



**RIGHTS AND OPPORTUNITY TO EDUCATION: THE CASE
STUDY OF MIGRANT CHILDREN AT MAE SAI BORDER
AREA IN CHIANG RAI PROVINCE, THAILAND**

THANAPOL SANGKUN

**MASTER OF ARTS
IN
INTERNATIONAL DEVELOPMENT**

**SCHOOL OF SOCIAL INNOVATION
MAE FAH LUANG UNIVERSITY**

2022

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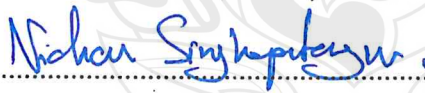
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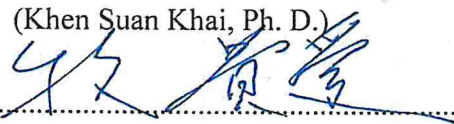
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Thanapol Sangkun

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ABSTRACT

The objectives of this study are (1) to find out the causes and barriers to the education accession of migrant children at the Mae Sai border area between the Thailand-Myanmar border, (2) to study how Thailand has been striving to improve education accession for migrant children , and (3) to analyze how the Thailand's National Human Rights Plans has impacted migrant children's education, to highlight the critical success that Thai government should continue to do and, make a recommendation plan for the factors to improve. The samples were divided into 2 groups: the quantitative sample consisted of 222 migrant children and 12 government officials in Mae Sai District, Chiang Rai Province, Thailand; Questionnaires and semi-structured interviews were used to collect data. Quantitative data were analyzed using descriptive statistics to find frequency and percentage values. and analyzed the data by synthesizing data separately for each issue for qualitative data. The study found that parent movement, lack of motivation for study, language and culture differences, and budget issues are the four main barriers which obstruct migrant children from accessing to education system. This study covers the rights for education for migrant children, primarily from Myanmar, in the Chiang Rai-Tachileik border, as a model for the

migrants in Thailand. This study finds out that the development of G and P code system allow more opportunity for migrant children to access to Thai's Public school as well as the establish of the alternative school which help to give more choice in education are two effective actions that government should further continue. It is suggested that such research at a national level be done to better support all rights to education according to Thailand's Education for All policy.

Keywords: Rights to Education, Migrant Children, Thai Educational Policies, Education for All (EFA), Education and Development

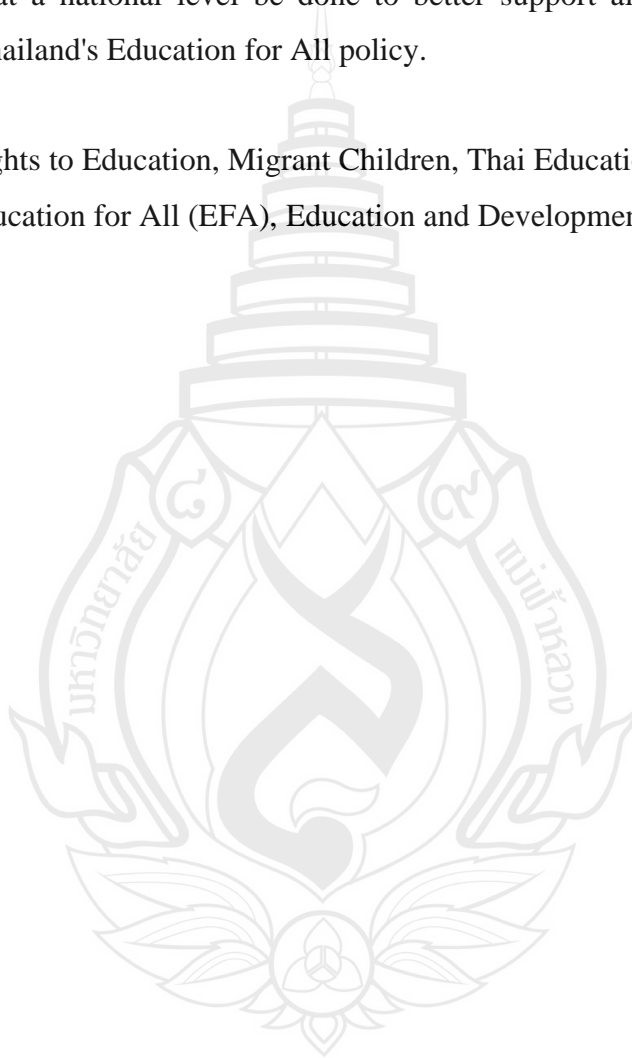


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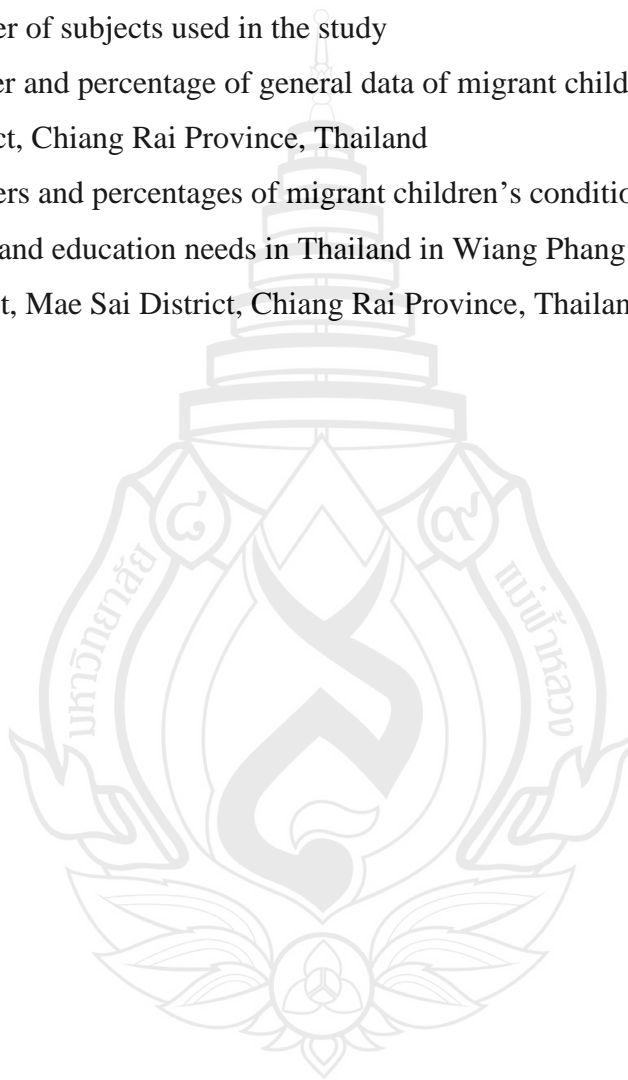
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CHAPTER 1

INTRODUCTION

1.1 Statement of Problem

Children on the move are one of the global phenomena, children are driven out of their home countries for several push factors, including conflict, violent, poverty, lack of education, distress, family networking, and they are in serious jeopardy to be trafficking victims, child labor, and sexual exploitation victims. Frequently these children have limited access to the education system, which is the key to defending them from these threats (United Nations International Children's Emergency Fund [UNICEF], 2019a). Migrant children are among the most critical issues. Education is a factor that makes people earn skills, knowledge, and enables them to understand and access their rights and obligations to the society, family, and country. Access to education is a fundamental human right everyone should enjoy regardless of nationality, ethnicity, religion, or otherwise. According to the Office of the Basic Education Commission, every child in Thailand has the right to education regardless of their background or nationality (Office of the Basic Education Commission [OBEC], 2017). Nevertheless, there are barriers to accessing education for vulnerable groups, such as migrant children and stateless children, especially those who live in the border area, regarding their status (Sobane et al, 2018).

Even though Thailand is still in the developing stage to spread these services, the social security policy for migrants since 2005 has allowed all children to go to study in Thai public schools (Nawarat, 2012). Even with their children who do not have identification cards, migrants come to live in Thailand for their children to access free education. Unfortunately, even though the policy was launched more than 15 years ago, the percentage of children who cannot access the education system is still high, especially outside Thailand's central part and in the border area (UNICEF, 2019b).

According to United Nations Children Education Fund (UNICEF), around 150,000 migrant children are enrolled in Thai schools. Despite the favorable political environment, around 200,000 migrant children do not attend school, generally due to practical obstacles. These obstacles stem from negative attitudes towards migrant children, service providers' lack of understanding of policies, and lack of ability to support migrant children from service providers. The movement of families has increased challenges and lack of awareness and knowledge of migrant communities' access to presented services (Mala, 2019).

Mae Sai is Chiang Rai's district in the northern province of Thailand, which connects Laos and Tackilik, a border town of Shan State, Myanmar. It makes this area become a destination place for migrant workers. In the past few years, political conflict in Myanmar and establishing of special economic zones in the Northern Thailand-Myanmar border since 2015 have resulted in more migrants moving in to work in this area. An increasing number of migrant children move along with their parents. Many migrant children attend Thai schools due to limited educational location, education policies that do not support them directly, and family movement (UNICEF, 2019b).

The National Human Rights Plan was created in order to advance and defend the people's human rights. The main goal of this is to ensure that human rights violations in the nation are effectively and efficiently rectified to improve Thailand's comprehensive human rights management system in a cogent and unified manner for the benefit of the general public as well as to make reasonable progress so that the system can comply with this in terms of international standards (Office of the United Nations High Commissioner for Human Rights [OHCHR], 2011). From 2014 to 2018, the third national human rights plan was in effect. "A society that promotes rights, freedoms, and equality, taking into consideration human dignity, to attain a nonviolent and satisfied humanity." is the 3rd National Human Rights Plan (Ministry of Justice (Thailand) [MOJ], 2019).

Human rights have become one of the global goals, but conflict and inequality still continue within society. It can come in many forms, such as rights abuse, human trafficking, and inequality accession to rights. Rights to education for migrant children have been promoted since 2005, but in Thailand, there are still many migrants who still cannot access the education system, especially in the border area where the number of

schools and educational opportunities for migrant children are still lacking (Tuangratananon et al., 2019). This thesis priority aims to see what the Thailand government have done to provide education for migrant children and the progress Thailand's human rights plan made to the community, by detailing study into few parts to see it clearer including the progress of migrant children on their accession opportunity to education, the well-being in daily life of migrant children, and the number of children who got advantage from this policy within Mae Sai area.

Education policy needs time to make it effective, as we can see from Education for All in 1990 and implemented in Thailand in 2005 that it used an extended range of time to make it work until this day. It is valuable and effective, giving Thai children access to a good quality of education, in the case of migrant children, it is not working well as it works for the national population. Thailand's 3rd National Human Rights Plan was launched and had a focus on fulfilling and helping migrant children to access Thailand's education system. It was launched in 2014, so this research is working on answering what impact this plan makes on the community and making the recommendation plan to further what the Thai government should do in their next plan.

1.2 Research Questions

How Thailand's National Human Rights Plans has impacted migrant children's education and what should Thailand's government further do to increase education opportunity accession for migrant children?

1.2.1 What are the barriers that keep blocking migrant children from accessing education in Thailand?

1.2.2 How does Thailand's government imply the right to education for migrant children?

1.2.3 What should Thailand's government further do in the following education plan for migrant children?

1.3 Research Objectives

1.3.1 To find out the causes and barriers to the education accession of migrant children at the Mae Sai border area between the Thailand-Myanmar border

1.3.2 To study how Thailand has been striving to improve education accession for migrant children

1.3.3 To analyze how Thailand's Human Rights Plan has impacted migrant children's education, to highlight the critical success that the Thai government should continue to do and, and make a recommendation plan for the factors to improve

1.4 Research Area

Thailand's northernmost province, Chiang Rai, shares a border with both Laos and Myanmar. Prior to the expansion of agricultural output, plantations for coffee, pineapple, coconuts, and bananas were well recognized. Mae Sai is the sub-district of Chiang Rai which has a border connected to Myanmar. This area becomes very important in terms of border economic and the main income of Thailand's northern part. The key border district of Mae Sai is part of the golden triangle delta in the northern Thai province of Chiang Rai. 30,545 migrants work in Chiang Rai province (Ministry of Labour, 2021).

The increased number of migrants in Chiang Rai and the increased educational opportunities for migrant children who migrate to Thailand alongside their parents. Thailand government schools and migrant learning centers are two of the leading education systems in which migrants send their children for their education in Thailand. There were 106 migrant learning centers in Thailand in 2014 and there is only 1 in Chiang Rai which has limited choice to study for migrants because mainly migrant children who cannot speak Thai will go to study in migrant learning centers which they will not face with language barrier (Savethechildren, 2014). Due to Covid-19, Chiang Rai governor announced that all school along the Chiang Rai border not to allow migrant children and Myanmar children who cross to study inside the school and only

allow to have online classes from their home until the Covid situation be clear (Mgrounline, 2020).

This research focusing area is Mae Sai border area in Chiang Rai province, which connects Mae Sai border area and Tachileik border area, Myanmar. Mae Sai is a major destination for migrant workers, which means the high number of migrant children who need the right to access the education system. This area has various groups of people which are target groups of Thailand's Human Rights plan; women, children, elders, migrants, ethnic minorities, and workers. These target sites, including primary, elementary, and secondary education schools, contain many migrant children from Myanmar who live in Thailand and crossover for education focusing on border schools which contain several migrant students.

1.5 Conceptual Framework

These sections describe the conceptual framework of this research by focusing on what causes the barrier which keep blocking migrant children from accessing to the education system by study and find out barriers or obstacles block and limit migrant children to education system and learn how Thailand's education policies have played the role in removing those barriers as well as global actions against these barriers in order to make recommendation plan to answer previous studies and policies have miss.

