# The Project on Education Support for Migrant Children through Mutual Learning between Thailand and Japan

# Joint Workshop Report for Three Regions

(November 2025)

Department of Learning Encouragement, Ministry of Education

Bangkok Metropolitan Administration

Bang Bon District, Bang Khun Thian District, Prawet District, Lat Krabang District

Thap Ma Municipality, Rayong Province

The Sasakawa Peace Foundation

Japan International Labour Foundation

Nogezaka Glocal

# The Project on Education Support for Migrant Children through Mutual Learning between Thailand and Japan
# Joint Workshop Report for Three Regions

## 1. Overview

On November 26, 2025, a joint workshop for three regions under the Project on Education Support for Migrant Children through Mutual Learning between Thailand and Japan was held at the Bang Bon District Office.

The workshop was chaired by Ms. La-or Tunsang, District Director of Bang Bon District. Participants included district directors or district representatives from the pilot areas of Bang Bon, Bang Khun Thian, Prawet, and Lat Krabang districts in Bangkok, the mayor of Thap Ma Municipality in Rayong Province, schooling volunteers from each region, representatives of Learning Encouragement Centers (LEC), representatives of UN agencies, the Embassy of Japan in Thailand, JICA, and other stakeholders. A total of 74 participants attended the workshop. This project is implemented in cooperation with the Sasakawa Peace Foundation (SPF), the Japan International Labour Foundation (JILAF), and Nogezaka Glocal (NGZ).

The objective of the project is to establish a system that enables school-age children of migrant workers in pilot areas in Thailand to enroll in Thai public schools or Learning Encouragement Centers. To achieve this goal, the project conducts school enrollment promotion activities, Thai language learning support programs, and collaborative initiatives among related organizations.

The three districts in Bangkok (Bang Bon, Bang Khun Thian, Prawet) expressed their policy of ensuring equal access to education for all children regardless of nationality, so that no child is left behind and all can contribute to society as members of the community. It was explained that children enrolled in primary schools receive the same support as Thai students, including school uniforms, textbooks, educational materials, breakfast, lunch, and milk. This approach follows the Thai government’s policy of providing 15 years of free quality basic education. The pilot districts in Bangkok also support the registration of migrant children.

The Thap Ma Municipality in Rayong Province reported that six rounds of community-based field surveys had been conducted by schooling volunteers. The challenges identified through the surveys and future plans were also presented.

Each pilot area shared the activities conducted during the current year, including training for schooling volunteers, surveys to identify out-of-school children, Thai language learning support programs, as well as the outcomes achieved and challenges encountered.

## 2. Project Overview

### Project Goal

To establish a system that enables school-age children of migrant workers in pilot areas in Thailand to enroll in Thai public schools or non-formal education programs.

### Expected Outcomes

(1) School enrollment promotion activities for children of migrant workers are implemented by local communities.

(2) Language barriers to schooling are reduced through a Thai language learning support program, enabling school-age children to attend public primary schools.

(3) Over-age children are provided with a public special non-formal education program through which they can obtain a primary school graduation qualification.

(4) A collaborative framework is established among public schools, public education authorities, non-formal education institutions, administrative bodies responsible for non-formal education, and local governments.

## 3. Summary of Presentations on Project Implementation Status by Area

### (1) Bang Bon District and Bang Khun Thian District

Bang Bon District and Bang Khun Thian District reported on the current status of enrollment of foreign-national children and students, specific project activities carried out in cooperation with JILAF, the Foundation for Rural Youth / Migrant Youth Center (FRY/MYC), the Department of Learning Encouragement, and related organizations, as well as key challenges.

### 1-1. Current Situation and Challenges

In Bang Khun Thian District, educational services are supported at 16 schools under the Bangkok Metropolitan Administration (BMA), with approximately 700 teachers and a total of 14,300 students under supervision.
The district also has 10 private schools, 4 public schools under the Ministry of Education, and 1 university.

The main challenge is that many foreign-national children **have limited Thai communication ability**, making it difficult for them to participate in classes and study effectively.

### 1-2. Initiatives in Bang Bon District

- Activities are arranged so that Thai and foreign-national students can participate together in life skills, sports, music, and art.
- Peer support: In schools in the district, foreign-national students with basic Thai communication skills are designated as “peer leaders” to help newly arrived students with communication and learning (photo on the right).

## 1-3. Project Activity (1): Survey on the Situation of Out-of-School Children

### ① Cooperation Framework

**Foundation for Rural Youth (มูลนิธิเพื่อเยาวชนชนบท/ FRY) and the Bang Bon Learning Encouragement Center (ศูนย์ส่งเสริมการเรียนรู้: สกร. Bang Bon; hereinafter "LEC")** are jointly conducting a survey on school-age children who are not attending school, and implementing a Thai language learning support program to help them transition into the formal education system.

### ② Purpose, Overview, and Progress of the Survey

- The purpose is to identify children of migrant workers aged 4 to 15 who are of school age but not attending school (target: 200 children), and to identify the factors preventing their access to education.
- Prior to the survey, a meeting was held with parents and community members to encourage them to play an active role as volunteers supporting educational access for children of migrant workers.
- A total of 70 parents and volunteers attended the meeting and agreed to cooperate.

### ③ Reasons for Non-Attendance at School

| No. | Reason | Percentage (%) |
|---|---|---|
| 1 | Unable to speak Thai | 30 |
| 2 | No documents such as a birth certificate | 12 |
| 3 | Other (low household income, many children in the family, parents mistakenly believe the child is not eligible for schooling, do not know where or how to register for school admission) | 52 |

### ④ Future Volunteer Activity Plan

- Establishment of a school enrollment promotion volunteer system: including training for government officials, training for the volunteers themselves, and preparation of a volunteer manual.
- Home visits: schooling volunteers will conduct door-to-door visits to parents of out-of-school children and provide information.

## 1-4. Project Activity (2): Implementation of a Thai Language Learning Support Program

### ① Purpose and Target Group of the Program

The goal of this program is to help children acquire basic Thai reading and writing skills, live confidently in Thai society, and prepare for a smooth transition into Thailand's formal education system.

The target group consists of children of migrant workers aged 8 to 14 who have insufficient Thai communication, reading, and writing skills and who wish to enroll in the non-formal education (NFE) program at the LEC.

**② Program Structure / Curriculum**

- Curriculum: Thai Language Learning Support Curriculum (B.E. 2557 / 2014) and the FRY curriculum.
- Method of instruction: Classroom-based teaching, Monday through Friday.
- Duration: From one semester up to a maximum of one academic year (one year), depending on the child's basic abilities.

**Table: Enrollment in Thai Language Preparatory Classes (Academic Year 2025, Semester 2)**

| Class Level | Target Age | Number of Students | Remarks |
|---|---|---|---|
| Level 1 (Basic) | 10–13 | 4 | Newly enrolled students. A Myanmar teacher supports students who cannot speak Thai at all. |
| Level 2 (Preparatory) | 10–13 | 20 | Students with higher Thai proficiency than Level 1. |
| Total (Thai language preparatory classes) | - | 24 | |

## 1-5. Project Activity (3): Implementation of the NFE Basic Education Program

A three-year non-formal basic education program (NFE) is being implemented for children aged 8 to 15 who do not have Thai household registration. Admission to this program requires passing a basic Thai language proficiency assessment.

**① NFE Basic Education Program (Three-Year Course)**

Target learners:

- Children aged 8 to 15 who do not have proof of household registration or Thai nationality and who are judged by education authorities to be unable to enter the formal school system due to unavoidable circumstances.

Admission requirements:

- Passing a basic Thai language proficiency assessment required for study at the primary education level.

Program details:

- Duration: 3 years (not exceeding 5 years). Students must not complete the program before reaching the compulsory education age for the primary education stage (12 years old).
- Completion: Upon completion, learners receive an official academic certificate from the LEC Bang Bon Center in accordance with curriculum standards.

**Table: Enrollment in the NFE Basic Education Program (Academic Year 2025, Semester 2)**

| Level | Target Age | Number of Students | Duration |
|---|---|---|---|
| Primary Education Level | 11–14 | 18 | 3 years (maximum 5 years) |

## 1-6. Support Situation in Bang Khun Thian District

### ① Support Provided by the Project

The Bang Khun Thian District Office, in consultation with JILAF, prepared **Wat Satamwadi** and Wat Kamphaeng temples as “pilot classrooms” and “pilot areas” for implementing the project.

Currently, implementation of the project has already begun at Wat Satamwadi.

### ② Objectives of Educational Support by Wat Satamwadi and the Bang Khun Thian Learning Encouragement Center (ศูนย์ส่งเสริมการเรียนรู้เขตบางขุนเทียน; DOLE BKT)

- **Expansion of equitable access to education**: Supporting migrant children’s enrollment in the formal education system and reducing **school dropout and the number of out-of-school children** in coastal areas and migrant worker communities.
- **Development of basic language skills:** Promoting Thai language learning for daily life and school

preparation, and developing English skills to enhance communication ability and self-confidence.

- **Strengthening life skills and vocational skills**: Organizing life skills activities related to safety, hygiene, and social integration into Thai society, and providing **short-term vocational training** suitable for the community context.

- **Creating a safe and inclusive learning environment that respects diversity**: Promoting cultural understanding in educational settings and reducing **discrimination and social violence** against migrant children.

- **Promoting educational participation by families and communities**: Providing parents with information about educational rights and establishing cooperation with community leaders and local organizations.

- **Establishing coordination mechanisms among government, the private sector, and civil society**: Integrating initiatives among DOLE, district schools, public health services, local administrative organizations, and organizations related to migrant children, and improving **access to services** such as student ID issuance and health checkups.

- **Improving the quality of learning**: Enhancing the quality of learning so that migrant children can adapt to and succeed in Thai society, promoting 21st-century learning skills, and conducting continuous development and outcome evaluation.

## 1-7. Challenges in Bang Khun Thian District

- **Insufficient access to education**: Communities are geographically dispersed, parents hesitate to enter the system due to **documentation issues or fear of enforcement actions**, and **lack of birth certificates or identification** often delays school enrollment.

- **High mobility among migrant worker families**: Frequent movement within worker communities leads to children dropping out midway and interruptions in learning, making it difficult for schools and DOLE to track students promptly.

- **Language and cultural differences**: Many children struggle with listening to and speaking Thai and cannot keep up with lessons. Some families also lack understanding of Thailand's education system. **A wide variety of languages** are spoken, including Myanmar, Mon, Khmer, and Lao.

