

日・タイ合同セミナー

1. 期間：2022年8月25日(木)～8月31日(火)
2. 会場：タイ チェンマイ県フアング地区レイサム学校
<RaiSom school : Fang District, Chiangmai, Thailand>
<website : <https://www.en.raisonschool.com/>>
3. 事業名：日・タイ合同セミナー
テーマ：ミャンマーからの避難民とともに国際社会を考えるセミナー





the location of the library

RaiSom School is located at 277/1 Village number 10, MaeKha Subdistrict, Fang District Chiangmai, Thailand Tel. +6698-749-5277 E:Mail : Info@raisomschool.com website : <https://www.en.raisomschool.com/>

Map of the RaiSom school

แผนที่ศูนย์การเรียนรู้ไร่ส้มวิทยา มูลนิธิกระจกเงา

1	โรงพยาบาลส่งเสริมสุขภาพตำบลแม่ข้า
2	โรงเรียนบ้านแม่ข้า
3	ร้านสะดวกซื้อ 7 - 11
4	สำนักงานเทศบาลตำบลบ้านแม่ข้า
5	ตู้ ATM ธนาคารกรุงไทย
6	ปั๊มน้ำมัน ESSO
7	สะพานข้ามคลองหลายฝาง
8	วัดหลายฝาง
9	ตลาดชุมชนบ้านหลายฝาง
10	สวนส้ม
11	ฌาปนกิจสถานบ้านหลายฝาง
12	สนามแข่งรถบ้านหลายฝาง
13	หนองก้านมัน
14	ศูนย์การเรียนรู้ไร่ส้มวิทยา

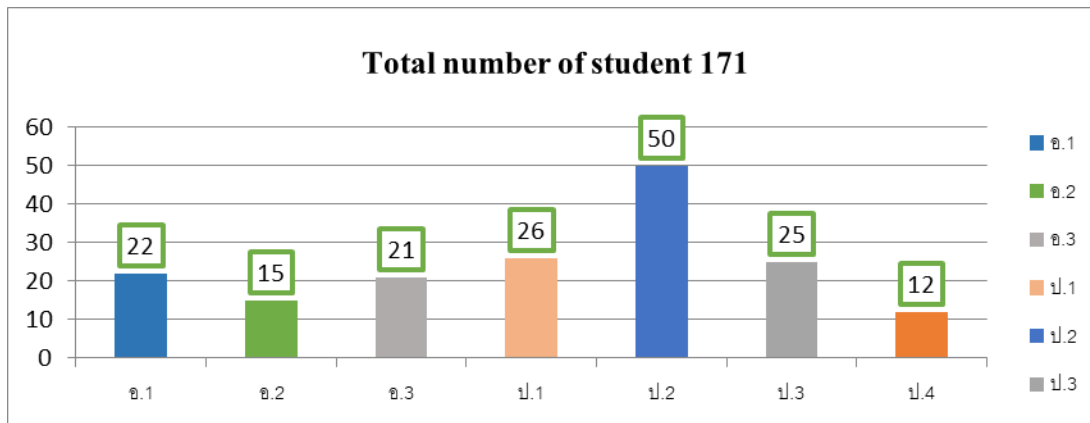
☎ ศูนย์การเรียนรู้ไร่ส้มวิทยา มูลนิธิกระจกเงา
 สอบถามรายละเอียดเพิ่มเติม โทร.093 - 140 - 6810 (ครูสายลม) หรือ โทร.085 - 324 - 9908 (ครูดาว)

ประวัติศูนย์การเรียนรู้ไร้สัญชาติ โดยสังเขป

Why is RaiSom School important for stateless children in Fang District?

In Fang district, Chiang Mai province, one of the border towns between Thailand and Burma, migrant families live in poor conditions. Most of migrant workers have to work long hours as seasonal agricultural workers. Subsequently, these migrant workers' children tend to be disadvantaged and are at higher risk of exploitation, abuse and lacking of education opportunities. In response to these problems, RaiSom School was established in 2018. RaiSom School aims to reduce these vulnerabilities and provide better opportunities for these children.

