

2024
**annual
report**



The Inclusive Education Foundation (or just “InEd” for short) exists to increase access to and improve the quality of recognized education pathways for marginalized children on the Thai-Myanmar border. Our work is driven by the belief that education is the cornerstone of empowerment, enabling children and youth to build lives marked by hope, dignity, and opportunity.

Message from InEd Director Greg Tyrosvoutis

In these uncertain times, InEd remains focused on what matters most: supporting education for marginalized children and youth on the Thai-Myanmar border through contextually relevant, in-person programs.

2024 brought both challenges and progress. We opened the doors of our Thai Literacy Encouragement Center with the Department of Learning Encouragement (DOLE) and the support of Child’s Dream Thailand Foundation. The center is the first of its kind in Mae Sot, supporting migrant youth and young adults with flexible, accredited Thai language classes in a context where language means mobility. Our Youth Champions program evolved into a six-month full-time model where our young leaders completed an English for Academic Purposes curriculum in addition to designing and leading their own service-learning projects in migrant communities here in Mae Sot.

Together with the Mae Tao Clinic, Help without Frontiers Thailand Foundation, and Sermpanya Foundation, we co-implemented our largest scale research ever: the Parenting on the Border study. Working alongside University College London and 12 border organizations, we led collaborative workshops to create our first teacher professional development course: Understanding Education in Conflict and Crisis Settings. This marks a significant step toward teacher accreditation, which remains an elusive yet crucial goal for educators in this region.

Our expanded bilingual classroom assistants program continues to bridge language gaps for migrant children enrolled in Thai schools, as evidenced by our [Realizing Education for All report](#). We strengthened partnerships with eight international universities, fostering collaborative research that amplifies border education issues while navigating an increasingly complex funding landscape.

None of our achievements would have been possible without our dedicated staff, local partners, and network supporters who believe in our work. The real achievements belong to the students, teachers, and families who continue to overcome tremendous obstacles daily in pursuit of education and livelihoods.

We continue to believe education offers the surest path from poverty and exploitation toward hope and opportunity. As we move forward, we remain committed to approaches that center local voices—particularly those of children, youth, parents, teachers, and education leaders—in guiding our work.



Greg Tyrosvoutis supports InEd as a co-founder and director. He has been teaching and working in education on the Thai-Myanmar border for 14 years.



Teachers prepare to present a mock lesson plan during an in-service training workshop.



25 educators & staff

speaking a combined 8 languages worked with new teachers to prepare their first lesson, enrolled students in a Thai public school, and taught youth how to use a computer to prepare professional CVs (to name just a few of their activities).



Sut Kanawng led the collection of data for this annual report, making use of his ability to speak four languages to check-in with each of our teams.

our impact *in numbers*

output-level indicators

.....753 children

were provided the wrap-around support necessary to enroll in Thai public schools

.....216 hours

of community-based Thai language tutoring was provided to 44 out-of-school children so they could meet enrollment requirements

.....222 00SC

(out-of-school children) were enrolled in school for the first time in 2024

.....135 teachers

attended in-service professional development opportunities, spanning between 16 to 456 hours of coursework

.....11 teacher leaders

graduated from InEd’s intensive teacher leadership program to help train new teachers at their own schools

.....241 students

attended their first Thai language courses at our new Thai Literacy Encouragement Center in Mae Sot

.....220 hours

of classroom-based instruction in Thai, 160 for full-time students and 64 hours for part-time students

.....20 youth champions

engaged in classroom-based instruction for more than 400 hours, progressing to B2 English (upper-intermediate), learning essential digital skills, and pre-university/workplace competencies in soft skills

4 research products

were developed collaboratively with local CSOs and educators to identify key challenges and opportunities in migrant and refugee education

.....7 conferences

and advocacy events were either facilitated or attended by InEd to use community-based research to spotlight key issues

Enrollment TaskFORCE

This year, the Enrollment Taskforce focused on strengthening its collaborations with the Tak Primary Educational Service Area Office (Tak PASEO-2) and Thai public schools. Since piloting their bilingual classroom assistant (CA) program, its popularity has grown, with many Thai school directors making requests in 2024 for additional assistants. CAs teach at the kindergarten level, helping children who speak non-Thai languages at home transition to the Thai curriculum and helping Thai teachers communicate with parents and caregivers.

