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EDUCATION KNOWS NO BORDER:

A COLLECTION OF GOOD PRACTICES AND
LESSONS LEARNED ON MIGRANT EDUCATION IN THAILAND

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EXECUTIVE SUMMARY

Thailand has a progressive and generous education policy that mandates 15 years of free education for all children, whether they are Thai nationals, undocumented migrants or stateless children. The enrolment of migrant and stateless children in Thai public schools has increased markedly since the landmark 1999 Education for All Policy and 2005 Cabinet Resolution on Education for Unregistered Persons. More recently, the Equitable Education Fund (EEF) that aims to support the education of poor and disadvantaged students, has also benefited migrant and stateless children and boosted their enrolment rate in Thai public schools. Yet, migrant children are still the largest group of children out of school, with some estimates showing that half of the migrant children are out of school and not receiving any form of education.¹

This publication identifies the challenges of educating migrant children – for migrant children and families, and for schools – and explores, through case studies, the good practices and effective strategies that Thai public schools and educational authorities have adopted to address the challenges in enrolment, teaching and learning, and preventing drop out. The publication also investigates the financial cost of addressing these various educational challenges, including how public schools are using the subsidies provided by the Thai government and how they are mobilizing additional resources, as well as how parents are coping with the additional costs of education for transportation, the purchase of different school attires and tuition fees.

Challenges

The challenges of educating migrant children are complex. They are closely interlinked with identity documentation, health, community, labour and security issues, and cannot be resolved by educational authorities and experts alone. It is no longer sufficient to attend only to what is within one's specific jurisdiction or expertise. We must approach the complexity with greater collective effort.

For instance, some rural schools are aware that their students who live on farms are being exposed to harmful chemicals and has resulted in children developing sores on their skins or falling sick. Yet, there is no clear system or guidelines in place for schools and educational authorities to highlight this problem with health authorities and employers, calling on action from employers to take measures to protect migrant workers and children's health.

Teaching migrant students is a reality facing Thai public school teachers today. With falling birth rates among the Thai population and increasing cross-border mobility, the number of school-age children with a migrant background is likely to rise in the future. Yet, school teachers often do not feel sufficiently supported to teach students with multilingual and diverse learning needs, particularly in building the Thai proficiency of migrant children, communicating with parents/guardians, and dealing with frequent and prolonged absenteeism and high drop-out rates. Other challenges that schools and teachers face are related to the educational system's expectation of the schools to demonstrate academic achievement, and the attitudes of Thai parents towards migrants.

At the same time, there are challenges faced by migrants that affect both the schools and the educational system. Migrants' economic situation, their awareness of educational options open to their children in their locality, and their perceived value of education determine migrant children's access to education.

Although the Thai government covers school fees and provides a subsidy for books, supplies, extra-curricular activities and uniforms, parents still incur expenses for uniforms and transportation, and lunch for secondary school students. Moreover, some schools ask for voluntary contributions from parents. The total expenses for schooling could range from about THB1,000 to over THB10,000 per student per year, which could be unaffordable for migrant workers, especially if they have many children to support.

1 Benjamin Harkins, ed., *Thailand Migration Report 2019*, United Nations Thematic Working Group on Migration in Thailand (Bangkok, 2019), <https://thailand.iom.int/thailand-migration-report-2019-0>.

Besides enrolling in Thai public schools, some Myanmar parents/guardians prefer sending their children to migrant learning centres, especially when they plan to stay for a short period in Thailand and would like their children to learn Burmese. For adolescents, especially those who are working, they tend to choose to enrol in a non-formal education (NFE) programme due to its flexibility. However, for adolescent migrant and stateless students, one of their key concerns is obtaining identity documents, and this affects their motivation to continue their studies. This is because the type of identity document they are able to obtain would determine their access to services and support, including scholarships and student loans for further studies, their mobility and the type of employment they could legally work in, and their access to health and other public services.

Schools are important institutions for learning and acquiring the knowledge and skills needed for employment. But, they are also important for bridging migrant-related issues such as health, identity documentation and labour. Schools could promote the overall well-being of students, including a sense of safety and belonging. Schools could instil moral values and good behaviour, and could change attitudes towards the migrant population, especially in schools where there is a mix of migrant and Thai students. Schools play an essential role in promoting respect for diversity and inclusion. Additionally, schools often play an important role in community development, and in improving the hygiene, safety and health of the surrounding communities. Therefore, it is crucial to ensure that schools and educational stakeholders are adequately supported to address the complex challenges surrounding migrant children's education and well-being.

Good Practices and Lessons Learned

The focus of this publication is on the practices and lessons from Thai public schools, and from local educational authorities in Bangkok, Chiang Mai, Ranong, Samut Sakhon, Tak and Trat. The publication showcases eight case studies in these localities to illustrate the varying contexts and complexities of migrant education in Thailand, as well as the inspiration and ingenuity of teachers and school directors, government officials, and civil society groups that are influencing changes to systems and attitudes, and contributing to intercultural harmony and understanding. The publication also features some good practices such as the Migrant Education Coordination Centre (MECC) in Mae Sot, the Global Citizenship Education Programme and Teaching Thai as a Second Language Programme.

In summary, the five key ingredients for success include: adopting a partnership approach in policy implementation and programming; building strong leadership, motivation and capacity to support migrant children; implementing effective teaching and learning strategies; improving the relevance of education; and engaging migrant parents and the migrant community. These ingredients for success are briefly discussed below.

In summary, the five key ingredients for success include:

- Adopting a partnership approach in policy implementation and programming
- Building strong leadership, motivation, capacity and skills to support migrant children
- Implementing effective teaching and learning strategies
- Improving the relevance of education
- Engaging migrant parents and the migrant community

The Tak Education Service Area Office (ESAO) 2 and MECC offer a partnership model for local educational governance that could be adopted by local authorities. Partnerships with local non-governmental organizations (NGOs) like Foundation for Rural Youth and Labour Protection Network are critical as they play a key role in connecting with migrant communities and in understanding their varying needs. Another important partner is the private sector, particularly those employing large numbers of migrant workers. There is evidence showing that children's enrolment in schools provides peace of mind for migrant parents, and appears to drive their motivation and productivity at work.

Strong leadership for inclusive education is a critical factor contributing to the success in managing the school budget, subsidies and funds to support migrant and stateless children. There are a wide variety of barriers preventing students from enrolling and staying in school, some of which may be due to the economic hardship of families. Schools have made use of the EEF in innovative ways to encourage enrolment and retention by reducing families' financial burden. Yet, some schools may still need guidance in enrolling migrant and stateless children, and applying for the EEF.

Schools have adopted various teaching and learning strategies for migrant students. However, there is not much research in Thailand that assesses the effectiveness of these different strategies, and whether students who lack Thai language proficiency can learn it more quickly when their mother tongues are used to supplement instruction. However, extensive research in other countries shows that migrants who have some mother tongue-based education, particularly in developing literacy skills do better than young migrants submerged in existing classrooms. Moreover, teachers that have received training and materials on teaching Thai as a second language have commented on their usefulness in teaching migrant children.

The cultural diversity in school communities is already prompting educational stakeholders to re-examine their roles and relevance. Many schools interviewed have commented on the need to enhance the relevance of education, and have stressed the development of life skills and vocational skills starting from as early as primary school as there are a number of overage children. There is also a growing interest in global citizenship education to equip children today with the knowledge and skills to thrive in this globalized and interconnected world.

Engaging with parents and the community is a challenge but absolutely vital in reducing drop-out rates and absenteeism. At parent-teacher meetings and home visits, conversations often cover not only academic performance but also the value of education and completing secondary school. At the same time, schools and teachers play a major role in improving children's health, family's well-being and community's environment, and teachers often discuss hygiene and cleanliness with parents. Parents seem to appreciate these meetings and visits with teachers, and teachers find them useful in better supporting the students.

Recommendations

Recommendations based on the findings from this study are provided below for the Ministry of Education and national-level authorities, local educational authorities, and schools.

Recommendations for the Ministry of Education and National-Level Authorities

- Work closely with counterparts in the countries of origin of migrants to exchange information and data, share materials and resources to support the teaching and learning of migrant students, and ensure effective transition of migrant students from one system of education to another.
- Simplify the Office of the Basic Education Commission (OBEC) guidelines for the enrolment of migrant and stateless children in schools and improve its user friendliness. Produce and disseminate to all schools a booklet on the ways in which schools could use the Equitable Education Fund (EEF) to encourage students' enrolment and retention in schools, and help cover the additional costs of educating migrant children. Organize periodic trainings for local authorities and schools on using the OBEC guidelines and on applying for and effectively managing the EEF.
- Allocate budget and resources to increase and improve training for school directors and teachers in supporting migrant children, including the development of skills relevant to teaching multi-ethnic students, teaching in multi-age classrooms, teaching Thai as a second language, and life skills and global citizenship education. Additionally, provide training for pre-primary and primary teachers on the Nutrition and Hygiene Guidelines developed by the Ministry of Public Health, with support from UNICEF. Incorporate these as part of pre-service and in-service training of teachers and make these courses available in the teacher training coupon programme.
- Provide flexible recruitment arrangements for teachers who speak the language of migrant children. Training for both the Thai teacher and the language assistant on working together to build the Thai proficiency of migrant students is also needed.
- Develop a standardized information package for migrants that orient them on the education rights and entitlements of their children, the enrolment period for Thai public schools, and procedures for transferring to another school should they move locations within Thailand. Targeted for dissemination through public schools and non-governmental organizations (NGOs), this information package must be in multiple languages and formats – print, audio and video.

- Conduct a study on the potential of the Thai non-formal education (NFE) programme as an educational pathway for migrant children, especially for adolescents, including the development of a clear referral system and process for schools to refer children to NFE centres. For the longer-term, OBEC may consider reviewing the relevance of the national curriculum against Thailand's educational goals and demands of today's globalized and multicultural society.
- The Thai government may consider opening up employment opportunities in higher-skilled jobs, especially for migrant and stateless students that have studied in Thai public schools. From an economic perspective, they would be able to contribute back to the Thai economy, including through tax payment, given the investments the government has put into subsidizing the education of migrant and stateless children.

Recommendations for Local Educational Authorities

- Establish systems for multi-stakeholder cooperation and partnerships in addressing issues related to the education of migrant children, including in identifying and reaching out-of-school children, developing campaigns to raise the awareness of employers with migrant workers on the importance of migrant education, and providing budget support to schools for their specific learning needs. Adopt good practices from the Migrant Education Coordination Centre in Mae Sot, the Samut Sakhon Education Service Area Office and various NGOs.
- Put in place a system and guidelines for schools, educational authorities and health authorities to work together with employers to ensure that migrant workers and their children living in accommodations provided by employers, such as farms and construction sites, are safe and healthy, free from exposure to harmful chemicals and dangerous equipment. The guidelines should include the process of identifying chemical hazards, and recognizing signs of chronic and acute chemical poisoning.
- In scheduled meetings with school directors, include issues related to migrant and stateless children in the agenda, and provide opportunities to discuss solutions towards overcoming challenges related to enrolment, teaching and learning, and managing the school budget, subsidies and funds to support migrant and stateless students.

Recommendations for Schools

- Engage with local NGOs and employers as partners in increasing the enrolment of migrant children, supporting migrant children's continuing education, minimizing school drop-out rates, advocating for better collaboration between educational and health authorities for children's safety, health and well-being, and raising awareness among parents and employers about the education and health rights of migrants and their families.
- Participate in events that bring together teachers from different schools and actively share good practices and lessons learned, as well as teaching and learning materials that have been developed for multicultural, multilingual and multi-age classrooms, including materials for teaching Thai as a second language, life skills and global citizenship education.
- Communicate regularly with migrant parents (not just during parent-teacher meetings and home visits), particularly to impart the values of education and prevent student drop out. Be proactive in finding the best ways to communicate with parents by engaging bilingual students and the surrounding communities to help, including employers and NGOs.

TABLE OF CONTENTS

Executive Summary	1
List of Abbreviations and Acronyms	6
Preface	7
1. The Achievements and Impact of Thailand’s Educational Policies	11
1.1 Legislation – Education for All	11
1.2 Equality in Educational Funding and Subsidies for Poor Families	11
2. Continuing Challenges	13
2.1 System-Level Challenges	13
2.2 School-Level Challenges	14
2.3 Migrants’ Expenditures and Preferences for Education	16
3. Case Studies	21
3.1 Bangkok	22
3.2 Samut Sakhon	27
3.3 Chiang Mai	31
3.4 Tak	39
3.5 Ranong	44
3.6 Trat.....	46
4. Good Practices and Lessons Learned	49
4.1 Adopting a Partnership Approach in Policy Implementation and Programming.....	49
4.2 Building Strong Leadership, Motivation and Capacity to Support Migrant Children	50
4.3 Teaching and Learning Strategies	51
4.4 Improving the Relevance of Education.....	52
4.5 Engaging Migrant Parents and Migrant Community.....	53
5. Policy Recommendations	55
5.1 Recommendations for the Ministry of Education and National-Level Authorities	55
5.2 Recommendations for Local Educational Authorities	56
5.3 Recommendations for Schools	57
Annex I: Methodology	59
Annex II: List of Key Informants	60

LIST OF ABBREVIATIONS AND ACRONYMS

ASEAN	Association of Southeast Asian Nations
BMA	Bangkok Metropolitan Administration
CMFA	Chiang Mai Framework for Action
DLTV	Distance Learning Television
EEF	Equitable Education Fund
ESAO	Education Service Area Office
FRY	Foundation for Rural Youth
ILO	International Labour Organization
IOM	International Organization for Migration
LPN	Labour Protection Network
MECC	Migrant Education Coordination Centre
MLC	Migrant Learning Centre
MoU	Memorandum of Understanding
NFE	Non-Formal Education
NGO	Non-Governmental Organization
O-NET	Ordinary National Education Test
OBEC	Office of the Basic Education Commission
PMT-MLE	Patani Malay-Thai Multilingual Education
STEM	Science, Technology, Engineering and Mathematics
UNESCO	United Nations Educational, Cultural and Scientific Organization

PREFACE

Thailand has a progressive and generous education policy that mandates 15 years of free education for all children, whether they are Thai nationals, undocumented migrants or stateless children. The Government of Thailand has also invested significant resources in education to increase access to primary and secondary schooling, and achieve the Sustainable Development Goal 4's target that all children will have completed both primary and secondary schooling by 2030.

However, educational inequality continues to be a key challenge for Thailand, both in terms of access to education for disadvantaged groups of children, and in terms of quality education and learning outcomes based on geography, language and wealth. Migrant children are the largest group of children out of school, with some estimates showing half of the migrant children out of school and not receiving any form of education.²

Thailand will not achieve the Sustainable Development Goals if it does not tackle the challenges of providing education for migrant children. Furthermore, education is a key strategy for the protection of migrant children against human trafficking, child labour, sexual exploitation and other illicit activities.

The education of migrant children also offers economic and social benefits. A direct economic benefit is the increase in migrant workers' productivity when their children are safe in schools. Longer-term economic benefits include the nurturing of a new generation of literate, skilled and educated migrants that can contribute to the Thai economy.³ Social benefits include the opportunity for Thai and migrant students to learn in a multi-cultural environment, and foster cross-cultural appreciation and understanding, which can have a positive ripple effect beyond the schools.⁴

The enrolment of migrant children in Thai public schools has increased markedly since the landmark 1999 Education for All Policy and 2005 Cabinet Resolution on Education for Unregistered Persons – specifying that every child is entitled to 15 years of free education regardless of their legal status or nationality. Yet, the data clearly illustrates that there are significant barriers to migrant children's access to education.

At the outset, it is crucial to remind ourselves that migrant children are not a homogenous group and have different legal status and family situations – some migrated with their parents, some are not staying with their parents and some were born in Thailand. Children have different types of identity documents, or none at all and are stateless. Moreover, their legal status and family situation may change over their lifetime. Older children do not have the same experience as younger ones, or those born in the country. Nevertheless, they all seem to face some forms of marginalization and discrimination that impact their access to education and other public services.

2 Benjamin Harkins, ed., *Thailand Migration Report 2019*, United Nations Thematic Working Group on Migration in Thailand (Bangkok, 2019), <https://thailand.iom.int/thailand-migration-report-2019-0>.