At this semester, there are 171 students. Despite the financial constraints, the RaiSom school manages to host three level of kindergarten classes and four level of Primary classes as displayed in these attached charts.



Level	Number of Student
Kindergarten Level 1	22
kindergarten Level 2	15
kindergarten Level 3	21
Subtotal	58
Primary grade 1	26

Primary grade 2	50
Primary grade 3	25
Primary grade 4	12
Subtotal	113
Total	171

The future of the school has had a promising start, and with the help of the local community, volunteers, friends and staff, we believe it has a bright future - one which will hopefully become a model to be extended across the region.

the literacy rate

According to UNESCO Burma - Myanmar it has an adult literacy rate of 75.55% in year 2016. While In 2018, adult literacy rate for Thailand was 93.8 % and literacy rate for Japan was 99.00%. Since most of stateless students in RaiSom school come from Myanmar, we can observe that their abilities to read and write are very limited. Therefore, a library or other kinds of facility that can help these students to learn are in need.

whether the villagers know what a library

The United Nations High Commissioner for Refugees (UNHCR) reports that Thailand has almost half a million stateless people. Due to a lack of document identity, stateless people living in the northern parts of Thailand have been barred from basic services for generations. Each year, they move to different places, searching for work opportunities, often illegally, which exposes them to legal violations. Most of stateless' children are lacking of opportunity for access to education, health services, and vocational training. Therefore, providing a library as a facility for learning is essential for the future of these children and the stateless communities in Fang District.

the geographic characteristics

Fang district, Chiangmai province is about 832 km from Bangkok. It is surrounded by the mountain ranges of the Thai highland areas, where it is home to various groups of hilltribe ethnic people. From Chiang Mai, it is 152 km away and it takes about 3 hours to get to Fang district by local bus.

Before 1996, Fang district hosted seasonal migrant workers for its expanding orange plantations. However, from 1996 to 2002 it has received a large influx of Shans from Myanmar who fled from persecution in Myanmar.

According to a Shan Human Rights Foundation, a report in 2003 showed that there were many Shans ranged from 8,000 to 15,000 who had to run away from their hometown crossing border to Thailand. It was estimated that over 150,000 Shan refugees have reached Thailand from 1996 to 2002, of which 60 percent of them headed to Fang located close to the Thai-Burma border.

Most refugees came from 12 townships where the Burmese military regime was said to have committed human rights violations and carried out forced resettlement of civilians.

There are thousands of migrant workers at Fang district, the northern province of Chiang Mai. Their main employers are the orange orchard plantations. Workers are mainly from the Tai Yai (Shan) ethnic group, from Shan state in Myanmar. Some families are fleeing from fighting in that region, which has continued on and off for decades, but most are economic migrants looking for a better life.

Parents and children who come across the border, legally or illegally. However, the children of these families who were born in Thailand are stateless - they cannot get Thai citizenship because their families have no documentation which would support their application. These children also have no legal right to go to Myanmar as they are not citizens of that

country either. Therefore, from the moment of birth, these children are destined for a life in limbo - stateless, limited rights, restricted opportunities, and at high risk of exploitation.

Notwithstanding the hardships faced by these families, most prefer to stay in Thailand rather than return to Myanmar because of the better standard of life (this is relative to their previous life in Myanmar, which was not only poor but also unsafe due to conflict).

From an education standpoint, we need to come up with various ways as much as possible to support these children for a better education. Providing a library is a good example of support that can help them prepare for better tomorrow.

The situation

Why are we building our own school for stateless children?

The simple answer is that we think we can provide an education which fits with the lives and lifestyles of the students and their families. Let's explain the situation so that you can understand the background story.



Across the country of Thailand, there are thousands of migrant workers employed in many industries - from working on fishing boats to factory work. In the northern province of Chiang Mai, in Fang district, the main employers are the orange orchard plantations. Workers are mainly from the Tai Yai (Shan) ethnic group, from Shan state in Myanmar. Some families are fleeing from fighting in that region, which has continued on and off for decades, but most are economic

migrants looking for a better life.

