Investing in a Global Future
A Situational Analysis of Migrant Children’s Education in Thailand
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Education is essential for empowering and equipping all migrant children to become engaged and thriving participants in society. Education can provide migrant children with the tools to integrate into a new society, retain links with their countries of origin, and develop skills for future employment. With the continued rise in international migration globally, the rights of migrant children to education are increasingly recognised and enshrined in international frameworks and national policies.

Nowhere is the promise of migrant education more ambitious than in Thailand. The country, which hosts nearly five million migrant workers, has taken bold steps to ensure all migrant children have access to education on a par with Thai citizens. As early as 2005, the Government of Thailand, in response to the global call for Education for All (EFA), adopted a cabinet resolution that guarantees the right of all children—regardless of nationality or legal status—to 15 years of free basic education and 9 years of compulsory education.*

Thailand stands to gain significant economic benefits from both migration and migrant children’s education. Education for migrant children has the potential to boost the skills of the working-age population and contribute to human capital development, while also lifting migrant families out of poverty and improving inter-generational livelihood outcomes (UNESCO, 2015). Thailand is becoming a rapidly aging society, which in turn is creating a sustained demand for migrant workers to fill positions in labour-intensive industries where native citizens are in short supply, allowing more of the population to be employed in positions of high economic value (Sato and Dempster, 2022).

Although difficult to quantify, meaningful social, environmental and political benefits can also be gained through achieving universal access to primary education (UNESCO, 2015). Better educated women and men are more likely to make informed decisions related to fertility and family size, which can bring demographic dividends (Pradhan, 2015). Migrant inclusion in communities can have positive impacts on social cohesion through countering misinformation and disinformation about foreigners, xenophobia and racism (IOM Thailand, 2021). Moreover, social remittances through acquisition of new skills and education, for example, have been shown to contribute to building resilience to climate shocks in migrant communities through creative business investments and community-based projects, which in turn can lead to climate-resilient futures (IOM Thailand, 2021). Migrant children and young people, as an integral part of hard-working migrant families and as the promising next generation of literate workers, are essential to Thailand’s economic productivity and societal enrichment. The potential gains from migrant children and youth far outweigh the cost of investment in providing education for all children, including migrant children.

Despite the promise of migrant education and Thailand’s efforts to improve access to education for migrant children, they remain one of the groups most at-risk of being out of school. Indeed, while the total number of migrant children in Thailand was estimated to be between 300,000 and 400,000 in 2021, only 170,928 non-Thai children were enrolled in Thai public schools** (also known as Office of Basic Education Commission (OBEC) schools). In the absence of reliable data on migrant children and their education status, it is estimated that upwards of 200,000 migrant children do not receive any form of education in Thailand (UNICEF, 2019; United Nations Thematic Working Group on Migration in Thailand, 2019), although the actual figure is likely to be much higher.

* Fifteen years of free basic education spans three years of kindergarten, six years of primary education (Grades 1–6) and six years of secondary education (Grades 7–12), while compulsory education is limited to nine years (Grades 1–9).
** Migrant children living in Thailand are mostly from the neighbouring countries of Myanmar, Cambodia, Lao PDR, Vietnam, and stateless children. Non-Thai children also include children of professional workers.
RESEARCH
OBJECTIVES AND
DESIGN

To further explore and gather data on the factors framing migrant children’s experiences of education within Thailand, especially with regard to the Thai education system, a mixed-method research study was carried out by the Asian Research Center for Migration, Chulalongkorn University. Key questions explored included:

- Why do so many migrant children not attend school in Thailand despite the government’s guarantee of free education for all?
- What factors influence a migrant family’s decision to send or not send a child to school or other form of educational institution?
- Why do some migrant children drop out of school while others continue their studies?
- What impact does education have on the migrant child, their livelihood and their family?

