



Factors Influencing the Choice of Center-Based Childcare in Myanmar Refugee Families

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Please introduce yourself and share your expectations for this session.



Agenda

- Welcome and introductions
- Goals
 1. Share unique childcare needs among Myanmar refugee families and children
 2. Share how teacher education programs understand the childcare decisions among Myanmar refugee families and their needs and concerns.

Q&A:

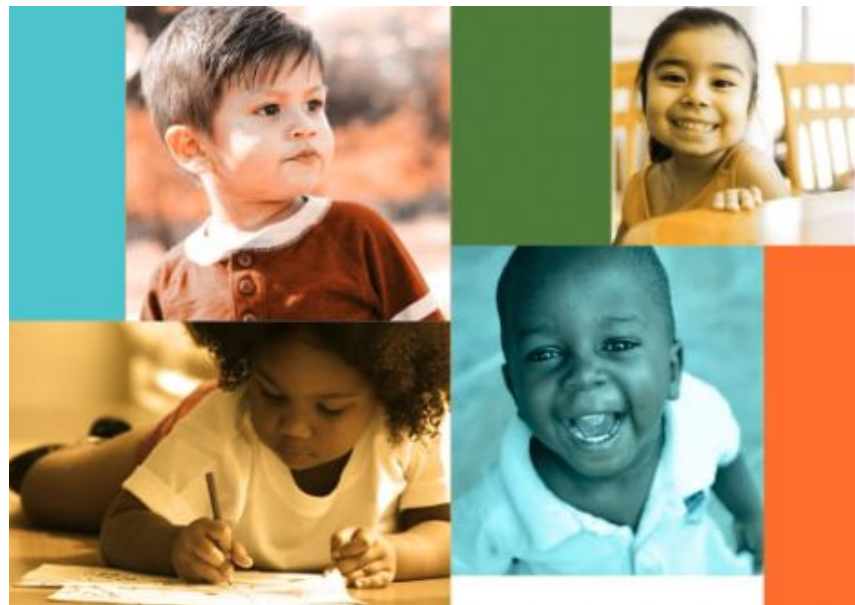
Literature Review

- **Childcare decisions in the general population**
- **Refugee and Head Start (HS) refugee integration**
- **Childcare among Myanmar refugee families**



Childcare Decisions in the General Population

- Pattern in families' income, race/ethnicity
- Families' culture and values
- Spanish-speaking DLL families' childcare decision





Head Start (HS) Program for Children from Refugee Households

- Definition
- Integration of refugees into HS
- The National HS Institute on Hispanic and Other Emerging Populations
- Culturally responsive practices to support DLLs and refugee children's language and literacy development

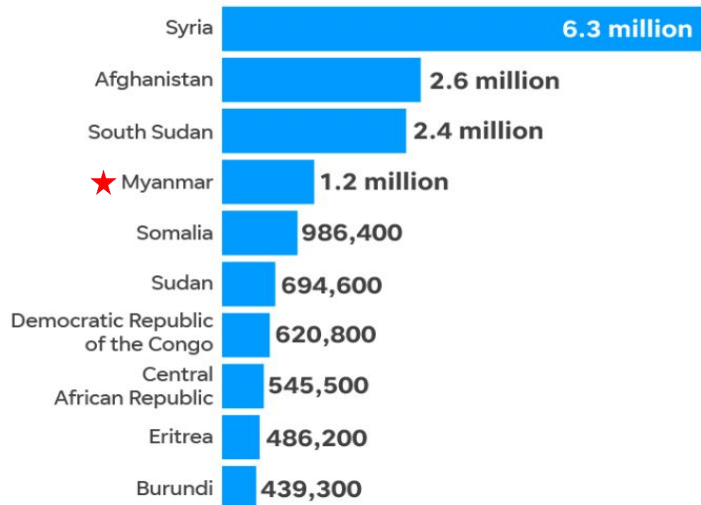


Advancing Racial and Ethnic Equity in Head Start | ECLKC (hhs.gov)

Increasing Myanmar Refugee Population Among US (reported in 2017)

Where most refugees are from

The trends from the U.N. report suggest that on average last year, a person became displaced every two seconds.



