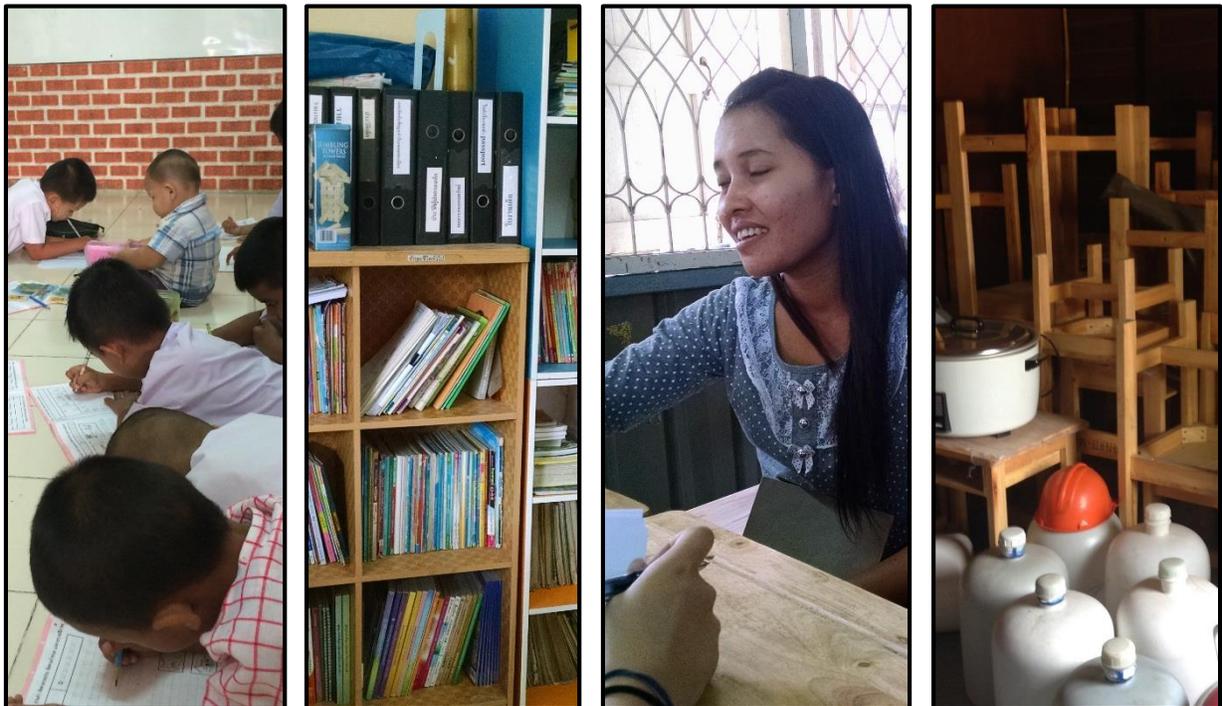


## Assessment of Raks Thai Learning Centers for Migrant Children in Mahachai



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# Assessment of Raks Thai Learning Centers for Migrant Children in Mahachai

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Recommendations and Conclusions	Ketsuda, Thitikorn, Ramida, Anan	Amanda, Ketsuda, Johanna, Thitikorn, Ramida, Anan, Rita

## Abstract

Our project assisted the Raks Thai Foundation (RTF) in providing quality education to the Burmese migrant children of Mahachai, Thailand by collecting information and developing recommendations to improve their four learning centers (LCs). To gain perspectives from various stakeholders, we interviewed LC teachers, parents of the current students, previous students, seafood industry employers, and surveyed the communities surrounding each of the Mahachai centers. Using this information and team observations of LC teaching, we recommended the RTF employ more multilingual teachers to focus their curriculum more heavily on language skills. We also suggested they improve awareness of the centers through better advertisement to increase funding from Mahachai companies.

## Executive Summary

The UN estimated 3.7 million migrants were living in Thailand in 2013 (United Nations, 2013). 80% of these migrants came from Myanmar, fleeing poor living conditions, a weak economy, forced population relocation, and ongoing political oppression (Kusakabe & Pearson, 2013). The town of Mahachai exemplifies this migration. Part of the Samut Sakhon province, Mahachai is the heart of Thailand's seafood industry and offers thousands of job opportunities to migrants. In 2014, the Raks Thai Foundation estimated that approximately 400,000 migrants, including thousands of children, lived in the province of Samut Sakhon (Raks Thai Foundation, 2014). Of these migrants, over 99% were Burmese (Petchot, 2011). For extremely low wages, migrants work in unsanitary and hazardous conditions. They suffer from sleep deprivation, malnutrition, and depression, and sustain work-related injuries due to poorly maintained equipment (Mon, 2010). Schooling is often difficult to obtain for their children, so migrant children frequently accompany their parents into dangerous factories, or stay at home, where bullying or sexual harassment can occur (ILO-IPEC, 2013). Their limited access to education not only puts them in danger as children, but also severely compromises their opportunities as adults.

Numerous barriers restrict migrant children's access to education. One of these challenges stems from school policies. Limited enrollment windows and school funding policies make it difficult for migrant children to enter Thai public schools. Another obstacle is language and cultural differences. As Thai is the primary language of instruction in public schools, many of the migrant children find it difficult to understand what is happening in the classroom. Cultural differences can make migrant children feel uncomfortable and can also lead to discrimination. Additionally, financial issues play a large role in deterring migrant children from obtaining quality education. Migrant parents often cannot afford to pay for the textbooks, uniforms, and other school supplies that an education frequently requires. Another significant barrier to education of migrant children comes from their parents' reluctance about education and Thai schools. The priorities of migrant parents sometimes differ from Thai schools, causing them to pressure their children to enter the workforce or stay home to care for younger siblings. Some families also have plans to return to Myanmar after a few years in Thailand, where the curriculum would be different than that offered in Thailand.

The Raks Thai Foundation, a nonprofit organization in Thailand, is working to overcome these barriers. They have set up four learning centers in an effort to provide for the educational needs of the migrant children. These learning centers, Tha Chalom, Saphan Pla, Pongthip, and Krok Krak, are shown on the map below. Altogether, the four centers serve approximately 100 children between ages five and fifteen. Each center divides the children based on their language skills into kindergarten, first grade, and non-formal education groups. Kindergarten and first grade students primarily work to improve their Thai skills as they gain general knowledge and education. The non-formal group is for students with more advanced Thai skills. To instruct these groups, three centers, Tha Chalom, Saphan Pla, and Pongthip, each have a single full-time Thai teacher and two Burmese teachers who rotate between them. The fourth center, Krok Krak, only has a single full-time Burmese teacher.



*Map of Learning Centers*

### Methodology

The purpose of our project was to help the Raks Thai Foundation provide assistance to the migrants of Mahachai by assessing the four Raks Thai learning centers. We accomplished this goal by speaking with learning center stakeholders, including the learning centers' teachers, parents of current students, former students, and seafood industry employers. The team evaluated the satisfaction and concerns of these stakeholders to improve services as well as assess the surrounding community's opinions of the centers. In order to meet these goals, the team developed the following three objectives.

Our first objective was to determine the opinions of the surrounding community concerning the Raks Thai learning centers in Mahachai. The Raks Thai Foundation is considering restructuring their four learning centers and seeking new funding sources. Prior to doing this, Raks Thai wants to understand how the communities surrounding the learning centers perceive them. Understanding community opinion may enable them to determine which centers would be best to close or consolidate if funding restrictions necessitate such a change.

Our second objective was to evaluate the effectiveness of the four Raks Thai learning centers in Mahachai. When discussing our team's objectives, our sponsor provided their own unique definition for the word "effectiveness." By this definition, a learning center is effective if it has some educational value and serves as more than just a day care for the students. Given this definition of effectiveness, the purpose of this objective was to determine whether the Raks Thai learning centers are providing educational value to their students.

Our third objective was to provide information and develop recommendations for improvement of the four Raks Thai learning centers in Mahachai. While the Raks Thai Foundation continually tries to improve the services they provide to meet the needs of the migrant population in Thailand, they have limited funding available. To help Raks Thai best utilize the funding for their Mahachai learning centers, the team developed recommendations to improve operations by observing classroom activities and consulting the learning centers' stakeholders. We also assembled general observations and comparisons that the Raks Thai Foundation could use to develop their own potential improvements.

To meet these objectives, the full team made four trips to the learning centers in Mahachai. During the first trip we introduced ourselves to the teachers and briefly observed their classroom activities. In the subsequent three trips we completed our teacher interviews and observation sessions in the learning centers (see image below). We also conducted parent interviews and community surveys in the surrounding area. The Thai students made a fifth trip to complete the remaining parent interviews. We contacted seafood industry employers and past students through phone interviews.



*Interview with Teacher at Tha Chalom*

### Results and Recommendations

Following our fieldwork, we analyzed our data and developed conclusions and recommendations. Community members, parents, and former students all noted several positive effects of the learning centers including improved language skills for the migrant children, more educational opportunities, and better behavior and manners of the migrant children. When we asked community members to rate the helpfulness of the learning centers, only one out of 40 respondents rated the centers as not helpful. It was interesting to note that typically people who identified themselves as being more familiar with the learning centers also perceived the centers as being more helpful. Most of the past students interviewed also indicated that the learning center was valuable to them, citing better job prospects, better childhoods, and improved language ability. We asked students' parents from 21 out of approximately 100 households what their reasons for choosing the learning centers were. Twenty stated that they were sending their children to the learning centers to either gain an education or to improve their future job prospects. Based on this information, it is clear that the Raks Thai learning centers in Mahachai are serving as educational institutions rather than day care services, and thus are effective. Respondents also identified some negative effects of the learning center, including noise disturbing nearby neighbors, safety issues for students, and lack of integration into the community. Nonetheless, given the generally positive responses from all of our data sources, we can conclude that all four Mahachai learning centers are actually providing education to their students. However, there are still several ways that the learning centers could improve.

The primary suggestion we received from the parents and community was a need for more teachers at each learning center. Our observation of the differences between classroom operation with one and two teachers at one of the learning centers supported this concern. With a single teacher instructing three groups of students independently, the learning center environment was hectic and seemed to overwhelm the teacher. The teacher also had to divide her time between each class, which reduced the content that she could deliver to each of the groups. With two teachers present, the students were more focused on their work (see the picture below), and neither teacher seemed overextended. Since one teacher was able to communicate to students in Thai, and another in Burmese, all of the students were able to communicate easily with at least one of their instructors. This minimized the language barriers between the teachers and students that often hinder the education process. Therefore, each learning centers should employ a second permanent teacher.



*Children Working on Their Lessons*

It is important to ensure that the students are gaining the skills they need to integrate into their communities and obtain better jobs. Consequently, we investigated what skills each group of respondents thinks are most important for the learning center to teach. We discovered tremendous interest in languages. Parents, community members, teachers, former students, and seafood industry employers all indicated the importance of language skills throughout their interviews and surveys. Former students and seafood industry employers indicated a preference for Thai over English and Burmese. Teachers reported a near even preference for Thai and Burmese, whereas parents and community members most frequently emphasized English skills. It is important, though, to balance the value of learning each language. Although learning English seemed popular among most respondents, Thai language skills are crucial for integration into communities and employment in Thailand, as was confirmed by seafood industry employers. Burmese language skills are also important to maintain cultural identity and aid students that return to Myanmar. Therefore, we recommend all three language studies be a central part of the learning center curriculum.

Although many community members were somewhat familiar with the centers, several suggested improving advertising to raise awareness of the centers. Additionally, none of the seafood industry employers we spoke to had heard of the Raks Thai learning centers, but four of the five said that they would consider establishing business and funding relationships if given more information. This could help Raks Thai gain additional funding to continue to improve the operations of the Mahachai learning centers. Thus, we recommend Raks Thai develop an advertising strategy for the Mahachai learning centers in order to promote awareness and increase funding.

### Conclusion

Through our investigation of the Raks Thai learning centers in Mahachai, we identified employing more teachers, emphasizing language skills, and increasing awareness of the centers to be the most critical potential improvements. Using these recommendations, the Raks Thai Foundation will be able to improve their services and more effectively assist the migrant children of Mahachai in obtaining quality education.

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## 1 Introduction

In 2013, Thailand was home to an estimated 3.7 million migrants and this number has been increasing each year (United Nations, 2013). The majority of these migrants come from Myanmar<sup>1</sup> seeking a better future where they can escape ethnic oppression, political conflict, and war while pursuing stable employment and better pay than is available in their home country. In recent decades, Thailand has invested in growing its industries, which call for more low-wage workers. Most educated Thai workers are typically unwilling to work in labor intensive industrial jobs, such as seafood processing, agriculture, and textile production, so industries frequently meet their work demand by employing migrants (Petchot, 2011). Many of these industrial jobs entail intense work hours in subpar conditions, but these migrants are willing to work in whatever conditions are necessary to meet their needs. However, like most parents, these migrants want a brighter future for their children than working twelve hour days at jobs in dangerous, dirty, and demeaning conditions (Walsh & Makararavy, 2011). With quality education, migrant children can improve their ability to compete for better jobs.