The Enrollment Taskforce also focused on building stronger relationships with community leaders, or Poo Yai Ban (ผู้ใหญ่บ้าน), which led to the enrollment of 75 children from the Ban Chedi Ko—an area with known higher rates of non-enrollment. This took careful groundwork and preparation, including weeks of presentations and meetings with leaders to build mutual understanding.

In collaboration with the [Migrant Education Coordination Center](#) (MECC), the Enrollment TaskFORCE worked with 31 Thai public schools to enroll a total 753 migrant children in 2024. However, this represents a fraction of the need: since the Taskforce began conducting school

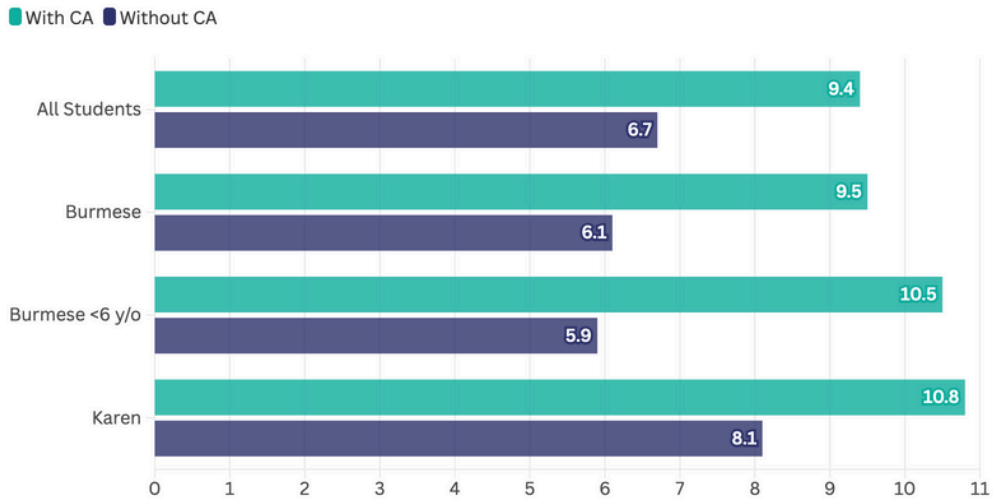
enrollment drives in 2020, over 1,000 families who requested support to enroll their children into school fell outside of our capacity. We are still far from meeting the needs.

An area we are looking to improve in 2025 is the role CAs can play in teacher-parent meetings. We've planned formal Thai language classes, cultural training, and exchange programs with our CAs to enhance their interpretation skills during parent-teacher meetings and better prepare them to serve as cultural bridges between Thai schools and migrant families.



Thazin Aye (Pim) and Aye Min Tun support the enrollment of students in Thai public schools and community-based tutoring programs as Enrollment Officers, joining InEd in 2022.

Thai Language Test Score Improvement, Pre-Post



In 2024, InEd [published a case study](#) alongside MECC and [Help Without Frontiers](#) to understand the impact of bilingual classroom assistants on Thai literacy. Compared to a control group, students with a classroom assistant improved their Thai 40% more. Children under 6 years old who spoke Burmese as their mother-tongue language improved the most, with a 78% greater improvement than those without classroom assistants.



The OOSC Enrollment TaskFORCE visits a migrant community with a recommendation letter from the local community leader. These relationships helped us enroll children further at the fringe of educational access in 2024.



45

communities were engaged in the 2024 enrollment process



627

school enrollment contracts were signed with parents to co-support education costs

In addition to enrollment, the TaskFORCE also works with parents and guardians to build a safe and productive home learning environment to support student retention. Using the Norwegian Refugee Council's [Better Learning Program](#), 128 families were engaged in multi-layered activities focusing on social-emotional support and well-being in 2024.



A bilingual classroom assistant helps a Thai public school teacher facilitate a Thai language lesson.



From left to right in the top row, photos from the opening ceremony of the Thai Literacy Encouragement Center. In the center, a photo of the first cohort of students in front of the language center.



241

total enrollments of adolescents and adults in Thai language courses across two semesters

Thai Literacy Encouragement Center

Since InEd began conducting research in Mae Sot, we've heard from migrant communities and young adults a consistent desire for flexible Thai language courses that would allow them to continue into the Thai Non-formal Education (NFE) pathway, which provides a Thai high school diploma. Thanks to the support of [Child's Dream Foundation](#) and the Department of Learning Encouragement (DOLE), construction for a Thai language center was finally completed in June 2024: the first of its kind in Mae Sot.

