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# MAKE LEARNING COUNT

Migrant Learning Center registration in Thailand:  
The policy landscape and ways forward

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# 1

# Introduction

All children deserve an education that opens opportunities for them to have a bright future. This is true whichever side of a border a child might be born on and this is particularly true for migrant children with complex definitions of 'home'. This publication focuses on the migrant population from Myanmar in Thailand as they are the clear majority: outnumbering those from Laos PDR 10 to 1 and Cambodia 3 to 1 (United Nations Thematic Working Group on Migration in Thailand, 2019). Since the 1990s, children have largely accompanied their parents who migrated to Thailand due to a variety of political, conflict, or poverty-related push factors and/or economic and vocational opportunity pull factors (IOM, 2016). Migrant children in Thailand are at significant risk of never entering or dropping out of school (Tyrosvoutis, G., 2019). In fact, more than half of all migrant children in Thailand are out-of-school as estimates of the out-of-school population are more than 200,000 (United Nations Thematic Working Group on Migration in Thailand, 2019). These enrolment concerns are compounded by the documented risks for migrant children to be exploited, abused, and neglected (Zar, T., Tyrosvoutis, G., & Castello, I., 2021). As the migrant population in Thailand has increased over the past three decades, so has the need to provide access to quality education. Multiple educational pathways are needed to provide an inclusive and equitable education for all migrant and out-of-school children in Thailand.

Substantial strides have been taken to ensure all children have access to education under Thailand's Education for All (EFA) policy. Several types of education options are available at the sub-national level including early childcare centers, public schools, private schools, non-formal education and Migrant Learning Centers (MLCs). According to a survey conducted by Chulalongkorn University, most migrant children aged 3–18 years were receiving education in Thai public schools (44 per cent), followed by MLCs (27 per cent) (Chulalongkorn University & UNICEF Thailand, 2022). In certain circumstances, migrant parents decide to enrol their children in MLCs because these centers provide mother tongue-based education aligned to their children's hopes and dreams for the future. Some of these centers provide multiple educational pathways including both Myanmar and Thai non-formal education. However, many MLCs continue to face existential challenges relating to registration and legalization. While there is significant awareness of these challenges, there is far less knowledge about how to navigate and implement supportive efforts that enable the formal acknowledgement of the role of MLCs in Thailand.

This report will explore the available school registration options available to MLCs in Thailand and the implications of ensuring all children in Thailand have access to an education that meets their needs. It makes the case that MLCs are a complementary approach to realizing the 2005 Cabinet Resolution on Educational Provision for Persons without Legal Status or Thai Citizenship – not a parallel education system – and urges policymakers to work to strengthen legal registration pathways as well as recognition and accreditation channels for teachers and students.



# 2

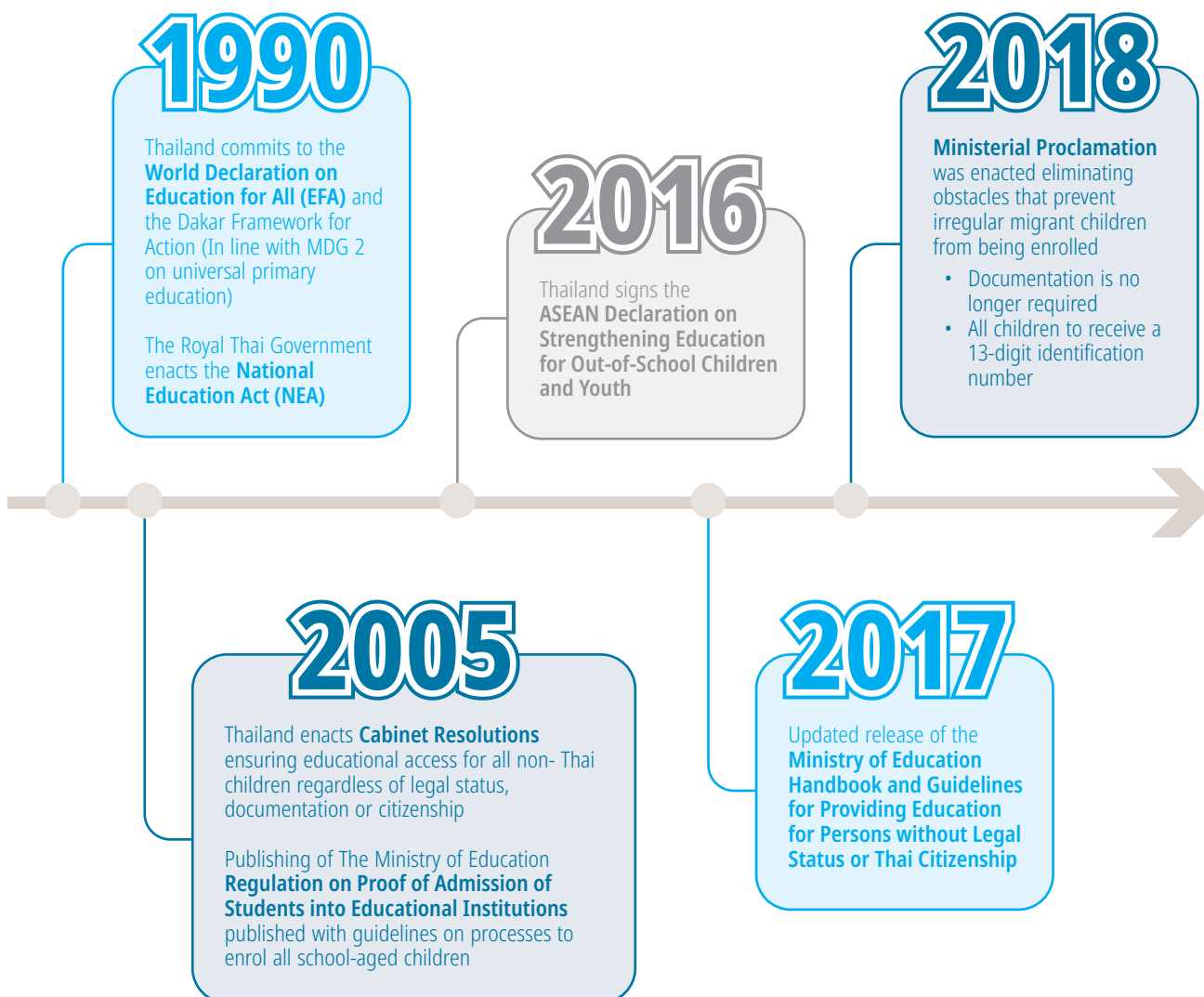
## Including the excluded: The role of MLCs in advancing Education for All in Thailand

### 2.1 Milestones for access to education for migrant children

Over the past three decades Thailand has become an economic hub: attracting nearly 4 million migrant laborers, mostly from neighbouring countries (United Nations Thematic Working Group on Migration in Thailand, 2019). Accompanying this influx of migrant workers is the need to provide education to their children, in accordance with Thailand's commitment to the 1990 World Declaration on Education for All (EFA) and the Dakar Framework for Action. Thailand ensured migrant and stateless children's right to education within the 2005 Cabinet Resolution on Educational Provision for Persons without Legal Status or Thai Citizenship. This resolution guarantees access to 15 years of free education for all children in the nation regardless of citizenship, documentation or legal status. In 2016, as a signatory of the ASEAN Declaration on Strengthening Education for Out-of-School Children and Youth, Thailand reaffirmed that education is a human right, and all children are entitled to an education premised on non-discrimination and equal opportunities for all. This includes a commitment to the strengthening of national coordination mechanisms on inclusive education and capacity building programmes for personnel and teachers to develop and implement strategies which address the needs of children outside of the education system (ASEAN, 2016). Following this, in March 2017, a policy was enacted allowing Thailand-born migrant and stateless children to apply for Thai citizenship upon graduation from a Thai university.<sup>1</sup> In 2018, a Ministerial Proclamation removed documentation barriers that previously prevented migrant children from enrolling in Thai public schools: enrolment no longer requires formal documentation and all children, regardless of nationality, are able to enrol in schools and are assigned a G-code which can be converted to a 13-digit national identification card and enable access to other basic public services. At the same time, the 2018 Equitable Education Fund Act has made additional funding available to schools to support children from low-income families – including migrant children (Apikul, C., 2019).