Unfortunately, numerous factors restrict the ability of Burmese migrant children to obtain education in Thailand. The first barrier is school policies. Limited enrollment windows and school funding policies often make it difficult for migrant children to enter Thai public schools (Petchot, 2011). The second barrier results from language and cultural differences. Thai schools often do not have the bilingual staff necessary to successfully integrate Burmese children into their classrooms (Nawarat, 2012). Additionally, some parents and children feel uncomfortable in schools that are primarily Thai because of cultural differences and potential discrimination (International Organization for Migration, 2013). The third barrier results from the families' often difficult financial situations. Paying for

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<sup>1</sup> The country is commonly referred to as both Myanmar and Burma, but we will refer to it as Myanmar. The population of Myanmar will be referred to as Burmese.

transportation, uniforms, lunches, and supplies needed to send children to school can be beyond the reach of the budget of many families. These expenses prevent children from pursuing further education and working in higher-level jobs. The fourth major barrier for migrant children seeking education is hesitations of their parents. Some parents have different priorities for their children than Thai schools, and therefore push their children to pursue other options, such as joining the workforce even earlier than the legal working age of 15 (Petchot, 2011).

To compensate for the limited educational options resulting from these barriers, learning centers run by NGOs exist throughout Thailand. Learning centers commonly offer education in languages, including Thai, Burmese, and sometimes English, as well as other subjects, such as basic math and life skills<sup>2</sup>. These lessons typically focus on preparing students to actively contribute to Myanmar society should they choose to return to their home country, or obtain better paying employment in Thailand if they choose to stay. Since the vast majority of migrants in Thailand originate from Myanmar, the concentration of migrant children is higher along the Thai-Myanmar border<sup>3</sup> causing NGOs to focus their efforts more in border regions than inland communities (Kusakabe & Pearson, 2013; Lee, 2013). This distribution of resources leaves inland communities with fewer learning centers to educate the thousands of disadvantaged children who live in these areas (Raks Thai Foundation, 2014). Without education, many migrant children face major challenges that put their quality of life and well-being at serious risk.

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<sup>2</sup> Life skills can include gardening, cooking, cleaning, managing finances, and common etiquette.

<sup>3</sup> The border area is also home to thousands of Burmese refugees who fled the civil conflicts of their home country. Though migrant children and refugee children have similar needs, they are educated separately. The institutes collaborate on occasion, but refugee schools and migrant learning centers operate under different circumstances and standards, making them separate entities (Lee, 2013). Refugee learning centers will not be the focus of this report, though information about refugees will be reviewed when pertinent to understanding migrant issues.

The issue of migrant education is particularly important in the town of Mahachai, Samut Sakhon. Located along the gulf coast, the Samut Sakhon province is home to major seafood processing facilities, which draw many migrant workers and their families to the area. Approximately 160,000 migrants, comprised of 60% males and 40% females, have registered with the Samut Sakhon Provincial Employment Office ("Samut Sakhon Provincial Employment Office Statistic Check," 2015). In addition to these registered migrants, there are thousands more migrant children and illegal migrants living in the province. To provide additional educational opportunities for migrant children in Mahachai, the Raks Thai Foundation, a NGO that focuses on disadvantaged populations in Thailand, currently operates four learning centers in the area. The centers aim to educate these children and give them the chance to have better lives in Thailand or Myanmar. However, Raks Thai has been unable to assess whether their learning centers currently meet this goal. To best provide educational services, the centers need to know what operations have been successful and which elements could be better.

Given recent financial constraints, the Raks Thai Foundation has become particularly interested in potential improvements for their Mahachai learning centers. The goal of this project was to provide the Raks Thai Foundation with useful data to enable the foundation to make informed decisions regarding the operations of these four centers. To understand the learning centers' operations, we observed and conducted interviews and surveys with Raks Thai teachers, migrant parents, former learning center students, the surrounding communities, and seafood industry employers. By collecting data from these sources, we were able to assess the impact of the centers and the perspectives of both the Raks Thai stakeholders and the centers' surrounding communities. After analyzing the data, we provided a summary of these opinions for the Raks Thai Foundation and a set of recommendations for improving the operation of the learning centers. These results will enable the Raks Thai Foundation to better provide education to the migrant children utilizing their learning centers in Mahachai, Thailand.

Chapter two of this report provides background on migration into Thailand and Mahachai as well as the current educational options and challenges for migrant children in Thailand. Chapter three explains our research methodology and reasoning. Chapter four highlights the data collected through our research and the resulting recommendations we developed. Chapter five concludes our paper with the project's limitations, recommendations for future work, and the impact of our project.

## 2 Background

This chapter provides details about the problems faced by migrants, options for education in Thailand, current practices for migrant education, the context for our project, and background on data gathering methods. Section 2.1 describes the plight of migrants in Thailand, and 2.2 focuses specifically on migrants in the Mahachai region. Sections 2.3 and 2.4 explain the options the children of these migrants have in regards to education. Section 2.5 provides a review of learning center operation, curriculum, and techniques. The last section, 2.6, explains the data gathering methods we used to meet our objectives.

### 2.1 Migration to Thailand

The UN estimated that 3.7 million migrants were living in Thailand in 2013 (United Nations, 2013). 80% of these migrants come from Myanmar. Millions of Burmese have crossed the border into Thailand fleeing the poor living conditions in Myanmar. With high inflation, a weak economy, forced population relocation, and ongoing political oppression, the Burmese have many reasons to relocate (Kusakabe & Pearson, 2013). Many of these issues began when the military took over in 1962. From 1962-2010, the military rule suppressed Burmese dissent, forcibly relocated civilians, poorly managed economic collapse, and targeted ethnic minorities (BBC News, 2014). A mass movement into Thailand began in 1984, following the Thai government's recognition of the Burmese as persons fleeing fighting, which permitted them entrance to 'temporary shelters' (International Organization for Migration, 2013). While Thailand intended these shelters to be temporary, many people stayed for over 15 years and raised families. During this period, thousands more chose not to utilize the legal process and crossed the border as illegal migrants.

However, in 2010, Myanmar's military announced new election laws which would lead to the first election in decades. The Union of Myanmar became the "Republic of the Union of Myanmar" that

year, and in 2011, the Burmese elected President Thein Sein as a representative of civilian democracy. Since then, Thein Sein has made several positive reforms, including reopening international relations, signing ceasefires with ethnic groups, and passing labor laws (BBC News, 2014).

Despite these positive changes, Myanmar still struggles with a poor economy and fierce ethnic conflict. With generally safer conditions and wages nine times higher than those in Myanmar, Thailand still attracts thousands of low-wage migrant workers each year (International Organization for Migration, 2013; Kusakabe & Pearson, 2013).

## 2.2 Migrants in Mahachai

Mahachai, the heart of Thailand's seafood industry, exemplifies this migration. Located in the Samut Sakhon province, Mahachai is approximately 36 kilometers southwest of Bangkok on the gulf of Thailand. The location of Mahachai is shown in Figure 1.



Figure 1 - Map Indicating Mahachai's Location in Thailand (SCMP, 2012)

In 2014, the Raks Thai Foundation estimated that approximately 400,000 migrants, including thousands of children, lived in Mahachai (Raks Thai Foundation, 2014). Of these migrants over 99% were Burmese (Petchot, 2011). Mon people make up one of the most substantial Burmese ethnic groups in Mahachai. Most Mon people are able to speak both the Burmese and Mon languages. Though they come from Myanmar, they typically identify as Mon instead of Burmese<sup>4</sup> (Editors of Encyclopædia Britannica, 2015).

Samut Sakhon is one of the wealthiest provinces in Thailand and continues to grow economically. Its economy relies heavily on fisheries and seafood processing factories. Figure 2 shows an example of a seafood processing facility. This prevalence of fishing related industries has created a high concentration of migrants in the province. Thai people often do not want to work in the low wage, dangerous jobs, so the migrants fill these positions (Kusakabe & Pearson, 2013). There are also many factories and a large agricultural sector that employ migrants. The migrants working in these factories, however, do not share the wealth of this province (Petchot, 2011).



*Figure 2 - Migrant Workers in a Seafood Processing Facility in Mahachai (Environmental Justice Foundation, 2013)*

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<sup>4</sup> Throughout this paper, 'Burmese' will include the people that identify themselves as being of Mon ethnicity.

The average monthly income of a migrant family living in the nearby Muang district of Samut Sakhon is approximately 13,000 Baht. Half of this is typically spent on purchasing food, another 1,500 Baht goes towards rent and living expenses, and the remainder is often sent back to relatives in Myanmar (Muangmee, 2005). For these low wages, migrants work in unsanitary and hazardous conditions. They suffer from sleep deprivation, malnutrition, and depression, and sustain work-related injuries due to poorly maintained equipment (Editors of Encyclopædia Britannica, 2015). Illegal migrants also live in fear of deportation. Many employers use deportation as a threat to coerce migrants into working in these poor conditions. Some businesses may employ a migrant for a period of time, then have that employee arrested and deported by the police before ever paying them (International Organization for Migration, 2013). According to Thai Labour Law, migrant workers are entitled to compensation for work-related injuries. However, the Social Security Office, which is responsible for making these payments, does not approve payments for migrants. Obtaining health care to address these injuries is also challenging. Most employers keep the working cards of their employees which prevents them from utilizing the public health care (Mon, 2010). Migrants who have their work permits in their possession must pay an initial fee, and then they can access health-care for minimal or no additional cost. Illegal migrants have to pay in full for health services, although some government facilities are willing to treat migrants who are unable to pay. The migrant children, however, have no coverage because the Thai government does not recognize them (International Organization for Migration, 2013). Since attending a Thai school is often not feasible, migrant children either stay at home, where bullying or sexual harassment can occur, or accompany their parents to unsafe factories and help their parents when there is a lot of work. (ILO-IPEC, 2013).

## 2.3 Barriers to Educational Opportunities

When considering their future, migrant children typically have one of these three goals (Raks Thai Foundation, 2014):

1. Obtain a job within Thailand
2. Return to their home country
3. Continue their education in the formal Thai system

Limited access to education constrains their ability to attain these goals. By attending school and learning Thai, a migrant child may be able to find better employment options than a child who can only speak Burmese. With improved elementary education, children will have the foundation to obtain better jobs, and those moving on to pursue further education will be able to more easily acclimate to the pace and practices of formal Thai schools. Thus, schooling makes all three goals more attainable (Raks Thai Foundation, 2014). However, in 2008, only 75,000 of the 378,845 migrant children in Thailand studied in Thai schools (International Organization for Migration, 2013). Thousands of migrant children receive very little education by the time they enter the workforce. Numerous barriers inhibit their access to education. These include problems arising from school policies, language barriers, financial restrictions, and the influence of migrant parents on children.

### 2.3.1 School Policies

The policies of public schools in Thailand sometimes make it difficult for migrant children to attend school. Federal policy guarantees all migrant and stateless children the right to 12 years of education in the Thai public school system. The realities of the lives of migrants and the operations of Thai schools, however, make actually obtaining that education difficult. Public schools only accept new students twice each year. For migrants who often move throughout the year, the limited acceptance

period prevents children from entering the educational system each time their parents move. (Petchot, 2011).

Schools also only receive funding on a per student basis. In order for migrant children to count towards this funding total, they must have a 13 digit ID number that registers them with the government. However, this process is not always smooth or quick, meaning that migrants enrolled might not count towards funding for a period of time, making these schools less likely to accept them. (Petchot, 2011).

### 2.3.2 Language and Cultural Differences

One of the most apparent obstacles to migrant children seeking quality education is the language and cultural differences separating migrant children and the educational system in Thailand. In the province of Samut Sakhon, nearly all migrant workers are from Myanmar, and consequently speak Burmese (Petchot, 2011). The children of these workers frequently do not speak Thai initially. As Thai is the primary language of instruction in Thai schools many migrant children find it difficult to learn concepts in Thai schools as well as assimilate and learn Thai culture. Some schools have hired bilingual teachers or translators to bridge this gap, but measures to assist students who are not fluent in Thai are expensive to implement (Nawarat, 2012). In addition to the difficulty learning in Thai schools, many migrants intend to move back to their home countries. For this reason, it is important that migrant children learn Burmese as well as Thai, which they generally cannot do in Thai schools (Raks Thai Foundation, 2014). Parents may also prefer utilizing learning centers for fear of potential discrimination caused by cultural differences between their children and the students in Thai public schools. In some schools in Thailand, migrant children face racist bullying and discrimination, which parents find unacceptable, causing migrant children to either not enroll, or drop-out early (Austin, 2012). In other

cases, local Thai families sometimes pressure head teachers to turn away migrant children fearing they would spread disease or encourage criminality (Wadwong & Lerdbumrunchai, 2014).

### 2.3.3 Financial Restrictions

Financial issues play a large role in the difficulty migrant children and their families face when seeking education. There are many different supplies and resources that the children need to attend schools, even if the education itself is free. Uniforms, lunches, textbooks, and transportation are the most frequent of these expenses. The monthly cost of sending a child to school is at least 800 Baht for transportation and lunches alone. Given their low monthly salary, these costs are very burdensome for migrant families. Considering other daily expenses for a family, it is likely that even sending one child to school would be unaffordable. Debt incurred by many migrant families from migration costs and living expenses makes educating children even less affordable. (Petchot, 2011).

As children get older, they often enter the workforce to try to combat their family's poor financial situation. Legally, the minimum age for employment in Thailand is fifteen years old, but some children start working at ages as young as nine or ten years old (Petchot, 2011). The child labor rate among those ages five to fourteen in Thailand is approximately 13% (US Department of Labor, 2013). In Samut Sakhon province, an estimated 10,000 migrant children between thirteen and fifteen years old work in seafood processing facilities (Environmental Justice Foundation, 2013). Employment at such young ages takes children away from a chance to receive education. Many migrant children would prefer to continue their schooling, but families frequently rely on their children as a source of income, which eliminates the possibility of education that could make the difference in their futures (ILO-IPEC, 2011).

