.org/fileadmin/user_upload/appeal/Literacy_and_Conrtinuing_Education) (accessed 17 September 2016)

<sup>36</sup> In Vietnam the additional impact of policy implementation which impacts on the availability of lunch subsidies for pre-primary children is not in accordance with school year and difficulties implementing the exemption and reduction of school fees were also evidenced. Exemption or reduction of school fees (free only in primary school) are offered to children living in difficult circumstances such as children with disabilities, children in ethnic minority boarding or semi-boarding schools, children belonging to very small ethnic minority groups, children of deceased or seriously-wounded soldiers, children in remote areas or children certified as poor.

<sup>37</sup> Ministry of Education and Sports 2015: Education and Sports Sector Development Plan 2016-2020

<sup>38</sup> The CFS approach which has 6 core dimensions: (i) All children have access to schooling. (ii) Effective teaching and learning. (iii) Health, safety and protection of children. (iv) Gender responsiveness. (v) Children, families and communities participate in running their local school. (vi) Education System supports and encourages child friendly schools.

conduct for teachers<sup>39</sup> and all countries except Myanmar have explicitly prohibited corporal punishment in the classroom.<sup>40</sup>

	Cambodia	Lao	Myanmar	Thailand	Vietnam
<b>Primary education age group<sup>41</sup></b>	6-12 years	6-10 years	5-9 years	6-11 years	6-10 years
<b>Compulsory education age<sup>42</sup></b>	-	6-10 years	5-9 years	6-15 years	6-10 years
<b>Formal age to start school<sup>43</sup></b>	6 years	6 years	5 years	6 years	6 years
<b>GNP % spent on education<sup>44</sup></b>	2.6%	3.4%	-	6%	+5%
<b>Education budget % spent on primary<sup>45</sup></b>	75%	55%	57% <sup>46</sup>	50%	-
<b>Educational structure<sup>47</sup></b>	6 + 3 + 3	6 + 4 + 3	5 + 4 + 2	6 + 3 + 3	6 + 4 + 3

National government support to the education sector is not static as demonstrated in the example of Myanmar: 2010-2013 expenditure trebled from 0.7 to 2.1 per cent of GDP, fiscal year 2013-2014 expenditure on primary education was around two-thirds of the education budget and in 2015 an educational structural reform plan to improve education quality was developed<sup>48</sup>

## SOCIAL IMPACT OF MIGRATION ON CHILDREN'S EDUCATION

Understanding the social impact of migration on children and their education attainments is a more complex issue than examining the economic impacts of migration. A number of factors need to be considered including whether the child migrates alone, whether one or both parents migrate, which parent migrates, decisions made on behalf of children by migrating parents, including which caregiver children are left with if they remain in the community and what educational opportunities exist if children accompany parents. Children's individual resilience also plays a part in how each child responds to the challenges they experience when left behind or migrating themselves. Children who migrate independently of parents or guardians also need to be considered. Migration can result in the family break-ups due to the separation of one or both parents. Children or young adults left behind by mothers who migrate can feel neglected or abandoned,<sup>49</sup> extended family members may not provide a supportive learning environment and remittances may not cover all household costs and children, particularly girls, may increase working hours, inside and outside the household. This reduces time for school, homework and studying.

If only one parent migrates and it is the father, mothers are commonly observed to continue in their socially inscribed role of carers and nurturers of children while maintaining the existing nuclear family structure.<sup>50</sup> Taking additional responsibilities for tasks previously performed by

<sup>39</sup> Cambodia (Teachers Code of Ethics and Practice), Lao, Thailand (Code of Professional Conduct) and Vietnam (Educators Code of Ethics). Myanmar does not have a government-mandated resource, but in 2009 the International Labor Organization (ILO) developed a resource (Handbook of Good Human Resource Practices in Teaching).

<sup>40</sup> UNICEF EAPRO, 2005: The Regional Assessment on Violence against Children in East Asia and the Pacific Region: Cambodia, Thailand and Vietnam; and prohibited by Ministry of Education guidelines in Lao.

<sup>41</sup> Educate a Child, 2016: Our partners, our projects (<http://educateachild.org> accessed 24 August 2016)

<sup>42</sup> Educate a Child, 2016: Our partners, our projects (<http://educateachild.org> accessed 24 August 2016)

<sup>43</sup> IBE (2011), UNESCO (2007) and the World Bank (2012).

<sup>44</sup> UIS, 2012: The most recent year is selected during the period 2007-2010 for which data is available. Data for Myanmar is taken from UNESCO (2011)

<sup>45</sup> UIS 2012: The most recent year is selected during the period 2007-2010 for which data is available. Data for Myanmar is taken from UNESCO (2011)

<sup>46</sup> Myanmar is taken from UNESCO (2011)

<sup>47</sup> UIS, 2012: Lao PDR introduced 5+4+3 school system in 2009/2010 by adding one year to the lower secondary level in UNESCO (Education Policy and Reform Unit UNESCO Bangkok) 2014: Education Systems in ASEAN+6 Countries: A Comparative Analysis of Selected Educational Issues ([www.unesdoc.unesco.org](http://www.unesdoc.unesco.org) accessed 19 August 2016)

<sup>48</sup> Educate a Child, 2016 (<http://educateachild.org/our-partners-projects/country/myanmar> accessed 18 August 2016)

<sup>49</sup> Kimberley Jane Tan, 2008: Leaving OFW children behind: Economic benefits vs. social costs

<sup>50</sup> Lan Anh Hoang, Theodora Lam, Brenda S.A. Yeoh & Elspeth Graham (2015) Transnational migration, changing care arrangements and left-behind children's responses in South-east Asia, *Children's Geographies*, 13:3, 263-277, DOI: 10.1080/14733285.2015.972653 (<http://dx.doi.org/10.1080/14733285.2015.972653> accessed 7 September 2016)

migrating husbands adds to women's physical, economic and emotional stress, and may compromise the quality of care left-behind mothers provide to children. When mothers migrate the impact is different, even when "other mothers" are co-opted from the extended family to support to children left behind and the impact is likely to be different for girls than boys. Fathers frequently pass over the caring responsibilities to other women in the family and usually the eldest daughter.<sup>51</sup> Girls are also in greater demand in the labor market.<sup>52</sup> In Phnom Penh 20 per cent of national migrants surveyed had children, of which 80 per cent had left their children in their home village with parents.<sup>53</sup> By 2013 it was estimated that 68 per cent of the married migrant workers based in Thailand live with their children.<sup>54</sup> When children are left behind in the care of grandparents or elderly relatives, there is no guarantee children will get the support they need to succeed at school. The loss of parental supervision "...disrupts family life, and the absence of a breadwinner in the household may translate into day-to-day cash shortages that force children out of school and into work."<sup>55</sup> Children from migrant households were found to be 27 per cent more likely to have income-earning work and for child laborers already employed before the adults left, the burden of migration resulted in children working an additional 7.4 hours per week. There are however, positive examples in Thailand where it was found that when extended family members support children, the negative impact of migration on school grades is mitigated.<sup>56</sup> This finding needs to be replicated amongst other migrant communities.

Children in the region who migrate with their parents or primary caregivers are the most affected in terms of accessing social services, including primary education, although they constitute a smaller group than those left behind.<sup>57</sup> It is estimated that 87 per cent of migrants have very low skills<sup>58</sup> therefore they are unlikely to be able to negotiate foreign education systems if they want their children to attend school. Children may be unable to speak the host country national language, unable to access bilingual education opportunities and miss extended family networks. In 2014 UNESCO estimated that of the 3 million migrant workers from Myanmar working in Thailand, 10 per cent were children who needed to go to school. The opportunity cost to families of children attending school and not working may be too high especially for short-term migration. Few migrant children attending school in Thailand will be accredited for their achievements upon their return to their home country. Parents of long-term migrants may not want children enrolled in state education where they will not learn in their native language and the curriculum is unlikely to provide information about their own culture. Children who migrate alone are migrating for economic benefit, may send remittances home and will be unwilling or unable to attend school, formal or non-formal. They may work in homes, in small businesses or live or work on the street. Sometimes they will be referred to as "unaccompanied minors" or not recognized as migrants because they are identified using other terms such as "domestic workers" or "street children."

The impact upon children's education is greater for those children who migrate to a new community, compared with those who are left behind by migrating parents. High proportions of children who migrate alone or with parents are OOSC, although they are fewer in number than those who do not migrate.

---

<sup>51</sup> Kimberley Jane Tan, 2008: Leaving OFW children behind: Economic benefits vs. social costs

<sup>52</sup> Laigne Barron and Cheang Sokha, 2014: Migrant Kids at Risk: CDRI" in Phnom Penh Post 3 October 2014

<sup>53</sup> Royal Government of Cambodia/Ministry of Planning, 2012: Cambodia Rural to Urban Migration Report

<sup>54</sup> IOM 2013

<sup>55</sup> Laigne Barron and Cheang Sokha, 2014: Migrant Kids at Risk: CDRI" in Phnom Penh Post 3 October 2014

<sup>56</sup> Kristina A. Shapiro UNDP 2009: Human Development Research Paper 2009/57 Migration and Educational Outcomes for Children

<sup>57</sup> UNICEF 2008: Regional Thematic Working Group on International Migration involving Human Trafficking

<sup>58</sup> [www.cipd.asia/people-management-magazine/hr-news.../asean-free-movement-labour](http://www.cipd.asia/people-management-magazine/hr-news.../asean-free-movement-labour)

## OUT-OF-SCHOOL CHILDREN

When quantifying the number of OOSC it is important to understand which population group is being specifically referenced. Lao has a total OOSC population of 150,000 however Lao with its primary school age population of 714,400 has 2.65 per cent OOSC (18,919).<sup>59</sup>

### OUT-OF-SCHOOL CHILDREN IN LAO

The value for OOSC at primary age in Lao PDR is estimated as 18,919 in 2015-6 with a significant portion of OOSC being ethnic children. Ethnic groups, who make up almost 50 per cent of the population, often live in remote scattered communities and do not speak Lao as a first language, if at all. Approximately 75 per cent of OOSC are located in these districts, although they account for only one third of the primary school-age population. While national primary enrolment has risen to just over 95 per cent, high repetition and dropout rates mean only 70 per cent of students complete the full five years of primary schooling. The 2005 Population Census indicates that about 10 per cent of children – around 70,000 are unreached, which means one in ten children never attend primary school or receive any formal schooling.

If we only look at primary school age OOSC populations we can see that Cambodia has a primary school age population of 1,770,300 of whom 1.8 per cent are OOSC (31,040). Myanmar has 4,030,900 primary school age children but does not report the number OOSC or the percentage. Alternate sources note that the 2014 Myanmar census showed around 1.7 million children aged between five and 16 did not attend school.<sup>60</sup> Thailand has a primary school age population of 5,853,900 of which 10.44 per cent are OOSC (611,222). Vietnam has 6,629,100 of which 0.6 per cent (38,652) are OOSC.<sup>61</sup> This data does not disaggregate children by migrant status, nationally or internationally. Datasets from the 2016 ASEAN Declaration on Strengthening Education for OOSC and OOSY<sup>62</sup> give slightly different figures than the ones noted earlier. A crude understanding of in-migration and out-migration could be assumed at the local level by studying individual datasets to understand the number of enrolments but this would not take into account variables or the total national movements or be particularly useful except at the local level and the exact number is less important than the barriers children experience to receiving education.

The complex behavior of OOSC means that many children enter and leave school multiple times for a range of reasons including migration. What is important is that if we use the percentage of OOSC who never complete primary school: estimated as Cambodia 4.40 per cent, Lao 3.79 per cent, Thailand 4.00 per cent and Vietnam 0.70 per, we can calculate the economic impact of OOSC. Myanmar is unreported. In 2015 it was estimated that unless primary school enrolment patterns change, the economic impact of OOSC will cost between 0.1% (Vietnam) to 0.65 per cent (Lao) of their GDP. This estimate is based on forfeited earnings alone, which on average will triple when indirect, non-earnings costs associated with OOSC are included.<sup>63</sup> Another ASEAN country, Timor Leste, which is outside the scope of this review will be the most affected.

The September 2016 ASEAN Declaration on Strengthening Education for Out-of-School Children and Youth (OOSY) is important in that it marks the first time a regional grouping has made a unified commitment to addressing the needs of OOSC. It is a platform for development partners and NGOs to collaborate together contribute efforts to a common goal.<sup>64</sup>

<sup>59</sup> [www.educateachild.org](http://www.educateachild.org)

<sup>60</sup> Cherry Thein, Frontier, 6 September 2016: The 100-day plan for street children

<sup>61</sup> [www.educateachil.org](http://www.educateachil.org)

<sup>62</sup> ASEAN Summit, 2016: Landmark Declaration To Address Needs Of Out-Of-School Children and Out-of-School Youth:

<sup>63</sup> UNESCO, 2015: Enrolling out-of-school children in primary education could save Southeast Asia billions of dollars in near future, study finds ([www.unescobkk.org](http://www.unescobkk.org) accessed 16 September 2016) citing Milan Thomas and Nicholas Burnett: The Economic Cost of Out-of-School Children in Southeast Asia, understanding that with increased numbers of children attending school there might be a reduction in the quality of education thus impacting the calculation of lost earnings

<sup>64</sup> ASEAN Summit, 2016: Landmark Declaration To Address Needs Of Out-Of-School Children,

### **OUT-OF-SCHOOL CHILDREN IN THAILAND**

Despite it being the richest area of Thailand, rates of attendance are lower in Bangkok than anywhere else in the country because of the presence of migrant workers' children. This country also has a significant refugee population, where Save the Children reports that from 1984 until only recently, refugees from Myanmar fled to Thailand in significant numbers due to military offensives between the national government forces and their associated militia groups, against the forces and communities of ethnic minority groups. Today, after nearly 30 years, around 130,000 refugees live in camps along the Thailand-Myanmar border with governmental policy restrictions on movement and access to external opportunities to education or employment.