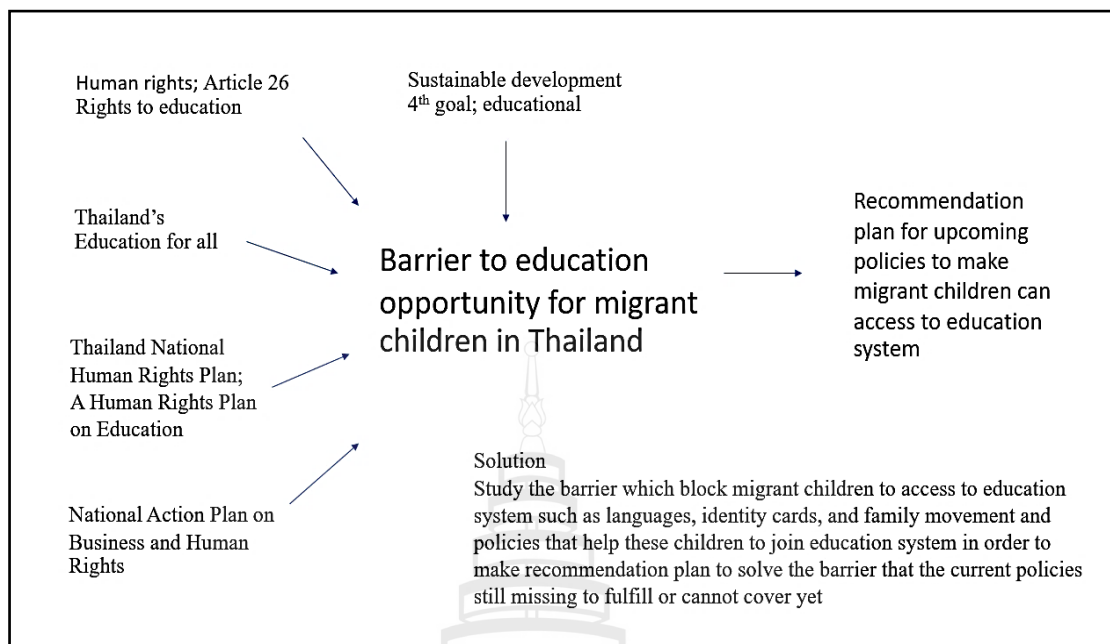


Figure 1.1 Conceptual Framework

The main goal of this research is to make a recommendation to the Thai government to suggest methods to remove the barriers which keep blocking migrant children from accessing education by a focus on how the Thailand's National Human Rights Plans impact to issue factors such as the parent movement, lack of motivation for study, language and culture differences, and budget issues that increased migrant children who are forced out from education system. In order to answer that, what is the gap still missing from the plan implementation and what should be done next.

1.6 Expected Outcome

The benefit of this study is to promote access to education for migrant children by examining policies that support access to the Thai education system to identify gaps that these policies have not addressed and suggest ways to address them through sustainable problem solving through inquiry of students, parents, teachers, caregivers, and related agencies as well as to summarize the data and analyze the solution for obstacles to access to the education system. After finishing this research, the

researcher can make the recommendation plan to the Thai's government about the positive and negative impacts of Thailand's human rights plan on what they should further in order to remove barriers blocking migrant children from joining education and make them can access to Thailand education system.

1.7 Operational Definition

Migrant children, in this research, refer to (1) children of Burmese migrant workers working in in the Chiang Rai Province's Mae Sai District and (2) Burmese students crossing over to study in schools within the border area in the Chiang Rai Province's Mae Sai District.

Education rights are a fundamental human right. Regardless of race, gender, nationality, ethnicity, social background, religion, political choice, age, or disability, everyone has the right to free elementary education.

The Education for All (EFA) movement advocates universal access to high-quality primary education for all children, adolescents, and adults. At the World Conference on Education for All in 1990, UNESCO, UNDP, UNFPA, UNICEF, and the World Bank launched the initiative to enhance education for all children, regardless of status.

This research will start with review literature about previous studies on education for migrant children in Thailand as well as theories and concept created by global community and Thailand actions against barriers and obstacles blocking migrant children to education system in order to find what are needed to find out from the missing of previous study in order to able to make a suggestions for each sector involves in giving education opportunity to migrant children including schools, church and foundation, and governmental sector.

CHAPTER 2

LITERATURE REVIEWS AND CONCEPTS

Education is a fundamental human right for everyone and is essential for everyone to get the most out of their lives. Other human rights include the right not to be enslaved or tortured and a fair trial. Access to education contributes to the realization of all other human rights. Education can increase a person's life prospects and help fight poverty. (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021).

Education is important in human life. It provides the key to life's potential and future success. It helps pupils organize their after-school activities or additional study. People who have received education in the industry are more likely to feel, act, and think in ways that promote success, improving community well-being and personal fulfillment (Kiran, 2021). Additionally, education fosters the development of character, thought, and interpersonal communication and equips students for real-world situations. In other words, better job opportunities can be more significant and more accessible. The more educated we are, the greater our opportunities. Furthermore, education sharpens our minds, strengthens our spirits, and enhances our character and behavior toward others (Kleebbua, 2016). Education is often seen as the foundation of society's economic wealth, social prosperity and political stability. Socio-economic status depends on the education a person receives. It can help people eliminate poverty and build a harmonious and democratic society. Education also encourages them to express their opinions. Allow them to reach their true potential. It widens the field of vision in the study of specific issues of national economic and social development, the cornerstone of national development. (Fazilah, 2011). Education can lead people to a better future or downfall, making it one of the milestones that every government needs to pay attention to ensure that their people will get a good quality education and access to the education system. This makes rights to education become one of the goals for the United Nation to unite countries to have attention on developing the education

system to enable people to access it. This chapter will describe how the global community works on promoting education accession opportunity and including Thailand adapts it to promote rights to education to migrant children to make them enjoy rights to education equally.

2.1 Sustainable Development Goals and Global Action on Promote Rights to Education

Sustainable development is an essential principle of human development. It attempts to safeguard the environment and the ecosystem services provided by natural resources that are essential to society and the economy. The desired outcome is a societal context where living conditions and resource use continue to satisfy human needs without damaging the integrity and stability of natural conditions. The Global Agenda for Global Change in Sustainable Development 2030, which consists of 17 objectives for sustainable development, was formally accepted by the United Nations General Assembly in September 2015. The Sustainable Development Goals (SDGs), are attractive to all as they focus on eradicating poverty, protecting the planet, and ensuring peace and prosperity for all. Of these objectives, SDG 4 is particularly noteworthy as it focuses on education and encompasses ten goals designed to ensure everyone has access to high-quality education and lifelong learning opportunities. These goals range from providing early childhood care to eliminating gender disparities in education and increasing the number of qualified teachers. Additionally, SDG 4 aims to promote sustainable development by advocating for human rights, gender equality, and cultural diversity. The primary purpose of this specific goal is to “ensure a comprehensive, fair and quality education and provide lifelong learning opportunities for all.” (United Nation Thailand, 2023).

It is crucial to teach Education for Sustainable Development in a way that incorporates various disciplines, including economic, political, and social aspects. This helps students understand that achieving sustainability requires a multidimensional approach. Educational institutions face the challenge of reorganizing their approach to align with the sustainability agenda. (Jones et al., 2008). There are two main categories

of obstacles that hinder the integration of Education for Sustainable Development. The first category is referred to as “internal” obstacles, which relate to an individual's mindset and personal motivation. The second category, known as “external” factors, pertains to issues connected with institutional and organizational structure, and may reflect the overall culture of the duty-bearer. Categorizing these obstacles in this way can help identify significant challenges in a particular country or situation. (Garcia et al., 2017). Both factors are directly in relations to the matter of access to education for migrant children in Thailand, too.

Human rights are ethical standards that dictate how people should behave and are protected by both domestic and international law. These rights are considered natural and legal, and are recognized as a person's inherent right. They are fundamental, universal, and apply equally to everyone, regardless of age, color, ethnicity, nationality, language, or other status. Compassion and respect for the rule of law are required to uphold human rights. The United Nations has prioritized human rights globally since 1948, focusing on addressing issues such as prisons, torture, and unlawful executions.

Child rights are a specific set of human rights that focus on the unique issues faced by children. As per the Convention on the Rights of the Child (CRC), children are defined as “any human being below the age of eighteen years, unless a majority is attained earlier under the law applicable to the child.” (Office of the United Nations High Commissioner for Human Rights [OHCHR], 2023). Children have the right to live with both parents, express their identity, access food and shelter, receive physical protection and healthcare, attain free public education, and have their civil rights protected equally. They also have the right to be protected from discrimination based on their race, gender, religion, disability, national origin, belief, sexual orientation, or any other characteristic. Any violation of these rights can harm children's lives, including their health, relationships, and education.

Education is a fundamental human right for everyone, as recognized by the Universal Declaration of Human Rights and detailed in the Convention on the Elimination of Discrimination in Education. The right to education is necessary for achieving other human rights and promoting overall personal development. High-quality education is a powerful tool for social development, enabling children and adults to break free from poverty and improve their standard of living. Data from

UNESCO reveals that if all adults completed their secondary education, the number of poor people worldwide would decrease by over 50%. Education also helps to reduce the gender gap and lower infant mortality rates (OHCHR, 2011).

Governments should prioritize developing a plan to meet the minimum compulsory and free primary education standards and extend this right to all children. The right to education without discrimination is a crucial aspect of these minimum standards and should be implemented immediately. Governments must ensure that every child has access to quality education and take measures to prevent delays or disruptions to this plan. Various organizations and individuals, including intergovernmental bodies like UNESCO, international financial institutions, businesses, civil society, and parents, all play a role in ensuring this right is upheld. The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICPR-CRMW) includes a provision in Article 30 that advocates for the educational rights of migrant children, ensuring that every child of a migrant worker should have the same access to education as citizens. (International Commission of Jurists [ICJ], 2021).

2.2 Factors Make Migrant Choose Thailand

Thailand is, therefore a center for immigration in Southeast Asia. It was looked as a nation that serves as the starting point, a point of transit, and the primary location for emigrants, refugees, and asylum seekers. The number of migrants in Thailand has increased since the report's 2014 publication, according to official statistics. The current non-Thai population is approximately 4.9 million, substantially improving from the 3.7 million in 2014. Considering the aging population, low unemployment rate, and ongoing economic expansion in the foreseeable future, there will likely be a steady growth in the need for Thai migrant workers. Thailand's development will be significantly impacted by immigration as it joins the ASEAN Economic Community and restructures its economy as part of the Thailand 4.0 project (United Nation Thailand, 2019).

Despite making a considerable contribution to the Thai economy, an estimated 55% of migrants lack the formal training required for the jobs they do, which prevents them from reaching their full potential and increases their vulnerability to exploitation. As a result, the International Organization for Migration (IOM) introduced a number of training programs for migrants from Cambodia, Laos, and Myanmar in 2018. 4,000 migrant workers have benefited from the initiatives over the past four years, including 1,000 in 2022 alone. Construction, domestic work, hospitality, manufacturing, and the textile industry are just a few of the industries where technical skill-building programs have been implemented. IOM has cooperated with more than 50 public, corporate, and civil society partners on the training (International Organization for Migration [IOM], 2022). There are some theories on why people migrate or move from their place to another place such as Migration Theory, Neoclassical, and Push and Pull theory.

2.2.1 Migration Theory

International migration is a global phenomenon whose scale, complexity and influence constantly expand. Migration is the cause and result of the broader development process and an integral part of our constantly globalizing world. Even though migration cannot replace development, it can contribute to it provided the appropriate regulations are in place. The increase in global mobility, the increasing complexity of migration patterns and their impact on countries, migrants, families and communities have made international migration a priority for the international community (Castles, 2009).

International migration is such a diverse and complex phenomenon that no theory can provide a satisfactory and comprehensive explanation. Combining different perspectives and factors can best understand the reasons for international immigration (Dominese et al., 2020). Neoclassicism and push-pull theories will be used to explain the migration of Burmese to Thailand.

2.2.2 Neoclassical

The fundamental neoclassical theoretical model highlights that factors influencing migration include geographic distance, salary disparities between locations, and conditions in the labor market (such as unemployment) According to theory, most labor migration occurs from nations with labor surpluses and low levels of capital to

those with labor shortages. Conversely, capital goes in the opposite direction because it anticipates greater returns from nations with little investment. The theory also demonstrates that highly trained employees relocate from capital-rich to capital-poor nations for a higher return on their skills. (Massey et al., 1993)

However, this neoclassical approach has been criticized because it “is perceived as a mechanical reduction of the determinants of immigration, a misunderstanding of market imperfections, a homogenization of immigrants and immigrant societies, and a historical and static character” (Kurekova, 2011). Furthermore, it tends to view “immigrants as fragmented individuals, maximizing their usefulness and ignoring other reasons for immigration and social groups such as families, families and communities” (De Haas, 2010). Moreover, the linear relationship between wages and immigration does not seem to explain the fact that the poorest people do not emigrate and that the poorest countries do not send the most labor (Faist, 2010).

2.2.3 Push and Pull Theory

“Push and pull theory” is one of the well-known theories for studying the migration of people. The theory believes that the reasons for people to migrate aim to improve their living conditions and have better life quality in the new destination (Pan, 2019). Push and pull theories always be link with theory describe people from economic reasons such as Neoclassical theory, Modernization theory, and World system theory, which it describes people movement for economic reasons, as it explains the reason for migration to migrate from their origins as “push factors” while describe pull factors as reason to attract people to places where they have more opportunities for a quality life (Castle, 2009).

Thailand has a long history of accepting immigrants and refugees from nearby nations who are fleeing war and poverty. Thousands of migrant children in Myanmar and worldwide have followed their parents away from their economic position in just the last ten years. Today, workers occupy key positions in agriculture, industry and services, which benefit Thailand’s economy (Tanu, 2016).

In Myanmar, there are many reasons for the resettlement of people, including the widening income gap between Myanmar and bordering countries, profits inequality within as well as differences between sectors of employment, and the lack of viable

livelihoods, land rights and occupations in the communities of origin. Insecurity in land, limited market access, differences in access to social services and public infrastructure, policies that are conducive to large enterprises in safeguarding the rights of rural poverty, inadequate institutional and legal systems, and population migration because of man-made and environmental disasters (IOM, 2017).

Currently, more than 10 million Myanmar population, or 20% of the total people, become migrants from within the home country or other countries. Millions of people in Myanmar participate in migration, remain connected to their families and communities, and work as employers of migrants. (Ndegwa, 2016).

From the perspective of the industrial system, migration can be explained by development theory and industrial organization theory. One of Thailand's attractive factors is its dual economy. In other words, both capital-intensive industries employ highly skilled and highly skilled workers with high wages and other benefits, as well as labor-intensive industries. The Thai education system provides for relatively long compulsory education, for 12 years long education fee. This gradually led migrants to take their children to Thailand with them to receive a better quality of education (Rukumnuaykit, 2009).