#### 2.3.4 Parental Influence

Another significant barrier to education of migrant children comes from their parents. Migrant families often move frequently, which makes any education the children could receive inconsistent and disrupted. Even if these families do remain stationary, migrants still have many hesitations about sending their children to school, though not all of these reasons apply to every family. Migrant parents without proper documentation often worry their illegal status in Thailand may become apparent to the Thai government if they send their children to public school (International Labor Organization, 2010). Many parents also do not think that Thai schools are suitable for the educational goals they have for their children. Thai schools often work to give students more advanced skills and prepare them to move on to higher education in Thailand. Many migrant parents have the desire for their children to be educated in basic math and language literacy for the purposes of everyday life, which is not the focus of Thai schools. Some families also have plans to return to Myanmar after a few years in Thailand, where the Thai educational curriculum is not as relevant. Other parents worry that with changing migration and labor laws, after their children receive a minimal education, additional years spent in school will not result in their children getting a better job (Petchot, 2011). A common belief among migrant workers is that working is more valuable and better for the future than getting an education. This attitude makes them less likely to send their children to schools and also can instill a similar attitude in the children (ILO-IPEC, 2013).

#### 2.4 Raks Thai Foundation Learning Centers

The Raks Thai Foundation, a nonprofit organization in Thailand, is working to overcome these educational barriers. Their mission is to provide practical, sustainable solutions for the problems faced by the disadvantaged communities of Thailand. They currently focus on providing

health and educational services to underprivileged citizens as well as promoting community development and environmental sustainability. In accordance with these goals, they have set up learning centers, such as the one shown in Figure 3, in an effort to provide for migrant children's educational needs.



*Figure 3 - Children at a Raks Thai Learning Center in Mahachai (Raks Thai Foundation, 2014)*

Raks Thai currently operates four learning centers in Mahachai, which are the focus of our project. The foundation established these learning centers in 2005. The original intent of the learning centers was to serve as a daycare where the children could go while their parents were at work. In 2012, the learning centers received private sector funding to offer more extensive education and at this point, Raks Thai shifted the purpose from that of a daycare to a school. Classes are now held Monday through Friday from 9am to 3pm. The learning centers currently offer Thai, Burmese, and English classes for increased opportunities when entering the workforce as well as life skill development. The four centers serve approximately 100 children ages five to fifteen. The two smaller centers, Saphan Pla and Pongthip, serve approximately 20 students each. Tha Chalom and Krok Krak are larger centers. Figure 4 shows the locations of the centers.

The centers divide their students into two or three groups. The first group is for young students and students who do not know Thai. Some centers will divide this group further by age. The other group is for the older students and those with more advanced Thai and Burmese language skills.



*Figure 4 - Locations of Raks Thai Learning Centers (Apple Inc, 2015)*

The Raks Thai learning centers have been adapting the Thai and Burmese public school curriculums to their own needs for the new and young students at the centers who do not know Thai as well. Last year, the Raks Thai learning centers adopted a curriculum established by the Office of Non-formal and Informal Education for the more advanced group of students who know Thai. The aim of this curriculum is to give participants basic knowledge, skills to work in various careers, and life skills. Subject matter includes Thai language, math, science, and foreign language courses. There are also courses in social & community development, skills development, life skills, and life and career development ("What do Kor Sor Nor Study," 2011).

If students at the learning centers complete the requirements for a given level of non-formal education and pass all exams, they can receive a certificate that acknowledges their educational level. Students who earn this certificate could obtain a better job or continue in the Thai schooling system.

Chapter 4 provides further details of the learning centers based on observations and interviews.

## 2.5 Successful Practices for Migrant Education

To investigate the education delivered by the Raks Thai Foundation, it is useful to understand migrant education techniques utilized both within and outside of Thailand. Since migration worldwide is such an important issue, several studies examine education-specific needs of migrant child populations. MGT of America, a national consulting firm, and their subcontractor, Resources for Learning, L.L.C, conducted one such study which culminated in a best practices literature review for the Texas Education Agency in 2011 . They identified five best practice principles for the education of migrants. The report determined these principles to be the necessary foundation for an effective program meeting the needs of migrant children (Clements et al., 2011). Table 1 provides a paraphrased version of the referenced principles.

*Table 1 - Migrant Education Best Practice Principles (Clements et al., 2011)*

<b>Responsiveness</b>	Addresses the need for flexibility in programming for migrant children. These students tend to have widely varying backgrounds and needs requiring programs that can be easily adapted to individual students.
<b>Communication, Collaboration, and Relationships</b>	Necessary between all parties involved. Cooperation between different organizations is vital to streamlining the system for migrants whose new surroundings frequently overwhelm them. As with all parents, developing personal relationships with the parents of migrant students is also critical to involving them in their children’s education.
<b>Adequate and Appropriate Staffing</b>	As with all educational facilities, this is essential to meeting the needs of these students. Migrant students have unique needs that require bilingual teachers, social workers knowledgeable in available resources, and professionals able to assess the individual needs of the children.
<b>Instructional Quality and High Expectations</b>	Enable students to better their economic and social situations.
<b>Focus on Language Issues</b>	Language barriers are often the first and most challenging barrier migrant students face. Properly addressing their language needs is necessary to improve their overall education. This typically involves both providing instruction in their native language along with intensive courses in the local language

Regardless of geographic location, many learning centers seek to accommodate migrant children in similar ways. Several countries have adopted practices utilizing these principles that could facilitate migrant learning. For example, the Indian government developed a system of schooling for multi-grade schools with limited space and teachers. This system, used by the government, broke down the curriculum into a set of learning activities. Stories and images from the area served as tools to adapt these learning activities to the local context. Activities have five different components - introductory, reinforcement, evaluation, remedial, and enrichment. Students can go through these components at their own pace. Groups of these activities compose a 'learning ladder', which covers one year of content a traditional school would provide for one subject, such as math or language. There are multiple sets of ladders for each subject and each student works to move up on multiple ladders representing different subjects at one time. Teachers place these learning ladders along with physical notations of each student's progress along a learning ladder throughout the classroom. Students form groups in the classroom that correspond to teacher-led, group activity, and self-guided learning, and each activity corresponds to one of these groups. Children organize into the groups designated by their respective activities and work through the lessons there (Blum, 2009). Self-paced learning like this is suitable for educating migrant children where student attendance is often inconsistent due to the work location of their parents. This method would also be effective for migrant learning centers due to its functionality in schools with limited classrooms and teachers. The flexible style of learning exemplified by this program very well supports the responsiveness principle.

There are also many examples of migrant aid and education programs in Thailand that employ these principles. The Tak province, located directly along the Thai-Myanmar border, has a large Burmese population. The Education Area Office (EAO) is responsible for delivering all public education as well as monitoring and overseeing all public and private schools in the province. Numerous learning centers under the EAO are operating in this province to serve the population. The EAO organized training in

Burmese and Thai for the staff of learning centers and public schools in Tak to make communication and education of these languages easier. As part of this program, the office gave curriculum kits to trained teachers for spreading knowledge that included a training manual, instructional materials, and a self-learning CD. This is an important way to address the principles of focusing on language needs as well as adequate staffing. It provides the skills needed by teachers to effectively help their students address their linguistic challenges. This office also produced and distributed brochures that advertised the benefits of education which aligns with the communication and relationships principle. By implementing these practices, the EAO improved the responsiveness to migrant needs, focus on language issues, and staff appropriateness of the public schools and learning centers under its oversight as well as reaching out to parents. (International Labor Organization, 2010).

A learning center in Samut Sakhon run by the Labour Rights Promotion Network Foundation (LPN) also implemented several practices aimed at improving migrant education. This learning center had its own classes for migrant children and also collaborated with the Thai schooling system to make public school education possible for migrant students. The LPN center offers education to children who are working already, and consequently cannot attend regular schools' non-formal education programs and life-skills training. The organization also provides training packages for computer skills and literacy in English and Thai to older students as well as lessons on occupational safety, health, and their labor rights. These services work around the students' schedules, giving them the flexibility they need in accordance with the responsiveness principle. The center also offers a Thai literacy class to students aged five to fourteen to address their language needs. To help children get into Thai schools, the center established collaboration with a Thai public school. The two organizations work together to obtain 13 digit ID numbers for migrant students who attend Thai public school classes and learning center classes. The center also works to incorporate parents by holding meetings to inform them of their students' progress and to encourage them to take an active role in their children's education. This collaboration

between organizations and parents fosters the communication called for by the best practice principles. For students where availability of transportation is an obstacle in obtaining education, rented vehicles provided by LPN are available to safely transport children between schools and their homes. These practices allowed the learning center to improve education for migrants through efforts that focus on language issues, the collaboration between different involved parties, and the instructional quality and high expectations for the students. (International Labor Organization, 2010).

Another learning center run by LPN in Samut Sakhon Province aims to prepare migrant students to enter public schools. This center tries to simulate the environment in a public school and use the public school curriculum to adequately prepare their students, but they use both Thai and Burmese in the classroom to promote understanding of both and to avoid isolating the students lacking strong Thai skills. A Thai public school with unusually high migrant attendance rates has also adapted to the needs of migrants by adjusting the core Thai curriculum to utilize translators and include activities promoting understanding of Thai culture. This helps migrant students to better assimilate and reduces the potential for feelings of alienation that discourage children from pursuing education. By working to address the language barrier, this school successfully makes responding to migrant needs a top priority. (Petchot, 2011).

All these examples have potential for application to migrant learning in Mahachai. A more flexible curriculum style as in the schools in India could address the needs of children frequently moving with their parents. Teachers may need special training to address the language needs of their students similar to that of the teachers in the Tak province. Offering programs that accommodate the schedules of working children could also be very useful, and could be very similar to those of the learning center run by LPN. All these programs align with the migrant education best practice principles and could therefore provide insight into potential solutions for the Raks Thai learning centers.

## 2.6 Social Data Gathering Theory

To investigate the specific needs of the four Raks Thai learning centers, we used several different data collection methods. This section provides background information on the theory and established best practices of each of these methods, including general information on forming questions, as well as information on conducting interviews and surveys.

### 2.6.1 Question Design

Designing questions for interviews and surveys requires careful thought. Wording, order, format and relevance of questions are all very important considerations. Relevance is particularly important when designing questionnaires. The entire goal of the study must seem relevant to the respondent. If the purpose of the study is not too complex to describe and can be revealed without biasing the responses, the goals should be explained and justified to all participants. All questions in the questionnaire must also be relevant to the goals of the survey. A simple guide for this is if the researchers do not know how they will use data from a particular question in advance of a survey or interview, they should not ask the question. Each question should also be relevant to the respondent. This becomes problematic if researchers give the questionnaire to multiple populations. To remedy this, researchers can use multiple questionnaires or direct respondents to different subsets of questions based on prior responses. If a respondent thinks the questionnaire does not meet any of these three relevancy requirements, they may be less likely to answer the questions to the best of their ability, or even answer them at all, which would negatively impact the data gathered from the study. (Bailey, 1982).

Wording of questions is critical to maximizing the integrity of responses. Researchers should avoid double-barreled questions which ask two or more questions in one. Questions with “and” and “or” are particularly vulnerable to becoming double-barreled questions. “Or” questions may be acceptable if

“either” is added or if the clauses covered by the question are mutually exclusive. Ambiguity in questions is also a common pitfall in question wording. Researchers should refrain from using slang, technical terms, and words that have different meanings to different sample populations. To check for ambiguity, researchers can ask the questions before the actual study to people of many different age groups, educational levels, and backgrounds to see if the meaning is clear to each set of potential respondents. It is very important that phrasing of a question not be above the educational level of respondents, as many will give an answer instead of asking for clarification, even if they do not understand the question. If the person does ask for clarification, the interviewer’s response may be biased, which is also harmful to the study. If possible, questions should be concrete and have specific answers. Questions about abstract concepts are much harder to answer and the standard between respondents may not be consistent. Opinion questions are often difficult to word well. Items not stated as questions, but as statements to agree or disagree with should generally not be labeled as true or false, but as agree or disagree, and phrasing should be chosen to minimize the amount the respondent can read into the question, as many people attempt to guess what the researcher means or expects from the question or answer in a “normative” way. Normative answers are those that are consistent with a norm, though they are not consistent with an individual respondent’s opinion. Sensitive or taboo topics often receive normative answers. To combat this, it is recommended that questions dealing with such topics should be worded so that it is assumed that a respondent agrees or engages in the sensitive or taboo topic (i.e. asking for the frequency of a taboo habit rather than asking if a person performs this habit) so that it is not as easy for a person to deny such a behavior or opinion. Questions for which the respondent does not have an answer or opinion are also highly susceptible to normative answers. Respondents often feel that they may appear unintelligent if lacking an answer or that they should have an answer to each question and as such, will often develop a response that they may not actually agree with. For this reason, “I don’t know” or “I don’t have an opinion” should be acceptable responses. For

questions requesting criticism, respondents should have the chance to offer praise, so that he or she will not feel that they are being discourteous or unfair. (Bailey, 1982).

