

CHAPTER V

MIGRANT CHILDREN AND THEIR EDUCATIONAL OPPORTUNITIES IN SAMUT SAKHON

From data collecting by focus group interviews and in-depth interviews Burmese children studying in school and not studying, this research found data about educational opportunities for Burmese migrant children as follows.

1. Profile of Sampling Children (Details of children's profile are presented in Appendix A)

Age

Children educated and uneducated by formal schools are between 6 and 14 years old, school-age.

Place of birth

Each group composes of children who are born in Thailand and Myanmar. Both of them have the same way of life because some of them who were born in Thailand have no birth certificated even they were born in a Thai hospital. There are 13 children were born in Burma and 28 children were born in Thailand. Two of them were born in Thai hospital in Samut Sakhon province but they are undocumented.

Ethnicity

The sampling children compose of forty Mon and one Karen.

Religion

All of them are Buddhism. On Buddhism days, they acknowledge religious rites and they participate at temples such as Wat Bang Yaprak.

Residence

In each group, the children are in the same community or same area and familiar with each other thus, group interview is informal. Most of them live with their parents in the rent-room and there is one family per room. There are three to four people in small room and there are five to eight people in a large room.

Parent's career

Their mothers mostly unload the fish or peel the shrimp head and their fathers mostly work in fish processing factories or being a fisherman.

Children's career

Both boys and girls who had ever worked or are working now have the same job, unload the fish or peel the shrimp head because they start working from helping their parents.

2. Educational Services for Migrant Children in Samut Sakhon

There are two kinds of school for Burmese migrant children in Samut Sakhon; Formal and informal school, thus they have educational opportunities as follow.

2.1 Formal school

In 2004, there are 517 non-Thai nationality students in 48 schools undertaken by Samut Sakhon Education Service Area Office. These students are Chinese, Laotian, Mon, Burmese and hill tribes--Lua, Palong, Wa, Karen, Aka etc. According to the statistic of the Ministry of Education in 2004, there are 517 non-Thai nationality students. Currently, sixty of them are known as Burmese and most of students are reported to be hill tribe. (From researcher's observation in some school during June and August 2005) Consequently, a few Burmese children study in formal school.

From data collecting, this study interview 11 Burmese children who are studying in Thai school. Four students have to pay tuition fee but others do not, that depends on the school policy. The Burmese students study in the same class and course syllabus as Thai students. However, Burmese children who have been in Thailand for a long time and whose homes are near school have more chance to get access to school.

2.2 Informal school

The informal school operated in Sanut Sakhon is divided into two types; the informal school operated by NGOs and the informal school operated by Mon. This kind of school benefits for children; they will get ready before access to formal school.

Type 1: The informal school operated by ethnic Mon community

There is one school that has operated for two years by Mon for Burmese migrant children in Wat Bang Yaprak, Muang district. This school is Mon school where all students and teachers are Mon. The teachers are not the volunteers, thus the students pay tuition fee every month. There are about sixty students and three Mon teachers thus; there are three levels that depend on students' skill development. This school is operated in the temple of Wat Bang Yapark whose abbot is Thai-Mon. All children, age of 4-14 wear uniform as studying in Thai school. Although, there are three class levels, they share together in the same building. An environment of the classroom is quite noisy because there is only partition to separate each classroom. In contrast, it is windy and airy because the building is quite tall. The classes start around 10 a.m. after a coming of school bus until 4 p.m. A course syllabus composes of Burmese, Mon, Thai and mathematics.

To attend this school, all students have expense divided into three parts; tuition fee, bus school fee (in case of their houses are far from school) and pocket money. For tuition fee, the students pay 300 Baht per month. For bus school fee, they pay 10 Baht per time. Consequently, per day, the students pay 20 Baht to come to school and go home. The pocket money depends on their parents giving but most of them pack lunch boxes to school. Lunch time is around 11 a.m. and they have a one hour for breaking lunch. During break, there is ice-cream and snacks sold around the temple. This temple is quite large so there is a playground for children to do an activity after school and during break time.