Despite the vagaries of immigration patterns, the general upward trend in Thai labor immigration has been observed for over 20 years and is not expected to change in the coming years. Around 3.9 million migrant workers from Vietnam, Cambodia, the Lao People's Democratic Republic, and Myanmar made up most of the country's non-Thai population, rising from about 3.7 million in 2014 to 4.9 million in 2018. This shows that immigrants comprise more than 10% of Thailand's workforce. Given that Thailand's demographics indicate that there will be a steady demand for foreign workers to fill labor shortages, it is more important than ever that Thailand strives to establish a coherent and well-defined labor immigration management system. Thailand has taken a big step forward by recently amending the royal decree governing the recruitment of foreign workers. The new law shows greater openness to donations from social partners and international organizations and includes several key improvements. These include removing recruitment fees borne by workers, increasing opportunities for labor market mobility, introducing bond deposits and clearer entry clearance requirements. Regarding confiscating identity documents and forming a tripartite commission to

supervise the formulation of immigration law. The protection of migrant workers' rights in Thailand could be greatly enhanced if these measures are successfully implemented (Ministry of Justice, 2019).

2.3 Thailand's Action to Migrant Worker Rights

Migration is a widespread phenomenon that is becoming more complex. Around 214 million people (3% of the global population) resided abroad of their country of birth in 2010. Most immigrants travel across borders in quest of better social and economic possibilities. According to estimates from the International Labor Organization, among the hundreds of millions of people who reside outside of their country of birth, nearly 90 percent are migrant workers and their families. Young people make up the majority of immigrants. Between the ages of 12 and 24, around one-third of all migrants coming from underdeveloped nations are young people. Millions of youngsters under the age of 18 traverse borders and travel inside countries, whether their parents accompany them or not. Although moving abroad can be a positive experience for migrant workers, many of them face challenging working and living conditions, including low pay, hazardous working conditions, restricted access to social security, denial of the right to associate freely and other labor rights, and discrimination. Migrant children are doubly vulnerable as both minors and migrants (International Labour Organization [ILO], 2016).

Immigrants can enjoy equal legal protection under the Thai constitution. Thailand has many laws governing labor migration. These contain the Alien Employment Act (2008), the Labor Protection Act (updated in 2008), the Immigration Act (1979), the Prevention and Suppression of Trafficking in Persons Act (2008), and the Protection of Individuals Act (1985). Thailand began reforming its labor immigration policy in 2001. Government policy aims to decriminalize illegal migration through state registration and the process of determining the citizenship of migrants and their families. The government also encouraged the execution of the Labor Protection Act's minimum wages and job conditions and increased migrant workers' access to social security in an effort to strengthen their rights and medical care. In the context of

migrant populations facing multiple vulnerabilities and disadvantages, migrant children and migrant children receive special attention. Often, when migrant children cross the border, they do so illegally and without proper papers or identity documents. They become vulnerable to child labor and other forms of exploitation, which restricts access to fundamental social services. Child labor is common in immigrant communities especially when they migrate alone due to the barriers of families needing to earn more money, access to childcare or limited educational opportunities. Despite policy reforms, many informal migrant workers still face problems in registering. Impacts the ability of undocumented migrant workers and the children in their families to access healthcare and educational resources. Migrant/registered migrant workers also have limited access to social services. There is a lack of good attitudes and public resources to provide these services. The same goes for lack of information and language barriers for immigrants. (ILO, 2016).

2.3.1 Education for all

Education for all is one of Thailand's policies promoting rights to education for all children within Thailand territory. In 1990, around 1,500 representatives from 155 countries and about 150 government representatives, intergovernmental organizations, and non-governmental members met at the World Education for All Conference held in Jomtien, Thailand, calling on universalizing adequate basic education across all nations. Participants passed the "Meeting Basic Learning Needs: The World Declaration on Education for All and a Framework for Action." The first tenet of the proclamation was that every child, adolescent, and adult should have access to educational opportunities tailored to their fundamental learning requirements. In this way, the vision of "Education for All" is broader, including public and private sector programs, activities, and services designed to meet the basic needs of children, youth, and adults inside and outside schools. The government has responded to international groups' worries ever since the early 2000s regarding migrant children linked to the sex industry, child trafficking in fishing and seafood processing, and labor exploitation. The Thai government sees the growing difficulty of integrating migrant children as a potential danger to national security at the same time. The Thai government and international agencies (such as the International Labor Organization and Save the

Children) regard the best resolve is education to reduce child labor and poverty. Education is also believed to help immigrant children integrate decreasing dangers to national security by integrating with Thai society (ILO, 2023).

The Ministry of Education (MOE) has launched the “Education for All” policy following the international treaties Thailand has joined, which sought to broaden the scope of universal education to include all children from all societal groups, including migrants. Following the “Education for All” program, the Ministry of Education started working with other pertinent partners in 2005 to provide education for immigrant children, regardless of whether they have records that can be shown their immigration status. These include collaboration to the Ministry of the Interior (MOI), delivering citizenships and granting temporary residency to migrant children (Jerrold, 2011).

As Thailand’s immigrant population has grown over the past three decades, there has been a need to educate more parents and domestic children. In response, communities began building local schools. These are commonly referred to as Migrant Learning Centers (MLCs) and are usually set up by experienced Burmese educators themselves. There are 98 immigrant students in Chiang Rai. (ARCM, 2022).

Furthermore, MLC has traits that set it apart from public schools in Thailand or other nations. Non-governmental groups and migrant communities create most schools (Hallinger, 2013). Unlike other instances where migrants’ education is integrated into the host country’s system, MLC uses its own education system and retains its course. MLC's educational system uses Myanmar courses, some Thai courses, or a combination of others. As a result, MLCs in Thailand are distinct from regular schools. Communities and NGOs manage them. The programs do not exactly follow the whole Thai language curriculum published by the Thai Ministry of Education. Instead, they use Burmese, only part of the Thai or original language curriculum.

Thai law provides that Thai and non-Thai children have full access to education until age 15. In Thailand, regardless of citizenship or legal status, all children have the right to a formal education. A ministerial decree in 2005 expanded this scope. However, barriers to education for immigrant and stateless children persist. Getting the identification number needed for enrolment may be challenging for kids. Unfavorable attitudes of school administrators regarding sustaining high enrollment rates for Thai children's insufficient facilities and money allocation in schools to accommodate

migrant students. Attitude and being insensitive to other insensitivity giving migrant children access to educational opportunities. NGOs and faith-based organizations frequently offer this service (ILO, 2016).

Approximately 150,000 immigrant children are enrolled in Thai public schools due to current regulations that give all children-including unauthorized and undocumented immigrants-access to education, health care, and child protection programs. Every child has the right to 15 years of free education, regardless of their legal status or nationality, according to the National Education Policy of 1999 and the Cabinet of Ministers Ordinance on the Education of Unregistered Persons from 2005 (UNICEF, 2019a).

According to Amnat Wichayanuwat, Secretary-General of the Office of the Basic Education Commission (OBEC), “Every child in Thailand, regardless of background or nationality, is eligible for quality education.” (UNICEF, 2019b). According to the United Nations Sustainable Development Goals (SDG), the Ministry of Education provides quality education to all education providers for all children. Children from diverse origins will teach them how to be adaptable and coexist peacefully (UNICEF, 2019b).

2.3.2 Thailand National Human Rights Plan

The National Human Rights Plan concept was developed during the Vienna Declaration and Plan of Action, based on the World Conference on Human Rights held in Vienna in 1993 (The Office of the High Commissioner for Human Rights [OHCHR], 2023). The Thai government has developed three National Human Rights Plans to carry out their advocacy activities. The first plan did the following: (1) International Covenant on Civil and Political Rights-(ICCPR) (2) International Covenant on Economic, Social and Cultural Rights-ICESCR (3) Convention on the Rights of the Child-Convention on the Rights of the Child, Rights on Rights Children (4) Convention on the Elimination of All Forms of Discrimination against Women “Convention on the Elimination of Discrimination against Women” (5) “Convention on the Elimination of Discrimination against Women of All Forms” “Convention on the Elimination of Race” “Discrimination” (6) Convention on Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment-Convention Against Torture (7) Rights of Persons

with Disabilities-Under Coordinated Oversight with the Cabinet Secretariat 2001-2005 Convention on the Rights of Persons with Disabilities. Then in 2002, the task was transferred to the Ministry of Justice through the Ministry of Rights and Freedom Protection. In preparation for the second National Human Rights Plan of 18 April 2007, Ministers adopted a resolution calling for further compliance from the first to the second. The plan is complete and announced. The first plan was valid from 2006 to 2008 (MOJ, 2019).

The Council then adopted a resolution of 20 October 2009, approving and announcing the entry into force of the second National Human Rights Plan, which expired in 2013. To ensure continuity of activity, the Department of Human Rights and the Protection of Freedom “created a third National Human Rights Plan (2014-2018) in collaboration with Mahidol University through the participation process of all sectors.” In this process, citizens and representatives of all states understand and reflect on human rights and freedom and participate in planning in all country areas. These projects were designed as a National Human Rights Plan to be submitted to Ministers and officially announced as the Third National Human Rights Plan in Thailand (2014-2018). The primary purpose and direction of the Third National Human Rights Plan is “a society that aims to realize a peaceful and independent society respects human dignity, and promotes rights, freedom, and equality” (MOJ, 2019). The plan identified 11 distinct rights levels and 15 target groups; the Education Human Rights Plan was the 2nd goal and had worker, children and youth, women, stateless people, ethnic and asylum seekers or displaced Persons” as the target group to this plan.

National Human Rights Plan. The Ministry for the Protection of Rights and Freedoms is the main national institution responsible for formulating, promoting and evaluating the National Human Rights Plan (Fourth National Human Rights Plan). The National Human Rights Plan 2019-2023 is currently under consideration (Secretary for Economic and Social Development). The National Human Rights Plan covers a wide range of human rights protection issues and divides protection into 11 areas and 15 target groups based on human rights issues, including the protection of economic rights, labor rights, land rights, natural resources and the environment, etc. Therefore, these issues may be related to business and human rights. While the National Human Rights Plan does not explicitly support UNRP, it emphasizes the private sector's responsibility

to promote human rights. The fourth National Human Rights Plan is being prepared (MOJ, 2019).

A Human Rights Plan on Education; This plan develops long-term education and development plans, promotes career development projects, develops curriculum and educational structures in all subsequent governments, and promotes quality compulsory education comprehensively and equitably for the public. The goal is to be able to receive. They adhere to the principles of human rights, local circumstances, the right to education and lifelong learning suitable for a particular group, and conduct courses with moral and ethical principles to introduce others, citizens, life skills, and laws: respect and good relationship with Thai people and local culture and family environment.

2.3.3 National Action Plan on Business and Human Rights in Thailand

The first National Action Plan on Business and Human Rights (NAP) was launched by the Royal Thai Government (RTG) to recognize its responsibility to address human rights violations. This includes but is not limited to, the business impact on compliance. For this reason, the Thai government has set concrete measures by collecting policies, laws, bylaws, measures and various measures in the country and abroad. States' obligations under international human rights law and the three pillars of the United Nations Guiding Principles on Business and Human Rights (UNG) will also be examined against States' obligations to protect human rights. Businesses have a responsibility to respect human rights, and governments and businesses have a responsibility to heal victims of corporate impact. (United Nations Development Programme [UNDP], 2019).

Thailand is the first nation in Asia to introduce a national action plan for business and human rights, focusing on cross-border investment and multinational corporations as well as labor, society, land, and natural resources under the UNGP's three pillars of "Protect," "Respect," and "Remedy." The Deputy Minister invited participants to express their ideas on how businesses ought to do due diligence concerning human rights at every level of their activities. Additionally, he praised and exhorted the AICHR to keep advancing business and human rights within the

framework of the UNGP through ASEAN training and peer learning initiatives (Ministry of Foreign Affairs [MFA], 2020).

The main priority areas included in Thailand's first National Action Plan for Business and Human Rights are (1) Labor, (2) Community, Land, Natural Resources and Environment, (3) Defending Human Rights and (4) Cross-Border Investment and Multinational Corporations. The above issue is manifested in many ways, involving different approaches, issues and activities of individuals, communities and society. Furthermore, these issues are complex and involve both internal and external sectors. Therefore, these issues must be addressed as a priority. (MOJ, 2019).

2.4 Limitation for Migrant Children to Education System

In contrast to north-south migration, south-south migration has been more prevalent over the past 20 years. The World Migration Report 2018 by IOM estimates that there are 258 million foreign migrants worldwide. With over 22 million refugees and over 40 million internally displaced people, recent figures clearly highlight the significance of global displacement as a driving force behind migration (Sobane et al., 2018). The literature clearly distinguishes between migrant children who are unaccompanied or who have been separated from their parents and those who are with them, pointing out varied issues with access to education. Despite being divided into various categories, migrant children still have the right to an education, which is protected by several international treaties, including articles 13 and 14 of the International Covenant on Economic, Social, and Cultural Rights and 26 of the Universal Declaration of Human Rights. It is frequently challenging for migrating children to find opportunities for quality education and training in host nations due to a variety of personal and institutional limitations. They had to stop their studies as a result. Protecting migrant children's right to school and removing obstacles to education have become considered universal goals (Harshim, 2011).

About 3.9 million migrant laborers from these three nations reside in Thailand, and the majority of them get there without proper documentation, either as unregistered or undocumented migrants. Some female migrant workers bring their kids with them,

while others give birth there. Due to their lack of documentation, migrant children face obstacles in acquiring an education in Thai public schools. All non-Thai children, however, are entitled to free basic education in Thai public schools, per the 1999 Education for All Policy and the 2005 Cabinet Resolution on Education for Unregistered Persons. The majority of the 390,015 migrant children are not attending school because just 35% of them are enrolled in Thai public schools, despite the country's supportive educational policy. Inadequate knowledge of migrant children's entitlement to education, unfavorable views and societal stigma toward them, and changes like parental jobs could all be contributing factors. Because they are uninformed of the Education for All policy or believe the children will require more resources and present more difficulties, some Thai public schools refuse to accept migrant children as students. (Kov, 2023)

Back in 2005, when the Education for All Policy was implemented, the education situation for migrant children started to be better. The gap between policy planning and policy execution does exist, though. This is demonstrated by the deficient percentage of migrant children who enroll in school; in 2019, less than half of migrant children could attend school, according to data gathered by UNICEF (UNICEF, 2019a). Less than 16% of the officially registered immigrant children admitted to Thailand attend its educational system, according to the Foundation for Rural Youth (FRY), an NGO that encourages their enrollment in public schools. Less than 4% of migrant children attend school in some areas, like as Bangkok, where the issue is quite bad. An analysis of the educational chances for immigrant children identifies three interconnected areas of concern: political, educational, and family-level issues. The 2005 Cabinet Regulation on Education for All outlines the policy and stipulates that migrant children must have the same rights as Thai children, including access to government funding. However, the school cannot secure government support for undocumented migrant children). (Petchot, 2013)

Receiving an education is a fundamental human right that everyone deserves, regardless of nationality, race, religion, or other circumstances. Even education for all was launched in 2005. However, for migrant children in Thailand, education has not always been accessible. The figures in the Thailand Migration Report show that the total number of immigrant students under 18 in Thai schools is only 49,677

(International Organization for Migration [IOM], 2015). According to the 2011, Migration Report estimates, less than 20% of immigrant children are included in education statistics (Jampakay, 2011). Another report from Save the Children stated, “There is an estimated 60% of migrant children who are not receiving any form of schooling in Thailand.” (Savethechildren, 2016).