<sup>1</sup> For further details see: Secretariat of the Cabinet, "Government Gazette Book 134: Ministry of Interior Announcement," 16 March 2017, pp. 10-14, <http://www.ratchakitcha.soc.go.th/DATA/PDF/2560/E/079/10.PDF> (in Thai); and Moodjalin Sudcharoen, "The Anticipatory Childhood: Language Socialization of Burmese Migrant Children and Imaginings of a Thai National Future," paper presented at the 13th International Conference on Thai Studies in Chiang Mai, Thailand, on 15-18 July 2017.

**Figure 1: Education for All milestones in Thailand**



## 2.2 Barriers to inclusion

Progressive steps have been taken to expand access to education. As a result of this progressive policy reform, many migrant children have enrolled in Thai public schools as well as other available education options, namely early childcare centers, public schools, private schools, non-formal education and Migrant Learning Centers (Chulalongkorn University & UNICEF Thailand, 2022). As a case in point, the Ministry of Education (MoE) reported more than 145,000 non-Thai students were enrolled in Office of the Basic Education Commission (OBEC) schools in 2017 (United Nations Thematic Working Group on Migration in Thailand, 2019). However, ground-level barriers for migrant children to enrol and complete a formal education at Thai public schools have slowed progress. Documented challenges for migrant children to enrol in Thai public schools include: language barriers, access to transportation, a lack of awareness of enrolment processes and procedures, negative perceptions of migrant children, school-level administrative challenges, documentation and security gaps, and high levels of poverty resulting in school dropouts (Lowe, T., Chan, L. & Tyrosvoutis, G., 2022; Tyrosvoutis, G., 2019; Thame, C. & Patrawart, K., 2017; Save the Children & World Education, 2014). Even if migrant parents have followed legal registration processes as part of their employment in Thailand, their children are often without legal documentation (United Nations Thematic Working Group on Migration in Thailand, 2019). While local enforcement of policy differs across schools and possibly between provinces (Chulalongkorn University & UNICEF Thailand, 2022), some

migrant parents have reported that a lack of legal documentation is a practical barrier to access for their children to enrol in Thai public schools. Additionally, in order to enrol in a public school, citizens are required to have a 13-digit identification code. Non-Thais who are not in the civil registration system can be issued a 'G-code' to circumvent this requirement. Schools can enter a student's information into the national education database which is then approved by the MoE, however, this registration process requires the student's information to be verified first by the local district office (Ministry of Education, 2022). Access to identity documentation has been cited as a reason for migrant children not being able to or being deterred from enrolling in Thai public schools (Tyrosvoutis, G., 2019).

## 2.3 Migrant Learning Centers: A complementary approach to achieving Education for All in Thailand

Over the past 30 years, and partially as a result of documented access challenges, Thailand has seen a proliferation of Migrant Learning Centers (MLCs). 2019 estimates place 16,350 migrant children studying in MLCs across Thailand – with over 12,000 of those in 66 centers in Tak Province (United Nations Thematic Working Group on Migration in Thailand, 2019).

While each Migrant Learning Center is unique, they share some generalizable aspects. MLCs in Thailand:

- Are locally-developed and community-based
- Provide mother tongue-based (and often multilingual<sup>2</sup>) education
- Use curricula from children's country of origin
- Incorporate cultural events, histories and knowledge
- Are locally-known and operate under local auspices
- Are financially supported locally and/or by national and international charities and donors
- Have strong connections with the wider migrant community.

Some MLCs offer multiple educational pathways and programmes, including but not limited to: the Myanmar national curricula, English and Thai language courses, vocational training and life skills, General Educational Development (GED) programmes, both Thai and Myanmar non-formal education, and Montessori programmes. The majority of MLCs are not formally registered which has led migrant education stakeholders to consider viable, long-term, sustainable options and models for their continued operation. During the COVID-19 pandemic, MLCs and the migrant children they serve faced increasingly complex challenges related to identity documentation, health, financing and security (UNICEF Thailand, 2020). Education stakeholders working along the border found it necessary to apply a humanitarian lens to their work, prioritizing provision of emergency food and hygiene supplies to communities experiencing lockdowns, individuals in crisis and families displaced by conflict.

MLCs and the education they provide are viewed as relevant and, in some cases, pose fewer barriers to migrants than enrolling in a Thai public school. MLCs remain the only mother-tongue education option for migrants from Myanmar who wish to retain attachment to their country of origin and intend to return to in the future (Chulalongkorn University & UNICEF Thailand, 2022). Nevertheless, the widespread political destabilization and safety concerns that have escalated in Myanmar since February 2021 have severely impacted the long-term plans of the migrant population. Many parents and student in MLCs feel deep anxiety over the situation in Myanmar and that it will affect their future plan (Lowe, T., Win, N. & Tyrosvoutis, G., 2022).

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<sup>2</sup> The attempts to provide multilingual education are relatively unstructured and in instances of migrant children who remain in Thailand are not adequate to effectively transition to Thai public schools or work opportunities within the country.



# 3

## Situating MLCs within the access to education policy landscape in Thailand

Under the 1999 National Education Act (NEA), there are three classifications of education in Thailand:

- 1. Formal education** consists of 15 years of basic education which can be delivered in three types of institutions: 1) early childhood development centers or childcare centers;<sup>3</sup> 2) schools (private or public); and 3) learning centers.
- 2. Non-formal education** can be considered more flexible in terms of delivery modalities, however, curricula must be approved by the local Education Service Area Office. Typically, those enrolled in non-formal education (NFE) use the national NFE curriculum.
- 3. Informal education**, translated as “at-will education”, refers to additional educational options and qualifications one could choose to pursue beyond that offered via formal and non-formal channels. All children in Thailand are guaranteed 12 years of free basic education under Section 54 of the Constitution of Thailand. This publication focuses on the opportunities and challenges for non-Thai children to access both formal and non-formal education at learning centers throughout Thailand.

In Thailand, a **Learning Center** is defined as ‘a place providing education by non-school entities including individuals, family members, communities, community organizations, local administration, private or professional organizations, religious institutions, establishments, hospitals or medical institutions, foster homes and other social institutions’.

National Education Act, Chapter 3, Section 18 (3) <sup>4</sup>

In addition to educational policies issued by the MoE, this publication recognizes that multiple other laws, policies, and issues affect migrants’ ability to access public education. These influence both the need for, and ability of, learning centers to legally register and also pose substantive implementation barriers to the realization of the national commitment to education for all. The following is a brief overview of indirect factors compounding education registration policy barriers:

<sup>3</sup> These are defined as follows in the National Education Act: “early childhood development institutions, namely: childcare centers; child development centers; preschool child development centers of religious institutions; initial care centers for disabled children or those with special needs, or early childhood development centers under other names.”

<sup>4</sup> Translation by authors.