### **EDUCATION STATUS OF STATELESS CHILDREN**

These children either migrated with their parents or were born to stateless parents and are not registered or recognized by local authorities. Parents' literacy levels as well as nutrition knowledge levels are very low. Prevalence of stunted and wasted children under six years of age is high and only limited interventions exist for these children, the most vulnerable age groups.<sup>65</sup>

### **CASE STUDY OF STATELESS CHILDREN IN CAMBODIA**

Specific efforts are being made to respond to the early childhood needs of children in 137 villages along the Tonle Sap River and Tonle Sap Lake in Kampong Chhnang and Pursat provinces, where there are high incidences of poor quality of education services, high malnutrition rates, low access to and poor quality of health services, water and sanitation. Furthermore, the target areas in these two provinces are among those with the lowest net enrolment rates, and the highest drop-out and repetition rates in the first year of primary school.

"Stateless" children in Cambodia can go to schools but not state schools, and schools that are established must be formally approved by the Ministry of Education, Youth and Sports (MoEYS). Consequently many stateless children are reliant on private schools or those established by NGOs in order to achieve an education. Floating schools have been established on the Tonle Sap lake. NGOs support children through the establishment of floating school to achieve an education in Siem Reap, Phnom Penh, Tonle Sap Lake, Stung Treng and other small villages in Cambodia.

### **EDUCATION STATUS OF STREET CHILDREN**

For the millions of children worldwide who live in the street, education is the most effective method of reintegration into society. In some ASEAN states, children living on the streets face gang violence, police brutality, harassment from extortionists and arrest for petty crimes. The UNICEF country offices in Cambodia and Lao ranked violence against children on the streets among their main areas of concern.<sup>66</sup> Many programs have been established to enable street children to access education, however the highly structured lives of children who spend most of the week in schooling activities stands in contrast to the lives of street children.

The issue in Thailand is particularly acute. Most of Thailand's estimated 20,000 child beggars in major urban centres are migrants from neighboring countries, the majority from Cambodia and Myanmar. The percentages of children from Cambodia in Bangkok City vary from 80 per cent <sup>67</sup> in 2015 to 28 per cent<sup>68</sup> in 2009, which can be explained by changes in patterns, different

<sup>65</sup> Cast studies draw on ECCD experiences in Cambodia by Save the Children International "Early Childhood Care and Development for Floating Villages Project" funded by the World Bank (<http://documents.worldbank.org/curated/en/489661468236679499/pdf/89172-REVISED-ISDS-P146085-PUBLIC-Box393179B.pdf> accessed 7 September 2016) and K.I.D.S. (<http://www.kidsdevelopmentsociety.org/education.html> accessed 7 September 2016)

<sup>66</sup> The Regional Assessment on Violence against Children in East Asia and the Pacific Region 2005, UNICEF EAPRO, Bangkok, 2005, <sup>67</sup> <sup>67</sup> Radhika Singh, June 2016: The Blog "Bangkok's Street Children" said Darat Pitaksit of the Young Women's Christian Association (YMCA) in Bangkok ([borgenproject.org](http://borgenproject.org) accessed 15 September 2016)

<sup>68</sup> Friends Thailand Peun Peun, 2010: Bangkok Street Children Profile August 2010

sampling areas or different street populations (beggars or non-beggars). What is known is that children have high earning potential in Thailand, in a single day, a child can earn 300 baht (USD 10) to 1,000 baht (USD 30) whereas in Phnom Penh, scavenging rubbish all day will only earn a child 16 baht (\$0.50). Beggars who are from Thailand usually hail from the northeast Isan region, where 40 per cent of the country's poor comes from. Their parents come to Bangkok to find work and those unable look after their children and/or distrustful of government-run orphanages often abandon their children in the hands of babysitters. Because going to school is mandatory until the sixth grade, most Thai children manage to attend at least primary school but attendance in Bangkok in secondary school drops by 20 per cent despite it being the richest area in Thailand.<sup>69</sup> (see text box below <sup>70</sup>)

#### **EDUCATION STATUS OF STREET CHILDREN IN MYANMAR**

A study of 120 street children in six townships in Myanmar provided a grim snapshot of their disadvantages and drug problems. The study, reported by the Ministry of Information, said 62 per cent had not completed primary school, 7 per cent had no education and 75 per cent were using illegal substances.

#### **EDUCATION STATUS OF REFUGEE CHILDREN**

Many refugee children are unable to access state school systems<sup>71</sup> and while it is often assumed refugees living in camps do not have access to good education, this is not always true. Children living in refugee camps in Nepal have positive outcomes associated with their education through the support of large-scale international agencies. Camp-based education indicators are superior to local populations surrounding the camps, including gross primary enrolment ratios and pupil-to-teacher ratios.<sup>72</sup>

#### **CASE STUDY OF REFUGEE CHILDREN IN THAILAND**

In 2016 there are around 34,000 refugee children with 81 schools operating in the camps to provide for these children's educational needs. These are run, primarily, by volunteer groups, either through LINGO, INGO or community-based organizations. Curricula in these schools has been approved by Thai authorities.

However, the Thai Ministry of the Interior has placed certain restrictions on the provision of education in the refugee camps. Expatriate staff members are not allowed to work as teachers. This limits the extensiveness and the effectiveness of teacher training in the area. A lack of funding means that teachers earn about USD 15 a month, a small sum given the long hours and difficult circumstances in which they operate.

The Thai government also prohibits the construction of permanent school buildings. As such, the schools are generally primitive and poorly built. The area designated for school buildings cannot be expanded.

#### **EDUCATION STATUS OF CHILDREN LEFT BEHIND BY MIGRATING PARENT/S**

Children in school will often be left with their grandparents or older relatives. In Cambodia in 2012 it was identified that of those with children living elsewhere *84 per cent have a child living with a parent*.<sup>73</sup> However, with the support of children's extended family it has been demonstrated in Thailand that the negative impact of migration upon a child's education will be mitigated.<sup>74</sup> This was not found to be the case in a 2009 Vietnam study by the Institute of Sociology who found that in terms of education, more than half of the families surveyed reported

<sup>69</sup> Radhika Singh, June 2016: The Blog "Bangkok's Street Children" said Darat Pitaksit of the Young Women's Christian Association (YMCA) in Bangkok ([borgenproject.org](http://borgenproject.org) accessed 15 September 2016)

<sup>70</sup> Cherry Thein, Frontier, 6 September 2016: The 100-day plan for street children

<sup>71</sup> Oh, Su-Ann. Education in refugee camps in Thailand: policy, practice and paucity, 2010: Education for All Global Monitoring Report, UNESCO; and Mae Sot NLD School [burmarelief.org](http://www.burmarelief.org), <http://www.youtube.com/watch?v=iF96T3qXao8>, uploaded 18 Jul 2011 in Stateless Refugees from Myanmar in Thailand ([www.ikyspp.nus.edu.sg](http://www.ikyspp.nus.edu.sg) accessed 7 September 2016)

<sup>72</sup> 100. Martin .2009: "Migration in the Asia-Pacific Region: Trends, Factors, Impacts." *Human Development Research Paper No. 32*. New York: United Nations Development Programme, Human Development Report Office.

<sup>73</sup> Ministry of Planning, 2012: Cambodia Rural to Urban Migration Report

<sup>74</sup> Bryant, J., 2005: "Children of international migrants in Indonesia, Thailand, and the Philippines: a review of evidence and policies," Innocenti Working Papers inwopa05/31, UNICEF Innocenti Research Centre.

a negative impact on children's school performance after the migration of the parent(s), attributed to a lack of guidance and support, as well as increased time spent on household chores.<sup>75</sup>

### **EDUCATION STATUS OF CHILDREN WHO ACCOMPANY THEIR MIGRATING PARENTS**

Different cohort groups have different educational experiences and will require individual responses to needs.

**Ethnic children** of primary school age across the region who migrate with their families in search of arable land are likely to have low levels of primary school attainment. When fields are far from established primary schools, the classic education trajectory is for children to spend sufficient time out of school that they are unable to graduate, repeating grades makes them over age and eventually they drop out of school. Boarding schools for ethnic children have been established in Vietnam to provide a stable learning environment.

**Non-ethnic children who migrate nationally** with their parents may be relocating to undocumented villages, communities without access to formal schools, they may move every few months to a new community or have left documents behind for safe keeping. Families relocating for economic gain are likely to be impacted by the opportunity cost of lost income if children attend school. Migration reduces children's ability to access stable and formal learning environments<sup>76</sup> evidenced by the experience of Vietnam national migrants who have lower education attainment standards than non-migrants,<sup>77</sup> for reasons noted above.

#### **CASE STUDY OF IMPACT OF NATIONAL MIGRATION ON CHILDREN'S EDUCATION IN VIETNAM**

Migrant experiences of OOSC of primary age in Vietnam reference 2009 national Population and Housing Census data, in which a migrant is someone who has moved from one district to another at least once between 2004-2009. There is no disaggregation of the migration being rural-urban, for casual laboring work or because of disasters. National OOSC data for children aged 5 years is 12.1 per cent higher rates in An Giang province of 22.7 per cent (Cham: 45.16, Khmer 33.93 per cent) and Den Bien province 22.30 per cent. National OOSC data for children aged 6-10 years is 3.57 nationally with higher rates in An Giang province of 7.54 per cent, Dien Bien province 15.75 per cent and Gia Lai province 12.42 per cent. OOSC drop out rates for this cohort group are highest in upper grades, with significant differences between Cham and Khin children: 14.17 and 2.98 per cent respectively. One in 4 Cham children are unlikely to be enrolled in school with an overall 25.35 per cent OOSC. Of those OOSC 13.87 per cent were migrant children whereas non-migrant OOSC accounted for 7.45 per cent.

**When parents migrate intra-regionally, children may accompany their parents**, because they may be considered too young to be left behind. Despite Thailand's 2005 Education for All policies guaranteeing access to primary education for all children in Thailand regardless of nationality or registration, in 2010 the Ministry of Education reported that of the estimated 260,000 stateless children in the country, only 60,000 were enrolled in the public education system. World Education estimates that there are approximately 200,000-400,000 migrant children living in Thailand. Among these, only 20-40 per cent of them can access to education. School-age children from Cambodia, Lao, Myanmar and Vietnam who migrate with their parents to Thailand may be denied access to an education in their adopted country.

To respond to the need for intra-regional migrant children to access education the Ministry of Education in Thailand has stated that: *"In case the children have no documents on legal status or*

<sup>75</sup> UNICEF Viet Nam and Ministry of Culture, Sports and Tourism (forthcoming), Study on the Impact of Internal and International Migration on families and their members who stay behind in in UNFPA 2010: Internal Migration Opportunities and challenges for socio-economic development in Viet Nam

<sup>76</sup> Even when ethnic children attend school, language constraints impact upon them: teachers typically do not speak indigenous languages and many of these children do not speak the Khmer language. CARE Cambodia commenced bilingual education in the north-east of Cambodia in 2000; today there are 40+ state schools support bilingual education

<sup>77</sup> Harttgen, K. and Klasen, S. 2009: A Human Development Index by Internal Migration Status

*Thai citizenship, but have been enrolled to other schools...schools should check other relevant documents...if no relevant documents parents, guardians, or NGOs can record the child's personal history and use it as an evidence for enrolment...*<sup>78</sup> Further examination of the excerpts from Handbook and Guideline on Education Provision for Persons without Legal Status or Non Thai Persons<sup>79</sup> identifies information related to enrolment, transfer and graduation of students at primary (basic education), non-formal and informal education, vocational and technical education, higher education and other education institutions. Challenges for migrant children however in Thailand include undocumented migration, inability to speak the national language, socio-economic backgrounds, family situation, integration problems, national language and level of parents' education.<sup>80</sup> There are only three schools in Thailand, recognized by the Myanmar government, which means a student gain full credits for education acquired when they return to their home country. Similarly to many countries, national policies may not be well implemented. The 2005 cabinet resolution to provide education to all children, including stateless and migrant children is hindered by a lack of available data to enable schools to follow up with children, lack of clear policy about enrolment of migrant children in state schools,

The expected duration of migration is a factor in parent decision-making about whether to enroll children in Thailand's state education system or not. Short-term migrants may not see the benefit of enrolling children in primary school for a limited period, and long-term migrants may prefer children to be educated in their own language and with the inclusion of their culture in curriculum offered in migrant learning centres (MLCs). Children entering the Thai education system, irrespective of grade attainment in a home countries are required to begin study in Grade 1 again, which will discourage older-age children, *"Even if a child has completed secondary school in Burma, they still have to start their Thai education from primary school."*<sup>81</sup>

Intra-regional migration in ASEAN is driven by need for economic opportunities, so the opportunity cost for children accompanying their families, to attend school instead of working may be too high for the household. The international community's efforts to achieve Education for All and the progressive elimination of child labor are inextricably linked. Working children from Myanmar constitute the majority of migrant workers in Thailand's tuna canning and shrimp industry. In 2014 World Education estimates that there are approximately 200,000 – 400,000 migrant children living in Thailand. Among these, only 20-40 per cent of them can access to education.<sup>82</sup> A 2015 study of the shrimp and tuna canning industry in Thailand identified one in three children was not in school and boys were disproportionately affected. In 2015, nearly all children who had not attended school gave work as the reason.<sup>83</sup>

#### **CASE STUDY OF INTRA-REGIONAL MIGRATION MYANMAR-THAILAND ON CHILDREN'S EDUCATION**

The migrant experiences is driven by high out-migration to Thailand has largely been driven by conflict. The decisions that parents made about a child's education while living in Thailand depended upon whether families believed they were going to remain long-term in Thailand (send their children to school) or that they would return soon to Myanmar (have children work or enroll them in a Burmese-language school).<sup>1</sup> The same study also identified that parental debt and mobility were linked to lower enrollment among children. Debt was the reason many families relocated suddenly and often going underground which impeded children's access to school. The practice of transitioning migrant children into the Thai formal school system at the first grade level (even when migrant children are significantly older than their Thai peers) has been linked to problems for schools, students, and teachers, as well as to higher drop-out rates among migrant children.<sup>1</sup>

<sup>78</sup> ILO International Labour Programme on the Elimination of Child Labour, 2014: Education for Child Labour and Migrant Children Information kits for schools and teachers

<sup>79</sup> Ministry of Education Permanent Secretary, 2013, cited in ILO International Labour Programme on the Elimination of Child Labour, 2014: Education for Child Labour and Migrant Children Information kits for schools and teachers

<sup>80</sup> Children on the Edge undated: Thailand Education for Migrant Children ([www.childrenontheedge.org/thailand-education-for-migrant-children.html](http://www.childrenontheedge.org/thailand-education-for-migrant-children.html)) accessed 9 September 2016)

<sup>81</sup> Children on the Edge, undated: Thailand, Education for Migrant Children/The Issue/An educational void for migrant children ([www.childrenontheedge.org](http://www.childrenontheedge.org) accessed 2 September 2016)

<sup>82</sup> ILO 2014: Education for Child Labour and Migrant Children Information kits for schools and teachers: International Program for the Elimination of Child Labor (IPEC)

<sup>83</sup> TAF/ILO, 2015: Migrant and Child Labor in Thailand's Shrimp and Other Seafood Supply Chains – Labor Conditions and the Decision to Study or Work

## CHILDREN LIVING IN ALTERNATIVE CARE:

Children who are living in transitional homes or foster care arrangements are outside the parameters of this review. Institutions who accept children, including those of migrants, become the children’s guardians and in alignment with national government legislation and policies, are responsible for providing 24-hour care and meeting children’s basic needs of shelter, food, clothing and education. Many children in alternative care in Cambodia, Lao, Myanmar, Thailand and Vietnam are there because they have been abandoned, neglected or orphaned by one or both parents, have physical and/or psychological disabilities, are in conflict with the law or they have or affected by HIV. Thailand and Myanmar also have a number of children orphaned during the 2004 tsunami that Children in alternative care are more likely to attend primary school than those children living in difficult circumstances with their family, however this review does not advocate for an increase in the number of children institutionalized.