SOURCE U.N. Refugee Agency
Frank Pompa/USA TODAY

Source: Children made up 52 percent of the refugee population in 2017
(usatoday.com)

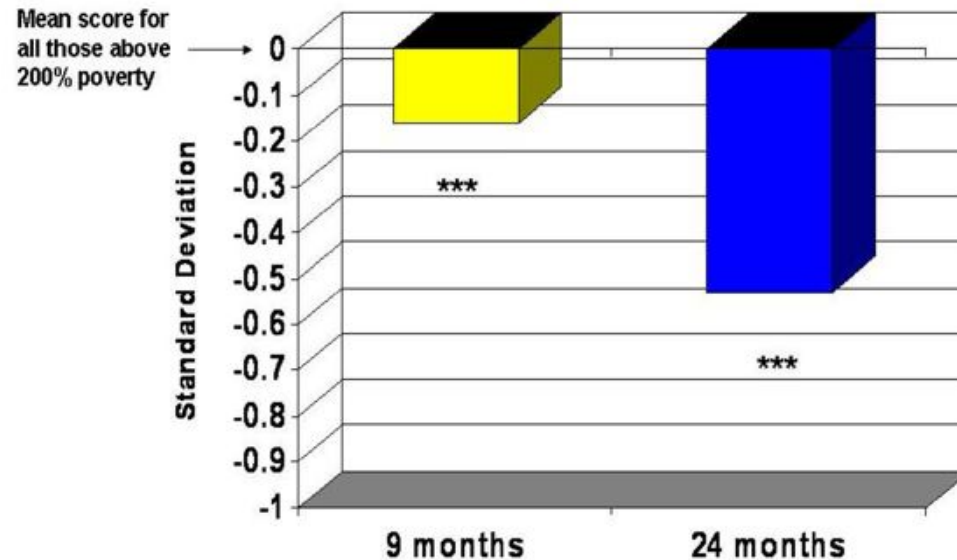
There were 1,301 Zomi/Burmese students enrolled in Jenks Public Schools, which makes up 10% of the district's total population in 2019

(<https://csctulsa.org/sia-mah-nu-program>, 2019)



The Achievement/Opportunity Gap Starts Early

Figure 1: Disparities on the Bayley Cognitive Assessment between Higher- and Lower-income Infants at 9 and 24 Months



Disparities in early learning and development: lessons from the Early Childhood Longitudinal Study–Birth Cohort (ECLS-B)
T Halle, N Forry, E Hair, K Perper, L Wandner, J Wessel... - Washington, DC: Child Trends, 2009



Methodology

- A qualitative approach
- Participants: Myanmar parents who have children aged 0-5 years old
- Interview participants:
 - Aye Aye (28, a mother with a 2-year-old child)**
 - Mary (53, a community leader)**
 - Esther (31, a mother with two children, ages 2 and 5)**



Findings

Cultural Factors

- Language
- Lack of knowledge or understanding of the importance of preschool education
- Child rearing practice

Lack of Resources

- Transportation
- Information
- Financial



Cultural Factors: Language

“I had concerns about potentially losing fluency in our language and being unable to communicate effectively.”

- *Focus group participant*



Cultural Factors: Lack of Knowledge or Understanding of the Importance of Preschool Education

Many refugee adults and children who are now in the U. S. have spent some of their school years in Thai refugee camps, where they received a much more passive education (memorization, lecture-based) than what they are currently experiencing.

“It is not difficult taking care of young children, and it went well.”

- *Aye Aye in interview*



Cultural Factors: Different Child Rearing Practice

“So many mothers do not know how to care for young children...Myanmar parents do not send their children to preschools or nurseries because they do not like childcare ways in America.”

- *Mary in interview*



Lack of Resources

- Transportation (45%)
- Information (40%)
- Financial (55%)



References

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Q&A

What is the biggest takeaway?