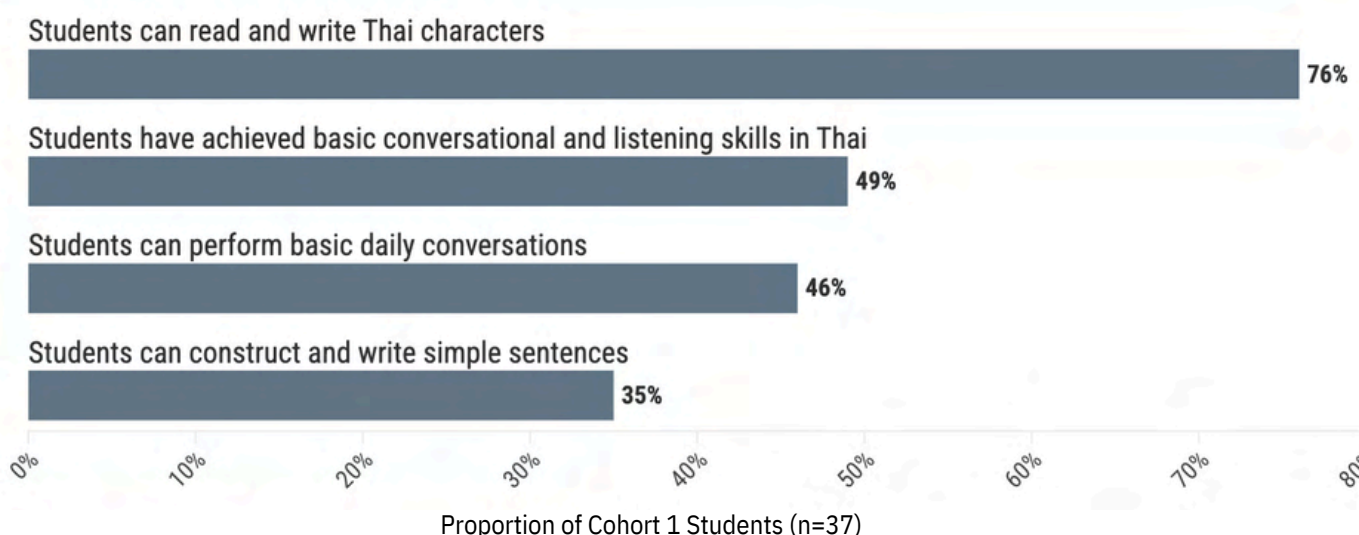
The first cohort of 82 students started class in July 2024, beginning a 200-hour course that would prepare them to take the primary-level test for entrance into the Thai NFE pathway. In November, a second cohort was added, which included 42 students continuing from the first cohort and an additional 159 new students. Most students opt for part-time classes, which entails 4 hours of classes per week, any day from Monday through Friday, for a total of four months. However, students can attend class everyday of the week, up to 10 hours per week.

As the Thai Literacy Center enters its second year in operation, teachers and staff have plans to further refine teaching strategies and class formatting. Key challenges include mixed ages, large class sizes of up to 40 students, and limited classroom material. Planned support in 2025 includes the presence of bilingual classroom assistants during the first two weeks of class, increasing the number of cohorts and limiting class sizes to only 35 students at a time, and starting a teacher mentorship program for the Thai instructors through InEd's teacher training team.



Naw Eh Htee Hta Hser (Poe Eh) manages the Thai Literacy Encouragement Center project.

Learning Outcomes of Cohort 1 after 14 Weeks of Thai Classes



TeacherFOCUS



Nan Paw Kyan Kyan, Nwet Nwet Win, and Htin Kyaw lead our teacher professional development team. They draw upon their experience as teachers at migrant and refugee schools to design longitudinal courses and resources for teachers.

In 2024, schools on the border continued to experience growth in demand for education, requiring an increase in teachers—from 708 in the 2023-2024 academic year (AY), to 911 by the end of the 2024-2025 AY ([MECC 2025](#)). The protracted conflict in Myanmar continues to impact border communities and the resources that schools have to support teachers, requiring significant commitment from new educators that extend beyond traditional teaching roles.

TeacherFOCUS continued its work with teachers to help them meet the needs of more diverse classrooms in 2024, building on our threefold theory of change: We engage teachers as our most important partner in driving long-term improvement in learning outcomes. We offer professional development and teaching accreditation to improve teacher livelihood. And lastly, we support local education governance to align teaching standards with the [ASEAN education quality framework](#).

