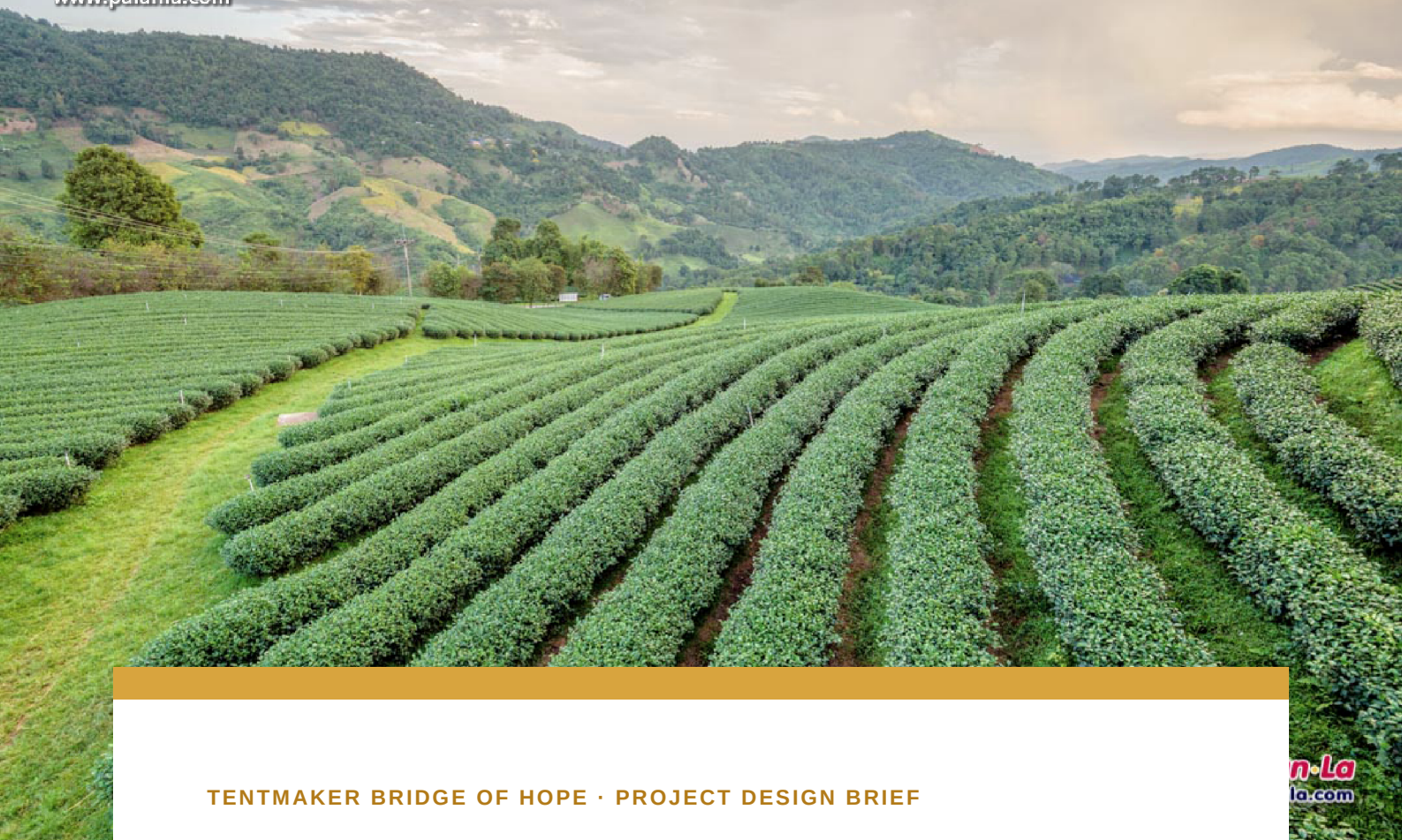




TENTMAKER BRIDGE OF HOPE • PROJECT DESIGN BRIEF

Chiang Rai Youth Pathways Project

A locally led pilot connecting Chinese-speaking youth with career direction, scholarships, education pathways and trusted Christian professionals.