Between March and June 2021, the research team surveyed a total of 654 migrant families (441 persons from Myanmar, 109 from Lao PDR, 102 from Cambodia, and 2 from Vietnam) in five geographic areas in Thailand. The numbers of surveyed families mirrored the composition of migrant workers by their country of origin (as migrant children from Myanmar form the largest group of migrant children in Thailand).

Figure 1: Number of migrant families surveyed

The team conducted a total of 125 in-depth interviews and focus group discussions with migrant parents or guardians of children (aged 3–18 years), migrant youths (aged 15–24 years), education administrators, school directors and teachers, Migrant Learning Centre (MLC) teachers, and non-governmental organisations (NGOs) to better understand the patterns of migrant education in Thailand.
Migrant parents perceived benefits of education

- Education is good for child development
- Improved Thai language skills
- Children will find better jobs in the future

The study builds on previous research on migrant children in Thailand, which has identified several key challenges and barriers to accessing education, including low family income, fear of arrest, language barriers, high drop-out rates, and frequent relocation (UNICEF, 2019; United Nations Thematic Working Group on Migration in Thailand, 2019). The findings from this research reinforce previous findings and further highlight how parental perceptions and demand for education inform access to education and decision-making, especially within the context of an enabling EFA policy and the immediate circumstances of the COVID-19 pandemic. This research brief brings together the different aspects of the situation of migrant education in Thailand today and offers recommendations on how to best ensure migrant children in Thailand realise the promise of Education for All.
1. What Educational Options are Available to Migrant Children in Thailand?

In 2005, a Thai Cabinet Resolution stipulated the rights of every child, regardless of legal status or nationality, to attend education until completion of the secondary level and to receive per-head educational support from government. Subsequent regulations within the Ministry of Education outline steps for schools to issue the documentation needed to enrol migrant children. Such policies have cascaded differently to create different types of education options available to migrant children at the sub-national level. Migrant parents can choose between five available education institutions:

1. **Early Childcare Centres (Nurseries) and Kindergartens**: Both public and private early childcare centres serve migrant children; children aged 1–3 years attend typical nurseries, while children aged 4–6 years attend early childcare centres. Kindergarten education offers more structured learning activities and is recommended for children aged 3–5 years. Kindergarten education is not a requirement for subsequent enrolment at primary level.***

2. **Thai Public Schools**: Public schools, ranging from primary level to upper secondary level (including vocational studies), are regulated by the Office of Basic Education Commission (OBEC), under the Ministry of Education.

3. **Thai Private Schools**: Ranging from primary level to upper secondary level, including vocational studies.

4. **Non-Formal and Informal Education (NFE)**: NFE institutions offer alternative education for people of all ages who are not able to enrol in the formal education system. The regular Thai NFE curriculum is designed for youths or adults who can already read and write Thai. A new Thai NFE curriculum has been designed specifically for migrant children, as well as a Myanmar-specific NFE curriculum.

5. **Migrant Learning Centres (MLCs)**: MLCs are established by migrant communities, particularly from Myanmar, or established and operated by Thai NGOs. Some MLCs provide education for all migrant children regardless of their country of origin, while others provide education for children from one country (either Myanmar or Cambodia). MLCs range from those with course content in English or Myanmar languages to hybrid courses that adapt Thai/Myanmar curricula to MLCs that prepare students to enrol in the Thai education system or provide single subject lessons. MLCs tend to cluster in some provinces where the migrant population, particularly from Myanmar, is sizable, such as Tak and Samutsakorn. MLCs are not present in some of the provinces included in this research.

*** Some Thai public schools and private schools offer education from kindergarten until primary level. As findings of this study focused on education enrolment beginning at primary level, kindergarten schools were therefore grouped with early childcare centres (and nurseries) for the analysis.
Most surveyed migrant children (aged 3–18 years old) were receiving an education, mainly in Thai public schools (44 per cent), followed by MLCs (27 per cent), nurseries (3 per cent), Thai private schools (3 per cent), and NFE (1 per cent). A similar pattern of participation in education institutions was found amongst Myanmar migrant children, who form the largest group of migrant children. Meanwhile, 14 per cent of children did not attend school as they were younger than the minimum school age, while 4 per cent had stopped studying.