Based on feedback during classroom observations and surveys, Early Childhood Care and Development (ECCD) became a key focus of 2024 for our in-service and pre-service programs. Teachers at nursery through Grade 2 levels frequently requested support in classroom and

student behavior management and wanted more practical strategies for teaching young learners. A five-day workshop was held with teachers during the 2024 summer break, followed by a two-day refresher workshop during the midterm in the 2024-2025 AY. An online community of practice was started on Facebook Messenger, where teachers continue to share practical resources such as songs, learning activities, and games.

By popular demand, TeacherFOCUS also launched a Thai language training program for migrant educators, enrolling 45 teachers in its first cohort in 2024. With schools across the border facing a shortage of Thai teachers—especially those who can use a mother tongue-based multi-lingual approach—it's a first step to addressing a longstanding systemic problem in facilitating greater Thai language integration in migrant education.

Looking ahead in 2025, the team is excited to pilot more frequent 'refresher' workshops—two-day in-person events—to help teachers develop more confidence in practical teaching strategies. They'll also continue to explore ways to expand their teacher leadership program and communities of practice.



911 teachers made education possible for 17,476 students

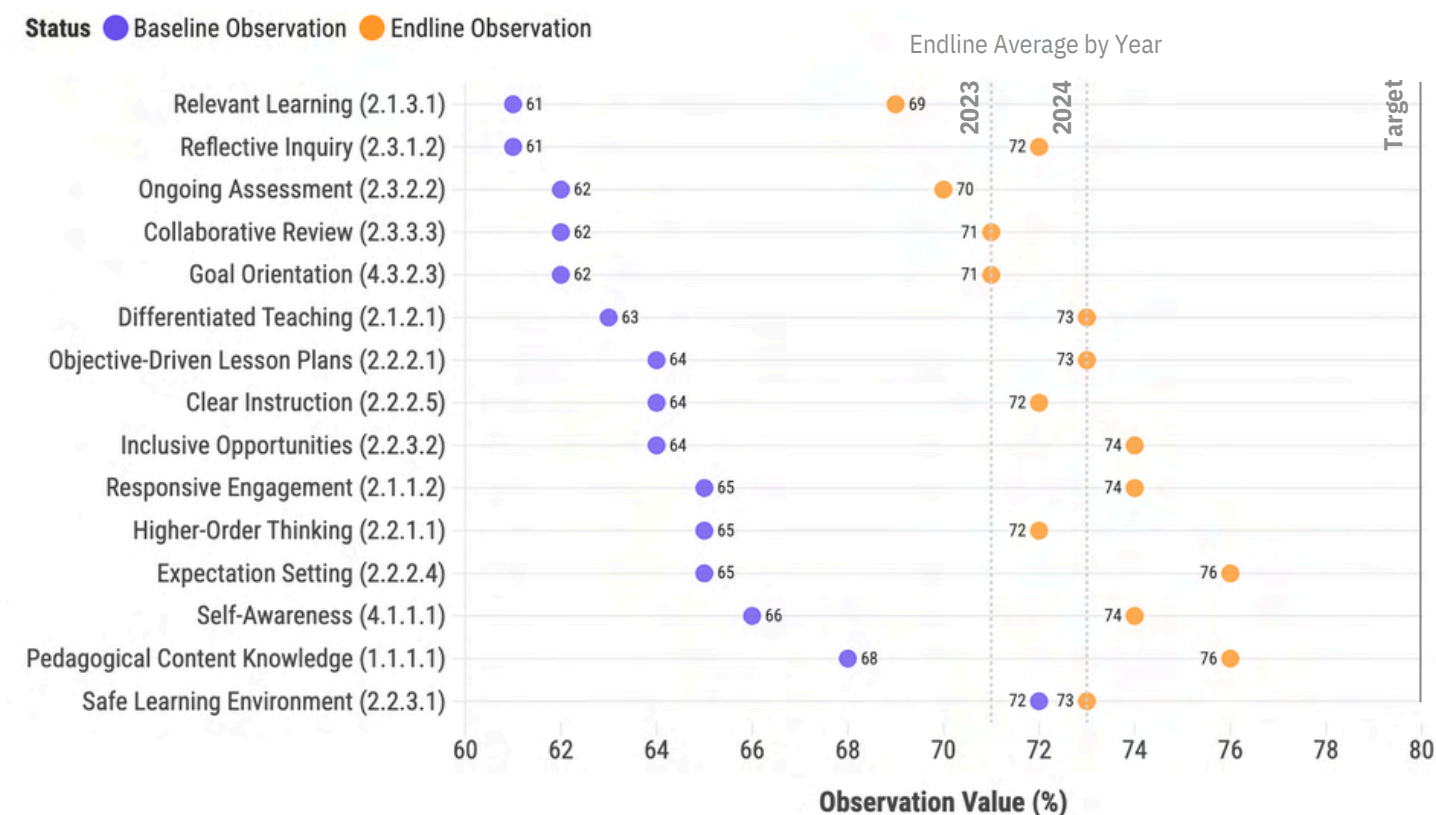


135 attended a TeacherFOCUS in-service program in 2024



Nan Paw Kyan Kyan (Paw Paw) facilitates a discussion with teacher leaders about teacher competencies and classroom observation as a tool for school-based teacher professional development.

Improvement in Teaching Competencies from Classroom Observation Data, 2024



TeacherFOCUS conducts baseline and endline classroom observations to assess teaching competencies against the [Multilingual Education Teacher Competency Framework](#) to provide teachers with individual feedback on their professional development and monitor the impact of in-service training. In 2024, a total of 49 teachers observed at both baseline and endline improved an average of 8.4%, with seven teachers achieving a target >80% across all teacher competencies compared to no teachers at baseline.