Format of the questions is another critical aspect of questionnaire design. Questions can either be closed-ended, giving a fixed number of options for the respondents to choose from, or open-ended, allowing for more flexible answers. Closed-ended answers should be used where answer categories are well-known, distinct and relatively few in number. Questions requiring a rating or with fixed categories often appear in closed-ended format. Researchers should not ask closed-ended questions about data represented as a ratio or an interval (such as years lived in a location) unless it is unlikely that a respondent will identify the exact number (i.e. age is often asked for groups of ranges). Categories for closed-ended questions should be exhaustive and mutually exclusive. If there are many known categories, but few response are actually expected, “other” may be an option to make sure that the categories are exhaustive, but that the number is not excessive. Closed-ended questions can often be answered quickly, require fewer instructions than open-ended questions, and can be self-administered or used with a population with a lower education level. Open-ended questions are used when there are not a few simple categories, when the respondent’s unique views or goals are desired, or in preliminary investigations, at which point the researcher has not yet determined the characteristics of a given topic that are relevant to the study. Open-ended questions are generally preferred when detail and exhaustiveness are more important than time and simplicity of analysis. (Bailey, 1982).

### 2.6.2 Interviews

One common method of gaining qualitative data related to the opinions of a group is to hold a series of interviews. Interviews offer the privacy needed for an interviewee to open up about their opinions and experiences. An investigator can thereby make a deeper connection with subjects to better

verify and develop theories. In order to plan a successful interview, investigators must establish the goals of the interview to carefully craft questions.

Researchers frequently utilize three types of interview frameworks: structured interview, semi-structured interview, and unstructured interview. Each of these serves a different purpose. If the problem at hand is well understood, it may be in the investigator's best interest to develop a set of rigid interview questions as a structured interview. This style of interview has the least flexibility in that the interviewer cannot clarify or alter the questions in any way. This style will yield more comparable interview results, which can be useful in collecting data from a large population (Berg & Lune, 2012). The opposite of this method is the unstructured interview. This is a freeform interview style that makes very few assumptions about the interviewer's understanding of issues at play. The interview centers on a few pre-determined themes but will develop dynamically in response to the answers provided by the interviewee. This can lead to very rich interview data but relies greatly on the skill and practice of the interviewer at helping the interviewee explore topics of interest. The middle ground between these methods is the semi-structured interview. The investigator will prepare a set of themes and questions ahead of time, but can reword and alter them as needed during the interview. The interviewer can raise new questions, and abandon prepared questions in favor of ones that may better probe for interesting information (Berg & Lune, 2012). All three of these methods are valid in different situations. In section 3.2, we will explore the usefulness of these methods in the context of our project goals.

Each of these three methods to conducting an interview must still take into account a few of the same basic considerations. In his book "Qualitative Research Methods for the Social Sciences," Berg provides a list of ten important for planning an interview (Berg & Lune, 2012):

1. Spend several minutes at the beginning of the interview on small talk as a warm up
2. Remember to keep the interview on track with printed copies of questions/themes

3. Try to make the conversation as natural as possible when choosing words to use in questions
4. Demonstrate aware listening by actively showing interest and awareness in the discussion
5. Consider how you might appear to your interviewee before selecting a final outfit
6. Select an interview location where the subject will feel comfortable without fear of being overheard or seen
7. If yes/no answers start to become frequent, probe for more developed answers
8. Be respectful and encourage the subject to express their genuine opinion
9. Practice interviewing
10. Say thanks and be appreciative

By following all of the suggestions and utilizing recommended interview framework, researchers can obtain more thorough, in-depth data.

### 2.6.3 Surveys

In addition to the general question design concepts needed for interviews, surveys have some additional guidelines for their construction. When writing questions, the best version is one that conveys the information in the shortest form possible. Longer questions take up more of the respondent's time and increase the probability that they will not properly understand the question. Questions with similar instructions should be grouped together to save space and to reduce the amount of time a respondent spends understanding how to answer the questions. For example, groups of questions asking if a respondent agrees or disagrees should be consecutive. (Bailey, 1982).

## 2.7 Summary

Millions of migrants have entered Thailand seeking better lives. Many of them become laborers who work in dangerous conditions for long hours. With education, their children could have brighter futures, but access is hindered by several obstacles, including school policies, language and cultural differences, financial restrictions, and parental reluctance. These make the portion of migrant children receiving education in Thailand extremely low. To combat this, the Raks Thai Foundation has four learning centers in Mahachai working to increase the educational opportunities for these children. There is a standardized curriculum in Thai public schools that the learning centers have adapted for use with their new and young students. The Raks Thai learning centers utilize a separate curriculum developed by the Office of Non-formal and Informal Education to educate the students that are more fluent in Thai language. This curriculum can result in a certificate acknowledging their level of education. Several organizations have worked to establish practices suitable for providing proper education for migrants. To gain the information needed for our project, understanding guidelines for question design, interview methods, and surveying was critical. These methods were useful for investigating how well the Raks Thai learning centers deliver education to their students and how they could better serve the population of migrant children in Mahachai.

## 3 Methodology

The goal of our project was to assist the Raks Thai Foundation in providing quality education to the migrant children of Mahachai by collecting information and developing recommendations to improve their learning centers. The stakeholders we spoke with included three different categories of individuals: those who benefit directly from the learning centers, those who benefit indirectly from the centers, and those who provide the benefits of the centers. The previous students represent the people benefiting directly from the center, and the teachers are providing those benefits. The communities surrounding the learning centers, the seafood industry employers, and the parents of students all benefit indirectly. Therefore, all of these parties are stakeholders that would have valuable ideas about potential improvements for the Raks Thai learning centers in Mahachai. This chapter covers how we interviewed and surveyed these groups to accomplish our goal. Section 3.1 discusses our three objectives, and the goal of each. Section 3.2 reviews our data collection methods and the information we gained from each. Finally, section 3.3 discusses our analysis procedure.

### 3.1 Objectives

In order to meet this goal, the team developed the following three objectives.

1. To determine the opinions of the surrounding community concerning the Raks Thai learning centers in Mahachai
2. To evaluate the effectiveness of the four Raks Thai learning centers in Mahachai
3. To provide information and develop recommendations for improvement of the four Raks Thai learning centers in Mahachai

### 3.1.1 Determine the Opinions of the Communities Surrounding the Raks Thai Learning Centers in Mahachai

The Raks Thai Foundation is considering restructuring their four learning centers and seeking new funding sources. Understanding how the communities surrounding the learning centers perceive each of the learning centers will allow them to assess the value of each center has in its community. This will assist them in determining which centers would be best to close or consolidate if funding restrictions necessitate such a change. If community opinion is largely positive, the Raks Thai Foundation could use this knowledge to gain additional funding for their learning centers. The Raks Thai Foundation is interested in the opinion of various sectors of the community, rather than only those people who directly interact with the center. To obtain this broad range of perspectives, the team conducted surveys and interviews with members of the communities surrounding each of the learning centers, parents of students of the learning centers, and seafood industry employers.

### 3.1.2 Evaluate the Effectiveness of the Four Raks Thai Learning Centers

When discussing our team's objectives, our sponsor provided their own unique definition for the word "effectiveness". By this definition, the learning center is effective if it has some educational value and serves as more than a day care for the students. Given this definition of effectiveness, the purpose of this objective is to determine whether the Raks Thai Learning Centers are providing educational value to the enrolled children. Raks Thai would also like to know if their centers are a better option for the children than staying at home. Interviews with the involved parties (learning center teachers, people who previously attended the centers, and parents of the current students) provided insight into the strengths and weaknesses of the centers.

### 3.1.3 Provide Information and Develop Recommendations for Improvement of the Raks Thai Learning Centers

The Raks Thai Foundation is continually trying to improve the services they provide to meet the needs of migrant populations. However, they have limited funding available. To help the learning centers better prioritize their limited financial resources, the team developed recommendations to improve operations. We also assembled observations and comparisons of the learning centers' operations and environments that the Raks Thai Foundation could use to come to their own conclusions on potential learning center improvements. Investigation of the opinions of the community, seafood industry employers, past students, migrant parents, and teachers, in addition to conclusions drawn from classroom observation, informed both recommendation development and information gathering. Understanding the perspectives of these stakeholders helped determine the most valued aspects of the learning centers while identifying aspects that they could improve with their limited resources. We developed these recommendations with the constraints of the learning centers' locations, sponsor resources, and student populations taken into consideration. The Raks Thai Foundation will be able to use these recommendations and information to improve their learning centers. They may also consider our results when deciding which learning centers they discontinue or continue to operate.

### 3.2 Data Gathering Methods

In order to achieve all three of our objectives (top three grey "Objectives" boxes in Figure 5), we collected data from various sources using different methods (navy "Methods" boxes in the middle). Each data source provided useful information and insight to better understand the way the learning centers operate and how they are perceived (bulleted "Significance" lists).

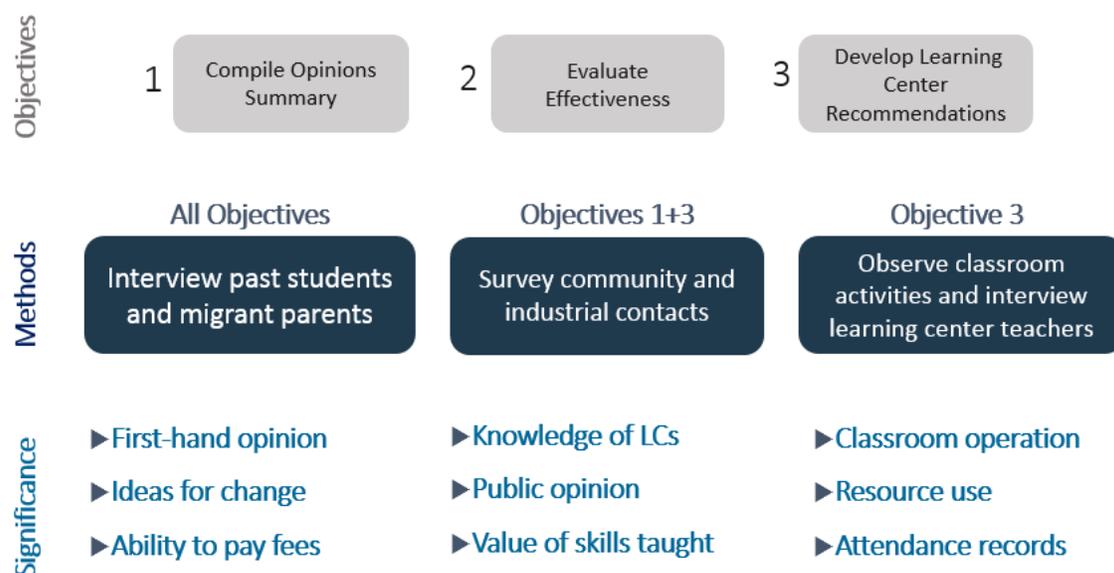


Figure 5 - Methodology Diagram

This section details how we collected data from each source and the relevance of the information gathered in accomplishing our objectives. Table 2 outlines how we organized our trips and the tasks we completed during each trip to accomplish our objectives.

Table 2 - Onsite Accomplishments by Date

Trip	Tasks Accomplished
January 14th	Preliminary observations Brief introductions and conversations with teachers
January 30th	First three teacher interviews Observation at Tha Chalom and Saphan Pla Testing parent interview and community survey
February 1st	Parent interviews at Tha Chalom and Krok Krak Community surveys at Tha Chalom and Krok Krak
February 10th	Remaining teacher interviews Community surveys at Saphan Pla, Pongthip, and Krok Krak Observation at Tha Chalom and Saphan Pla Two parent interviews at Saphan Pla
February 15th	Remaining parent interviews at Saphan Pla Parent interviews at Pongthip

### 3.2.1 Observation

To understand the current operation of the Raks Thai learning centers, the team conducted three sessions of observation. The purpose of observing learning center operation is to compare the learning environment each learning center provides. Although analyzing teaching methods through observation is frequently practiced by education experts, the team chose not to focus on the teaching of the individuals. This both prevents any conflict of interest when gathering additional information about the learning centers from the teachers and prevents the team from drawing unfounded conclusions about a very complex and unique environment in which typical teaching methods may not be successful. If the teachers believed that our team was analyzing their teaching methods, they might also be less inclined to share information on ways they believe the learning centers could improve, as such information might reflect negatively on their teaching.

The first observation session was brief and provided a general sense of each classroom's organization, resources, and staffing. All team members observed for approximately 30 minutes at each of the learning centers. Some students recorded notes about available resources, some took pictures, and others watched the instruction process and took notes on student behavior and teacher interactions. We concluded each of our preliminary observation sessions by asking the permanent teacher to provide their attendance records. The second and third observation sessions entailed longer observation periods of at least one hour which helped us understand how teachers balanced various age ranges and levels of knowledge. The written anecdotes, notes, and photographs were useful in supporting our suggestions for potential improvements for the learning centers.

### 3.2.2 Teacher Interviews

To evaluate the effectiveness of each learning center, the team needed a better understanding of how each center operates. The team did this through teacher interviews conducted at each learning center. There are three Thai teachers and three Burmese teachers who serve all four learning centers. Currently, the Krok Krak learning center has a single Burmese teacher instructing because the Thai teacher recently left in December of 2014. The other three learning centers each have a permanent Thai teacher. The other two Burmese teachers move between the Tha Chalom, Saphan Pla and Pongthip learning centers.

The team prepared two sets of teacher interview questions since some teachers stay primarily at a single learning center, while others rotate between three of the learning centers. This was done because the teachers who rotate would likely be better able to compare the different learning centers. Doing two separate sets of interviews yielded data for identifying and comparing the strengths and weaknesses of each learning center.