**Figure 3: Shares of migrant children at different education providers in Thailand**

- **Not in Education**: 18%
- **Public Schools**: 44%
- **MLCs**: 27%
- **Private Schools**: 3%
- **Non-Formal Education**: 1%
- **Nurseries**: 3%

2. **What Are the Reasons Informing Migrant Parents’ Choice of Education Options in Thailand?**

Migrant parents sent their children to different types of educational institutions for a variety of reasons.

**Reasons to study in a Thai public school**

Many migrants chose to send their children to a Thai public school because it was accredited and their children could learn the Thai language, which was considered useful not only for the children but for their parents as well. These parents also wanted their children to work in Thailand and believed studying in local schools would enable their children to find jobs more easily than those with poor Thai language ability. However, it often took a long time for migrant children to integrate into Thai public schools, which might be attributed partly to the lack of support for the systematic learning of Thai as a second language and/or mother tongue-based multilingual education in schools.

*To study in Thailand and know the Thai language will help [migrant children] find good jobs, probably as Thai-Cambodian interpreters in factories in Cambodia.*

37-year-old Male Cambodian Migrant, Chonburi
Reasons to study in MLCs

The main reasons cited by migrant parents for their children to study in MLCs included the ability to learn and retain knowledge of their native language (particularly Burmese) as well as to enable children to reintegrate into their countries of origin in case of return. Migrant parents also cited the following benefits of MLC education: either free or very low cost; a lack of strict rules for enrolment; flexibility for children older than admission age; and no expense for school uniforms.

However, students who graduated from MLCs were not accredited unless they applied and passed Thai or Myanmar NFE, or, in a few cases, took an international exam. This was identified as a serious challenge for MLC students if they aspired to further their education in Thailand or in their countries of origin. The lack of accreditation, along with fewer opportunities to study at a higher level, was also cited as depriving MLC students of motivation to do well in their studies.

Reasons to study in NFE

NFE was seen as providing flexible education opportunities and accreditation for migrant students. Migrant children could enrol with Thai NFE, which offers a new curriculum designed for migrant children, or enrol with Myanmar NFE. Parents of migrant children explained that NFE offers children flexible conditions for entry, study hours and conditions, and self-paced learning. Migrant parents further stated that older migrant children do not need to enter classes with children who are younger, which sometimes occurred at Thai public schools and often acted as a source of discomfort for older children. NFE also offers short courses to learn vocational skills. Such flexibility was suitable for migrant children who may work and study at the same time. Both the lack of information on how to access NFE (see section on ease of access below) and the scarcity of provision of NFE infrastructure suitable for migrant children could be reasons why NFE has not been used more by parents and children.

Figure 4: Reasons parents cited for sending children to study at each type of education provider

| Thai public schools* | • Accredited and therefore able to provide certification for students  
|                      | • Provide opportunity for students to learn the Thai language  
|                      | • Provide assistance to receive documentation, including the G code |
| MLCs                | • Provide flexible grade placement for children older than 7 years of age  
|                      | • Accommodate return to country of origin  
|                      | • Teach the language of origin country  
|                      | • Provide uniforms free of charge or at low cost |
| Non-Formal Education (NFE) | • Flexible study time  
|                      | • Older children do not have to study with younger children  
|                      | • No uniform requirement |

*NB Thai private schools were perceived similarly to public schools.
3. What Do Parents and Young People Perceive as the Benefits of Education?

In general, migrant parents had low levels of educational attainment: nearly 22 per cent had no education and over 45 per cent had only attended school at the elementary level. Despite this, migrant parents acknowledged the benefits of education and wanted their children to study.