Youth Champions

This past year, the Youth Champions program made a significant pivot: it was transformed from a part-time program to a full-time experience. This year, 20 youth ages 18 to 26 attended class Monday through Friday from 9am to 4pm over the course of 4 months—more than 400 hours of classroom-based learning. English and pre-university and workplace digital skills were the focus, using an accredited curriculum through our partnership with Western Sydney University's "The College."

In the final two months of the program, following a gradual release of responsibility model, Youth Champions are tasked with leading their own service-learning project. Putting their developing soft skills into practice, youth are assigned a mentor and work with local Thai foundations to identify an issue affecting border communities. In teams of 4-6 people, youth managed budgets of THB 15,000 and worked with their mentors to arrange any training they would need to achieve their goals.

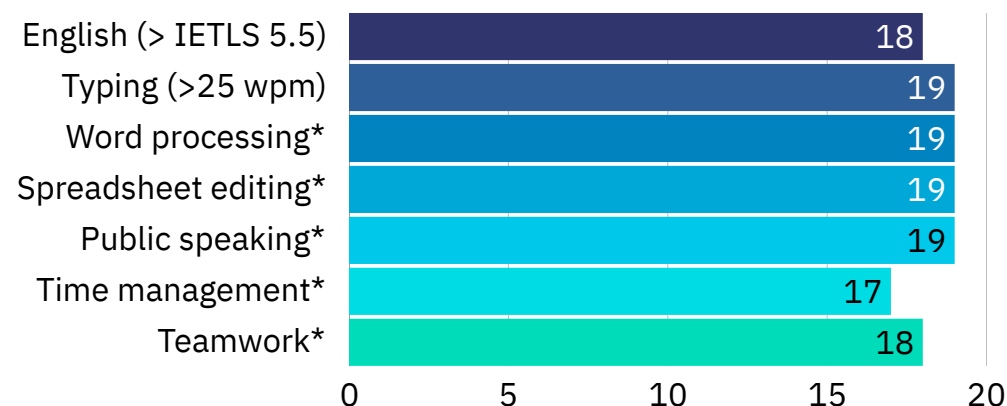
While the program's in-person program spans a total of 6 months, youth continue to receive follow-up support, such as a one-day CV writing workshop, and have joined our network of alumni where early career and scholarship opportunities are shared. We're also proud to share that of the total 20 youth, 7 were able to continue their English studies through [Prospect Connect](#), two began jobs shortly after graduating, and one started a small business. Ultimately, we measure our success by the doors we open for our students and will be monitoring program outcomes throughout 2025.

Looking forward, we're excited to offer Thai language alongside English, dive deeper into core digital skills such as spreadsheet editing, and expand our partnerships to enable new service-learning projects in 2025. To achieve this, we'll be expanding the length of the Youth Champions program by one month, starting in May 2025.



Khun Lynn (left) and Naw Nay Yu Paw (right) lead the Youth Champions program. They draw upon their combined experience as educators and youth mentors to co-develop the Youth Champion program with youth, local CSOs, and MLCs.