Type 2: The informal school operated by NGOs

The condition for this informal school is a development center for children that have been educated in basic knowledge such as Burmese and Thai language, way of living, culture and moral. Consequently, it looks like kindergarten where is not limit on age. In 1999 June, this kind of center has ever operated by Burmese democracy in but it was closed for a time on December 1999 and the second time on January 2000 after Burmese occupied Rachaburi Hospital. (Adisorn, 2003:40)

Currently, this kind of school operated at the beginning of 2005 and takes care of migrant children, the age of 4 to 14 who are interested in learning while their parents are working. This kind of center is operated by NGOs—Raks Thai (CARE) and Christian foundation. At the beginning, CARE was operated in this province for migrants' health care—"Samut Sakhon Reproductive Health Migrant workers Center"

and “Samut Sakhon Provincial Public Health-Office”. Currently, education and a skill development center for migrant children are added to this project. There are three schools operated by CARE and one by Christian foundation as follow.

The informal schools operated by Raks Thai Foundation

All centers are free education for Burmese migrant children that are located in three areas, Burmese communities. The main objective is basic skill teaching such as Thai language for communication in everyday life, Burmese language and way of living in Thailand including moral and culture etc. Consequently, the children will be optimistic about Thailand and Thai people, and be a good person.

- Sapan Pla

This is a half-day school, located in the second floor of office of CARE near the fishing pier where many migrant workers work for fish processing factories. There are a lot of children in this area because they come along with their parents who are working here. Some help their parents unload the fish or peel the shrimp head but some play around this area. Consequently, some children are hit by cars or motorcycles while their parents are working. After CARE operated the educational center here, these children go to study instead of playing around this area. There are about 30 children who are 4-13 years old studying in this school. As results there are many migrants' houses in this area, it is quite convenient for them to send their children to school and some elder children go to school by themselves.

- Krokark Nai

This full-day school is located in a house of a new Mon community therefore most of the children are Mon. In the morning, every other day the children study Thai or Burmese language. In the afternoon, the elder children have some activities such as painting and drawing while the smaller ones take a rest. For lunch, the elder children buy the food in this area but the smaller ones pack their lunch to school. Moreover, some children go home to have lunch and back to school in the afternoon.

- Pongtip Market

This is full-day school—one floor located near Pongtip market. There are 25-30 children who are 4-15 years old and live nearby the school. Most of them live in the nearby area therefore they go to school by themselves or their parents sent them

before going to work. For lunch, some go home to have lunch and some pack theirs to school. In the morning and afternoon, there are the different courses that depend on the child's interest.

The informal school operated by Christian foundation

- Talad Kung

This school is located in the second floor of a building where the Burmese workers' rent-rooms are, thus it is quite small. Most Burmese migrant workers, staying in Talad Kung are around 18-30 years old and live with friends not family. Therefore, there are few children here. The teaching is supported by the Christian foundation. There are about 20 children, 4-10 years old, wearing their uniform. However, now a day, there are a few children studying here because it is quite far from their houses and the parents prefer to allow their children studying at Sapan Pla. Moreover, some parents are not pleased about the way of education here because teachers always introduce Christian ideas to children.

3. Educational Opportunities for Burmese Migrant Children

According to data collecting, the Burmese migrant children have educational opportunities to access two systems of school in Samut Sakhon province which are Thai school and informal school. Nevertheless, each child has different chance to the schools access that depends on the schools, their parents and themselves. A few children studies in formal school even though their educational rights are mentioned on Thai policy. This research found that 38 children would like to study because of the same reason that they need knowledge, able to read and write Thai language and the need of friends. However, the main reason of school access is that their parents support their studying. If their parents do not allow their children to study, they could not study. In contrast, there are only three children who are lazy and do not want to study. Nonetheless, their parents are an important factor of their educational access. The following information will describe and access school of Burmese migrant children.

3.1 An access to Thai school and problems

3.1.1 An access to Thai school

- Reason of access to Thai school

Among 11 children studying, seven of them get access to Thai school because Thai people—their parents' employers or local governor facilitate them to apply the school. Four students of Wat Bang Nam Von School get access to formal school because their parents apply school for them. To access free basic education, Thai people apply them to the school. This research found that Local government, Thai employer and Thai teachers apply the school for Burmese migrant. Among 11 children studying in Thai school, there are 7 children whom apply school by Thais. In contrast, there are four children whose parents apply them for school and pay tuition fee.