## DETERMINANTS OF MIGRATION

MIGRATION DETERMINANTS THAT NEGATIVELY IMPACT ON CHILDREN’S EDUCATION	
<p style="text-align: center;"><b>Economic</b></p> <p>Remittances are not sufficient for education and living costs of children left behind Opportunity cost of children not working either independently or those accompanying parents</p>	<p style="text-align: center;"><b>Social</b></p> <p>Education is not valued sufficiently Migrants relocate every few months Stigmatization and discrimination at school Limited or no parent-school partnerships</p>
<p style="text-align: center;"><b>Political</b></p> <p>Undocumented migrants Significant refugee or stateless populations School enrolment requirements National legislation and implementation standards Limited bilingual learning opportunities</p>	<p style="text-align: center;"><b>Institutional</b></p> <p>Language of instruction Lack of accreditation or educational equivalency between “host” and “home” countries Lack of infrastructure</p>

Taking each of the determinants and examining the consequences and actions required facilitates the development of a regional program.

Migration Determinant	Consequences	Actions Required
<b>Children left behind or accompanying parents</b>		
Lack of disaggregated child-specific data to compare ASEAN countries	<b>Program planning:</b> Lack of evidence may result in less effective and efficient responses	<b>Program planning:</b> Disaggregated and comparative data sets agreed and collected across ASEAN communities
<b>Children left behind</b>		
<b>Stateless migration:</b> National legislation does not recognize citizenship and nationality rights of all communities	<b>Children:</b> Statelessness deprives children of the right to be educated in a state school	<b>National:</b> This sensitive issue is a national issue and outside the parameters of this review
<b>Internal or external migration:</b> Education is not valued and children do not have a supportive learning environment	<b>Children:</b> Increased rates of non-enrolment, irregular attendance, repetition and drop out	<b>Parents:</b> Parents provide children with regular contact and better emotional support <b>Community:</b> Extended family and community provide a supportive learning environment
<b>Internal or external migration:</b> Children feel “abandoned” and unable to cope when parents leave	<b>Children:</b> Children experience trauma, distress and may have increased vulnerability to exploitation and abuse	<b>Community:</b> Children receive increased pastoral care from extended family, teachers and communities
<b>Children who migrate with parents</b>		
<b>Internal migration:</b> Families migrate frequently, including to	<b>Children:</b> Children do not enroll in school, or miss school and drop	<b>Parents:</b> Parents prioritize children’s education

unregistered villages	out <b>Authorities:</b> Children moving frequently and/or living in unregistered villages are assumed to be short-term migrants. They are not targeted in community 100 per cent enrolment campaigns	<b>Community:</b> Authorities achieve 100 per cent enrolment of children living in school catchment areas <b>National:</b> National legislation, implementation and monitoring enforce school attendance
<b>Internal migration:</b> Families leave documents at home for safekeeping	<b>Authorities:</b> Schools may not allow children to enroll without documents	<b>Parents:</b> Parents take certified copies of documents <b>Community:</b> Schools enroll children <b>National:</b> National legislation, implementation and monitoring achieve 100 per cent child attendance
<b>External migration:</b> Undocumented children do not want to use social services and come to the attention of authorities	<b>Children:</b> Children do not attend school, move abruptly	<b>National and regional actions:</b> Undocumented migrants enabled to become documented without reprisals. Legislation requires all migrant children to attend school
<b>External migrants:</b> Children experience language barriers	<b>Children:</b> Children are unable to learn in their native language. Children fail school entry tests	<b>National and regional mechanisms:</b> Increased access to bi-lingual education available
<b>Internal and external migration:</b> Opportunity cost of not working is high	<b>Children:</b> Children work instead of attending school	<b>National and regional actions:</b> Flexible options enable migrant children to work and go to school
<b>External migration:</b> Children are educated in schools outside their home national education system	<b>Children:</b> Children's education achievements are not recognized when they return to their home country	<b>National and regional actions:</b> Agreements accredit "host" country schools so that children returning home are not disadvantaged

## EXISTING LOCAL, NATIONAL, REGIONAL AND GLOBAL IMPACT MITIGATION STRATEGIES

To identify strategies for the development of a comprehensive regional education program, it is useful to draw on the current experiences across the greater Asia sub-continent. Amongst these strategies are ideas that were considered for Cambodia, Lao, Myanmar, Thailand and Vietnam.

**Local level initiatives** (see Annex 3) include small-scale accreditation of "host" and "home" country education systems to benefit children when they return home. Boarding facilities have been established for ethnic, street and migrant populations to provide accommodation and school support. Establishing and strengthening non-formal and state early childhood education (ECE) and education enrolment and mop-up campaigns by local authorities has increased enrolment and regular attendance. Establishing floating schools and increasing birth registration has enabled stateless children to access non-formal and state education. Increasing holistic learning environments by providing state schools with clean water, sanitation, school feeding programs, kitchen gardens and life skills demonstrates to communities the importance placed by governments on education. State schools that provide scholarship programs, bilingual learning opportunities (including supplementary) and established homework and remedial classes for at-risk children have increased student retention and decreased repetition rates. Pilot initiatives to provide children with access to 3G innovations, iPads and computers are providing students with research and inquiry opportunities and global issues. School-based child clubs and youth groups have increased child- and youth-centred leadership and learning. Adult literacy programs have increased the role of primary schools as community learning centres. Community management models through village education development committees, commune councils, village councils have improved the links between community and schools.

**National level initiatives** through endorsement of national plans that include CFS approaches to help achieve EFA are intended to increase the number of marginalized children in schools.

Thailand has enacted inclusive legislation and Cambodia, Lao, Myanmar, Thailand and Vietnam have increased infrastructure efforts in rural communities.

**Regional level strategies** in the ASEAN region include commitments made on behalf of migrant workers and ASEAN education cooperation efforts, in particular the 2016 ASEAN Declaration of Support for OOSY.

**International level initiatives** include international conventions: International Labor Organization (ILO) Refugee Convention, Convention on the Rights of the Child (UNCRC), Protection of the Rights of All Migrant Workers and Members of their Families, EFA, Global Initiative on OOSI, Implementation, SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning and opportunities for all” (education) and SDG 10: “Reduced Inequalities: Reduce inequality within and among countries” (migration).

The plethora of conventions, protocols, legislation and initiatives are only as good as their implementation. To achieve EFA and quality learning opportunities at primary school Cambodia, Lao, Myanmar, Thailand and Vietnam will need to take a rights-based approach that builds on national, regional and international legislation and joins up interventions through vertical and horizontal links.

## **OPERATING ENVIRONMENTS**

The review has detailed similarities and some differences in Cambodia, Lao, Myanmar, Thailand and Vietnam operating environment to date. The development of an education program needs to consider the political, economic and social operating environments of each country, efforts being made by national governments, existing activities, needs and niche gaps.

### **CAMBODIA**

Cambodia’s educational achievements are considerable when examined against the backdrop of its history. Government statistics identify improvements reaching 97 per cent with no gender disparity by end school year 2015. Repetition rates have fallen and student drop out has declined. Most primary schools operate using the CFS policy. Tools to assess learning achievement have been developed and show that student learning has improved, especially for Khmer language in the early grades. Bilingual education is being expanded as are accelerated learning classes and the multi-grade teaching approach and today 40 state schools offer ethnic communities dual language opportunities. Primary focused programs have increased access, infrastructure development, scholarships for vulnerable youth; school improvement grants; teacher training; school management training and sustainability development through developing different government entities. Around 15,000 scholarships have been provided to poor children. The development of 600 schools has been supported using school improvement grants (and thousands of teachers have been trained in effective teaching and learning. Children in thousands of schools in 12 provinces receive support of school feeding programs. Cambodia’s Ministry of Education, Youth and Sport’s (MoEYS) immediate objective is to ensure that all Cambodian children and youth have equal opportunity to access quality education consistent with the Constitution and the Royal Government’s commitment to the UNCRC, regardless of social status, geography, ethnicity, religion, language, gender and physical form.

While enrolment rates evidence strong improvements, many children do not graduate from primary school especially in remote and rural communities. There are regional disparities within Cambodia and provinces with high numbers of ethnic populations in the northeast have lower education attainment standards. Traditional lifestyles, low population density and often inability to speak the language of instruction when children start school does not support strong learning outcomes. The world is changing and children and young people are not adequately

prepared for the future. To achieve EFA greater there is a need to increase equitable access for all children to education services, improve the quality of teaching, make curricula relevant and ensure effective leadership and management of education staff at all levels.

The review highlighted many development partners and NGOs have contributed and are continuing to contribute towards strengthening Cambodia's early childhood, primary education and to a lesser extent lower secondary school. Development partnerships with the Government include United States Agency for International Development (USAID), Japanese international Cooperation Agency (JICA), Asian Development Bank (ADB), the World Bank (WB), Department of Foreign Affairs and Trade (DFAT), United Nations Children's Fund (UNICEF), United Nations Educational Scientific and Cultural Organization (UNESCO) and World Food Program (WFP). The education sector is experiencing a reform movement, which needs to be sustained. International NGOs (INGOs) include Aide et Action (AEA), ChildFund Cambodia, Plan International, Save the Children International (SCI), World Education, World Vision and many more. An interesting pilot whereby MoEYS is providing large-scale funding to a LNGO Kampuchea Action for Primary Education (KAPE) to improve the quality of education in selected pilot secondary schools could be utilized to leverage funding for other INGOs and local NGOs (LNGOs) in the future. There are education responses as part of a response to street children through non-formal education by many organizations from well-resourced agencies such as Mith Samlanh to very small LNGOs established to accommodate and educate a small group of "orphans". The establishment of pilot bilingual programs by AEA, Plan International, CARE, Non-Forest Timber Products (NTFP) have now been endorsed by the MoEYS. Today there are 40 state primary schools offering bilingual education. UNICEF modeled holistic ECE and community preschools (CPS), now endorsed by MoEYS. While the government is improving its standards, there is a need to increase the national budget allocation from the Ministry of Economics and Finance for education in the near future. MoEYS have noted that funding will be reduced from development partners for disabled children (French) and school feeding programs (WFP). The predominant support for ECE, primary education and large-scale infrastructure efforts mean that in 2016 most villages have a primary school although there is a great range in the quality of classrooms on offer. Many lack holistic services including clean water and separate sanitation facilities for boys and girls. There is an increasing provision of 3G innovations (AEA), computers (KAPE) and tablets in primary school to change the way some children are learning, which could be a future platform for a structured distance learning program in Cambodia and regionally.

Some niche areas include:

- **Stateless children** mostly ethnic Vietnamese living on the Tonle Sap Lake or on the Tonle Sap River in houseboats. Communities on the Tonle Sap Lake have the support of a number of NGOs and have also become tourist attractions for those visiting Siem Reap. Those stateless communities along the Tonle Sap River do not receive much support. Minority Rights Organization (MIRO) is currently responding to a 2014 assessment that identified low education rates amongst Vietnamese communities was caused by a lack of birth certificates despite legislation in 1996 which means young ethnic Vietnamese currently stateless should have the right to be registered in Cambodia and receive documentation which would enable them to enroll in state schools. Many are poor and like other poor households in the region, often unable to afford the costs of school (transportation, fees for private school, school supplies, and meal costs). There was also a lack of understanding in the community regarding children's rights and the importance of education.
- **Ethnic minority** children need increased bilingual opportunities. Ethnic groups in Cambodia other than the politically and socially dominant Khmer are classified as either "indigenous ethnic minorities" or "non-indigenous ethnic minorities". The indigenous ethnic minorities, more commonly collectively referred to as the Khmer Loeu ("upland Khmer"), constitute the majority in the remote mountainous provinces of Ratanakiri, Mondulkiri and Stung Treng and are present in substantial numbers in Kratie Province. The non-indigenous ethnic

minorities include immigrants and their descendants who live among the Khmer and have adopted, at least nominally, Khmer culture and language. The three groups most often included are the Chinese Cambodians, Vietnamese and Cham peoples. Agencies including AEA piloted bilingual education programs in ethnic communities in Cambodia's northeast, which resulted in the Cambodian government's commitment to bilingual education in 2013. Today there are 40 bilingual primary schools in Ratanakiri province, and CARE is building boarding houses at several states schools to support education after primary school. AEA could expand its operations in Ratanakiri with KAPE and NTFP and expand to Mondulakiri partnering with Development and Partnership in Action, Cambodia Indigenous Youth Association, Cambodia Rural Development Team, all of whom are well established with local communities in Mondulakiri.