Learning Outcomes for Youth Champions, 2024 (n=20)



InEd uses a range of indicators to measure learning outcomes, using standardized tests where possible and proxy indicators such as typing speed to triangulate qualitative feedback about the program's effectiveness. *Denotes outcomes where youth self-reported significant improvement.



Child Safeguarding

A community-based effort to protect children

In September 2020, InEd joined forces with 10 local community-based organizations to ensure every child in our border communities learns in safety. This partnership, known simply as the Child Safeguarding (CSG) Taskforce, brings together experts and organizations dedicated to child well-being, acting as both a referral network and one-stop shop for case management. In 2024, the network handled a total of 25 cases, 8 of which were reported by InEd and referred to service local service providers.

Parenting on the Border

In partnership with the Parenting on the Border project, part of a large-scale study conducted in Mae Sot by the [Global Parenting Initiative](#), InEd supported caregiver parenting skills and mental health in migrant communities. The study targeted 480 parents of children ages 4 to 17, with a control and intervention group of 240 parents respectively. The training is comprised of six 3-hour courses, each themed around a particular parenting topic (see below). Combined, parents in the control group engaged in just over 18 hours of workshops.

Representing InEd’s contribution to the network, Naw Th Blay Moo (right) acts as one of several Child Protection Specialists. She has worked on child protection cases in Mae Sot since 2009.



629 teachers and school staff were engaged in CSG network activities in 2024



47 schools participated in CSG monitoring visits and received feedback to improve child safeguarding practices

research *for* advocacy

Throughout 2024, our research team concluded major projects and launched new initiatives extending into 2025. InEd shared findings at several key forums: our Education Advocacy Coordinator presented bilingual classroom assistant research at [CIES 2024](#) in March; the Enrollment TaskFORCE engaged Thai Ministry of Education representatives at Thailand's 16th National Academic Conference in May; we delivered multiple papers at the [4th Burma Studies Conference](#) in August; and highlighted migrant education contexts at [UNESCO's 6th APMED conference](#) in September.

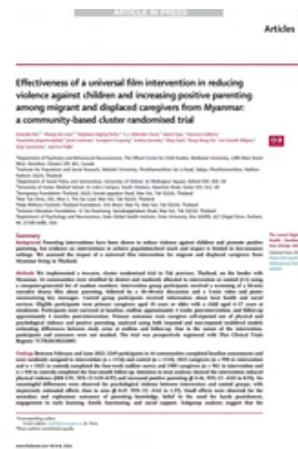
While that seems like a lot, we measure our impact not by conference attendance but by meaningful

engagement with education stakeholders. Our research aims to amplify rather than replace local knowledge systems, creating pathways for sustainable education solutions that are rooted in the expertise of community members themselves. To that end, we're excited to launch our 4th Education Everywhere conference in 2025, which will provide a platform for local organizations to engage in academic discourse, share grassroots innovations, and forge collaborative partnerships with regional and international education actors to advance locally-driven educational change.



Sa Phyo Arkar Myo Hlaing and Myat Thandar Aung joined InEd in 2024, supporting research and technical activities across InEd's programs. Together, they bring deep expertise in education with a practitioner's perspective on what it takes to make solutions more durable amidst conflict and resource constraints.

See our latest research: <https://www.inedfoundation.org/research>



InEd's Nan Paw Kyan Kyan (second from the left) presented to Thai education stakeholders in Bangkok about the migrant education context on the border.