## 3.1 Ministry of Labor regulations

Requirements governing non-citizens becoming 'teachers', to be able to legally teach in Thailand, include holding a bachelor's degree in education or an equivalent qualification recognized by the Teachers Council of Thailand. Migrant workers who cross the border with limited documentation from their home country can acquire a Migrant Worker card, commonly called a 'pink card', to be able to legally work in Thailand. However, this category of identification explicitly prohibits holders from undertaking skilled professions such as teaching. This creates a barrier for many Migrant Learning Centers who wish to pursue legal registration, as many of their 'teachers' do not possess the documentation to become legal teachers in Thailand.

## 3.2 Teacher licensing regulations

Some MLCs employ Thai citizens to teach Thai language or foreign citizens to teach English, however, most teachers at MLCs are migrants from Myanmar. Currently, many of the educators at MLCs possess legal documents provided by registered foundations supporting educational projects. Depending on the context, this has created structural challenges as those working at MLCs are not permitted to have 'teacher' as their legal occupation. Instead, they are employed as 'translators', 'assistants', or 'general laborers'.

### Teacher licensing in Thailand

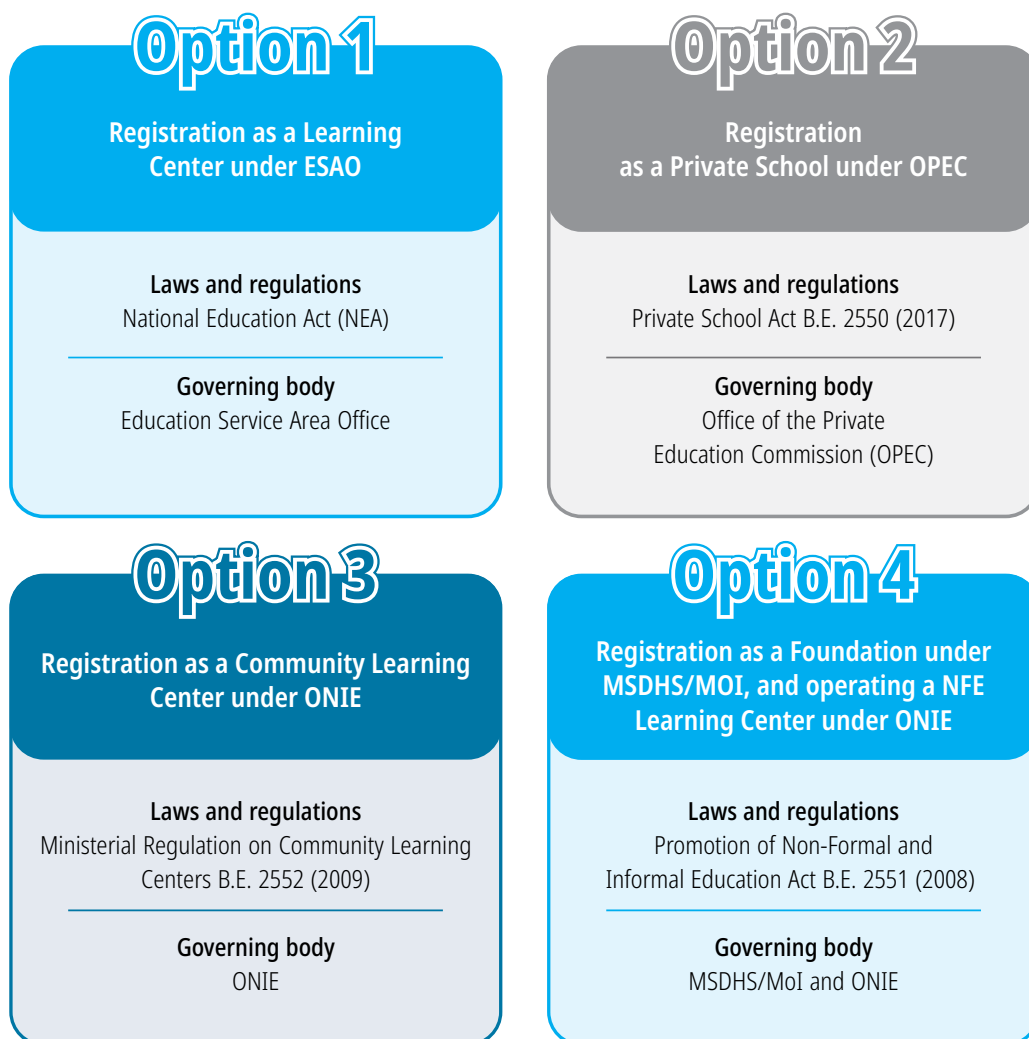
Teaching is a licensed profession in Thailand under Section 43 of the Teacher and Educational Personnel Council Act of 2003 (TEPCA). Non-Thai citizens are able to apply for a teaching license if they possess either a degree in an education-related field, a foreign teaching license, or a graduate diploma in an education-related field. Additionally, the applicant must be at least 20 years of age, have at least one year of teaching experience, and obtain all necessary legal documents: a non-"O" or non-"B" VISA, a work permit, and a police background check. Meeting the requirements of this policy has proven unfeasible for those seeking to teach at most unregistered MLCs. Consequently, those supporting educational activities are employed as 'laborers' under a registered Thai foundation supporting educational services.

# 4

## Available pathways for MLC registration

Across Thailand, there appears to be four distinct models of legal registration which could address the considerations above:

**Figure 2: Four potential pathways for MLC registration**



## 4.1 Registration as a learning center

Registration as a learning center (LC) is possible for previously registered associations or foundations under the Ministerial Rule on the Right of Community Organizations and Private Organization to Provide Basic Education in Learning Centers. Learning centers can provide either formal, non-formal, or informal education, however, curricula must be approved by the Commission of Basic Education and teachers at LCs must be licensed. Essentially, the LC category was designed as an option for rural/remote communities to establish a space for education in locations where public schools do not yet exist.

<b>Option 1: Register as a learning center under Education Service Area Office</b>	
<b>Examples</b>	Rai Som Wittiya Learning Center, Chiang Mai (under Education Service Area Office)
<b>Opportunities &amp; benefits</b>	<ul style="list-style-type: none"> <li>• Provides some flexibility to teach curriculum for non-Thai students outside the core formal curriculum</li> <li>• Able to have some autonomy regarding testing and assessment</li> <li>• Experienced individuals from the local community can teach additional subjects/content as long as most teachers are licensed or have certifications.</li> </ul>
<b>Challenges &amp; barriers</b>	<ul style="list-style-type: none"> <li>• Very restrictive with operations similar to that of a Thai public school</li> <li>• Requires appointing qualified Thai management and teachers, and submitting curricula and lesson plans in Thai for approval</li> <li>• Thai should be the official language of instruction which may present practical barriers for non-Thai learners and teachers</li> <li>• A learning center can only serve a maximum of 50 students for permission to be granted by Education Service Area Office. If serve more than 50 student and more than 100 student, the request must be submitted to Education Service Area Committee and Office of Basic Education Committee, respectively.</li> </ul>
<b>Qualifications for registration</b>	<ul style="list-style-type: none"> <li>• Must operate as a not-for-profit entity and have a primary objective related to supporting public interest</li> <li>• The LC must be managed by a registered organization located in the same vicinity</li> <li>• Acceptable types of organizations that can register a LC:               <ul style="list-style-type: none"> <li>• Associations</li> <li>• Foundations</li> <li>• Other types of legal entities (or project under a legal entity).</li> </ul> </li> </ul>