200,000 migrant children are said to still be unable to attend the educational system because of practical barriers despite the excellent policy climate. Inadequate knowledge of service laws and procedures, a lack of ability to adequately support immigrant children, and negative attitudes toward immigrant children are the root causes of these challenges. The difficulty of the immigrant community in utilizing the resources that are already available due to frequent family moves is another problem (UNICEF, 2019b).

Dowding (2014) estimates that only 34% of all immigrant children are enrolled in Thai schools. Some researchers link this issue to the boundaries of the legal status of migrant workers, who worry that sending their children to school puts them at risk of deportation or detention (Nawarat, 2019; Petchot, 2011). In addition, other issues are related to school policies related to insensitive grading tests based on Thai language proficiency skills and students who do not recognize previous education in Myanmar (Nawarat, 2019).

When their parents go to a different camp on a construction site, migrant children in those camps often cease going to school. They might also not be enrolled in school since the classes accessible to them are too old for their age. Language and literacy issues may also provide difficulties. For migrant children, each of these issues makes it difficult for them to adjust to formal education. The Thai government and Ministry of school should collaborate with key stakeholders, such as non-governmental and civil society organizations, in order to strengthen the migrant learning centers that are spread out over several provinces in order to lessen concerns with migrant children’s access to school. Even though they are not recognized as formal educational institutions, migrant children, especially those from Myanmar, frequently prefer them. This is because education is done in Myanmar’s language, which creates a more productive learning environment for migrant children, and because the service offering at the centers is sensitive to cultural differences. However, these educational institutions

still have serious problems, like a lack of funding and staff. Therefore, in order to increase migrant children's access to education, the Thai government and Ministry of Education should explore improving migrant learning centers (The Office of the High Commissioner for Human Rights [OHCHR], 2023).

Despite the Cabinet's rules and the Education for All initiative, many children in Thailand still lack the means to attend school. Children of migrant laborers and members of hill tribes who lack Thai citizenship and birth papers frequently struggle to enroll in Thai schools. Thailand formally provides education to all children born in the country, although despite this, there exist obstacles that hinder non-Thai children from enrolling in school. Thailand is a signatory to the International Convention on the Rights of the Child. The right of these children to attend school is sometimes unknown to both their parents and them. For fear of residency and employment eligibility concerns, some parents, particularly those of foreign employees, strive to avoid any official relationships with Thai authorities. Sometimes, local schools turn down parents' requests to enroll their kids. Although schools are legally compelled to accept kids with or without valid documents, in practice, schools cannot request the per-student funding necessary to pay costs like teachers, supplies, and transportation. Even after overcoming all of these obstacles, it turns out that many of these kids still struggle to learn Thai and excel in Thai schools. Because of this, only a small number of youngsters in Thailand have access to schooling (Tanu, 2016).

Thailand has policies and laws for the provision of educational services for the wellbeing and safety of all children including children from immigrant communities. However, many migrant children face difficulties in accessing quality and affordable services. Migrant children remain excluded for several reasons, including social stigma, poverty, frequent displacement, lack of service coverage the lack of awareness and knowledge to access available services (Gillie, 2019).

Currently, migrant children have many educational opportunities, such as migrant education centers run by non-governmental organizations and Thai public schools. However, due to the lack of Thai certification and citizenship, the chances of Myanmar migrant children receiving higher education in Thailand continue to face uncertainty. The national exam level is based on Thai students living in Bangkok, so the standard exam level for migrant students is very high. When it comes to Thai

subjects, there is always a gap between Thai students and migrant students. It should consider preparing Thai subjects for Thai students and another one for migrant students to improve their knowledge of the Thai language (Miyajima, 2018).

Alternative education was explicitly established in Article 48 of the 2007 Royal Thai Constitution. Target must have access to the same government protections, rights, and aid as exist for private and vocational education. It currently has a limited affiliation with OBEC and its local offices, but it lacks a designated official in charge of alternative education. Actually, during the past three decades, the practice and actuality of alternative education, offered through a variety of techniques, has been reflected in more significant, novel, and concrete goals that go much beyond the legal definition. It should be emphasized that these alternative scenarios shared several fundamental ideas about key learning goals, including core competences, abilities, and values, which were infrequently found to be rigorously assessed in elementary mainstream education (Gerald, 2018).

The challenges to education policies for migrants are essential for determining whether and how migrants obtain education; the challenges faced by migrant students also depend on the complex relationships of various non-policy-related components. For example, even if young immigrants can get the opportunity to study in Thai public schools at any time, those who plan to work in Thailand in advance or return to Myanmar may choose vocational training schools and MLC instead of public schools in Thailand. In addition, migrant youth between 15 and 24 may prefer hands-on skills to prepare them for the job market. Therefore, the regular classroom settings and curricula of public schools in Thailand may not be sufficient to meet the needs of immigrant students (On, 2019).

Thailand has provided 12 years education fee since the implemented of Thailand's education for all policy in 2005. Unfortunate, after the implementation until this day the percentage of migrant children who can enter education system is never be above 50 percent so tis become the question on why and what have block migrant children to access to their education or what force them or put them out from it after enroll into the education system. Thailand has implemented Thailand's National Human Rights Plans for 4 period to fix these obstacles so this study will focus on these

plans and related policies in order to see what are improvement to education opportunity of migrant children from these actions.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Scope of the Study

This study focuses on the education accession opportunity of migrant children at Mae Sai border area after implementing the 3rd Thailand National Human Rights Plan during 2014-2018 in order to see how the plan makes any positive and negative impacts on migrant children, schools in the area, and changes which happen from the plan.

This research will start with what global community have done to promote education for all and what Thai's government have done for education for all as well as how it makes impacts to migrant children on their education opportunity to make it can be seen clearly what have been done and what is not in order to make migrant children to access Thailand education system. In which sustainable development goals, human rights indicators, especially child rights and rights to education, push and pull theories and Thailand 3rd National Human Rights Plan are used as theoretical framework for this research.

3.2 Research Design

This research is designed to use quantitative and qualitative styles to access information from various related sources and inside and outside the selected area from people who live within Mae Sai border and specifically to migrant children, their parents, and their teachers. The quantitative research method is used to collect data on impacts of Thailand's human rights plan on people who live within the area which is not including in the main research samples such as migrant hirers, Thai local workers, and shop owners within the area to achieved answer whether Thailand's human rights

plan are effective in promoting the rights to education to migrant children as well as how effective of the plan to improve life quality of migrant and Mae Sai community. The qualitative research method is used to get in-depth data from the selected samples which are migrant children, migrants, teachers, and local government officers involved in the 3rd Thailand National Human Rights Plan to get answers on how the plan impacts them.

3.3 Research Site

This research focusing area is Mae Sai border area in Chiang Rai province, which connects between Mae Sai border area and Tachileik border area, Myanmar. Mae Sai is a major destination for migrant workers, which means the high number of migrant children who need the right to access the education system. There are 30,545 migrants who work in Chiang Rai province (Ministry of Labour, 2021). The increased number of migrants in Chiang Rai and the increased educational opportunities for migrant children who migrate to Thailand alongside their parents. Thailand government school and migrant learning center are two of the main education systems in which migrants send their children for their education in Thailand. There were 106 migrant learning centers in Thailand in 2014 and there is only 1 in Chiang Rai which has limited choice to study for migrants because mainly migrant children who cannot speak Thai will go to study in migrant learning centers which they will not face with language barrier (Savethechildren, 2014). This area has various groups of people which are target groups of Thailand's Human Rights plan; women, children, elders, migrants, ethnic minorities, and workers. These target sites, including primary, elementary, and secondary education schools, contain many migrant children from Myanmar who live in Thailand and crossover for education in the border schools which contain a number of migrant students.

3.4 Data Collection

Quantitative and qualitative data collection methods are included in this study to collect information to see the progress that Thailand's human rights plan has made to promote rights to education for the migrant children and the community at the Mae Sai border. The primary data come from the questionnaire by migrant children as well as people within Mae Sai border community and comes by semi-structured interview migrant children, parents, teachers and officers involved in implementing Thailand's human rights plan. Due to Covid-19 situation, participants will be interviewed online as well as some groups of migrant students will be given questionnaires during their homeroom classes and online classes. The secondary data come from books, articles, journals, and reliable websites connected with implementing Thailand's human rights plan.

This study was a mixed research study in the form of quantitative and qualitative research combine. There are steps to conduct the study as follows:

3.4.1 Population and Research Sample

1. The quantitative population was made up of migrant students in grades 7 through 12 attending schools in Thailand's Chiang Rai Province's Mae Sai District, using a purposive sampling method for three schools, totaling 501 students selected by random sampling according to the concept of Yamane (1973) with a confidence level of 95 percent and a sample error of 5 percent. The following equation can be used to calculate the sample size.

Formula
$$n = \frac{N}{1 + Ne^2}$$

Where n = sample size
 N = size of the population used
 e = tolerance

Substitute for
$$n = \frac{501}{1 + 501(0.05)^2}$$

$$n = 222.42 \text{ or about } 222 \text{ people}$$

Therefore, the sample group used in this research was 222 people.

Following that, as stated in Table 3.1 below, a stratified random sampling was carried out based on the percentage of migrant students enrolled in each school.

Table 3.1 The number of subjects used in the study

School	Total migrant student	Total sampling
1 st School	62	27
2 nd School	53	24
3 rd School	386	171
Total	501	222

Note* Migrant student who does not have Thai identity

2. The qualitative samples were 12 key informants. The researcher used purposive sampling with the following details:

1) Directors or educational personnel in schools in Thailand's Chiang Rai Province's Mae Sai District, two people for each school, a total of six people.

2) Directors or personnel in foundations that promote education for migrant children in Mae Sai district. Chiang Rai Province, Thailand, three people

3) Three government officials involved in the education and nationality management of migrant children, consisting of

A. Officer in Chiang Rai Primary Educational Service Area Office
3, one person

B. Officer in Chiang Rai Secondary Educational Service Area Office, one person

C. Officer in Mae Sai District Office, one person

3.4.2 Research Tools

The tools used in this study were: questionnaires and interview forms as details are as follows:

1. The questionnaire was used with migrant students, divided into two parts.

Part 1 General information of the respondents, in order of gender, age, and level of education, status of residence attendance frequency and travel patterns to educational institutions

Part 2 Information about conditions, problems, and needs for education in Thailand are as follows:

- 1) Past educational history
 - 2) Opinions on the education system in Thailand
 - 3) Problems and obstacles in entering educational institutions (Before-During-After)
 - 4) Opinions on learning management in educational institutions
 - 5) Information about school/foundation/government support
 - 6) Requirements for further study in the future
2. Interview form: A semi-structured interview form is used. (Semi-Structured Interview Questions) are used for groups of key informants. With the following questions:
- 1) Conditions or procedures for accepting migrant children into the education system
 - 2) Problems and obstacles in bringing migrant children into the education system
 - 3) Policies and guidelines for supporting migrant children into the education system
 - 4) Recommendations and Guidelines for Supporting Migrant Children into the Education System in the Future

3.5 Data Analysis

Data from questionnaires were analyzed using descriptive statistics, including frequency and percentage, and presented the results in tables and lectures under the tables. Data from the interviews were analyzed by synthesis of separate data on conditions, causes, and barriers to accessing education of migrant children. Advocating for and addressing barriers that affect migrant children's access to education and guidelines for accessing the education system for migrant children to bring information to suggest ways to improve access to education for migrant children.

Schools in Mae Sai border area which contain high number of non-Thai student or migrant student was set as research area in order to see the impact of Thailand's 3rd National Human Rights Plan to education of migrant children. This research used both Quantitative and qualitative research method. For the quantitative method, 222 students were chosen as research target from total 501 student which school have mention that these children can use Thai language for communication by using Yamane formula to get the selected number. These children answer questionnaire in the guide from their teacher and parents. For the qualitative method, 12 keys informants were chosen to give information about education to migrant children which include teacher and school director, foundation and church, and governmental officer that involve in the implementation of Thailand's National Human Rights Plans. The result will be shown in the next chapter as follow.

CHAPTER 4

THAILAND EDUCATION POLICIES AND OBSTACLE NEEDED TO BE FIXED FOR BETTER EDUCATION OPPORTUNITY FOR MIGRANT CHILDREN

The study on Rights and opportunity to education: the case study of migrant children at Mae Sai border area in Chiang Rai province, Thailand, can be summarized into four parts as follows:

- 4.1 General Information of Migrant Children in Mae Sai District, Chiang Rai Province
- 4.2 Conditions, causes or obstacles in accessing education for migrant children
- 4.3 Supporting and resolving obstacles affecting migrant children's access to education in Thailand
- 4.4 Recommendations for improving access to education for migrant children

4.1 General Information of Migrant Children in Mae Sai District Chiang Rai, Thailand

General Information of Migrant Children in Mae Sai District Chiang Rai Province, Thailand. Data were collected from migrant children in three schools in Mae Sai District. Chiang Rai Province, Thailand. Data were analyzed using descriptive statistics, including frequency and percentage. The results can be summarized as Table 4.1 - 4.2.