Status: concept and due-diligence stage • No partners contacted or confirmed • Founder approval required before outreach

Proposed pilot: 12 months • 40-60 youth • Mae Fah Luang / Mae Sai focus

The decision is to begin with listening, not promises

The project should start as a 12-month pilot that helps Chinese-speaking young people in Chiang Rai make informed, safe transitions from school into vocational training, university or work. The first 90 days are for local listening, safeguarding and partner verification; scholarships and mentoring begin only after those foundations are in place.

40-60

pilot participants

A planning target, not a current enrollment.

3

connected pathways

Career guidance, education finance and professional exposure.

12

months to learn

Enough time to follow decisions into real transitions.

WHAT THE PILOT IS DESIGNED TO CHANGE

Listen

Youth define barriers and goals

Map

Each student receives a pathway plan

Equip

Skills, mentors and applications

Open doors

Awards, visits and referrals

Stay

Follow through the transition

Core proposition. The gap is not a lack of ability. It is often the absence of trusted information, professional networks, application support and modest financial help at the exact moment a young person must choose a direction.

FOUNDER APPROVALS NEEDED BEFORE LAUNCH

- ☐ Approve the first five exploratory contacts and the language of approach.
- ☐ Approve a child-safeguarding policy, named safeguarding lead and partner-screening checklist.
- ☐ Approve the pilot geography, age band, cohort size and budget ceiling after local discovery.
- ☐ Approve scholarship rules before any public appeal or promise to a student.

Evidence base. Thailand's 2025 human-capital review identifies limited career guidance, weak school-to-work alignment and higher risk of being outside education, employment or training among ethnic-minority youth.[1] Local research also documents resource constraints in remote Chinese-language schools.[2]

The community is rooted in Chiang Rai, but not one uniform group

“Chinese-Thai youth” is a useful starting description, not a final eligibility label. Northern Thailand’s Yunnanese Chinese communities grew through several migration waves and now combine Thai citizenship, local highland life, Chinese-language schooling and varied religious and cultural identities.[2][3]

INITIAL GEOGRAPHIC LENS

- **Mae Salong / Santikhiri:** a well-known Yunnanese Chinese settlement in Mae Fah Luang District, with tea, tourism and Chinese-language education central to community life.
- **Ban Hin Taek / Therd Thai:** another important Yunnanese settlement and school catchment.
- **Mae Sai:** a border economy with Chinese-language institutions and wider ethnic diversity.
- **Chiang Rai city and Mae Chan:** likely transition points for tertiary study, services and partner organizations.

IDENTITY MUST BE SELF-DEFINED

- Do not assume every Chinese-speaking student is Yunnanese, stateless, poor, Christian or seeking overseas study.
- Do not merge Yunnanese Chinese youth with Akha, Lahu, Hmong, Shan, migrant or other communities, although lives and schools may overlap.
- Ask how young people describe language, family history, citizenship, faith and belonging - and allow “prefer not to say.”
- Use Thai and Chinese where requested; add other local-language support through partners rather than improvising.

Reach youth as neighbors with strengths and ambitions, not as a problem to be solved.

WHAT IS KNOWN - AND WHAT IS NOT

Research indicates a substantial Yunnanese Chinese presence across northern Thailand and a network of Chinese schools in Chiang Rai.[2][3] Yet there is no verified, current count of youth who fit this project’s intended population, no confirmed needs assessment, and no evidence that one village represents the province. The first deliverable must therefore be a locally validated community map, not a fundraising claim.

Language for public use. Prefer “Chinese-speaking and other underserved youth in Chiang Rai, beginning with communities around Mae Salong, Therd Thai and Mae Sai.” Refine that wording with local educators and youth.

The need concentrates at the transition from school to opportunity

The proposed intervention targets the “pathway gap”: young people may attend school yet still lack the guidance, documents, money, language confidence and professional connections required to turn education into a viable next step.

DISTANCE AND COST

Mountain travel, transport, accommodation, application fees, uniforms, devices and lost family income can make an otherwise affordable route unreachable. These costs must be measured locally rather than assumed.