3 Some studies have shown that migrants who have been in Thailand for a long period of time and attended Thai schools, generally prefer to remain in Thailand rather than return to their country of origin. See Jerry Huguet, Aphichat Chamratrithirong and Claudia Natali, *Thailand at a crossroads: Challenges and opportunities in leveraging migration for development* (Bangkok and Washington, D.C.: IOM and Migration Policy Institute, 2012); Mahidol University and Asian Institute of Technology, "Migrant Children's Education in Thailand: Policy Brief," October 2014, <http://www.ipsr.mahidol.ac.th/ipsrbeta/FileUpload/PDF/Report-File-503.pdf>; and World Education and Save the Children, *Pathways to a Better Future: A Review of Education for Migrant Children in Thailand: Policy Brief* (2015), https://resourcecentre.savethechildren.net/node/9016/pdf/policy_brief_eng_final_resized.pdf.

4 Kerry Carrington, Alison McIntosh and Jim Walmsley, eds., *The Social Costs and Benefits of Migration into Australia* (Commonwealth of Australia, 2007), pp. 49-56, https://www.dss.gov.au/sites/default/files/documents/01_2014/contents_exec_summary_and_intro_access.pdf. The report states that immigration has been beneficial for Australians as they gain not only cosmopolitan attitudes and experiences, but also diverse inputs that help to enrich Australian life and enhance the country's positive image globally.



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“I was born in Thailand but I have no identity documents – not from Thailand, and not from Cambodia, where my parents are from. This has prevented me from participating in inter-school competitions and applying for scholarships, and when I graduate, getting a job will be a problem. I feel completely hopeless and heartbroken.”

~ Bell, 20 years old, Secondary 6 Student (see Box 1 to read his story)

The challenges of educating migrant children are complex. They are closely interlinked with identity documentation and citizenship, health, community, labour, and security issues, and cannot be resolved by educational authorities and experts alone. It is no longer sufficient to attend only to what is within one’s specific jurisdiction or expertise. We must approach the complexity with greater collective effort.

“Schools are not just about educating the children, we also have to be concerned about their health and hygiene habits, and their safety.”

~ Teacher, Khlong Jak School, Trat

Teaching migrant students is a reality facing Thai public school teachers today. With falling birth rates among the Thai population and increasing cross-border mobility, the number of school-age children with a migrant background is likely to rise in the future. Yet, school teachers often do not feel sufficiently supported to teach students with multilingual and diverse learning needs.

At the same time, schools are more than a space for learning and acquiring the knowledge and skills needed for employment. They can promote the overall well-being of students, including a sense of safety and belonging. Schools also instil moral values and good behaviour, and can change attitudes towards the migrant population, especially in schools where there is a mix of migrant and Thai students. Schools play an important role in promoting respect for diversity and inclusion. Additionally, schools often play an important role in community development, and in improving the hygiene, safety and health of the surrounding communities. Therefore, it is crucial to ensure that schools directors and teachers are adequately supported to address the complex issues surrounding migrant children's education and well-being.

This publication aims to identify the challenges of educating migrant children – for migrant children and families, and for schools – and explore the good practices and effective strategies that schools and educational authorities have adopted to address the challenges in enrolment, teaching and learning, and preventing drop out. The publication also investigates the financial cost of addressing these various educational challenges, including how public schools are using the subsidies provided by the Thai government and how they are mobilizing additional resources, as well as how parents are coping with the additional costs of education – for transportation, the purchase of different school attires, tuition fees, and so on.

The focus of this publication is on the practices and lessons from Thai public schools,⁵ and from local educational authorities in Bangkok, Chiang Mai, Ranong, Samut Sakhon, Tak and Trat. The publication showcases eight case studies in these localities to illustrate the varying contexts and complexities of migrant education in Thailand, as well as the inspiration and ingenuity of teachers and school directors, government officials, and civil society groups that are influencing changes to systems and attitudes, and contributing to intercultural harmony and understanding. The publication also features some good practices such as the Migrant Education Coordination Centre (MECC) in Mae Sot (Box 2), the Global Citizenship Education Programme (Box 3) and Teaching Thai as a Second Language Programme (Box 4).

This publication draws upon UNICEF's experience working with local educational authorities and schools that are supporting the enrolment and learning of migrant children in different parts of the country. It is based on face-to-face interviews with national and local governmental authorities and civil society representatives, as well as school directors and teachers, and students and parents in 16 Thai public schools in Bangkok and five provinces – Chiang Mai, Ranong, Samut Sakhon, Tak and Trat. The publication also refers to secondary resources, including publications, reports, journal papers and news articles. See Annex 1 for more details on the methodology and Annex 2 for a list of key informants.

The publication is divided into five sections. The first section explores the achievements and impact of Thailand's educational policies on migrant children. This is followed by a look at the continuing challenges that Thailand faces in the education of migrant children, and how they are interlinked with other challenges related to identity documentation, health, labour and security issues. The third section showcases case studies of eight schools in Bangkok, Chiang Mai, Samut Sakhon, Tak and Trat that have developed good practices and lessons that other schools could consider adopting. These good practices and lessons are collated and further analysed in the fourth section, and the final section provides some policy recommendations that could be taken by educational authorities and schools to replicate and scale up good practices to support the enrolment and learning of migrant children.

⁵ The Thai public schools visited are of different sizes from less than 100 to over 1,000 students, and are mainly primary schools (grades 1-6). Some schools also have pre-primary or kindergarten classes that accept students from age 4, and others have classes until lower secondary (Secondary 3 or Grade 9).



1

THE ACHIEVEMENTS AND IMPACT OF THAILAND'S EDUCATIONAL POLICIES

1.1 Legislation – Education for All

Thailand has a progressive legal and policy environment that allows all children in Thailand, including documented and undocumented migrants, to access free education. The landmark 1999 Education for All Policy and 2005 Cabinet Resolution on Education for Unregistered Persons specifying that every child is entitled to 15 years of free education regardless of their legal status or nationality, have significantly increased migrant children's enrolment in Thai public schools.⁶

Based on the 2005 Cabinet Resolution on Education for Unregistered Persons, the Ministry of Education has involved stakeholders from various governmental and non-governmental organizations to develop guidelines for the enrolment of migrant and stateless children in schools. These guidelines that include the education rights and entitlements of migrant and stateless children have been widely disseminated to local authorities and schools, and is available online. In addition, the Bangkok Metropolitan Administration (BMA) has printed these guidelines and distributed them to schools under their jurisdiction.

On 16 March 2017, the Thai government announced a new policy permitting Thailand-born migrant and stateless children, who are studying in or have obtained degrees from Thai tertiary educational institutions, to apply for Thai citizenship – provided that they meet a set of criteria.⁷ But its implementation and application success rate is uncertain. Furthermore, the cost of tertiary education is high, and migrant and stateless children's access to financial support for tertiary education is very limited.

1.2 Equality in Educational Funding and Subsidies for Poor Families

As part of Thailand's 15-Year Free Education Programme that covers pre-primary, primary and secondary education, the Office of the Basic Education Commission's (OBEC)⁸ subsidy to schools is based on the number of students non-Thai students and students without identification documents, allowing schools to receive per student subsidies when they enrol migrant and stateless students. The per student subsidy covers school fees, textbooks, educational supplies, uniforms and extra-curricular activities. In addition, primary schools receive subsidies for lunch and milk. The subsidies are provided directly to the schools to administer, and usually, only the subsidy for uniforms is transferred by the school to parents/guardians in the form of cash amount or vouchers.

Schools under the BMA receive additional subsidies, such as breakfast, field trips, personal accident insurance, health check-up, English and Chinese language classes, sports equipment, computers, and library books. These subsidies are also provided on a per-student basis regardless of legal status or nationality.

⁶ Note that the latest Thai Constitution of 2017 states the right of every child to receive quality education for **12 years** from pre-primary to the completion of compulsory education free of charge – that is up to lower secondary education. The 15-Year Free Education Programme covers pre-primary, primary, and both lower and upper secondary education.

⁷ 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.

⁸ OBEC is responsible for formulating basic education policies, work plans, standards and core curricula, monitoring and evaluation, and promoting teaching innovation. The Policy and Planning Division of OBEC is responsible for budget allocations among public schools. At the local level, public schools are managed by the education service area offices (ESAOs) or by local administrative offices such as the Bangkok Metropolitan Administration (BMA).

In May 2018, the Equitable Education Fund (EEF) Act came into effect. The new Act and accompanying fund aims to address inequities in education and support the education of disadvantaged children, including migrant children living in Thailand, as well as the teachers and schools that support these target groups.

Students who are in households that earn less than THB3,000 per person per month and meet other criteria⁹ are eligible for conditional cash transfer from the EEF. A poor primary student is eligible for THB1,000 per year while a poor lower secondary student can receive THB3,000 per year. The EEF provides an additional THB1,600 per year for extremely poor students in both primary and lower secondary schools. This conditional cash transfer programme will be expanded to pre-primary school students in the 2019/2020 academic year.

School personnel is responsible for identifying poor students, verifying and reporting their household poverty status, and managing the funds received. Community leaders and the school board help to verify and check for any irregularities in the data before reporting to the EEF. Half of the additional provision from the EEF to extremely poor students is given directly to households for the travelling and living expenses of the students, while the other half is administrated by the school for school meals and equity-focused activities.

Schools have certain autonomy to be innovative in the use of the EEF. Different schools have made use of this fund in different ways, which have supported the education of poor students, including migrant and stateless children, through the provision of transportation, lunch for secondary school students, and the development of life skills and vocational skills.

In the 2019/2020 academic year, the EEF will also expand its conditional cash transfer programme to 217 Border Patrol Police schools, further extending its reach to support access to education in remote and underserved areas of the country.

The equal entitlement of Thai and migrant students to the 15-Year Free Education Programme subsidies and the EEF has been a key driver for increased enrolment of migrant children in Thai public schools.



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⁹ Based on the proxy means tests, other criteria include the family's need to support other dependents, living in poor and unsafe conditions, do not own a car, and do not own more than 1,600 square metres of land.

2

CONTINUING CHALLENGES

There are a number of key challenges at various levels that are interrelated. Firstly, there are challenges related to educational governance and policy enforcement. They include the lack of data on migrants and migrant children, and the lack of an integrated system to collect data. Moreover, the lack of mechanism to boost motivation and capacity for enforcement, and the varied political will and commitment to promoting education for migrant children among both governmental and school leaders, significantly impact the educational opportunities available to migrant children in the localities. The need to consider migrant children's well-being in a holistic manner is another major challenge for current systems that operate in sectoral silos.

Secondly, there are challenges faced by schools in educating migrant children and promoting their well-being. Some are related to the educational system's expectation of the schools, for example, to demonstrate academic achievement, or the attitudes of Thai parents and teachers towards migrants. Other challenges are related to the need to build the Thai proficiency of migrant children, their increased likelihood to frequent and prolonged absenteeism, and high drop-out rates.

Thirdly, there are challenges faced by migrants that affect both the schools and the educational system. Migrants' economic situation, their awareness of educational options open to their children in their locality, and their perceived value of education determine migrant children's access to education.

These challenges are examined in turn below.

2.1 System-Level Challenges

Fundamentally, the lack of data on migrants and migrant children makes policy and planning difficult, and is a key barrier to migrant children's access to education.¹⁰

Another barrier is related to the flow of information and guidance to local authorities and schools. Although guidelines for enrolling migrant and stateless children are available and have been disseminated to local government officials and schools, the motivation and capacity to implement the policies vary. Due to staff rotation in the Thai civil service, the organization of periodic trainings or meetings at the local level on the purpose and use of these guidelines could help boost motivation and capacity of schools in raising enrolment rates and supporting the well-being of migrant and stateless children.¹¹

Moreover, as current systems tend to operate in sectoral silos, this is a significant barrier for considering migrant children's well-being in a holistic manner. For example, some rural schools are aware that their students who live on farms are being exposed to harmful chemicals and has resulted in children developing sores on their skins or falling sick. Yet, there is no clear system or guidelines in place for schools and educational authorities to highlight this problem with health authorities and employers, calling on action from employers to take measures to protect migrant workers and children's health.

¹⁰ Mam Katerenchuk, "Breakthrough in education for migrant children in Thailand," Save the Children, 22 March 2018, <https://campaigns.savethechildren.net/blogs/mam-katerenchuk/breakthrough-education-migrant-children-thailand>.

¹¹ Interview with Ms. Laddawan Lakkaew, Project Manager, Foundation for Rural Youth, 3 February 2019.

2.2 School-Level Challenges

Although the Thai government provides a per student subsidy, schools with migrant and stateless students face additional burdens, such as the need to build Thai language proficiency,¹² their increased likelihood to frequent and prolonged absenteeism, and high drop-out rates. High drop out may be due to academic difficulties, relocation of the family, financial hardship and/or opportunity costs.

The burden to build the Thai proficiency of migrant students often falls on the pre-primary and Primary 1 teachers. This is because schools generally do not have placement tests and require all new migrant students with no knowledge of the Thai language to begin in pre-primary or Primary 1 classes, although grade-skipping is allowed once the migrant student demonstrates good academic performance.¹³

Migrant children with no knowledge of Thai need additional support, especially in their first year of school. Teachers have to be prepared to give extra attention to new migrant students who are not yet proficient in Thai, including one-on-one support, and tuition during break and lunch times and after school. In most of the schools interviewed, they do not charge for these extra supports,¹⁴ and teachers report that they are not compensated for putting in the extra hours to develop the Thai proficiency of new migrant students.¹⁵ Moreover, many teachers interviewed have “learned by doing” and have not been equipped with the necessary skills and techniques, as well as materials and tools to teach Thai as a second language, which are required especially for older children.

With frequent moves and absences, migrant students often fall behind academically. For adolescents (aged 10-19 years), they may be pressured by their families to drop out of school to work or look after younger siblings. The school directors and teachers interviewed note a high drop-out rate among adolescents.

Other burdens commonly cited by schools include communication challenges with parents/guardians, the need to improve migrant children’s health and hygiene, and the relevance of the curriculum for migrant children.

As a result, there appears to be some public schools that have imposed informal age, language and documentation requirements that prevent enrolment of migrant children.¹⁶ Informants have indicated that some Thai public primary schools are unwilling to enrol migrant children who are 12 years or older, which prevents their access to formal education since secondary schools will only accept students that have completed primary schooling. Consequently, migrants who arrive as adolescents often fall through the gaps of formal schooling systems. At the same time, non-formal education (NFE) centres generally target adult learners, and its curriculum is more suited to that target group.¹⁷ There is a gap in providing education for adolescent migrants who have just arrived in Thailand, particularly those with no or little prior education.

The Foundation for Rural Youth (FRY) has, in collaboration with the Office of Non-Formal and Informal Education, adapted the NFE curriculum to suit younger learners (up to age 15) and FRY is offering it at its learning centre. Students completing the course will be certified, allowing them to pursue additional studies in Thailand. According to some reports,¹⁸ there are a few NFE centres that accept migrant children.

12 Gaining Thai language proficiency is not easy for Myanmar and Cambodian migrants. But because the Lao language is very similar to Thai, Laotians generally find it easy to learn the Thai language. For the Shan ethnic minority group that lives in northern Thailand, learning the Thai language is also not a problem for them as the dialect they speak is similar to the northern Thai dialect.

13 World Education and Save the Children, *Pathways to a Better Future: A Review of Education for Migrant Children in Thailand: Policy Brief* (2015), https://resourcecentre.savethechildren.net/node/9016/pdf/policy_brief_eng_final_resized.pdf.

14 In one of the schools interviewed – Sarnjao School in Bangkok – they offer after-school tuition that costs THB500 per student per month that is optional. Some migrant parents are willing to pay for tuition as they are unable to help their children with homework. For more information see Case Study 2 in Section 3.1.

15 Government officers are entitled to THB50 per hour for overtime payment but public school teachers may not be claiming for it.

16 Benjamin Harkins, ed., *Thailand Migration Report 2019*, United Nations Thematic Working Group on Migration in Thailand (Bangkok, 2019), <https://thailand.iom.int/thailand-migration-report-2019-0>.

17 Office of the Education Council, *Report on Education for Migrant and Stateless Children in Thailand* (Bangkok, 2018), <http://backoffice.onec.go.th/uploads/Book/1633-file.pdf> (in Thai); and interview with Ms. Laddawan Lakkaew, Project Manager, Foundation for Rural Youth, 3 February 2019.

18 Benjamin Harkins, ed., *Thailand Migration Report 2019*, United Nations Thematic Working Group on Migration in Thailand (Bangkok, 2019), p. 103, <https://thailand.iom.int/thailand-migration-report-2019-0>; and ILO, *Education for Child Labour and Migrant Children: Information Kits for Schools and Teachers* (Geneva and Bangkok, 2014), pp. 7-8.