Migrant parents recognised many positive impacts of education, such as improving children’s development, employability, socialisation, and Thai language skills. A third of migrant families in the study (35 per cent) expressed that their children had more self-confidence due to attending some form of education, followed by 20 per cent who stated their children could convey and explain necessary information to them, 18 per cent who reported better behaviour, 15 per cent who reported improved organisational skills, and 11 per cent who noted other benefits. Interviews with migrant youth reinforced these findings, with those who continued to study reporting higher levels of self-confidence, regardless of school type.

Figure 5: Perceived benefits of education according to migrant parents

- Enhanced child development
- Improved Thai language skills
- Better employment opportunities in the future
Such positive impacts were due in part to the increased competency in the Thai language among migrant children. Children’s proficiency in Thai enabled them to better socialise with the Thai community, help their parents or caregivers with shopping, and translate necessary information to communicate with local people or government organisations. Caregivers confirmed these findings and expressed satisfaction with the benefits their children had gained from studying in Thai schools, enabling them to enjoy better social literacy and broader social lives, as well as develop good manners. These soft factors and enhanced life skills are critical and have significant implications for how migrant youth can integrate and contribute to society.

However, although education was perceived to prepare migrant children for the future, the lack of educational accreditation for migrant children who study in some education institutions remains a significant downside.

“
My child accompanied me to the hospital. He knows Thai language from school and can tell me the next appointment and read the prescription.

41-year-old female Cambodian Migrant, Rayong
4. What Impact Do Education Expenses Have on Migrant Children’s Access to Education?

Regardless of education type, migrant parents stated that children’s education came with out-of-pocket expenses, the most cited being the cost of transportation, uniform/clothing items, food, and learning materials/tuition fees, respectively. While Thailand’s EFA policy provides for a per-capita grant to cover school fees, study materials, and lunch in Thai public schools, parents reported extra costs, such as sports uniforms, fees for additional classes, etc., which often constrained migrant children from attending public schools. Expense concerns became more pronounced at secondary level where schools were located at greater distances and learning expenditures increased. In almost all provinces, financial difficulties were cited by parents as a reason for their children not receiving education.

Figure 7: Educational expenses reported by migrant families

On average, out-of-pocket education expenditure per child in Thailand ranges between THB 1,000 to 10,000 per year (UNICEF, 2019). These expenses impose significant financial burdens on families that do not have large or steady incomes. Indeed, only 10 per cent of respondents normally earned more than THB 11,000 per month, while 27 per cent of respondents earned between THB 7,000 and 9,000 per month; 21 per cent earned between THB 5,000 and 7,000 per month; and 17 per cent earned below THB 5,000 per month. While not a large portion of the surveyed households, 10 per cent of children reported working – either casually (3 per cent), part-time (4 per cent), or full time (3 per cent).
5. Why Do Some Migrant Parents Not Send Their Children to School?

Overall, migrant parents understood the importance of education and elected to send their children to study at one of the several types of educational institutions available to migrants. Not all did, however, and the number of out-of-school migrant children remains large. Approximately 14 per cent of surveyed migrant children were out of school. This percentage included children who have never attended education or children who have dropped out of education.

Other than the child being under-aged, reasons given by parents whose children were not in school included not having enough information or money to cover school expenses, as well as challenges with transportation and frequent family relocation. The issue of transportation varied by province: it was cited as the main problem for migrants in Chonburi (100 per cent), Rayong (64 per cent), Tak (50 per cent), Ranong (43 per cent), and Nongkhai (38 per cent).

Figure 8: Migrant parents perceived obstacles in sending children to school

Parents also reported receiving limited information about education from their neighbours or community leaders, often missing necessary information on topics such as government support for education, education providers available in the area, and the school enrolment timeline. These barriers often prevented migrant parents from sending their school-aged children to school.
When asked about the reasons for children dropping out of education, the majority of migrant parents explained that family relocation to follow itinerant jobs forced them to take their children out of school, in addition to needing their children to work, problems at school, or children’s preferences such as not wanting to study in the same class as much younger children.