LANGUAGE AND INFORMATION

Students may navigate Thai, Chinese varieties, English and another home language. National evidence links non-Thai home-language use with higher rates of being outside education, employment or training.[1]

CITIZENSHIP AND DOCUMENTS

Most Yunnanese descendants may be Thai citizens, but individual documentation status must never be assumed. Stateless and migrant youth face distinct barriers to education, travel, social protection and formal work.[4][5]

NETWORKS AND CONFIDENCE

Remote students may have little direct access to professionals who can explain careers, review applications or model a path. National analysis identifies limited career guidance and insufficient private-sector engagement.[1]

UNSAFE ALTERNATIVES

Economic pressure and weak support systems can increase vulnerability to exploitative work and trafficking. Prevention models in northern Thailand combine continued schooling, family support, mentorship and safety education.[6]

IDENTITY AND BELONGING

Young people may negotiate multiple identities and stereotypes. A Chiang Rai study of ethnic-minority high-school students found substantial recent experiences of ethnicity- or status-linked stigma; its sample was mostly Akha and Lahu, so it is relevant context, not proof about Yunnanese youth.[7]

Do not dramatize vulnerability. Never claim that all youth are poor, stateless or at risk of trafficking. Screen individual needs, protect privacy, and publish aggregate stories only with informed consent.

A trusted adult and a usable plan can unlock the next step

THEORY OF CHANGE

If local schools and community leaders help identify interested youth; if trained mentors help each student understand strengths, options and constraints; if practical application and financial barriers are addressed; and if the program follows through the first transition, then more young people can choose realistic, safer education and career pathways.

Inputs	Activities	Outputs	Outcomes	Impact
Local trust, volunteers, funds, safeguarding	Counseling, workshops, applications, visits	Plans, mentors, applications, awards	Better decisions, enrollment, retention	Youth flourishing and serving community

DESIGN PRINCIPLES

- **Locally invited:** no program without a school/community co-host.
- **Youth-led:** choices begin with the young person's goals.
- **Family-aware:** include caregivers when safe and appropriate.
- **Pathway-neutral:** university, vocational study, entrepreneurship and decent work are all legitimate outcomes.
- **Dignity-first:** avoid deficit labels and savior narratives.
- **Faith-motivated, service-open:** Christian volunteers serve without coercion or conditioning support on belief.
- **Safe by design:** no private, unmonitored access to minors.
- **Evidence-seeking:** learn before scaling.

North-star outcome. Within 12 months, each participating youth should be able to name a realistic next step, the requirements and costs, the people who can help, and the safeguards needed to pursue it.

WHAT THIS PROJECT IS NOT

It is not a promise of overseas admission, a scholarship giveaway, a short-term mission trip, a replacement for licensed mental-health or legal services, or a recruitment channel for any school or church. It is a bridge from aspiration to informed action.

Three connected tracks form one student pathway

01

CAREER NAVIGATION

Interest and strengths exploration; exposure to occupations; vocational versus university comparison; skills-gap plan; CV and interview practice; family conversation; safe-work and digital-safety guidance.

02

EDUCATION ACCESS

Thai and overseas pathway mapping; eligibility and document check; scholarship search; application calendar; essays and interviews; budgeting; award administration; transition follow-up.

03

PROFESSIONAL EXPOSURE

Small-group mentoring; career talks; virtual workplace visits; project challenges; job shadowing only where lawful and safe; alumni network; local enterprise and service-learning options.

A SUGGESTED 10-SESSION YOUTH JOURNEY

Stage	Student work	Concrete output
1. Welcome	Consent, expectations, baseline	Participation agreement
2. My story	Strengths, values, interests	Personal profile
3. Possibilities	Explore 3-5 occupations	Career shortlist
4. Reality check	Entry routes, pay, location, risks	Comparison sheet
5. Education map	Thai, vocational, overseas options	Pathway map
6. Money map	Total cost and aid sources	Funding plan
7. Readiness	Language, digital and study gaps	90-day skills plan
8. Application lab	Documents, CV, essay, interview	Application pack
9. Mentor review	Challenge assumptions and revise	Signed action plan
10. Transition	Safety, logistics and support	First-100-days plan

Delivery should mix in-person school sessions with monitored virtual mentoring. Sessions require local-language interpretation where needed and should fit the Thai school calendar.