Flexible and non-formal learning models are needed to increase children's access to education, especially for adolescents. The Thai NFE programme¹⁹ offers an educational pathway for migrant children that needs to be explored. Additionally, a clear referral system and process for schools to refer children to NFE centres is needed.

One of the factors that discourages schools from enrolling migrant students is the perception among some school directors and teachers that migrant children's poor Thai language skills would bring down the school's overall national examination (O-NET) score that affects the school's annual performance evaluation carried out by the Ministry of Education.²⁰

In reality though, this concern seems unfounded. Teachers interviewed have reported that migrant students' attitudes towards their learning are generally positive and often express gratitude for being given the opportunity to attend school. Once they are able to overcome the initial hurdle of learning the Thai language, migrant students' academic performance is comparable to Thais.

Some of the school directors and teachers interviewed, however, remark that O-NET should not be the only measure for the school's performance and reputation. Some even suggest that there should be exemptions for schools with a high number of migrants, and include other indicators for measuring school performance. In this respect, it is worth investigating the relevance and efficacy of the O-NET vis-à-vis the education of migrant children.

Another factor that discourages schools from enrolling migrant children is the discriminatory attitudes of Thai parents. Many Thai parents have demonstrated opposition to their children's schools allowing migrants to enrol. Some schools have experienced a decline in the number of Thai students as parents transfer them to another school. A 2017 survey conducted by UNICEF revealed that the majority of parents strongly believe that migrant children should attend migrant learning centres (MLCs) rather than Thai public schools. Only 33% of Thai parents agreed that migrant children have the same rights as Thai children.²¹

In the same year, UNICEF organized the Fight Unfair Campaign and the A Child Is A Child Campaign to raise awareness about the inequities facing migrant children in Thailand, particularly relating to their access to education and healthcare. The campaigns featured on digital channels, social experiment videos,²² interviews with influencers and celebrities,²³ and Friends of UNICEF field visits,²⁴ which reached over 11.5 million people, with 1.8 million video views and content shared more than 18,000 times in just four weeks.²⁵ It is believed the campaigns may have contributed to debunking common myths about migrant children by delivering facts and genuine reflections, and gaining support for the equitable rights of migrant children.²⁶

Some of the schools interviewed, such as the Ranong Mittraphap 60 School, have experienced a drop in student enrolment since they have started to accept migrant students. In Chiang Mai at Buak Krok Noi School, many Thai students have left due to the influx of migrant students, and have moved to the municipality school next door. However, informants have indicated some improvements in Thai parents' attitude towards schools accepting migrants in the context of the establishment of the Association of Southeast Asian Nations (ASEAN) Economic Community in 2015, and even encourage their children to learn Burmese or Khmer.

For Thai public school teachers, teaching in multi-ethnic and multi-age classrooms is the reality they face today. Yet, they do not feel they have adequate skills to address the diverse needs of students. Migrant students often face adversities such as poverty, housing and food insecurity, abuse or neglect. During interviews, school directors and teachers frequently mention that migrant children usually have poor personal hygiene habits when they first joined the school. They have to be taught basic hygiene and sanitation, such as how to wash their hands, body and hair, brush their teeth, go to the toilet, and wash their uniforms. Furthermore, teachers interviewed recognize that students are craving for opportunities to learn things that matter and are relevant to their lives.

19 The Thai NFE programme follows the same curriculum as the Thai public schools at primary and secondary education levels, and upon completion, students obtain educational certificates for the equivalent of primary or secondary education.

20 The O-NET or Ordinary National Education Test is a mandatory examination for Primary 6, Secondary 3 and Secondary 6 students in Thai public and private schools to assess students' academic proficiency according to the Basic Education Core Curriculum of 2008.

21 UNICEF, "UNICEF Annual Report 2017: Thailand," 2018, https://www.unicef.org/about/annualreport/files/Thailand_2017_COAR.pdf.

22 See <https://www.facebook.com/unicefthailand/videos/10155114451089632/>.

23 See <https://www.facebook.com/unicefthailand/videos/10155100349294632/?v=10155100349294632>.

24 See <https://www.facebook.com/unicefthailand/videos/10155120376499632/> and <https://www.facebook.com/unicefthailand/videos/10155150669149632/>.

25 See <https://www.facebook.com/unicefthailand/videos/10155155698314632/>.

26 UNICEF, "Fight Unfair II: #AChildIsAChild – The Campaign Final Report," undated.

The teachers interviewed express that their role is beyond just teaching academics. Teachers need to have the awareness, empathy and cultural competence to understand, listen and help students deal with their adversities. They indicate the need to be able to empower students to use their knowledge for their own and others' benefit.

The government annually provides every teacher with THB10,000 baht for training.²⁷ But based on interviews with teachers, the trainings are related to their subject specialization, while teacher training on the aspects mentioned above such as the management of multi-ethnic and multi-age classrooms, introduction of hygiene and sanitation practices, and empowerment of students to deal with adversities, are not available. Although some have attended trainings organized by education service area offices (ESAOs)²⁸ that are related to teaching in a multi-ethnic or multilingual setting, these are often one-off ad hoc sessions.

2.3. Migrants' Expenditures and Preferences for Education

From the migrants' perspective, the fear of being arrested and deported, economic hardship and their mobile nature²⁹ continue to be hindrances to migrant children's access to education. Some parents may not see the value of a Thai education as they plan to stay only temporarily. The mobile nature of migrants is also one of the main reasons why data collection is such a challenge. Schools interviewed have reported that migrant children often leave the school without informing them, although there is a system for in-country school transfer that migrant parents may not be aware of.

As a result of economic hardship faced by migrant households, parents may put their children to work or take care of younger siblings. Although the Thai government covers school fees and provides a subsidy for books, supplies, extra-curricular activities and uniforms, parents still incur expenses for uniforms and transportation (see details below), and lunch³⁰ for secondary school students. Moreover, some schools ask for voluntary contributions from parents.³¹ The total expenses for schooling could range from about THB1,000 to over THB10,000 per student per year, which could be unaffordable for migrant workers, especially if they have many children to support.³²

The Thai government provides a subsidy of THB300-500 per student per year for uniforms, depending on the students' grade. This amount is sufficient for about one set of uniform, which means parents of new students would need to cover the cost for at least another set of uniform. Some schools require students to have additional uniforms for physical education and scouts activities. Parents/guardians also need to cover the cost of socks, shoes, badges and bags.

Based on interviews with parents and students, the cost of transportation varies significantly. Many students live near the school and are able to walk or cycle to school. Some take a *song taew* (pick-up truck taxi) to school that costs THB5-10 one way. The motorcycle taxi usually costs more at about THB15-30 one way. For those who live in farms or construction sites, they often have to arrange transportation by van or *song taew* that charges from THB200 to THB600 per student per month.

27 The amount covers the cost of fees, travel, accommodation and allowance for one training course per year.

28 ESAOs are local educational offices of OBEC responsible for hiring teachers and implementing educational policies at the local level. Each ESAO is responsible for approximately 200 schools.

29 Migrant families may need to move locations regularly, especially construction workers who need to move to new sites once construction projects are completed. Other migrant families, particularly those living near the border with neighbouring countries, frequently cross borders and shift locations depending on the availability of employment opportunities.

30 The Thai government subsidizes lunch for primary school only. On average, lunch costs about THB20 per student per meal.

31 Based on interviews with informants, some schools collect contributions from parents, which the schools report are optional. There are also some schools that impose additional fees when providing services beyond the basic curriculum, such as after-school tuition and English programmes that hire foreign teachers.

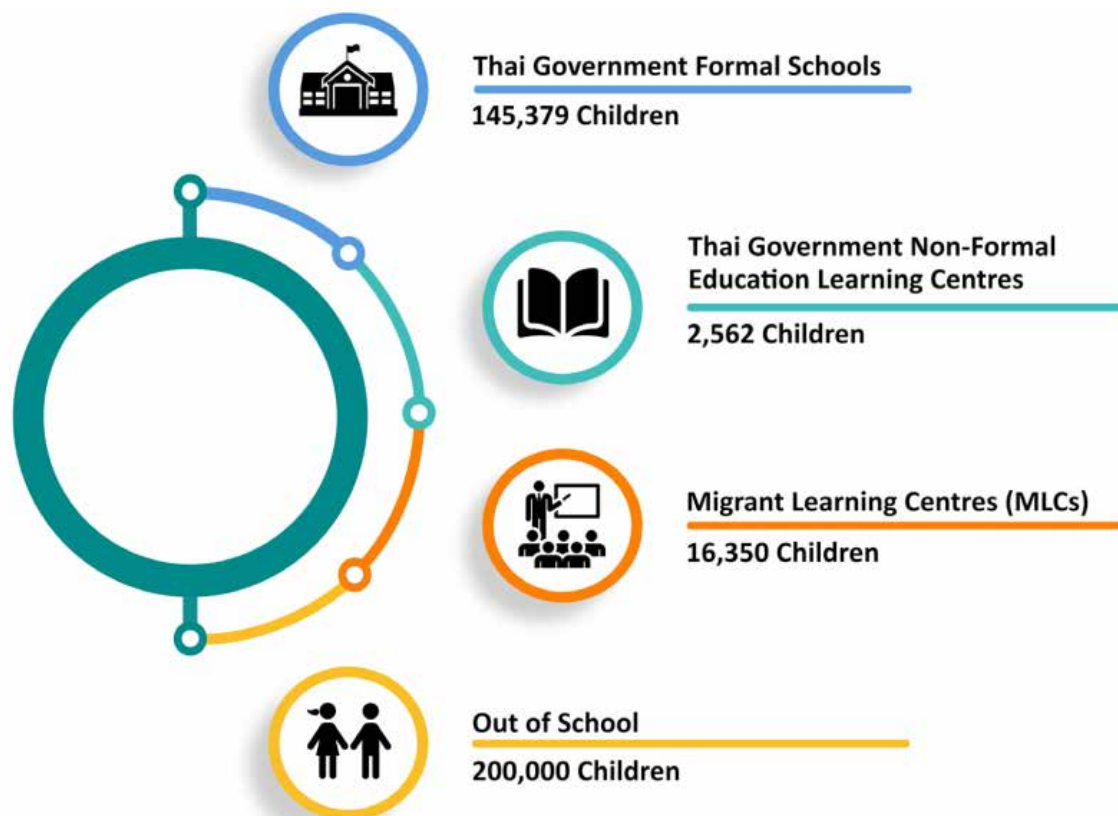
32 This range is based on interviews with parents and students. This is comparable with results from a UNICEF study showing that parents of Thai public schools spent on average THB367 per student per year on school transportation and THB652 per student per year on uniforms, and a total of THB11,712 per student per year during the 2013/14 school year. UNICEF, OBEC and Thammasat University, *Public Expenditure Tracking Survey (PETS) on the 15-Year Free Education Program: Kingdom of Thailand* (Bangkok, 2018), p. 74, https://www.unicef.org/thailand/sites/unicef.org.thailand/files/2018-06/PETS_ENG_web.pdf.

Besides enrolling in Thai public schools, some Myanmar parents/guardians prefer sending their children to MLCs, especially when they plan to stay for a short period in Thailand and would like their children to learn Burmese. There are different types of MLCs of varying quality – some follow the basic educational curriculum of Myanmar’s Ministry of Education while others apply their own curriculum. The challenges faced by MLCs include their lack of sustainability as most are funded by non-governmental organizations (NGOs) and private donors, lack of centralized oversight and educational quality monitoring, lack of accreditation, and lack of qualified teachers.

Other than Thai public schools and MLCs, there are a few “school within school,” often established with support from NGOs and international agencies. UNICEF supported the establishment of a school within school in Chiang Mai – Wat Pa Pao School – that is featured as a case study in Section 3.3. The school within school model is a subunit of a Thai public school supported by the Thai government, which means the students are entitled to the per student subsidy allocated to each school by OBEC.

For adolescents, especially those who are working, they tend to choose to enrol in an NFE programme due to its flexibility (described in Section 2.2).

Figure 1: Enrolment of migrant children in Thailand’s educational system



Source: Benjamin Harkins, ed., *Thailand Migration Report 2019*, United Nations Thematic Working Group on Migration in Thailand (Bangkok, 2019), p. 103, <https://thailand.iom.int/thailand-migration-report-2019-0>.

However, for adolescent migrant and stateless students, one of their key concerns is obtaining identity documents, and this affects their motivation to continue their studies. This is because the type of identity document they are able to obtain would determine their access to services and support, including scholarships and student loans for further studies, their mobility and the type of employment they could legally work in, and their access to health and other public services like applying for a driver’s license.

Many migrant students that have studied in Thai schools for a period of time prefer to remain in Thailand rather than return to their country of origin.³³ They are often well-integrated in Thai society and have a strong sense of belonging in Thailand. Therefore, they feel frustrated and discouraged when they are not able to fulfil their aspirations and pursue a career of their choice in Thailand.

There have been some high-profile cases of stateless children being granted Thai citizenship, such as the Wild Boars coach and a few of the boys from the Thai cave rescue,³⁴ and the paper plane champion – Mong Thongdee,³⁵ but there are many stateless children, like Bell (see his story in Box 1), who continue to be deprived of their rights due to their statelessness.

In 2018, the Ministry of Labour announced eight areas of low-skilled work that migrant workers are allowed to be employed in. They are:³⁶

1. Agriculture, animal husbandry, forestry and fishery
2. Carpentry, bricklaying and other construction work
3. Mattress- and quilt-making
4. Knife-making
5. Shoe-making
6. Hat-making
7. Dressmaking
8. Moulding and pottery

This limitation in employment to a few low-skilled options appears to be a disincentive for some migrant students to continue their studies in secondary school. Yet, there are accounts of migrants legally working as interpreters in hospitals and clinics, and as NGO staff, clerks and factory supervisors. Generally though, there is a lack of clarity among school personnel on migrants and the stateless' rights to employment in Thailand, which makes it difficult for schools to provide sound advice on a suitable educational and career pathway.

A World Bank study³⁷ shows that easing restrictions on labour migration could boost the economy and deepen regional economic integration among ASEAN countries. In Thailand, analysis finds that without migrants in the labour force, gross domestic product would fall by 0.75%. The Thai government may consider opening up employment opportunities in higher-skilled jobs, especially for migrant and stateless students that have studied in Thai public schools. From an economic perspective, they would be able to contribute back to the Thai economy, including through tax payment, given the investments the government has put into subsidizing the education of migrant and stateless children.

33 Jerry Hugué, Aphichat Chamrathirong and Claudia Natali, *Thailand at a crossroads: Challenges and opportunities in leveraging migration for development* (Bangkok and Washington, D.C.: IOM and Migration Policy Institute, 2012); Mahidol University and Asian Institute of Technology, "Migrant Children's Education in Thailand: Policy Brief," October 2014, <http://www.ipsr.mahidol.ac.th/ipsrbeta/FileUpload/PDF/Report-File-503.pdf>; and World Education and Save the Children, *Pathways to a Better Future: A Review of Education for Migrant Children in Thailand: Policy Brief* (2015), https://resourcecentre.savethechildren.net/node/9016/pdf/policy_brief_eng_final_resized.pdf.

34 The Straits Times, "Thai cave rescue: Stateless survivors to get help to become Thai citizens," 13 July 2018, <https://www.straitstimes.com/asia/se-asia/thai-cave-rescue-stateless-survivors-to-get-thai-citizenship>.

35 Bangkok Post, "Paper plane champ Mong a citizen at last," 6 October 2018, <https://www.bangkokpost.com/news/general/1553090/paper-plane-champ-stateless-no-more>.

36 Ministry of Labour, Government of Thailand, "'Gen. Adul' reveals Conclusions on prohibition of foreign workers before issuing the Ministry's announcement to enforce," 21 June 2018, <http://www.mol.go.th/en/content/71591/1529909919>.

37 World Bank, "Managing Migration Better Can Help Boost Welfare and Growth in ASEAN," 9 October 2017, <http://www.worldbank.org/en/news/press-release/2017/10/09/managing-migration-better-can-help-boost-welfare-and-growth-in-asean-world-bank>.

BOX 1

The Story of 20-Year-Old Bell Living in Trat

My name is Bell. This year, I am in my final year of secondary school. I would like to continue my studies at university and am in the process of applying for scholarships, but I am not hopeful since I am stateless and do not have any form of identity documentation. The other day, I could not even top up my pre-paid SIM card through a mobile app because I do not have an ID number.