Deepening Our Commitment to Participatory Research

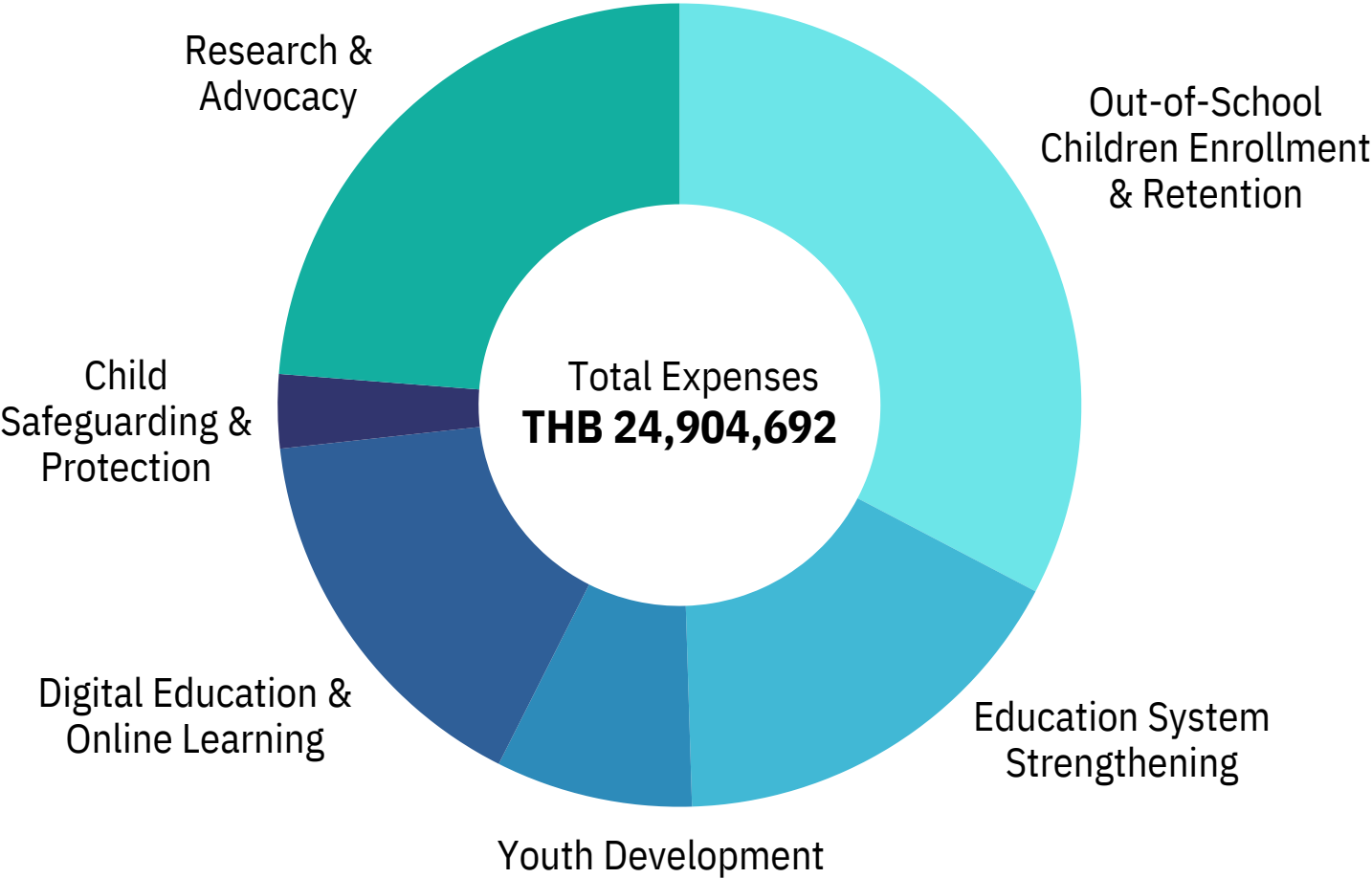
Building on our established foundation in Participatory Action Research (PAR), in 2024, InEd's research team focused on increasing collaboration across diverse stakeholders through structured data triangulation. Through dedicated triangulation workshops across projects, the team brought together practitioners, educators, and local education administrators to collectively validate and interpret findings. We believe this shift has strengthened local ownership of research outcomes and enhanced the likelihood that findings will inform future decision-making within education systems.

Our commitment to practitioner-led research reveals complex power dynamics that might otherwise remain invisible. When education staff and teachers become researchers of their own systems, their positions within governance structures influence how knowledge is produced—relationships that are not static but constantly "becoming" throughout the research process. This dynamic quality creates both challenges and opportunities, requiring flexibility and patience but revealing crucial insights about education governance that traditional research approaches would miss.

Perhaps most significantly, our experience suggests that participatory research processes can themselves catalyze more evidence-based approaches to educational policy-making. When practitioners engage directly with research methods and interpret findings collectively, they develop stronger data literacy and greater appreciation for evidence-based decision-making. This transformative potential explains why InEd continues to prioritize partnerships that position local education stakeholders as researchers rather than subjects, building sustainable capacity for data-driven governance despite the greater investment of time and resources required upfront.