- **Insufficient expertise among teachers and staff**: Some teachers are not accustomed to multicultural or culturally responsive educational approaches. They also lack instructional skills for teaching Thai as a Second Language (TSL). In addition, the number of teachers is not sufficient to meet the needs of specific learner groups.

- **Insufficient budget and resources**: Funding for support for migrant children is limited. There is a shortage of teaching materials available in two to three languages. Community learning centers **depend heavily on support from external networks**.

- **Legal and identification issues affecting families**: Some parents **do not have valid work permits**, which makes them hesitant to enroll their children in school. Enrollment procedures are delayed because some children do not have identification documents. To avoid the risk of arrest, some families **avoid contact with public authorities**.

- **Health and safety risks**: Because many families work in factories, children are living in **hazardous environments**. There is a lack of basic hygiene knowledge, including knowledge about vaccination and disease prevention. Some children work to help support their families and therefore have frequent absences.

- **Weak coordination among related agencies**: Data sharing among schools, DOLE, public health departments, and local administrative organizations has not been systematically established. There is no mechanism for tracking out-of-school children or newly arrived migrant families. Current support depends on short-term ad hoc projects rather than **a permanent integrated system**.

- **Negative social attitudes and stigma**: Some migrant children are subjected to **teasing and discrimination** by their peers. Some community residents express concerns about disease and safety, which affects the children's adaptation and the overall environment.

### (2) Prawet District and Lat Krabang District

The two districts reported on the enrollment status of foreign-national students in schools under the Bangkok Metropolitan Administration (BMA), collaboration within local communities, and learning support initiatives for students outside the school-age range.

#### 2-1. Current Situation in Prawet District

- The 16 BMA schools in Prawet District provide free education equivalent to that offered to Thai students.

- Many foreign-national students live in the Thep Raksa (เทพรักษา) community, which is inhabited mainly by waste collectors.

#### 2-2. Support for Out-of-School Children in Prawet District

- In the Thep Raksa community, an NGO, in cooperation with community leaders, supports activities such as Children's Day events and mobile library services.

- With the cooperation of Wat Krathum Suea Pla, two Saturday classes are being provided for foreign-national children.

- In operating the Saturday classes, **migrant worker volunteers serve as intermediaries (สื่อกลาง)** to deepen parents' understanding.

- The Prawet Learning Encouragement Center (สกร. Prawet) identified a target group that **is unable to read and write** through the "Zero Dropout" survey.

- Twenty out-of-school children of migrant workers participated in **the Thai language learning support program** (June to October 2025). Of these, **two passed** the Thai language assessment and enrolled in **primary education** in Semester 2 of the 2025 academic year.

- **Challenge in learning support**: There have been cases in which children **withdrew within two weeks** of enrollment because they **could not speak Thai**. It is therefore necessary to provide Thai preparatory classes before enrollment.
- **New target groups requiring support**: In addition to learners from Myanmar and Shan backgrounds, the number of learners from new national backgrounds, such as **Pakistan**, is increasing, and responses are required.

## 2-3. Current Status of Learning Support in Lat Krabang District

In Lat Krabang District, Thai language education is mainly provided to out-of-school learners and monks.

### ① Wat Wachirathammawat

- **Buddhist monks**: Basic Thai for everyday conversation is taught to 12 adult monks from Bangladesh.

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Note 1: Thailand's Equitable Education Fund (กองทุนเพื่อความเสมอภาคทางการศึกษา หรือ กสศ.; EEF) is promoting the "Zero Dropout Policy." Under this policy, pilot areas are designated and surveys are conducted to identify the actual conditions of "children and youth outside the education system." In Thailand, out of a total population of 11,998,304 people aged 3–18 who should be in the school system, approximately 1 million are recorded as having "**no data in the education system**" status. This policy aims to address that issue.

- **Children and youth of migrant workers**: Learning support in Thai language and Thai culture is being provided to 19 children of migrant workers from diverse backgrounds, including Burmese, Pa-O, Mon, and Lao backgrounds (5 under the age of 15 and 14 aged 15 or older).

Photo above: A learning center has been established at the health center in Zone 5 of the Romklao Housing Community.

Volunteer-based support activities are also planned for the future in Lat Krabang District.

## 2-4. Challenges Faced by the Lat Krabang LEC

- **Regional context**: Lat Krabang District has **three industrial zones** and a large number of foreign workers.
- **Funding constraints**: In order for the LEC to directly receive external support such as project funding, **coordination with the ministry headquarters (the Ministry of Finance)** is required, and this institutional issue has not yet been resolved.
- **Recruitment of out-of-school children**: The center is recruiting migrant children under 15 years of age, but the number of applicants is below expectations. Since posters are prepared only in Thai, it is necessary to conduct direct outreach and recruitment at factories and housing complexes.

**(3) Thap Ma Municipality, Rayong Province**

**3-1. Current Situation in Thap Ma Municipality (as of August 2025)**

Thap Ma Municipality is part of the Eastern Economic Corridor (EEC).

**3-2. Overview of School Enrollment Promotion Volunteer Activities in Thap Ma Municipality**

In Thap Ma Municipality, schooling volunteers play a central role in both building the foundation of this project and planning future activities.

**① Activities implemented and organizational structure**

- **Laying the initial groundwork**: Meetings and workshops for volunteers were held to lay the groundwork for the project.
- **Participation of community leaders**: Community leaders have joined as volunteers who actively support children's school enrollment and are playing an important role.

**Establishment of a volunteer section**: Thap Ma Municipality formally designated a "Community Volunteer Section" as part of the project implementation team.

| Division | Members | Number of People |
|---|---|---|
| Local administration (village governance) division | Subdistrict head (Kamnan), deputy subdistrict heads, village heads (Phuyaiban), assistant village heads | 56 |
| Municipal office division | Municipal executives and department heads, education officers, nurses, public health officers, social workers, community development officers, disaster prevention and mitigation officers, teachers, and other appointed staff | 69 (13 executives/department heads + 56 staff) |
| Community volunteer division | Community committee members, village health volunteers (VHVs), women's development volunteer groups | 380 (300 VHVs + 80 women's development volunteers) |

**② Duties of the working group**

1) To investigate and collect data on migrant and foreign-national students in each village.
2) To facilitate cooperation between communities and related agencies.

## 3-3. Progress of Project Activities (Field Surveys and Coordination)

In Thap Ma Municipality, several field surveys and coordination activities were carried out in preparation for launching the project.

| Survey Round | Date | Cooperating Organizations / Participants | Survey Location / Purpose |
|---|---|---|---|
| 1st round | August 31, 2023 | NGZ (Mr. Okui) | Basic survey in Ban Saphan Hin Community (Moo 8), the Rayong fish sauce production area, and other locations |
| (1st round) | February 29, 2024 | Thap Ma Municipality Education Division | Survey of the migrant child population in Moo 8 and Ban Saphan Hin area |
| 2nd round | February 13, 2025 | Thammasat University, FRY, SPF, NGZ, JILAF, Japanese students | Survey of the migrant child population in Moo 8 and Ban Saphan Hin area |
| 3rd round | February 18, 2025 | Chulalongkorn University, SPF, NGZ, JILAF | Collection of data on migrant children enrolled in educational institutions such as Wat Thap Ma Community School, Rayong Provincial Special Education Center, and Thap Ma Kindergarten |
| 4th round | August 7, 2025 | NGZ (Mr. Okui) | Survey of the migrant child population in Ban Saphan Hin Community |
| 5th / 6th rounds | November 12–21, 2025 | Municipal administrative team, public health department, kindergarten teachers | Survey and data collection on migrant children and workers across Moo 1–8 for the purpose of creating baseline information |

## 3-4. Visit to Japan (MOU Signing and Study Visit)

**MOU with Japanese partners**: On October 6, 2025, an MOU was signed at SPF among the four parties: Thap Ma Municipality, SPF, NGZ, and JILAF. The purpose of the cooperation is to promote and strengthen the education support project through mutual learning.

## 3-5. MOU Signed with Thammasat University

On November 12, 2024, an MOU was signed at the Faculty of Social Administration, Thammasat University (Rangsit Campus). Assistant Professor Thanyaporn Chantaravech, the project leader, presented the framework for cooperation.

## 3-6. Main Challenges and Barriers

In implementing the project, Thap Ma Municipality faces the following major challenges and barriers:

- **Need for language preparation**: Migrant children **require language preparation (Thai language education)** before being integrated into local schools.
- **High mobility**: **Frequent relocation** of migrant worker families and **changes in workplaces (such**

**as construction sites)** make data collection and **follow-up surveys difficult**.
- **Insufficient budget**: **Budget allocation** for support for migrant children **is inadequate**.
- **Lack of a legal framework**: **There are no clear regulations or legal frameworks** to guide proper implementation.

### 3-7. Future Project / Activity Implementation Plan

Thap Ma Municipality plans to promote educational support and social integration for migrant children through the following activities:

- **Establishment of a learning and exchange center**: A learning and exchange center for migrant education, Thapma Plaza, will be established in Thap Ma Municipality.
- **Recruitment of volunteers**: A program will be implemented to recruit **dedicated volunteers** for the center, such as retired teachers and community leaders.
- **Intercultural exchange**: Language and cultural exchange activities will be carried out between **socially active older persons** and migrant workers.
- **Volunteer program to support older persons**: Migrant children and youth will participate in **volunteer activities to support older persons** at day-care centers and dementia cafés.
- **Home and community visits**: Home and community visits for migrant workers will be conducted.
- **Establishment of a model community center**: A model community center, Thapma Take Care Community, will be established.
- **Model employer / enterprise system**: **A certification system** will be developed for **exemplary facilities or companies** that promote and support educational assistance for migrant workers and related initiatives.
- **Consultation hotline**: An advisory hotline on migrant education (สายด่วน) will be established.

## 4. Expert Commentary

### (1) Prof. Takashi Notsu, University of Hyogo

Professor Notsu mainly introduced examples of educational support for migrant children in Japan and offered recommendations for addressing project challenges in Thailand.