Table 4.1 The number and percentage of general data of migrant children in Mae Sai District, Chiang Rai Province, Thailand

Item	N	Percentage (%)
1. Sex		
1) Male	148	66.67
2) Female	74	33.33
Total	222	100.00
2. Age		
1) Less than 13 years old	4	1.80
2) Between 13-15 years old	180	81.08
3) Between 16-18 years old	38	17.12
Total	222	100.00
3. level of education		
1) Lower secondary education	182	81.98
2) Upper secondary education	40	18.02
Total	222	100.00
4. Residence Status		
1) Both father and mother	167	75.23
2) Both father and mother	20	9.01
3) Relative (not father and mother)	8	3.60
4) Relative (not father and mother)	27	12.16
Total	222	100.00

From Table 4.1, the results of general data analysis of migrant children in the area of Wiang Phang Kham Sub-district, Mae Sai District, Chiang Rai Province, Thailand, found that most of them were 148 males, representing 66.67%, followed by 74 females, representing 33.33 percent aged between 13-15 years, the most of 180 people, representing 81.08 percent, followed by 16-18 years of age, 38 people, representing 17.12 percent and under 13 years of 4 people, representing 1.80 percent respectively. Studying at the lower secondary level, the greatest number of 182 people,

representing 81.98% followed by high school, 40 people, representing 18.02 percent, respectively, currently living with their parents, 167 people, representing 75.23 percent, followed by Churches or foundations of 27 people, representing 12.16 percent, living with parents (any one), 20 people representing 9.01 percent and relatives/siblings of 8 people representing 3.60 percent, respectively.

Table 4.2 The numbers and percentages of migrant children's conditions, problems and education needs in Thailand in Wiang Phang Kham Sub-district, Mae Sai District, Chiang Rai Province, Thailand

Item	N	Percentage (%)
1. Have studied from other countries before coming to Thailand.		
1) Have not	200	90.09
2) Have	22	9.91
Total	222	100.00
2. Have you attended schools other than schools in Chiang Rai.		
1) Have not	206	92.79
2) Have	16	7.21
Total	222	100.00
3. Opinions on the process of obtaining education in Thailand.		
1) There is a simple procedure because it does not take long to complete	36	16.22
2) It is difficult/complicated because it takes a long time to process	186	83.78
Total	222	100.00

Table 4.2 (continued)

Item	N	Percentage (%)
4. How did you get into this school.		
1) Register with parents.	184	82.88
2) Register with people from your church or charity	27	12.16
3) Register with government officials	11	4.95
Total	222	100.00
5. The school helps students enter the education system. (For example, registering for identification cards in school as well as other actions in order to get rights like Thai students)	222	100.00
1) Contribute	0	0
2) No contribute		
Total	222	100.00
6. Problems and obstacles in entering school		
1) Language barrier	204	34.58
2) Social and culture different	177	30.00
3) Lesson Difficulty	193	32.71
4) There are no problems and obstacles	16	2.71
Total	590	100.00
7. Support from school and government		
1) Free tuition fees	222	30.37
2) School supplies	222	30.37
3) School uniform	65	8.89
4) Free lunch	222	30.37
Total	731	100.00

Table 4.2 (continued)

Item	N	Percentage (%)
8. What person or organization is currently responsible for your education expenses.		
1) Parents (Father, Mother, Siblings or Relatives)	195	87.84
2) Foundation/Church	27	12.16
Total	222	100.00
9. Do you want to continue my studies in Thailand after graduating from this school.		
1) Want	193	86.94
2) Do not want	29	13.06
Total	222	100.00

From Table 4.2, the results of the analysis of the conditions, problems and needs for education in Thailand of migrant children in the area of Wiang Phang Kham Sub-district, Mae Sai District, Chiang Rai Province, Thailand, it was found that most of the 200 children started school in Thailand. People, representing 90.09%, followed by 22 people who had studied in Myanmar, representing 9.91%, never studying in schools other than schools in Chiang Rai, 206 people, representing 92.79%, followed by those having studied in schools in other provinces. namely Chiang Mai, Phayao, Phrae, 16 people, representing 7.21%. Most of them think that the process of obtaining education in Thailand is complicated/complicated because it takes a long time to complete, 186 people, representing 83.78%, followed by the idea that there is an easy process because it does not take long, 36 people, representing 16.22%, most of them enrolled in school with their parents, 184 people, representing 82.88%, followed by 27 churches or charitable organizations, representing 12.16% and 11 government officials, representing 4.95%, so the school contributes to helping students enter the education system, representing 100%. Problems and obstacles in attending school were language differences of 204 answers, representing 34.58%, followed by lesson difficulty, of 193

answers, representing 32.71%, and social and cultural differences of 177 words. Answer, representing 30.00%, and some people think there are no problems and obstacles in the 16 answers, representing 2.71%, respectively. The school supports tuition fees, lunches and free school supplies according to the government's policy, 222 answers, equivalent to 30.37%, followed by clothing, 65 answers, 8.89%, respectively. Currently, parents are responsible for the cost. Spending on education of 195 people, representing 87.84%, followed by foundations / churches of 27 people, representing 12.16% and in the future most of the children want to study in Thailand after graduation, 195 people, representing 86.94%, followed by 29 people who do not want to continue studying, representing 13.06%, respectively.

4.2 Conditions, Causes or Obstacles in Accessing Education for migrant children

At present, the number of migrant children attending school is increasing steadily. Most of them are migrant children with Burmese, Laotian, and Chinese nationalities, and a number of migrant children have yet to identify their nationalities. In recruiting students for migrant children who do not have civil registration certificates. The educational institution will inspect the supporting documents for enrollment following the regulations set by the Ministry of Education in 2005, and then register for the student identification code (G code) through the G-Code system of the affiliation. In which the action at this stage will have the agency's agency to help inspect and take further action on other matters, which key informants gave an interview that:

“Most migrant children have Burmese, Laotian, and Chinese nationalities, and some are unable to identify their nationality, which takes a long time. But these children are still being educated in school.” (6th School interviewee, April 18, 2023 at, 10:00 a.m.)

“Recruitment of marginalized or migrant students’ Parents or agencies that accept children to take care of must have evidence for the application as required by the Ministry of Education in 2005. Each child will have different problems with

document processing, such as not having a birth certificate. Evidence of residence, etc.” (2nd Interviewee in the educational institution, April 17, 2023 at, 1:30 p.m.)

“In recruiting students who are not of Thai nationality or have no evidence of civil registration, The school will be in charge of everything. Since the start of assigning the G-code through the agency's G-Code system to provide children with basic information ”(6th educational institute interviewee, April 19, 2023 at 1:30 p.m.)

“We have been following up on the registration process for students of foreign nationality at our affiliated schools all the time. To assess, help in the next step ”(1st Interviewee in government agency, April 26, 2023 at, 2:00 p.m.)

Causes or obstacles to education for migrant children are different for each child, resulting in children being unable to continue to study or eventually dropping out of school. At present, these problems still exist and still need to be resolved by all parties involved continuously. The lack of motivation of migrant children Language and cultural differences and cost issues. The details are as follows:

4.2.1 Relocation of Parents

Frequent relocations for work or residency require migrant children to travel with them. Parents do not have identification documents, so they fear disclosure of information. In addition, some parents are unaware of the rights of migrant children to access education in Thailand and do not take it seriously. The reasons mentioned above result in children lacking the opportunity to receive or receive continuous education. In the case of migrant children who do not live with their parents or without their guardians, The child will be placed in the care of the foster care foundation, but the child must have proof of residency in Thailand for more than 3 months and must be certified by community leaders and relevant authorities. In which the key informant gave an interview that

“Most of the children's families are Burmese workers. When sending a child to study, the child cannot continue. Because they have to relocate along with their parents” (1st interviewee, April 17, 2023 at, 1:00 p.m.)

“Foundation accepts migrant children into their care. But the child must have proof of residence and a certification from the village headman and the government agencies that have visited the survey. And must live in that area for more than 3 months, so you can be confident that the child wants to live there. If the Foundation accepts all children without inspection, the Foundation will fall into the category of human trafficking.” (1st Foundation interviewee, April 20, 2023 at, 1:00 p.m.)

“Most parents of migrant children have the only intention of coming to work in Thailand. Therefore, there is no knowledge of children’s rights to access education in Thailand and they do not pay much attention to the idea that when children grow up, they can enter the labor market.” (1st government interviewee, 26 April 2023 at, 2:00 p.m.)

4.2.2 The Lack of Motivation of Migrant Children

Most migrant children do not know the importance of education or see its future benefits. Parental role models make migrant dads want to work and earn more than spend their time studying. Most of them get married early and want to earn money to support their families. In addition, continuing to study at a higher level requires identification documents. Access to university scholarships and work options are limited. Therefore, these obstacles may discourage migrant children from diligently studying and deciding to enter the labor force early. In which the key informant gave an interview that

“Most migrant children do not see the importance of studying because they want to earn money like their parents. and married at a young age I also think that if I have to study and study diligently, it will be difficult for me to work in my dream job in the future.” (5th institute interviewee, April 19, 2023 at, 1:00 p.m.)

“In higher education, having an important identity document is essential. Scholarship applications and work options for migrant children are limited. As a result, the children are discouraged from continuing their studies or think that they have already learned nothing” (3rd institute interviewee, April 18, 2023, at 9:30 a.m.)

“Some migrant children today enter the labor market at a young age. Because I think the opportunity to work will generate more income than spending all my time studying. (3rd person interviewed in government agencies, 28 April 2023, at 1:00 p.m.)

4.2.3 Language and Cultural Differences

When migrant children have the opportunity to study in educational institutions or foundations, Language and cultural differences are inevitable. This is because most migrant children communicate in their native language and live according to their culture. Although migrant children get along well with their classmates and have a positive attitude towards the learning environment, they do not. Language and cultural differences for some migrant children still face barriers to learning and learning environments, such as spending too much time mingling with their peers, classmates teasing or bullying Teachers cannot help with learning. The lessons are too difficult. These obstacles are the main reason migrant children develop more slowly than those who receive continuous education. Until causing him to drop out of school halfway and eventually lose educational opportunities in which the key informant gave an interview that

“Most migrant children have been living in Thailand for a long time but also, to communicate in their parents' dialects When he was admitted to school, he had problems with his studies. other students Don't dare to communicate with me” (1st interviewee, April 17, 2023 at 1:00 p.m.)

“Some migrant children leave school before graduation. Because I can't get along with friends unable to study according to the curriculum taught because of language limitations” (3rd interviewee, April 18, 2023 at 9:30 a.m.)

“Children were bullied and teased by their peers because they could not communicate in the same language.” (4th School interviewee, April 18, 2023 at 10:00 a.m.)

“Language differences cause migrant children in school to learn more slowly than their peers. do not understand the lesson content The teachers in the course are

unable to communicate in the children's language, so they have problems in assisting in learning.” (6th School Interviewee, April 19, 2023 at 1:30 p.m.)

4.2.4 Cost Issues

Cost is an essential factor that cannot be avoided. Although Thailand provides access to education for all migrant children, it cannot afford migrant children the right to pay and there are various restrictions. Therefore, migrant children attending government schools receive free lunches and milk just like Thai school children which other expenses receive only little or none. Migrant children under the care of a foundation or church still face more cost problems than migrant children living with their parents. This is because the foundation or the church has to bear the costs of raising unaccompanied migrant children and migrant children who are at risk of human trafficking, drug abuse and international abuse which must live in a dormitory with the foundation. At present, there are no government agencies to help. Most of the income received is from donations from the general public only. The solution to solving the cost issue is for migrant children to have activities such as growing rice, growing vegetables, raising animals, etc., which can be used for cooking to help reduce some of the expenses. The plentiful produce will be sold to raise money for the Foundation and allocate the budget for the education of migrant children in the future. However, since the number of migrant students is increasing every year, the Foundation is able to allocate a limited budget and therefore cannot cover all migrant children’s education expenses. The reason why some multinational children are discouraged, do not want to study continuously from fear that there will be problems with the cost of education in the future. In which the key informant gave an interview that

“The school supports free lunches and milk for children. Other parts are small.” (1st School interviewee, 17 April 2023 at 1:00 p.m.)

“Migrant children here are not encouraged to wear clothing which therefore having to let the parents pay all the expenses themselves There is only free lunch for the children.” (3rd interviewee, 17 April 2023 at 1:00 p.m.)

“For migrant children who go to study in public and private schools, the foundation pays all the expenses and there is no government agency to help.”
(1st interviewee, 17 April 2023 at 1:00 p.m.)

“About expenses for migrant children, the Foundation pays all expenses. Although most of the income is received from donations. But can allocate the remaining budget is limited. Some children are so discouraged that they don't want to go on to higher education because they think that the cost will be high. (2nd person interviewed in the foundation, 24 April 2023 at 10.00 a.m.)

“Most migrant children living with the Foundation are children without parents and children who are in risk groups Therefore, the expenses for taking care of the foundation must be covered. Sometimes it's not enough. Children have to help plant vegetables, grow rice, and raise animals so that the produce can be sold to earn money for the foundation and the produce can be consumed to reduce expenses.”
(3rd interviewee in the foundation, 24 April 2023 at 10.30 a.m.)

4.3 Supporting and Resolving Obstacles Affecting Migrant Children's Access to Education in Thailand

4.3.1 Supporting Migrant Children's Access to Education in Thailand

The government has been promoting Education for All (EFA) since 2005, providing 15 years of free education regardless of legal status or nationality and covering migrant children in Thailand. However, migrant children in the country remain the most at risk of dropping out of the higher school education system, with the majority being Myanmar, Cambodian, Laotian and undocumented children. The educational situation of migrant children in Thailand in the past decade found that the main challenges and obstacles faced by migrant children are high rates of school drop-out, language costs, frequent relocation and inconsistency with the Education for All policy. This allows the children to resign before moving up to higher levels, including secondary and higher education.

In addition, non-Thai migrant children face the problem of lack of legal status, making it difficult to access rights and welfare. In the process of receiving education for migrant children, migrant children can be divided into 2 groups: The first group is migrant children who do not have Thai nationality, meaning they do not have birth certificates and house registrations for those who have Thai nationality or do not have a document showing Thai nationality but have a minority identification card or a government-issued birth certificate can bring that evidence to apply for study. The second group is migrant children without civil registration evidence, requiring parents, guardians, or non-governmental organizations which make a record informing the person's history at every educational institution to be used as educational evidence. It may take some time for parents of migrant children, but it can be done to ensure their children can attend education. In which the key informant gave an interview that

“When accepting migrant children, children are divided into two groups: the first group is migrant children without Thai nationality, and the second group is migrant children without civil registration certificates. Both groups of children can attend school. But the documents must be processed according to different procedures” (2nd interviewee, April 17, 2023, at 1:30 p.m.)

“Although at present access to rights and welfare of migrant children is still a problem. But applying to study in educational institutions can still be done all the time but the steps in the process of documentary evidence It takes a lot of time for parents.” (1st person interviewed in government agencies, 26 April 2023, at 2:00 p.m.)