expenses

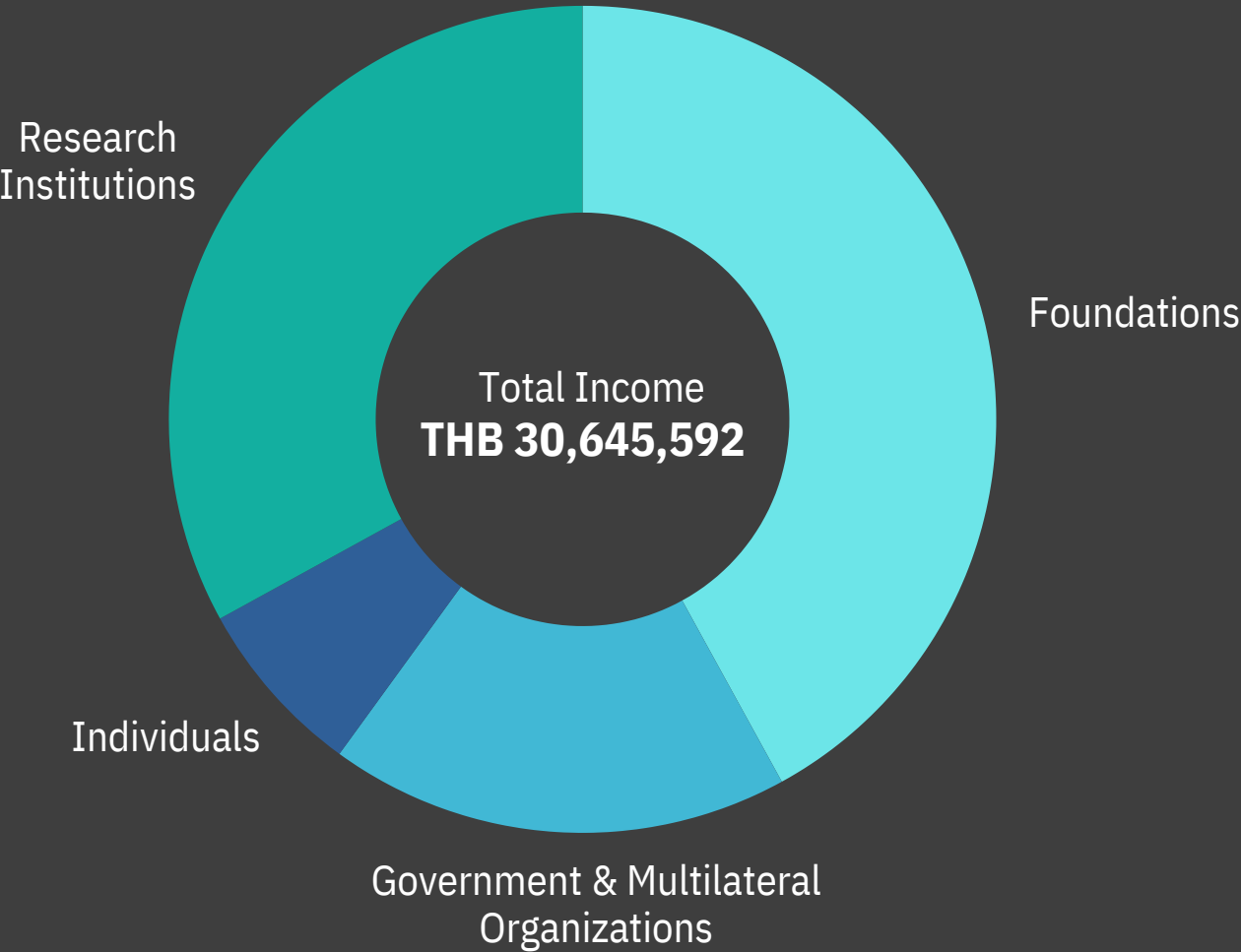
in 2024



Expenses by Project Area

Out-of-School Children Enrollment & Retention	THB	8,186,501
Education System Strengthening	THB	4,312,670
Youth Development	THB	1,877,121
Digital Education and Online Learning	THB	3,946,716
Child Safeguarding and Protection	THB	667,051
Research and Advocacy	THB	5,914,630

income



Source of Funds

Foundations	THB	12,848,852
Government and Multilateral Organizations	THB	5,588,300
Research Institutions	THB	10,054,766
Individuals	THB	2,153,673

Funds committed in FY2025 THB 5,740,900

our partners

Collaborating with and learning from other organizations is essential to our work. While we wish we could mention every single partner that stands with us to bridge the education gap for border communities in Thailand, there just isn't enough space. However, we give a big shout-out to the organizations we're in touch with every day, those we plan programs with, and those who share our dream of making education for all possible. We're thankful for their continued dedication, and together, we believe we can make a difference.



University Partnerships





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