My teacher went with me to apply for S&P's work-study programme that allows us to work for four days and study for two days. But again, because I do not have ID, they are in the process of considering my case.³⁸

My parents came to Thailand as Cambodian refugees and I was born in Thailand. But at that time, my parents did not register my birth,³⁹ which is why I am not able to get any official ID until now.

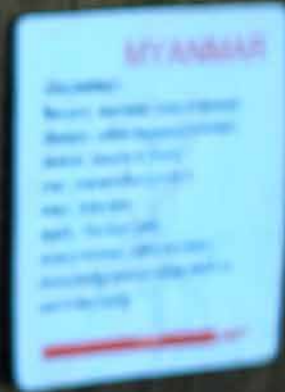
I remember clearly the day I won a competition organized by the Electricity Generating Authority of Thailand and the prize was a trip to Hong Kong. I was told I could not go because I would not be able to get a passport. My teacher helped me though. We hired a van and travelled to Bangkok overnight, waited in front of the Ministry of Interior to open, and after a lot of back and forth, I was finally issued a temporary passport for aliens. Despite being able to travel, I felt hurt because I have lived and studied hard in Thailand most of my life, yet, I was considered an alien.

It's hard not to feel discouraged. When I apply for jobs, they say I need identification; when I go to the local government office to request for identification, they tell me it doesn't matter how many years I have stayed in Thailand.



38 Bell was interviewed on 12 February 2019. In the process of finalizing this publication, UNICEF was informed in July 2019 that Bell's application for S&P's work-study programme has been successful. He is working four days a week and studying during the weekends, and receives an allowance of THB300 per day plus accommodation and meals from S&P. S&P is a large food and beverage business group.

39 In interviews with key informants, it has been mentioned that many migrant children born in Thailand do not have birth certificates. The main reasons include their parents' lack of awareness of the need to register births, and a misunderstanding that the document provided by the Thai hospital is the birth certificate itself. But in fact, it is a letter issued by the hospital that needs to be submitted to the district office within a certain number of days for the issuance of a birth certificate. For more information about the barriers to birth registration faced by migrants, see Dumrongkiat Mala, "Migrants are still slow to register births," *Bangkok Post*, 24 August 2018, <https://www.bangkokpost.com/news/general/1527374/migrants-are-still-slow-to-register-births>.



3

CASE STUDIES

This section presents case studies of eight Thai public schools in Bangkok, Samut Sakhon, Chiang Mai, Tak and Trat. In addition, three good practices are featured, including the Migrant Education Coordination Centre (MECC) in Mae Sot, Tak (Box 2), the Global Citizenship Education Programme in Mae Sot, Tak (Box 3) and Teaching Thai as a Second Language Programme in Ranong (Box 4). The case studies and good practices serve to highlight ways in which local governmental authorities and school personnel have innovatively addressed some of the challenges mentioned above.

Each subsection begins with an overview of the migrant situation in the locality, and any special initiatives led by the local government and local NGOs to promote migrant education. This is followed by case studies of how the featured schools have successfully addressed some of the barriers discussed previously, and the continuing challenges they face in the education of migrant and stateless children. The achievements and good practices presented in these case studies include strategies and activities that the schools have implemented and reported as successful in contributing to increased enrolment and retention, and improved education and well-being of migrant students.

Table 1: Summary of Information about the Case Studies

No.	School Name, Location	School Type	No. of Students	% of Migrant and Stateless Students	No. of Teachers	Monthly Expenses per Student Incurred by Parents/ Guardians
1	Khlong Thawi Watthana School, Bangkok	Pre-Primary and Primary	1,040	23%	47	THB220-1,100 (transport)
2	Sarnjao School, Bangkok	Pre-Primary and Primary	1,098	9%	53	THB270-600 (transport) THB1,000 (for new students to purchase uniforms, socks, shoes, school bag) THB500 (tuition – optional)
3	Wat Srisutharam School, Samut Sakhon	Pre-Primary, Primary and Lower Secondary	607	33%	35	THB250-400 (transport)
4	Baan Pa Bong School, Chiang Mai	Pre-Primary and Primary	88	86%	6	THB300 (transport)
5	Mae Soon Luang School, Chiang Mai	Pre-Primary and Primary	151	100%	11	THB100-350 (transport)

No.	School Name, Location	School Type	No. of Students	% of Migrant and Stateless Students	No. of Teachers	Monthly Expenses per Student Incurred by Parents/Guardians
6	Buak Krok Noi School, Chiang Mai	Pre-Primary, Primary and Lower Secondary	270	90%	27	THB1,100 (English programme – optional), transport subsidized by local NGO
	Wat Pa Pao School (Branch)	Pre-Primary and Primary	165	100%	11	
7	Thai Rat Keree School, Tak	Pre-Primary, Primary and Lower Secondary	616	37%	36	Nil (The school uses the EEF to cover the cost of transport and additional sets of uniform for new students)
8	Haad Lek School, Trat	Pre-Primary and Primary	150	93%	10	THB880-1,320 (transport)

3.1 Bangkok

There are 437 schools in Bangkok that are under the BMA. On top of the per student subsidy from OBEC, these schools receive additional per student subsidy from the BMA to cover other expense items, such as breakfast, field trips, personal accident insurance, health check-up, English and Chinese language classes, sports equipment, computers, and library books. The subsidy from BMA is also provided on a per-student basis regardless of legal status or nationality. But students still need to cover the full cost of transportation to schools.

There are currently about 5,000 migrant and stateless students registered in BMA schools, mainly from Myanmar, Cambodia and Lao PDR, and the numbers are expected to rise. The two schools featured are located in districts that have the top two highest number of migrant students – Bang Khun Thian (418 students) and Thawi Watthana (334 students).

The BMA has printed and disseminated to all BMA schools the guidelines for the enrolment of migrant and stateless children in schools, developed by the Ministry of Education. A study shows that between 2009 and 2014, there has been a 76% increase in the enrolment of migrant children in BMA schools.⁴⁰

The local NGO, FRY, located in Bang Khun Thian district, has played a major role in increasing the enrolment rate of migrant children in BMA schools by working with the migrant communities, schools and the Department of Education in Bangkok. Since 2009, FRY has been promoting education for migrant children by reaching out to migrant communities, raising awareness about their children's right to education, and providing financial assistance as well as preparatory classes in Thai language proficiency and other school subjects prior to their entry to Thai public schools. FRY also runs Thai and Myanmar NFE programmes for migrant children who need a more flexible learning environment.

According to FRY, the total cost of developing migrant children's Thai proficiency is about THB7,000 per student per year (estimated for approximately 60-80 students), which is used to cover teachers' salaries, gasoline for the transportation of students to and from FRY, lunch and milk, teaching and learning materials, and extra-curricular activities such as Children's Day and field trips. Parents normally pay THB400 per student per month to study at FRY, but not all pay every month, especially those without a stable income.

40 Save the Children, *Education for All in Action in Thailand: A Case Study of Good Practice – The Bang Khun Thian Model* (Bangkok, 2015), https://resourcecentre.savethechildren.net/sites/default/files/documents/education_for_all_in_action_in_thailand_eng_resized.pdf.

Additionally, FRY works closely with a number of schools and supports them in enrolling migrant children and communicating with parents. FRY also organizes seminars and workshops for teachers on teaching techniques and strategies that benefit diverse learners in the classroom. FRY's multi-stakeholder approach to migrant education could be a model for other local governmental and non-governmental organizations.⁴¹

Case Study 1: Khlong Thawi Watthana School, Thawi Watthana District

Type of school: **Pre-primary and primary**

Total number of students: **1,040 (23% migrant and stateless students)**

Total number of teachers: **47**

Context

Khlong Thawi Watthana is a school under the BMA and is located in the Thawi Watthana District of Bangkok. In addition to per student subsidy from OBEC, the school receives per student subsidy from BMA to cover other expense items.⁴² The school has the highest number of migrant students among BMA schools (243 students). The majority (234 students) are from the Lua ethnic minority group, native to Lao PDR. Most of the Lua students at the school moved from Chiang Rai to Bangkok and over 80% are stateless, without any form of identity documentation. The parents of the migrant and stateless students are working in the nearby orchid farm, or in construction. Parents find out about the school through word-of-mouth from other parents in the community, and in some cases, employers have enrolled their migrant workers' children in the school. Many of the migrant children live nearby and are able to cycle or walk to school. For those living further away, they take the *song taew* (pick-up truck taxi) or motorcycle taxi that costs THB5 and THB15-25 one way, respectively.

Achievements

Migrant students are well-integrated and thriving in the school due to strong commitment from the school director and teachers.

The school director and teachers believe that all students have equal rights to education and can achieve irrespective of context or background. Since the government provides the same per student subsidy for all students, the school director and teachers point out that this policy sets the precedent to treat all students equally.

"My advice to other teachers is to have compassion for all children, and I think the most important thing to teach children today is morals and ethics, including the need to respect others and appreciate diversity."

~ Ms. Na-On Wuthinarawan, Thai Teacher

"In Chiang Rai where I used to live, I know many children who do not go to school. They either had to work on the farm or take care of younger siblings. But in Bangkok, I don't know of any children who do not go to school. My favourite thing to do in school is going on field trips."⁴³ This year we went to Ayutthaya."

~ On, 11 years old, Primary 5

41 For more information, see Save the Children, *Education for All in Action in Thailand: A Case Study of Good Practice – The Bang Khun Tian Model* (Bangkok, 2015), https://resourcecentre.savethechildren.net/sites/default/files/documents/education_for_all_in_action_in_thailand_eng_resized.pdf.

42 These include breakfast, field trips, personal accident insurance, health check-up, English and Chinese language classes, sports equipment, computers, and library books.

43 As part of its subsidy for schools, the BMA provides THB300 per student per year for field trips.

Sharing of ethnic traditions, activities and crafts is encouraged.

Migrant students are encouraged to share their culture and skills in after-school clubs with teachers and other students, such as making various ethnic crafts, flower garlands and natural aromatics.

Migrant children are selected to represent the school in national competitions.

The school has selected migrant and stateless children to participate in national arts and Thai calligraphy competitions. However, some national competitions, particularly sports competitions, require identity documentation or a Thai identity card, which excludes the participation of migrant and stateless children.

Good Practices and Lessons

Employers have proactively enrolled children in school.

Employers in the school's vicinity have proactively helped to enrol migrant workers' children in the school because, according to the school director and teachers, employers see the increased productivity of the migrant workers when their children are safe in schools. The school, however, has not taken the initiative to interact with other employers or raise their awareness about enrolling migrant children at the school. This stresses the importance of engaging with employers as key partners in promoting the education of migrant children.

According to one of the informants, it is normally the employers of smaller companies or households that are proactive in supporting the enrolment of migrant workers' children in schools because these employers often have a relatively close relationship with their employees, compared with employers of large companies.

Immediate submersion of new migrant students in classrooms works.

The school believes that immediate submersion of new migrant students in pre-primary classrooms is the most effective way for migrant students to gain Thai proficiency, although literacy assessments or studies have not been conducted to validate this belief. Teachers in the school have been developing the Thai proficiency of new migrant students (including those who are older) for several years now and have found teaching techniques that work through a trial and error approach. For example, the teachers would build students' Thai vocabulary by pointing out everyday objects and actions and saying them repetitively in Thai, and by setting up a buddy system where a Thai student buddies with a migrant student.

Nine-year-old Kluay arrived in Bangkok and joined the school in May 2018. He was the oldest child in the pre-primary class, and was appointed the class monitor. His teacher informed the younger children that he is the teacher's assistant. This gave him a sense of responsibility to look after the younger children, and in turn the younger children respected him. This is a strategy that teachers use to help older students feel more at ease and valued. In just one term, Kluay picked up the Thai language and was transferred to Primary 1 in the second term.

Teachers report that migrant students need between one term to one year to gain proficiency in Thai.⁴⁴

It is a myth that migrant children are unable to perform well academically.

According to the school, and many other schools, once migrant students overcome the hurdle of learning the Thai language, migrant students' performance is comparable to Thais. This dispels the myth some schools have that their rank may drop due to the poor academic performances of migrant students. In fact, directors and teachers in a number of schools have commented that migrant students are generally more diligent and driven, and can perform just as well or better than Thai students in the nationwide examinations (O-NET) and competitions.

"My mother always tells me to study hard. If I study hard we won't have to suffer like today. I will be able to get a job and take care of my family. My parents cannot read and write so I tell them what's in the news, help them pay the bills and read medicine labels."

~ Um, 12 years old, Primary 5

44 There are two terms per academic year in Thai public schools.

Challenges

The immediate submersion of new migrant students in pre-primary classrooms places an extra burden on class teachers.

Teachers responsible for new migrant students in their classes need to pay them extra attention and provide them with one-on-one support, including extra Thai language lessons during break and lunch times, and after school. The burden to teach migrant students Thai often falls on pre-primary and Primary 1 teachers. This stresses the importance of providing extra human and financial resources to support schools with migrant students.

Some older students drop out of school.

There is a large market in the neighbourhood and some students sell goods there during weekends to help their families earn extra income. As they get older, some end up selling goods full time at the market and drop out of school. During meetings with parents that take place once a term, teachers would discuss their children's academic performance and encourage them to keep their children in school. The success rate of such encouragements has varied. According to the teachers, it depends on the households' financial situation, the value that parents place on education, and the keenness of the children to continue their studies. The teachers' rapport with parents and their level of persuasion and influencing skills probably also affect the success rate in reducing drop out.

Case Study 2: Sarnjao School, Bang Khun Thian District

Type of school: **Pre-primary and primary**

Total number of students: **1,098 (9% migrant students)**

Total number of teachers: **53**

Context

Sarnjao is a school under the BMA and is located in the Bang Khun Thian District of Bangkok. In addition to per student subsidy from OBEC, the school receives per student subsidy from BMA to cover other expense items.⁴⁵ Bang Khun Thian is home to the largest community of migrants within Bangkok. It is therefore not surprising that the school has the second highest number of migrant students among BMA schools (99 students). The majority (84 students) are from Myanmar, 11 are from Lao PDR and 4 from Cambodia.

Parents of the migrant students are predominantly factory workers, although some mothers are domestic workers or market vendors. Parents find out about the school through word-of-mouth from other parents in the community. Some children are referred to the school by FRY, a local NGO, and have undergone preparatory classes at FRY prior to their enrolment. There are also children that have been enrolled by the employers of their parents, especially from the can-making factory close to the school. Many of the migrant children live near the school and are able to walk or cycle to school. For those living further away, they take the *song taew* (pick-up truck taxi) that costs THB6 one way. There is a private school van that costs THB600 per month per student. For new students, parents will have to pay for a second set of uniform (the government subsidy for uniforms is sufficient to cover one set per year only), plus shoes, socks and a school bag that come up to about THB1,000 per student. In addition, the school offers after-school tuition that costs THB500 per student per month that is optional. Some migrant parents are willing to pay for tuition as they are unable to help their children with homework.

Achievements

Migrant children and parents feel included and part of the school community.

Migrant children and parents interviewed have expressed that they do not feel discriminated against. In fact, they feel included and part of the school community as they are invited and warmly welcomed at all events, including Mother's Day, Father's Day and Children's Day celebrations. They also feel that the school has treated them equally as the benefits they receive are the same as the Thais, such as receiving the same subsidy for uniforms, educational supplies and other items, same coverage for personal accident insurance, and equal opportunities to participate in extra-curricular activities and field trips.

⁴⁵ These include breakfast, field trips, personal accident insurance, health check-up, English and Chinese language classes, sports equipment, computers, and library books.

Good Practices and Lessons

Collaboration with a local NGO for enrolment, building students' Thai proficiency and communicating with parents has benefited the school, the migrant students and their parents.

The school depends largely on FRY for enrolment, including filling up forms and collating available documents, and building the Thai proficiency of migrant children. Normally, migrant children without any knowledge of Thai spend about one year at the preparatory class in FRY, and by the time the migrant children are enrolled in the school, they have already developed basic Thai proficiency. According to FRY, the total cost of building migrant children's Thai proficiency is about THB7,000 per student per year,⁴⁶ but parents normally pay THB400 per student per month to attend the preparatory class, and not all pay every month, especially those without a stable income.

Once enrolled in the school, FRY continues to provide support by helping children with homework and communicating with parents. FRY staff will also accompany parents to parent-teacher meetings and to open days. This demonstrates the benefit of collaborating with relevant NGOs and promoting NGO-school partnerships to ease the enrolment process, ease migrant students' entry into Thai schools, and ease parents' various concerns and fears.

Challenges

Adolescents need to be motivated to study.