In Thailand, there are budgets to support the G-code system in registering migrant children to responsible agencies, namely, educational service area offices and educational institutions to assign a 13-digit code to give the child a legitimate status by code beginning with G, P by student code G and P mean students without Thai ID card which requires an identification number to be used in the education system but it has nothing to do with the 13-digit number of the Ministry of Interior, known as “ID Card”. G and P code policies was created after the implementation of EFA in 2005 and being development along with the Thailand's National Human Rights Plans to give more

power to school sector to make them able to accept children without identity document to provide them education opportunity, which the key informant said in an interview.

“The school has a G-code system for registering migrant children. to be used in the educational system” (3rd person interviewed in educational institutions, April 18, 2023, at 9:30 a.m.)

“The designation of a 13-digit code for migrant children in the Thai education system will begin with the letter G, P. These children will be students who do not have a Thai ID card.” (1st person interviewed in government agencies, 26 April, 2023, at 2:00 p.m.)

“Code starting with G and P will only be used in the education system. It will not be related to the ID card with the 13-digit number of the Ministry of Interior.” (2nd person interviewed in government agencies, 27 April, 2023, at 10.00 a.m.)

Educational Management in Mae Sai District Chiang Rai, in addition to having educational institutions, the main learning centers that support opportunities for all migrant children. All nationalities are educated. There is a basic curriculum from kindergarten to high school. In order to give alternative education, the same rights, protection, and support from the government as there are for vocational and private education, the phrase “alternative education” was explicitly included in the Constitution of the Royal Kingdom of Thailand 2007, article 48 (Gerald, 2018). There are still 2 alternative learning centers that have registered educational institutions and are under the supervision of the Office of Chiang Rai Primary Educational Service Area 3. The first learning center established to educate children of all nationalities has a teaching style that focuses on teaching in the form of agriculture so that children can use it along with learning basic subjects integrated into teaching and the second learning center is a learning center that supports migrant children who are Muslims. A closed teaching system focuses on religious teaching, similar to a pondok or religious school in the south. Although the government’s education policy encourages migrant children to attend school, not everyone needs to prove their identity, but in practice, some government schools also require documents to prove and identify or have to understand

the Thai language at a basic level. Most schools in Mae Sai District Chiang Rai Province, Thailand, have also added support for teaching Burmese language to reduce the pressure on migrant children to study. In which the key informant gave an interview that

“The foundation has established and registered as a learning center for migrant children. There is an agricultural teaching model that can be applied in practice and inserts basic subject matter so that children can learn to take the assessment test” (1st interviewer in the foundation, 20 April, 2023, at 1:00 p.m.)

“Alternative learning center for Islamic multinationals is a closed system. will mainly focus on the religious teaching style, similar to the Pondok in the South, along with learning the basic subject group ”(3rd person interviewed in the Foundation, 24 April, 2023, at 10:30 a.m.).

“Schools support the Burmese language curriculum to reduce the stress on migrant children’s learning. And aims to help develop children’s learning skills even better ”(6th School interviewee, April 19, 2023, at 1:30 p.m.)

4.3.2 Resolving Barriers to Access to Education for Migrant Children in Thailand

4.3.2.1 Amendments to the process of civil registration documents

Although the government’s education policy encourages all migrant children to have access to education without the need to prove their identity but in practice, Thai government educational institutions still have criteria for civil registration documents to prove identities, such as birth certificates and copies of ID cards of children. A copy of the house registration of the father, mother or guardian. As a result, some parents who do not have the documentation readily decide to send their children to apply for private education because they think that the process of admission is easier which including able to leave the child to the educational institution to raise children if they have to work, which a vital informant gave an interview that

“In recruiting migrant children to study in educational institutions, it is necessary to provide proof of identity of the child and parents, such as birth certificates

and copies of ID cards. As a result, some parents who do not have the documentation readiness know that public education institutions are difficult, so they send their children to apply for private education.” (1st institute interviewee, April 17, 2023 at 1:00 p.m.)

“The school has a basic Thai language test to measure the proficiency of migrant children. This may be one of the reasons why parents refuse to enroll their migrant children.” (3rd educational institution interviewee, April 18, 2023, at 9:30 a.m.)

“Parents send their children to study here because there are restrictions on documents, copies of various certificates and have to work. Sending their children to study here is asking us to take care of them as well.” (1st Foundation interviewee, 20 April, 2023, at 1:00 p.m.)

“Most of the children admitted to the foundation are not ready for the documents. As a result, children cannot be sent to enroll in government educational institutions. (3rd interviewee, 24 April, 2023, at 10.30 a.m.)

Amendments to the processing of civil registration documents for educational institutions That is, the government should have a policy to allow government educational institutions to allow migrant children to be able to study immediately and can proceed with civil registration documents to prove the identity of both migrant children and their parents later with a period of approximately 6-12 months.

“About civil registration documents to prove identity It is the most problematic issue when it comes to recruiting migrant children. The government should allow children to receive education immediately at an appropriate age and there should be a period of time for processing documents for parents afterward.” (1st interviewee, 17 April, 2023, at 1:00 p.m.)

“The processing of identity documents for migrant children during the admissions process is very problematic. There should be time for parents to process the

documents and return them to the school later.” (4th institute interviewee, 18 April, 2023, at 10.00 a.m.)

“The government should give educational institutions a period of 6-12 months to process some documents with parents of migrant children. can be like Thai students” (6th institute interviewee, 24 April, 2023, at 10:30 a.m.)

4.3.2.2 Amendment to promote basic Thai language skills

A school with a large number of children of various nationalities living together and studying according to the Thai curriculum need to have tool to help non-Thai children able to understand Thai language for better education. Thailand has not yet established a stable education policy for migrant children. Studying the curriculum in Thailand is therefore difficult because some migrant children still have language problems and most educational institutions do not actively promote basic Thai language skills for migrant children. Therefore, the government should undertake to promote Thai language skills in order to provide a concrete foundation for migrant children in schools with a large number of migrant children. By promoting the organization to learn to increase Thai language skills outside of class or on weekends will help children develop better Thai language skills. It also reduces the likelihood that migrant children drop out of school. In which the key informant gave an interview that

“Currently, the government has not seriously set a policy to improve language skills for migrant children. Since Thai lessons are based on critical thinking, it is imperative to adjust the basic Thai language for migrant children, which the government should concretely correct.” (3rd. school interviewee, 18 April 2023 at 9:30 a.m.)

“Promoting the development of basic Thai language skills for migrant children will help them develop better. There may be teaching and learning outside of class, so children will gain more knowledge.” (5th interviewee, April 19, 2023, at 1:00 p.m.)

“The Thai curriculum uses Thai language as the main teaching method. Increasing Thai language skills to improve the foundation of migrant children There

should be concrete actions that may encourage children to spend time on Saturdays. Sunday, learning to enhance skills This type of promotion may encourage migrant children to continue their studies and reduce the problem of dropping out of school” (2nd school interviewee, 17 April, 2023, at 1:30 p.m.)

In addition to promoting basic Thai language skills for migrant children Providing education that promotes knowledge of other languages is also important, especially Burmese which is the language most workers in Thailand use to communicate. This means that most of the parents of migrant children are of Myanmar nationality. In addition, some migrant children of Burmese nationality can understand the Burmese language, but cannot write, read or speak. Therefore, increasing the Burmese language curriculum will help the children to have more communication skills and will be able to use the Burmese language to communicate in the future. In which the key informant gave an interview that

“I have to admit that at present migrant workers in our country There are many Myanmar citizens. Most migrant children therefore have the nationality of their parents. Encouraging migrant children to have the opportunity to learn the early language will help them gain knowledge and be able to apply skills correctly” (1st institution interviewee, April 17, 2023, at 1:30 p.m.)

“Most of the children who follow their parents from neighboring countries do not learn their native language in the first place, so they can listen, speak, but sometimes cannot write or read their native language. If there is an encouragement from educational institutions to teach Burmese language to children It should be very useful because children can definitely use it in the future.” (1st person interviewed in government agencies, 26 April, 2023, at 2:00 p.m.)

“Some migrant children understand the language of their parents. but cannot write or speak Encouraging children to learn their own language will be an advantage for children to use for further education. can work in the future.” (6th person interviewed in the educational institution, April 19, 2023 at 1:30 p.m.)

This is consistent with the educational management of educational institutions in Mae Sai District. Chiang Rai province has the highest proportion of migrant students of Myanmar nationality, followed by Thai students. Education management in schools therefore supports the inclusion of Burmese language instruction in the curriculum to reduce the pressure on migrant children's learning and to use it for future communication. In which the key informant gave an interview that

“Educational management of educational institutions is now starting to add the Burmese language into the battle period so that migrant children, most of whom are Burmese children, can learn their own language for future communication.”
(2nd Interviewee in the educational institution, 17 April, 2023, at 13.30)

“ Educational institutions have given importance to introducing the languages of neighboring countries into their curriculum.” (3rd. person interviewee, April 18, 2023 at 9:30 a.m.)

“Schools support the Burmese language curriculum to reduce the stress on migrant children's learning. And aims to help develop children's study skills even better.”(6th institute interviewee, 19 April 2023 at 1:30 p.m.)

4.4 Recommendations for Improving the Development Plan for Migrant Children's Access to Education

Access to education for migrant children who migrate to live in Thailand is unavoidable because the population will eventually grow into the country's labor resource. Therefore, providing educational services is a critical mission that all parties must cooperate closely. whether it is an educational area local government organizations and private organizations in the area should pay attention and have a standard policy in developing clear and quality policies as follows:

4.4.1 To agencies related to educational institutes, private organizations and government agencies to create knowledge and understanding for the community,

leading to correct attitudes towards the importance of educational opportunities for migrant children. In which the key informant gave an interview that

“Education agencies should provide knowledge to create understanding for migrant groups about the education of migrant children.” (3rd government interviewee, April 28, 2023, at 1:00 p.m.)

4.4.2 Provide budget support for educational institutions to train teachers or hire personnel to prepare or develop language skills. Develop knowledge and understanding of cultural and religious differences to further understand children. In which the key informant gave an interview that

“In addition to promoting educational skills for children The emphasis is on teachers with expertise in other languages. apart from Thai It's inevitable. If you want migrant children to have the correct language development There should be personnel with specialized degrees to assist in teaching which means there may be a need to hire more teacher personnel. Teachers who understand language and culture Religion will make teaching and learning a specific language more convenient.” (2nd institute interviewee, April 17, 2023, at 1:30 p.m.)

4.4.3 There is a coordination between educational institutions and government agencies to develop specific educational guidelines to help adjust the basics of the Thai language so that migrant children can better adapt to the Thai curriculum. In which the key informant gave an interview that

“The problem of migrant children studying in the Thai curriculum is language. Leaving educational institutions as the sole responsible agency may not be able to fully operate. Therefore, if government agencies can assist in providing personnel, places, and organizing courses to adjust the basic Thai language for migrant children, it will help migrant children to adapt and prepare themselves for schooling.” (5th person interviewed in the educational institution, April 19, 2023, at 1:00 p.m.)

4.4.4 Private educational institutions should be promoted to provide parents with options for migrant children in educational opportunities. Because in Mae Sai District, there are 2 alternative learning centers registered as educational institutes that have teaching and learning models that are in line with the life skills of migrant children. Focus on utilization and have a document to certify if you graduate. In which the key informant gave an interview that

“Our learning center has a low number of students due to lack of good publicity. and in remote areas If there is a relevant agency to help publicize it to labor groups or people of different nationalities in the area, it will be an alternative for parents of migrant children who have document problems, have low incomes and have to work. always Decided to send their children to study here ”(1st interviewee, 20 April 2023 at 1:00 p.m.)

The research result has shown relocation of parents, the lack of motivation of migrant children, language and cultural differences, and cost issues were four main barrier which blocking and push the migrant student out of the educational system. Thai’s government has given the power to school to able to accept children who do not have identification document to access and register for their education since 2005 as G-code system which children with get 13-digit number able to use to register for the education. Unfortunately, even this policy was implemented for almost 20 years, the gap between the implementation and in practice still has the high gap between it because even school has the power to give education opportunity to migrant children but because of school capacity to accept and able to teach children who cannot understand Thai is still limited. Government should provide budget for school to able to hire officer or teacher who able to understand majority of migrant children within school area in order to able to teach migrant children so they can understand the lessons.

Another recommendation is there chosen be more cooperation between alternative school and governmental sector because even alternative school able to give certificate to children who graduate from their system that make these children able to continue the education in the further level but as right now, there are very connection between the organize of these schools. This makes alternative schools cannot give

proper and quality of education to their children because even they can give education certificate but they do not get direct support on many areas from government.



CHAPTER 5

CONCLUSION AND DISCUSSION

The study on Rights and opportunity to education: the case study of migrant children at Mae Sai border area in Chiang Rai province, Thailand, can be summarized into 3 parts as follows:

5.1 Conclusions

5.1.1 General Information of Migrant Children in Mae Sai District Chiang Rai

Most migrant children are male, aged between 13-15 years old, studying in lower secondary schools live with their parents. Historically, most of the migrant children began their studies in Thailand in schools in Chiang Rai Province. It's complicated/complicated because it takes a long time to process. Students are enrolled in a school where their parents bring them to enroll. The school contributes to the student's entry into the education system (e.g., by registering for a school identification card). Problems and obstacles in attending school include: differences in language and lesson difficulty. The school supports free tuition fees, lunches, and learning materials according to government policy. The Foundation/Church is still responsible for the cost of education. And in the future, most children want to study in Thailand after graduation.

5.1.2 Causes or Obstacles to Migrant Children's Access to Education

5.1.2.1 Relocation of parents

Frequent relocations for work or residency require migrant children to travel with them. Parents do not have identification documents, so they are afraid of disclosure. In addition, some parents are unaware of the rights of migrant children to access education in Thailand and do not take it seriously. The reasons mentioned above

the result in children lacking the opportunity to receive education or receiving continuous education. In the case of migrant children who do not live with their parents or without their guardians The child will be placed in the care of the foster care foundation, but the child must have proof of residency in Thailand for more than 3 months and must be certified by community leaders and relevant authorities.

5.1.2.2 The lack of motivation of migrant children

Most migrant children do not know the importance of education or see its future benefits. Parental role models make migrant dads want to work and earn more than spend their time studying. Most of them get married early and want to earn money to support their families. In addition, continuing to study at a higher level requires identification documents. Access to university scholarships and job options are limited, so these barriers can discourage migrant children from studying hard and deciding to enter the workforce early.