The first set of questions, which can be found in Appendix A, is for stationary teachers who teach at only one learning center. The questions focus on understanding the teachers' perspectives on the learning center where they teach. The questions included how a typical class operates, what problems they face, resources they lack, and their view of how the learning center impacts a child's life. From interviewing the teachers who primarily instruct at each learning center, the team identified the strengths and weaknesses at each learning center.

Appendix B contains another set of interview questions which focus on comparing the learning centers. These questions for rotational teachers supplemented the question set for all

teachers. From interviewing these teachers, the team gained information highlighting the differences between the learning centers.

The team took two days to complete pre-scheduled interviews with all of the learning center teachers. Depending on the teachers' preferences, we conducted some interviews during lunch and others interspersed between lessons during class time. For the first three interview sessions, all team members involved in teacher interviews were present to confirm that all interviewers would administer the teacher interviews similarly. Each of these interviews involved one Thai student conducting the interview, another Thai student taking notes on the conversation, and another translating the discussion into English for the WPI students. We also audio recorded these interviews with permission from the teacher on two audio devices for future reference. The remaining three teacher interviews only involved two Thai students, one of whom primarily asked questions while the other primarily took notes.

These interviews followed a semi-structured interview style. The questions in a semi-structured interview are flexible, so when clarification was necessary, or the interviewer wanted more information on an unexpected topic, they could explore new topics. This type of interview allowed the teachers to feel comfortable answering questions and discussing their concerns towards the learning centers within a general pre-determined interview structure.

### 3.2.3 Parent Interviews

To determine the learning centers' influence on those who interact closely with them, the team conducted semi-structured interviews with parents of the students of the Raks Thai learning centers (interview questions found in Appendix C). From these interviews, the team determined the skills the parents valued most. In addition, these interviews investigated the parents' demand for

certain courses. From their responses, the team can provide information to the Raks Thai Foundation about parents' educational priorities and potential general improvements to better match the needs and concerns of the parents.

Largely based on teacher referral, we interviewed parents of 21 of the 100 students attending the learning centers. Nineteen of these interviews occurred in the migrants' homes on Sundays since this is when most parents are free from work. We completed two of the interviews during the week while completing community surveys based on the parents' availability. We aimed to interview five parents from each center. We chose this number to gain a variety of opinions and still obtain the depth we wanted from each interview.

These interviews followed the structured interview style so that there was uniformity across all of the interviews. To prevent language barrier issues caused by many parents speaking primarily Burmese, the team scheduled Burmese translators for instances when the team came across parents that could not speak Thai. These translators are migrants themselves, identified by Thai teammate Anan Sikamahn's family seafood business.

#### 3.2.4 Community Surveys

The team conducted community surveys to understand the perspectives of the people living in the community near the Raks Thai learning centers in Mahachai (questions found in Appendix D). We wanted to understand the community's perception of each learning center and how perception generally differed between learning centers. Questions for the community also inquired about the role people think a learning center should play and the effects the Raks Thai learning centers have on the surrounding communities. We included an additional question asking for recommendations for the centers to gauge what the community felt needed to be improved.

Respondents represent the populations that live in close proximity to each of the four learning centers. At all four of the learning centers, Raks Thai teachers or students identified potential locations for us to find survey respondents. We chose the remaining respondents by going to nearby neighborhoods and businesses and asking local people if they were willing to talk to us and knew of the centers. The relationships between the respondents and learning center students or employees may have resulted in a biased sample. Many people outside the learning center areas, or people not suggested by those very familiar with any learning center, would likely know little or nothing about the presence of the learning center or may view it differently. We aimed to survey ten people per location, giving us forty total responses to our community survey. We chose this number based on the depth we wanted from our surveys, given feedback from the Raks Thai Foundation, as well as the limited number of participants who had adequate knowledge of the learning centers to offer valuable data.

The team utilized verbal surveys largely due to the language barrier. These surveys required Burmese translators because many people in the communities surrounding the learning centers do not speak or write fluent Thai. While we could often conduct the survey in Thai, questions occasionally required translation.

One or two Thai students with one or two American students and a translator conducted each of these surveys. The Thai students asked the questions in Thai and took notes on the responses. The translator stepped in if the respondent spoke Burmese and clarification was necessary. After every few questions or an unexpected answer, the Thai students translated the conversation to the American students present to keep them informed.

The initial questions covered basic demographic information to provide an understanding of the background of the respondent. Other questions in the survey asked about the respondent's expectations from a learning center as far as its role within the community and what it should be teaching its students. The survey also included questions asking their familiarity level with each of the learning centers. If the respondent indicated familiarity, the surveyor asked what they thought the learning center could improve upon and what effects, positive and negative, they thought the learning center had on its students and the community.

### 3.2.5 Past Student Interviews

Since the Raks Thai learning centers began using the non-formal education curriculum less than one year ago, no students have yet graduated from the learning centers following the curriculum adjustments. However, many students have entered and left the Raks Thai learning centers over the years and thus could have insight into the centers' operations and effects. We developed interview questions to determine what impact the learning center had on the student's life and job prospects, what skills they feel they gained, what skills they wish they could have gained, and any other recommendations for the learning centers (see Appendix E).

The team asked teachers for the contact information of past students and reached out to these individuals to understand their opinions of the learning centers and what impact the learning centers had on their lives. Teachers of the learning centers provided us with 11 phone numbers for past students. We called all of these individuals and seven were willing to speak with us. We interviewed one past student that attended the Pongthip learning center and two past students from each of the other learning centers.

We anticipated that most of the past students would already be working and have limited availability. For this reason, the team conducted phone interviews at the convenience of these past students. Two Thai students conducted each interview, with one person taking notes and the other asking questions.

### 3.2.6 Seafood Industry Employer Interviews

In order to gain the perspective of businesses that hire migrant workers, the interviews addressed a variety of topics related to the industry employer's opinions of the learning center (see Appendix F). One topic of interest was what skills or personnel the industry contacts are currently searching for when hiring new employees. Through the interviews, the team also wanted to understand the industry contacts' opinions and points of view on the importance of learning centers run by both Raks Thai and other NGOs.

Another portion of the questions focused on determining if the industry contacts are interested in developing a relationship with the Raks Thai learning centers. The potential relationships presented to industry contacts included a partnership where the Raks Thai learning centers could supply the businesses with skilled workers. From this arrangement, Raks Thai would be able to help their students obtain jobs while establishing a relationship where the businesses provide funding to the Raks Thai learning centers to educate future workers.

The seafood industry is the most prominent in Samut Sakhon (Raks Thai VIDEO). Therefore, we conducted interviews with employers in this industry because it provides a wide array of job opportunities for migrant workers. This makes understanding the viewpoint of employers from this industry with respect to the learning centers important. With an understanding of the type of

personnel fishing industry employers are searching for, the Raks Thai Foundation can better train their students to be qualified for skilled labor positions.

Of approximately 3,000 seafood processing factories in Samut Sakhon, we were able to interview five seafood industry employers (Muangmee, 2005). Three were personal connections of Anan Sikamahn and Thitikorn Kangwantam, two teammates familiar with the Mahachai area. Searching for contact information online in Thailand's Yellow Pages yielded two more successful interviews. We also asked for contact information for parent's employers, however, this channel was not successful as the contacts collected were not willing to cooperate.

Phone interviews also allowed the team to be more flexible when scheduling these interviews. The industry employers typically have busy schedules, so we completed each interview in about ten minutes. Two of the Thai students interviewed each of the industry contacts; one student asked questions to keep the conversation moving, and another recorded the responses. The team chose to conduct interviews instead of surveys due to the expectation that the number of employers the team contacted would be small. The interview data gathered was also qualitative in nature, making interviews a more suitable option. These interviews were semi-structured to permit clarifying or follow-up questions if necessary.

### 3.3 Analysis

With information collected from all these sources, the project team performed extensive analyses to draw conclusions from the data. Given the nature of the research, both qualitative and quantitative analysis methods were necessary. This section details the analysis procedure and explains the selection of each utilized method.

### 3.3.1 Qualitative Analysis of Teacher Interviews

Given that there are only six teachers currently facilitating the classes at the four learning centers, we had a relatively small sample pool. Therefore, all of the data collected were crucial to analysis, especially since the teacher responses are valuable to understanding the way these individuals interact with their students in the classroom. To fully capture each response without overlooking any details, we used a qualitative data analysis method that involved five teammates color coding the same set of data.

Prior to determining data codes and selecting corresponding colors, we grouped the data by question with each teacher assigned a corresponding number. This way, we could examine all the teacher responses to each question simultaneously. By being able to compare and contrast teacher responses, coders were able to easily determine when developing a code might be necessary to accommodate new themes within responses. We utilized each of the developed codes throughout the full data set. After coding the data for the same question, each coder would develop concluding sentences that would summarize anything interesting seen in the data code patterns. The coders discussed and compared to make sure all the coders were interpreting the data similarly and that any realizations could be shared with the full group. After discussion, the team would code the next question independently and then compare results again. After coding the full data and discussing on an individual question basis, all the coders worked together to develop a final set of conclusions about the data. This effectively ensured that the team considered all data patterns prior to making recommendations later in the analysis process. Figure 6 shows an example of a coded question.

5. What kind of problems do you face on a regular basis?

คุณพบปัญหาอะไรบ้างในการเรียนการสอนในแต่ละวัน

1. - They are behind the curriculum schedule (not enough time as there are many groups of kid)
  - Can't handle all student at the same time
  - Not enough teacher to look after all student
2. - Some speak Thai and some speak Burmese
  - Can't handle all student at the same time
3. -Not enough teacher to look after all student
  - The kids are obstinate
4. - Sometimes the vocabulary are difficult to explain to the kids due to language barrier need to google the translation.
  - Kids skip school to game shop many times teacher needs to go out and bring the kids back to LC, and while the teacher is away sometimes kids create chaos in LC like fighting (used to happen many times a week but now is getting lesser)
5. -Some can speak Thai and some can't speak Thai. (the students help the teacher to translate)
  - Problems about the student's parents; for example some missed the class because of the problem related to money. So, the teachers have to visit their house.
6. Each kids got different level.

Figure 6 - Teacher Interview Analysis Example

In this example, blue represents issues concerning classroom operation with regard to the large range of students attending the centers. Yellow indicates evidence that the learning centers are understaffed and teachers are overwhelmed. The orange shows signs of language barriers within the classroom which hinder communication. Red designates student behavioral problems. Green represents issues that relate to financial restrictions. Since these codes are somewhat broad, most carried through multiple questions which helped in the development of overall conclusions.

### 3.3.2 Qualitative Analysis of Data from Community Surveys and Parent, Seafood Industry Employer, and Past Student Interviews

We analyzed the community surveys and interviews with parents, seafood industry employers, and past students using the same technique. Since there were more of these respondents than there were teachers, the process for analyzing raw data from these sources first

entailed entering all data into Excel spreadsheets. In the spreadsheets, each row corresponded to a single respondent and each column corresponded to a single question. Next, we condensed numerical or categorical answers into a standardized format with a number representing the respondent's selections. Analyzing open-ended questions was more complex. Most of the time, we coded all answers to a single question separately from answers to other questions. For example, despite receiving a few similar answers to two questions, we created one set of codes for parent responses about what they wanted their children to learn and a completely different set of codes for responses to a question about what the learning centers are doing well. Given the limited range of responses for each of these questions, we used numbers to represent codes and kept codes fairly specific in order to draw conclusions from codes that were as close to the original responses as possible. A single answer could contain multiple codes, which would be indicated as "1, 2, 4" if the respondent covered those three different codes in their response. Figure 7 shows this reduction of responses to open-ended questions into numeric codes. In this figure, the original responses are at the top, the developed codes are in the middle, and the reduction of responses into a series of numbers are at the bottom.

In some cases, questions yielded similar results, so coders would combine the responses and then code as if all responses were to a single question. In other cases, we separated responses to a single question into multiple different columns and analyzed separately. After we converted all responses to sets of numeric codes, we counted the number of respondent's answers to a given question containing a certain code. Sometimes, we divided answers to open-ended questions by responses to earlier questions, such as learning center attended or ethnicity, in a method similar to cross-tabulation. Using this technique, we were able to identify differences between various groups of respondents within each data source.

## Original Data

Better job opportunities for child	Language skills (Thai&Eng&Burmese)
Better job opportunities/take care of child when parents hot home/ Further education	Language skills (Thai English Mon)
Better job opportunities	Language skills (Thai&English)
Further educational opportunities for child	Thai language skills
Further educational opportunities for child	Language skills (Eng,Thai,Burmese)
Better job opportunities	Language skills (Thai)
Day care service	Language skills (Eng,Thai,Burmese)
Better job opportunities	Language skills (English)

## Numeric Codes

0-Daycare service	0-Academic Knowledge
1-Further educational opportunities	1-Thai Language
2-Better job opportunities	2-Burmese Language
	3-English Language
	4-Occupational/vocational Skills
	5-Life skills and basic legal rights education
	6 - math
	7 - computer
	8 - socialization skills

## Data Represented by Numeric Codes

2	1,2,3
0,1,2	1,2,3
2	1,3
1	1
1	1,2,3
2	1
0	1,2,3
2	3

Figure 7 - Parent Interview Analysis Example

### 3.3.3 Quantitative Analysis of Community Survey and Parent Interview

The community surveys and parent interviews included closed-ended questions and questions simply requesting a numerical response to gather quantitative data. We broke the quantitative data down into interval and categorical data. Each type of data necessitates different analysis techniques. Interval data is data taking the form of a scale, with equal intervals between numbers. The interval data included ages, years, and salaries of parents and individuals in the

community. The team analyzed single variables corresponding to interval data using measures of central tendency, such as the mean, median, and mode. Categorical data represents different categories with no implicit ordering between the groups. In order to analyze this data, we must examine frequencies of each category. We examined relationships between categorical variables using the technique of cross-tabulation. We examined the differences resulting from categories to determine common characteristics, which result from quantitative interval data or conclusions drawn from qualitative data, within each category and comparing the results across all categories. The team used these techniques when analyzing the quantitative data gathered using surveys.