Career counseling must end in a decision, not inspiration alone

MINIMUM COUNSELING STANDARD

Intake	Age, school level, language preference, documentation constraints, location, family responsibilities, accessibility needs, interests and immediate risks. Collect only what is necessary.
Assessment	Use conversation, short interest exercises and evidence of strengths. Do not use a single test to label ability or determine a career.
Options	Compare at least three routes, including one local/Thai route and one lower-cost alternative. Show prerequisites, total cost, duration, language demands and likely work settings.
Plan	Translate the chosen route into 30-, 90- and 365-day actions with one accountable adult and one backup route.
Follow-up	Monthly check-ins during application season and at 30/60/100 days after transition.

CAREER CLUSTERS WORTH TESTING LOCALLY

- **Tourism and hospitality:** multilingual guest services, food and beverage, eco-tourism, guiding and digital marketing.
- **Agriculture and food systems:** tea quality, processing, agritech, logistics, packaging and export readiness.
- **Education and language:** Thai/Chinese/English teaching, translation and learning support.
- **Health and community services:** nursing, allied health, public health and social work, subject to qualifications.
- **Digital and business:** bookkeeping, e-commerce, design, IT support, sales and entrepreneurship.
- **Skilled trades:** electrical, automotive, culinary, construction and other technical routes linked to accredited training.

Validation task. Ask local employers and alumni which roles actually hire, what entry credentials they trust, expected starting conditions and whether transport or relocation is required. Publish no salary promise without current local evidence.

MENTOR MATCH

Match on career interest, language, schedule and youth preference - not ethnicity alone. Use a six-month cycle, a structured agenda, group or supervised sessions, a monitored platform and a second adult or school contact in the loop.

Scholarships should remove barriers without creating new ones

RECOMMENDED AWARD TYPES

ACCESS MICROGRANTS

Application fees, document translation, tests, transport, internet or essential equipment. Fast, capped and evidence-based.

BRIDGE AWARDS

Short courses, language preparation or prerequisite study linked to a written pathway.

STUDY SCHOLARSHIPS

Vocational or university tuition and essential living support, preferably co-funded with an existing institution.

EMERGENCY RETENTION FUND

Small, time-limited support to prevent a verified short-term crisis from ending a student's education.

FAIR SELECTION AND STEWARDSHIP

1. Publish eligibility, covered costs, exclusions, timeline and appeal route in accessible languages.
2. Use a scoring rubric: readiness and fit 30%; financial barrier 30%; feasible plan 25%; contribution/initiative 15%. Do not score religious participation.
3. Use a three-person review panel; disclose conflicts; record reasons; include a local educator and, where possible, a youth/community voice.
4. Verify admission, identity/travel requirements and total cost before award. Pay institutions or verified vendors directly where feasible.
5. Sign a simple award agreement covering attendance, check-ins, changes, privacy and return of unused funds - never debt, forced service or religious conditions.
6. Review termly; support recovery before stopping an award. Keep an appeal and hardship process.

No scholarship promise during discovery. Public language should say “help youth identify and pursue scholarship opportunities.” Direct Tentmaker awards begin only after funds, criteria, controls and local supervision are approved.

INFORMATION EVERY PATHWAY SHEET MUST SHOW

Provider and accreditation · course and language · admission criteria · documentation/citizenship rules · tuition · living and travel costs · aid terms · work/internship rules · safeguarding/support · refund/withdrawal policy · application deadline · source date · named verifier.

Overseas study must be evaluated as carefully as it is promoted

An overseas route can widen opportunity, but distance, legal status, language, cost, recruitment incentives and student welfare can also magnify risk. It should be one route on the pathway map, not the project's headline promise.

TAIWAN OCAC 3+4 ROUTE - VERIFIED ELEMENTS FOR 2026

- The 2026 Overseas Community Affairs Council (OCAC) program combined three years of vocational high school with four years of technical university study.[8]
- For northern Thailand applicants, the 2026 process required documents proving Chinese identity; Thai-passport holders had Thai citizenship verified for visa and arrival procedures.[8]
- The 2026 application period ran 1 December 2025 to 31 January 2026, with Chinese proficiency evidence and certified academic documents required.[8]

Tuition, stipends, internship conditions, participating schools and the next cycle must be re-verified from the current official brochure. Do not recycle 2026 dates or benefits into a later recruitment message.