- **Examples from Japan and the importance of volunteers:** Professor Notsu explained that, in Japan, it has become clear that school teachers and local governments alone cannot fully provide education for foreign children, and as a result, **the importance of volunteers** has come to be recognized. Professor Notsu noted that there are more than 100 learning support classes in Kobe because many parents cannot understand Japanese or Japan's education system, making it necessary for **learning-support volunteers** to supplement what is taught at school.
- **Benefits of education:** Regarding why it is beneficial for foreign children to receive education, Professor Notsu emphasized that education broadens children's future options, enables them to obtain better jobs, earn higher incomes, and pay taxes. Professor Notsu also referred to research findings showing that receiving a better education **reduces the likelihood of committing crimes**.
- **Recognition of challenges in Thailand:** Professor Notsu pointed out that the situation in Thailand is similar to that in Japan, including **the difficulty of communicating with parents who do not speak Thai** and the inability to track where children transfer when workplaces change frequently.
- **Expectations for volunteers:** Professor Notsu stated that a major problem is that parents do not understand the importance of education for their children, and called on schooling volunteers to play a role in explaining that importance to parents.
- **Nature of the project:** Professor Notsu emphasized that this initiative is not simply one in which Japan provides technology and funding, but rather a "mutual learning project" in which Thailand and Japan **work together to find solutions.**

### (2) Asst. Prof. Thanyaporn Chantaravech, Thammasat University

Representing the Faculty of Social Administration, Thammasat University, Assistant Professor Chantaravech provided information on the project implementation framework.

- **MOU and cooperation framework:** In connection with the MOU signed on November 12, 2024, with the Faculty of Social Administration, Thammasat University, Asst. Prof. Chantaravech gave a

presentation as project leader on the framework for cooperation.

- **Recommendations on educational access and challenges:** By participating in workshops and seminars on the education support project for migrant children (August 2025), Asst. Prof. Chantaravech contributed perspectives and exchanges of views to support efforts to solve challenges related to access to education, reduce barriers, and formulate future activity plans.

**(3) Prof. Premjai Vungsiriphisal, Chulalongkorn University**

Professor Vungsiriphisal shared research findings and professional insights on policies, challenges, and the role of education in Thai society in relation to migrant children's education.

- **Challenges in migrant children's education:** Professor Vungsiriphisal emphasized the background to policies in Thailand's education system that prioritize correcting educational disparities affecting persons with disabilities, foreign-national and stateless children, and children from poor families. She noted that disparities in Thai education have long been pointed out, particularly gaps in school attendance rates between rural areas and the Bangkok metropolitan area, and that poverty continues to deprive children of their basic rights and hinder access to quality education.
- **Role and challenges of MLCs:** Professor Vungsiriphisal explained that, in the education of migrant children in Thailand, MLCs (Migrant Learning Centers) are established by communities and provide alternative educational opportunities for children who are unable to receive formal education, including those outside the school-age range. Professor Vungsiriphisal also pointed out that MLCs serve as important venues for literacy education, continuing education, and vocational training, but that they face challenges such as **the lack of legal recognition, financial sustainability, and the quality of education**.
- **Legal foundation of education:** Professor Vungsiriphisal confirmed that Thailand's National Education Act (1999) provides for the complementary relationship among formal, non-formal, and informal education, and that non-formal education (NFE) serves as the institutional foundation that makes learning outcomes from non-formal education compatible with formal schooling.
- **Contribution to research:** Through situation analysis on the education of migrant children and joint research with Chulalongkorn University (February 2025), Professor Vungsiriphisal contributed to the collection of data on migrant children studying at educational institutions such as Wat Thap Ma Community School and the Rayong Provincial Special Education Center.

**5. Closing Remarks**

**(1) Deputy Director, Special Education Center, Department of Learning Encouragement (DOLE), Ministry of Education**

DOLE is the principal implementing agency responsible for providing and continuing Thai language learning support programs and non-formal basic education (NFE) programs for migrant children through the Learning Encouragement Centers (LECs, สกร.).

- **Provision of continuous educational support:** DOLE is responsible for the ongoing implementation of Thai language learning support programs for foreign-national children and a three-year basic education program for stateless children.
- **Strengthening coordination:** DOLE plays a role in strengthening coordination mechanisms among related agencies, including schools, public health institutions, and local governments, and in improving service pathways such as the issuance of student IDs and health checkups.
- **Curriculum revision:** The 200-hour Thai language curriculum that has been used thus far was originally intended for Thai nationals whose mother tongue is not Thai, and DOLE would like to revise it for foreign-national children. In addition, it was expressed that children of migrant workers should not only be able to enjoy rights in Thailand by living there, but should also learn how to live in harmony with those around them as members of Thai society.
- Enhancing teaching capacity at LECs: DOLE would like to ensure that LEC teachers are able to teach these programs.

**(2) Bangkok Metropolitan Administration Education Department**

- The policy of the Bangkok Metropolitan Administration is to promote equal access to education for

all students. This year alone, it has accepted 20,000 foreign-national children, and that number is expected to continue increasing. Among all students, the proportion was 7% last year and has increased to 10% this year.

- It is important to help foreign-national children first understand Thai and then support them so that they can proceed to Thailand's public education system.
- A Bangkok committee on the education of migrant children has been established. Representatives from the labor department are also participating, and about 30 organizations are involved. JILAF is participating as a committee member. Policies concerning the education of migrant children will be determined through this committee going forward.
- Above all, it is most important that people first come to understand one another.

**(3) Representatives of SPF, JILAF, and NGZ**

The three organizations—SPF, JILAF, and NGZ—are the core organizations promoting this education support project. In the opening remarks and in the summary of the meeting, they repeatedly emphasized the following goals:

- **Achievement of the project objective:** The three organizations aim to establish a system enabling migrant children to enroll in public educational institutions or Learning Encouragement Centers in the pilot areas (Bang Bon, Bang Khun Thian, and Prawet Districts), and to extend these positive outcomes to social integration in other areas as well.
- **Integration into Thai society:** They called on all participants to make practical use of the knowledge and recommendations gained through the meeting in order to help the children of migrant workers grow up able to "live in Thai society and understand society."
- **Importance of mutual learning:** It was reaffirmed that this initiative is a "mutual learning project" in which Thailand and Japan **work together to find solutions**.

End.

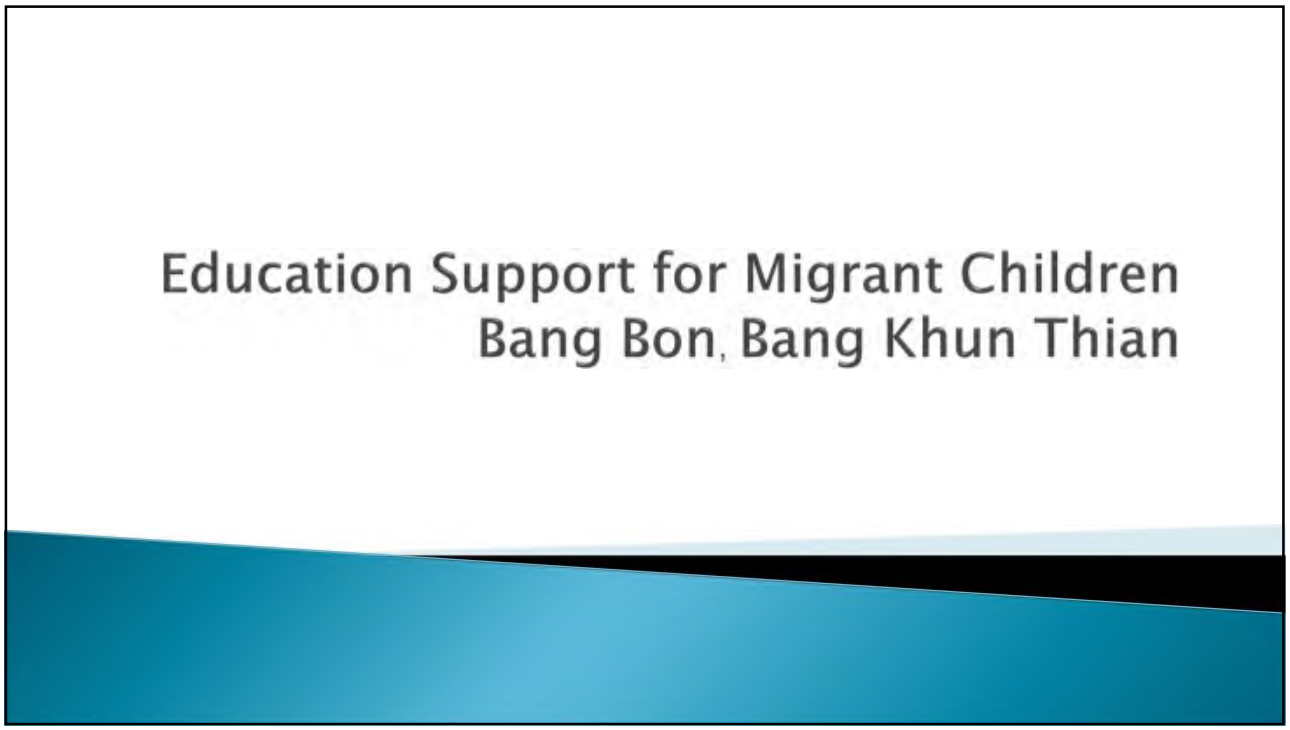
**Annex 1**

**Agenda**
**Annual Progress Review Meeting of the Project:**
**Education Support for Migrant Children through Joint Learning between Thailand and Japan**
**Wednesday, 26 November 2025, 1:00–4:00 p.m.**
**Venue: Ekkachai 1 Meeting Room, Bang Bon District Office**

| | |
|---|---|
| 1:00 – 1:30 p.m. | Opening Ceremony<br>- Representative of Bang Bon District Office<br>- Representatives of the Three Organizations (SPF, JILAF, and NGZ)<br>- Representative of Prawet District Office<br>- Representative of Bang Khun Thian District Office<br>- Mayor of Thap Ma Municipality<br>- Representative of UNESCO |
| 1:30 p.m. – 2:30 p.m. | Presentation of Project Implementation by Each Area (15 minutes per area)<br>- Bang Bon & Bang Khun Thian<br>- Prawet & Lat Krabang<br>- Thap Ma Municipality<br>- Expert Comments<br>- Prof. Takashi Notsu, Hyogo University<br>- Asst.Prof. Thanyaporn Chantaravech, Thammasat University<br>- Prof. Premjai Vungsiriphisal, Chulalongkorn University |
| 2:30 p.m. – 2:45 p.m. | Refreshment Break |
| 2:45 p.m. – 3:45 p.m. | Open Forum for Discussion and Feedback from Participants |
| 3:45 p.m. – 4:00 p.m. | Closing Ceremony<br>- Representative of the Department of Learning Encouragement, Ministry of Education<br>- Representatives of SPF, JILAF, and NGZ |
| 5:00 p.m. | Dinner at Beach Café Restaurant |