## Option 1: Register as a learning center under Education Service Area Office

<p><b>Documents required to register</b></p>	<p>1. An overview of the organization including:</p> <ul style="list-style-type: none"> <li>• Name, objectives, and address of the organization</li> <li>• History/background of organization with records of performance</li> <li>• Evidence of registration</li> <li>• Power of attorney of an authorized person as a manager or representative of the organization</li> <li>• Copies of the authorized person’s ID and household registration.</li> </ul> <p>2. An Education Management Plan,* including:</p> <ul style="list-style-type: none"> <li>• Name, objectives, and address of the LC</li> <li>• Type and level of education provided (i.e., non-formal or informal)</li> <li>• Full curriculum in Thai language</li> <li>• Internal quality control system and teaching methodologies</li> <li>• Names and qualifications of all education personnel.</li> </ul> <p>*The Education Management Plan must be a collaborative effort between the organization and the local Office of the Basic Education Commission (OBEC) and must be approved by the Education Service Area Office.</p>
<p><b>Curriculum</b></p>	<p>The LC’s core curriculum must be that used in Thai public schools as prescribed by the Commission of Basic Education (Section 34, NEA).</p> <p>OR</p> <p>If providing informal education, the curricula must be approved by the MoE.</p>
<p><b>Foreign teacher VISA considerations</b></p>	<p>Foreign teachers must have a non-immigrant “B” VISA.</p> <p>After entering into the country, foreign teachers are required to obtain:</p> <ul style="list-style-type: none"> <li>• A work permit from the Ministry of Labor</li> <li>• A Teacher’s License from the Ministry of Education (Section 53, NEA).</li> </ul>
<p><b>Key laws and policies</b></p>	<p>National Education Act (1999); Ministerial Rule on the Right of Community Organizations and Private Organization to Provide Basic Education in Learning Centers B.E. 2555.</p>



## Case Study

# 1

### Avoda MLC, Mae Sot, Tak Province

## The challenges of registering as a learning center

Avoda Foundation has been registered in Thailand for over 10 years and currently operates MLCs in multiple provinces. At their MLC in Mae Sot, Avoda employs five staff under their foundation who teach over 100 migrant students. They mainly provide

Thai language support for non-Thai students who would like to study Kor-Sor-Nor (Thai non-formal Education) or enrol in a Thai public school.

Avoda decided to pursue registration as a learning center as the legal requirements seemed more manageable than other registration options. A spokesperson from Avoda Foundation in Mae Sot explained, "The requirements and paperwork [required to register as a LC] are few and easy to follow.... Learning centers have specific standardizations like classroom size, student-teacher ratios, LCs must have a library, a playground, and follow the Thai curriculum."

Despite this registration pathway being straightforward on paper, Avoda Foundation encountered practical issues preventing their registration from being accepted. Although Avoda employs two Thai citizens as teachers, they were told the teachers needed certified professional licenses. It was not financially viable for Avoda to hire certified Thai teachers, and they also were not able to hire a Thai manager who held a degree in management nor were they able to submit a Thai language curriculum. As a result, they discontinued the LC registration process and have continued to operate under their foundation.

## Case Study

# 2

### Rai Som Vittaya Learning Center, Fang, Chiang Mai Province

## Successful registration as a learning center

Rai Som Vittaya was founded in order to provide flexible education for stateless children of migrant workers. The majority of their students come from the Tai Yai ethnic group or are children of migrant workers from Shan State, Myanmar.

Rai Som registered as a kindergarten-level learning center in 2018 and later as a primary-level learning center in 2020. Rai Som decided to pursue registration as a learning center since the specific requirements and registration procedures were relatively straightforward.

Mr. Weera Yorum (Khun Oat), Director of Rai Som Vittaya, described the registration procedure as follows:

1. Prepare curricula for 8 core subjects: Thai, mathematics, science, social studies, health, technology, art, and a foreign language
2. Prepare full lesson plans for each subject and each grade
3. Present the curricula and lesson plans at the local education area office along with the registration documents.

He also described some key requirements prescribed by the NEA that had to be observed in order to register successfully:

- A learning center committee must be formed which must appoint 15 committee members among parents, community leaders, and teachers
- The number of students should be around 20 to 50
- Thai must be the instructional language and all documentation must be in Thai.

## 4.2 Registration as a private school

Registration as a private school is possible for both formal and non-formal education. The registration process contains substantial steps and has many requirements including submitting a school business plan with an associated management structure, as outlined in the Private Schools Act, to obtain a school license. The building plan must be approved by the Primary Educational Service Area Office (PEASO) and teachers at private schools must be licensed.

Option 2: Registration as a private school under OPEC	
<b>Examples</b>	Santawamaitree School, Mae Sot, Tak. <sup>5</sup>
<b>Opportunities &amp; benefits</b>	<ul style="list-style-type: none"> <li>• Can offer Ministry of Education accreditation to students</li> <li>• The Government subsidizes up to 70 per cent of the cost when providing formal education, similar to a Thai public school.</li> </ul>
<b>Challenges &amp; barriers</b>	<ul style="list-style-type: none"> <li>• A non-formal private school is not eligible for financial support from the Government, but has the same registration requirements as formal private schools</li> <li>• Most MLCs do not have the financial resources needed to hire a Thai director and licensed teachers</li> <li>• Curriculum requirements are a barrier for most MLCs making this option not feasible</li> <li>• VISA, licensing, and work permit requirements are unfeasible for majority of migrant teachers.</li> </ul>

<sup>5</sup> One stakeholder noted that the policy landscape has changed since Santawamaitree School registered as a private school in the mid-2000s. At that time, the school was registered as a private school for charity, and 100 per cent of the budget was covered by the Government. This law has since been amended and charities no longer receive support to register as private schools.

## Option 2: Registration as a private school under OPEC

<p><b>Qualifications for registration</b></p>	<p>A juristic person that applies for a private school license can be either a:</p> <ol style="list-style-type: none"> <li><b>1. Public or Private Company Limited (or Partnership):</b> More than half of the total shares/ capital must be owned by Thai shareholders or partners</li> <li><b>2. Registered Foundation:</b> The director must be a Thai citizen as well as more than half of the board of directors</li> <li><b>3. Legal Registered Association or Cooperative:</b> The director must be a Thai citizen as well as more than half of the board of directors and members.</li> </ol> <p>For all registration options, the manager or the representative of the organization must:</p> <ul style="list-style-type: none"> <li>• Hold Thai citizenship</li> <li>• Be at least 21 years old</li> <li>• Possess a bachelor's degree</li> <li>• Demonstrate good behavior and morals</li> <li>• Possess faith in a democratic form of government with the King as the Head of State</li> <li>• Additional requirements may be requested.</li> </ul>
<p><b>Documents required for registration</b></p>	<ul style="list-style-type: none"> <li>• A certified copy of the company registration and its objectives</li> <li>• A public or private company limited requires the list of shareholders; a partnership requires the list of partners; a legally registered association or cooperative requires the names and nationalities of directors and all members</li> <li>• Power of attorney of an authorized person as a manager or representative of the company including copies of the authorized person's ID, household registration, and academic record of a minimum of an undergraduate degree</li> <li>• Details of school's operation:             <ul style="list-style-type: none"> <li>• Name, category, and objectives of the school</li> <li>• Location and layout showing the compound and building(s) of the school</li> <li>• Curriculum and overview of approaches to learning and teaching methods</li> <li>• Educational assessments and evaluation methods</li> <li>• Criteria for calculation of all tuition fees and fee rates</li> <li>• Other details under the ministerial regulations relating to the school's operation (i.e., school's logo, policies, etc.).</li> </ul> </li> </ul>
<p><b>Curriculum</b></p>	<p>There are seven types of non-formal private school options:</p> <ol style="list-style-type: none"> <li>1) Religious school</li> <li>2) Art and sports school</li> <li>3) Vocational school</li> <li>4) Tutoring school</li> <li>5) Life-skills training school</li> <li>6) Islamic learning center (Tadika)</li> <li>7) Pondok learning institution.</li> </ol> <p>For (2), (3), (5), the curriculum must be (i) provided by the Ministry of Education; (ii) created in accordance with the curriculum guidelines provided by the Office of Private Education Commission; or (iii) a curriculum created by the school must be approved by the Permanent Secretary of the MOE. For (4), the curriculum must be the basic education core curriculum (divided into three levels: (i) elementary school; (ii) lower secondary school; and (iii) upper secondary school).</p>