Figure 10: Challenges faced by migrant children at school that may lead to drop-out

1. Taking too long to integrate with other children
2. Difficulty following lessons because of language barrier
3. Bullying from other children or discrimination by teachers
6. What Are Migrant Parents’ Perceptions of the Education for All Policy?

While most migrant parents knew about migrant children’s right to education in Thailand, some were unsure how to access educational institutions. Among surveyed migrant parents, 84 per cent stated that they knew non-Thai children could receive an education, while 12 per cent of respondents were “not sure” and 4 per cent stated they “don’t know” how to access education.

Perceptions of ease of access varied by type of education. For example, 66 per cent of surveyed migrant households answered that access to Thai public schools was “easy”, while 12 per cent answered “difficult” and another 13 per cent “did not know”.

For MLCs, over half of respondents perceived access was “easy” (57 per cent) and only 4 per cent thought it was “difficult”. However, over 30 per cent of respondents stated they did not know how to access MLCs (largely due to the lack of MLCs in some provinces surveyed in Thailand). For NFE, 36 per cent of respondents found access to be “easy”, while 22 per cent “did not know” how to access NFE and 36 per cent had never tried. Simple comparisons across different types of education institutions might suggest that parents considered public schools more difficult to access than MLCs and NFE. However, many parents also did not know how to access MLCs and NFE.
7. How Do Admission Processes Affect Migrant Children’s Enrolment?

Migrant children were accepted to Thai public schools and Thai early childcare centres but the admission conditions varied from place to place. For example, certified documents were required to enter certain centres in Ranong and Nongkhai, while migrant children without any documents were accepted in the local childcare centres and nurseries in Mae Sot. In Chonburi, parents were only required to provide certified letters issued by their employers.

Thai public schools require migrant children to provide certification of their school grades or demonstrate their knowledge according to district standards (such as passing examinations administered in the Thai language) to be admitted at that grade. When migrant children lacked the required certification or the Thai language fluency to communicate with teachers and pass the examination, schools admitted the children to the first grade. Some first-graders were later observed to have sufficient competencies in the school subjects, such as in mathematics or English as a second language, well beyond the first grade level. Migrant families reported that this practice not only discourages migrant children who are older than their classmates from enrolling, but also increases the total cost of education since migrant children may have to repeat grades they have already completed in their country of origin.

In contrast, admission and grade placement processes at MLCs tended to be more flexible in terms of admission conditions, documents, and children’s lack of Thai language fluency. Supplementary Thai language tuition was provided, allowing migrant children to be placed at the class levels consistent with their competencies in other areas.
8. What are The Gaps in How the EFA Policy is Implemented in Practice?

Thailand’s cabinet resolution and EFA policy require schools to admit children regardless of their nationality. While education administrators, school directors and teachers were aware of the resolution, not all schools had the willingness, teacher capacity, or readily accessible guidelines to accept migrant children. In Tak province, where Primary Education Service Area Office 2 has established the Migrant Education Coordination Centre (MECC) to coordinate with schools, MLCs, communities and NGOs, teachers and authorities were more equipped to realise the promise of the EFA policy (UNICEF, 2019). MECC’s leadership and sustained commitment to advocate for migrant children often motivated schools and assuaged any concerns schools might have about migrant children admission, grade placement or grade-skipping examinations as well as additional support for the well-being of migrant children. MECC also streamlined data collection, budgetary planning, and resource-sharing among schools, along with processes to support annual school performance evaluation and recognition (UNICEF, 2019).

On the other hand, in other areas, data on the number of migrant children was not consistently collected and shared to relevant authorities. In larger and more popular schools, without province- or district-level coordination, teachers and administrators explained that their schools could not admit migrant children due to limited places and high competition to enter school.