DUE-DILIGENCE QUESTIONS FOR EVERY OVERSEAS ROUTE

- | | |
|--|---|
| ☐ Who is the legal recruiter and who pays them? | ☐ Where will the student live, and who safeguards them? |
| ☐ Is the school accredited and is the qualification recognized? | ☐ What language level is required in practice? |
| ☐ What is truly covered, for how long, and in writing? | ☐ Can the student change course or leave without punitive debt? |
| ☐ What are the work/internship hours, pay and complaint rights? | ☐ What happens if the student fails, becomes ill or loses funding? |
| ☐ Who controls passports and immigration documents? | ☐ Who supports family communication and return planning? |

Specific caution. Founder research notes identify a 2024 investigation raising questions about some private-school recruitment practices connected with the 3+4 pathway. That concern must be independently reviewed before any referral. Tzu Chi is also reported to offer fully funded overseas study to outstanding Chiang Rai Chinese-school students, but the current application channel and terms remain unverified.

DECISION RULE

Recommend an overseas route only when the student and family understand a written total-cost and risk comparison, legal eligibility is verified, a trusted receiving contact exists, and a viable Thai alternative has also been considered.

Safeguarding comes before access to youth

Mentoring creates trust and private knowledge. That is precisely why volunteers need firm boundaries. Good intentions never substitute for systems.

BEFORE ANYONE SERVES

- Identity verification, references and appropriate criminal-record checks.
- Signed code of conduct and child-protection training.
- Role description, supervisor and limits of competence.
- Conflict-of-interest and gift disclosure.
- Agreement to monitored channels and recordkeeping.

DURING EVERY INTERACTION

- Parent/guardian consent and youth assent for minors.
- No isolated one-to-one meeting in a private setting.
- No disappearing-message apps or personal secret chats.
- No transport, overnight stay, photography or gift without protocol.
- Clear complaint route in a language the youth understands.

MINIMUM RESPONSE SYSTEM

Concern disclosed	Ensure immediate safety	Record facts, not theories	Notify safeguarding lead	Refer under local protocol
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Appoint a Thailand-based safeguarding lead and backup; map statutory and specialist referral options; define emergency thresholds; protect records; prohibit retaliation; and review every incident. Volunteers must not investigate allegations themselves.

Privacy rule. Collect the minimum data, separate scholarship financial records from mentoring notes, limit access by role, set retention/deletion periods and never publish a youth's image, school, story or status without specific informed consent.

This design reflects established child-protection practices: safer recruitment, codes of conduct, reporting mechanisms, confidentiality, accessible child-friendly information and partner requirements.[9][10] Final policy should be reviewed by qualified Thai counsel or a recognized local child-protection partner.

The first partners should open doors and challenge assumptions

Every organization below is an **unverified lead**. None has been contacted, endorsed the project or agreed to partner. The first conversation is for listening and fit assessment, not a proposal announcement.

Priority lead	Why it matters	First ask
1. Chiang Rai Chinese Schools Teachers Association	Potential province-wide gateway; reported to convene Chinese schools and joint events.	Listening meeting; school map; youth needs; permission for school interviews.
2. Xavier Learning Community / Saengtham College Xavier Campus	Faith-based tertiary institution serving ethnic-minority youth; residential, holistic model with external volunteers.[11][12]	Learn from its model; explore referral, mentor training or shared workshop.
3. The Freedom Story	Northern Thailand prevention organization using scholarships, mentorship, family support and education.[6]	Safeguarding consultation; avoid duplication; explore referral or training.
4. Maesai Baptist Church	Chinese/Thai worship presence is visible through active 2026 livestreams; local youth role is not verified.[13]	After due diligence, ask about community needs and appropriate local introductions.
5. Taiwan / Tzu Chi channels	Potential education routes, but eligibility, funding, recruitment and welfare terms need current verification.[8]	Request official current documents and named accountable contacts.

PARTNER FIT SCORECARD

Community trust	Youth participation	Safeguarding	Legal standing	Financial controls	Language capacity
No coercion	Referral network	Data protection			

Church due diligence. One advocacy source makes serious historical allegations related to the Maesai Baptist Church's boarding-school and village work. The claims are contested/unverified in this brief. Do not engage children through this lead until independent checks examine current leadership, safeguarding policy, complaint history, references and any official findings. No verified Chinese-Thai congregation in Mae Salong itself has yet been identified; that is a research gap, not proof none exists.