## Option 2: Registration as a private school under OPEC

<b>Foreign teachers' VISA considerations</b>	Foreign teachers must have a non-immigrant "B" VISA. After entering into the country, foreign teachers are required to obtain: <ul style="list-style-type: none"><li>• A work permit from the Ministry of Labor</li><li>• A Teacher's License from the Ministry of Education (Section 53, NEA).</li></ul>
<b>Key laws and policies</b>	Private School Act 2017

### Case Study

# 3

### Santawamaitree Private School, Mae Sot Successful registration as private schools

Originally established as a migrant learning center, Santawamaitree School was later registered as a private school in order to receive government funds and operate more sustainably. The school was founded by Dr. Rangsiphon and now enrolls over 400 migrant children. All Santawamaitree School students receive a Thai recognized education and learn in an inclusive environment. Dr. Rangsiphon is now in the process of registering five additional learning centers as private schools. These schools are in remote locations serving hill tribe populations.

## 4.3 Registering as a Community Learning Center under ONIE

ONIE recognizes a Community Learning Center (CLC) as a center which “promotes and supports the provision of non-formal and informal education with quality in line with the educational policies based on the community contexts, and mobilizes community resources and participation of network parties for implementation and for providing learning activities.”<sup>6</sup>

Option 3: Register as a Community Learning Center under ONIE	
<b>Examples</b>	Ban Nai Soi Community Learning Center, Mae Hong Son
<b>Opportunities &amp; benefits</b>	<ul style="list-style-type: none"> <li>• Fewer explicit regulations in law dictating the age and number of learners, curricula, or the language of instruction</li> <li>• Operates under the auspices of ‘preserving local wisdom’ and recognizes ethnic culture and language</li> <li>• More than one CLC can be established in a particular subdistrict.</li> </ul>
<b>Challenges &amp; barriers</b>	<ul style="list-style-type: none"> <li>• Likely to depend upon pre-existing relationships between founders and local community and authorities, and therefore, not a replicable pathway – especially for areas with many MLCs</li> <li>• Must be community funded; not eligible for government subsidy</li> <li>• Only one case of an officially registered CLC serving migrant students (Ban Nai Soi); most serve remote and indigenous ethnic communities where there are not enough spaces in public schools.</li> </ul>
<b>Qualifications for registration</b>	<ul style="list-style-type: none"> <li>• A village leader should appoint a community committee member to be in charge of running the CLC, including ensuring a well-resourced space, providing activities for learning, and follow-up to assess learners</li> <li>• The village leader must appoint a community committee to oversee the center</li> <li>• A CLC should provide lifelong learning opportunities for members of the community and can operate to preserve local wisdom.</li> </ul>
<b>Documents required to register</b>	<ul style="list-style-type: none"> <li>• The Community Committee Leader must provide a plan for running the learning center</li> <li>• A CLC must have an appropriate learning space for the community it serves – it can be in a private business, place of worship, inside of a government building, or on government-owned land</li> <li>• A CLC must be registered with the Office of Non-Formal and Informal Education (ONIE) or Kor-Sor-Nor</li> <li>• Requires an agreement from the subdistrict governor and sign-off from the Provincial Governor.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• No explicit policy on curricula although law mentions CLCs must “follow the rules of the Provincial ONIE”<sup>7</sup></li> <li>• NFE curriculum likely used in most cases but supplemented with locally developed curricula.</li> </ul>
<b>Foreign teacher VISA considerations</b>	<ul style="list-style-type: none"> <li>• No explicit regulations outlined in 2009 Ministerial Regulation.</li> </ul>
<b>Key laws and policies</b>	<ul style="list-style-type: none"> <li>• Ministerial Regulation on Community Learning Centers B.E. 2552 (2009).</li> </ul>

<sup>6</sup> See further details from the Office of the Non-Formal and Informal Education: [http://203.147.24.83/onieWeb/plann/files/%E0%B8%95%E0%B9%89%E0%B8%99%E0%B8%89%E0%B8%9A%E0%B8%B1%E0%B8%9A%20%20N%20I%20E%20\\_62%20web.pdf](http://203.147.24.83/onieWeb/plann/files/%E0%B8%95%E0%B9%89%E0%B8%99%E0%B8%89%E0%B8%9A%E0%B8%B1%E0%B8%9A%20%20N%20I%20E%20_62%20web.pdf)

<sup>7</sup> Translation by authors.



## **Ban Nai Soi Community Learning Center, Mae Hong Son** **Establishing a CLC: A formal pathway** **for registration?**

Located in rural Mae Hong Son, Ban Nai Soi Community Learning Center registered in 2008, largely through the social integration and community development efforts of the founder. After years of trust building and establishing local credibility, the Center was able to officially register. This has allowed for increased opportunities to serve the migrant community as well as getting national and international attention. Ban Nai Soi serves around 30 children who are either Thai, from underprivileged backgrounds, or migrants from Myanmar. The Center now also runs a Thai NFE programme.

When the Center was established there were no public schools in the village. This created a clear need for community development opportunities for out-of-school youth. Aware of the lack of traditional and livelihood content within the formal education curriculum, the Center's vision is to increase social integration and community development, and improve local livelihoods. Ban Nai Soi focuses on developing life skills, ethics, language and communication skills, and computer skills.

While providing an interesting case study, the particular set of conditions and time dedication of the founder that allowed Ban Nai Soi CLC to establish may not be replicable for provinces with large migrant populations such as Tak and Ranong and is certainly not a scalable model for MLCs nationwide.

## 4.4 Registering as a foundation and operating an NFE Learning Center

Registering as a foundation and operating an NFE Learning Center first requires a registered charitable foundation to be established under the Ministry of Social Development and Human Security (MSDHS) or the Ministry of the Interior (MoI). Language around supporting the provision of education must be within the objectives of the foundation. The foundation must then obtain a Memorandum of Understanding (MoU) to operate as a non-formal and informal education learning center under the local ONIE Office.

Option 4: Registration as a foundation under MSDHS/MoI and operating a NFE Learning Center under ONIE	
<b>Examples</b>	<ul style="list-style-type: none"> <li>• Marist Asia Foundation MLC, Ranong</li> <li>• Eight MLCs in Mae Sot have an MoU with the Kor-Sor-Nor Department and employ a Thai teacher who teaches one day a week at each school.</li> </ul>
<b>Opportunities &amp; benefits</b>	<ul style="list-style-type: none"> <li>• Can offer accreditation for students to continue education in Thailand</li> <li>• Curriculum offers flexibility to deliver additional content such as languages, life skills, and specific subject content</li> <li>• Can potentially be a multi-MLC solution</li> <li>• Foreign teachers receive VISAs/work documents under registered foundations.</li> </ul>
<b>Challenges &amp; barriers</b>	<ul style="list-style-type: none"> <li>• Not a national, legally prescribed option for registration, but a practical, local-level solution</li> <li>• There are limitations as to the number of KSN centers within a subdistrict; this restriction can also lead to students being registered in different subdistricts</li> <li>• A multilingual staffing base is needed to effectively meet all requirements</li> <li>• Depending on the location, teachers from the local KSN Office are assigned (or need to be hired) to teach at the center once a week. Typically, 40 students are required to assign one KSN teacher.</li> </ul>
<b>Qualifications for registration</b>	<ul style="list-style-type: none"> <li>• Must be a legally registered foundation with educational services as a primary objective. The foundation director/president must be a Thai citizen as well as more than half of the board of directors/advisory board</li> <li>• Non-formal and informal learning centers must be under the administration of a registered foundation and possess a Memorandum of Understanding (MoU) with the local Office of Non-formal and Informal Education (ONIE). These centers then possess status as an educational agency under the Government Teacher and Education Personnel Act, B.E. 2547 (2004).</li> </ul>
<b>Documents required for registration</b>	<ol style="list-style-type: none"> <li>1. An overview of the registered foundation including: <ul style="list-style-type: none"> <li>• Name, objectives, and address of the organization</li> <li>• History/background of organization</li> <li>• Power of attorney of an authorized person as a manager or representative of the organization</li> <li>• Copies of the authorized person's ID and household registration</li> <li>• Copies of all board members IDs and household registration.</li> </ul> </li> <li>2. An MoU with the local ONIE.</li> </ol>
<b>Curriculum</b>	The Center must deliver the Thai non-formal curriculum in partnership with the local ONIE. Additional curricula/course content may be used.