9. What is the Relationship Between Local Thai and Migrant Communities?

Most migrant children perceived the school and study environment positively, but some faced challenges including taking a long time to integrate, struggling with the language barrier and experiencing discrimination from classmates and teachers. A total of 15 per cent of migrant children from Cambodia reported facing discrimination, as well as 10 per cent from Lao PDR and 6 per cent from Myanmar. Such discrimination took place in Thai public schools as well as in MLCs, and bullying was experienced in nurseries, MLCs, Thai public schools and government vocational schools. This unwelcome atmosphere might also contribute to school dropout.

The unease felt by some migrant children was reflected in the mixed perceptions of local Thai communities towards migrant children. Thai teachers and school directors who participated in the study accepted that Thailand needs to accommodate migrant children because migrant workers are part of the labour force and migrant children are better integrated in Thai society when the majority are able to speak the Thai language. In general, they viewed migrant children who entered the Thai education system as hard-working in class and well-behaved. However, there were also local people who did not welcome migrant children, accusing them of taking resources from the country and fearing that they would compete with Thai children in the labour market.

When migrant children felt accepted and included in schools and local communities, they were more likely to succeed and contribute in the long-term to their host communities, bringing dividends to all of society. Creating connections between migrant children and host communities—either in Thai schools or through other means—therefore reap benefits for everyone, migrant children not least of all.
COVID-19 had serious disruptive impacts on the education of migrant children

The COVID-19 pandemic had significant impacts on migrant children’s education, forcing children to study at home with online modules. However, many parents did not own devices to enable such studying, and migrant children often had to use mobile phones instead, which were not suitable for watching lessons for a long period of time. Further, to access online lessons effectively, migrant caregivers had to pay high costs to obtain stable and high-speed Internet, which many migrant and disadvantaged families were unable to afford.

Migrant children also endured additional disruptions. Border closures barred children from returning to schools and parents from returning to employment in Thailand. Distance learning materials were designed for Thai children, with little digital assistance provided for migrant parents in a language they could easily understand. Children who remained across the borders were unable to receive distance learning materials from their teachers.

Such disruptions were felt by migrant families: 69.5 per cent of respondents reported that the pandemic had impacted their children’s education; 13.2 per cent answered that there was no impact, while 17.3 per cent stated that their children were not in school. For those who answered that there were impacts, 70 per cent stated that their children did nothing at home or did not have learning devices or access to online lessons, among other reasons.

Despite these challenges, most migrant families reported that they are confident their children can overcome educational disruptions in the post-pandemic period, while a minority of children have dropped out, started working or may have to return to their countries of origin due to the impact of COVID-19.

The negative disruptions caused by COVID-19 and their impact on migrant children do not have to be permanent. While some students have dropped out of school and/or started working, proper investments and interventions by local community leaders, schools, and government authorities can help bring these children back into the fold of education. Equity-based interventions can benefit both Thai and migrant children in disadvantaged settings. For migrant children, investments and a change in policy can bridge the resource divide faced by poor migrant families and allow them to access education on an equal basis with others.
None of the obstacles reported by migrant families are insurmountable. For instance, parental perceptions of the different education options can be improved with increased information on the EFA policy provision, enrolment process, and documentation assistance provided by schools. Migrant children’s integration into schools can be improved through Thai language and teaching interventions. This section will discuss targeted policy interventions and investments to address the policy implementation gap in migrant education and connect all education stakeholders, including migrant parents, to resources essential to pave the way for improved educational outcomes for their children.

To fully realise the right of all children in Thailand to education, various actors and stakeholders need to take coordinated and decisive action in the short- and long-term. Such steps are necessary to strengthen education opportunities for migrant children, build linkages for strong communities and invest in future generations.