## 4 Results and Discussion

This chapter discusses in detail the findings of the research outlined in the previous chapter. Section 4.1 gives a brief overview of the four learning centers, their locations, and their teachers. The three subsequent sections provide analysis and results in relation to one of our objectives. For each of these objectives, we determined a few broad questions that we intended to answer through our interviews, surveys, and observations. These broad questions serve as the structure for the presentation of our results with the appropriate data and discussions used as evidence to provide answers. The final section covers our recommendations.

When conducting interviews and surveys, we phrased nearly all opinion questions as open-ended questions where the respondent was free to give multiple answers and suggest any ideas that came to mind. This means that the percentages of respondents noting benefits or skills may be lower than they might have been if we had provided the respondents with potential options to select. Unless otherwise noted, assume we asked the opinion questions using this format.

### 4.1 Overview of Mahachai Learning Centers

The learning centers began utilizing a new, non-formal education system a year ago. In the Tha Chalom, Saphan Pla and Pongthip learning centers, the teachers divide the students into three groups consisting of kindergarten, primary, and non-formal education. The teacher at the Krok Krak learning center divides her students into two groups: kindergarten and primary. She does not know enough Thai to teach the non-formal Thai education curriculum, so six of her students in the non-formal education class joined the Tha Chalom center to continue their education. In all of the learning centers, the teachers put the students into groups based on their level of Thai and Burmese language skills rather than age. The teachers evaluate their language skills based on a test each student takes when entering the learning center. Students with sufficient skills in Thai language join the non-formal education class

and others who lack Thai language skills start in either the primary class or the kindergarten class. These primary and kindergarten classes teach basic language skills and prepare them for the non-formal education class. The students later move into different grades based on the teachers' evaluation.

Aside from the curriculum used, each of the four Mahachai learning centers is very different. They have distinctive facilities, access to varying resources and teachers, and represent very different communities. Teacher decisions and methods vary depending on the spatial and instructional constraints of a given center. Since the factors of location, facilities, and community greatly influence the way a center operates, the next four subsections discuss the details related to these factors for each of the learning centers to provide context for the information in the rest of the chapter (a map with the locations of the four Mahachai learning centers can be found in Figure 4 in Section 2.4). All information presented in this section came from observations, teacher interviews, conversations with our sponsor, or demographic information from parent interviews and community surveys.

#### 4.1.1 Tha Chalom Learning Center

The Tha Chalom learning center is located in the alley next to the Chong Lom Temple near the Tha Chin River. Of the four Raks Thai learning centers in Mahachai, Tha Chalom is the only one east of the Tha Chin River. The learning center is located in the residential area in the Tha Chalom community beside a barber shop (see Figure 8). The people in the Tha Chalom community were very friendly. The community members seemed to have good relationships within the neighborhoods. One of the teachers at this learning center indicated there is less crime and drug activity in this community than other areas of Mahachai due to the security cameras placed throughout the community. Most of the migrants in this area live in one alley and the Thai locals reside in upper floors above street level shops. However, there is still some interaction between the migrants and the Thai locals.



*Figure 8 - The Front of Tha Chalom Learning Center*

The Tha Chalom learning center uses a three-room building, equipped with a kitchen area, bathroom, and a small garden where students grow herbs and vegetables they use for preparing their own lunches. The smallest class space is adjacent to the street, the next largest is an enclosed internal room that holds paper resources, parents' contact information, teacher desks and a computer, and the largest room spans the length of the other two spaces. The only space that does not provide students with desks and chairs is the enclosed room, as the kindergarten children most often work there. Each of the three work spaces has its own white board for the teachers to use (see Figure 9). The children use the kitchen area in the center for cooking lunch. The older kids cook while the younger ones help with the preparation. The students each pay 10 baht per day for lunch. The rent for this building is 3,000 baht per month with an additional 2,000 baht for water. The three separate rooms feel comfortable with multiple fans and plenty of natural light, but enough shade to keep the temperature down.



*Figure 9 - Rooms of the Tha Chalom Learning Center*

Currently one Thai teacher, Kru Na, works full-time at the Tha Chalom learning center, as well as one rotational Burmese teacher, Kru Son, who is there four days per week. Kru Na has been teaching at the Raks Thai learning center in Tha Chalom for six years. She heard of Raks Thai and their learning centers through a friend who previously worked as a teacher at the learning center. After one of the teachers at the center quit, she started working as a teacher herself. Currently, she teaches Thai language and the non-formal curriculum. Kru Son has been teaching for eight years. She taught middle school students in Myanmar for five years and began teaching at the Raks Thai learning center three years ago. At first, she worked at Rahmonya Labour Union, a small NGO, which later joined Raks Thai, and Raks Thai gave her the opportunity to teach at their learning center. She teaches math, Burmese language and English language at the Tha Chalom learning center.

The age range of the students attending this center is the widest of the four Raks Thai centers, with between forty and fifty students total. Children enter at the permissible age of five, and some stay beyond age fifteen. Two of the older girls, who frequently help teach younger students, are both sixteen years old. A baby was also in attendance on one of the two observation days. In the Tha Chalom learning center, student grouping is the most organized since each of the work spaces have clear divisions. According to the teachers, students at this learning center are more focused and concentrate on their studies more than at the other learning centers.

Out of the five Burmese parents we interviewed living around the Tha Chalom learning center, three had already been settled in Mahachai for ten years or more. The other two parents we interviewed just arrived in Mahachai approximately two years ago. In addition, four out of five parents we interviewed work as laborers in a factory and one works as a maid.

#### 4.1.2 Saphan Pla Learning Center

The Saphan Pla learning center is in the heart of a fishery port community. The center is in a small alley away from the main road (see Figure 10). Wat Pom Wichian Chotikaram Temple, a famous landmark, is in the same alley.



*Figure 10 - Saphan Pla Learning Center, a Two Story Building with an Extension Building Made with Metal Sheet Roof*

The learning center benefits from occasional food donations from Wat Pom Wichian Chotikaram temple. One teacher indicated that the Saphan Pla community does not seem to have any interaction or communication between neighborhoods. The Saphan Pla teachers also mentioned that they must keep the children quiet due to nearby neighbors. The community consists of residential areas, a convenience store, and a factory, so there is no apparent activity that joins the community together. One of the learning center teachers said that because the center is in the heart of a fishery port area, the community is known for being one of the most dangerous and corrupted areas in Mahachai due to drugs, theft, and gang activity. Since businesses in this community have high hard labor demands, businesses turn to middlemen to find workers. According to the teachers, these middlemen often act as leaders of criminal groups that manipulate the Burmese community in the area.

One classroom is on the first floor of a two-story wooden house, and the other is in a single room expansion constructed with a metal sheet roof besides this building. The room built with the metal sheet roof contains desks, chairs and a whiteboard. The other room has a refrigerator, food storage, and a television which the teacher uses for both instruction and playing cartoon movies for the students during their lunch break (see Figure 11). The youngest students use the first floor of the wooden house, while the second floor serves as a storage room. The single room expansion gets much hotter during the day than in the two-story building due to the metal roofing. The learning center also has very few windows, which leads to insufficient sunlight, limited airflow, and increased classroom temperatures. The students typically use the street as their play space. They have a charcoal stove which the students and teachers occasionally use to make lunch. The students can pay 10 baht to eat this or bring lunch from home instead. On other days, all students bring their own lunches. The rent for these facilities is 3,000 baht per month with water included.

Electricity for this learning center is frequently free due to using less than the threshold over which additional payment would be necessary.



*Figure 11 - Interior of Saphan Pla Learning Center with Metal-Roofed Room (Left) and Wooden House (Right)*

The Saphan Pla learning center currently employs one permanent Thai teacher, Kru Pla, and two rotational Burmese teachers (one male and one female). Kru Pla teaches Thai language and the non-formal curriculum. Typically the male Burmese teacher, Kru Yamen, teaches Burmese at the center one day per week while the female teacher, Kru Son, teaches English one day a week. A “field office manager” of Raks Thai invited Kru Pla to teach at the center. She started teaching as a trainee teacher for three years and has since taught at the Raks Thai learning center for the last seven years as a full time teacher. Kru Son regularly teaches at the Tha Chalom learning center, and Kru Yamen, usually teaches at the Pongthip learning center. They teach approximately 20 students, ranging in age from four to fourteen years old. Primary and kindergarten students study in the same room where older children in the group distract some of the younger ones. In the Saphan Pla learning center, on the day that Kru Pla is the only teacher at the center, she separates the children and assigns work. During the day, she rotates to different groups to assign new work as students complete assignments. However, on the days when a rotational teacher is present at the center, the students divide into two groups, primary and first grade as one group, and non-formal as another

group. Each teacher is responsible for teaching one group of students and they switch groups with the other teacher for the afternoon class.

The five parents we interviewed around the Saphan Pla learning center settled in Mahachai six or more years ago. Two of the parents arrived six and eight years ago respectively. One of the parents has been living in Mahachai for twenty years while the last two have both been living in Mahachai for twenty-five years. All of the parents interviewed work in factories as hard laborers.

#### 4.1.3 Pongthip Learning Center

The Pongthip learning center is on the opposite side of the Tha Chin River from the Tha Chalom learning center. It is in between the Saphan Pla learning center and Krok Krak learning center. The learning center itself is in an alley past the Pongthip Cold Storage facilities (see Figure 12). The community around the learning center seemed to be quiet and peaceful and the children tend to stay longer in the community.



Figure 12 - Entrance to Pongthip Learning Center

The Pongthip learning center has two connected classrooms with the same amount of space and similar resources. The entrance to the center opens into the first room, which connects to a second interior room. The rent for this building is 2,000 baht per month with an additional 2,000 baht per month for water and electricity. The first room is for the kindergarten only because the learning center has a large number of young children attending. The room has desks pushed together with chairs arranged around them and a whiteboard. The first grade and non-formal education students share the second room (see Figure 13). The students sit separately in their educational groups with one white board for the non-formal students. The whole learning center has one computer and one television. Overall, the learning center is a small space with few windows that offer low lighting and limited airflow. Students at this learning center bring their own lunches every day.



*Figure 13 - Kindergarten Class (Left) and Primary and Non-Formal Education Classes (Right) at Pongthip Learning Center*

In the Pongthip learning center, there is one permanent Thai teacher, Kru Nuch, and one Burmese teacher, Kru Yamen, who teaches four days per week. Kru Nuch started working with the Raks Thai Foundation as a volunteer teacher seven years ago at the Krok Krak learning center by the

invitation of the staff in the foundation. She then decided to become a full-time teacher. Currently, she teaches Thai language and the non-formal curriculum. Kru Yamen had experience teaching in Myanmar for two years and then moved to teach at this learning center one year ago. He teaches both in the Pongthip learning center and the Saphan Pla learning center, due to the lack of Burmese teachers. In this learning center, Kru Yamen teaches Burmese language, English language, and mathematics based on the Burmese public school curriculum.

With approximately twenty students, this learning center is about the same size as the Saphan Pla center. The age range of the children is a little wider than the other at the other centers, approximately seven to fourteen with two older children. If the Burmese teacher is present, the teachers divide the class into morning and afternoon sessions. The Burmese and Thai teachers will alternate groups with each other for the afternoon class. Similarly, if only the Thai teacher is present on that day, the teacher will assign work and move around in order to teach all the grades. The teacher assigns work to kindergarten first, then the first grade, and lastly, the non-formal education students.

Two out of the five parents have been living in the area for a few years while the rest have been there for almost a decade. All of them work as laborers in different manufacturing businesses.

#### 4.1.4 Krok Krak Learning Center

The Krok Krak learning center is located near the Krok Krak Temple and Krok Krak market (see Figure 14). Like the Pongthip and Saphan Pla learning centers, the Krok Krak area is also on the opposite side of the Tha Chin River from the Tha Chalom learning center. The Krok Krak learning center is in an area with a convenience store, salons and shops close by. Migrant residences around the area are located along small alleys, and Thai residences are located along the main road. The teacher indicated

that she must keep the children quiet due to the nearby neighbors. This community was the least willing to participate in our surveys.



Figure 14 - Interior and Entrance of Krok Krak Learning Center

The Krok Krak learning center has the biggest space of the four Raks Thai Mahachai learning centers as it was previously a drop in center for adult migrants. There are two floors in the center and a small area in the back which serves as a playground (see Figure 15). The center has a toilet, however, it can only be used during low tide and cannot be flushed during high tide. As a result, students sometimes need to use the neighbors' toilets. On the first floor, there is a small room which serves as a teacher office and another open space that is the classroom for both the kindergarten and first grade levels. There is also a playground space in the back of the learning center that is equipped with an old swing; however, students still often play in the street. The Raks Thai Foundation uses the second floor for another project. The rent for the whole building is 7,000 baht with an additional 2,000 baht for water and electric per month. However, the learning center shares this expense with the other project in the building. Krok Krak students bring lunch from home every day.