The school network is the most practical first gateway

CONTACT SHEET - VERIFY BEFORE USE

Lead	Working contact	Verification note
Teachers Association	President reported as 王紹章 (Wang Shaozhang)	Role and preferred contact route unverified
Xinghua School, Mae Salong	xinghua_1966@hotmail.com	Reported first Chinese school in northern Thailand; contact from older materials
Datong School, Ban Hin Taek	+66 86 002 9893	Reported ~1,300 students and dormitory; current enrollment/contact unverified
Jian Hwa vocational, Mae Sai	+66 53 709291	Program name, authorization and phone need reconfirmation
Chung Hwa	+66 93 291 1218	School identity and current contact need reconfirmation
The Freedom Story	chris@thefreedomstory.org	May be dated; use official website to reconfirm recipient

These details come from 2021/2024 materials and founder research notes. Treat them as research leads only. The Chiang Rai Yunnan Association is also reported to fund schools and host community events; identify current officers and governance before approach.

SUGGESTED FIRST-CONTACT MESSAGE

Subject: Listening conversation about youth education and career pathways

Tentmaker Bridge of Hope is exploring a small, locally guided program to support Chinese-speaking youth in Chiang Rai with career counseling, scholarship navigation and professional mentoring. We are not announcing a program or seeking access to students yet. We would value a 30-minute listening conversation to understand the community's priorities, existing services, safeguarding expectations and whether further discussion would be useful.

QUESTIONS FOR THE FIRST MEETING

- Which youth are missing current services, and how do they describe themselves?
- Where do students most often get stuck: information, language, cost, documents, family expectations or preparation?
- What already works, and who should lead locally?
- What safeguards and permissions are required for volunteers?
- What would a useful 20-student test look like - and what would be harmful or duplicative?

A 12-month pilot creates evidence before expansion

PHASE 0 · AUTHORIZATION AND READINESS · WEEKS 1-2

Approve concept boundaries, named project lead, safeguarding owner, no-contact rule and a small discovery budget. Prepare a bilingual one-page introduction and partner-screening form.

PHASE 1 · LISTEN AND VERIFY · MONTHS 1-3

Contact leads in the approved order; conduct 12-20 interviews with educators, youth, caregivers, employers and service providers; verify school/contact data; map existing scholarships; run safeguarding and legal review; define the cohort with local hosts.

PHASE 2 · CO-DESIGN AND RECRUIT · MONTHS 4-5

Form a local advisory group; translate curriculum; recruit and screen mentors; select 2-3 host sites; publish eligibility; collect consent; complete baseline; select the first 40-60 participants.

PHASE 3 · DELIVER AND ADJUST · MONTHS 6-10

Run the 10-session pathway sequence, monthly mentor circles, two career exposure events and three application labs. Release only approved microgrants. Review attendance and safety monthly and adjust with youth feedback.

PHASE 4 · TRANSITION AND EVALUATE · MONTHS 11-12

Complete applications and decisions; prepare first-100-days plans; follow every participant; conduct endline interviews; reconcile awards; publish an anonymized learning report; decide stop, repeat or scale.

GOVERNANCE

Founder / board

Mission guardrails, budget, public claims, high-risk partnerships, scholarship policy and scale decision.

Thailand project lead

Local relationships, delivery, compliance, staff/volunteer supervision and reporting.

Local advisory group

Educator, youth, caregiver, professional and safeguarding voices; reviews design and concerns.

Independent scholarship panel

Scores applications, manages conflicts and documents award decisions.

Non-negotiable stage gate. Do not proceed to youth recruitment until a local host, written safeguarding protocol, screened delivery team, consent process, referral pathway and data-handling plan are in place.

The budget should fund local capacity first

The figures below are planning allowances in Thai baht, not vendor quotes. Local partners must validate compensation, travel, compliance and student-cost assumptions before approval.

Standard pilot line	Planning amount (THB)	Purpose
Local project coordinator	360,000	12-month, locally accountable delivery
Part-time counseling/education specialist	180,000	Training, supervision, complex cases
Youth transport and meals	180,000	Remove participation barriers
Workshops and materials	120,000	10 sessions, application labs, translation
Travel and partner engagement	120,000	Mountain-site visits and coordination
Scholarship / microgrant pool	300,000	Approved direct education costs
Safeguarding, checks and insurance	70,000	Policy review, screening, training
Technology and communications	50,000	Monitored platform, devices/data support
Monitoring and independent review	70,000	Baseline, endline, finance review
Contingency (approx. 10%)	145,000	Controlled reserve
Illustrative total	1,595,000	Before verified local quotes

LEAN DISCOVERY

350k

90 days; listening, safeguards, partner verification, no major awards.