## Option 4: Registration as a foundation under MSDHS/Mol and operating a NFE Learning Center under ONIE

<b>Foreign teachers' VISA considerations</b>	Foreign teachers need to apply for non-immigrant "O" VISA After entering into the country, employees are required to obtain a work permit from the Ministry of Labor; the work permit cannot have teacher as a job title
<b>Key laws and policies</b>	Promotion of Non-Formal and Informal Education Act 2008; Government Teacher and Education Personnel Act 2004.

### Case Study

# 5

## Marist Asia Foundation, Ranong Province An emergent model for MLC registration: Foundation and MoU with Kor-Sor-Nor

Marist Asia Foundation (MAF) was registered in 2014 with the aim of offering education programmes to migrant populations in Ranong Province. In 2020 MAF obtained an MoU with the Kor-Sor-Nor Department to open a Non-Formal Education Community Learning Center.

In 2019, MAF and other Migrant Learning Centers in Ranong met with local education department officials to discuss what was necessary to operate after increased scrutiny regarding teacher documentation. MAF was made aware that under Thai law, being a registered foundation did not grant the Foundation the ability to provide education directly as a school or institution. MAF and other Migrant Learning Centers in Ranong were instructed by the local governor to follow one of three options, either a) register as a learning center, b) become a private school, or c) enrol the children into Thai public schools. MAF worked with a lawyer to explore options for registration in order to operate legally. The lawyer investigated the processes involved in pursuing each option. Representatives from MAF described the Foundation's exploration of the feasibility of each option:

*"During a meeting with the Head of the Education Department we were told that as a foundation we cannot run a school. [Operating a school] involves following the registration process, which we looked into but didn't pursue as you need to use the Thai curriculum and have Thai-qualified teachers. We felt that was a complete change from what we wanted to achieve – sending children to a Thai school was already an option. We wanted to have the flexibility to teach Burmese language and other subjects."*

Similarly, becoming a private school meant adopting the ONIE curriculum and employing a workforce of fully licensed Thai teachers. Becoming a private school would also require a large capital investment which was not only unfeasible for the Foundation but outside their vision for education.

Following continued discussions with local government and education officials, MAF obtained an MoU with the Kor-Sor-Nor Department for its center to be a Non-Formal Education Community Learning Center. This enabled MAF to provide accredited, Thai non-formal education to their students and supplement with other subjects.

# 5

## Feasibility assessment of available MLC registration pathways

### 5.1 Barriers that influence the feasibility of MLCs pursuing each pathway

**Figure 4: Summary table of the challenges and barriers found in each registration option**

Registration pathway	Main challenge for registration
1. Learning Center under Education Service Area Office	Requirements of Thai staff, Thai curricula, language of instruction unfeasible for many MLCs and number of students limited to 50 if request permission from Education Service Area Office.
2. Private school under OPEC	Similar to option 1 but also financially unfeasible for many MLCs.
3. Community Learning Center under ONIE	Not intended as a formal school option and designed to provide extra-curricular educational services promoting 'local wisdom' only.
4. Foundation and NFE MoU with ONIE	The most feasible and flexible solution available for MLCs to register.

A structural barrier for many MLCs, especially smaller and underfunded ones, is the Thai language and staffing requirements. This point is exemplified in the case of Avoda Foundation. One factor which is not adequately discussed by policymakers is the influence of beneficiaries' mother-tongue on their ability to integrate into the Thai system. Rai Som Vittaya's beneficiaries are mainly from ethnic groups whose language is related to Thai, so the language barriers are arguably less of an issue to overcome.

Producing full curricula and lesson plans in Thai, hiring additional Thai staff, and having Thai as the language of instruction are much further out-of-reach for many of the MLCs in Tak and Ranong Provinces, who teach and operate mostly in Burmese language. Many of these MLCs are the only option for parents who want their children to have a mother tongue-based education which is aligned to the Myanmar curricula in an environment which preserves the culture of their homeland (Tuangratananon, T., Suphanchaimat, R., Julchoo, S., Sinam, P., & Putthasri, W., 2019).

## 5.2 Language barriers: Access to education, teaching licenses and teacher recognition

With more migrant parents seeing their longer-term future in Thailand (Lowe, T., Chan, L. & Tyrosvoutis, G., 2022), the magnitude and impact of Thai language barriers needs to be intentionally addressed. Language barriers continue to prevent migrant parents from realizing their children are entitled to free education at Thai public schools. Language barriers prevent many more parents from being able to complete the paperwork required for school enrolment. Additionally, language barriers are holding many migrant children back from integrating into school (Chulalongkorn University & UNICEF Thailand, 2022). In essence, language barriers have acted to inhibit Thailand's realization of the 2005 Cabinet Resolution for the migrant population. These same barriers continue to inhibit registration and staffing of MLCs within the current policy framework. While prioritizing Thai language teaching for the migrant population is not a new idea, most efforts to date have been locally initiated by NGOs and limited by funding and project cycles. Addressing the language issue sustainably should be made a priority for the realization of the 2005 Cabinet Resolution. Migrant children should have access to quality Thai literacy education to better prepare them for public school, and migrant teachers should have options to develop their Thai language fluency to open-up accreditation pathways to become licensed educators in Thailand. This could occur either through the establishment of bilateral mechanisms which can ease the conversion of teaching qualifications from home countries, or a government scheme for migrants to become accredited, specialized educators within the Thai system.

## 5.3 Localization of education policy: A practical way forward

Similar to most countries, the policy landscape for legal registration of a learning center in Thailand is often rigid with little opportunity for flexibility or adaptation. However, the experiences of different organizations highlighted in this report indicate that a significant amount of localized policy interpretation has and continues to occur which has allowed MLCs to persist and serve over an estimated 16,000 learners across the nation. The local agreements that have enabled MLCs to endure could be a modern case study of Lipsky's (1969) street level bureaucracy, where in practice, learning center registration varies by locality and is dependent on establishing credibility with local authorities. This takes time, involves trust building, and requires developing strong professional relationships, as exemplified in Case Studies 3 and 4.

While legally registering as a learning center or private school remains largely out of reach for current unregistered providers, most are locally known in their communities and possess some agreements which enable continuity. The degree to which policy is implemented and interpreted slightly varies by locality and current administration. That said, the structural challenges regarding the legal status and security of teachers and student accreditation remain hurdles which are yet to be addressed. With such diversity and the continued influx of migrant labor, Thailand would benefit from considering localized approaches to educational governance and the ground-level challenges associated with ensuring education for all.



## **NFE Learning Center: A viable approach to registration and recognition**

Marist Asia Foundation's experience illustrates that obtaining an MoU with KSN might be a practical solution for MLCs to register under ONIE.