- **Children left behind, especially girls**, from the households of 180,000 undocumented workers in Thailand drawn mainly from Prey Veng, Svay Rieng, Kampong Cham, Banteay Meanchey, Battambang and Pursat provinces.<sup>84</sup> Given that migration impacts on dropout rates, children have increased household and external work duties, which cause some to drop out, and those that remain in school do not substantially improve their performance, these children need greater support. Understanding they may feel abandoned by parents, particularly if the mother has migrated, parents, caregivers and communities need to be aware of the potential psycho-social needs of these children. Less resilient children are likely to experience increased emotional stress. Early childhood development and parenting training is not well integrated in rural communities where many migrants are drawn from, so strategies for children to become more resilient are not being implemented by parents. Social Services Cambodia has developed training on "Positive Parenting" which it is disseminating in partnership with SCI at the local level at parent groups by Women Organization for Modern Economy and Nursing (WOMEN). Mary Knoll have translated the training modules into Khmer and have conducted training. Increased pastoral care needs to be undertaken to ensure children feel supported while parents are absent, drop-out rates reduce and school performance improves.
- **Severe and moderate disabled children**, of whom only 10 per cent receive an education, despite the governments Master Plan for Education for Children with Disabilities. Pilots to mainstream education for children with disabilities in 18 provinces are beginning to inject improved equality into Cambodia's education system although sustainability needs to be observed once the MoEYS takes on the role for funding initiatives when France stop. Distance education could be piloted to build on existing improvements in access to education for disabled children. UNICEF, WHO, United Nations Development Programme (UNDP) and DFAT have committed funding for the Disability Rights Initiative Cambodia until mid-2018.

## LAO PDR

There here has been great progress in primary school enrolment with national figures showing an increase from 91.6-97 per cent between 2009-2011. However, dropout rates at primary level remains high, particularly in more remote and rural areas which suggests children from different ethnic groups are struggling with lessons taught in Lao, a language that is not their mother tongue. In addition, there is a large gender divide across the country, with many girls, especially in rural areas, staying home to care for younger siblings while more boys continue to attend school. Despite a nationwide oversupply of teachers by 20 per cent for basic education this surplus is contained within urban and peri-urban areas while rural and remote villages c face teacher shortages. Of 10,553 villages nationally, 45 per cent have schools up to grade 3 and 20 per cent have no school.

---

<sup>84</sup> HING Vutha, LUN Pide and PHANN Dalis CDRI 2014: The Impacts of Adult Migration on Children's Well-being The Case of Cambodia citing Hing, Vutha, Lun Pide & Phann Dalis (2011), *Irregular Migration: Characteristics, Challenges and Policy Responses*, Working Paper 58 (Phnom Penh: CDRI)

At the local level, the benefit of Lao's past five years' 7 per cent economic growth has not improved all household lives. Major educational challenges noted in the Education and Sports Development Plan (ESDP) 2016-2020 include: Grade 1 dropouts remain high due to distance between agricultural land plots and village school, lack of early childhood education, incomplete primary schools, use of multi-grade classes. Grade 5 results show only 20 per cent of students could cope with lower secondary school Lao language needs with significant regional disparities. 2014-2015 WFP findings from "Baseline Report of WFP School Feeding in Lao PDR" across 85 primary schools, 10 districts, 6 provinces, found only 1.9 per cent of students had 75 per cent reading comprehension, only 44 per cent of schools had access to drinking water near or at school, 85 per cent of schools have toilet facilities for students but only 25 per cent have separate toilet facilities for girls, 45 per cent of storekeepers and 33 per cent of food preparers were trained on safe food handling and hygiene practices, and only 65 per cent of schools had complete monthly records for teacher and student attendance for the previous academic year. Ethnic communities comprise 32 per cent of Lao's population with ethnic children demonstrating differences in literacy attainment: Mon Khmer have 36.9 per cent (m: 55.6 per cent, f: 19.9 per cent), Lao Thai 72.9 per cent (m: 84.4 per cent, f: 62.3 per cent).

The Lao PDR government education commitments, key strategic frameworks and priority provinces demonstrate its aim to improve the education sector include the 8th National Socio-Economic Development Plan (NSED), 2015 Laos Round Table commitments; and ESDP 2016-2020. Specific commitments have been made to improve decentralization, improve ECE, reduce dropout rate and repetition of Grade 1 students. Increase percentage and number of students who graduate Grade 5 read for lower secondary school, continue to implement Progressive Promotion Policy with support of remedial classes, improve the efficiency of teacher deployment and improve gender parity.

Development partners focusing upon the education sector include DFAT, European Union (EU), GIZ including the Secondary Education Sector Development Programme and Basic Education Quality and Access in Lao PDR (and GIZ/Swiss Development Corporation's "*Vocational Education in Lao PDR*" (carpentry, tailoring and hospitality). Additionally there is WFP (school feeding) in around 1,000 schools. INGOs working in the education sector total 38 implementing 70 projects: 20 construction for educational needs, 17 curriculum development, 17 formal education, 8 governance aid in educational issues, 13 inclusive education, 25 non-formal education, 12 peer education training, 12 risk behavior awareness and education, 8 road safety education and awareness, 20 teaching materials, 20 training of teachers and 13 vocational education. Major inputs are provided by World Education, World Renew, Union Aid Broad-APHEDA, Comite de Cooperation avec le Laos, Village Focus International, Global Association for People and the Environment, Norwegian Church Aid, Room to Read Laos, Lutheran World Federation, SCI, Plan International and Pestalozzi Children's Foundation. LNGOs include Life Skills Development Agency and Rural Research and Development Promoting Knowledge Association.

Niche areas that are aligned with Government priorities include:

- **The non-formal sector** has the most projects (25) but when examined, the projects are focusing upon health, agriculture, anti-trafficking, environmental, community development, drug prevention and disaster planning sectors or school construction. LNGOs AEA could consider partnering with in the non-formal sector include Those supporting other non-formal education include Shanti Volunteer Association (Reading Promotion Project), Village Focus International (Education), Room to Read (enhancing the education of Lao children), Plan International in Lao PDR (ECCD and Basic Education), Action with Lao Children (Reading promotion), AEA (street children in partnership with Friends International), Community Learning International (Community-based education), Great Peace in Lao PDR (Children class). The number of projects focusing on non-formal education looks large until you unpack the core focus of their work. Given the enormous challenge of ethnic

communities to improve literacy rates, especially for girls in specific communities, there is a need to continue to partner with the Lao MoES to increase the non-formal education work in ethnic communities.

NFE is responsible for ensuring their education and has defined 5.2: Objective “To create opportunities for out-of-school children and drop-outs to receive and complete primary education and continue their study at secondary education level.” Its targets are to provide literacy courses for out-of-school children aged from 6-14 years in rural and remote areas to reach 15,000 children. Provide literacy programs for illiterate youth and adults (level 1) to reach 30,000 people and primary program to reach 20,000 people. Organize the teaching and learning program of lower secondary education level for 300,000 children and upper secondary education level for 15,000 students. Objective 5.4 has seven strategies including expand non-formal education to rural and remote areas, eradicate illiteracy and upgrade education for Lao citizens including ethnic, disabled and marginalized. Priority activities include expanding non-formal education to villages with no schools or incomplete primary schools. Collecting village data of target groups of children aged 6 to 14 years who are out of primary school and/or dropouts from primary schools in rural and remote areas and organize teaching and learning programs for them. Provide facilities and teaching and learning materials for every person. Community based construction and maintenance of community learning centres, community classrooms and accommodation for teachers of non-formal education. Finally, provide scholarship for disadvantaged children to enroll in non-formal primary education. There is ample scope for AEA to have impact.

Few LNGOs work in the education sector in Lao although previous discussions have been held with LSDA and RRDPA, which have been included in this desk review.

## **MYANMAR**

As early as 2008 the Burmese ministry implemented a plan that enables dropouts who receive informal education to attend the appropriate grades when they study school and by 2016 60,000 students have benefited. Efforts needed to improve its human capital and in 2011, Myanmar increased the education budget, which included support for an additional 50,000 teachers, passed a new national education law and removed public school fees. In 2016 the National League of Democracy (NLD) came into power and announced its intention to publish a reform agenda within 100 days. While the 100-day plan has not been released the NLD stated a focus on improving education for ethnic communities, classroom overcrowding (primary school classroom ratios are 28:1) and the lack of qualified teachers. UNICEF has stated the national primary school enrollment rate averages 87.7 per cent with 96.3 per cent in Kayin state (highest) and 71.4 per cent in Rakhine state (lowest). The primary school education completion rate is 52 per cent with 72.3 per cent in Taninthary state (highest) and 31.7 per cent in Rakhine state (lowest). In Yangon the primary school enrolment rate is 93 per cent and the primary school education completion rate of 70 per cent.<sup>85</sup> Yangon has a poverty incidence of 16.1 per cent (25.6 per cent national) with 4.5 per cent of children 0-17 years living in households without parental care.<sup>86</sup> Chin state does not have high primary enrollment rates or primary completion rates.

At present the government is leading a Comprehensive Education Sector Review (CESR) to better understand the current status of education and developing a National Education Sector Plan (NESP), which will guide the implementation of policies and programs. Under the NESP, which has yet to be finalized, Myanmar’s entire educational system will see a complete overhaul over a five-year period, with the rollout of a modernized education cycle to be fully implemented

---

<sup>85</sup> MICS 2009-2010; integrated Household Living Conditions Assessment (IHLCA) 2009-2010 in UNICEF ([www.unicef.org/myanmar/children\\_1350.html](http://www.unicef.org/myanmar/children_1350.html))

<sup>86</sup> MICS 2009-2010; integrated Household Living Conditions Assessment (IHLCA) 2009-2010 in UNICEF ([www.unicef.org/myanmar/children\\_1350.html](http://www.unicef.org/myanmar/children_1350.html))

by 2030. As part of this process, a new 13-year education curriculum, which will add two years to the basic educational term, will be launched at the beginning of the 2017-18 academic year starting at the first-grade level. Along with reforming the overarching structure, the plan will see teachers trained in contemporary methods, with students taught to deploy critical analysis in their studies instead of the rote learning system currently in use. The government has identified the need for increased resources, both domestic and external; an enabling legislation and policy environment; an extensive and systematic capacity development program. This ambitious plan which governments usually implement over a longer time-period will require a coordinated approach between all government agencies and development partners if an education system is to generate a learning society capable of facing the challenges of the “knowledge age” and contribute to building a developed nation.

Development partners supporting education in Myanmar in 2016 include UNICEF, JICA, British Council, WB, UNESCO, ADB, Finnish Council for Refugees, Norwegian People’s Aid, New Zealand People’s Aid, Norwegian Refugee Council, Swiss Agency for Development and Cooperation and WFP. Since 2011 many INGOs have been establishing programs in Myanmar responding to the increased openness of the government, however, LNGOs sometimes perceive them to be taking over roles of local organizations and national personnel, and compromising LGNO agendas with the Government. International NGOs focused on education are working across diverse locations and cultures and are implementing similar projects in multiple communities. These NGOs include Action Aid Myanmar, ADRA, AVSI Foundation, Bridge Asia Foundation, Eden Centre for Disabled Children, Good Neighbors International, Forever Humanitarian & Development Projects, Lutheran World Federation Myanmar, Plan International, SCI, SHARE Mercy, Terres des Hommes Italia, World Concern Myanmar and World Vision.

LNGOs have greater operating freedom than before to participate in the building of Myanmar although the local operating environment needs to be reviewed periodically. Implementing agencies include Action for Social Aid, Pathein Myaungmya Sgaw Kayin Baptist Convention, Karuna Mission Social Solidarity, Mawduklae Social Development Organisation, Mon National Education Committee, Yinthway Foundation, Pyin Nyaw Daya, Ratana Metta Organization, Religions for Peace – Myanmar, Saetanar, Traeasure Land Development Association, Stay in School mm, Myanmar Library Association, The Leprosy Mission Myanmar, Thone Hiet Monastic Education School, Saetanar, Wunghpawng Ninghtoi and Third Story Project. Some agencies, like INGOs are only implementing one or two initiatives, others are implementing multiple projects.

Considerable challenges exist for ethnic, internally displaced, refugee and street children to gain an education in Myanmar.

- ***Stateless communities*** in Myanmar include the 800,000 Rohingya of whom 100,000 have been confined to restrictive camps as well as IPO and children born to parents who fled Myanmar outside of Thailand. Identified as one of the most persecuted people in the world the Rohingya cannot travel freely, marry or have permission without permission. This is a very sensitive issue. This is a very sensitive issue however and requires considerable knowledge of the country and the community before prioritizing.
- ***Ethnic minorities*** experience considerable discrimination, community-based schools have been frequently closed down by the government and children forced to enter state institutions which are not bilingual.
- ***Internally displaced persons***, who include ethnic minorities is difficult to document through a desk review as the issue is complex. In January 2015 it was estimated there were 662,400 IDPs<sup>87</sup> in Myanmar, 146,500 were in Rakhine state (mostly Muslim, 54 per cent children, overwhelmingly living in camps). In Kachin and northern Shan states there were

---

<sup>87</sup> Internally Displacement Monitoring Centre, 2016: Myanmar IDP Figure Analysis ([www.internal-displacement.org/.../myanmar/...](http://www.internal-displacement.org/.../myanmar/...) Accessed 20 September 2016)

98,400 (87 per cent living in camps, half in areas not controlled by the government, 49 per cent are children). In the Mandalay region there were 3,300 (overwhelmingly in camps, no age break down available) and up to 398,000 in the southeast (no age breakdown). In addition, more than 16,250 people were newly displaced in Kachin and northern Shan between January and early March 2015. Humanitarian response initiatives were sighted during the desk review including key points relating to the education sector and included key needs: temporary learning spaces, subsidy for teachers, teacher learning materials, teachers training (ECCD and Climate Change Adaptation) particularly during and after the number of IDPs returning to home communities is calculated at 100,000 (Kachin) and 150,000 (northern Shan state). During the study, children noted a concern about the lack of facilities in their home villages compared to new communities they were living. Some NGOs are implementing education activities in the camps providing materials, supporting teachers. Working in the IDP camps or in Kachin or northern Shan states is best initiated by agencies experienced in the Myanmar education sector and with strong partnerships.