STANDARD PILOT

1.60m

40-60 youth; one coordinator; modest grant pool.

EXPANDED PILOT

3.2m+

Multiple districts, deeper awards and staff; only after evidence.

Cost discipline. Keep at least 65% of spending in Thailand and directly connected to local delivery, youth participation or awards. Cap international travel and promotional content. Publish aggregate spending and scholarship decisions, never student financial details.

Success means a safe transition that lasts

PROPOSED SCORECARD

Question	Indicator	12-month pilot target
Did youth gain direction?	Completed, reviewed pathway plan	85% of active participants
Did readiness improve?	Pre/post career-navigation score	Average +20 percentage points
Did youth act?	At least one quality application	70% of eligible seniors
Did barriers fall?	Verified barrier resolved	60% of participants
Did transitions happen?	Education/training/decent-work start	Track; no target before baseline
Did transitions hold?	Still engaged after 100 days	80% of those who start
Was mentoring reliable?	Scheduled sessions completed	75% or more
Was it safe?	Safeguarding compliance / concerns	100% trained; all concerns actioned
Was it fair?	Access/outcomes by gender, location, language, status	No unexplained exclusion pattern
Did youth value it?	Youth-rated relevance and respect	80% positive

Targets are proposed management thresholds, not evidence of current performance. Establish the baseline in Phase 1 and revise targets with the local advisory group.

LEARNING QUESTIONS

- Which barriers can volunteers solve, and which require professional or government referral?
- Which pathway information is missing, outdated or distorted by recruiters?
- Does mentoring work better in small groups, one-to-one with supervision, or a hybrid?
- Which costs most often stop students, and which grants actually change outcomes?
- Which students are not being reached, and why?
- What should the project stop doing after the first cohort?

Reporting rhythm. Monthly operations dashboard; quarterly safeguarding and finance review; youth feedback at sessions 3, 6 and 10; 100-day follow-up; annual anonymized learning report.

The principal risks are manageable if named early

Risk	Early warning	Control
Misidentifying the community	Low trust or participation	Youth/family listening; local advisory group; revise label
Religious pressure	Support tied to worship or conversion	Open eligibility; written non-coercion rule; complaint route
Volunteer misconduct	Private messages, gifts, boundary tests	Screening, monitoring, two-adult practice, removal protocol
Unsafe or misleading recruitment	Urgency, hidden fees, passport control	Independent verification; written terms; no referral commission
Scholarship favoritism	Conflicts or undocumented decisions	Rubric, independent panel, appeal, direct payment
Privacy harm	Stories/photos shared without control	Data minimization, role access, specific consent, deletion rules
Dependency / abandonment	Promises exceed funds or volunteers leave	Capped cohort, reserved funds, backup mentors, continuity plan
Duplicate services	Partners report overlap	Service map; complement rather than compete
Weak local ownership	Program driven remotely	Thailand lead, paid local roles, shared decisions and budget
Transport / event safety	Informal rides or no emergency plan	Approved providers, attendance plan, contacts and insurance
Political / cross-border sensitivity	Identity narratives become partisan	Education-only neutrality; factual language; partner review
Unqualified counseling	Mental-health or legal cases exceed role	Scope limits, supervision and specialist referral

STOP CONDITIONS

Pause a site or activity immediately if there is a credible safeguarding concern without a safe response route; pressure to conceal fees or control documents; required discrimination or religious coercion; unresolved partner-governance concerns; or insufficient local supervision. Protect affected youth, document facts and escalate through the approved protocol.

A young person may need only one trustworthy professional to help them see a path, prepare for it and believe it is possible.

Tentmaker Bridge of Hope invites Christian professionals, churches and supporters to reach out - humbly, consistently and under strong local safeguarding. This is not a call to arrive with answers. It is a call to listen, share expertise, open legitimate doors and walk beside young people as they make consequential choices.