This research found the different practice about school access of Burmese students as follow. The Burmese students in Wat Bang Nam Von and Sahakon Nikhomkler School have free education including tuition and lunch fee. Students in Wat Ratrangsan School have free education as well but they have to afford lunch fee 130 Baht per month by themselves. On the other hand, Students from Wat Sammakkee Sathharam School pay 1,400 Baht per semester for tuition fee and 10 Baht per day for their lunch. In fact, Thai policies mention that all children can access free education in state school thus; educational opportunities of Burmese children depend on each school.

One girl who has ever studied in private kindergarten school accessed this school because her father's employer took her and her cousin to apply at the school. Moreover, he paid a tuition fee, uniform and stationery for both of them.

"I have ever studied at Bang Tor Rad School for three month with my cousin after that I quitted because my cousin quitted for continue her study in Burma. Consequently, my mom was afraid that I have no friend and asked me to quit."

Mon girl, 9 years old at Mahachai

"When I moved to this school, my father's boss applied the school for me"

Mon boy, 13 years old from Sahakorn Nikhon Kler school

“Uncle Kid (local government) asked us that do you want to study. And we told that we want to study after I could study here. After that he told that we could study and I go to school.”

Mon girl student, 10 years old from Wat Bang Nom Von School

“Mon students should pay but Thai do not”

Thai student, 12 years old from Wat Sammakkee Satharam School

“My mom applied school for me and each semester, I pay 1,400 Baht for tuition fee.”

Mon boy student, 7 years old from Wat Sammakkee Satharam School

- Children’s age when they study in Thai school

An over age child can access Thai school because the educational starting begins at the lowest grade in each school. For example, if school starts from kindergarten, children will start this grade even their age is over. Consequently, most of them are over age or elder than other students in the same grade. For example, 7 years old boy studies kindergarten, 10 years old boy studies P.1. 9 years old boy studies P.2, 10 years old boy studies P.1 etc.

- Their first school

The current schools are their first school but one student has ever studied in another. He moved from his old school because the school director did not allow him to continue his study anymore.

“I started learning from kindergarten at Krok Kark School because I wanted to study and my parent took me to school for talking to school director. After that I studies and wearing school uniform. I have studied at Krok Kark until p.4 and moved to this school. My old school director told that I have no permanent status in the housing registration documents (Ta Bian Ban) and the government does not allow foreigner study in school and I was fired, thus I have stopped study for 2 months.”

Mon boy, 13 years old from Sahakorn Nikhom Kler School

- Studying of Burmese migrant children and their learning and perception knowledge in school

Burmese migrant children could study with Thai students in the same classroom and some of Burmese students pass examination in highest score. As a result, it means that Burmese students do not have any problems with the Thai educational system. However, their teachers have remarked that their age is one reason for getting high scores. They are elder than other students in the same grade, thus their skill is better than their friends.

3.1.2 Problems of children studying in Thai school

- Problems with Thai students

Most of Burmese students have no problem with race. Thai students know and accept Burmese students because they play with each others and sometimes visit their houses on weekend. However, there is one group of Burmese children in Bang Nam Von school where Thai students ridicule Burmese students by calling them “Mon” children.

“They (Thai students) call us that Mon children. We have said nothing because we really Mon.”

Mon girl, 10 years old from Wat Bang Nam Von School

- Educational certification

Burmese students do not receive certificate as Thai students because of their nationality. They just know their score and grade but can not receive the school report book kept by teachers.

“The school did not give any transcript when I passed the class. It shows only score not give me school report book. In case of moving to this school, I did not know anything about my document because these two schools cooperated with each other.”

Mon boy, 13 years old from Sahakorn Nikhomkler School

3.2 An access to informal school and problems

3.2.1 An access to informal school

Type 1: The informal school operated by ethnic Mon community

There is one informal school operated and taught by Mon in the temple of Bangyaprak. Among the sampling group, there is one children studying in this school. This school was started on 2003 and its public relation was the posters in Mon language launched into many Burmese communities. There are about 60 children studying in this school. One boy accesses to this school because his mother applies for him.

“My mom saw the poster in Mon language which mentions about Mon school at Wat Bangyaprak. She took me to school; pay the tuition and school bus fee after that I go to school and arrive home by bus every day. For lunch, I always pack it to school and my mom gives me 10-15 Baht for pocket money. After lunch, there is ice cream and snack sold around the school. After school, we have time to play at school’s playground.”