For migrant adolescents that join the school, it usually takes them longer to overcome the Thai proficiency hurdle, compared to children that join the school from pre-primary at age 4, which could be frustrating for adolescents. The subjects taught may also be less interesting for their age group. Furthermore, they often have to take on more responsibilities at home, and are tired when in school, making them less able to focus and learn effectively.

Children are not able to learn their mother tongue in Thai public schools.

"I was born in Thailand. My parents are from Myanmar but we speak Thai at home. My mother wants me to learn Burmese but the school does not teach it."

~ Malee, 7 years old, Pre-Primary 2

The BMA provides a subsidy for foreign teachers to teach English and Chinese at schools, but not for other languages. However, the BMA is planning to pilot the ASEAN curriculum that includes ASEAN language courses.⁴⁷

Some parents do not see the value in children completing secondary school and pursuing higher education.

"My favourite subject is Music and I want to be a musician when I grow up. But my mother tells me I can only study until Secondary 3 after which I need to help my mum with work."

~ Ae, 12 years old, Primary 5

The school informs that most migrant children continue to study in secondary school, but some families may pull their children out of school to work once they are old enough. The reasons for dropping out of school are due to a combination of economic and social factors. As a result of economic hardship faced by migrant households, parents or guardians sometimes put children to work or take care of younger siblings. Or children become more motivated to work to support their families than to attend classes. Especially for adolescents, the lure of earning money is strong, and thus their keenness to continue their studies is reduced. Parents' perceived value of education also influences whether or not children stay in school.

⁴⁶ This covers teachers' salaries, gasoline for the transportation of students to and from FRY, lunch and milk, teaching and learning materials, and extra-curricular activities such as Children's Day and field trips.

⁴⁷ Interview with the BMA Education Department, 8 February 2019.



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3.2 Samut Sakhon

Samut Sakhon is situated about 30 kilometres from Bangkok. The province is located on a coastal plain at the mouth of the Tha Chin River, and is well known for its fishing and seafood processing industries that employ a large number of migrant workers for low-skilled jobs that have been abandoned by local Thais.

Since it is unlikely that Thai workers will return to these jobs, Samut Sakhon will probably continue to depend on migrant workers. In the effort to improve the living conditions of migrant workers in Samut Sakhon, the local government has been paying greater attention to the education of migrant children. Local officials report that many migrant children educated in Samut Sakhon tend to stay in the province to work.⁴⁸

According to the Samut Sakhon ESAO, there were a total of 2,590 migrant and stateless children enrolled in public schools in 2017. The majority (1,620) were from Myanmar, and about 700 were stateless.

The Samut Sakhon ESAO has been working with international agencies such as the International Labour Organization (ILO), International Organization for Migration (IOM) and Save the Children, as well as with local NGOs such as the Labour Protection Network (LPN) and Raks Thai Foundation, mainly to bring children out of child labour and into education as a means of protecting children from trafficking and exploitation.

To ensure that schools are clear about how to enrol migrant and stateless children, the Samut Sakhon ESAO has summarized on a one-page sheet the steps that schools need to take. They have also developed a standardized registration form for migrant and stateless children for all schools to use.

The Samut Sakhon ESAO is closely engaged with the private sector that as part of corporate social responsibility has been actively donating funds to schools and scholarships to students (including migrant students) via the ESAO. The ESAO actively raises awareness and promotes the education of migrant children among the private sector.

48 Interview with Samut Sakhon ESAO, 11 February 2019.

Samut Sakhon does not have the equivalent of an MECC in Tak (see Section 3.4) and does not actively monitor the activities of MLCs in Samut Sakhon.⁴⁹ However, the local government believes in the importance of multi-stakeholder cooperation and collaboration, and holds monthly meetings that bring together sectoral departments working in the areas of agriculture, education, health, labour and security to discuss migrant issues. The private sector and NGOs are also invited to participate in these monthly meetings.

LPN has played an instrumental role in promoting education for migrant children, and developing strategies for enrolling and retaining migrant students in Samut Sakhon. LPN supported the establishment of a “Child Preparatory Centre” in a few public schools where children can gain Thai proficiency before joining the schools’ regular classes. The Child Preparatory Centre is also intended as a safe protective space for children while parents are at work.

The two schools visited received support from LPN and a local company to establish a Child Preparatory Centre within each school – Wat Srisutharam School (featured below) has maintained this classroom with its own funds, while Wat Sirimongkol School has not and is using it as space for regular class. The management in the latter school feels that it is more effective and efficient to submerge new migrant students in regular classes right away.

LPN has supported the establishment of Child Preparatory Centres at three other schools in Samut Sakhon and also in other parts of Thailand,⁵⁰ and credits the success of this approach to the establishment of tripartite memorandums of understanding (MOUs) with a private sector company and the schools.

Case Study 3: Wat Srisutharam School

Type of school: **Pre-primary, primary and lower secondary**

Total number of students: **607 (33% migrant students)**

Total number of teachers: **35**

Context

Wat Srisutharam School has 202 migrant students (mostly from Myanmar, many of whom are from the Mon ethnic group). In addition, there are 34 migrant students in a Child Preparatory Centre located within the school, which is a preparatory class to prepare migrant children before attending the Thai public school system. The Child Preparatory Centre was built by a local company, with support from LPN, a local NGO. Generally, students will stay at the centre for a year before being placed in a regular classroom. LPN helps to arrange transportation for students in the centre, but parents/guardians need to cover the cost that ranges from THB250-400 per student per month. Most of the migrant parents are working in the fishery and seafood processing sector, and some work in factories and in construction.

Achievements

The school has sustained the Child Preparatory Centre for over a decade through its resourcefulness.

Initially, LPN provided financial support and teaching assistance to the Child Preparatory Centre but when funds from donors ran out, the school had to support the operations of the centre on its own. Students of the Child Preparatory Centre are not formally part of the school system and are therefore not subsidized by the Thai government. The school, however, has found the centre valuable and has been able to keep it running for over a decade now, including hiring a teacher and providing free textbooks, educational supplies, uniforms, and lunch and milk for the students. The cost of running the Child Preparatory Centre is similar to a classroom at the school since the students at the centre receive benefits that are similar to other students at the school, which amounts to about THB2,000 per student per year. The school covers this cost by using funds from OBEC and the EEF, as well as donations from the private sector and NGOs.

⁴⁹ A recent report notes that there are 4 MLCs enrolling 510 migrant students in Samut Sakhon. Benjamin Harkins, ed., *Thailand Migration Report 2019*, United Nations Thematic Working Group on Migration in Thailand (Bangkok, 2019), <https://thailand.iom.int/thailand-migration-report-2019-0>.

⁵⁰ In Samut Sakhon, LPN has supported the establishment of Child Preparatory Centres in Wat Yai Chomprasart School, Wat Koh School and Luang Paet Kosol Upatham School. LPN has also supported the establishment of Child Preparatory Centres in Phang Nga, Ranong, Rayong and Trat provinces.

As only a small number of its students are illiterate in Thai, the school management believes that the Child Preparatory Centre is a good strategy to help ease students' entry into Thai schools, reduce drop-out rates, as well as minimize teachers' burden. Another advantage of the Child Preparatory Centre is its flexibility in accepting new migrant students all year round, while public schools can only enrol new students at the start of the school year in order to be eligible for government per student subsidy.

Good Practices and Lessons

Students in the Child Preparatory Centre are made to feel part of the school through their participation in the school's extra-curricular activities.

To help accelerate migrant students' transition into the school, they are encouraged to participate in various extra-curricular activities, including the school's cultural events and sports activities.

Classrooms are arranged to ensure a mix of students from different nationalities and ethnic groups.

Once students are in regular classrooms, students are never divided by nationality or ethnic groups during class activities or competitions.

Challenges

Communicating with parents is a challenge.

Initially, LPN supported the running of the Child Preparatory Centre by providing teachers who can speak Burmese and/or Mon, but there seems to be a shortage of Burmese/Mon-speaking teachers and the school is instead relying on older bilingual and multilingual students (Burmese, Mon and Thai) to communicate with parents and guardians.

Teachers would like to be trained to teach in multicultural classrooms.

"I am a social science teacher, and when I teach history, the curriculum only covers the history of Thailand and not Myanmar or Cambodia or Laos. The history taught is also written from a Thai perspective. So I often ask students from other countries who have learned history in their previous school to share other perspectives. But it would be good to know other techniques for engaging with a multicultural group of students to broaden their understanding and appreciation of diversity."

~ Mr. Paiboon, Secondary 3 and Social Science Teacher

More broadly, the relevance of the national curriculum to Thailand's educational goals and demands of today's globalized multicultural society needs to be reviewed (see Box 3 in Section 3.4 on global citizenship education).



3.3 Chiang Mai

Chiang Mai is the second-largest province in Thailand and has a diverse population. Many of the migrants living in Chiang Mai are from the Shan state of Myanmar that borders Chiang Mai, and are working in farms or factories. Chiang Mai is also home to many hill tribe groupings, including Akha, Hmong, Karen, Lahu and Lisu. Many of the agricultural workers that live on the farms with their families are isolated and far from public services. When children of agricultural workers are not in schools, they may be working on the farms.

Over the past decade, Chiang Mai provincial authorities have successfully enrolled migrant children in Thai public schools. There is a total of approximately 14,500 migrant and stateless students enrolled in public schools in Chiang Mai province. The jurisdiction of ESAO 3 has a significantly high migrant and stateless enrolment rate with about 8,100 migrant and stateless students enrolled in public schools compared with less than 2,200 in other ESAOs in Chiang Mai.⁵¹ Mae Soon Luang School showcased in Case Study 5 is under ESAO 3.

Yet, there are many additional migrant children that have not been able to access education, especially those living in remote areas such as in farms where their parents are employed. Some local NGOs in Chiang Mai have been active in enrolling migrant children that live on these isolated farms through continuous awareness raising and dialogues with the employers and migrant parents.

For the Shan community, learning the Thai language is less of a problem as the Shan language and the northern Thai dialect are similar, and Shan students can become proficient in Thai quickly. For children living on farms, their isolation and distance from schools is the main problem to their access to education.

A focus group discussion with schools under the jurisdiction of Chiang Mai ESAO 3 on 22 June 2019 shows that parents/guardians need to pay a total of THB2,470-8,330 per student per year, of which transportation makes up the highest proportion (THB1,000-5,000), followed by extracurricular activities and field trips (THB1,000-2,000), uniforms (THB190-880), other costs (THB180-300), and personal accident insurance (THB100-150).

Case Study 4: Baan Pa Bong School

Type of school: **Pre-primary and primary**

Total number of students: **88 (86% migrant students)**

Total number of teachers: **6**

Context

Baan Pa Bong School is located in Chiang Dao district of Chiang Mai. It is a small rural school that has experienced a dwindling of student numbers because of low birth rates and rural out-migration. To raise the number of students in the school, the school director engaged with the garlic and pepper farm owners in the area to enrol migrant children in the school since 2018. The school now has 76 migrant children (the majority of them stateless) from the farm, and 12 Thai students that live in the vicinity.

The children from the farms that are enrolled in the school range from ages 4 to 12. They had previously not left the farms before and never attended school. They live in poor conditions in the farms and many children initially faced a lot of health problems due to exposure to chemical fertilizers and pesticides at the farms.

Therefore, their first term in school was focused on building trust, adapting to the school environment, treating any health issues, and raising awareness about personal hygiene, before learning can begin.

For the 44 Shan students, learning the Thai language is not a problem because of the similarity in the Thai and Shan languages, but for the other ethnic groups, they struggle to pick up the Thai language, and teachers need to spend extra time with them to build their Thai proficiency.

Achievements

A small rural school promotes migrant education.

Bang Pa Bong School has been proactive in promoting migrant education by engaging with the employers of migrant workers. With more students, the school is able to obtain more subsidy from OBEC and avoid the risk of closure.

⁵¹ OBEC, 10 June 2018.



The school director admitted that engaging with the employers was not easy. He had to take many trips to the farms to build a positive relationship with the employers and discuss the benefits of the migrant children attending school. The school director then had to seek the employers' permission and assistance to speak with the migrant workers, which also required several trips to the farms.

Besides learning, children's health and well-being is improved.

Children initially faced a lot of health problems due to exposure to chemical fertilizers and pesticides at the farms, and lack of awareness about personal hygiene. As a result, the children fell sick often and had to be sent back home.

On the farms, children were not protected from chemical fertilizers and pesticides, and some came to school with sores on their skins. The school brought in a doctor to treat them. The school also raised children's awareness about good hygiene habits, such as the importance of hand washing and bathing to stay healthy.

Nevertheless, children continue to be exposed to harmful chemicals at the farms, which needs to be brought to health authorities' attention, and requires the engagement with employers on their responsibilities to protect the health and well-being of their employees and children living in the farms.

Good Practices and Lessons

Focus on building children's self-sufficiency.

The school gives children hands-on and real-life experiences, such as teaching children to grow vegetables and raise chickens.

Use distance learning television in teaching and learning.

The school uses distance learning television (DLTV)⁵² and YouTube extensively in teaching due to shortage of teachers. The use of Thai cartoons and short children's programmes has helped to capture children's attention and improve their Thai proficiency.

Challenges

Parents are supportive of their children's education, but transportation remains unaffordable for some.

Once the parents are aware that their children are eligible for education in Thai public school, they are willing to enrol their children, even if it means foregoing the contribution that children can make to the household income (as older children working in the farm can earn about THB200 per day). Parents are also willing to cover the transportation cost of THB300 per student per month.

There are a few children at the farms who are unable to attend school either because their parents could not afford the transportation cost, or because the children need to take care of younger siblings who have not reached school age yet. For instance, there is a family with four children and the parents could only afford to pay transportation for two of the children to attend school.

The school has made significant effort to cover all educational costs, except for transportation, by actively raising funds and seeking donations for lunch, uniforms and other clothing, and for school equipment, such as computers and televisions.

Applying for the EEF is not easy for this under-resourced rural school.

Most children are poor and are eligible for the EEF, but the school struggles with registering students and applying for funding from the EEF or other sources. This is due to shortage of staff coupled with the extra administrative processes required to apply for the EEF.

⁵² DLTV was established in 1996 that broadcasts 15 educational channels nationwide to over 17,000 schools from Klai Kangwon Palace School in Hua Hin.

Case Study 5: Mae Soon Luang School

Type of school: **Pre-primary and primary**

Total number of students: **151 (100% migrant students)**

Total number of teachers: **11**

Context

Mae Soon Luang School, located in Fang district in northern Chiang Mai, was established two years ago as a branch of an established public school that offers education up to lower secondary level. Mae Soon Luang School now has 151 students all of whom are from ethnic minority groups. The majority of the students (95%) are Shan from Myanmar, and 5% are from other ethnic groups.

Just several years ago, it was an abandoned school. Group for Children, a local NGO, with support from UNICEF, used the space to establish a learning centre, named Baan Den Wiengchai, to educate migrant children whose parents are working in the farms.

This was part of a project that began in 2007 as a collaboration between UNICEF and Group for Children to provide early childhood and primary education to about 300 migrant children living in the farms in Fang district. Baan Den Wiengchai was one of the three schools under the project.

To ensure the sustainability of Baan Den Wiengchai, Group for Children and UNICEF worked collaboratively with local educational authorities of Chiang Mai ESAO 3 to transition the learning centre to a branch of a Thai public school⁵³ and register students in the government school system in order to be eligible for OBEC's per student subsidy. Three of the 11 teachers at Mae Soon Luang School are from the learning centre.

Unfortunately, communities in the vicinity are not supportive of this school because they feel that it is for children from the farms, even though some residents are from the same Shan ethnic group. The Shans in the nearby communities, however, have resided in Chiang Mai for many years and have obtained Thai citizenship.

Communities living around the school do not send their children here as there are other schools nearby, and they do not participate in activities organized by the school. However, the school director has noted slow changes in attitude because recently, the school has received some positive comments related to its contribution to enlivening the communities and improving their safety.

As most of the students are from the farms that are located quite a distance away from the school, they need to travel by private van to school, which costs between THB100-350 per month.

Achievements

The cooperation of local educational authorities is critical to the smooth transition from a learning centre to a Thai public school.

The transition from a learning centre to a Thai public school is a sustainability strategy that MLCs could consider adopting. Local educational authorities' cooperation is critical to a successful and smooth transition. Retaining at least some of the teachers is also very helpful in settling existing students in the new system and communicating the changes to parents.

Partnerships with local businesses and NGOs are necessary to maximize opportunities for students.