**Field Visit Schedule**
**Thursday, 27 November 2025, 9:00 a.m. – 12:00 p.m.**

| | |
|---|---|
| 8:30 a.m. – 9:00 a.m. | Departure from the hotel to Department of Learning Encouragement, Bang Bon District |
| 9:00 a.m. – 10:00 a.m. | Site visit and observation of project implementation at Department of Learning Encouragement, Bang Bon District |
| 10:00 a.m. – 10:30 a.m. | Departure from the Department of Learning Encouragement, Bang Bon District |
| 10:30 a.m. – 11:30 a.m. | Visit to the Learning Center at Wat Suthammavadee, Bang Khun Thian District |
| 12:00 p.m. onward | Lunch at Maekmai Chai Khlong Restaurant |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Bang Bon, Bang Khun Thian

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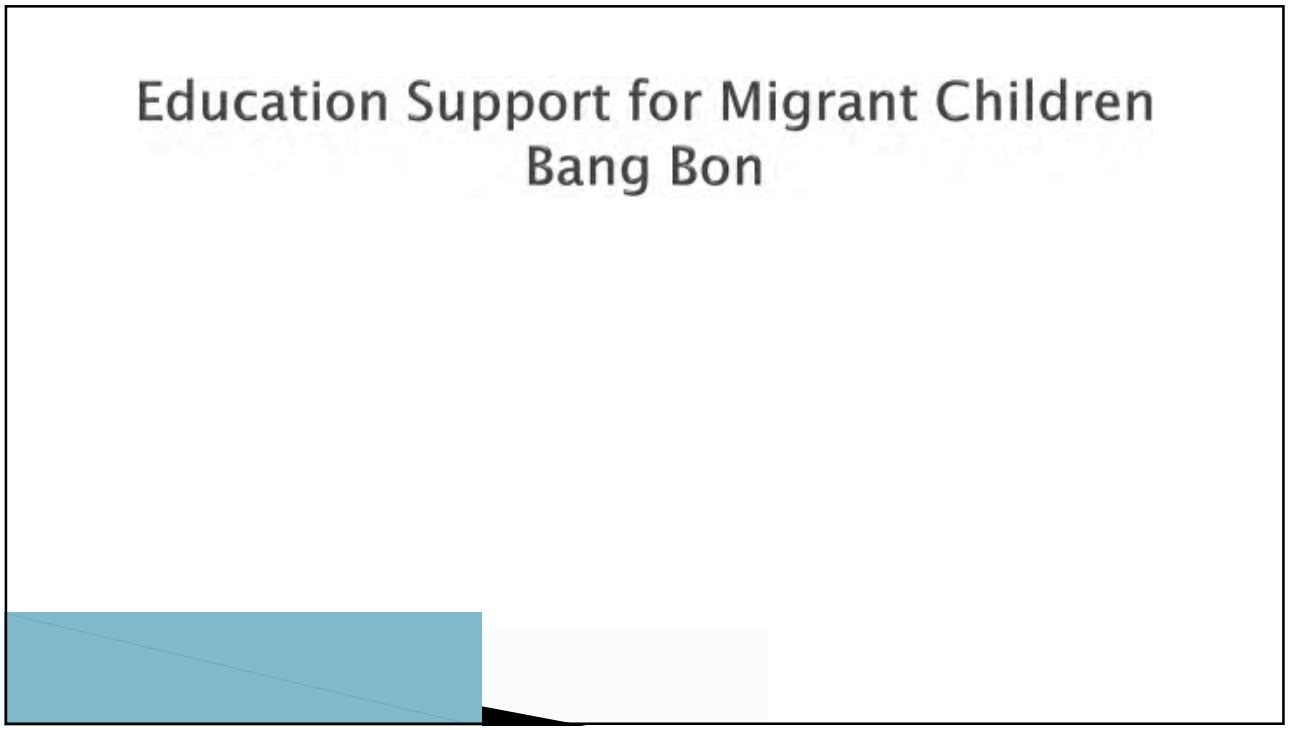
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Bang Bon

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## Education Support for Migrant Children – Bang Bon District Office

3

**The education management framework for migrant students aims to ensure that every child can "Access – Stay – Progress" within the Thai education system by:**

- Providing life-skills, sports, and arts activities that promote personal development, cross-cultural understanding, and harmonious coexistence within schools.
- Collaborating with external organizations, including local communities and the Foundation for Rural Youth (FRY), to ensure continuous support and development for migrant students.

3

## Education Support for Migrant Children – Bang Bon District Office

4

**The education management framework for migrant students aims to ensure that every child can "Access – Stay – Progress" within the Thai education system by:**

- To provide access for migrant children to enroll in all education levels in alignment with the government policy of 15 years of free, quality education, without any fees.
- To establish a systematic student database through collaboration with the Bang Bon District Registration Office to issue G-code identification numbers, enabling migrant children to build essential foundational skills, and gain access to healthcare services. These will support their development into a healthy and skilled future workforce.

4

## Key Challenges and Action Plan– Bang Bon District Office

8

**Thai language communication skill:** Migrant children tend to have limited Thai language proficiency, which directly affects their classroom learning and communication.

**Development approach:**

- Homeroom teachers take the lead in supporting and strengthening Thai language skills by providing close, ongoing guidance to students.
- Peer-support model: Migrant students who have already developed basic Thai communication skills are encouraged to act as peer leaders, helping students who are still unable to communicate effectively.

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## Education Support, Foundation for Rural Youth (FRY)

### Parent Engagement Meeting on Educational Support for Migrant Children in Bang Bon and Bang Khun Thian Districts

- To empower parents and community members to take active roles as volunteers in supporting migrant children's access to education.
- Volunteers help identify and collect information on out-of-school migrant children to understand the situation, locate those in need, and connect them to appropriate support services.
- A total of **70 participants**, including parents and volunteers, attended the meeting.

### Surveying data on out-of-school migrant children

- Target group: 200 migrant children (Bang Bon and Bang Khun Thian Districts), aged 4–15 years.
- Survey components: Child-level information and Family-level information
- Objectives of the survey:
  - To identify factors that hinder migrant children's access to education.
  - To locate school-age children who are currently out of school.
  - To use the findings for coordinated planning with relevant agencies in order to effectively promote migrant children's access to education.
- Progress: 120 children surveyed so far (survey ongoing).

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Children- Bang Bon LEC Center and FRY

**Thai Language Skills Enhancement**

## Objectives

To provide migrant children with basic Thai reading and writing skills, enabling them to function confidently in Thai society and transition smoothly into the formal education system.

## Target group/learner

Migrant children ages 8–14 who lack Thai communication, reading, and writing skills, and who seek to acquire foundational Thai language abilities to enroll in non-formal education with Bang Bon LEC.

| Level | Age (years) | No. (persons) |
|---|---|---|
| Basic Thai Language Readiness (Pre-Primary), Level 1 | 10-13 | 4 |
| Basic Thai Language Readiness (Pre-Primary), Level 2 | 10-13 | 20 |
| Total (Students in semester 2/25) | | 24 |

## Program Structure/ Curriculum

- ☑ Curriculum: Thai Literacy Curriculum (2014) and the curriculum of the Migrant Learning Center
- ☑ Learning approach: Classroom-based instruction, Monday–Friday, divided into two levels: Level 1 and Level 2
- ☑ Duration: From one semester up to one academic year
- ☑ Instructor: One Thai teacher and one Myanmar teaching assistant
- ☑ Learning Venue: Classroom at Bang Bon LEC center

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Education Support for Migrant Children- Bang Bon LEC Center and FRY

**Non-Formal Basic Education for Non-Thai Children (Three-Year Program)**

## Target group/Learner

Children aged 8–15 without civil registration documents or Thai nationality, who are considered by the education authority unable to enroll in the formal school system for valid reasons.

## Admission Criteria

Passing the basic Thai proficiency assessment required for primary-level learning

## Learning Approach

Classroom-based instruction, Monday–Friday

## Duration

3 years, but not exceeding 5 years, as children under the compulsory education age at the primary level must not complete the program before turning 12.

## Program Completion

In accordance with curriculum requirements. Leaners will receive official educational documentation issued byBang Bon LEC center.

## Instructor

One class teacher (Thai), personnel of LEC, appointed by DOEL

## Learning Venue

Classroom at Bang Bon LEC center

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## Education Support for Migrant Children- Bang Bon LEC Center and FRY

### Non-Formal Basic Education for Non-Thai Children (Three-Year Program)

| Level | Age (years) | No. (persons) |
|---|---|---|
| Primary Level | 11-14 | 18 |
| Total (Students in semester 2/25) | | 18 |

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## Next Steps and Key Challenges – Bang Bon District Area

- In collaboration with the Bang Bon District Office and the Learning Encouragement Center (Bang Bon LEC), a seminar was organized to present the survey findings on migrant workers' children who lack access to education. The seminar brought together relevant agencies, schools, and the district LEC to jointly use the data for planning and developing coordinated actions that support appropriate educational access for migrant children.
- Continuous implementation of Thai language support classes and non-formal basic education programs for non-Thai children (3-year curriculum) is being carried out to ensure ongoing learning opportunities for children without legal status.

10

# Education Support for Migrant Children Bang Khun thian

11

## Situation of Migrant Children – Bang Khun Thian District Office

### General Educational Overview of Bangkok (BMA) and Bang Khun Thian District

Bangkok Metropolitan Administration (BMA) is a special form of local government, headed by the Governor of Bangkok and the Bangkok Metropolitan Council, both of whom are directly elected by Bangkok residents. They are responsible for setting the policies and strategic directions of the city. Education is one of these key policy areas, and district offices play a crucial role in implementing these policies within their respective localities.

Bang Khun Thian District Office is one of the administrative units under the Bangkok Metropolitan Administration. It is responsible for supporting educational services for all 16 BMA-affiliated schools within the district. The district oversees approximately 700 teachers and a total student of around 14,300.

In addition, within the Bang Khun Thian District, there are other institutions that provide formal education services, including 10 private schools, 4 government schools under the Ministry of Education, and 1 university.

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# Education Support for Migrant Children – Bang Khun Thian District Office

- The Bang Khun Thian District Office, as a government agency, is required to comply with all laws and regulations related to education, including the Convention on the Rights of the Child, the Constitution of the Kingdom of Thailand, the National Education Act B.E. 2542 (1999), and the Cabinet Resolution dated 5 July 2005. In summary, the Bang Khun Thian District Office and its affiliated schools have the duty to ensure equitable access to education for all children and youth, without discrimination based on socio-economic background, health conditions, gender, religion, nationality, or any other status.
- All students under the Bangkok Metropolitan Administration are entitled to equal access to educational welfare and support, including school uniforms, textbooks, learning materials, personal supplies, breakfast, lunch, milk, accident insurance, sanitary products, and other essential provisions.