Parents and children who come across the border, legally or illegally, may have Myanmar citizenship. However, the children of these families who were born in Thailand are stateless - they cannot get Thai citizenship because their families have no documentation which would support their application, and until or unless Thai law changes they have no chance of getting citizenship in the future. These children also have no legal right to go to Myanmar as they are not citizens of that country either. Therefore, from the moment of birth, these children are destined for a life in limbo - stateless, limited rights, restricted opportunities, and at high risk of exploitation.

Notwithstanding the hardships faced by these families, most prefer to stay in Thailand rather than return to Myanmar because of the better standard of life (this is relative to their previous life in Myanmar, which was not only poor but also unsafe due to conflict).

From an education standpoint, the children are officially able to register in government schools but there are a number of obstacles which make this option difficult and often impossible.

The problems

What issues face stateless children who wish to go to school?

Although stateless children have had legal access to education since mid-2005, there are a number of obstacles to achieving this right. If and when children are finally able to attend school, they endure further hurdles which, when combined with pressure from home to help supplement the family income, results in almost all stateless students leaving education by the



age of 12 years - at the end of primary education.

Somewhere in the region of 90% of migrant workers' children were born in Thailand, negating the possibility of returning to Myanmar as citizens and condemning them to a life of statelessness in Thailand.

To get even a basic education is difficult when parents are moving from job to job, but the Thai education system seems more intent on assimilation rather than education for this group of people. There is also a

lack of information of their right to education. In short, most migrant families aren't aware that their children are allowed to study at all.

Many schools are worried that registering a stateless child will have detrimental effects on the school, and may get the staff into trouble. Staff believe that registering a stateless person shows they have been accepted by a Thai school and may be used as a way of applying for citizenship, which could put them in the spotlight further down the line.

Those that do enter the system struggle because they must have a command of Thai language - no classes are taught in their ethnic dialect - and the curriculum is largely irrelevant to the daily lives of the students. Admission is only possible at the beginning of a term, which impacts on families which move during term time. Students are often also placed in lower grades, rather than the one appropriate to their age, which has an impact on development due to the differences in physical and emotional development.

Many children who wish to go to school are unable to do so because they must care for younger siblings. The state system will not allow them to bring their younger brother or sister to school as well, causing them to miss out some days or altogether.

The standard curriculum taught is targeted to finish at the end of secondary education. The problem with this is two-fold. Firstly, of the stateless children who do manage to attend, most have left school by the age of 12, at the end of primary education. The pressure to earn money to add to the family income is strong, either from the parents or the children themselves.

Secondly, the subjects taught generally have little to do with real life. The children are not taught their mother tongue, which reduces their ability to return to Myanmar (if possible or desired) and negatively impacts on the retention of their cultures and traditions. There are no skills taught which will be of practical value when they leave school.

These problems combine to make the ability to access education for stateless children a difficult process, which turns out to be a fairly redundant exercise.

The solution

What can we do to resolve the issues?

The first thing is to be flexible in the approach to registration, attendance and teaching. If we can adapt our methods to more closely fit the lives of the children, it will be easier to access education, attend regularly, and actually benefit from the curriculum. We hope that even if the current leaving age of a stateless child remains no higher than 12 years, at least they will have skill sets and knowledge which will help provide the opportunity of a better future for themselves and their family.



Flexibility comes in a number of

ways.

We remove the requirement of starting school only at the beginning of term. This ensures that a child can learn as soon as they are ready to join the class, rather than losing months of potential learning.

Children with younger siblings can bring them to school as well. Not only will the student be able to attend school more regularly and continue to care for their younger brother or sister, it also means the younger one will have early access to education and social development.

The curriculum has been designed to fit with the lives of the local community, teaching local language as well as Thai and English. Subjects which give practical skill sets are intertwined with standard topics such as maths.