For MAF, being an NFE Learning Center provides several benefits. Firstly, the agreement with KSN offers a policy platform from which to operate. This is particularly important in Ranong where authorities are strict about unregistered schools. Secondly, teaching KSN gives their school the flexibility to supplement the core curriculum with subjects such as Burmese and English. Thirdly, the school can continue to employ some Myanmar citizens to provide complementary learning.

However, there are a few factors which might determine whether this registration model can be replicated by other MLCs. MAF does not receive any funding support for KSN teachers, so they have to fund the KSN teachers' salaries themselves. They do, however, receive 80 baht per month per student which they use to help support teachers' salaries. Financial barriers may prevent many MLCs from pursuing this option.

Signing an MoU with local Kor-Sor-Nor offices to provide non-formal education is possibly the most viable option for currently unregistered MLCs in Thailand provided they gain support from a registered foundation whose mandate is to support education. However, it is important to point out that the collaboration with KSN occurs through a local agreement and is not explicitly prescribed within current national education policy.

One final note of caution for MLCs pursuing this pathway is that MoUs are time-limited and can be withdrawn by either party. Therefore, not only is this pathway not legally prescribed, it is also not permanent and potentially precarious.

## **Migrant Education Coordination Center (MECC): A model for localization in Tak Province**

The Migrant Education Coordination Center (MECC)<sup>8</sup> was established by Tak Primary Education Service Area Office 2 (Tak PESAO 2) with support from World Education Thailand, UNESCO, and other organizations in order to improve the quality of education in MLCs by implementing an Educational Quality Framework (EQF). Adopting a holistic, multi-stakeholder approach, MECC coordinates between the migrant education stakeholders operating in Tak, including Myanmar teacher associations, Thai schools, the MoE, and NGOs. MECC also facilitates the enrolment of migrant students in MLCs and monitors student and teacher numbers. MLCs in Tak are provided with a plaque by MECC and are granted local recognition (although not legal registration).

The coordination model offered by MECC – as highlighted in UNICEF's Education Knows No Border report (UNICEF, 2019) – serves as a strong example of a localized solution which has allowed MLCs in Tak Province to be recognized by the local Primary Education Service Area Office and operate with some degree of recognition and protection. While unable to address all structural issues associated with being unregistered, this model does promote the decentralization of education policy and a localized first step. A coordination body for MLCs is an essential first step to promoting MLCs as a complementary approach to realizing the 2005 Cabinet Resolution.

8 For more information, see: <https://www.mecctak2.com/>

# 6

## Conclusions

As part of contemporary advances towards achieving education for all in Thailand, the migrant education ecosystem continues to provide education for over 16,000 migrant children. Carving out and consolidating achievable legal registration pathways and providing necessary support for MLCs to register should be a priority for policymakers and education stakeholders in Thailand. MLCs must be considered a complementary approach to realizing the 2005 Cabinet Resolution and not a parallel system.

As a potential pragmatic solution for MLC recognition within the current policy framework, this publication identified the most viable model for MLCs to be registered is via non-profit foundations obtaining an MoU with KSN to provide non-formal education. By being under a registered foundation, MLCs are able to provide legal documents and visas for foreign teachers while at the same time having some flexibility regarding the curriculum. This model allows for teaching additional languages and subject content alongside the Thai non-formal curricula which can provide migrant children with options and open potential doors for further study in Thailand. However, multiple stakeholders cautioned that this option is dependent upon a non-legally binding MoU which is also time-bound and therefore not a permanent solution. It is recommended to further explore this option and identify if it is possible to scale this approach beyond the examples cited here. All children need an education that will lead to future opportunities for them, and in the case of migrant children, multiple educational pathways could address the multitude of uncertainties they face when considering their educational futures.

Based on the findings of this publication, the following guiding questions have been developed to assist currently unregistered entities of learning consider their options:

- 1. What kind of legal documentation is your center able to provide to teachers?**
  - a. Does this documentation provide teachers with necessary, long-term, and renewable security?
  - b. How does your center provide professionalization opportunities to your teachers?
- 2. Does the curriculum your center uses enable children and youth to receive a recognized certificate? If not, what options are available to certify the education occurring at your center?**
  - a. Is it possible for your center to provide access to multiple education pathways via a mixture of formal and non-formal options?
- 3. What formal or informal relationships/agreements exist that enable your center to operate?**
  - a. Are these agreements documented and renewable?
- 4. What additional legal registration channels is your center currently pursuing?**
  - a. What are the main barriers your center faces regarding these channels?
  - b. What models or organizations can you look to for guidance on registration?

# 7

# Recommendations

Beyond secondary review of relevant resources and bilateral discussions with MLC providers to identify the different options available, a stakeholder consultation was organized on 14 March 2023. The aim of this consultation was to share the draft findings of the report and gather further insights, particularly from those who were not involved in the bilateral discussions. Participants' inputs were used to enhance the initial findings and are reflected in the following recommendations.

## 7.1 Recommendations for Thai government agencies at the national level

Recognize Migrant Learning Centers (MLCs) as providers of complementary and essential education services and resources in response to specific needs of migrant children to realize the promise enshrined in the 2005 Cabinet Resolution; and contribute to their eventual participation in Thai mainstream education system, society, and workforce.

Improve the collection, analysis, and use of data relating to MLCs' resources, including teachers, children, and technology, as well as children's school readiness and ensure it informs planning at the national, regional, and local levels.

Explore flexible pathways to teacher certification and legal documentation for teachers and paraprofessionals, such as teacher aides, locally-contracted teachers, or teaching assistants, to encourage and facilitate MLC legal registration.

Explore collaboration with the MoE of origin countries, as well as the Thai NFE system, to encourage the transfer of migrant students' education credits from MLCs and the possibility of teacher exchange or teacher collaboration between countries.

## 7.2 Recommendations for Thai government agencies at sub-national level

ESAO, Provincial Education Office, OBEC, and Non-Formal Education Office should prioritize engaging, cooperating, and communicating with MLCs in planning, allocating resources, and extending technical support. This can be facilitated for example by establishing a local (or even national) coordinating agency as a focal point for engaging with MLCs similar to the Migrant Education Coordination Center (MECC) led by Tak ESAO-2. The focal point/agency can also serve to improve migrant families' access to information on available education entitlement options in Thailand.

Evaluate opportunities and challenges of MLC legal registration pathways and provide necessary and proactive support for MLCs to register.

- Support MLCs in forming and strengthening collaboration with the Non-Formal Education Office (NFE or Kor-Sor-Nor) via MoU as an early step in the pathway towards MLC registration. Collaboration with NFE allows MLCs to provide migrant children with flexible options and opportunities for further study in Thailand.
- Assist MLCs or collectives of MLCs that are ready in their registration as non-profit foundations, which would enable MLCs to provide legal documents and VISAs for foreign teachers and to adopt the Thai non-formal curricula.
- Explore other legal registration pathways that are achievable within the context of MLCs.

Broaden opportunities for students at MLCs by providing multiple educational pathways that could address the multitude of uncertainties children face when considering their educational futures such as language training, vocational training, accreditation, and credit-transfer.

- Provide language support for MLC teachers, paraprofessionals (i.e., teacher aides, teaching assistants) and children. Recognize that children in MLCs need language support to learn and transition to study within the Thai formal or informal education system. Providing research-proven language instruction supports, such as Teaching Thai as a Second Language and Mother Tongue-based Multilingual Education, will not only help children adjust to Thai schools, but also potentially improve learning outcomes and teacher efficiency.
- Provide support for MLCs to continue to deliver vocational training, life skills, cultural training, as well as alternative education pathways such as GED or iGCSE for migrant children and youth.
- Explore the credit transfer process from MLCs to Thai education systems. As MLCs can provide education during the transitional period for migrant children, MLCs are positioned to assess and place children at the right learning level, regardless of the children's Thai language ability. While MLCs are preparing to undergo legal registration, an interim credit transfer process will benefit children who are transitioning to the Thai education system.