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# Education Support for Migrant Children – Bang Khun Thian District Office

- **Potential of Migrant Children**

With the Bangkok Metropolitan Administration's educational policies promoting equitable learning opportunities, schools under the Bang Khun Thian District Office encourage all students to showcase their abilities each academic year. Migrant students, who are part of these school communities, have also demonstrated outstanding potential.

In the previous academic year, many migrant students received recognition for their achievements in various competitions, including English speech contests, Spelling Bee competitions, and Open Dictionary challenges.

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## Education Support for Migrant Children – Bang Khun Thian District Office

- **Support from the JILAF Foundation**

Following joint discussions between the Bang Khun Thian District Office and the JILAF Foundation, the District Director consulted with temples in the area, namely Wat Suthammavadi and Wat Kamphaeng, to prepare both sites as a "pilot classroom" and "pilot area" for the implementation of the Foundation's project.

At present, Wat Suthammavadi has already begun implementing the project, while Wat Kamphaeng is in the process of inspecting the classroom building following recent construction.

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## Key Challenges– Bang Khun Thian District Office

- **Concerns of the Bangkok Metropolitan Council:**

Over the past year, the Education Committee of the Bangkok Metropolitan Council has monitored the teaching and learning conditions, as well as key challenges faced by schools under the Bangkok Metropolitan Administration in Bang Khun Thian District. One of the Council's primary concerns is that the high number of migrant children may affect Thai cultural values and raise questions regarding the efficient allocation of resources used to provide Thai language foundational support.

Additionally, the Council reflected concerns expressed by Thai parents, who worry that the behaviors of students may be influenced or changed due to classroom dynamics involving migrant children.

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## Key Challenges- Bang Khun Thian District Office

- **Behavioral concerns involving migrant students:**

While many migrant students in Bang Khun Thian schools demonstrate strong potential, some students have been involved in inappropriate behaviors, including the use of e-cigarettes, bullying, and other misconduct. These incidents contribute to negative perceptions of migrant children within certain communities.

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## Education Support for Migrant Children

## Wat Suthammawadee

## Department of Learning Encouragement (DOLE)

## Bang Khun Thian District

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## Objectives

1. To increase equitable and comprehensive access to education
- Support the lawful admission of migrant children into the education system.
- Reduce the number of dropouts and out-of-school children in coastal areas and migrant communities in Bang Khun Thian area.

2. To develop foundational Thai and English language skills
- Promote Thai language learning for daily living and school readiness.
- To strengthen English proficiency to improve communication capacity and confidence.

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## Objectives

3. To enhance life skills and appropriate vocational skills
- Organize activities that promote life skills related to safety, hygiene, and social integration within Thai society.
- Provide short-term vocational training tailored to the needs and context of the community.

4. To create a safe and inclusive learning environment that embraces cultural diversity
- Promote cultural understanding within educational settings.
- Reduce discrimination and social violence experienced by migrant children.

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## Objectives

5. To empower migrant families and communities to participate in education

- Provide information on educational rights to parents.
- Build collaboration with community leaders, migrant worker centers, and local organizations.

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## Objectives

6. To develop coordination mechanisms among government agencies, private sector partners, and civil society organizations

- Integrate efforts between the Department of Learning Encouragement, schools in Bang Khun Thian District, public health services, local administrative organizations, and migrant-focused foundations.
- Enhance service pathways, such as student ID issuance, health screening, and referral for additional support.

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## Objectives

7. To enhance the learning outcomes of migrant children so they can adapt and succeed in Thai society

- Promote 21st-century learning skills.
- Conduct continuous assessment of development and learning outcomes to improve and refine appropriate approaches.

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## Key Challenges in Bang Khun Thian Area

1. Limited access to education for migrant children

- Communities are dispersed across worker housing areas, factories, and coastal settlements.
- Parents are reluctant to enter the system due to concerns about documentation or fear of being inspected or arrested.
- Many children do not have birth certificates or identity documents, causing delays in school enrollment.

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## Key Challenges in Bang Khun Thian Area

2. The high mobility rate among migrant worker families

- Migrant worker communities experience frequent relocation.
- Children often drop out midway, resulting in disrupted learning.
- Schools and DOLE struggle to track students in time.

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## Key Challenges in Bang Khun Thian Area

3. Language and cultural differences

- Many children have limited Thai listening and speaking skills, making it difficult for them to keep up with classroom content.
- Some families have limited understanding of the Thai education system.
- Linguistic diversity (e.g., Myanmar, Mon, Khmer, Lao) requires teachers to adapt instructional methods to suit different groups.

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## Key Challenges in Bang Khun Thian Area

4. Teachers and educational personnel lack specialized expertise in working with migrant children

- Some teachers are not familiar with multicultural or culturally responsive teaching approaches.
- There is a shortage of skills in delivering Thai as a Second Language (TSL) instruction.
- The number of teachers is not proportionate to the needs of specific learner groups in certain schools or learning centers.

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## Key Challenges in Bang Khun Thian Area

5. Limited budget and insufficient resources

- Funding allocated for migrant children remains restricted.
- Teaching and communication materials in two to three languages are still inadequate.
- Community learning centers largely depend on external network support for essential resources.

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## Key Challenges in Bang Khun Thian Area

6. Legal and documentation challenges faced by migrant families

- Some parents do not hold valid work permits, resulting in reluctance to send their children to school.
- The absence of identity or status documents for some children hinders school admission processes.
- The risk of arrest causes families to avoid contact with public authorities.

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## Key Challenges in Bang Khun Thian Area

7. Health and safety risks

- Many families work in factories, exposing children to high-risk living environments.
- Limited knowledge of basic hygiene practices, such as vaccinations and disease prevention.
- Some children must work to support their families, resulting in frequent absences from school.

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## Key Challenges in Bang Khun Thian Area

8. Weak inter-agency coordination

- Data sharing among schools, DOLE, public health units, and local administrative organizations is not yet systematic.
- There is no strong mechanism to track out-of-school children or new arrivals in the area.
- Current support relies more on short-term or ad-hoc projects rather than a permanent, integrated system.

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## Key Challenges in Bang Khun Thian Area

9. Negative social attitudes and stigma

- Some migrant children experience teasing or discrimination from peers.
- Certain community members express concerns about health or safety, which affects the children's adjustment and overall environment.

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活動報告（プラウェート区、ラートクラバン区）

สำนักงานเขต
ประเวศ

1

## Education Support for Migrant Children, BMA Schools, Prawet District Office

- **Education Access**:

Schools provide opportunities for migrant children to enroll free of charge, in line with the *"Good Education, Free Education with Quality"* policy, equal to Thai students. This includes breakfast, lunch, milk, textbooks and workbooks, learning materials, and school uniforms.

- **Scholarships:**

Scholarship allocation and student support are fair and equitable, with assistance available from internal and external agencies.

- **Educational Certification:**

Upon completion of the curriculum, migrant children receive the same educational qualifications as Thai students, which can be used for further study.

- **Development Support:**

Schools provide activities to strengthen Thai language skills and social adaptation, helping migrant children learn and integrate happily alongside their peers.

2

## Community Leaders' Meeting on Supporting Migrant Children's Education

On 25 August 2025, from 09:00 a.m. to 12:00 p.m., a Community Leaders' Meeting on Supporting Migrant Children's Education was held at the 7th-floor meeting room of the Prawet District Office. Participants included:

- representatives from the JILAF Foundation
- officers from the Education Division and the Community Development Division of the Prawet District Office
- community leaders from six communities in the Prawet District who joined the meeting with JILAF.

The six participating communities were:

1. Thepraksaa Community
2. Samakkhi Tham Community
3. Ko Loeng Samphan Community
4. Premruethai Community, Block 17
5. Thap Chang Lang Fang Thon Community
6. Pak Khlong Song Hong Community

3

## Community Leaders' Meeting on Supporting Migrant Children's Education

4

## Thepraksaa Community

**General Information of the Community**

**Location:**
Soi On Nut 84, Prawet Subdistrict, Prawet District, Bangkok

**Community Boundaries:**

- **North:** Adjacent to On Nut Road
- **South:** Adjacent to the On Nut Solid Waste Disposal Center
- **East:** Adjacent to Samakkhi Tham Community
- **West:** Adjacent to Pak Khlong Song Hong Canal

**Number of Households:** 170 households

**Total Area:** Approximately 15 rai

**Community Type:** Informal settlement / low-income community

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## Thepraksaa Community

General Condition of the Community

The Thepraksaa Community consists of households built on privately owned land. The community is accessible through small roads and alleys where cars can enter and exit conveniently. Most residents originally purchased land to build their own houses, but many of these homes are now rented out as rooms for tenants.

The surrounding environment is affected by unpleasant odors due to the community's proximity to the On Nut Waste Disposal Center. A large number of residents work in waste collection and sorting, which results in leftover waste being stored within the area. The community has been established for over 20 years.

There are two access routes to the community: Soi On Nut 84 and Soi On Nut 86, with concrete roads connecting the internal pathways for convenient travel. At present, many migrant workers rent rooms and reside within the community.

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## Thepraksaa Community's Environment

7

## Activities in Thepraksaa Community

**Educational Activity on COVID-19 Awareness for Children in Thepraksaa Community**

**Children's day Activities**

8

## Next Steps & Key Challenges in Prawet District

**Bangkok Metropolitan Administration's Policy on Educational Support for Non-Thai Children**

Bangkok Metropolitan Administration (BMA) places strong emphasis on equitable access to education for all children, regardless of nationality. The policy ensures that every child has the right to quality education without financial barriers, recognizing education as a critical foundation for improving children's potential and overall quality of life.

Key Policy Principles

- **Equitable Access to Education:** BMA provides clear guidelines to ensure that non-Thai children can enroll in BMA schools, delivering equal access to learning opportunities for every child.
- **15-Year Free Education:** Children residing in Thailand are entitled to 15 years of free, quality education, without any tuition fees or related costs.
- **Capacity Development:** Education is a vital tool for enhancing abilities and life opportunities of every child in the society.
- **Importance of Education:** BMA values education as a means for all children to reach their full potential and integrate successfully into society.

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## Next Steps & Key Challenges in Prawet District

Implementation Measures

• **Student Admission:** Prawet District Office convened the Student Admission Committee of BMA schools in the district to prepare official announcements and guidelines for admitting non-Thai students effectively and in accordance with BMA policy.