Mon boy, 9 years old from Krokkraknai

Type 2: The informal school operated by NGOs

All Burmese children get access to this school operated by NGOs –Raks Thai in three areas; Sapan Pla, Krokkraknai and Pongtip market because it is free and no have uniform. Consequently, there are many children study at the schools. Others factors that persuade children to study are the location and studying time. The location is important for school access; each school is operated in area of Burmese community thus it is convenient for them to go to school The children can go to school whenever they like because there is no time regulation like formal school. Some children have to work thus they will attend school after finish working. They sometimes go to school in the morning and go to work in the evening. Sometimes, they work until late night and go to school in the afternoon. After school, the snack or milk is provided for every child.

In contrast, there is a few children study at Talad Kung operated by Christian foundation. The children have to wear uniform thus the parents will have more expense. The location of school is not convenient for studying because it is on the second floor of building where Burmese’s rent-room is. Consequently, it is too

small to be a class room. Now a day, there are about 10 children studying in this school.

3.2.2 Problem of access informal school

Type 1: The informal school operated by ethnic Mon community

A few of them accesses to this school because they should pay for tuition—300 baht per month and school bus—20 baht per day. Most of them go to school and back home by school bus because they live in other Burmese communities such as Krokkrak Nai where far from the school. Additionally, the children cannot work if they study here. As a result, most of parents do no encourage their children to study in this school.

Type 2: The informal school operated by NGOs

Although this kind of school is operated into four areas, some children could not access this kind of school. There are many children in some areas of Muang district who do not know about this school and some parents do not allow their children to go to school because it too far from their home.

4. Obstacles of School Access

Although some Burmese children get access to these kinds of school, they face some problems as follow.

4.1 The obstacles of access in formal School (Thai school).

Although Thai policy addressed that all children in Thai territory could get access to basic education in formal school, there is a few Burmese children study in schools because of some obstacles from Thai policy and practice as follow.

The obstacles from Thai policy

The policy addressed only the right of school access but did not mention a way of practice. Moreover, the subsidiary is not mentioned in the policy. As a result, it makes teachers confused and misunderstanding about accepting Burmese children into programs.

The obstacles in practice

1.) The obstacles from school

- Schools do not accept children who are non-Thai citizen and have no permanent status in the house registration documents (Ta Bian Ban).

A teacher from a large school said that “to accept children in school, the first thing to ask is the house registration document and birth certificate. If they don’t have these documents, I won’t accept them”. Actually, there is one non-Thai citizen; Laotian whose mother is Thai and has the house registration document studies in this school. This cause shows a misunderstanding of teacher about students’ acceptance.

- The schools do not have subsidiary for non-Thai citizen

The officer of Samut Sakhon Education Service Area Office said that “in 2004, there is a survey for collecting a number of non-Thai and non citizen students who study in school where are undertaken by this office”. The result is that there are a few non-Thai and non-citizen study in school because of teacher and subsidiary lacking.”

The teacher of Wat Bangnamvon School said that “for this school the subsidiary for Burmese students is shared by others”. All Burmese children not only have no tuition fee but also no lunch fee.

- Lacking of public relations

Burmese workers do not know about educational opportunities of their children because no one tells them about it. Consequently, most of the children could access education in schools because the parent’s employers ask for them or their houses are near the school. The officer of Samut Sakhon Education Service Area Office told that “the information about the education is not spread to a wide area, thus most Burmese workers do not know about it” Although, this policy about education was launched until 1992, few Burmese migrant students are studying in a higher level. It means in principle, this policy is not immediately practiced at this time.

2.) The obstacles from parents

- The parents do not know that their children get access to school and how to apply school for their children.

Some parents especially who live far from school do not know that their children get access to Thai school. They believe that the of children’s birth documents are important for apply the school. If the children have no birth certificate, they have no rights to study in Thai school. Some parents know that their children could access Thai school but they do not know how to apply for them. Moreover, some parents can not speak Thai, thus they can not communicate with Thai teachers.

"My mother and I do not know that I could access to Thai school."

Mon girl, 8 years old from Sapan Pla

"I have ever told my mom that I want to study but she doesn't know how to access it. If I could study, I'll go to school."

Mon boy, 10 years old from Mahachai Karmai

- The parents prefer their children to work more than study and they have not enough money to pay for their children's.