The school director has been active in mobilizing resources and partnering with local businesses and NGOs to support migrant students, organize extra-curricular activities, develop their life skills, and improve the relevance and quality of education. The school received funds from Plan International and the Hartmut and Ilse Schneider Foundation for Children for the construction of additional classrooms, and school bags from Siam Winery. Officials from Chiang Mai ESAO 3 have helped to connect the NGOs with the school.

⁵³ The public school that Mae Soon Luang School is a part of, helped set up the branch's administrative and financial systems and provides advice and support when needed, but Mae Soon Luang School has its own director, manages its own budget and organizes its own resource mobilization activities. This is in contrast with a satellite school like Wat Pa Pao School in Case Study 6 that does not have its own director, and the school's administration and finance is managed by the main school.



Good Practices and Lessons

Promote students' participation in competitions and community activities.

The benefits are two folds. It enhances students' exposure to society that is beyond the farms they live in and the school. At the same time, it provides the opportunity for the community to build rapport and accept these migrant students. For example, one of the students came fourth place in a districtwide aerobics competition, and on Children's Day, the school arranged for her to perform at a community event.

Use the EEF creatively.

The school has used the EEF to provide breakfast for all students, support students' transportation costs and extracurricular activities as well as their cost of living and offer funds for students to continue to secondary schools (for transportation and lunch that is not subsidized by the Thai government).

Challenges

Some students do not continue to secondary school.

Upon completion of Primary 6, the school director reports that a portion of the students will drop out to work in the farms. However, some will continue their studies at NFE centres during weekends. It is a challenge to convince parents of the value of continuing to secondary school. In 2019, the school has started to encourage students to continue their studies by offering free transportation and scholarship using funds from the EEF. The school has also started sending students to the school's main campus for art and computer classes, as a strategy to encourage students to continue their secondary education on the main campus.

The health and well-being of the students is a key concern.

“Every morning, when the children arrive in school, we could smell the pesticides on their uniforms.”

~ Ms. Siraluck Thanakiatkul, School Director

During the migrant students' first year of school, the school teachers remark that they must focus attention on the students' health and hygiene habits. Teachers make sure that students know how to wash their hands, brush their teeth and go to the toilet. They are also taught how to wash their uniforms and shoes. For children living in farms, it is important to teach them how to treat water that has been contaminated with chemical fertilizers and pesticides.

“The responsibilities of the teachers are not limited to teaching and learning, and do not end when school is over. We must be concerned about their health and well-being, nurture good values and build their life skills.”

~ Ms. Siraluck Thanakiatkul, School Director

Case Study 6: Buak Krok Noi School and Wat Pa Pao School (Branch)

Type of school: **Buak Krok Noi is a pre-primary, primary and lower-secondary school and Wat Pa Pao is a pre-primary and primary school**

Total number of students: **Buak Krok Noi (270) and Wat Pa Pao (165)**

Total number of teachers: **Buak Krok Noi (27) and Wat Pa Pao (11)**

Context

A decade ago, a large orange farm in Fang district had to shut down at short notice, leaving a big group of Shan workers jobless and homeless. This community of Shan workers travelled to Pa Pao Temple – the only Shan temple in Chiang Mai – to seek refuge.

To provide education for the considerable number of Shan children that migrated with their families from the farms and rural areas, Wat Pa Pao Learning Centre was established in August 2009. It was a multi-stakeholder collaboration between local educational authorities of Chiang Mai ESAO 1, NGOs, the abbot of Pa Pao Temple and UNICEF, and the Government of Japan donated funds for the construction of the school building. Two years later in 2011, the government approved its status as a satellite unit of Buak Krok Noi School. Now called Wat Pa Pao School, it is located inside Pa Pao Temple and is to date the only school in the city where students can receive both a basic primary education as well as instructions on the Shan language and Shan arts and culture.

Wat Pa Pao is a satellite unit of Buak Krok Noi, which means the administration and finance of Wat Pa Pao is managed by Buak Krok Noi. Students enrolled in Wat Pa Pao is registered as Buak Krok Noi students and receive subsidies from OBEC. In addition, UNICEF has supported Wat Pa Pao in hiring language assistants to prepare children to enter the school ready to learn, and has provided capacity building support to teachers to enable them to effectively support the learning of migrant children. Baan Dek Foundation, a local NGO, has also supported Wat Pa Pao by providing transportation for students to and from school.

At Wat Pa Pao, all 165 students are from the Shan ethnic group and are all stateless, and many previously lived in the farms in Fang district. Since they have moved to the city, many of the parents of Wat Pa Pao are working in construction and plan to stay in Thailand long term. At Buak Krok Noi, about 90% are migrant/stateless students. Many Thai students have left due to the influx of migrant students, and have moved to the municipality school next door.

Achievements

The leadership and commitment of the school director in developing a child's full potential requires going beyond just teaching academics to fostering students' overall well-being.

The school director is active in raising the quality of education and providing multiple learning opportunities, for example by employing Filipino teachers for its Mini English Programme at Buak Krok Noi in which various subjects are taught in English, and students are immersed in 15 hours of English a week. To enrol in this programme, students need to pay THB6,500 per term and there were 74 students participating at the time of interview, including migrant children. The school is in discussion with Yunnan University in China to offer Chinese language courses and a student exchange programme.

Buak Krok Noi has a Science, Technology, Engineering and Mathematics (STEM) Programme and computer classes, and adopts an open approach to teaching where teachers critique each other's lessons. The school director also arranges with local businesses and NGOs, extra-curricular activities that focus on life skills, sports, handicrafts and various occupations, including baking and cooking.

The school is involved not only in the education of children, but also in their health and safety. The school makes effort to facilitate the issuance of identity documents so that students have access to health services and are not hassled.

"I feel safe in school, but I feel scared once outside because I do not have any ID. If I have an accident, the hospitals will not treat me."

~ Kasem, 16 years old, Primary 3

Good Practices and Lessons

A separate pre-primary class is set up for new students that need to build Thai proficiency.

There are two pre-primary classes in Wat Pa Pao. One for those with some knowledge of Thai and the other for those who do not know any Thai. The school has a bilingual Shan-Thai teacher that teaches the latter class, supported by UNICEF with funding from the European Union.

The school stresses the development of life skills and vocational skills as there are a number of older children.

The school is in close connection with vocational schools in Chiang Mai that go to Wat Pa Pao and Buak Krok Noi to give talks and workshops, and offer full and partial scholarships to students. Many of the students from Buak Krok Noi continue their education at vocational schools after Secondary 3.

The school has also developed MOUs with local businesses, allowing students to participate in internship and apprenticeship programmes in which students can learn from professionals. For example, the school has a partnership with a local company that supports the transportation of their employees' children to Buak Krok Noi, and offers internships for secondary students during their holidays.

Challenges

Wat Pa Pao faces shortages of teachers, resources and space.

Wat Pa Pao has a shortage of teachers and teaching resources as school management has to allocate resources to two locations. Furthermore, Wat Pa Pao is located in a temple and space is limited. The school space is also used for NFE classes in the evenings and weekends, and for community events. Thus, the school is overcrowded, and there is no canteen and fields for sports. Setting up computers and television sets for distance learning programmes is challenging as equipment gets stolen.

Many students from Wat Pa Pao do not continue their education after completing Primary 6.

It is currently difficult to convince Wat Pa Pao students to move to Buak Krok Noi, which is better equipped and resourced, and provides education up to Secondary 3. This is because Buak Krok Noi is quite far from Wat Pa Pao and many parents/guardians cannot afford the transportation costs. Moreover, Wat Pa Pao has a number of older children – up to 16 years old. These children are often pressured by their family to work.

At Buak Krok Noi, however, the teachers report that none of their students have been dropping out after Primary 6, and almost all of them continue to Secondary 1 at the school – although some may move to another school. But there are some older students who work in the evenings after school, and they find it difficult to focus on schoolwork.

UNICEF supported the school to develop a school transport plan to bring migrant children from their homes, which in many cases are far from the school. UNICEF also helped the school to procure a van to put the plan into action, with financial support from the European Union. The van is mainly used to transport students from Wat Pa Pao to Buak Krok Noi, which will encourage parents/guardians to let their children pursue a secondary education.

Students leave in the middle of the term.

As many of the migrant parents work in construction, their stay in this locality is temporary. Sometimes, a large group of students leave in the middle of the term as their parents move to another construction site, which affect the running of the school.





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3.4 Tak

The school featured in this subsection is located in Mae Sot, a district in Tak province that borders with Myanmar. Mae Sot has a long history of different ethnic groups in Thailand and Myanmar living together, and some cross the border to work or go to school in Thailand during the day and return home to Myanmar in the evening.

The Tak ESAO 2 that covers 5 border districts in Tak, including Mae Sot, Mae Ramat, Tha Song Yang, Phop Phra and Umphang, is particularly active in addressing education for migrant children, and has established the MECC, with support from the United Nations Educational, Cultural and Scientific Organization (UNESCO) and other organizations (see Box 2). Recognizing the interconnections between education and other sectors such as health, labour and security, the Tak ESAO 2 adopts a holistic and multi-stakeholder approach. For instance, multi-stakeholder meetings are held among relevant departments and NGOs every 3 months to discuss issues related to migrants.

The Tak ESAO 2 also works closely with international agencies such as Save the Children, UNESCO and UNICEF, and with local NGOs, to support schools and migrant children in the areas of identity documentation, provision of scholarships, reducing school drop-outs, development of teaching and learning materials, and teacher training.

For instance, UNESCO, with funding from Educate a Child and POSCO 1% Foundation, is supporting Tak ESAO 2 in the organization of Burmese language skills training for Thai teachers and Thai language skills training for Burmese teachers in both public schools and MLCs. UNESCO is also working with Tak ESAO 2 to identify out-of-school migrant children and facilitate their enrolment in public schools and MLCs. Furthermore, UNESCO, in collaboration with Microsoft, True Corporation and the Ministry of Education has developed a multi-language app – “LearnBig” – that contains over 1,000 books and learning materials for migrant children. The app is being used by 70 Thai schools and MLCs in five provinces, including Tak.⁵⁴

UNICEF, with financial support from the European Union, has collaborated with Tak ESAO 2 and other areas to pilot global citizenship education in five schools. The programme aims to promote inclusive education, instil the value of diversity among Thai and migrant students, and develop their global citizenship skills (see Box 3).

⁵⁴ Ichiro Miyazawa and Sowirin Chuanprapun, UNESCO, “UNICEF’s Migrant Education Case Study Publication – Request for Comments,” email to UNICEF, 22 May 2019.

BOX 2

Migrant Education Coordination Centre in Mae Sot: A Model for Local Educational Governance

The MECC was established by Tak ESAO 2 as a pilot to improve the quality of education in MLCs. It is estimated that there are 70 MLCs with a total of about 12,085 migrant students in Tak.⁵⁵

The MECC established an educational quality framework with five key criteria based on international standards to assess MLCs and uses it as a starting point for discussion with MLCs on ways to improve its quality. Over the years, the MECC has evolved through strong leadership, and has today become a leading example of local educational governance. It adopts a multi-stakeholder and holistic approach to improving the well-being of migrant children and is the only centre of its kind in the country.

The MECC promotes cooperation between all educational stakeholders including Thai public schools, MLCs, the Ministry of Education, NGOs, and other organizations. For example, the MECC organizes training for both MLC and public school directors and teachers, as well as workshops for MLC and public school teachers to share experiences in teaching migrant children. Furthermore, the MECC helps facilitate the enrolment of migrant students from MLCs into Thai public schools, and administers the implementation and expansion of the Thai NFE programme in MLCs in Tak. MLCs are encouraged to register as private schools so that they can become legal entities and be eligible for government subsidy.⁵⁶ Two MLCs in Tak have already registered as private schools.

Currently, staffing and management costs for the MECC are supported by UNESCO and Child's Dream Foundation, with office and training space provided by Tak ESAO 2. In 2016, UNICEF supported the bi-monthly meetings that the MECC organized for staff of MLCs and officials of Tak ESAO 2 to discuss issues related to migrant children's education at the MLCs.



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55 Benjamin Harkins, ed., *Thailand Migration Report 2019*, United Nations Thematic Working Group on Migration in Thailand (Bangkok, 2019), <https://thailand.iom.int/thailand-migration-report-2019-0>.

56 Private schools are eligible for government subsidy, as stated in Section 35 of the 2011 Private School Act No. 2, as follows: "Any Formal School which does not collect tuition fees or collect such fees less than the rate calculated under Section 32 because it is a school for charity or for educating the poor shall be financially subsidized or provided with other assistances by the Ministry of Education in order to enable such Formal School to continuously carry out its operations in accordance with the standards set forth by the Commission." See <https://www.isat.or.th/sites/default/files/PSA%20Amended%20BE%202554.pdf>.

BOX 3

Global Citizenship Education⁵⁷

With increasing cross-border mobility and falling birth rates among the Thai population, the number of school-age children with a migrant background is likely to continue to rise. The cultural diversity in school communities is already prompting educational stakeholders to re-examine their roles and relevance. This is not a phenomenon unique to Thailand. Worldwide, there is a growing interest in global citizenship education to equip children today with the knowledge and skills to thrive in this globalized and interconnected world.



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Global citizenship is defined by UNESCO as, “a sense of belonging to a broader community and common humanity”. This includes openness towards people from other cultures, respect for diversity, recognition of the different dimensions and perspectives of issues, and having the capacity to act collaboratively and responsibly. The Sustainable Development Goal 4 indicates global citizenship and appreciation of cultural diversity as knowledge and skills needed to promote sustainable development and set the target that by 2030, all learners should acquire these knowledge and skills (Target 4.7).

In 2018, UNICEF initiated a Global Citizenship Education Programme in collaboration with local educational authorities in Tak province, with funding support from the European Union. The programme identified five schools in Tak province where there are a mix of Thai and migrant students as pilots. In these schools, UNICEF developed the capacity of teachers to deliver global citizenship skills and supported the teachers in integrating global citizenship education in the schools.

For example, teachers in Baan Huay Muang School asked students to discuss and draw mind maps of issues and solutions around the world. Students then created mini books based on what they have learned, such as the do’s and don’ts in ASEAN countries. Baan Ton Pueng School organized a day camp at school where they discussed children’s rights and cultural diversity. The students scripted and performed a play about a village with Thai, Karen and Burmese living together in harmony despite their cultural differences. BaanTa Ard School decided to focus on environmental conservation to introduce the need for collaborative actions in solving problems affecting our environment, and engaged students in producing products from recycled materials.

In March 2019, UNICEF brought together the pilot schools and educational authorities in a Global Citizenship Education Forum to share their experience and feedback on the programme. Generally, responses from the pilot schools have been positive – the schools have been able to integrate global citizenship education in their teaching using various approaches, and the students – both Thais and non-Thais – have shown an increased level of appreciation and respect for diversity. Following consultation with OBEC, UNICEF is planning to replicate the programme in Bangkok and its vicinity where the student demographic is more diverse. UNICEF is also planning to develop a localized manual for global citizenship education based on the good practices and lessons from the targeted schools.

57 Heamakarn Sricharatchanya, “Diverse and Included, Not Divided,” UNICEF, 27 May 2019, <https://www.unicef.org/thailand/stories/diverse-and-included-not-divided>; and UNESCO, *Global Citizenship Education: Preparing learners for the challenges of the 21st century* (Paris, 2014), <https://unesdoc.unesco.org/ark:/48223/pf0000227729>.

Case Study 7: Thai Rat Keree School, Mae Sot

Type of school: **Pre-primary, primary and lower secondary**

Total number of students: **616 (37% migrant students)**

Total number of teachers: **36**

Context

At Thai Rat Keree School there are 226 students from Myanmar (37%) of which 138 (22%) are stateless. Among the Thai students, 344 are from the Hmong ethnic group, and the rest are from various ethnic groups, including Karen, Mon and Yakai. The school is located in the mountains in Mae Sot where the surrounding communities are mainly agricultural labourers. The school currently offers free boarding⁵⁸ for 40 students that live far away.

This is a Pracharath school,⁵⁹ and it has received support from various corporations such as CP Group for raising chickens and True Corporation for a satellite and Internet system. The school partners with local businesses and NGOs in skills training for students. For example, CP Group – a Thai conglomerate – donates chickens to the school

and trains students to raise them. In turn, the students are paid a small stipend that would go into their savings account. A bank has a branch in the school and students are taught basic financial literacy and encouraged to save. A large part of the school campus is dedicated to agriculture and agricultural research with plots of land for various fruits, vegetables, herbs and nuts, and research on product development and marketing. The school is planning to train students in the production of essential oils.