• **Coordination Efforts:** Coordination has been carried out with Wat Krathum Suea Pla School and Krathum Suea Pla Temple to provide classrooms for migrant children in Prawet District areas. Wat Krathum Suea Pla has arranged two Saturday classrooms to support learning spaces for these children.

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# Education Support for Migrant Children

Department of Learning Encouragement, Prawet District

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## Action Plan

1 Research

2 Analyze

3 Implement

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## Class Atmosphere for Non-Literate Learners

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## Class Atmosphere for Non-Literate Learners

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Education Support for Migrant Children in Thepraksaa Community
Joint Meeting on Learning Management Strategies

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Education Support for Migrant Children in Thepraksaa Community
Joint Meeting on Learning Management Strategies

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## Education Support for Migrant Children at Wat Krathum Suea Pla School

Learning Activities for Migrant Students at Wat Krathum Suea Pla School

17

## Education Support for Migrant Children at Wat Krathum Suea Pla School

Learning Activities for Migrant Students at Wat Krathum Suea Pla School

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# End of Presentation

# Thank You

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## Education Support for Migrant Children – Thepraksaa Community

Educational support activities for children in low-income communities in the Prawet District. These activities aim to improve the quality of life for underprivileged children.

The Foundation has supported various community-based initiatives, such as Children's Day events, New Year celebrations, and mobile library services, with strong collaboration from community leaders.

New Year Celebration

Mobile Library Service

Educational Encouragement Activities for Community Children

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**Key Challenges**

- Strengthening understanding among relevant agencies
- Identifying individuals with knowledge and expertise related to migrant worker children
- Encouraging children to learn new languages, not only their mother tongue languages
- Stimulating community members to recognize the importance of migrant children and their right to education

**Action Plan**

- Enhancing Thai language learning for 5 days a week
- Supporting children's access to both formal and non-formal education
- Developing teaching and learning materials tailored for children from migrant worker families

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# Education Support Center for Migrant Children

## Lat Krabang District

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## ucation Support for Migrant Children, Wat Wachirathammawat and Zone 5 Community Housing

### Wat Wachirathammawat

Learners: Buddhist monks from Bangladesh

Number of learners: 12

Key characteristics: Adult learner group (Buddhist monks)

Primary objective: basic communicative Thai skills

Progress: Learners can now communicate in Thai for basic daily interactions. They can recognize, recall Thai consonants and vowels and are able to spell and read some simple Thai words.

Learning Center Map
Wat Wachirathammawat

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## ucation Support for Migrant Children, Wat Wachirathammawat and Zone 5 Community Housing

### Zone 5 Community Housing

Learners: Migrant children and youth from multiple nationalities (Burmese, Pa'O, Mon, Lao)

Number of learners: 19

Key characteristics:
- Linguistic diversity (4 language groups)
- Wide age range (5 learners under 15 years old, 14 learners over 15 years old)

Progress: Learners have gained cultural awareness and understanding of Thai social etiquette, learned Thai consonants and vowels, and improved in basic word spelling.

Learning Center Map
Zone 5 Community Housing

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## Key Challenges

### Learner's differences

1. Two distinctly different learner groups:
- Buddhist monks
- Non-Thai migrant learners

2. Wide age range of learners: Learners range from 14 years old and above, creating varied learning needs.

3. Linguistic diversity: Learners speak four different mother tongues: Burmese, Pa'O, Mon, and Lao.

4. Teaching non-literate learners:
- All learners have no foundational knowledge of Thai.
- Instruction must rely on listening–speaking techniques, repetition, and memory-based learning.

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## Plans and Approaches

1. Develop tailored learning materials
- Create separate instructional books for two target groups:
  – Buddhist monks
  – Non-Thai migrant learners

2. Form small learning groups
- Pilot grouping learners by age or learning progress to enhance effectiveness.

3. Create bilingual flashcards
- Develop foundational vocabulary flashcards in Thai–English, with visual illustrations to support comprehension.

4. Emphasize practical application
- Increase activities that focus on real-life communication and daily language use.

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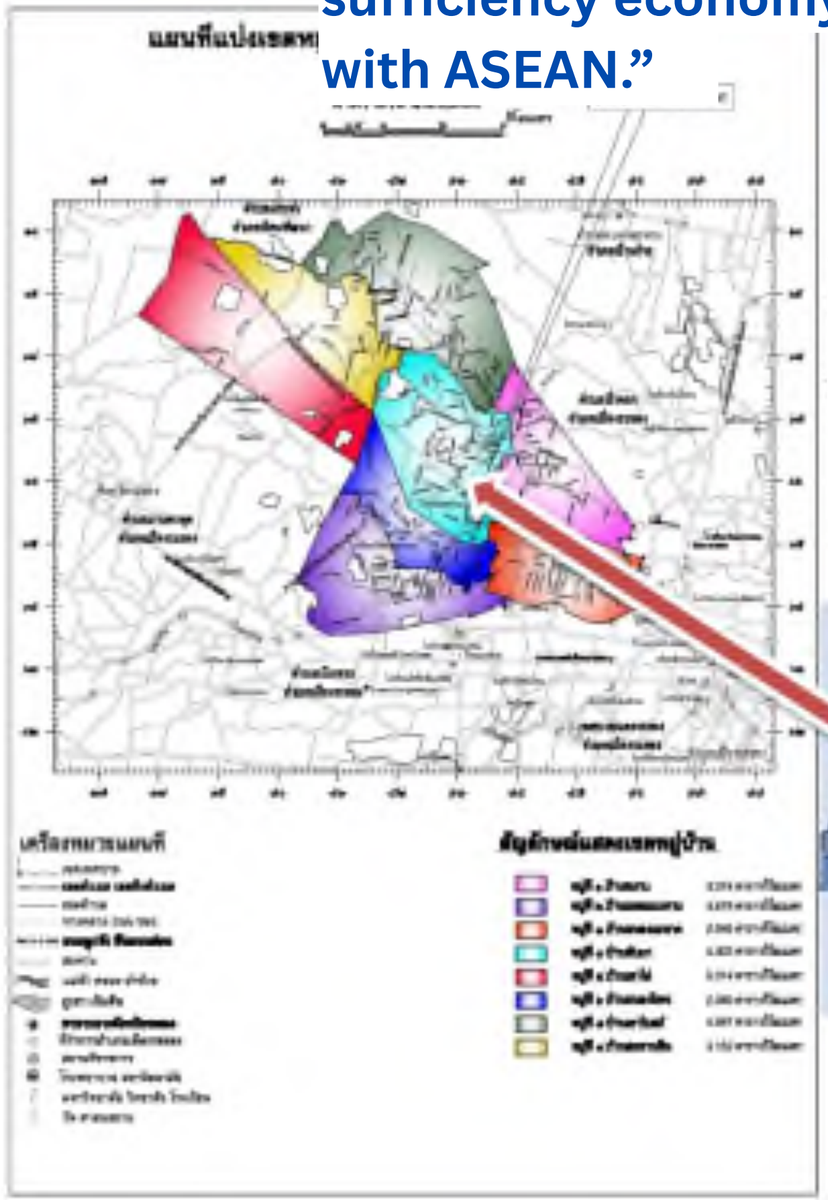
# THE PROJECT ON EDUCATION SUPPORT FOR MIGRANT CHILDREN THROUGH MUTUAL LEARNING BETWEEN THALAND AND JAPAN

## THAPMA SUBDISTRICT MUNICIPALITY, RAYONG PROVINCE

# Thap Ma Subdistrict Municipality, Mueang District, Rayong Province

**Vision: “Thap Ma: a livable city that fosters innovation and learning, embraces the sufficiency economy philosophy, develops in a balanced manner, and moves forward with ASEAN.”**

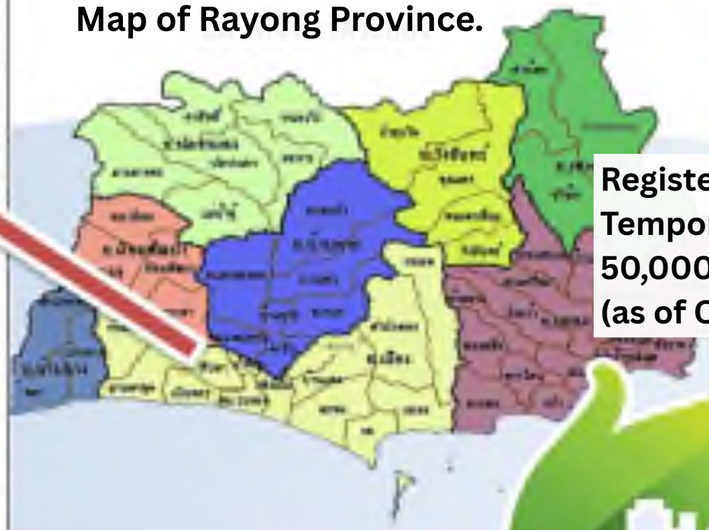


The Eastern Economic Corridor (EEC) is designated as a pollution control zone.

## Basic Information

**Location: The Thap Ma Subdistrict Municipality Office is located at 20/3 Moo 4, Thap Ma Subdistrict, Mueang Rayong District, Rayong Province, approximately 8 kilometers from the Mueang Rayong District Office. The municipality covers an area of 29.24 km² and comprises 8 communities.**

Map of Rayong Province.



**Total area: approximately 18,275 rai.**

**Registered population: 26,303 persons.**
**Temporary population: approximately 50,000 persons (as of October 2025).**

**Male: 12,991 persons** | **Female: 13,312 person**

**villages with 18,765 households (as of October 2025).**

# Project Implementation: Education Support for Migrant Children through Mutual Learning between Thailand and Japan

1. Issue an official order appointing the project steering committee and working groups.
2. Conduct a survey and collect data on migrant children in the Thap Ma Subdistrict area.
3. Prepare a draft Memorandum of Understanding (MOU) for review by the District Office, the Provincial Office, and the Department of Local Administration; subsequently submit it to the Ministry of Interior for approval.
4. Sign an MOU with the Faculty of Social Administration, Thammasat University (12 May 2024).
5. Sign MOUs with other relevant agencies and organizations (Sazagawa / JILAF / Nogezaka Glocal / Thap Ma Subdistrict Municipality) (5 October 2025).
6. Implement the project to achieve its objectives efficiently and effectively, ensuring the greatest possible benefits for the community, children, and youth.