- **Street children** are increasing in numbers in Myanmar. Many children are migrating independently or with their parents to major urban centres, alighting at train stations. Migrants from Irrawaddy Division coming up to Yangon and other cities to live on city outskirts and have difficulty to send their children to school. This is increasing the number of street living and street working children. Homelessness is considered a crime in Myanmar and street living children and families are often harassed and detained by the police. Newspaper articles and reports evidenced during the desk review referenced NGOs and pagoda's working with street children but very limited specific references to the agencies or recent documentation of their work was found. The Ministry for Social Welfare, Relief and Resettlement is cooperating with the Yangon and Mandalay regional governments to assess and respond to Myanmar's homeless under the "100-day plan" (not released at this date). Street children have to work and therefore if they are able to attend any education, it is usually non-formal. In 2016 Myanmar's MoES announced it intends to take over role of informal education, currently the responsibility of some CSOs<sup>88</sup> and Buddhist pagodas.
- **Examination opportunities for Burmese students living in Thailand** was offered in 2016 by the Myanmar education ministry. Students living in Mae Sot (Thailand) in Grades 5-9 whose parents are migrant laborers in Thailand were granted the opportunity to sit Myanmar's nationwide exams in Myawaddy (inside Myanmar across the border from Mae Sot). Last year 100 Burmese children of migrant laborers sat exams and 17 passed.

## THAILAND

In March 2016 the government made two important changes to the education sector, but the impact on all children of primary school age in Thailand is unknown at this time. Before legislation was amended, decentralized administration systems enacted in 1997 evidenced a need for increased decentralization if schools were to be empowered to run more independently and respond to local diversity and needs. However, the government announcement to return to nationalized decision-making, ostensibly to improve efficiency, policy integration, and make the education system more responsive. At the same time, the Charter Drafting Committee (CDC) announced it wishes to cut free state education from 9 to 6 years meaning that students will only get free state education until Mathayom 3. Following criticism the CDC did not legislate the their decision but argued that free state education instead of starting at the beginning of primary school would begin with the first three years of pre-school. The Section 44 order remains and cannot be changed until the next government, however the CDC could announce its intention to allow free state education until Mathayom 6 by reversing its decision to include pre-school.

Primary education is compulsory, lasting six years and beginning at the age of 6 (grades 1-6). Formal education is divided into two levels: basic and higher education. Basic education refers

---

<sup>88</sup> Htet Naing Zaw, Irrawaddy, 8 June 2016

to the twelve years of schooling preceding higher education and, since May 2004 includes two years of pre-primary education. The Basic Education Core Curriculum is aimed at inculcating among learners the following five key competencies: communication capacity; thinking capacity; problem-solving capacity; capacity for applying life skills; and capacity for technological application. The latest statistics (2012) include a gross enrollment ratio in preprimary education of 112.3 per cent, gross enrollment ratio in primary education of 95.4 per cent, gross enrollment in secondary education of 87 per cent and gross enrollment in tertiary education of 51.4 per cent. Government spending on education sector was 4.9 per cent of GDP,<sup>89</sup> the third highest annual rate expenditure (1999 5.4 per cent and 2011 5.2 per cent).

The high esteem held for Thai teachers does not extend to their pay packets. "Thai teachers, as well as university lecturers, are not as well paid as their colleagues in Malaysia or Singapore, not to mention those in the United States or Europe," according to the *Bangkok Post*.<sup>90</sup> This has led to the astounding finding that each Thai teacher may be up to three million baht in debt. The government is taking steps to ameliorate the plight of teachers by refinancing loans owed to "formal" lenders by teachers.

#### CASE STUDY OF EDUCATION LEGISLATION IMPACTING ON MIGRANTS IN THAILAND

The policy related to migrant education in Thailand is very clear. A **royal mandate** grants every person on Thai soil – both Thai and non-Thai – the right to an education. This mandate recognizes that the Thai mainstream educational system may not adequately serve all segments of the population, and allows **non-formal education institutions** to address the specialized needs of those segments, while maintaining national security and educational standards. In reality, migrant children's access to free education in Thailand is dependent upon the number of seats left vacant by Thai children. Undocumented migrants are not likely to enroll their children even if places exist, as they do not wish to draw attention to themselves and risk deportation to home countries. Despite the fact that policies and administrative procedures are in place, migrant children still face problems to access education into Thailand grant children's low enrolment rates can be explained through closer scrutiny of education available, access requirements, community attitudes, and mobile nature & economic needs from migrant family themselves.

Non-formal schools are organized by civic societies and communities rather than by the central education authority. These schools provide both **academic** and **vocational training**, and are designed to help disadvantaged populations based on the specific needs of those populations. The Thai Ministry of Education allows NFE schools to operate in a **decentralized** manner and choose their **own curricula, pedagogy, assessment methods, and certification** requirements. NFE schools can also operate as correspondence schools, whereby students study at home or work and take assessment tests at local schools. NFE schools are also required to adhere to national security regulations regarding the content of their curricula; content that is politically sensitive or critical of Thai society is not allowed.

Thai **non-formal educational policy** clearly states that the purpose of these non-formal schools is to support people's learning not only for their own self-improvement, but also for societal development. However, despite the importance placed on universal education at the policy level, in practice both the **formal Thai education system and the non-formal education system** do not adequately address the needs of migrant workers from Myanmar. Many factories, in an effort to retain migrant labour provide a class for the children of migrant workers, although it is unclear if these are formally endorsed by the Ministry of Education.

The official educational regulations for non-Thai citizens state that the director of a migrant learning center must be a Thai national by birth. In reality most MLCs are operated by non-Thais, as relatively few Thai nationals are focused on the educational rights of migrant workers. Most of the stakeholders in the Myanmar migrant learning community are non-Thai, with Myanmar nationals providing the bulk of the community's educational support. Since MLCs are not operated by Thai nationals, these migrant schools are **not officially recognized under the non-formal education policy**, and thus are not accredited learning facilities. In practice provincial educational authorities require a Thai undergraduate degree as a minimum prerequisite to teaching at NFE schools. This restriction prevents teachers from Myanmar who have completed their undergraduate education in Myanmar – or who have relevant experience – from teaching their own migrant nationals.

**In summary**, the policies for non-formal education schools and education rights for non-Thai nationals follow the mandate of the King of Thailand and the United Nations vision of "EFA". By following official Thai NFE policy and the education policy for non-Thai nationals, migrant schools are part of the system and should be recognized as such by the provincial education authorities. However, the enactment of the policies is still inconsistent in Thailand.

In 2016 there are few development partners implementing education initiatives in Thailand, with the exception of British University's, New Zealand's government (Joint Framework for Cooperation on the Education Partnership) and France (vocational education and education). Like many of its ASEAN neighbors, Thailand aspires to be a regional education hub. In 2004 Thailand launched its One-District-One-Scholarship program<sup>91</sup>, which is anticipated to run until 2020. Corporate philanthropy, corporate social responsibility, and social enterprises are stronger in Thailand than in other Mekong countries. Major private and state-owned enterprises, such as Dtac, Singha, Charoen Pokphand Group, Thai Public Broadcasting Service, and PTT Public Company Limited, have been increasing their corporate social responsibility projects in order to reach out to the rural areas. A number of international companies have harnessed mobile telephones to disseminate messages and collect data. In contrast to the large number of LNGOs operating in Thailand, fewer INGOs established programs and as Thailand progressed economically, some have handed over to Thai affiliates including CARE Thailand to Raks Thai Foundation as Thailand's economy has over the years strengthened. NGOs implementing NGO education initiatives include ActionAid Thailand, ADRA, American-Thai Foundation, Anglo-Thai Foundation, Asia Foundation, Caritas International Thailand, Compassion International, Les enfants de Mekong, Mercy International Foundation, Plan International Thailand Foundation, SOS Children's Village Thailand and World Vision Foundation of Thailand. A feature of Thailand has been the number of regional offices established in Bangkok and Chiang Mai although increasingly restrictive Thailand operating requirements and Singapore's attractive tax incentives resulted in some organizations relocating

Thailand has a long history of religious philanthropy however it was not until the economic advancements of 1997 that a diverse range of NGOs started to emerge and in the 1990s there was an explosion of NGOs operating in Thailand. By 1989 the ADB estimates there were 12,000 LNGOs operating in Thailand and today's LNGOs working in the education sector includes Development and Education Programme for Daughters and Communities Center and Foundation for Education and Development. LNGOs active along the Thai-Myanmar border in the education sector include the Burmese Migrant Workers Education Committee and Migrant Education Coordinating Committee and in major urban centres responding to the large number of children living and working on the streets are the Young Men's Christian Association (YMCA), Father Ray Foundation, Mercy Centre, and agencies such as Friends International Peuan Peuan which arose from programs originating in Cambodia as a response to the large number of Cambodian children migrating to Bangkok and Aranyaprathet on the Thai/Cambodia border to live and work.

Specific populations of migrant children that require support include:

- ***Migrant Learning Centres (MLCs)*** in Mae Sot Thailand in 2016 total 16 (a decrease from the previous 74) There are currently 64 MLCs in Mae Sot founded by CSOs that teach a syllabus aligning with Burma's formal curriculum.<sup>92</sup> It has been identified that the MLCs face many challenges, including: Number of unreached children because parents are moving around. Need for a database to track children. Capacity building in inclusive education to educators and teachers, adaptation of national curriculum, co-ordination and collaboration of government agency and private sectors. Policy implementation and practice and budgeting: allocation, equity, proved fiscal effectiveness and child rights sensitization for all sectors. Given the large number of migrants from Myanmar increasing the access and inclusion of migrant children is an important step in increasing EFA in the region.
- ***Increase number of schools in Thailand accredited in Myanmar*** by the Ministry of Education in partnership with Burmese Migrant Workers Education Committee and Migrant Education Coordinating Committee. Building on the provision of immediate access to school noted above, support accreditation process for new MLCs.

<sup>91</sup> ICEF 2013: Opportunities await foreign educational providers as Thailand prepares for ASEAN Community

<sup>92</sup> Htet Naing Zaw, Irrawaddy, 8 June 2016

- **Expand the number of children of migrant workers in factories** who can get an education. Information about the specific agencies (NGO or private sector) opportunities for these children was difficult to obtain, but this was identified as a strategy some factories were implementing in order to retain their labor force. This strategy can be further explored.
- **Advocacy** initiatives implementing “sandwich strategy” social accountability principles should be implemented in Thailand, to address the root causes of the limited access and inclusion of migrant children in Thailand’s education system. Equivalency and accreditation, implementation of exiting Thai legislation at the local level where barriers often exist and eradicating the need for children to start in Grade 1 in Thailand would be important issues to influence.
- **Increase access and inclusion of street children** begging or stealing on the streets of Bangkok (almost all Cambodian and Thai) City and selling flowers in Chiang Mai City (mainly Thai) to education. Organizations currently implementing programs include Friends International (Peuan Peuan program) in Bangkok City and in Aranyaprathet on the Thai/Cambodia border arising out of street children programs in Cambodia. The Mercy Centra also supports street children, including education. The Young Men’s Christian Association (YMCA) has been operating a street children and child rights program in Chiang Mai for more than 10 years and partnerships could be considered. In Pattaya, the Father Ray Foundation mandated to never refuse a child support, provides vocational training and school for the blind. It can be difficult working with street children’s education to demonstrate scale.

## VIETNAM

The Education Development Strategic Plan covers the period 2011-2020 and provides the context and structure for improvements in the education sector. Vietnam also has an Education For All Action Plan that was updated in 2012. The EFA Action plan focuses on equity and improving the quality of education for primary schools, especially in disadvantaged areas. Vietnam has long prioritized education as a national priority, since 2008. Since 2008, the government has been spending 20 per cent of its budget on education, focusing on standardization, modernization, inclusion, international integration and quality improvement. The government’s strong commitment to education and long standing cultural and social support for education have led to significant progress in the sector. In 2016 Vietnam has overall high primary school completion rates, strong gender parity, low student/teacher ratios, and low OOSC rates however regional disparities exist. While the country policy “Fundamental School Quality Level Standards” provided universal access to education and aims to ensure that minimal conditions were met in every primary school accessing and completing education is a greater challenge for female students and ethnic minorities. Opportunities to send children to school in mountainous and remote areas is limited although at the provincial and district level, boarding and semi-boarding schools have been established for ethnic minority students who live far away from school. Building priorities have included public housing for teachers and student dormitories in recent years, improving school facilities and increasing the number of permanent classrooms.

The Ministry of Education has noted its “*Investment in Education is Investment in Development*” has not been well understood across all local communities. Additionally, as in many other countries, modernization has not been fully achieved, strategic planning and human resource development has not been fully completed and the focus on educational degrees and achievements still dominates teaching and assessment. There is a need for ethnic minorities, especially girls and migrant children to be targeted through its education initiatives. The negative impact of national migration on children’s educational status when they accompany their parents is not well documented. The national EFA Coordinating Committee has coordinated 11,000 community learning centres. Priority orientations in education until 2020

are defined as “By 2020 Vietnamese education will be oriented towards standardization, modernization, socialization, democratization and international integration.”<sup>93</sup> Specific goals for primary education as well as ethnic minority include actions that will improve access, quality and management.

CIDA, WB, DFID, EU, governments from Belgium, Spain and New Zealand, JICA and UNESCO have supported education sector initiatives including: “Provincial Planning Capacity Building”, “Targeted Budget Support for Education for All”, “School Quality Assurance”, “Literary Assessment and Monitoring Program” and “New School Model” projects. The multilateral Education Sector Group has assisted in the coordination from international community in the development and implementation of the National Plan for EFA.