*Figure 15 - Play area (left) with swing (right) at Krok Krak learning center*

The Krok Krak learning center is different from the rest of the Mahachai learning centers as there is only one permanent Burmese teacher, Kru Ye, and Thai language has not been taught since the permanent Thai teacher quit in December of 2014. The Burmese teacher had five years of teaching experience in Myanmar before she moved to Mahachai. At that time the Raks Thai Foundation was looking for a Burmese teacher and she happened to be in the community so she decided to take the job offer which provided a higher salary than working in Myanmar. She has been teaching in the Raks Thai learning center for eight years. The Krok Krak center is the smallest with only about fifteen students. The children's ages ranged from approximately seven to twelve. All of the students in this center are in the same large room. Students in this learning center appear to get easily distracted by other groups of students right next to them. The teacher manages the students by dividing the class into two groups, kindergarten level and primary level. The Burmese teacher has to swap teaching between the classes by giving out assignments to one group in order to keep them busy while she teaches the other.

Four of the migrant parents interviewed have been living in the Krok Krak area for between three and seven years, and one parent has been there for seventeen years. In addition, four out of the five parents are working as laborers in the seafood industry. One parent works as a translator.

## 4.2 Determine the Opinions of the Communities Surrounding the Raks Thai Learning Centers in Mahachai

As noted in the previous chapter, the Raks Thai Foundation wants to understand the opinions of those affected by their learning centers. In order to capture the opinions of the parents, former students, and community members, we aimed to answer two broad questions, each discussed in one of the following subsections. The questions are:

1. How helpful does the community perceive the learning centers to be?
2. What are the positive and negative impacts of the learning centers?

### 4.2.1 Perception of Learning Center Helpfulness

We asked 10 respondents from the communities at each learning center to rate how helpful each learning center is to their respective community and its students on a five point scale (see Appendix J). They could rank each center at one for not helpful through five for very helpful. Although the resulting mean values differed across the four communities (see Table 3), t-test results suggest that the only significant difference was between the Tha Chalom and Krok Krak centers' means where Tha Chalom's rating was significantly higher (2.3, .04). Importantly, across the learning centers combined, the mode was five, suggesting that the community does appreciate the learning centers.

Table 3 - Helpfulness Ratings of Learning Centers by Community Members

	Tha Chalom, N=10	Saphan Pla, N=10	Pongthip, N=10	Krok Krak, N=10	All, N = 40
<b>Mean</b>	4.4	4.2	3.8	3.4	<b>3.95</b>
<b>Standard Deviation</b>	0.52	1.14	1.42	1.26	<b>1.13</b>
<b>Minimum</b>	4	2	1	2	<b>1</b>
<b>Maximum</b>	5	5	5	5	<b>5</b>
<b>Mode</b>	4	5	5	2,3,5	<b>5</b>

We also asked community members how familiar they were with the learning centers with 1 representing not familiar at all, and 5 representing extremely familiar. The graph in Figure 16 shows the familiarity of community members plotted against how helpful they thought the learning centers are. The marker size reflects the number of respondents who provided the same set of rankings for familiarity and helpfulness.

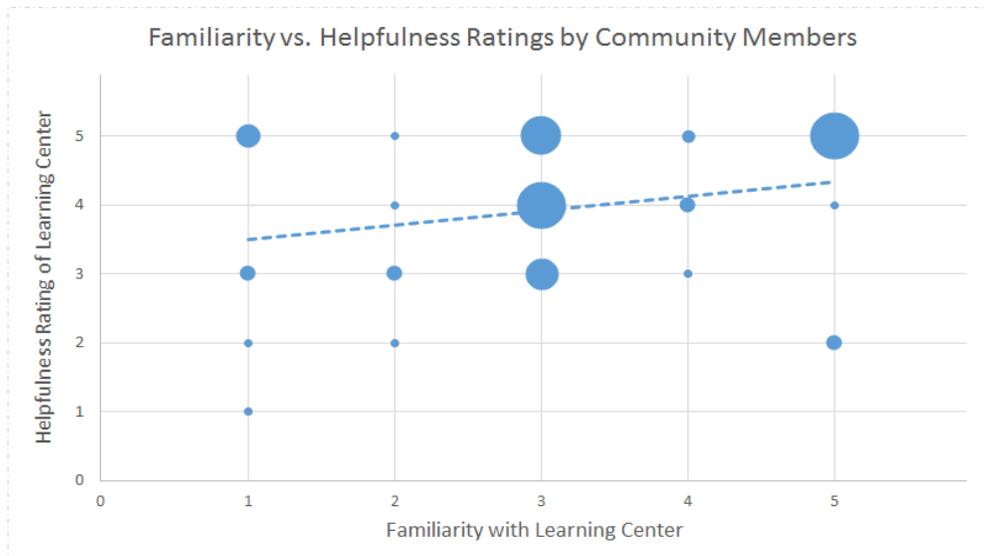


Figure 16 - Familiarity vs. Helpfulness Ratings by Community Members

In Figure 16, the two largest markers represent six respondents. The trend line shows the general relationship between familiarity with the learning centers and how helpful a respondent perceives them to be. The upwards slope indicates that with more familiarity, respondents typically rated the learning centers as more helpful. This chart also shows that only one person out of 40 respondents believed that the learning centers were not helpful, and this person was not familiar with the centers.

#### 4.2.2 Positive and Negative Impacts of the Learning Center

We asked parents, community members, and past students about the positive and negative effects the learning center in their community has had on them (see Appendix I, J and K, respectively).

Figure 17 indicates the positive effects of the learning centers identified by parents.

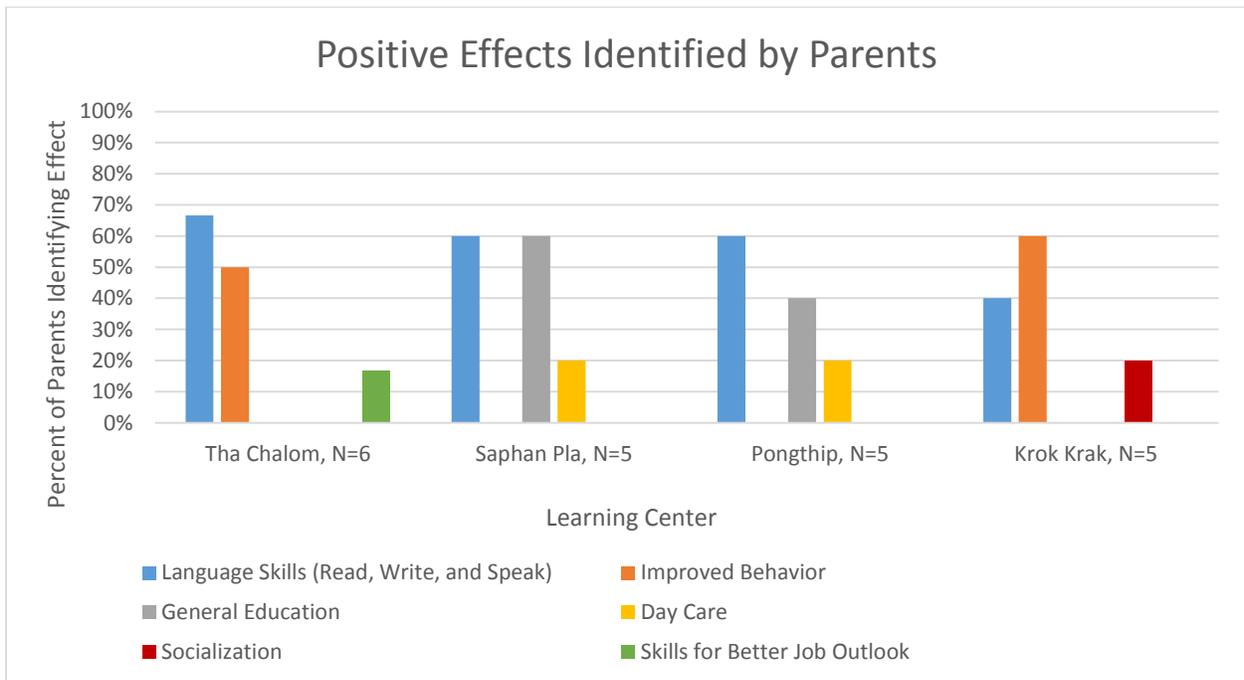


Figure 17 - Positive Effects Identified by Parents

Improvement in language skills was the only effect mentioned by parents at all four centers which indicates that the centers are effectively providing students with language instruction. It is also important to note that only parents at Saphan Pla and Pongthip mentioned day care.

Figure 18 displays the community member responses for positive effects of the learning centers on the enrolled students and surrounding community.

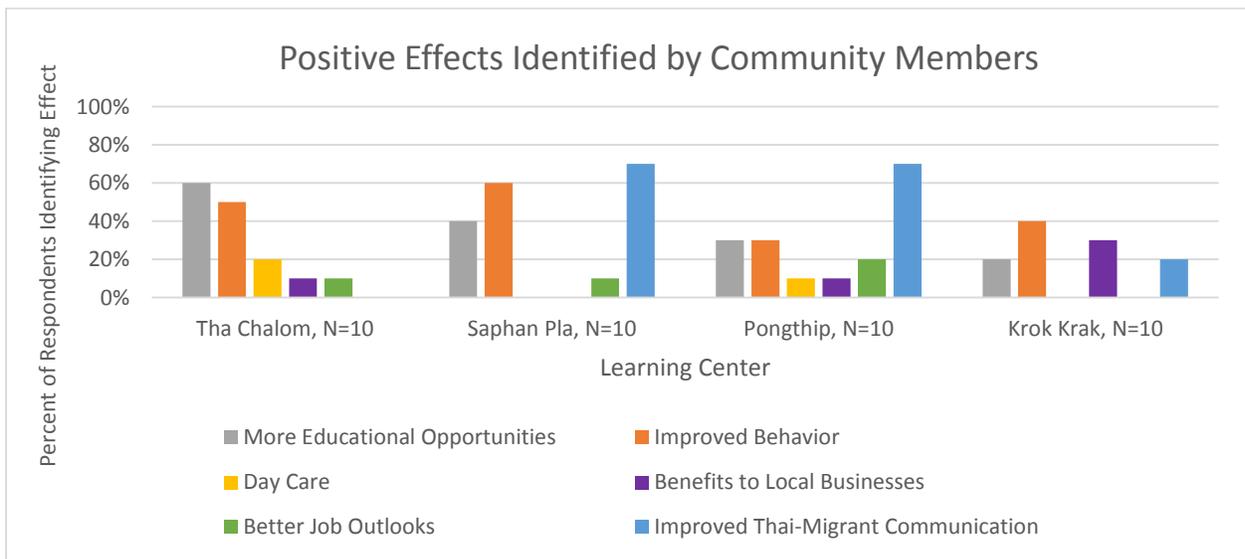


Figure 18 - Positive Effects Identified by Community Members

The survey respondents in each of the learning center communities noted two positive effects of the learning centers: improved behavior and more educational opportunities. The frequent responses about improved behavior could indicate that the students are learning more about Thai culture in regards to etiquette, and that they are beginning to integrate more into their respective communities.

Former students highlighted many positive effects that the learning center had on their lives. Six out of seven said if they were to make the decision again, they would choose to attend the learning

center. The positive effects they experienced are below with the number of students indicating the effect in parentheses.

- Improved childhood (7 out of 7 former students)
- Improved job prospects and preparation for current job (5 out of 6 former students currently in the workforce)
- Learned Thai which allowed them to better interact with the community and their bosses (6 out of 7 former students)
- Obtained good general education (4 out of 7 former students)
- Learned social skills, manners, and life skills (3 out of 7 former students)
- Learned Burmese and English (2 out of 7 former students)

Parents, community members, and former students also identified several negative effects of the learning centers (see Appendices I, J and K, respectively). Generally, the parents of the learning center students noted minimal negative effects. However, they indicated concern that the mixing of different age groups during play can cause accidents and harm younger students. One of the parents from the Tha Chalom center said that the tuition fee was problematic for them. A parent from the Pongthip learning center also has concerns that their child spends too much time hanging out with friends from the learning center instead of helping out at home.

Community members also noted some negative effects of the learning centers. The community around the Tha Chalom learning center only noted mild noise complaints, which two out of ten people mentioned. Only three of the ten respondents for the Saphan Pla learning center suggested negative effects which included minor noise complaints, concerns relating to the safety of children playing in the street, and vandalism in the community caused by students of the learning center. Two community members surveyed around the Pongthip learning center had complaints about the center's lack of effort

to be involved in the community. Four of the ten respondents had some complaints and concerns about the Krok Krak center. Two people said that the learning center was too noisy, one said that the learning center did not try to integrate into the community, and another expressed safety concerns related to the learning center's proximity to a busy road.

Only two of the seven former learning center students interviewed identified any negative effects. The first simply indicated that the learning center did not help to prepare them for their current job. The second student noting a negative effect said that mixing children with different ages could cause accidents when children are playing and that things can be stolen by other students.

Overall, the communities, parents, and former students discussed more positive than negative effects. Former students of the learning center more commonly noted improvements to their job prospects as a benefit of the learning centers than community members and parents. All groups identifying benefits of the center frequently brought up improved language skills for students. The centers' previous students did not mention day care at all, which both community members and parents of learning center students identified. Parents, community members, and past students all identified varying negative effects. Safety for the children was the only effect common to all three groups, though past students and parents were more concerned with behavior in the center and community members were more concerned about the learning centers' locations. Other negative effects parents noted were those that impacted their financial or family situations that would not have an effect on any other groups. As anticipated, community members tended to indicate more concerns to do with external effects than concerns with internal operations, such as noise or vandalism.