Although Burmese children get access to free Thai school, their parents should pay for stationery, pocket money uniform and travel (in case they cannot go to school on foot). Sometimes, they need to unload the fish or peel the shrimp head and their jobs are considered as supplementary to the parents' jobs. If the parents send their children to school, their income will be decreased because the children can not help their parent work anymore.

"I have ever told my mom that I want to study but she said no. Now a day, I still want to study and I don't know when I'll go to school. If my mom does not allow studying, I could not."

Mon girl, 12 years old from Sapan Pla

"I don't study, now because I help my mom work; sale groceries at home. I told my mom that I want to study but she said that I should work, could not study."

Mon girl, 12 years old from Sapan pla

"I want to study and already told to my mom. She said that I could study because I don't have birth certificate."

Mon boy, 9 years old from Sapan Pla

"I want to study in Thai school because I have never study there. I told my mom about that but she said that I could not because we have no money. Beer (Mon children who studying in Thai school) told me that we should pay but I don't know how much."

Mon boy, 9 years old from Krokkrak Nai

- The parents prefer their children to study in school with Mon course

The parents aim to go back to Myanmar in the future. To communicate with Burmese and living in Myanmar, they want their children to study Mon or Burmese school in Thailand.

“I want to study in Mon school because my mom told that I should study in Mon school. When I go back to Myanmar, I’ll know Burmese or Mon language. If I speak Thai in Myanmar, I’ll be arrested. My mom wants me to study here and go to Myanmar after knowing Burmese language.”

Mon girl, 9 years old from Krokkrak Nai

3.) The obstacles from the children

- The children do not want to study because they are lazy

“I have ever study in Raks Thai but now, I’m quite because I’m lazy. I prefer to play with my brother more than going to school. I always play hind and seek or ghost. I sometimes sleep and stay home.”

Mon boy, 6 years old from Krokkrak Nai

- The children prefer to study at informal schools more than at Thai school

Some children aim to work (same jobs as their parents) at the labor age and want to help their parents work thus; they are not prefer to study in Thai school. They can work and study in informal school (operated by NGOs) at the same time because there is no school regulation like Thai school.

“I want to study in Raks Thai because the teachers are very kind. I know the teachers in Thai school but the director is weird.”

Mon girl, 6 years old from Krokkrak Nai

“Studying at Raks Thai is different from Thai school because whenever I can go to Raks Thai. I can go to school after finish working.”

Mon girl, 14 years old from Krokkrak Nai

- The children are not fluent in Thai

Some children have been in Thailand for short time thus they are not fluent in Thai speaking. They may have problems with Thai students and teachers. In addition, although children have been in Thailand for long time, a few can read and write Thai.

“I want to study in Thai School but I could read Thai language”

Mon girl, 14 years old from Krokkrak Nai

“How can I study in Thai school? I am not fluent in speaking Thai”

Mon boy, 12 years old from Mahachai Villa

4.2 The obstacles of access to informal School

Type 1: The informal school operated by ethnic Mon community

Some parents are not pleased that they have to pay for tuition fee and school bus. As a result of this school is far from Burmese communities, most of them have to go to school and home by school bus. Some children are carsick and do not want to go to school anymore.

Type 2: The informal school operated by NGOs

These schools are operated in the area of Burmese communities but in some areas where separate from large Burmese communities such as Mahachai Villa and Mahachai Kamai, the children can not access this school. The public relation of and the number of schools cause obstacle's educational opportunities.

5. The Comparison on Expectation of Future Education and Career between Children Studying in Thai School and Other Schools

5.1 Educational expectation

Burmese children studying in Thai school hope to study at the higher level of their school (high school and M.3) and after that they would like to help their parent to work. There are two children who hope to continue their education to high school. The boy studying in P.6 hopes to continue his study in high school, thus he will move to another school next year. As a result of his current school is primary. Another one is the boy studying in P.2 at Wat Radrangsan School wants to continue

his education in the school near his home. However, some children do not know their expectation because they think that their parents will decide for them.

In contrast, the children studying in informal schools expect to study in Thai school because they do not know the Thai educational system (level). Some children are satisfied their education because they want to work in their nearly future.

“After my graduation here (P.6), I’m not sure that I could continue my education or not. If I could, I would like to continue my study until M.6 in Pan Tay Narasing School.”