Through the assistance of the ESAO and the MECC, the school is able to build relationships with foundations and donors that are interested in helping, and with MLCs interested in transferring their students to the school. For example, UNESCO provided stipends to some previously out-of-school migrant children to enrol in the school, Mahidol University helped develop teaching materials for migrant students, and various foundations supported the construction of classrooms and toilets in the school.



"I used to study at the MLC but before it closed down, I was transferred to this school and have studied here for six years now. My mother tells me to get a Bachelor's degree so that I can earn a good living and support my family. My family and I are not planning to return to Myanmar."

~ Mamao, 19 years old, Primary 6

Achievements

Focuses on making education relevant for students.

The school director recognizes that children living in the surrounding communities are pressured to drop out of school to work and support the family. In order to ensure that the education they receive is helpful to their future, the school is very active in developing students' skills in farming and livestock rearing, and in organic product and handicraft making. Some of the agricultural produce are consumed in the school, the surplus is sold and profits are used to run the school.

⁵⁸ Schools are eligible to receive a per-student subsidy from OBEC to support meal provision for students who require boarding services.

⁵⁹ The Pracharath Project is a public-private initiative of the Thai government that allows Thai public schools to establish partnerships with the private sector to enhance education and innovation for a sustainable society. The project focuses on enhancing students' skills and knowledge, providing student-centred curriculums, increasing schools' access to digital infrastructure, and encouraging participation with the community.

Covers the transportation cost for all students that need it using the EEF.

The school has a *song taew* (pickup truck taxi) and uses funds from the EEF to cover the cost of petrol and transports students free of charge to and from school. The EEF is also used to cover the cost of additional sets of uniform for new students (as the government subsidy of THB300-500 per year is sufficient for one set of uniform only).

Ensures that students are able to continue their education after graduating from the school.

The school has developed MoUs with vocational schools to ensure that students graduating from the school have the option to attend vocational schools with boarding and transportation covered by the vocational schools. According to the school director, most students from this school prefer to go to a vocational school after completing Secondary 3. In addition, the school is planning to develop MoUs with a variety of local businesses to accept students as apprentices, in the effort to expand the range of professions that they can develop skills in.

Good Practices and Lessons

Strong leadership and shared vision are essential to creating a school environment where migrant and stateless students can thrive.

The school director shaped a vision of education for all children, and established commitment from the school committee and all teachers that students regardless of nationality, ethnicity and legal status will be treated equally.

“When I joined the school as director in 2011, I called a school committee meeting to ensure consensus on providing education for all children, without discrimination, because we are living in a community of diverse ethnicity. If the children are not in school, they will cause trouble in the community. But if they are educated, they can contribute positively to the community.”

Besides the commitment from the school committee, I also needed commitment from my team of teachers to be willing to accept all students. To me team work is absolutely critical because educating a diverse group of students would require hard work. I was very direct with the teachers. If they were not ready to commit, I suggested that they submit a request to transfer to another school.”

~ Ms. Siripatsorn Chumputhep, School Director

Engage with the community to give students hands-on and real life experiences, and promote trust and care.

For example, the area is a major source of flowers, including roses. The school would regularly invite women living in the community who are making dried rose products and crafts to the school to train students, providing opportunities for students and community members to bond and learn from each other.

According to the school, active engagement with the community contributes to the development of trust between the school and the community, and among the community, leading to harmonious living, improved safety and reduction in petty crimes.

Promote learning between Thai and Myanmar students.

When the school started accepting migrant children, they separated the Myanmar students with no knowledge of Thai in one classroom for two reasons. Firstly, for teachers to focus attention on building Thai proficiency, and secondly, to avoid apprehension from Thai parents that the Myanmar students may reduce the quality of teaching. Yet, it turns out that Thai parents were keen for their children to learn Burmese. Now, the school finds that it is more effective to submerge those with no knowledge of Thai in regular classes of mixed ethnicity straight away, and teachers promote learning between Thai and Myanmar students. Teachers also offer after-school tuition for those who need it.

Challenges

Engaging with parents and the community is a challenge but absolutely vital in reducing drop-out rates and absenteeism.

Communicating with migrant parents is a challenge, but the school overcomes the problem by engaging bilingual students during parent-teacher meetings and home visits, and other occasions.

It is important to have good rapport with the community and regular communication with parents – not just during parent-teacher meeting, particularly to impart the values of education. According to the school director and teachers, students are generally keen to remain in school, but are pressured by their parents to drop out and work in order to contribute to family income. The school also engages with the employers who are largely supportive of education for migrant children. Some employers will attend parent-teacher meetings as well.

3.5 Ranong

Located on the southwest coast of Thailand, Ranong shares a 169-kilometre land border and a 90-kilometre maritime border with Myanmar, and has a long history of receiving migrants from Myanmar. It is estimated that 80% of the population residing in Ranong are Myanmar migrants. Despite the support that Myanmar migrants provide to Ranong's economy and the dependence on Myanmar migrants to sustain Ranong's economy, negative attitudes towards migrants persist among Thai residents in Ranong.

Unlike in Mae Sot and Samut Sakhon, there are not many NGOs and MLCs in Ranong, and rapport and trust have not been established between them and the local authorities. Therefore, there seems to be little cooperation and collaborations among governments, NGOs and MLCs in addressing education for migrant children.



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As a move to improve the educational quality of MLCs, local authorities of Ranong have developed a set of standards for the 13 MLCs in Ranong to comply with or risk closure. This command-and-control approach contrasts with Mae Sot's more collaborative approach through the MECC that views MLCs as allies in providing education to migrant children.

International organizations like Save the Children and World Vision have recently started working with local authorities and educational institutions in Ranong to promote the education of migrant children and help enrol out-of-school migrant and stateless children in schools. Save the Children estimates about 7,000 migrant children in Ranong and has conducted a study on out-of-school children in Ranong.⁶⁰

A recent research study⁶¹ noted over 2,400 children enrolled in MLCs and about 900 migrant children in public schools in Ranong. The study found that more migrant parents prefer sending their children to MLCs even though they need to pay for tuition fees in MLCs. Reasons include parents' cultural and language preferences as MLCs teach in Burmese, and the MLCs' proximity to migrants' home. Some MLCs have agreements with schools in Myanmar allowing graduates from MLCs to continue their studies in Myanmar. On the other hand, parents who plan for long-term stay in Thailand or would like their children to learn Thai are more likely to send their children to public schools.

60 Interview with Mr. Watchara Intrasombat, REACT Project Officer, Save the Children, 31 January 2019.

61 Titiporn Tuangratananon et al., "Education Policy for Migrant Children in Thailand and How It Really Happens; A Case Study of Ranong Province, Thailand," *International Journal of Environmental Research and Public Health*, vol. 16, no. 3 (2019), <https://www.mdpi.com/1660-4601/16/3/430/htm>.

BOX 4

Teaching Thai as a Second Language

In 2018, Mahidol University, Foundation for Applied Linguistics and Save the Children implemented a programme that provided selected public schools and MLCs in Ranong and Tak provinces with materials and training for teaching Thai as a second language. This programme has been developed based on the principles and best practices in second language acquisition.⁶²

Some of the materials used in this programme are from the UNICEF-funded Patani Malay-Thai Multilingual Education (PMT-MLE) programme in Thailand's Deep South.⁶³ The PMT-MLE programme created a relevant mother tongue-based curriculum for Pre-Primary to Primary 6 classes that meets Ministry of Education standards and were rolled out in pilot schools. This PMT-MLE programme, implemented over a ten-year period from 2007 to 2016, encompassed action research and provided evidence that children learn best when they have the opportunity to study in their mother tongue in the early grades of primary education, and this strong learning foundation provides children with the skills to master other languages and subject areas.⁶⁴



The two schools interviewed in Ranong – Ranong Mittraphap 60 School and Pak Nam School – are pilot schools of the programme. Teachers at both school comment that they find the materials and training useful for building the Thai proficiency of migrant students, but no formal evaluation has been conducted yet.

The teachers in both schools remark that they previously had to go online to find and print exercises for the migrant students in order to help them read and write. It was a trial and error approach – some exercises were useful and others not so useful. Now

they can use the materials provided by the programme, which include resources for teachers, as well as learning materials for students from pre-primary to Primary 3 classes.

The teachers also value the opportunity to share experiences with other teachers during the training course on teaching Thai as a second language. In response, the programme plans to form a LINE group of trained teachers allowing them to continue networking with each other and share knowledge and experiences. The LINE group will be moderated by Mahidol University.

⁶² Kirk Person, Director of External Relations, SIL International, "UNICEF's Migrant Education Case Study Publication – Request for Comments," email to UNICEF, 21 May 2019.

⁶³ Thailand's Deep South includes the provinces of Narathiwat, Pattani, Phatthalung, Satun, Songkhla, Trang and Yala.

⁶⁴ UNICEF, *Bridge to a Brighter Tomorrow: The Patani Malay-Thai Multilingual Education Programme* (Bangkok, 2018), <https://www.unicef.org/thailand/sites/unicef.org.thailand/files/2018-09/unicef%20Bridge%20to%20Brighter%20Edu-EN-low%20Res.pdf>.



3.6 Trat

In Trat, the majority of migrants are Cambodians but the challenges are very similar to those faced by schools with Myanmar students. There are about 17,000 students in public schools in Trat of which about 2,435 or 14% are migrant and stateless students, and among these students 75% are Cambodians.⁶⁵ The school featured below is in Khlong Yai, a district in Trat province that borders with Koh Kong province in Cambodia, and the majority of the students in the school are Cambodians.

Local authorities in Trat province, including educational authorities, have regular meetings with government officials in Cambodia regarding issues related to Cambodian migrant workers in Trat. The issue of migrant education is particularly sensitive in this case due to Cambodia's loss of potential productive citizens. Thus, Thai-Cambodia collaborations are limited in the education sector, although the teachers interviewed mention that there has been some exchange visits between Thai and Cambodian schools.

Case Study 8: Haad Lek School, Khlong Yai

Type of school: **Pre-primary and primary**

Total number of students: **About 150 (93% migrant students)**

Total number of teachers: **10**

Context

Haad Lek School is a ten-minute walk from the Thailand-Cambodia border crossing, and the majority of the students here (140 students or over 90%) are Cambodians, with only about 10 Thai students. Some students cross the border from Cambodia everyday with their parents or guardians to attend school. These parents or guardians work in Trat and return to Cambodia in the evening. Migrant parents are generally employed in the fishing and seafood processing industry, port work, construction, domestic work and shops.

65 OBEC, 10 June 2018.

Some students cross the border with their parents by foot or bicycle. For those who take the motorcycle taxi, they need to pay THB20-30 for transport one way. The school is experiencing an influx of Cambodian migrants. Some Cambodian migrant parents see the benefit of sending their children to Thai school as they will be trilingual (in Thai, Khmer and English), which raises job prospects, particularly in the tourism and healthcare sectors. Many Cambodian parents send their children to a private tuition centre after school to learn Khmer. Tuition costs about THB300 per month.

Achievements

Promotes trilingual education – Thai, Khmer and English.

Although the school does not have a Cambodian teacher, some Thai teachers can speak basic Khmer. Teachers participate in Khmer language courses organized by the Khlong Yai district government once annually. The school is planning to organize an after-school programme for older Cambodian students to teach Khmer and Cambodian culture to Thai teachers and students in the school.

Good Practices and Lessons

Promote the development of vocational skills from as early as primary school to enhance the relevance of education.

To improve the relevance of the school curriculum, the teachers organize vocational skills training for students in Primary 4-6, including hair, beauty and massage courses. These courses are organized in collaboration with universities in Trat.

The school is also participating in the nationwide One School, One Occupation, One Product Best Practices Programme that aims to promote vocational skills training in schools. The school's product is bananas that are donated by sellers in the nearby market. The school teaches students how to make different banana products such as banana chips, dried bananas, banana jam, banana cakes, etc.

Home visits contribute to a reduction in student drop-out rates and improvement of their well-being.

According to government regulations, teachers are expected to conduct home visits once a term. At Haad Lek School, teachers are committed to visit the homes of all students each term (including those living in Cambodia) to understand their situation and needs, as well as to discuss with parents the importance of education and the continuity of education. Teachers report that home visits has contributed to a significant reduction in students dropping out of school. Issues relating to health and hygiene are also discussed and teachers have noted an improvement in the cleanliness of the students' homes and community.

Challenges

Communication with new Cambodian students and their parents is a challenge.

Teachers often seek the assistance of older bilingual students to help with translations. To facilitate communication with parents, the school created a LINE group of parents for each class, after obtaining their permission.



“The migrant students’ first year is the most challenging because of the communication gap. But with time, parents become more involved in the school community, and even volunteer to help us with re-painting the school and planting trees.”

~ Teacher, Haad Lek School



4

GOOD PRACTICES AND LESSONS LEARNED

This section summarizes and analyses the good practices and lessons presented in the case studies above that have been successful and should be considered for replication and scale up. The five ingredients for success include: adopting a partnership approach in policy implementation and programming; building strong leadership, motivation and capacity to support migrant children; implementing effective teaching and learning strategies; improving the relevance of education; and engaging migrant parents and migrant community.

4.1 Adopting a Partnership Approach in Policy Implementation and Programming

The Tak ESAO 2 and MECC offer a partnership model for local educational governance that could be adopted by local authorities (see Box 2). The MECC promotes cooperation between educational stakeholders including Thai public schools, MLCs, the Ministry of Education, NGOs and other organizations, and supports knowledge sharing and capacity building of public schools and MLCs. Additionally, the Tak ESAO 2 promotes cooperation among multiple stakeholders through monthly meetings among sectoral departments working in the areas of education, health, labour and security to discuss migrant-related issues. The private sector and NGOs are also invited to participate in these meetings. The Samut Sakhon ESAO has followed the Tak ESAO 2 approach of holding monthly multi-stakeholder meetings to discuss migrant-related issues.

Partnerships with local NGOs like FRY and LPN are critical as they play a key role in connecting with migrant communities and in understanding their varying needs (see Section 3.1). These NGOs' multi-stakeholder approach to migrant education that engages with migrant communities, schools, government and the private sector, could be a model for other local governmental and non-governmental organizations. NGOs could help reach out to migrant communities, communicate with migrant parents and employers, and support out-of-school migrant children in their entry into the school system.

Another important partner is the private sector, particularly those employing large numbers of migrant workers. In the interviews, some schools have provided accounts of employers proactively enrolling their migrant workers' children in the schools and participating in parent-teacher meetings – demonstrating the willingness of employers to engage in migrant education. Private companies, as part of social corporate responsibility, also donate funds, scholarships and educational supplies to schools, and even offer professional development workshops and internships for students. Thus, awareness raising of and cooperation with companies, particularly those that employ migrant workers, are vital for promoting migrant education.

Children's enrolment in schools provides peace of mind for migrant parents, and appears to drive their motivation and productivity at work. This is backed by a joint UNICEF-Baan Dek documentation project on construction companies that employ migrant workers. For companies supporting their workers' children in accessing healthcare, education and child protection services, they have noted benefits to their businesses and supply chains. For example, a real estate developer has reported that supporting children working for its subcontractors helps to improve brand value, increase retention and productivity of its workforce, as well as reduce absenteeism and workplace accidents.⁶⁶

⁶⁶ UNICEF, *Building Futures in Thailand: Support to Children Living in Construction Site Camps* (Bangkok, 2018), <https://www.unicef.org/thailand/media/586/file>. This publication documents the findings from a study conducted by Baan Dek Foundation during 2017-2018, as part of a UNICEF-Baan Dek project to support children of migrant workers living in construction camps. The publication presents the Chiang Mai Framework for Action (CMFA), which consists of 12 actionable starting points for achieving sector-wide improvements that respond to children's needs. Currently, UNICEF and Baan Dek is working on expanding the CMFA into Bangkok in order to gain attention from leading real estate and construction companies, and engage them in implementing the CMFA in their camp sites to test and demonstrate its applicability for sector-wide replication and scale-up, as well as set new sector-wide norms to improve the lives of all children living in construction site camps throughout the country.



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4.2 Building Strong Leadership, Motivation and Capacity to Support Migrant Children

Strong leadership for inclusive education is a critical factor contributing to the success in managing the school budget, subsidies and funds to support migrant and stateless children. Strong leadership for inclusive education involves developing a shared vision among the school committee and teachers towards offering education for all, including migrant and stateless children. Towards realizing this shared vision, the interviews point to the importance of engaging in partnerships with government, NGOs and the private sector, as well as having a sustainability strategy to maintain and build on the gains from the partnerships.