5.1.2.3 Language and cultural differences

Most migrant children communicate in their native language and live according to their culture. Although migrant children get along well with their classmates and have a positive attitude towards the learning environment, they do not. Language and cultural differences for some migrant children still face barriers to learning and learning environments, such as: taking too long to get along with friends, classmates teasing or bullying Teachers cannot help with learning. The lessons are too complex. These obstacles are the main reason migrant children develop more slowly than those who receive continuous education. Until causing him to drop out of school halfway and eventually lose educational opportunities.

5.1.2.4 Cost issues

Although Thailand provides access to education for all migrant children, it cannot afford migrant children the right to pay and there are various restrictions. Thus, migrant children attending government schools receive free lunches and milk just like Thai school children while other expenses receive little or no. Migrant children under the care of a foundation or church still face more cost problems than migrant children living with their parents. Because the foundation or the church has to bear the cost of raising unaccompanied migrant children and migrant children who are at risk, including: human trafficking, drugs, and international harassment which must live in a

dormitory with the foundation At present, there are no government agencies to help. Most of the income received is from donations from the general public only. The solution to solving the cost issue is to allow migrant children to have activities such as: growing rice and vegetables, raising animals, etc., which the products obtained can be used for cooking, which can help reduce some of the expenses. The plentiful produce will be sold to raise money for the Foundation and allocate the budget for the education of migrant children in the future. However, since the number of migrant students is increasing every year, the Foundation is able to allocate a limited budget and therefore cannot cover all migrant children's education expenses. These reasons are why some multinational children are discouraged, do not want to study continuously from fear that there will be problems with the cost of studying in the future.

5.1.3 Supporting and Resolving Barriers to Access to Education for Migrant Children in Thailand

5.1.3.1 Supporting migrant children's Access to education in Thailand

The government has been promoting Education for All (EFA) since 2005, providing 15 years of free education, regardless of legal status or nationality and covering migrant children in Thailand. In the process of entering education for, migrant children who do not have Thai nationality but have ethnic minority ID cards or government-issued birth certificates can bring that evidence to apply for study as for migrant children who do not have proof of civil registration, their parents, guardians or non-governmental organizations must be present. Make a record informing the person's history at every educational institution for educational evidence. It may take some time for parents of migrant children, but it can be done to ensure their children can attend education. Thailand has a budget to support the G-code system for migrant children's school enrollment to responsible agencies such as the Office of Educational Service Areas and Educational Institutions to assign a 13-digit code to give the child a legitimate status The code that begins with G, P, with G and P code students referring to students who do not have a Thai ID card which requires an identification number to be used in the education system.

Educational Management in Mae Sai District Chiang Rai two alternative learning centers support education for migrant children and registered educational

institutions under the supervision of the Office of Chiang Rai Primary Educational Service Area 3. The first learning center established to provide education to children of all nationalities has a teaching style that focuses on teaching in the form of agriculture, so that children can actually use it along with learning basic subjects which integrated into teaching. The second learning center is a learning center that supports migrant children who are Muslims. There is a closed teaching system that focuses on religious teaching, similar to a Pondok or religious school in the south. In addition, most educational institutions in Mae Sai District Chiang Rai province have been supporting the teaching of the Burmese language to reduce the pressure on migrant children to study.

5.1.3.2 Resolving barriers to access to education for migrant children in Thailand

1. Amendments to the process of civil registration documents Thai government educational institutions still have requirements for civil registration documents to prove identity. As a result, some parents who do not have the required documents decide to send their children to enroll at private schools because they think there is a process. Going to school is easier and you can leave your child with a childcare institution if you have to work. Therefore, the government should have a policy to allow government educational institutions to allow migrant children to study immediately and can process civil registration documents to verify the identity of both migrant children and their parents later with a period of approximately 6-12 months.

2. Corrections to promote Thai language skills at the basic level Thailand has not yet established a stable education policy for migrant children. Studying the Thai curriculum is, therefore tricky. This is because some migrant children still have language problems and most educational institutions do not actively promote basic Thai language skills for migrant children. Therefore, the government should undertake to promote Thai language skills in order to provide a concrete foundation for migrant children in schools with a large number of migrant children. By promoting the organization to learn to increase Thai language skills outside of class or on weekends will help children develop better Thai language skills. It also reduces the likelihood that migrant children drop out of school. In addition, providing education that promotes

other language skills is also important because most of the workers in Thailand are of Myanmar nationality. In addition, some migrant children of Burmese nationality are able to understand the Burmese language, but cannot write, read or speak. Therefore, increasing the Burmese language curriculum will help the children to have more communication skills, and will be able to use the Burmese language to communicate in the future.

5.1.4 Recommendations for Improving the Plan to Develop Access to Education for Migrant Children

Access to education for migrant children Migrant to live in Thailand is inevitable. This population will eventually grow into the country's labor resource. Suggestions for improving the plan for developing access to education for migrant children include: (1) For agencies related to educational institutes, private organizations and government agencies to create knowledge and understanding for the community, leading to correct attitudes towards the importance of educational opportunities for migrant children. (2) Provide budget support for educational institutions to train teachers or hire personnel to prepare or develop language skills. Develop knowledge and understanding of cultural and religious differences to further understand children. (3) There is a coordination between educational institutions and government agencies to develop specific educational guidelines to help adjust the basics of the Thai language so that migrant children can better adapt to the Thai curriculum; and (4) Private educational institutions should be promoted to provide parents with options for migrant children in educational opportunities. Because in Mae Sai District, there are 2 alternative learning centers which are registered as educational institutes with teaching and learning models that are in line with the life skills of migrant children.

5.2 Discussion

In the following section, discussion series are lined up. This discussion is primarily based on research findings in linkage to existing resources and information on the focus study.

5.2.1 Causes or obstacles to migrant children's access to education include the relocation of their parents. The lack of motivation of migrant children Language and cultural differences and cost issues This is because most parents of migrant children have no knowledge of children's rights and are not educated. As a result, migrant children have to adapt greatly in terms of language and culture. Parents who move frequently as a result, migrant children are unable to continue their education. In addition, children do not pay attention to study because they think that working can earn more income than having to waste time studying, thus losing motivation to continue studying at a higher level. consistent with the study of Supsaringkra (2021) found that parents' workplace movements prevented children from continuing to study. During the period waiting for school, children are entering the appropriate early labor process and the lack of awareness of parents' right to education affects migrant children's chances of getting an education as well as Srichomphu's (2022) the study found that the individuals involved had no understanding of the educational situation and policies for migrant children. Parents of migrant children cannot bear the cost of education. Many migrant children in Thai schools still struggle with Thai language skills. In addition, a study by Jantip (2021) found that the main factor contributing to the income inequality of parents Lack of land for farming Most of the income received is from employment and farming only. If the income is low, it affects the child's chances of falling in love with education.

5.2.2 Support and resolve barriers to access to education for migrant children in Thailand as follows: (1) The government has a policy to support Education for All (EFA) since 2005, providing 15 years of free education without Free of charge regardless of legal status or nationality and covers migrant children in Thailand. There are budgets to support the G-code system in the enrollment of migrant children to responsible agencies, including the Office of Educational Service Areas and Educational Institutions This is consistent with a study by the ILO in 2016 that said Thai law provides that both Thai and non-Thai children have full access to education until the age of 15. In Thailand, regardless of citizenship or legal status, all children have the right to a formal education. As same as from the speech of Amnat Wichayanuwat, Secretary-General of the Office of the Basic Education Commission (OBEC), mentions "Every child in Thailand, regardless of background or nationality,

is eligible for quality education.” (OBEC, 2019). In Mae Sai District Chiang Rai, two alternative learning centers support education for migrant children and registering educational institutions under the supervision of the Office of Chiang Rai Primary Educational Service Area 3. However, the operation has been developed according to the context and limited budget because most of the income comes from public donations and the sale of manufactured products from migrant children such as vegetables, rice, eggs and meat. etc., consistent with the study of Supsaringkra (2021) found that educational administration and approaches of NGOs have different administration and approach to education according to their potential and limited budget. To regarding (2.1) the processing of civil registration documents, Thailand should have a policy to allow public educational institutions to allow migrant children to study immediately. It can process civil registration documents to verify the identity of both migrant children and their parents later with a period of approximately 6-12 months, and (2.2) corrections to promote Thai language skills at the primary level The government should take concrete steps to promote Thai language skills to improve the basics of migrant children in schools with a large number of migrant children. By promoting the organization to learn to increase Thai language skills outside of class or on weekends will help children develop better Thai language skills. It also reduces the likelihood that migrant children drop out of school.

5.2.3 Recommendations for improving access to education for migrant children include: (1) To create knowledge and understanding for the community, leading to correct attitudes towards the importance of educational opportunities for migrant children. (2) Provide budget support for educational institutions to train teachers or hire personnel to prepare or develop language skills. Develop knowledge and understanding of cultural and religious differences to further understand children. (3) There is a coordination between educational institutions and government agencies to develop specific educational guidelines to help adjust the basics of the Thai language so that migrant children can better adapt to the Thai curriculum. Consistent with the study of Chamnongnit (2021), it was found that the approach to providing educational services to children of migrant workers is that the school cooperates with government agencies to create knowledge and understanding for the community leading to living in harmony. A network that connects migrant workers and their communities and schools should

receive budget support for teacher training or hiring personnel to improve teaching and; (4) Private educational institutions should be promoted to provide parents with options for migrant children in educational opportunities. Consistent with the study of Supsaringkra (2021), it was found that appropriate approaches to education for children of migrant workers include proactive public relations on the right to education in the area, preparation of teaching plans, vocational education, and legal teaching and registration of study centers. Registration of children of migrant workers and cooperation in education management with the education agencies of the country of origin, which such recommendations will be in the best interest of migrant workers, which will affect the opportunity of migrant children to receive education as well.

5.3 Suggestions

5.3.1 Suggestions for Applying the Research Results

5.3.1.1 For schools: Some migrant children attending school have language problems, which causes them to learn slower than their classmates and drop out often, resulting in interrupted education. Schools should have teachers who can communicate with children to help, including creating a center to solve the problem of differences in language concretely and with continuous monitoring and measurement.

5.3.1.2 For learning centers/foundations: According to the study, the study area in Chiang Rai province has alternative learning centers for migrant children, and there is a learning style according to the aptitude that can be used in everyday life, which is different from learning in school. Although learning management has achieved some success, there is still no standardized curriculum. Therefore, learning centers or foundations should have a concrete teaching curriculum that is consistent with the primary core curriculum, inserted during teaching and learning according to the student's expertise in order to create standards, criteria for evaluation, and evaluation which affect teaching and learning to migrant children in future generations.

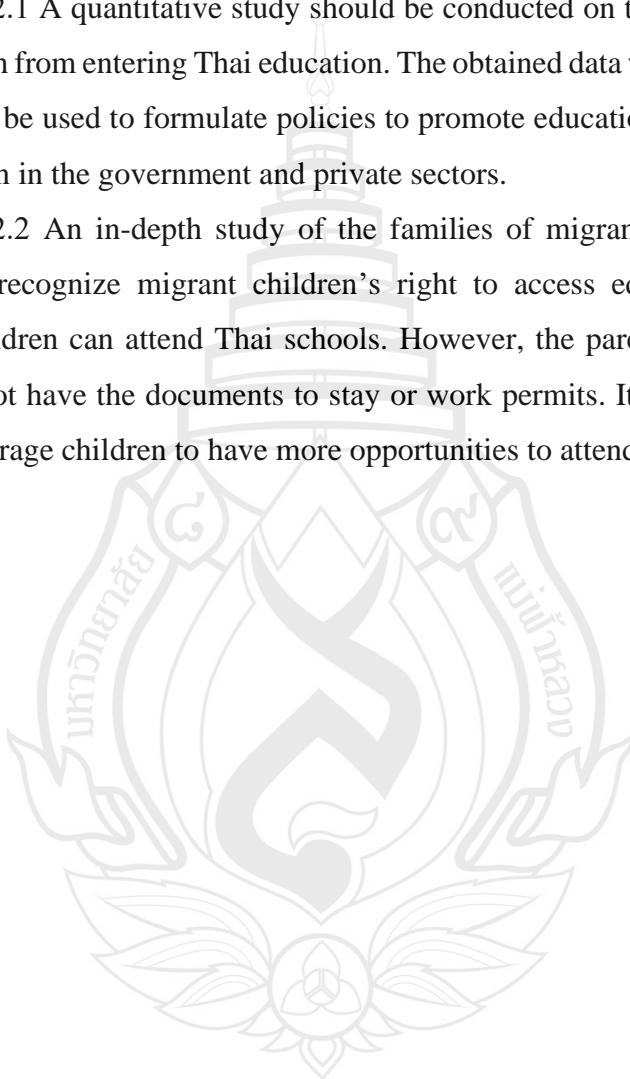
5.3.1.3 For government agencies: Migrant children have different linguistic backgrounds according to their nationality or origin. Organizations involved in education management should provide foundation courses for children before entering

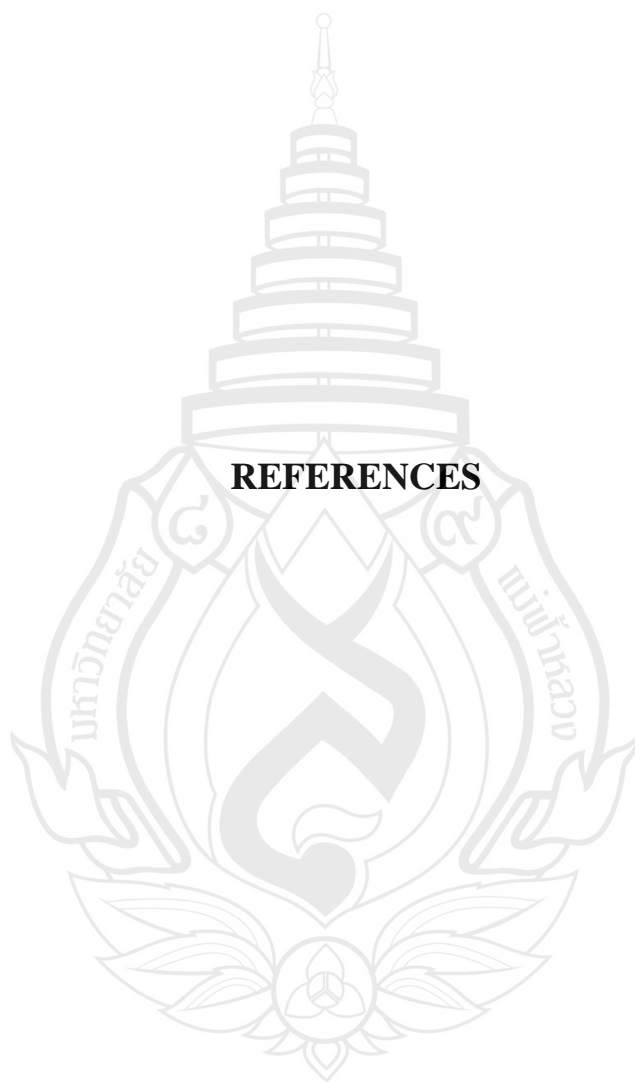
school or learning centers to reduce the problem of resignation due to being unable to study regular teaching courses, including instilling education personnel to understand cultural differences and treat migrant children equally with Thai children, which will help migrant children live together in a peaceful school society.