The ethnic minorities working group is identified as an active working group by the Vietnam Union of Friendship Organizations Resource Centre. There is no documented specific education working group. A large number of INGOs are operating in Vietnam in the education sector. Basic education projects are being implemented by ActionAid Vietnam, AEA, Allianz Mission, Bread for the World, CBM, ChildFund in Vietnam, Church World Service Vietnam, Enfant en Development, Education for Development, Global Community Service Foundation, Heifer International, International Centre - Vietnam Veterans of America Foundation, Kenan Institute Asia, Loreto Kids Charity, Maison Chance, Mennonite Central Committee, Partage, Plan in Vietnam, Pearl S Buck International Vietnam, Room to Read, Samaritans Purse International Relief, Terres des Hommes - Lausanne, Flemish Association for Development Cooperation and Technical Assistance, World Vision International - Vietnam, Kinderhilfe Vietnam, Youth With A Mission, Mercy, Relief and Development - Asia and Zhishan. Additionally Inclusive education is supported by many of the same organizations as well as Australian Volunteers International, Caritas Switzerland, Center for Educational Exchange with Vietnam of the American Council of Learned Societies, Clear Path International, Football for All in Vietnam, Glocal Ventures Inc., Handicap International Federation, Institute of International Education, Medical Committee Netherlands - Vietnam, Norwegian Mission Alliance Vietnam, Save the Children, Voluntary Services Overseas in Vietnam and World University Service of Canada. Agencies such as CIDA and Finland offer support to Vietnam’s LNGOs although recent funding did not prioritize the education sector. After Vietnam joined the World Trade Organization in 2007, the number of small local NGOs multiplied and estimates in 2015 vary between 100-200,000,<sup>94</sup> some registered under the civil code although a large number are not registered at all. The bulk of LNGOs are concentrated along the Red River in North and the Mekong Delta in the south. Vietnamese LNGOs are heavily dependent on development partner and INGOs for financial support. The Centre for International Development and Vietnam Talent Development offers a blended learning program in local schools in communities on the outskirts of Hanoi. Other LNGOs include the Vietnam Education Society, Hue Help, Children’s Education Foundation, Saigon Children’s Charity, Vietnam Youth Education Support Centre and Vietnamese Youth Foundation.

Specific actions that would support the government of Vietnam to achieve its educational goals 2016-2020 include:

- **Primary education access:** Increase enrolment to 99 per cent. Achieve 90 per cent of schools teaching-learning sessions per day. Ensure 100 per cent of provinces and cities achieve universal education 2, 95 per cent of children aged 6 enter school at Grade 1, at least 80 per cent of children aged 11 complete primary education and at least 70 per cent of children from disadvantaged socio- economic backgrounds complete primary education. Ensure 50 per cent of provinces and cities achieve universal education 3, 98 per cent of children aged 6 enter school at Grade 1, at least 90 per cent of children aged 11 complete primary education

---

<sup>93</sup> Ministry of Education and Training 2015: Education for All 2015 National Review

<sup>94</sup> Kepa, 2015: Reflections on Vietnamese Civil Society

and at least 80 per cent of children from disadvantaged socio- economic backgrounds complete primary education.

- **Primary school quality:** By 2020 100 per cent of children will learn a foreign language. By 2020 all teachers will have achieved standard teaching qualifications. By 2020 100 per cent of teachers will have the ability to apply information technology tools. Ensure adequate number of teachers to provide two sessions per day including specialized subject. Promote investment in building according to national standards. Develop and implement policies to ensure equal learning opportunities and to support and develop priorities for ethnic communities and disadvantaged learners.
- **Ethnic minority education:** By 2020 over 90 per cent of primary school age children will be attending school, create resources for the training of minority groups, address basic infrastructure in ethnic minority areas, incorporate both national culture and local knowledge and culture into education content, recognize and promote the value of cultural identity.

### PATHWAYS TO MOVE FORWARD TO INCREASE PRIMARY EDUCATION ATTAINMENT STANDARDS OF MIGRANT CHILDREN

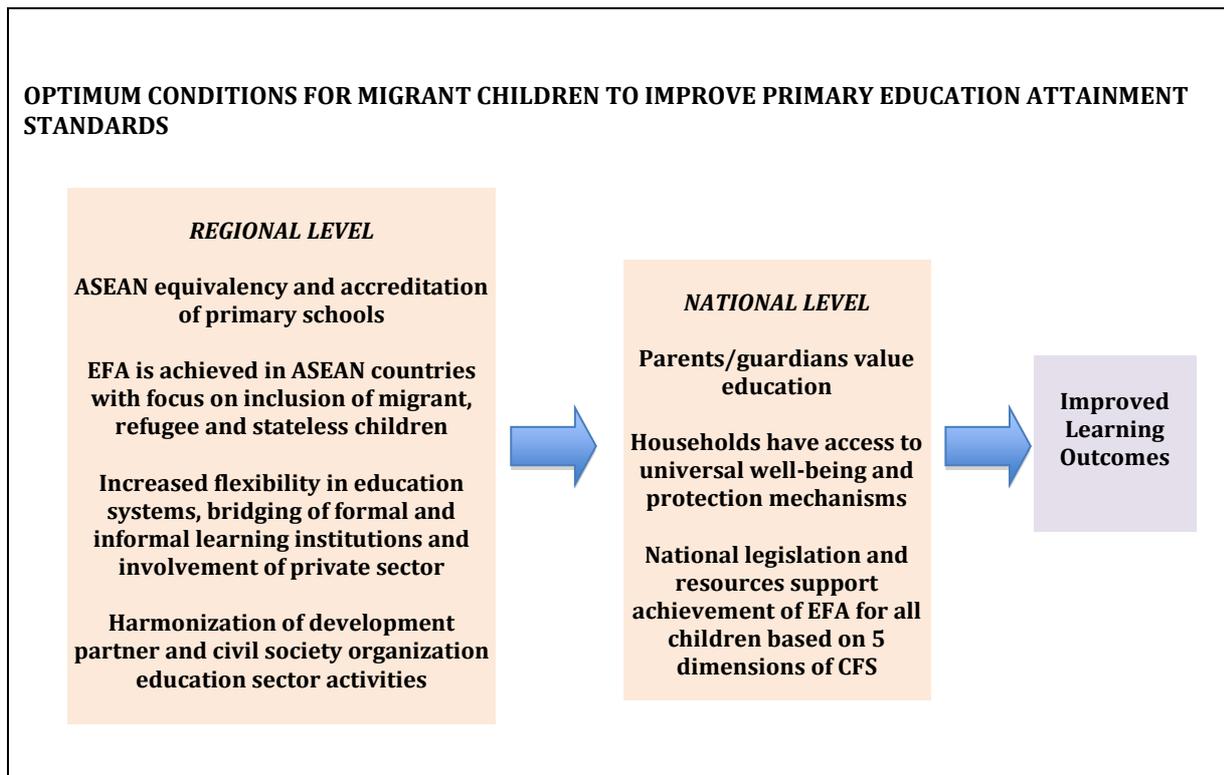
Based on the review of migration determinants, economic benefits, frequent social cost, government education systems and responses to need for migrant children to be afforded equitable access and inclusion in state and non-formal education systems in Cambodia, Lao, Myanmar, Thailand and Vietnam a number of pathways are identified which have expected outputs and outcomes.

Pathways	Outputs	Expected Outcomes
<b>National Migrants</b>		
<b>Community:</b> Positive parenting programs scaled-up	Parents have improved child development knowledge	Children nurtured and all children are supported to learn
<b>Community:</b> Pre-migration education on impact to children	Migrating parents make better decisions about children	Children are not negatively impacted by migration
<b>Community:</b> Community participation in schools	Increased accountability and transparency standards of schools	Improved commitment by school leadership to improving quality
<b>Community:</b> Livelihood, value chain and market opportunities significantly increased	Improved economic status of households	Fewer parents migrate, fewer children are impacted by migration
<b>Community:</b> Universal health, well-being and protection mechanisms	Children’s access to health, nutrition, birth registration and protection mechanisms supports children to enroll, attend and achieve in school	Increased numbers of marginalized children supported to graduate from primary school
<b>Community:</b> Local authorities achieve 100 per cent enrolment	Ethnic, short-term migrant and all marginalized children enrolled. All schools have to accept children in local community irrespective of stateless, migrant or refugee status	Improved national educational attainment standards for all marginalized children
<b>Community:</b> Early childhood education access scaled up	Children have improved readiness to enter primary school	Age-ready primary enrolment rates increase
<b>National:</b> Education campaigns identify value of education	Families understand the benefit of children attending school	Improved national educational attainment standards
<b>National:</b> Holistic school resourcing: infrastructure, clean water, sanitation, school meals and trained teachers	Increased enrolment, attendance and graduation of children from primary school	Improved national educational attainment standards
<b>National:</b> Reduction in informal costs of education including school uniforms,	Reduced costs for school uniforms, books, transport	Reduced barriers to children accessing an education
<b>National:</b> Incentivize families to	Provide school feeding programs,	Reduced barriers to children

send children to school regularly	scholarships,	accessing an education
<b>National:</b> Inclusive and equitable education goals are prioritized	Strategies increase the number of girls, disabled, stateless, ethnic at schools including bilingual schools	Increased equity and inclusion of marginalized children graduating from primary school
<b>National:</b> Teachers trained to provide psycho-social support to children, including migrant	Children have access to pastoral care when parents migrate	Children are better supported at school when parents migrate
<b>National:</b> Legislation mandating school attendance is enforced	All children attend school, including migrant children	Compliance standards to established legislation improves
<b>National:</b> Development partners and civil society organizations harmonize education efforts: vertical and horizontal links	Improved effective use of scarce resources in education sector, led by national governments	Improved impact for children's education and learning outcomes
<b>National:</b> Include education in disaster management planning	Children are enabled to attend school safely during and after disasters during reconstruction and rehabilitation efforts	Children's education has minimal disruption
<b>Intra-regional Migrants</b>		
<b>Regional:</b> Existing pro-migrant policy and legislation is enforced at the local level in practice	100 per cent national and intra-regional migrant children attend school, including working children	Regionally, ASEAN achieves education for all
<b>Regional:</b> Migrant children including working children have access to funded flexible learning opportunities	Opportunity costs reduced, schools offer market-oriented skills, more bilingual learning, formal and informal education in bridged	Increase in migrant children accessing education, increase in working children educated, improved regional work force
<b>Regional:</b> Harness IT for education learning to establish distance learning support	Children living with families at home, internal or external migrants improve learning outcomes	All children have increased education attainment standards
<b>Regional:</b> Education systems achieve equivalency and support accreditation	National education systems recognized and accredited by all	Improved national and regional education attainment standards

From the beginning, AEA will conduct national and regional consultations with key education Ministry's and personnel during the development of concept notes and/or proposals. It is advisable if key documents can be shared in advance to enable partnership to be demonstrated from the outset. Consultations to date have been conducted with education personnel in Cambodia (face-to-face meeting), Myanmar (by proxy through desk review of relevant documents) and Thailand (through contacts of AEA). Lao government discussions have been conducted earlier in the year and are sufficient for the desk review. Established protocols in Vietnam require one-month notice for meetings and will be included in design phase planning.

## RECOMMENDATIONS



Recommendations for AEA are cognizant of a review of studies, policies, operating environments, niche gaps and opportunities in Cambodia, Lao, Myanmar, Thailand and Vietnam. Consultations have been conducted with relevant regional and country focal persons as available. The working approach recommended is consistent with international good practices, but it is worthwhile to reiterate them.

Establish a regional project model	Taking a regional approach will increase the voice of Aide et Action. Developing an impact statement across Cambodia, Lao, Myanmar, Thailand and Vietnam based on organizational consultations and partnerships with local NGOs and national governments. Each country contributes to the same expected outcomes, expected outputs, key results, key actions and indicators with a different focus.
Pilot initiatives across different countries for replication and scale-up	Aide et Action will identify key issues related to out-of-school children in each country and identify key actions that respond to different national experiences. Pilots will be documented, disseminated and considered for replication and scale-up internally (new provinces/states) and externally (new countries).
Genuine partnerships to increase aid effectiveness	Community needs are numerous and society's problems complex, thus requiring genuine partnerships. Aide et Action will partner with communities, like-minded civil society organizations, government and development partners. Local NGOs will actively engage in program design, implementation, performance monitoring and learning forums. Additional local NGOs may be engaged to lead baseline assessments, external evaluations, research and advocacy initiatives.
Take a collective impact approach	Establish a multi-stakeholder platform to support large-scale national and regional social change through: (i) Common agenda. (ii) Shared measurement systems. (iii) Mutually reinforcing activities. (iv) Continuous communication. (v) Backbone support agency. To achieve this, Aide et Action will seek to identify multi-sector partnerships with opportunities for education initiatives.
Contribute evidence for ASEAN education priorities	Disseminate project learning, research, national and/or regional data collection and advocacy across established Aide et Action networks at regional, national and sub-national levels. A special focus will be contributing to evidence related to the ASEAN 2016 Declaration of Out-of-School Children and Youth.

***Cambodia: Establish a Successful Education for All model in selected communes***

- *To achieve an Education for All model in selected communes* AEA is recommended to prioritize those communes where there are high populations of stateless ethnic Vietnamese people. This program would partner to expand the work of MIRO in Kampong Chhnang to achieve education for all in a specified number of communes. Activities may include increasing awareness by parents about the value and necessity of primary education, advocacy with local authorities to improve children's access to birth registration in alignment with Cambodia's 1996 legislation, inclusion of ethnic Vietnamese in state schools and media awareness to inform the public on the barriers these children face in receiving an education.
- *Increase the number of ethnic children accessing bilingual education* particularly upland ethnic minorities in the northeastern province of Ratanakiri. Established partnerships could be expanded with local non-government organizations NTFP and KAPE. Activities can expand to new communities in Ratanakiri or explore working with new communities in Mondulakiri through partnerships with Development and Partnership in Action, Cambodia Indigenous Youth Association, Cambodia Rural Development Team who are all well-established with local communities. Additional provinces can be explored with significant ethnic populations including Steung Treng and Kratie provinces.