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Schools play an important role in increasing migrant students' access to schools through awareness raising and community outreach. In rural areas, some teachers, equipped with the registration form, have proactively gone into the communities to enrol students on the spot before the start of the school year. In urban areas, creating banners in different languages at the front of schools and on *song taews* (pick-up truck taxis) or buses stating dates for open days and enrolment help to raise awareness. Timely registration is crucial to avoid gaps in funding and reduce the burden of public schools.

Some schools may still need guidance in enrolling migrant and stateless children, and applying for the EEF.

Samut Sakhon's development of a one-page summary of the OBEC guidelines for enrolling migrant and stateless children, and a standardized registration form for the enrolment of migrant and stateless children used by all schools are good practices that other localities could consider adopting.

There are a wide variety of barriers preventing students from enrolling and staying in school, some of which may be due to the economic hardship of families. Schools have made use of the EEF in different ways to encourage enrolment and retention by reducing families' financial burden. For example, schools have used the EEF to provide free transportation, cover the cost of lunch for secondary school students, or purchase uniforms, socks, shoes, bags and other school attires for sports and scouts activities.

4.3 Teaching and Learning Strategies

It is a myth that migrant children are unable to perform well academically. According to the schools interviewed, once migrant students overcome the initial hurdle of learning the Thai language, migrant students' academic performance is comparable to Thais.

There are varying strategies adopted by schools for new migrant students. Some schools believe that immediate submersion of migrant students in pre-primary or Primary 1 classes is the most effective way for students to learn the Thai language, although they have not conducted any literacy assessments or studies to validate. Other schools have invested in the establishment of a preparatory class solely for new migrant students to learn the Thai language.

For the school to build migrant children's Thai proficiency in preparation for entry into formal primary schooling, it would cost between THB5,000 and THB7,000 per student per year, inclusive of transportation costs.⁶⁷

Teachers and school directors in most schools have expressed that it would be useful if the school has teachers who can speak the language of the migrant children to ease communication with both the children and parents. This would require a budget to employ a language assistant and provide training for both the Thai teacher and the language assistant on working together to build the Thai proficiency of migrant students. The salary of local contract teachers (or language assistants) ranges from THB3,500 to THB5,000 per month (part-time) and from THB9,000 to THB11,000 per month (full-time).⁶⁸

Techniques that schools have used to develop the Thai proficiency of migrant students include setting up a buddy system where a Thai student buddies with a migrant student, using Thai animation and short videos to capture attention, building students' Thai vocabulary by pointing out objects and actions and saying them repetitively in Thai, and publicly displaying a new word a day in different languages. Older migrant children that need to start in pre-primary or Primary 1 classes to build Thai language proficiency are often given more responsibilities in the classroom and assigned as the class monitor.

There is not much research in Thailand that assesses the effectiveness of the different types of teaching and learning strategies for migrant students, and whether students who lack Thai language proficiency can learn it more quickly when their mother tongues are used to supplement instruction. However, extensive research in other countries shows that migrants who have some mother tongue-based education, particularly in developing literacy skills do better than young migrants submerged in existing classrooms.⁶⁹ Moreover, valuing the mother tongue of migrant students is essential for developing a positive and appreciative approach to diversity and identity.

Teachers that have received training and materials on teaching Thai as a second language have commented on their usefulness in teaching migrant children (see Box 4). Teachers also value the opportunities (face-to-face and online) to share experiences and teaching materials among each other. Teachers, however, have expressed the need for training to teach in multicultural and multi-age classrooms because currently, their approach is based on trial and error.

Schools and teachers play a major role in improving children's health, family's well-being and community's environment. Teachers have commented that they need to provide health, hygiene and sanitation awareness to children and their families but most are learning by doing. Formal training to teachers on these aspects and the provision of awareness materials to aid in awareness raising would be helpful.

⁶⁷ This range is based on estimates from running a Child Preparatory Centre in Wat Srisutharam School (see Case Study 3) and from FRY in organizing preparatory classes for migrant students (see Section 3.1). THB5,000 per student per year is derived from the estimate of THB2,000 per student per year to run the Child Preparatory Centre plus transportation cost of THB250 per student per month. THB7,000 per student per year is an estimated provided by FRY.

⁶⁸ These salary ranges are based on estimates provided by schools under the jurisdiction of Chiang Mai ESAO 3 in a focus group discussion organized by UNICEF on 22 June 2019.

⁶⁹ Kirk Person, Director of External Relations, SIL International, "UNICEF's Migrant Education Case Study Publication – Request for Comments," email to UNICEF, 21 May 2019.



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4.4 Improving the Relevance of Education

Many schools interviewed have commented on the need to enhance the relevance of education, and have stressed the development of life skills and vocational skills starting from as early as primary school as there are a number of overage children. Some schools have made the effort to improve the relevance of education through the organization of various vocation-based extra-curricular activities, such as developing skills for making various crafts, baking and cooking, growing crops and livestock rearing, and providing various health and beauty treatments. One of the schools interviewed has been participating in a nationwide programme called, One School, One Occupation, One Product Best Practices Programme that aims to promote vocational skills training in schools (see Section 3.6).

Partnerships with local businesses, NGOs and higher education institutions, including vocational schools, are necessary to maximize opportunities for students. They could give career talks and professional development workshops, and offer full and partial scholarships to students. They could also provide students with opportunities to participate in internships and apprenticeship programmes. Additionally, some schools and local authorities have worked together, with support from local NGOs and international agencies, to facilitate the issuance of identity documents to eligible students to help broaden opportunities and employment possibilities.

With the formation of the ASEAN Economic Community, schools have more readily embraced cultural and linguistic diversity, and there is a greater interest among students, parents and teachers to learn ASEAN languages. The cultural diversity in school communities has resulted in a growing need for global citizenship education (see Box 3), and the five schools that have piloted this programme have reported positive results. In some larger and better-resourced schools, migrant languages, such as Burmese, Khmer and Vietnamese are offered as foreign language courses within the curriculum. In many schools interviewed, their activities give recognition to migrant children's linguistic, ethnic and cultural identities. For instance, extra-curricular activities include the sharing of ethnic traditions, and language and handicraft workshops taught by migrant children. Some schools have introduced a day in the week where children can come to school in their traditional costumes. In some social studies classes, students are encouraged to share information about their different cultures.

4.5 Engaging Migrant Parents and Migrant Community

Engaging with parents and the community is a challenge but absolutely vital in reducing drop-out rates and absenteeism. It is government policy for Thai public schools to organize parent-teacher meetings and conduct home visits twice a year to build rapport and trust with parents/guardians, and better understand the students' home environment. Some schools conduct more regular visits, particularly if families live in isolated farms since it is not convenient for them to come to the school. Most schools would organize the meetings during Sundays when parents/guardians are more likely to be free. Schools would often engage bilingual students at these meetings and visits to help with translations.⁷⁰

At these meetings and visits, conversations cover not only academic performance but also the value of education and completing secondary school, and hygiene and cleanliness. Parents seem to appreciate these meetings and visits with teachers, and teachers find them useful in better supporting the students.

In one school, teachers have used LINE, a messaging app, to maintain regular communication with parents.



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⁷⁰ It is important to note that migrant children, once proficient in Thai language, play a crucial role in helping their families navigate in Thai society, in translating and communicating with people on a daily basis, paying bills, visiting clinics and hospitals, and meeting with teachers. Migrant students also help teachers communicate with parents and guardians.



5

POLICY RECOMMENDATIONS

With an ageing population, low unemployment rate and continuing economic growth, the high demand for migrant workers in Thailand is likely to continue in the foreseeable future. Migrants will be needed in Thailand's development as it integrates into the ASEAN Economic Community and restructures its economy under the Thailand 4.0 initiative. Education plays a key role in developing a workforce with relevant 21st century skills, including the skills to live and work together in diverse societies.

School systems are not only important for bridging migrant-related issues such as health, identity documentation and labour, they are also platforms for disseminating information and delivering services. Moreover, schools are places for raising awareness about hygiene and sanitation, and delivering health services such as vaccinations and dental check-ups.

Therefore, it is essential that schools and educational stakeholders work in a collaborative manner and promote cross-sectoral cooperation with health, labour, security and other related organizations to enhance the well-being and future prospects of migrant children. Recommendations based on the findings from this study are provided below for the Ministry of Education and national-level authorities, for local educational authorities, and for schools.

5.1 Recommendations for the Ministry of Education and National-Level Authorities

- Work closely with counterparts in the countries of origin of migrants to exchange information and data, share materials and resources to support the teaching and learning of migrant students, and ensure effective transition of migrant students from one system of education to another.
- Simplify the Office of the Basic Education Commission (OBEC) guidelines for the enrolment of migrant and stateless children in schools and improve its user friendliness. Produce and disseminate to all schools a booklet on the ways in which schools could use the Equitable Education Fund (EEF) to encourage students' enrolment and retention in schools, and help cover the additional costs of educating migrant children. Organize periodic trainings for local authorities and schools on using the OBEC guidelines and on applying for and effectively managing the EEF.
- Allocate budget and resources to increase and improve training for school directors and teachers in supporting migrant children, including the development of skills relevant to teaching multi-ethnic students, teaching in multi-age classrooms, teaching Thai as a second language, and life skills and global citizenship education. Additionally, provide training for pre-primary and primary teachers on the Nutrition and Hygiene Guidelines developed by the Ministry of Public Health, with support from UNICEF. Incorporate these as part of pre-service and in-service training of teachers and make these courses available in the teacher training coupon programme.
- Provide flexible recruitment arrangements for teachers who speak the language of migrant children. Training for both the Thai teacher and the language assistant on working together to build the Thai proficiency of migrant students is also needed.
- Develop a standardized information package for migrants that orient them on the education rights and entitlements of their children, the enrolment period for Thai public schools, and procedures for transferring to another school should they move locations within Thailand. Targeted for dissemination through public schools and non-governmental organizations (NGOs), this information package must be in multiple languages and formats – print, audio and video.

- Conduct a study on the potential of the Thai non-formal education (NFE) programme as an educational pathway for migrant children, especially for adolescents, including the development of a clear referral system and process for schools to refer children to NFE centres. For the longer-term, OBEC may consider reviewing the relevance of the national curriculum against Thailand's educational goals and demands of today's globalized and multicultural society.
- The Thai government may consider opening up employment opportunities in higher-skilled jobs, especially for migrant and stateless students that have studied in Thai public schools. From an economic perspective, they would be able to contribute back to the Thai economy, including through tax payment, given the investments the government has put into subsidizing the education of migrant and stateless children.

5.2 Recommendations for Local Educational Authorities

- Establish systems for multi-stakeholder cooperation and partnerships in addressing issues related to the education of migrant children, including in identifying and reaching out-of-school children, developing campaigns to raise the awareness of employers with migrant workers on the importance of migrant education, and providing budget support to schools for their specific learning needs. Adopt good practices from the Migrant Education Coordination Centre in Mae Sot, the Samut Sakhon Education Service Area Office and various NGOs.
- Put in place a system and guidelines for schools, educational authorities and health authorities to work together with employers to ensure that migrant workers and their children living in accommodations provided by employers, such as farms and construction sites, are safe and healthy, free from exposure to harmful chemicals and dangerous equipment. The guidelines should include the process of identifying chemical hazards, and recognizing signs of chronic and acute chemical poisoning.
- In scheduled meetings with school directors, include issues related to migrant and stateless children in the agenda, and provide opportunities to discuss solutions towards overcoming challenges related to enrolment, teaching and learning, and managing the school budget, subsidies and funds to support migrant and stateless students.

5.3 Recommendations for Schools

- Engage with local NGOs and employers as partners in increasing the enrolment of migrant children, supporting migrant children's continuing education, minimizing school drop-out rates, advocating for better collaboration between educational and health authorities for children's safety, health and well-being, and raising awareness among parents and employers about the education and health rights of migrants and their families.
- Participate in events that bring together teachers from different schools and actively share good practices and lessons learned, as well as teaching and learning materials that have been developed for multicultural, multilingual and multi-age classrooms, including materials for teaching Thai as a second language, life skills and global citizenship education.
- Communicate regularly with migrant parents (not just during parent-teacher meetings and home visits), particularly to impart the values of education and prevent student drop out. Be proactive in finding the best ways to communicate with parents by engaging bilingual students and the surrounding communities to help, including employers and NGOs.





ANNEX I: METHODOLOGY

This publication is based on face-to-face interviews with national and local governmental authorities and civil society representatives, as well as school directors and teachers, and students and parents in 16 Thai public schools in Bangkok and five provinces – Chiang Mai, Ranong, Samut Sakhon, Tak and Trat. See Annex 2 for a list of key informants. The publication also refers to secondary resources, including publications, reports, journal papers and news articles.

The selected public schools have been recommended by OBEC and recognized by UNICEF, Save the Children and/or governmental authorities as schools that have a high number or high percentage of migrant students, and have demonstrated successful enrolment of migrant children. The two public schools located in Bangkok are under the Bangkok Metropolitan Administration, and the other 14 schools selected are under the Office of the Basic Education Commission.

The school visits and interviews were conducted from 29 January to 13 February 2019. The interviews were semi-structured with guiding questions sent to key informants beforehand. During the interviews, the guiding questions served as a reminder on the issues to cover, but the interviews allowed flexibility for conversations to flow around issues that informants believed were important to them. Generally, the interviews aimed to gain an understanding of informants' experience and perspectives on the range of issues related to migrant education access and retention, including the problems and barriers encountered, the costs incurred, how they dealt with the challenges, and the solutions they propose for their continuing struggles.

Information obtained from key informants was triangulated to capture the different dimensions as well as to cross-validate with different sources, including past research findings, official publications and news report.

Prior to the school visits and interviews, permission was sought to interview a few students and parents (both Thai and migrant), take photos in the schools, and audio record the interviews. At each school, time was also taken for observation in one or more of the following settings – interactions in classrooms, during break or lunch time, when school was about to begin, and/or when school was ending.

ANNEX II: LIST OF KEY INFORMANTS

Ms. Nutthaweewan Panwilai, Policy and Planning Office, Office of the Basic Education Commission

Mr. Kitipong Thongpawa and Ms. Saowanee Pinchumphongsang, Education Department, Bangkok Metropolitan Administration

Ms. Laddawan Lakkaew, Project Manager, Foundation for Rural Youth

Ms. Saeng Dao, Teacher, Foundation for Rural Youth

Ms. Kalaya Malai, Deputy Director, Samut Sakhon Primary Education Service Area Office

Mr. Ratanabhom Nosu, Director, Chiang Mai Primary Education Service Area Office 3

Mr. Adun Duangdeetaweeratana, Group for Children

Ms. Sangdao Wongpa, Group for Children

Mr. Pang, Secondary 5 Student, Alumni of Baan Den Wiengchai (now Mae Soon Luang School)

Ms. Lao, Housewife, Alumni of Baan Den Wiengchai (now Mae Soon Luang School)

Mr. Prawat Pangong, Deputy Director, Tak Primary Education Service Area Office 2

Mr. Pongsakorn Tongkom, Director, Educational Promotion Unit & Migrant Educational Coordination Centre, Tak Primary Education Service Area Office 2

Mr. Watchara Intrasombat, REACT Project Officer, Save the Children

Mr. Amphon Hanthayung, Director, Trat Primary Education Service Area Office

Mr. Wijcha Kharupiti, Deputy Director, Trat Primary Education Service Area Office

Ms. Sanay Boonchoo, Trat Primary Education Service Area Office

School director, teachers, students and parents of the following schools:

- Khlong Thawi Watthana School, Thawi Watthana District, Bangkok
- Sarnjao School, Bang Khun Thian District, Bangkok
- Wat Srisutharam School, Samut Sakhon
- Wat Sirimongkol School, Samut Sakhon
- Baan Pa Bong School, Chaing Dao District, Chiang Mai
- Mae Soon Luang School, Fang District, Chiang Mai
- Buak Krok Noi School and Wat Pa Pao School (Branch), Chiang Mai City, Chiang Mai
- Baan Ta Ard School, Mae Sot District, Tak
- Thai Rat Keree School, Mae Sot District, Tak
- Huay Muang School, Mae Sot District, Tak
- Ranong Mittraphap 60 School, Ranong
- Pak Nam School, Ranong
- Haad Lek School, Khlong Yai District, Trat
- Khlong Yai Witthaya School, Khlong Yai District, Trat
- Khlong Jak School, Khlong Yai District, Trat
- Baan Khlong Pratun, Trat City, Trat



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