5.3.2 Suggestions for further research

5.3.2.1 A quantitative study should be conducted on the factors preventing migrant children from entering Thai education. The obtained data will provide a broader picture and can be used to formulate policies to promote educational opportunities for migrant children in the government and private sectors.

5.3.2.2 An in-depth study of the families of migrant children should be undertaken to recognize migrant children's right to access education in Thailand because all children can attend Thai schools. However, the parents who are migrant workers may not have the documents to stay or work permits. It will help the child's family to encourage children to have more opportunities to attend education.





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APPENDICES



APPENDIX A

COURTESY LETTER

ที่ อว ๗๗๐๐/ว ๙๖๖๕



มหาวิทยาลัยแม่ฟ้าหลวง
๓๓๓ หมู่ ๑ ตำบลท่าสุต
อำเภอเมืองเชียงราย
จังหวัดเชียงราย ๕๗๑๐๐

๒๒ พฤษภาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อใช้ประกอบการทำวิจัย

เรียน ผู้อำนวยการโรงเรียน [REDACTED]

ด้วย นายธนพล แสงคุณ รหัสประจำตัว ๖๒๕๒๓๐๑๐๐๑ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการพัฒนาระหว่างประเทศ สำนักวิชานวัตกรรมสังคม มหาวิทยาลัยแม่ฟ้าหลวง กำลังดำเนินการ ศึกษาวิจัยวิทยานิพนธ์ เรื่อง “RIGHTS AND OPPORTUNITY TO EDUCATION : THE CASE STUDY OF MIGRANT CHILDREN AT MAE SAI BORDER AREA IN CHIANG RAI PROVINCE, THAILAND” โดยมีอาจารย์ ดร.นิชานท์ สิงห์พุดธางกูร เป็นอาจารย์ที่ปรึกษาหลัก

ในการนี้ มหาวิทยาลัยแม่ฟ้าหลวงจึงขอความอนุเคราะห์ให้นายธนพล แสงคุณ เก็บข้อมูล ในหน่วยงานของท่านโดยการแจกแบบสอบถามและสัมภาษณ์ ระหว่างวันที่ ๕-๓๑ พฤษภาคม ๒๕๖๖ เพื่อนำข้อมูล ไปใช้ประกอบการศึกษาวิจัยในหัวข้อดังกล่าว โดยผู้เก็บรวบรวมข้อมูลยินดีจะปฏิบัติตามระเบียบของหน่วยงานของท่านอย่างเคร่งครัด มหาวิทยาลัยแม่ฟ้าหลวงหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านและ ขอขอบคุณมา ณ โอกาสนี้

จึงเรียนมาเพื่อโปรดพิจารณา จักขอบคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วิภาพ สุทอนะ)

รักษาราชการแทนผู้ช่วยอธิการบดี ปฏิบัติการแทน

อธิการบดีมหาวิทยาลัยแม่ฟ้าหลวง

สำนักงานบัณฑิตศึกษา

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มหาวิทยาลัยแม่ฟ้าหลวง
 ๓๓๓ หมู่ ๑ ตำบลท่าสุต
 อำเภอเมืองเชียงราย
 จังหวัดเชียงราย ๕๗๑๐๐

๗ พฤษภาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อใช้ประกอบการทำวิจัย

เรียน ผู้อำนวยการโรงเรียน [REDACTED]

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มหาวิทยาลัยแม่ฟ้าหลวง
 ๓๓๓ หมู่ ๑ ตำบลท่าสุด
 อำเภอเมืองเชียงราย
 จังหวัดเชียงราย ๕๗๑๐๐

ปี พุทธศักราช ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อใช้ประกอบการทำวิจัย

เรียน ผู้อำนวยการโรงเรียน [REDACTED]

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(ผู้ช่วยศาสตราจารย์ ดร.วิภ สุทธานะ)

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สำนักงานบัณฑิตศึกษา

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ที่ อว ๗๗๐๐/ว ๕๖๐๕



มหาวิทยาลัยแม่ฟ้าหลวง
๓๓๓ หมู่ ๑ ตำบลท่าสุต
อำเภอเมืองเชียงราย
จังหวัดเชียงราย ๕๗๑๐๐

๒ พฤษภาคม ๒๕๖๖

เรื่อง ขออนุญาตเผยแพร่ข้อมูลเพื่อใช้ประกอบการทำวิจัย

เรียน ผู้บริหารคริสตจักร

ด้วย นายธนพล แสงคุณ รหัสประจำตัว ๖๒๕๒๓๐๑๐๐๑ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการพัฒนาระหว่างประเทศ สำนักวิชานวัตกรรมสังคม มหาวิทยาลัยแม่ฟ้าหลวง กำลังดำเนินการ ศึกษาวิจัยวิทยานิพนธ์ เรื่อง “RIGHTS AND OPPORTUNITY TO EDUCATION : THE CASE STUDY OF MIGRANT CHILDREN AT MAE SAI BORDER AREA IN CHIANG RAI PROVINCE, THAILAND” โดยมีอาจารย์ ดร.นิชานต์ สิงห์พุดธางกูร เป็นอาจารย์ที่ปรึกษาหลัก

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จึงเรียนมาเพื่อโปรดพิจารณา จักขอบคุณยิ่ง

ขอแสดงความนับถือ

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สำนักงานบัณฑิตศึกษา

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มหาวิทยาลัยแม่ฟ้าหลวง

๓๓๓ หมู่ ๑ ตำบลท่าสุต

อำเภอเมืองเชียงราย

จังหวัดเชียงราย ๕๗๑๐๐

๒ พฤษภาคม ๒๕๖๖

เรื่อง ขออนุญาตขอความช่วยเหลือเพื่อใช้ประกอบการทำวิจัย

เรียน ผู้จัดการมูลนิธิ

ด้วย นายธนพล แสงคุณ รหัสประจำตัว ๖๒๕๒๓๐๑๐๐๑ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการพัฒนาระหว่างประเทศ สำนักวิชานวัตกรรมสังคม มหาวิทยาลัยแม่ฟ้าหลวง กำลังดำเนินการ ศึกษาวิจัยวิทยานิพนธ์ เรื่อง “RIGHTS AND OPPORTUNITY TO EDUCATION : THE CASE STUDY OF MIGRANT CHILDREN AT MAE SAI BORDER AREA IN CHIANG RAI PROVINCE, THAILAND” โดยมีอาจารย์ ดร.นิชานต์ สิงห์พุดธางกูร เป็นอาจารย์ที่ปรึกษาหลัก

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จึงเรียนมาเพื่อโปรดพิจารณา จักขอบคุณยิ่ง

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มหาวิทยาลัยแม่ฟ้าหลวง
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อำเภอเมืองเชียงราย
จังหวัดเชียงราย ๕๗๑๐๐

๖๒ พฤษภาคม ๒๕๖๖

เรื่อง ขออนุญาตเผยแพร่ข้อมูลเพื่อใช้ประกอบการทำวิจัย

เรียน ผู้อำนวยการสำนักงาน

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ที่ อว ๗๗๐๐/ร ๕๖๐๕



มหาวิทยาลัยแม่ฟ้าหลวง
๓๓๓ หมู่ ๑ ตำบลท่าสุด
อำเภอเมืองเชียงราย
จังหวัดเชียงราย ๕๗๑๐๐

๒๒ พฤษภาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อใช้ประกอบการทำวิจัย

เรียน ผู้อำนวยการสำนักงาน [REDACTED]

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ที่ อว ๗๗๐๐/ร ๕๖๐๕



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พฤษภาคม ๒๕๖๖

เรื่อง ขออนุญาตขอทราบข้อมูลเพื่อใช้ประกอบการทำวิจัย

เรียน นาย [REDACTED]

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APPENDIX B

RESEARCH TOOL

Research Questionnaire

Rights and opportunities to education: the case study of migrant children at Mae Sai border area in Chiang Rai province, Thailand

This questionnaire is part of the study of the Master of Arts Program, School of Social Innovation, Mae Fah Luang University. Ask for your cooperation to answer the questionnaire as accurately as possible. The information obtained will be treated as confidential and used for educational purposes only. The researcher would like to thank you for your cooperation here. The questionnaire consists of 2 sections as follows

Part 1 General information of respondents

Part 2 Information about conditions, problems and needs for education in Thailand.

Part 1 General information of respondents

Instructions put a mark ✓ into the box ☐ in front of the box that best matches your answer.

1. Gender

- ☐ 1) Male ☐ 2) Female

2. Age

- ☐ 1) Less than 13 years old ☐ 2) Between 13-15 years old
☐ 3) Between 16-18 years old ☐ 4) Etc.,.....

3. Level of education

- ☐ 1) Lower secondary education ☐ 2) Upper secondary education

4. Residence Status

- ☐ 1) Both father and mother
- ☐ 2) Both father and mother
- ☐ 3) Relative (not father and mother)
- ☐ 4) Relative (not father and mother)
- ☐ 5) Alone
- ☐ 6) Etc.,.....

Part 2 Information about conditions, problems and needs for education in Thailand.

Instructions put a mark ✓ into the box ☐ in front of the box that best matches your answer.

1. Have studied from other countries before coming to Thailand?
 - ☐ 1) Have not ☐ 2) Have; country,
2. Have you attended schools other than schools in Chiang Rai?
 - ☐ 1) Have not ☐ 2) Have; province,
3. Opinions on the process of obtaining education in Thailand
 - ☐ 1) There is a simple procedure because it does not take long to complete.
 - ☐ 2) It is difficult/complicated because it takes a long time to process.
 - ☐ 3) Etc.,
4. How did you get into this school?
 - ☐ 1) Register with parents
 - ☐ 2) Register with people from your church or charity
 - ☐ 3) Register with government officials
 - ☐ 4) Register by yourself
 - ☐ 5) Etc.,
5. Have the school helps students to enter the education system? (For example, registering for a school identity card (G card), including other actions to obtain rights like Thai students)
 - ☐ 1) Have ☐ 2) Have not

6. Problems and obstacles in entering school (Can answer more than 1)

- ☐ 1) Language barrier ☐ 2) Language barrier
☐ 3) Lesson Difficulty ☐ 4) There are no problems and obstacles
☐ 5) Etc.,

7. Do you get any support from school and government? (Can answer more than 1)

- ☐ 1) Free tuition fees
☐ 2) School supplies (Book, notebook, pen, pencil, rubber, etc.)
☐ 3) School uniform (Budget for new uniform in each year)
☐ 4) Free lunch
☐ 5) Talent scholarships (arts, sports, language, etc.)
☐ 6) Never

8. What person or organization is currently responsible for your education expenses?

- ☐ 1) Parents (Father, Mother, Siblings or Relatives)
☐ 2) Foundation/Church
☐ 3) Etc.,

9. Do you want to continue my studies in Thailand after graduating from this school?

- ☐ 1) Want ☐ 2) Do not want

----- Thank you for answering the questionnaire-----

Semi-structured interview form

Rights and opportunities to education: the case study of migrant children at Mae Sai border area in Chiang Rai province, Thailand

Researcher's name Thanapol Sangkun

Master of Arts students, School of Social Innovation,

Mae Fah Luang University

Contact number 096-3485084

Research's Adviser Dr. Nichan Singhaputargun, Dr. Khen Suan Khai

Lecturer at the School of Social Innovation Mae Fah Luang

University

Interview location.....

Date of interview.....

Start the interview at..... End of interview at.....

Part 1 General Information of the Interviewer

1. Gender

☐ 1) Male

☐ 2) Female

☐ 3) Etc.

2. Age

☐ 1) 21-30 years old

☐ 2) 31-40 years old

☐ 3) 41-50 years old

☐ 4) More than 51 years old

3. Working experience

☐ 1) Less than 5 years

☐ 2) 6-10 years

☐ 3) 11-15 years

☐ 4) More than 15 years

4. Type of organization

- ☐ 1) School ☐ 2) Church /Foundation
☐ 3) Government agencies

Part 2 Conditions, problems, obstacles and guidelines for solving the problem of migrant student education management in Mae Sai District Chiang Rai, Thailand

1. For executives and teachers in educational institutions

Questions for executives

- 1) Do you have students from Myanmar in your school?
- 2) What are the current problems in providing education for migrant children?
- 3) How many education plans are there in the school for migrant students?
- 4) What is the gap between policy and implementation?
- 5) What are the weaknesses of migrant children?
- 6) What are the differences between indigenous Thai students and migrant children from Burma in their education?

Questions for teachers

- 1) Do you have migrant children in your class?
- 2) What are the challenges in teaching and studying migrant students in the classroom?
- 3) How are the teaching plans of migrant students different from Thai students?
- 4) What are the differences between indigenous Thai students and migrant children from Burma in their education?

2. For the director/caretaker of the foundation or the church

- 1) Where and how do you recruit migrant children?
- 2) What are the challenges in caring for children? (Law, health care, identity, education, etc.)
- 3) What are the obstacles or challenges for migrant children entering school?
- 4) Who or what agency do you get the most help with for children?

3. For government agencies

- 1) How does the government support migrant children so they can access education?
- 2) What are the most common problems preventing migrant children from accessing education?
- 3) What policies support the education of migrant children?
- 4) How is the government preparing to help migrant children gain easier access to education?
- 5) What are the challenges that officials face when working with migrant children?
- 6) Is there any plan or solution to the problem?

Thank you very much for your cooperation

Thanapol Sangkun
Master of Arts students, School of Social Innovation
Mae Fah Luang University



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CURRICULUM VITAE

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2018

Bachelor of Arts

International Development

Mae Fah Luang university