## Project Implementation Team

1. Official order appointing the committee and working group responsible for surveying migrant children and foreign workers within Thap Ma Subdistrict. Thap Ma Subdistrict Municipality Order No. 229/2567, issued on 20 February B.E. 2567 (20 February 2024).
2. Revised official order appointing the committee and working group responsible for surveying migrant children and foreign workers within Thap Ma Subdistrict. Thap Ma Subdistrict Municipality Order No. 2082/2568, issued on 18 November B.E. 2568 (18 November 2025) (revised).

คำสั่งเทศบาลตำบลทับมา
ที่ ๒๐๘๒/ ๒๕๖๘
เรื่อง แต่งตั้งคณะกรรมการและคณะทำงานปฏิบัติหน้าที่การสำรวจเด็กและแรงงานต่างด้าว ในเขตพื้นที่เทศบาลตำบลทับมา ตามโครงการสนับสนุนการศึกษาสำหรับเด็กแรงงานข้ามชาติ ผ่านการเรียนรู้ร่วมกันระหว่างประเทศไทยและประเทศญี่ปุ่น

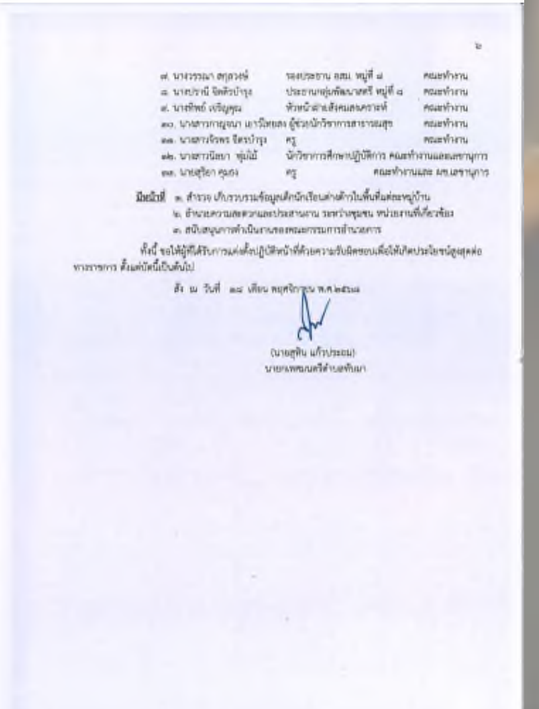
ตามที่องค์กร Nagezaka-Glocal ประเทศญี่ปุ่น ได้ดำเนินกิจกรรมความร่วมมือระหว่างเทศบาลตำบลทับมา มูลนิธิ Sasakawa Peace (SPF) มูลนิธิแรงงานสากลแห่งประเทศญี่ปุ่น (JILAF) และคณะสังคม สงเคราะห์ศาสตร์ มหาวิทยาลัยธรรมศาสตร์ และได้ร่วมดำเนินโครงการสนับสนุนการศึกษาสำหรับเด็กข้ามชาติ ผ่านการเรียนรู้ร่วมกันระหว่างประเทศไทยและประเทศญี่ปุ่น (Education Support for Migrant Children through Mutual Learning between Thailand and Japan) เพื่อให้เด็กที่ไม่มีสัญชาติไทยสามารถเข้าถึงสิทธิและสวัสดิการต่างๆ ของรัฐได้อย่างทั่วถึงและเป็นธรรมในฐานะพลเมืองของประเทศ

ดังนั้น เพื่อให้การจัดการศึกษาในพื้นที่เทศบาลตำบลทับมาเป็นไปด้วยความเรียบร้อย มีประสิทธิภาพและเกิดประสิทธิผล จึงขอแต่งตั้งคณะกรรมการและคณะทำงานปฏิบัติหน้าที่การสำรวจเด็กนักเรียนและแรงงานต่างด้าว ในเขตพื้นที่เทศบาลตำบลทับมา ดังนี้

๑. คณะกรรมการอำนวยการ ประกอบด้วย

| | | |
|---|---|---|
| ๑. นายสุทิน แก้วประถม | นายกเทศมนตรีตำบลทับมา | ประธานกรรมการ |
| ๒. นายนัคร แก่นด้ง | รองนายกเทศมนตรีตำบลทับมา | กรรมการ |
| ๓. นายเสกสรรค์ พันถิยพล | เลขานุการนายกเทศมนตรีตำบลทับมา | กรรมการ |
| ๔. ร.ต.ธ.สำเริง ชูดี | ที่ปรึกษานายกเทศมนตรีตำบลทับมา | กรรมการ |
| ๕. นางสาวรัญญา ชูจิตเมตตาธรรม | ปลัดเทศบาลตำบลทับมา | กรรมการ |
| ๖. สินเดช์ชัยยา ปริมแก้ว | รองปลัดเทศบาลตำบลทับมา | กรรมการ |
| ๗. นางรำไพ จันทะไชย์ | ผู้อำนวยการกองสวัสดิการสังคม | กรรมการ |
| ๘. นายสมศักดิ์ เกษันศุข | ผู้อำนวยการกองช่าง | กรรมการ |
| ๙. นางสาวนภศิน สายเมือง | ผู้อำนวยการกองคลัง | กรรมการ |
| ๑๐. นางสาวนัดยา วงษ์นิศรี | หัวหน้าสำนักปลัดเทศบาล | กรรมการ |
| ๑๑. นายสายสไจ บุญศรี | ผู้อำนวยการกองสาธารณสุขและสิ่งแวดล้อม | กรรมการ |
| ๑๒. นางสุภาวดี ปิติพานิชย์ | ผู้อำนวยการโรงเรียนชุมชนวัดทับมา | กรรมการ |
| ๑๓. นางนิชกานต์ พรมกุล | ผู้อำนวยการศูนย์การศึกษาพิเศษประจำจังหวัดตรัง | กรรมการ |
| ๑๔. นางสาวสุพิชชา ปานุสุนทร | ครู ศูนย์ส่งเสริมการเรียนรู้ระดับอำเภอเมืองตรัง | กรรมการ |
| ๑๕. นางสาวปราณี จิตติวานุรุ | ประธานพัฒนาสตรีตำบลทับมา | กรรมการ |
| ๑๖. นายปัญญา แก้วพรมราช | เจ้าพนักงานป้องกันและบรรเทาสาธารณภัย ๓ | กรรมการ |

/๑๗. ผู้อำนวยการ...



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|---|---|---|
| ๑๗. นางวรรณา สกุลวงษ์ | รองประธาน อสม. หมู่ที่ ๑ | คณะทำงาน |
| ๑๘. นางปราณี จิตติวานุรุ | ประธานกลุ่มพัฒนาสตรี หมู่ที่ ๑ | คณะทำงาน |
| ๑๙. นายทิพย์ เจริญคูณ | หัวหน้าฝ่ายสังคมสงเคราะห์ | คณะทำงาน |
| ๒๐. นางสาวกาญจนา เอาวิพยสก | ผู้ช่วยนักวิชาการสาธารณสุข | คณะทำงาน |
| ๒๑. นางสาวจิรัตน์ จิตรานุรุ | ครู | คณะทำงาน |
| ๒๒. นางสาวนิตยา พุ่มน้ำ | นักวิชาการศึกษาปฏิบัติการ | คณะทำงานและเลขานุการ |
| ๒๓. นายสุริยา คุณวง | ครู | คณะทำงานและ ผช.เลขานุการ |

มีหน้าที่ ๑. สำรวจ เก็บรวบรวมข้อมูลเด็กนักเรียนต่างด้าวในพื้นที่แต่ละหมู่บ้าน
๒. อำนวยความสะดวกและประสานงาน ระหว่างชุมชน หน่วยงานที่เกี่ยวข้อง
๓. สนับสนุนการดำเนินงานของคณะกรรมการดำเนินการ

ทั้งนี้ ขอให้ผู้ที่ได้รับการแต่งตั้งปฏิบัติหน้าที่ด้วยความรับผิดชอบเพื่อให้เกิดประโยชน์สูงสุดต่อทางราชการ ตั้งแต่บัดนี้เป็นต้นไป

สั่ง ณ วันที่ ๑๘ เดือน พฤศจิกายน พ.ศ.๒๕๖๘

(นายสุทิน แก้วประถม)
นายเทศมนตรีตำบลทับมา

# Committee and Working Group Responsible for Conducting the Survey of Migrant Children and Foreign Workers in Thap Ma Subdistrict

1. Local Administrative (Village Governance) Section, comprising the Subdistrict Headman (Kamnan), Deputy Subdistrict Headmen (Sarawat Kamnan), Village Heads (Phuyaiban), and Assistant Village Heads—56 persons.

2. Thap Ma Subdistrict Municipality Section, comprising:
   - Municipal executives and heads of municipal departments—13 persons.
   - Educational officers, nurses, public health officers, social workers, community development officers, disaster prevention and mitigation officers, teachers, and other assigned personnel—56 persons.

3. Community Volunteer Section, comprising:
   - Community committee members and Village Health Volunteers (Aor Sor Mor / VHVs)—300 persons.
   - Women's Development Volunteers Group—80 persons.

**Duties:**

1. **To survey and collect data on migrant/foreign students in each village.**
2. **To facilitate and coordinate cooperation among communities and relevant agencies.**

# FIRST ON-SITE FIELD SURVEY AND DATA COLLECTION

**On 31 August B.E. 2566 (31 August 2023),**

Ms. Reweeya Khajitnetitham, Municipal Clerk of Thap Ma Subdistrict Municipality, together with department heads, Mr. Winai Tharapsin (Village Head of Moo 8), and municipal officers and staff, jointly conducted an on-site survey and collected data on migrant children in the area with Mr. Toshiyuki Okui, a representative of the Nogezaka–Glocal Organization, Japan.

The survey was carried out at Kway Teow Cham Kala Rim Mueang Restaurant, Ban Saphan Hin Community (Moo 8), and Rayong Fish Sauce Industry Co., Ltd.

# FIRST ON-SITE FIELD SURVEY AND DATA COLLECTION

# SECOND ON-SITE FIELD SURVEY AND DATA COLLECTION

**29 February 2024**

Mr. Prasert Wongsri, Mayor of Thap Ma Subdistrict Municipality, assigned Ms. Nattirath Chaedchoo, Director of the Education Division, together with teacher-officials, educational personnel, and municipal staff of Thap Ma Subdistrict Municipality, to conduct an on-site survey and collect data on the migrant child population in the area of Moo 8, Ban Saphan Hin, Thap Ma Subdistrict, Mueang Rayong District, Rayong Province.

