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## 論 文 内 容 の 要 旨

Thailand's economic growth has led to the influx of migrant workers from neighboring countries, particularly Myanmar. At present, the exact number of migrant workers in Thailand is not known, but it is estimated that there are about two million. Not only the migrant workers, themselves, but their children also enter Thailand. It is estimated that there are more than 200,000 migrant children and the number has been increasing due to new births. Migrant children in Thailand face many problems, especially difficulty in accessing basic human rights such as education and healthcare.

In Thailand, there are already policies in place that provide educational opportunity for migrant children (with or without proof of civil registration ). They can enroll in public schools and have the same rights regarding access to education as do Thai children. This is a highly advanced policy. However, there are still problems with the policies' implementation. That is to say most migrant children cannot enroll in school because of factors having to do with family, community, the children themselves, policies, and schools.

The author chose Samut Sakhon Province as a field area to study the patterns of education provided. The study found that there are three patterns of education that are provided in Samut Sakhon Province. The first is formal education by public schools, which has advantages in the realm of budget and continuity in provision of education. However, school education cannot respond to all of the needs of migrant children, in particular, the teaching

of their native language, which is important due to the fact that they do not have permanent living status and may end up having to return to their home countries at some point. The second pattern, Non-formal education by the Mon community, is able to respond to needs regarding language study, but has problems in administration and with a lack of official recognition. Lastly, non-formal education by NGOs is equipped to prepare migrant children to adapt to Thai society but has problems regarding the quality of education provided.

Among the three patterns of educational provision, formal education seems to have the most potential due to the fact that there is support from the MOE in the form of policy and funding. However, although this policy has been in effect for more than four years, there are still few migrant children who are able to enroll in public schools. The author also studied the problems that occur in schools in order to clarify what difficulties the schools face in provision of education for migrant children. The study found that the schools have problems regarding a lack of clarity in the system for accepting migrant children, limited resources, and the language barrier.

A local NGO has attempted to engage in collaboration with schools in order to help solve problems and support a larger number of children's having access to education. The author studied factors that influence effectiveness and ineffectiveness in collaborations between the two partners. Three case studies of collaborations between A NGO and A School, B School and C School, respectively, were conducted. The factors that affected the success or failure of the collaboration were categorized as personal, interpersonal, organizational, operational and outside factors. The main personal factor that contributed to the effectiveness of the collaboration between A NGO and A School was the school administration's positive attitude towards education for migrant children. Interpersonal factors included communication and a shared vision between partners which helped make collaboration successful. Moreover, A School received administrative support from their higher authority (The Educational Service Area) which supported them when they faced problems. As for the operational factors, it was found that there was no written agreement with regards to the collaboration in any of the three cases.

In conclusion, due to the fact that each stakeholder suffers from particular limitations, there should be collaboration among organizations in order to solve migrant children's education problems. A positive attitude towards this issue, communication, administrative support, and agreement on a specific goal among stakeholders will help future collaboration become more effective.

## 論 文 審 査 の 結 果 の 要 旨

本論文は、タイにおける合法あるいは非合法の移民の子どもへの教育に関する調査と考察を行った論文である。子どもの権利条約などの国際的な潮流に従い、移民の子どもはタイ人と同等の教育を受ける権利を保障され、公立学校に通うことが可能である。しかし、現実には、種々の困難が

認められる。本論文の目的は、移民の子どもに提供されている教育の実態とその問題点を明らかにし、教育の利害関係組織の間の有機的な協働を可能にする要因を探究することにある。

バンコク近郊の公立小学校を中心に、移民が児童の大半を占める、タイ人と移民が半分ずつ、タイ人が大半を占める学校において、質的及び量的調査を行った。その結果、学校においては、言語的な障壁や人材の乏しさにより、移民の子どもを受け入れて十分な教育を提供できるシステムが欠如していることが明らかとなった。一方、協働に関しては、地域のNPOが多くの移民の子どもたちが教育にアクセスできるように精力的に活動していた。協働が成功するあるいは失敗する要因としては、個人、個人同士、組織内、組織の運用上、組織外の要因に分類された。本研究において、個々の組織は各々が制度上の限界性をもっているために、組織が協力して移民の子どもの教育に関与することの重要性が示唆された。とくに、日常的なコミュニケーション、管理上の支援、個別の目標に沿った合意が重要である。

本論文は、タイ国内の移民の教育に関して学校現場からの視座で、利害関係組間の協働のあり方に鋭く切り込み、法的な保護だけでなく、実践上の日常的な支援の重要性を明らかにすることにより、多文化教育に関する実践的研究に大きな貢献を果たした。本研究の独自性は国際的にも高く評価され、博士号授与にふさわしいと判断された。