Mon boy, 13 years old from Sahakorn Nikhomkler School

“I have no idea about my education in future because I would like to help my mom to work.”

Mon boy, 8 years old from Wat Sammakkee Satharam School

“I want to study until P.6 because I’ll be guard as same as my dad.”

Mon boy, 7 years old from Wat Ratrangsang School

5.2 Career expectation

Most of Burmese students studying in Thai school have the same career expectation that is the same job as their parents. In contrast, some children hope to do other jobs different from their parents such as teacher, policeman, soldier and doctor. They have no reason why they want to be a teacher, soldier or doctor. The children who do not studying in formal school have no idea about career expectation because they have to help their parents work. Although, Burmese children have their career expectation, they may not able to be because of their nationality.

“When I grow up, I would like to work with my mom (peel the shrimp head)”

Mon boy, 8 years old from Wat Sammakkee Satharam School

“After I finish M.3, I will help my mom unload the fish head”

Mon girl, 6 years old from Wat Sammakkee Satharam School

6. Proposed Solutions

Although Thai policy from the Ministry of Education states that all children can access basic education, few children have studied in school. The reasons are not only from Thai government policy but also practice including schools, the parents and the children. Some parents do not allow their children to study because the children should help their parent work. The money and wages are important for Burmese workers thus; most children become a child laborer at an early age. However, most of the Burmese children want to study in school because they want knowledge especially, Thai language; they realize an importance of learning Thai language and culture for peaceful living in Thailand. They do not know when they will back to Myanmar because it depends on their parents. Some of them do not have reasons why they want to study. They just feel that it is good for them if they have chance to study in a school building and have some rights as Thai children. Some want to be Thai and wish to permanently stay in Thailand, thus they need Thai education system.

Additionally, an education is important for all to improve and develop their skills, be mentality aware, a good attitude and behavior. As a result children will live peacefully in Thailand without social problems and be skilled labor in the future. Moreover, they will realize their basic rights that prevent them from taking advantage and abuse. Consequently, there are some suggestions to solve this problem as follows.

6.1 Proposed solution for policy maker

1. Policy in practice such as subsidiary is necessary for practical policy.

After declare educational policy for Burmese migrant children, the government official, undertaking this policy should announce to all parties involved particularly—teachers who are responsible for it. The teachers are the most important factor for educational access and success. However, a teachers' attitude towards Burmese migrant children is a very important factor not for their educational opportunities but also for their emotional and social development.

According to Ministry of Education's policy in 1992, it has never had a subsidy policy for Burmese migrant children. Practically, the inadequate subsidiary is one reason that the schools refuse to accept Burmese migrant children. There is a gap between policy and practice. Consequently, the government should create possible

policies which clearly mentions the way of practice—the budget and the quota of non-Thai student acceptance in each school.

6.2 Proposed solutions for government officials that related to education

1. Promote about educational opportunities to Burmese workers

Since the educational policy had launched in 1992, there has been no public relation about it. Burmese children and their parents have never known about this opportunity. Consequently, there are few Burmese migrant children studying in Thai school. Most of them believe that a Thai birth certificate is the only way to gain access to schools or they can access school because their parent's employers ask school directors for them or their houses are near the school. A few Burmese students study in high school level but most of them leave schools after one or two years.

Government officials that related to education should have public relations about educational opportunities for migrant children. They should promote this opportunities toward NGOs and Thai employers.

2. Cooperate with relevant sectors

2.1 Cooperate with NGOs that related to education

Some parents prefer their children to work and do not support them to study; the government official and NGOs working for education should cooperate and support the informal education or basic skill development center for peaceful living together with Thais. For example, now, Raks Thai foundation located near three Burmese communities operates knowledge skill development center or informal school for Burmese migrant children and most of them and their parents are satisfied it. This center is free of charge for them and they could attend this class whenever they want. Some of them need to help their parents work thus; they can attend it after finish working. Consequently, studying in school is inconvenient for them.

In addition, there is another school that is operated by Mon teachers in the temple but children have to pay tuition and a school bus fee every month therefore some children who work are unsatisfied with this school.

The government officials should support this kind of school because it is a good choice for migrant children who have to work and study at the same time. The

government officials should cooperate with NGOs to develop and adapt the course syllabus to be close to Thai system-- more systematic and qualitative.