# SECOND ON-SITE FIELD SURVEY AND DATA COLLECTION

# THIRD ON-SITE FIELD SURVEY AND DATA COLLECTION

**On 13 February 2025,**

Mr. Prasert Wongsri, Mayor of Thap Ma Subdistrict Municipality, assigned Ms. Nattirath Chaedchoo, Director of the Education Division, together with Mr. Winai Tharapsin (Village Head of Moo 8, Thap Ma Subdistrict) and municipal officers, to conduct an on-site survey in collaboration with Thammasat University, the Foundation for Rural Youth, and Japanese students, as well as partner organizations from Japan, namely the Sasakawa Peace Foundation (SPF), Nogezaka–Glocal (NOGEZAKA-GLOCAL), and the Japan International Labour Foundation (JILAF).

The team surveyed and collected data on the migrant child population in Moo 8, Ban Saphan Hin, Thap Ma Subdistrict, Mueang Rayong District, Rayong Province.

# FOURTH ON-SITE FIELD SURVEY AND DATA COLLECTION

**On 18 February 2025**

Mr. Prasert Wongsri, Mayor of Thap Ma Subdistrict Municipality, assigned Ms. Nattirath Chaedchoo, Director of the Education Division, together with municipal officers of Thap Ma Subdistrict Municipality, to conduct fieldwork in collaboration with Chulalongkorn University and Japanese partner organizations, namely the Sasakawa Peace Foundation (SPF), Nogezaka–Glocal , and the Japan International Labour Foundation (JILAF). The team collected data on the migrant child population from Wat Thap Ma Community School, the Rayong Provincial Special Education Center, and Thap Ma Kindergarten School, in order to survey and gather information on migrant children enrolled in educational institutions within Thap Ma Subdistrict, Mueang Rayong District, Rayong Province.

# FIFTH ON-SITE FIELD SURVEY AND DATA COLLECTION

**On 7 August 2025,**

Ms. Reweeya Khajitnetitham, Municipal Clerk of Thap Ma Subdistrict Municipality, together with department heads, Mr. Winai Tharapsin (Village Head of Moo 8, Thap Ma Subdistrict), and municipal officers and staff, welcomed Mr. Toshiyuki Okui, representative of the Nogezaka–Glocal Organization, Japan, and the project team.

The group jointly conducted an on-site survey and collected data on the migrant child population within Thap Ma Subdistrict, specifically in the Ban Saphan Hin Community, Thap Ma Subdistrict, Mueang Rayong District, Rayong Province.

# SIXTH ON-SITE FIELD SURVEY AND DATA COLLECTION

Myanmar

Laos

Cambodia

**Between 12–21 November 2025 at 4:30 p.m.,
Mr. Sutin Kaewprathom, Mayor of Thap Ma Subdistrict Municipality, assigned Ms. Nattirath Chaedchoo, Director of the Education Division, together with a disaster prevention and mitigation officer, a registered nurse, teachers from Thap Ma Kindergarten School, a social worker, a community development officer, the Thap Ma Subdistrict administrative (local governance) team, and members of the Thap Ma Subdistrict Municipal Council, to conduct field visits in Moo 1–8. The purpose was to survey and collect data on migrant children and migrant workers residing within the jurisdiction of Thap Ma Subdistrict Municipality.**

**This field survey aimed to compile baseline information on migrant children and foreign workers in the area, to serve as a foundation for planning and implementing appropriate projects in education, public health, and social welfare. In addition, the activity provided an opportunity for information exchange, reflection on existing issues, and joint identification of solutions, thereby enhancing the effectiveness of municipal operations and ensuring that they respond genuinely to the needs of local residents.**

# SIXTH ON-SITE FIELD SURVEY AND DATA COLLECTION

12–21 November 2025

Myanmar

Laos

Cambodia

Bangladesh

# EDUCATIONAL SUPPORT ACTIVITIES FOR MIGRANT CHILDREN

Thap Ma Kindergarten School implements activities to promote the education of migrant children, focusing on enabling them to communicate, develop imagination, and interact effectively with others. One of the key activities is storytelling sessions conducted by foreign teachers, designed to support appropriate development across all four developmental domains for migrant students.

# MEMORANDUM OF UNDERSTANDING (MOU) SIGNING CEREMONY

On 12 November 2024 at 9:00 a.m., the signing ceremony of the Memorandum of Understanding (MOU) was held in Meeting Room SK.406, Faculty of Social Administration, Thammasat University (Rangsit Campus). Mr. Prasert Wongsri, Mayor of Thap Ma Subdistrict Municipality, together with Ms. Reweeya Khajitnetitham, Municipal Clerk, and the municipal executive team, joined the ceremony in collaboration with the Faculty of Social Administration, Thammasat University (Rangsit Campus).The event was opened by Assoc. Prof. Dr. Atchara Chalayonnavin, Dean of the Faculty of Social Administration. A presentation on the collaboration framework was delivered by Asst. Prof. Dr. Thanyaporn Chantaravech, Project Lead. In addition, Ms. Masako Iwashina, Program Officer of the Social Innovation Program, Sasakawa Peace Foundation (SPF), spoke about the objectives and significance of this cooperation. The ceremony was also honored by the presence of Mr. Toshiyuki Okui, representative of Nogezaka Glocal, and Mr. Teruhiko Sekiguchi, representative of the Japan International Labour Foundation (JILAF) in Thailand, who served as witnesses to the signing of the MOU for the Educational Support Project for Migrant Children through Collaborative Learning between Thailand and Japan. The aim of this cooperation is to contribute to Thai society by supporting access to education for migrant children in Thailand.

# PROJECT PROGRESS UPDATE – 25 AUGUST B.E. 2025

Mr. Sutin Kaewprathom, Mayor of Thap Ma Subdistrict Municipality, together with the municipal executive team, Ms. Reweeya Khajitnetitham, Municipal Clerk, heads of municipal departments, the Subdistrict Headman (Kamnan), village heads, community leaders, and local business representatives, participated in a coordination meeting to prepare for the implementation of the Educational Support Project for Migrant Children through Collaborative Learning between Thailand and Japan.

The meeting aimed to assess readiness, organize and verify necessary data, exchange information among relevant sectors, identify issues, and develop practical solutions to ensure that the project proceeds effectively and successfully.

# WORKSHOP ACTIVITY – 26 AUGUST 2025

At the Executive Meeting Room, 2nd Floor, Thap Ma Subdistrict Municipality, Mr. Chat Kakla, Deputy Mayor, presided over the opening of the workshop for the Educational Support Project for Migrant Children, and welcomed representatives from Japan, including Mr. Toshiyuki Okui (Nogezaka–Glocal), Prof. Takashi Notsu (Sasakawa Peace Foundation: SPF), and representatives from the Japan International Labour Foundation (JILAF).

A workshop and discussion session was also held at Thap Ma Kindergarten School, where school administrators, teachers, students, and parents were interviewed. The activity aimed to exchange perspectives and gather information on supporting migrant children in Thailand, helping to identify challenges in accessing basic education, reduce barriers, and guide the planning of future project implementation.

# SEMINAR AND STAKEHOLDER EXCHANGE – 27 AUGUST 2025

On 27 August 2025, at the Multi-purpose Building Meeting Hall of Thap Ma Subdistrict Municipality, Mr. Sutin Kaewprathom, Mayor of Thap Ma Subdistrict Municipality, together with the municipal executive team, municipal council members, department heads, the Subdistrict Headman, village heads, village health volunteers, and community committee members, participated in a seminar and discussion session. The event was joined by representatives from Japan, who contributed to the exchange of ideas and perspectives. The seminar provided an open platform for all sectors to share viewpoints, experiences, and practical information. The insights gathered will support the development of strategies to help migrant children in Thailand access basic education equitably, reduce learning barriers, and guide effective planning for the next phase of the project.

# Memorandum of Understanding (MOU) Signing Ceremony

**6 October 2025**
**at sasakawa peace foundation in japan**

**The signing ceremony for the Education Support for Migrant Children through Mutual Learning between Thailand and Japan was held on 6 October 2025 at the Sasakawa Peace Foundation (SPF), Japan.**

Thap Ma Subdistrict Municipality (Rayong Province), the Sasakawa Peace Foundation (SPF), Nogezaka Glocal, and the Japan International Labour Foundation (JILAF) jointly signed the MOU. The cooperation aims to promote, strengthen, and enhance the educational support project for migrant children through collaborative learning between Thailand and Japan. The implementation will be carried out in accordance with relevant national laws, regulations, and policies, based on principles of equality and mutual benefit.

# 6 October 2025

- At 1:30 p.m., the delegation held an official meeting with the Japan International Labour Foundation (JILAF).

# 6 October 2025

- At 3:00 p.m., the delegation participated in a volunteer activity at the Japan International Cooperation Agency (JICA), Ichigaya District.

# 7 October 2025

- At 10:00 a.m., the delegation visited the CASACO Community Space and Children’s Empowerment Center, operated by the non-profit organization “Connection of the Children (COC)”.

# 7 October 2025

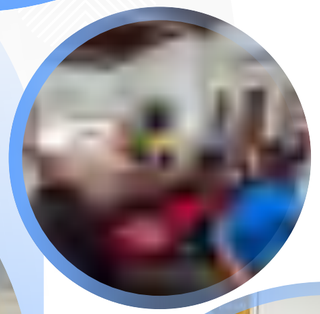
- At 12:30 p.m., the delegation joined child-support activities led by community volunteers.

# 7 October 2025

- At 3:00 p.m., the delegation visited the “Nishitomo-Hiroba” Community Support Center, operated by the municipal government.

# 7 October 2025

- At 4:00 p.m., the delegation observed learning-support activities for migrant children conducted by volunteers.



# 8 October 2025

- At 10:00 a.m., the delegation visited the Children’s Support Center operated by the non-profit organization “Hareno-hi Keno-hi”.

# 8 October 2025

- At 12:30 p.m., the delegation visited the International Home Care & Rehabilitation Exhibition (HCR) 2025.

# 9 - 10 October 2025

- official meeting with the Mayor of Yugawara and visited various municipal activities and programs.

# Project / Activity Implementation Plan

1. **Establishment of a Learning and Exchange Center for Migrant Education under Thap Ma Subdistrict Municipality (Thapma Plaza).**
2. **Recruitment of volunteers for the center.**
3. **Language and cultural exchange activities between socially active older adults and migrant workers.**
4. **Program for migrant children and youth to participate in volunteer activities supporting the elderly at the Day Care Center and Dementia Café.**
5. **Home and community visit program for migrant workers.**
6. **Establishment of a model community center (Thapma Take Care Community).**
7. **Development of model establishments that promote and support migrant worker education and related initiatives.**
8. **Establishment of a migrant education advisory hotline.**

# THANK YOU.