CHRISTIAN PROFESSIONALS

- Mentor a small group for six months.
- Explain a real career and its entry route.
- Review CVs, essays and interview practice.
- Host a safe virtual workplace visit.
- Help verify a school, credential or scholarship.

CHURCHES

- Recruit and screen qualified volunteers.
- Fund a cohort, counselor or scholarship pool.
- Offer translation, prayer and pastoral support without coercion.
- Build a long-term church-to-community relationship.
- Provide accountable safeguarding leadership.

EDUCATORS AND COUNSELORS

- Train mentors in youth-centered guidance.
- Help build bilingual pathway resources.
- Supervise complex decisions and referrals.
- Evaluate whether the program is truly useful.

SUPPORTERS

- Underwrite transport, applications and verified study costs.
- Provide technology or professional networks.
- Fund local staff before international travel.
- Introduce trusted Chiang Rai partners.

Join the mission by offering one skill, one relationship, one scholarship, or one faithful year of mentoring.

First step: express interest through Tentmaker Bridge of Hope. Volunteer matching and youth contact begin only after partner approval, screening and safeguarding training.

The next 30 days should produce permission to proceed - or to stop

WEEK 1 · PREPARE

1

Approve boundaries.

Working population, no-contact status, public language, discovery budget and founder sign-off points.

2

Name accountability.

Interim project lead and safeguarding lead; neither role should be only symbolic.

3

Prepare two tools.

Bilingual one-page introduction and partner due-diligence questionnaire.

WEEK 2 · OPEN THE FIRST DOORS

4

Verify contacts.

Association leadership, school phones/email, official registration and current staff.

5

Request listening meetings.

Teachers Association via Xinghua/Datong first; then Xavier; then The Freedom Story.

End-of-week checkpoint. The project should have a verified contact log, a short list of willing listening partners, and two accountable internal leads. If it does not, extend discovery rather than announcing a pilot.

Listening should end in a disciplined pilot decision

WEEK 3 · LISTEN LOCALLY

6

Conduct stakeholder interviews.

At least four educators, six youth, four caregivers, three employers/alumni and two protection/service professionals.

7

Map existing services.

Career guidance, Thai scholarships, Taiwan pathways, transport, documents, language support and child protection.

WEEK 4 · DECIDE THE PILOT

8

Produce a discovery memo.

Validated needs, target cohort, host options, risks, budget quotes and “do not duplicate” list.

9

Hold a go/no-go review.

Proceed only with local demand, a suitable host, safeguarding readiness, feasible staffing and an affordable pathway.

Recommended outreach order. Teachers Association through Xinghua/Datong → Xavier Learning Community → The Freedom Story → Maesai Baptist Church after enhanced due diligence → OCAC/Tzu Chi education channels.

THE FIRST USEFUL OUTPUT

Not a public launch. A signed, locally reviewed pilot charter naming who the project serves, what it will do, what it will never do, who is accountable and how a young person can safely say yes, no or “I need help.”

Sources and evidence · 1 of 2

Public sources support the context and program design. Contact details and several partner leads remain to be verified directly.

[1] UNICEF Thailand, NESDC and TDRI, *Human Capital Development in Thailand: An Examination of Gaps, Bottlenecks, and Policy Options* (2025). [https://www.unicef.org/thailand/media/15546/file/unicef Human Capital Development in Thailand_final_ENG.pdf.pdf](https://www.unicef.org/thailand/media/15546/file/unicef%20Human%20Capital%20Development%20in%20Thailand_final_ENG.pdf.pdf)

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[3] ISEAS - Yusof Ishak Institute / Fulcrum, “Between Taipei and Beijing: Education Options among the Yunnanese Chinese of Northern Thailand” (2022). <https://fulcrum.sg/article/long-reads/between-taipei-and-beijing-education-options-among-the-yunnanese-chinese-of-northern-thailand/>

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Lead-status note. Names, email addresses and phone numbers in the partner contact sheet were supplied through founder research notes and older materials. They are included to guide verification, not as confirmed current facts or endorsements. No outreach has occurred.

Planning assumptions. Cohort size, timeline, numeric targets and budget are proposed design parameters. They require local validation. Legal, immigration, safeguarding and scholarship decisions require qualified local review.

Photo source. Doi Mae Salong landscape: Palanla. <https://palanla.com/th/domesticLocation/detail/2143>