The Ministry of Education and other relevant Thai national agencies should:

- Ensure the alignment of the EFA policy in terms of policy awareness, budget allocation, and implementation by continually informing entry administrators and school directors of the policy and its provisions, and by developing standardised guidelines and support mechanisms for integrating all children in public schools, regardless of their nationality and status.

- Evaluate the availability, accessibility and adequacy of existing funds and resources to address educational inequality faced by migrant children to inform a revised allocation.

- Develop more flexible registration criteria for MLCs and NFE, and increase opportunities for students at MLCs by resuming collaboration with the Myanmar Ministry of Education, other origin countries, as well as the Thai NFE system, to permit the transfer of migrant students’ education credits.

- Adopt a three-pronged approach drawing on prevention (e.g. providing flexible education pathways), intervention (e.g. identifying at-risk students and providing individualised support) and remedial measures (e.g. access to alternative education and vocational training opportunities) to reduce the number of early-school-leavers and out-of-school migrant children and youths.

- Publicize EFA through awareness campaigns to Thai authorities across ministries, communities, employers and migrants by distributing information pamphlets, and make sure that pamphlets are also available in a format and language(s) that are accessible to migrant communities.

- Adopt research-proven language support, such as mother tongue-based multilingual education and teaching Thai as a second language, in schools with migrant children, as well as organise teacher training and provide sufficient language learning resources to improve long-term learning outcomes.
• Improve the collection, analysis and use of data relating to migrant children in planning at the national, regional, and local levels. Improving data quality, availability and analysis is essential to properly identify and reach these children to ensure they receive the appropriate support for their educational attainment and context.

Teachers and education personnel in schools and MLCs should:

• Foster partnerships between local authorities, employers, civil society and migrant communities to improve migrant families’ access to information on the available education options and alternative training opportunities in migrant languages in the catchment/surrounding area by holding regular information sessions, and provide counsellors or mentors in the provincial education office or in the migrants’ place of employment or residence.

• Intervene early with at-risk migrant students by learning from them what issues they face (e.g. personal, family, or curriculum-related circumstances) and providing additional support.

• Prevent discrimination and promote inclusive instruction in classrooms, including raising awareness around discrimination, promoting global citizenship education, and strengthening systems to provide support and localised education materials to migrant children.

• Explore school-based mechanisms, such as pairing migrant children with local children to help them follow lessons. Provide extra lessons to support struggling learners and language tuition for migrant children who have insufficient language ability.

Decisive steps are also needed to remedy the harm caused by COVID-19 and build educational frameworks and policies that are inclusive and responsive to such large-scale disruptions. The RAPID learning recovery framework provides guidance on addressing disruptions through a tailored and contextualised approach (UNICEF, UNESCO, and The World Bank, 2022) and can be adapted as a targeted support for migrant children’s education.

In the Thai context, this also implies placing additional focus on the digital divide and making efforts to address it, fully acknowledging the issue is not limited only to migrant children.
To counter the effects of the COVID-19 pandemic:

- Adopt a Digital Equity Framework that facilitates digital access and other resources on an equal basis to promote digital inclusion to ensure that:
  - All children, including migrant children, have access to devices; fast, affordable and reliable internet; appropriate learning content; and digital literacy training.
  - Local authorities receive support to operationalise the Digital Equity Framework to suit local needs.
  - A free digital device lending service with unlimited free data is made available to schools for all low-income, disadvantaged students without digital devices, including migrant children.
  - Telecommunications companies provide extra servers to accommodate large numbers of online learners simultaneously, free mobile data access to education platforms and websites for students and teachers, and subsidise internet fees for teachers and students.

- Explore way to assist migrant children in learning outside of school hours, including sharing of school devices and pooling education resources.

- Collect data on successful learning modes (learning content and material) and competencies (skills to learn remotely) acquired by migrant students and build on these successful models in preparing for future crises.

- Enhance teachers’ capacity to deliver relevant, flexible and interactive remote- and online-teaching, in addition to psychosocial and emotional support, to minimise demotivation among students.
References