***Lao PDR: Increase non-formal learning programs for out-of-school children, dropouts and ethnic communities***

- *Create opportunities for out-of-school children dropouts and ethnic communities* to receive and complete primary education by providing literacy courses for out-of-school children aged from 6-14 years in rural and remote areas. Activities include collecting data to understand the number of children aged 6-14 years who are out-of-school and/or dropouts. Based on findings, expand non-formal education to villages with no schools or incomplete primary schools. Organize non-formal teaching and learning programs through the utilization of multi-teaching and learning approaches, provide learning materials for each person, provide infrastructure or mobilize communities to construct and maintain a community learning centre and/or teacher accommodation for non-formal education. AEA could expand its current scholarship program to offset the opportunity cost of children going to school, providing scholarships to families of disadvantaged children. AEA will partner with relevant village committees in each village and leverage previous commitments to working together with RRDPA and LSDA.

***Myanmar: Increase access and inclusion in Chin state and Myanmar migrants in Thailand***

- *Support access and inclusion of children* in Chin states where potential local partner Garuna Yang Chi organization has been implementing relief and rehabilitation, social services, infrastructure and livelihood efforts. Chin state has low education attainment rates: primary school enrolment rate is 85.8 (national average 87.7 per cent) and primary completion rate only 48.1 (national average 54.2 per cent). Aide et Action is advised to start small and gradually expand operations in consultation with Garune Yang Chi and/or other partners.
- *Increase the number of Myanmar matriculation students* who are studying in Mae Sot as the children of Myanmar's labor migrants and crossing the border to sit matriculation examinations in Myawaddy. Current rates are low. AEA could expand any initiatives to improve quality of MLCs in Thailand. The same partnerships would support efforts; Burmese Migrant Workers Education Committee and Migrant Coordinating Committee, or others.

***Thailand: Reinforce legislation supporting access and inclusion of all children in Thailand***

- *Scale up access and inclusion of Burmese children accessing Migrant Learning Centres and/or education classes* in Mae Sot, Thailand to receive an education. Partnerships can be established with Burmese Migrant Workers Education Committee and Migrant Education Coordinating Committee. Activities include the standardization of curriculum, quality improvement, training of teachers, establishing and supporting parent teacher associations.

The focus would be to increase the number of students passing matriculation examinations in Myanmar studying in Mae Sot.

- *Establish strategies to increase number of schools in Thailand accredited in Myanmar* by the Ministry of Education in partnership with Burmese Migrant Workers Education Committee and Migrant Education Coordinating Committee. Building on the provision of immediate access to school noted above, support accreditation process for new MLCs.
- *Expand the number of children of migrant workers in factories who can get an education.* Difficulties were experienced sourcing those NGOs and/or private sector organizations that are providing children of migrant laborers in some of Thailand's factories with an education. This strategy can be further explored however.
- *Increase access and inclusion of street children* begging or stealing on the streets of Bangkok (almost all Cambodian and Thai) City and selling flowers in Chiang Mai City (mainly Thai) to education. Partnerships for large-scale initiatives can include Friends International (Peuan Peuan program) in Bangkok City and in Aranyaprathet on the Thai/Cambodia border and YMCA in Chiang Mai. Both agencies have been operating for ten years and offer access to education amongst other services. In Pattaya, the Father Ray Foundation provides vocational training and a school for the blind. It is acknowledged that it can be difficult working with street children's education to demonstrate scale.

***Vietnam: Respond to government priorities to support needs of ethnic children***

- *Improve ethnic children's education outcomes* outlined in government plans by increasing inclusion of ethnic children of primary school age to be enrolled in school (exceeding government target of 90 per cent), expand the number of school-based supplementary learning materials in ethnic languages. AEA is recommended to include local knowledge and culture in the materials developed which could be jointly developed with communities. Partnerships would include relevant district People's Committees.
- *Support government efforts to train 100 per cent of all teachers in information technology by 2020* in alignment with its priorities AEA could explore opportunities to integrate or expand the use of information technology tools available, he to support training program in cooperation with the Government of teachers will have the ability to apply information technology tools. Partnerships are likely to include national Ministry of Education department personnel, and relevant district People's Committees.

***Regionally***, there are a number of initiatives that can be implemented across all communities. Supporting the need to change behavior change at multiple levels a regional communications for development strategy would seek to influence individuals to take preventive action at the household level, build effective community support to eradicate negative impact of migration on children's education, and change attitudes and behaviors of local, national and regional education authorities to reinforce equitable access and inclusion for all children irrespective of their status. Successful campaigns would be referenced and planning will include key timings, use social media, aim to become a page one 'search result' on Google, and take a joined up multi-channel approach. AEA could identify strategies and champions to increase support at the regional level for the establishment of a regional database, conduct regional research, and document and disseminate evidence to support the ASEAN 2016 Declaration on Strengthening Education for OOSCY commitments.

## **CONCLUSION**

This desk review confines itself to the educational experience of children of migrants, internal and external; children who travel with their parents or independently of parents and children who remain behind often with grandparents and other relatives. The overall wellbeing of children of migrants is important: social inclusion, quality education and health services.

It can be assumed that the economic benefits to families of migration outweigh the costs<sup>95</sup> however longitudinal studies need to focus on the impact of migration on children, particularly children's education. *"A person's opportunities to lead a long and healthy life, to have access to education, health care and material goods, to enjoy political freedoms and to be protected from violence are all strongly influenced by where they live. Someone born in Thailand can expect to live seven more years, to have almost three times as many years of education, and to spend and save eight times as much as someone born in neighboring Myanmar."*<sup>96</sup> These differences create immense pressures to move and the impact on children's education needs to be understood and when negative, mitigated. Development planning needs to understand the impact of migration because increases in migration in Cambodia, Lao, Myanmar, Thailand and Vietnam are expected due to demographic trends and increasing integration of Asia region economies evidenced by the ASEAN Economic Cooperation (AEC)<sup>97</sup> and in the longer-term impacts of climate change.<sup>98</sup>

In the 2016 ASEAN Declaration for OOSC, several recommendations were made to reduce the number of OOSC. They include (i) Assisting OOSC and their families to address the impact of poverty on their lives. (ii) Incentives to enable all girls and boys to complete primary and secondary education. (iii) Provisions for all girls and boys to access quality pre-primary development and care. (iv) Flexible learning strategies to give OOSC and OOSY opportunities to be educated at school, and offering bridges between formal and informal education. (v) Basic education equivalency framework at the country and regional level, including the recognition, validation and accreditation programs. (vi) Minimum standards of inclusive and quality education provision. (vii) Minimum standards of physical accessibility, to information and communications, and to essential facilities and services necessary for guaranteeing equitable access to learning programs for all. (viii) Encouragement of voluntary and outreach work to help disadvantaged or marginalized groups in ASEAN and to foster inclusive education.

Measures to increase the number of children in school have been documented in this review. In the formal education system, these include abolishing school fees, providing cash transfers, instituting school feeding programs, improving the quality of education and quality of teachers. Programs have also been implemented to help educate children of migrants and working children by providing non-formal, "transitional" education outside of the formal education system. Additionally there have been suggestions that the indirect costs of education could be targeted, in particular the cost of books, uniforms and transport. With a regional calculation that 60 per cent of child labor is involved in the agriculture sector, there are calls for national education strategies to respond to this<sup>99</sup>

If Cambodia, Lao, Myanmar, Thailand and Vietnam governments are going to achieve EFA, it has been estimated that the required additional spending as a percentage of GDP to spend an additional is approximately 0.0 per cent in Cambodia, 2.5 per cent in Lao, 0.75 per cent in Thailand and 0.5 per cent in Vietnam; Myanmar is not included in the dataset.<sup>100</sup> Additionally, Thailand will need to look at the education budget for migrant children in preparation centres as the cost currently has to be borne by agencies and/or communities.<sup>101</sup>

---

<sup>95</sup> Chan, S. (2009) *Costs and Benefits of Cross-Country Labour Migration in the GMS: Cambodia Country Study*, Working Paper Series No. 44. Phnom Penh, Cambodia: Cambodia Development Resource Institute.

<sup>96</sup> UNDP, 2009: Human Development Report "Overcoming Barriers: Human mobility and development" (See the Statistical Tables for life expectancy and income, and Barro and Lee (2001) for years of education)

<sup>97</sup> Low skilled workers under bilateral agreements; high-skilled workers explicitly covered under Mutual Recognition Arrangements

<sup>98</sup> World Bank, June 2016: Vietnam: Building Climate Resilience and Ensuring Sustainable Livelihoods of Farmers in the Mekong Delta ([www.worldbank.org/.../vietnam-building-climate-resilience-and-ensuring-sustainable...](http://www.worldbank.org/.../vietnam-building-climate-resilience-and-ensuring-sustainable...) accessed 24 August 2016): Mekong Delta has experienced salinity intrusion and by 2100 Thailand and Vietnam likely experience 4.8C rise in mean annual temperature and 70 centimetre rise in mean sea level.

<sup>99</sup> ILO International Program to Eliminate Child Labour, 2014: Education for Child Labour and Migrant Children Information kits for schools and teachers

<sup>100</sup> Milan Thomas and Nicholas Burnett: The Economic Cost of Out-of-School Children in Southeast Asia

<sup>101</sup> ILO International Labour Programme for the Eradication of Child Labour, 2014: Education for Child Labour and Migrant Children Information kits for schools and teachers

## Annex 1: LOCAL, NATIONAL AND INTERNATIONAL INNOVATIONS AND INSTRUMENTS

### Local Level Initiatives

- **3G innovation** to permit distance learning and online,<sup>104</sup> what is termed “glocal” both local and global. Information Technology (IT) Apps enable child-centred learning to build on the school lessons through AEA’s Cambodia LEARN project, which will reach 20,000+ students and 1,500+ teachers. Training modules have been developed by AEA across all learning areas. Room to Read, as well other organizations such as COCD, will be providing the tablets in their school, pre-loaded with Khmer LEARN. Two of the apps that are part of the platform, the Khmer Writer and Khmer Reader, will be launched soon. The latter sells content online, the former allows writers to upload their content on the platform. It was recently developed to expand in Laos as the Lao LEARN, and Vietnam is currently working on piloting it as well, this is the pilot phase for the region wide expansion of the platform. The idea can be expanded into a more formal learning program across the region.
- **Accreditation** of 3 MLCs in Thailand that provide programs that qualify pupils for Myanmar graduation certificates when they return home.<sup>105</sup> While only 3 schools, Myanmar nationals make up the majority of migrants in Thailand
- **Boarding facilities**, for ethnic children whose parents are migrating (Vietnam) children living too far from primary school to attend and children of migrants (India) who need to be provided with
- **Informal early Childhood Education** prepares children for primary school. Across the region home-based learning and community pre-schools (CPS) add to the state pre-school education options. Learning outcomes in Cambodia demonstrate that pre-schools attached to primary schools provide improved learning outcomes for children, with home-based and CPS better than not attending any school but less effective than state pre-schools. Issues to address in establishing non-state education pre-schools are long-term sustainability. Thailand seeks to expand its informal early childhood development to migrants, in border areas in the north
- **Education enrolment and mop-up campaigns** exist across the region. Authorities do not always include children who are living in undocumented villages, are not registered migrants or are short-term migrants
- **Floating schools** respond to the needs of stateless or refugee children in Cambodia (noted earlier). They have also been utilized in Bangladesh in flood-prone areas year-round to ensure that children continue an education during times of ad hoc and seasonal flooding.<sup>106</sup>
- **Free access to state education** while a national policy across Cambodia, Lao, Myanmar, Thailand and Vietnam does not promote equitable and inclusive attendance by all children. Policies may not link with the school year, the additional costs of school uniforms, “voluntary” school-based private lessons, school materials, transport to and from school may be too high for poor families to send children to school, particularly if there are a number of children
- **Holistic education**, which includes provision of clean water and sanitation

---

<sup>104</sup> Cambodia: Building on USAID “School Dropout Prevention Pilot Project” (2010-2015), Kampuchea Action for Primary Education’s (KAPE’s) Information Communications & Technology (ICT) tools and software to enable improved learning outcomes; and MoEYS senior leadership support for ICT learning-based curriculum. In Myanmar in Ayerawaddy, Bago, Mandalay and Yangon through Educate a Child/KOICA funding ([www.educateachild.org/our-partners-projects/country/myanmar...](http://www.educateachild.org/our-partners-projects/country/myanmar...) accessed 18 August 2016)

<sup>105</sup> <http://www.mizzima.com/news-regional/three-migrant-learning-centres-thailand-recognised-myanmar-schools#sthash.9MUxlZXu.dpuf> (accessed 25 August 2016)

<sup>106</sup> Established by Shidhulai Swanirvar Sangstha in 2002 with one boat, now operating 54 boats in Bangladesh

facilities at primary schools to encourage children to want to come. Priority has to be given to ensuring facilities are well maintained, clean and that children have access, particularly menstruating girls. Separate male and female toilets is a successful strategy globally to encourage attendance