Provide technical support for professional development, curriculum and instruction, for teachers, paraprofessionals, education supervisors, and non-formal education teachers who contribute to MLCs.

## 7.3 Recommendations for MLCs

Establish and develop relationships with Thai communities and local authorities to build trust and credibility in local areas.

Create a network and platform with other MLCs within and across provinces for knowledge exchange and information sharing.

Raise awareness of migrant children and parents on possible education options in Thailand including EFA policy and the 2005 Cabinet Resolution on Education for Unregistered Persons; and where feasible, support migrant children to transition to formal or non-formal options within the Thai public education system, which these children are entitled to as part of the 2005 Cabinet Resolution.

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# Annex

## ANNEX A. Potential policy windows for further exploration

There are potential opportunities for registration which are less formally defined in the legal framework. Below are policy areas which could be further explored:

**ONIE policies** ([www.nfe.go.th](http://www.nfe.go.th))

### Network parties: A potential window for localized coordination

The 2008 Promotion of Non-Formal and Informal Education Act demarcates legal guidelines for the national promotion and operation of non-formal and informal education.<sup>9</sup>The Act upholds the principle of “decentralization of powers to educational establishments and participation of network parties in the provision of education” (Section 6, also Section 41 of NEA).

‘Network Parties’ are defined as:

“...a person, family, community, communal society, local administrative organization, private body, professional body, religious institution, business operator and other bodies, **including other educational establishments not attached to the Office of the Non-Formal and Informal Education**, which participates in or has the objective of carrying out non-formal and informal education.”

Promotion of Non-Formal and Informal Education Act, Section 4<sup>10</sup> (emphasis added)

MLCs can fall under the definition of educational establishments not attached to ONIE which participate in or carry out non-formal and informal education. This clause formally recognizes the space that learning systems such as MLCs currently operate within. The Act later states that a “Sub-Committee of Network Parties” should be set up by the ONIE commission, comprising “various sectors of society which participate in the promotion and support of non-formal and informal education” (Section 13).

It is worth investigating the function of the sub-committee and network parties and the possibility of having representatives from MLCs join such committees. An initiative which encourages MLC representatives to join regional network parties and be recognized by ONIE could be a way forward for inclusive education in Thailand. While not a registration pathway *per se*, building connections and communication channels could foster stronger linkages between MLCs and NFE and potentially lead to more recognition, support, and protection for migrant education providers and their students.

<sup>9</sup> Unofficial translation retrieved from: [https://www.ilo.org/dyn/natlex/natlex4.detail?p\\_lang=en&p\\_isn=82879&p\\_country=THA&p\\_count=458](https://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=82879&p_country=THA&p_count=458)

<sup>10</sup> Retrieved from: <https://www.moe.go.th/backend/wp-content/uploads/2020/10/1.-%E0%B8%9E%E0%B8%A3%E0%B8%9A.-%E0%B8%AA%E0%B9%88%E0%B8%87%E0%B9%80%E0%B8%AA%E0%B8%A3%E0%B8%B4%E0%B8%A1%E0%B8%81%E0%B8%B2%E0%B8%A3%E0%B8%A8%E0%B8%B6%E0%B8%81%E0%B8%A9%E0%B8%B2.pdf>



## Recognizing migrant populations in education policy

The Office of Non-Formal and Informal Education (ONIE) states their target groups as:

- The general public
- Inmates
- The workforce (aged 15-59)
- Those with disabilities
- Farmers
- The elderly
- Thai hill tribes
- Local leaders
- Overseas Thais
- Disadvantaged or underprivileged children
- Conscripts
- Thai-Muslims in southern border provinces
- The Moken or “Chao Ley” or “Chao Thai Mai” in the official language

Migrants – a significant population in Thailand – are not explicitly mentioned among these categories. This is perhaps one factor preventing the development of specific policies related to the provision of education for migrant populations – whether through MLCs or otherwise – leaving a policy gap that both allows for multiple routes for MLCs to operate under and simultaneously obfuscates a clear, legal pathway for MLC registration.

## 2004 Ministerial Regulation regarding the Right of Enterprise to Provide Basic Education in Learning Centers

The Skill Development Promotion Act encourages enterprises to invest in training for their employees. The Office of the Education Council reports that some enterprises provide formal secondary education, vocational training, or technical training following work-related curricula under these regulations. Interestingly, the rules which govern the establishment of other types of learning centers under ONIE are not imposed in this category, for example, “rules on the number of buildings, classrooms and student/teacher ratio are not applied, and teaching licenses are not required for instructors.”<sup>11</sup> The author found no reports of MLCs pursuing registration under this category currently, but it could be an area to explore.

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11 Office of the Education Council (2017). Education in Thailand. P38. Retrieved on 10/10/2022 from [https://www.bic.moe.go.th/images/stories/pdf/EDUCATION\\_IN\\_THAILAND\\_2017.pdf](https://www.bic.moe.go.th/images/stories/pdf/EDUCATION_IN_THAILAND_2017.pdf)

## **ANNEX B. Acronyms used in the report**

<b>CLC</b>	Community Learning Center
<b>EFA</b>	Education for All
<b>KSN</b>	Kor-Sor-Nor (Thai Non-Formal Education)
<b>LC</b>	Learning Center
<b>MAF</b>	Marist Asia Foundation
<b>MLC</b>	Migrant Learning Center
<b>Moi</b>	Ministry of Interior
<b>MSDHS</b>	Ministry of Social Development and Human Security
<b>NEA</b>	National Education Act
<b>NFE</b>	Non-Formal Education
<b>OBEC</b>	Office of the Basic Education Commission
<b>ONIE</b>	Office of the Non-Formal and Informal Education
<b>OPEC</b>	Office of the Private Education Commission
<b>PESAO</b>	Primary Education Service Area Office
<b>TEPCA</b>	Teacher and Educational Personnel Council Act of 2003

## **ANNEX C. List of interviewed individuals and organizations**

1. Help without Frontiers Thailand Foundation, Mae Sot, Tak Province
2. Marist Asia Foundation, Ranong, Ranong Province
3. Rai Som Vittaya, Fang, Chiang Mai Province
4. Suwannimit Foundation, Mae Sot, Tak Province
5. Office of Non-Formal and Informal Education (ONIE), Mae Sot, Tak Province
6. Avoda Learning Center, Mae Sot, Tak Province
7. Dr. Premjai Vungsiriphisal, Chulalongkorn University, Bangkok
8. Dr. Rangsiphon Plianphan, Santawamaitree Private School, Mae Sot
9. Foundation for Education Development (FED), Phang Nga, Phang Nga Province
10. Ban Nai Soi Community Learning Center, Mae Hong Son, Mae Hong Son Province.

## **ANNEX D. List of organizations that participated in the stakeholder consultation that was organized on 14 March 2023**

1. The Migrant Education Coordination Center (MECC)
2. Primary Education Service Area Office Tak 2
3. Office of Non-Formal and Informal Education (ONIE), Mae Sot, Tak Province
4. Help without Frontiers Thailand Foundation
5. Rai Som Vittaya
6. Marist Asia Foundation
7. Suwannimit Foundation
8. Avoda Learning Center
9. Santawamaitree Private School
10. Foundation for Education and Development (FED)
11. Child's Dream Foundation
12. The Inclusive Education Foundation (InED or Teacher Focus)
13. UNESCO Bangkok
14. UNICEF Thailand.

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