2.2 Cooperate with Thai employers to announce the policy

The government official should cooperate with Thai employers to survey and collect the number of migrant children and their educational needs assessment. The Thai government will know the number of migrant children—both illegal and legal, control and organize them into suitable schools that nearby their house or their parent work. Some migrant workers are unable to communicate with Thais; it is difficult for them to apply for their children. Thai employers could help them in this process by negotiating with schools near their houses.

2.3 Make Thai people to understand educational opportunities for Burmese children

Some Thais are pessimistic with Burmese children and Burmese workers thus; this opportunity will make them unsatisfied and have some problems between Thai and Burmese. The government or related organization should make Thai people understand this opportunity that is not a pull factor of Burmese migration. The government should promote the benefit of education—if migrant children are educated, they will not cause social problems and live peacefully in Thai society. Moreover, Thailand will have benefit from them in the future if they become skilled labors.

6.3 Proposed solutions for school

1. **The teacher should be optimistic with Burmese children**

The teacher is the most important factor in teaching children, she or he should care for and educate them the same as Thai students. Some Burmese children are frightened by pessimistic the teachers because they think that the teachers will hit and blame them. Actually, the teachers' kindness and benevolence will make children more optimistic with Thailand and Thais. They will be the good and stay together with Thais without any problem. Consequently, teachers should understand the reasons why migrant children have to be educated in formal school.

2. The teacher should make Thai students understand why Burmese children study with them

In the future, the number of Burmese students will be increased because Samut Sakhon Educational Service Area Office launched an educational strategic policy and it will be practiced in next year. Although currently, there are a few problems between Thai and Burmese students, it is important to explain why Burmese children study in the same school with them. To make Thai children understand about migrant children, the migration and needs of migrant workers in Thailand should be in Thai course syllabus.

3. The Burmese children should study nearby their houses

Each school should have a quota for Burmese children in order to study nearby their houses. Now a day, some schools that are near their houses do not accept them for study. They prefer to study in schools that they can go by walking. Their parents do not have to worry about the children's travel to school.

6.4 Proposed solutions for NGOs

1. NGOs and Thai government should promote the importance of education

Migrant workers have not realized the importance of education because they would like their children to work with them. Although Burmese migrant children could access basic education, they work for fish processing factories, the same as their parents. They can not use the knowledge from school for their occupation because they have no choice of work. In contrast, if they go to Burma and continue their education, the school will not accredit them. To them, education is less important than working. Their parents want their children to work because their parent's wages will be increased. NGOs have more influence on Burmese migrant workers than government officials because the NGOs' volunteers are Burmese and the migrants trust in them. Moreover, some migrants could not understand Thai, Burmese volunteers can communicate with them about the importance of education. NGOs should explain that the children who are below than labor age—15 years old should have education which can improve children's skill and opinion.

2. The informal schools operated by NGOs should expand to more areas of Burmese communities

Some Burmese children could not access to informal schools because the schools are far from their home. Their parents do not allow the children to study in school where far from their house because their children will be not safety while traveling to school by themselves. Consequently, NGOs should have school bus for their safety and convenience. Moreover, the informal schools should be separated into wider areas of Burmese communities. For area extension, the budget is the most importance thus; NGOs should cooperate with Thai employers for school operation in factory area or nearby the factories where many migrants work. The children will study close to their parent's work therefore; they will be safe and convenient.

Conclusion, there are two kinds of school that operated for Burmese migrant children; formal and informal school that is divided into two types. The children have different opportunities of access to each school because of many reasons; the school, their parents and themselves. The most important reason to access formal school is the school practices. Local school are still confused about the policy thus, the teachers do not accept them to school. To study in informal school operated by Mon, their parents' economic is the most important because it is not free education. All children have opportunities to access formal school operated by NGOs and most of them prefer this kind of school because it is free and they can help their parents work.

The formal education is influent on their educational expectation; the children studying in formal school have their educational expectation until P.6, M.3 or M.6. In contrast, the children studying in informal schools do not understand about educational level thus, their expectation is access to formal school. Additionally, Most of sampling group has the same career expectation which is like their parents' but three children studying in Thai school would like to be teacher, doctor and soldier that are different career expectation from others because of they study in formal school. However, studying in formal school has a few influences on their career expectations.