- **Homework and remedial classes** are often included in guidelines for primary schools, particularly to target children at risk of dropping out or being required to repeat. Many schools do not conduct these classes for children who are unable to pay.
- **iPad and Computer Laboratories** becoming more common across the region with iPads suitable for use in remote schools provided solar power, maintenance schedules, keypad training, internet access and school accountability for safely storing equipment is part of the establishment plan. Teachers will need a training program to maintain their classroom role; teachers and students should be provided with protection training about online use
- **Kitchen gardens** complement life skills development of children who can establish their own at home, and produce can be sold or used in school kitchens with nutrition messages
- **Life skills training** can reinforce primary schools as learning centres, however often training provided through INGOs, UNICEF or peer educators use different approaches, which may not align with approved education department life skills programs. They may also differ in approach and messages may not be consistent across the different agencies. Life skills training can include sessions for community members to attend at school to encourage schools to be seen by parents as community-based learning centres
- **Adult literacy programs** conducted at primary schools in the evening promote the use of the facilities by non-literate parents. Electricity and teachers need to be available
- **Localized curricula** is permitted in Thailand. Provincial education offices are equipped to develop and produce 'localized' curricula for formal and non-formal courses
- **Scholarship programs** with direct assistance to the family can be as low as AEA's USD 8 per month payment to families to offset the opportunity cost of children contributing to the household income. Analysis of use of cash injections into the household over twelve months in Kenya did not evidenced funds being used to repair house roofs, buy food etc. rather than used for alcohol and gambling which was an initial concern
- **School-based child clubs and youth groups** are mandated across Cambodia, Lao, Myanmar, Thailand and Vietnam. Issues arise however as to control of the groups: who is the designated teacher, what role do children play in setting the agenda, who is invited to participate in the school clubs. Children are facilitated to have voice and limited agency, but often it is the same children. Innovative youth clubs in the region include the Young Journalist group in Vietnam, the Thai Youth News network in Thailand and Young Journalist club in Cambodia.
- **School feeding programs** currently provided by WFP across many schools in the region to provide one meal a day, may have impact halved as in Cambodia where children attend school only half a day and the schedule is changed every two weeks
- **Sub-national 'ethnic minority materials development centres'** produce curricula and materials for primary schools and non-formal courses
- **Village education development committees** (VEDC) comprising 7-8 representatives from local communities are mandated to align annual Village Education Development Plans with established School Development Plans. VEDCs may be inactive, have limited resources, lack strong understanding about role and

responsibility, or be time-poor

### National Level Initiatives

- **Adoption of the ASEAN Agreement on the Promotion and Protection of the Rights of Workers** by the Law Reform Commission of Thailand. The vision is broader in the sense that it is applicable to all workers and recognizes the equal status of migrant workers, particularly those in care-giving and domestic work sectors.
- **Bi-lingual classes** in the region include at kindergarten level in Cambodia when Khmer is introduced in the second semester.<sup>107</sup> Bi-lingual education in primary school enables ethnic minority children to commence preschool in their mother tongue and spend the first few years of primary school learning the national language as a subject, while at the same time studying math, social studies and reading in their own language.<sup>108</sup>
- **Child Friendly Policy endorsed** which has 6 core dimensions:
  - All children have access to schooling (schools are inclusive)
  - Effective teaching and learning
  - Health, safety and protection of children
  - Gender responsiveness
  - Children, families and communities participate in running their local school
  - Education System supports and encourages child friendly schools
- **Inclusive legislation** as evidenced in Thailand's efforts to register undocumented migrants and education initiatives as documented (see case study below). Education initiatives are progressive but require strengthened implementation if migrants are to have access to quality learning opportunities that are recognized in home countries upon their return
- **Infrastructure development** is being echoed throughout the region by NGOs and UNICEF and governments through bilateral and multilateral funding: adding schools to communities, adding classrooms to schools, adding libraries, water sanitation and hygiene facilities, textbooks, refresher training for teachers, training to school leadership about roles and responsibilities, training on CFS, training on communications for development (C4D\_), training on "positive discipline"
- **Regulating the Minimum Age for Work Abroad** to 18 years in Cambodia <sup>109</sup>
- **Teacher training** to increase education access to 72,220 OOSC in Myanmar<sup>110</sup>
- **Legislation and a royal decree** in Thailand that mandates compulsory education for all children including stateless, documented migrants and undocumented migrants.
- **Legal Instruments endorsed at the national level** include:
  - National Plans of Action (NPA) established by Cambodia, Lao, Myanmar, Thailand and Vietnam to Prevent Human Trafficking
  - Many have established Sub-National Action Plans but gaps exist, such as in Vietnam's NPA there is no definition of trafficking in persons in accordance with international standards<sup>111</sup>
  - Cambodia, Lao, Myanmar, Thailand and Vietnam signed the 2004 Coordinated Mekong Ministerial Initiative against Trafficking (COMMIT)

---

<sup>107</sup> Ministry of Education Kindergarten curriculum

<sup>108</sup> Guidelines on Implementation of Education for Indigenous Children in Highland Provinces developed 2009 by Ministry of Education, Youth and Sport as the first formal policy document on bilingual education. Today 40+ state schools across the northeast of Cambodia support bilingual education

<sup>109</sup> Sub-decree No. 57, Article 3), but some under-aged girls and boys have been illegally recruited for work abroad

<sup>110</sup> Phaung Daw Oo Monastic Education High School-Educate a Child ([www.educateachild.org/our-partners-projects/country/myanmar...](http://www.educateachild.org/our-partners-projects/country/myanmar...) accessed 18 August 2016)

<sup>111</sup> 2008, Stacey and Mai (in Vietnam UNICEF google docs.)

- Memorandum of Understanding (MOU) on Trafficking of Persons in the Greater Mekong Sub-Region
- Established MOUs exist between Cambodia-Thailand, Cambodia-Vietnam, Lao-Thailand and Thailand-Vietnam. Efforts to eradicate child trafficking, has largely focused on supply side, without adequately addressing the demand side
  - Even in instances where individual countries have not signed the Palermo Protocol, they are obligated to prevent the trafficking of children in accordance with the 1989 United Nations Convention on the Rights of the Child
  - 2000 Human Trafficking Protocol has been signed by each country, although the 2000 Migrant Smuggling Protocol has only been signed by Cambodia, Lao and Myanmar.

### **Regional level strategies**

- ***ASEAN Commitments to Migrant Workers***
- ***ASEAN Instrument on the Protection and Promotion of the Rights of Migrant Workers/Vientiane Action Programme*** which as an initiative, sections 1.1.4.6 and 1.1.4.7 of the Vientiane Action Programme (2004) mandate the elaboration of an ASEAN Instrument on the Protection and Promotion of the Rights of Migrant Workers (AIMW)
- ***ASEAN Declaration on the Protection and Promotion of the Rights of Migrant Workers (DPPMW)*** which in January 2007, ASEAN made a groundbreaking move to address the issue of migrant workers by signing the ASEAN DPPMW. The Declaration mandates that ASEAN countries promote fair and appropriate employment protection, payment of wages, and adequate access to decent working and living conditions for migrant workers. Negotiations have focused around building consensus among the ASEAN member countries on each article of the draft. The ASEAN Agreement on the Rights of All Workers was finalized during the AFML 2015, which was held 26–28 October 2015.
- ***ASEAN Committee on the Implementation of the ASEAN Declaration on the Protection and Promotion of the Rights of Migrant Workers.*** The DPPMW has also established the ASEAN Committee on the Implementation of the ASEAN ACMW, which would report to the Senior Labor Officials Meeting in 2008. The AFML was established to implement and advance the principles of the DPPMW. The AFML is held annually, wherein representatives of governments, employers, workers, CSOs, international organizations, and international speakers are encouraged to discuss, share experiences, and build consensus on the protection issues committed to under the DPPMW, as well as review the implementation of past recommendations and craft future recommendations for each AFML meeting. The first meeting of the ACMW has adopted a work plan with four priorities:
  - Step up the protection and promotion of the rights of migrant workers against exploitation and abuse
  - Strengthen this protection and promotion by enhancing labor migration governance in ASEAN countries
  - Regional cooperation to fight human trafficking in the ASEAN region
  - Development of an AIMW.
  - ASEAN representatives from Indonesia, Malaysia, the Philippines and Thailand documented four key principles of the AIMW:
  - The first core principle is “all migrants in ASEAN shall be covered by the Framework Instrument regardless of legal status”, which was affirmed by the

10 member countries in the Bangkok Declaration on Irregular Migration in 1999

- The second principle is that ASEAN's approach to migration "shall be guided by the recognition that just as the protection of the migrant workers is a joint responsibility of labor-sending and receiving states, so migration should also be expected to provide benefits to both labor-receiving and sending countries". This is in support of the preamble in the ACMW
- The third core principle shall be non-discriminatory and "national treatment" for migrant workers. This, in particular, includes taking pro-active measures to reduce all forms of stigma faced by migrant workers and members of their families
- The fourth core principle "shall be guided by gender-sensitive policies, processes, and practices on migration"
- **ASEAN Cooperation in Education**
- **ASEAN Charter (Article 1, paragraph 10)** which articulates the purpose of ASEAN: "develop human resources through closer cooperation in education and life-long learning, and in science and technology, for the empowerment of peoples of ASEAN and for the strengthening of the ASEAN Community"
- **ASEAN Socio-Cultural Community (ASCC) Blueprint 2016-2025** with actions relevant to education under SOM-ED. In its implementation, SOM-ED will coordinate with other relevant ASEAN Sectoral Bodies (with an interest in education)
- **ASEAN 5-Year Work Plan on Education 2016-2020** which is based on "ASEAN (ASED/ Senior Officials Meeting (SOM)-Education (ED) Post-2015 Vision and Key Elements of Education"
- **ASEAN Post 2015 Vision on Education** which is: The ASEAN education sector will continue to promote a Community that puts people at its centre as well as one with an enhanced awareness of ASEAN. It remains steadfast in its focus on sustainable development in the region, with emphasis on access to quality inclusive education and development of life-long learning through robust capacity building programmes and provision of structural guidelines. The key elements are
  - Promote ASEAN awareness through strengthening of Southeast Asian history and indigenous knowledge
  - Enhance the quality and access to basic educating for all, including the disabled, less- advantageous and other marginalized groups
  - Strengthen the use of ICT
  - Support the development of the Technical and Vocational Education Training (TVET) sector as well as lifelong learning in the region
  - Complement the efforts of other sectors in meeting the objectives of Education for Sustainable Development
  - Strengthen the higher education sector through the implementation of robust quality assurance mechanisms
  - Foster the role of higher education in the area of socio-economic development through University-Industry Partnership
  - Provide capacity-building programs for teachers, academics and other key stakeholders in the education community
- **ILO Labour Conventions**
  - All member states of ASEAN need to ratify all eight core ILO conventions (29, 87, 98, 100, 105, 111, 138, and 182) to ensure that all four principles of AIMW are met, and to harmonize national laws with the standards. They should also favorably consider the ratification of ILO conventions 94 and

- 143, which are related to migration, and the UN Convention on the Protection of the Rights of All Migrant Workers and Members of their Families
- The Framework Instrument is supposed to be a legally binding agreement among all ASEAN states in accordance with ASEAN Charter article 5.2. The draft however, has been stalled since December 2009, when proposals to institute a legally binding framework that includes undocumented migrants under protection mechanisms were opposed. Through the Task Force on ASEAN Migrant Workers initiative, ASEAN CSOs continue to press the AIMW on this issue
  - The Tripartite Action for the Protection of the Rights of Migrant Workers in the ASEAN Region is an initiative of the ILO that lasted from 2012 to 2016 and targets governments as well as workers' and employers' organizations (including ACMW, ACE, and ATUC), male and female migrants, and potential migrants in the ASEAN region
  - To gain a clearer view, below is the record on Convention ratifications of ASEAN countries in relation to migration.<sup>112</sup>
  - **SOM-ED Efforts in Complementing ACDM in Meeting the Objectives of DRR** which complement the efforts of other sectors in meeting the objectives of Education for Sustainable Development including (5.2) Promotion of the inclusion for DRR in national curriculum through support to relevant sectors' initiatives
  - **ASEAN Education Work Plan 2016-2020**

#### International Level Initiatives

- **United Nations Convention on the Rights of the Child**, in particular
  - *Article 28: (Right to education)*: All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.
  - *Article 29 (Goals of education)*: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.
- **Education for All** adopted in 2000 at the *World Education Forum* in Dakar, Senegal, 164 governments agreed on the "*Dakar Framework for Action, Education*

---

<sup>112</sup> Ashley William Gois, 2015: Labour Migration in the ASEAN Region  
23. Nov. 20 (Record on Convention Ratifications of ASEAN countries in relation to migration. Creator: Gois, All rights reserved)

*for All: Meeting our Collective Commitments,*” launching an ambitious agenda to reach six wide-ranging education goals by 2015:

- Goal 1: Early childhood care and education
  - Goal 2: Universal primary education
  - Goal 3: Youth and adult skills
  - Goal 4: Adult literacy
  - Goal 5: Gender parity and equality
  - Goal 6: Quality of education
  - ***The Global Initiative on OOSCI*** launched in 2010 by UNICEF and the UNESCO Institute for Statistics to help participating countries develop evidence-based strategies to reduce the number of out-of-school children and adolescents. OOSCI looks beyond the goal of universal primary education and examines exclusion at the pre-primary, primary and lower secondary levels of education. The Initiative works closely with national and local governments, as well as civil society partners, to focus on three core objectives:
    - Develop detailed profiles of out-of-school children and children in school who are at risk of dropping out;
    - Assess the underlying barriers that prevent those children from completing basic education; and
    - Recommend innovative policies and strategies that can bring them into school and keep them there.
  - ***Sustainable Development Goals: SDG 4, which*** states “Ensure inclusive and equitable quality education and promote lifelong learning and opportunities for all”
    - 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
    - 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
    - 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- Sustainable Development Goal 10: Reduced Inequalities*** “Reduce inequality within and among countries”
- 10.7: Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies
- ***1951 Refugee Convention***: This defines the criteria under which individuals may be granted asylum by its signatory countries and sets out their associated rights—and thus under the UNHCR mandate.
- ***UN Convention on the Protection of the Rights of All Migrant Workers and Members of their Families*** which is a United Nations multilateral treaty governing the protection of migrant workers and families. Signed on 18 December 1990, it entered into force on 1 July 2003 after the threshold of 20 ratifying States was reached in March 2003. The Committee on Migrant Workers monitors implementation of the convention, and is one of the seven UN-linked human rights treaty bodies. Cambodia, Lao, Myanmar, Thailand and Vietnam have not signed this Convention.

The plethora of conventions, protocols, legislation and initiatives are only as good as their implementation. It is recommended that any efforts to build on national,

regional and international legislation needs to ensure goals are far reaching, and effective partnerships are established. Additionally the individual governments need to have an appetite for the project.



Changing the world through Education

**Aide et Action International - Southeast Asia & China**

5th Floor, #322, Street 182, Sangkat Tek La-ork, Khan Toulkork, Phnom Penh, Cambodia