### 4.3 Evaluate the Effectiveness of the Four Raks Thai Learning Centers in Mahachai

The Raks Thai Foundation would also like to know if their learning centers in Mahachai are effective. As previously mentioned, the learning centers are effective by Raks Thai's definition if they provide some educational value and serve as more than a day care for their students. In order to determine this, we sought to answer two broad questions. The questions are:

1. Are the children at the learning center gaining an education?
2. Why are parents sending their children to the learning center?

#### 4.3.1 Educational Value of the Learning Centers

The parents' opinions on the material the children are learning from the centers played a role in determining whether or not the learning centers are effective. As previously mentioned in section 4.2.2, our data highlights that parents noted improvement in language skills, better job prospects for students enrolled in the learning center, and more educational opportunities (see Appendices I, J, and M). Several past students noted improvements in language skills as well as other life skills due to their education at the learning centers. This is clear evidence that the learning centers provide educational value.

#### 4.3.2 Motivation for Sending Children to the Learning Center

In the interviews with parents, we asked why they chose to enroll their children in the learning centers. This question was set up as a multiple-answer question, which led to answers that focused on three potential reasons (see Appendix I). Figure 19 outlines the results of this question.

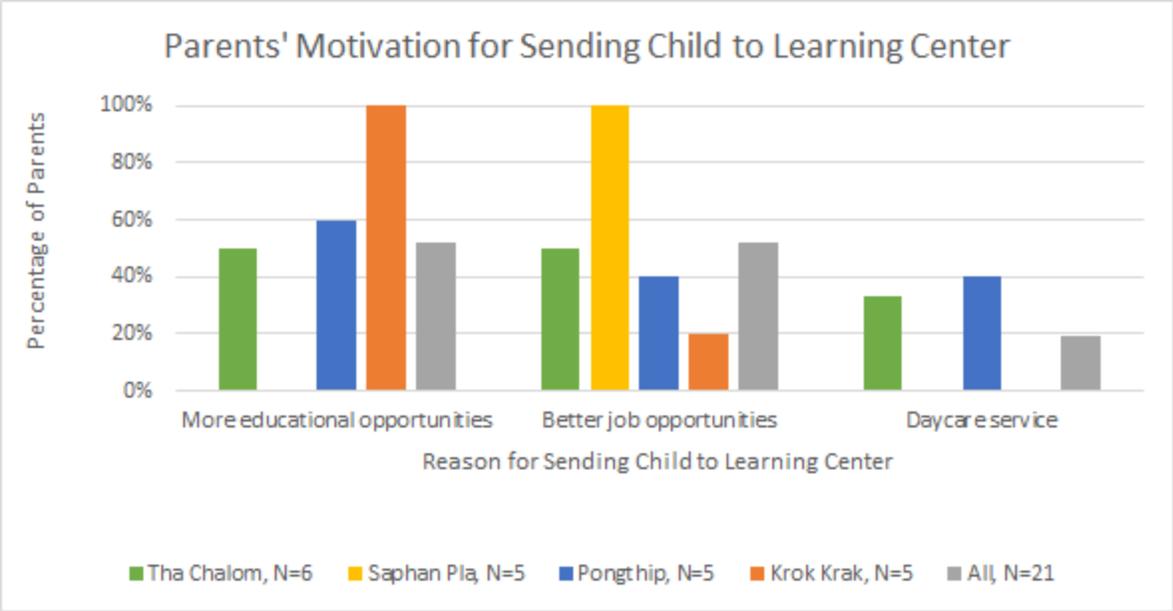


Figure 19 - Parents' Motivation for Sending Child to Learning Center

Though four parents identified daycare as a reason to send their children to the learning center, only one parent from all four centers identified day care service as the sole reason for sending their child to the learning center. Parents also indicated that they send their children for job and educational opportunities much more than day care. This suggests that most parents see educational value in the learning centers and do not think of them as a day care. The parents from the Saphan Pla learning center said that they only send their children to the learning center for better job opportunities and not for more educational opportunities. The location of the Saphan Pla learning in the center of a fishery port could be the cause of this emphasis. There are more jobs available near the port and as a result, there may be more interest in jobs here than in other areas of Mahachai.

## 4.4 Provide Information and Develop Recommendations for Improvement of the Four Raks Thai Learning Centers

Our final objective was to provide Raks Thai with information and recommendations on how they can improve their learning centers in Mahachai. We created four broad questions to answer in order to develop our recommendations. These questions are:

1. What information about the learning centers might help Raks Thai make improvements?
2. What skills are most important for migrant children to obtain?
3. What changes could improve the effectiveness and positive impact of the learning centers?
4. How might Raks Thai collaborate with local businesses to improve their learning centers?

### 4.4.1 Teacher Interview and Observation Information

This section discusses information discovered through teacher interviews and observation sessions. The information is broken up into different aspects of learning center operation. Notes from teacher interviews can be found in Appendices G and H.

#### Curriculum and Exams

All of the learning centers teach the same core subjects except the Tha Chalom learning center, which also offers computer classes, and the Krok Krak center, which does not teach Thai. As the teachers in all the centers break their students into groups without regard to age, students in the groups have different learning speeds. For evaluation, each of the teachers at the centers uses the same method where they give out end of chapter/lesson tests and an end of the year exam.

The only permanent teacher who had concerns about the pace of the curriculum was at the Tha Chalom learning center. Her concern was about teaching behind the curriculum schedule for the non-formal education class since she has to teach multiple groups of students when she is the only teacher

at the center. In addition, the Office of Non-formal and Informal Education sets the exam dates for the non-formal education curriculum throughout all the learning centers and this puts pressure on the teacher to stay on schedule. Both of the rotational teachers voiced concerns about finishing the teaching curriculum at each center since they rotate between two centers with more teaching days in one than the other. At the centers with more instructor coverage, the teachers are able to adjust what days they teach material to cover the curriculum. However, Saphan Pla, which has each of the rotational teachers for only one day per week, has much less flexibility and as a result, the children at this center are frequently behind schedule. This leads to difficulty in preparing for exams since the centers do not learn nor retain the same level of knowledge, and the teacher has to set the exam in the middle of the skill levels.

#### Attendance

At all of the learning centers, student attendance is imperfect. Parents bringing their children with them to work often cause absences. Although Raks Thai receives donations such as uniforms for the students, tuition fees still prevent some students from going to school. Some parents do not want to send their children if they cannot pay the fee, so they keep them at home, although the teachers do encourage them to send their children anyway. Inadequate income coming into the family also causes students to miss school to help their parents at work. In other instances, it is the child's choice to not attend class. Kru Pla explained that due to the proximity of the Saphan Pla learning center to a game shop, she needs to retrieve many of her students from the local game store. She also mentioned that her students sometimes need to remain at home to watch over their younger siblings. Additionally, there is more job availability in this community as it is located near the shipping dock, so the children tend to start to work at an earlier age, resulting in high dropout rates.

To encourage the students to attend class, half of the teachers tell their students stories. They remind the students of the success they will earn with an education and the financial gains they will be able to make. However, the two Burmese teachers primarily rely on reasoning that serves more like a scare tactic. The teachers remind the students how poorly their lives will be without education, and warn them of the consequences of poor attendance.

The teachers at each center currently keep attendance records, which we were able to examine. However, these records lack details, and do not have a consistent format between the centers. There are also large gaps in time in the records. Spreadsheets containing portions of attendance records can be found in Appendix S.

### Resources

Since each teacher has their own teaching methods, they each have different preferences for using classroom resources. Most teachers mentioned the importance of classic text resources such as textbooks and workbooks and the value of the donated books from Sikkha Asia Foundation which often provide Thai, Burmese, and English text. Some teachers also stated that the number of Burmese textbooks is insufficient for the students. Students in kindergarten and first grade classes sometimes have to buy their own Thai language textbooks. Since some students cannot afford the books, the teacher purchases them for the students instead. The teachers who instruct primarily at Tha Chalom focused on wanting more computers to help their students gain technological skills. This may have to do with the teachers' more ambitious goals for the futures of their students. Better jobs would require higher level skills, such as computer skills. Three of the teachers also mentioned their use of songs to help students remember material, although only one of these teachers suggested a preference for using CDs to assist this practice. Beyond the resources provided to teachers, some teachers use their own games, songs, and activities to help teach their students. Two of the four stationary teachers prefer

utilizing prepared materials rather than using teaching materials developed by themselves or by other learning center teachers. This is interesting because the four teachers that prepare and use their own original teaching materials to supplement donated supplies were those that worked primarily at Tha Chalom and Pongthip: the two learning centers that spend the most time with two instructors during the week. The two teachers that are the most isolated and teach by themselves for the majority of the week (teachers at Saphan Pla and Krok Krak) tend not to use their own materials.

### Advertisement

From our observations we noticed that the learning centers lack advertising and signage that could make them recognizable. The Saphan Pla learning center does not have any sign showing that it is a learning center. At the other learning centers, the signs are inconsistent and unclear. Some signs are not visible to people passing by because they are indoors, and others have missing or faded letters, making the signs difficult to read.

The Raks Thai Foundation does have a video on YouTube highlighting the overview, purpose, and teacher perspectives of the learning centers. This appears to be the only major source of information about the Raks Thai learning centers on the Internet.

### Language Barriers

The Raks Thai teachers each face different problems in their learning centers. They identified language barriers as a major problem. The teachers in the Saphan Pla and Pongthip learning centers seem to be facing more communication problems due to the language barrier. According to the teacher interview, the children separate into two groups where some speak Thai and some speak Burmese. Because of the necessary translation, the vocabulary is sometimes difficult to explain to the children. Therefore, the students sometimes have to help the teacher with translation.

## Training

According to the teacher interviews, four out of six teachers received some initial training from Raks Thai. Only the teacher at the Krok Krak learning center and the rotational teacher that instructs primarily at Pongthip have not received any kind of training. Five of the six teachers, however, wanted to have additional training to improve on their teaching technique. Other training interests varied from academic skills to life skills, with each of the teachers having their own preferences.

## Parent Interaction

Most parents of migrant children learning at the four Raks Thai centers have developed a strong bond with the teachers by treating each other like family. The teachers try very hard to help the parents in times of trouble. If the migrant children are sick during the night and need medical care, the parents sometimes ask the teacher to take their child to the hospital as they cannot communicate or are afraid of being caught by the police. At Tha Chalom, the teacher picks up the students who live too far away to walk to the center and do not have transportation. She also brings them home each day so that the students have the opportunity to study.

When children at Saphan Pla skip class and their parents are busy at work, the teacher may leave the center to retrieve the students. Most of the time the parents inform the teacher before their child is absent. However, there are still some cases when the parents do not inform the teachers in advance about students being absent. In these situations, the teachers visit the family at their home to understand what prevented the student from going to school. This strong communication helps ensure that the students receive their education.

### Student Behavior

Most teachers noted some degree of student behavior problems. Both of the teachers who rotate between two centers described having more trouble managing the students at Saphan Pla. They attribute this to the nature of the center's surrounding community, in which many laborers are involved in illegal activities. The influence of the older students causes the younger children to become more stubborn and mischievous (see Appendix P). The community also contributes to behavioral problems at the Krok Krak learning center. Through our interviews, we learned that the teachers at the nearby learning centers (Saphan Pla and Pongthip) have become accustomed to helping bail Krok Krak students involved in illegal activities out of jail. For the other learning centers, teachers did not mention any such community problems.

### Learning Center Teacher Shortage

Two of the permanent teachers mentioned that they cannot handle all the students at the same time. The teachers worry that there is an insufficient number of teachers to attend to all the students because each student has different levels of skills in each of the subjects. However, in all of the learning centers, one or two teachers cannot adequately manage all of the educational groups. The teachers move around to each group, assigning work without fully teaching any of the curricula. Moreover, if the teachers are sick or absent, there is no one to substitute for them so the children miss the chance to study that day. Both of the rotational teachers feel that they have to repeat lessons at Saphan Pla since they are each only at the center for one day a week. As a result, the children need to review the prior week's material and repeat previously taught lessons. This leaves little time to cover new material.

Our observation sessions confirmed what we learned in teacher interviews and community surveys about the need for more teachers. When we observed the Tha Chalom learning center, we were

able to see how the classroom operated with a single teacher, and how two teachers created a different environment.

Our second observation period at the Tha Chalom center involved watching a single Thai teacher move between three groups of rowdy students. Although some of the older students helped provide instruction to the younger students, it was clear that the students had more free, uninstructed time than would have occurred with two teachers. Some children played hand-games while waiting for new assignments, and other children socialized freely depending on their location in the room in relation to their teacher. The teacher seemed overwhelmed with the number of students she had to supervise. It appeared to be too much to handle for a single teacher, especially when we witnessed the learning center's operation with two teachers present a couple weeks later.

With two teachers at Tha Chalom, the learning environment was vastly different. There were still three groups of children, but the two teachers effectively held the focus and attention of all the children present. The Burmese rotational teacher taught an English class, while the Thai teacher monitored two groups of students learning Thai. The Thai teacher frequently disciplined students and maintained their attention. Though the environment seemed more tense and structured, the teacher appeared more relaxed and at ease. It appeared that she had regained the motivation to keep the attention of the classes and seemed much happier to be teaching her students.

#### 4.4.2 Most Important Skills

We also asked parents, seafood industry employers, community members, past students, and teachers to list the skills they thought were most important for migrant children to learn (see Appendices I, L, J, K, and G, respectively). Figure 20 summarizes the parent responses.

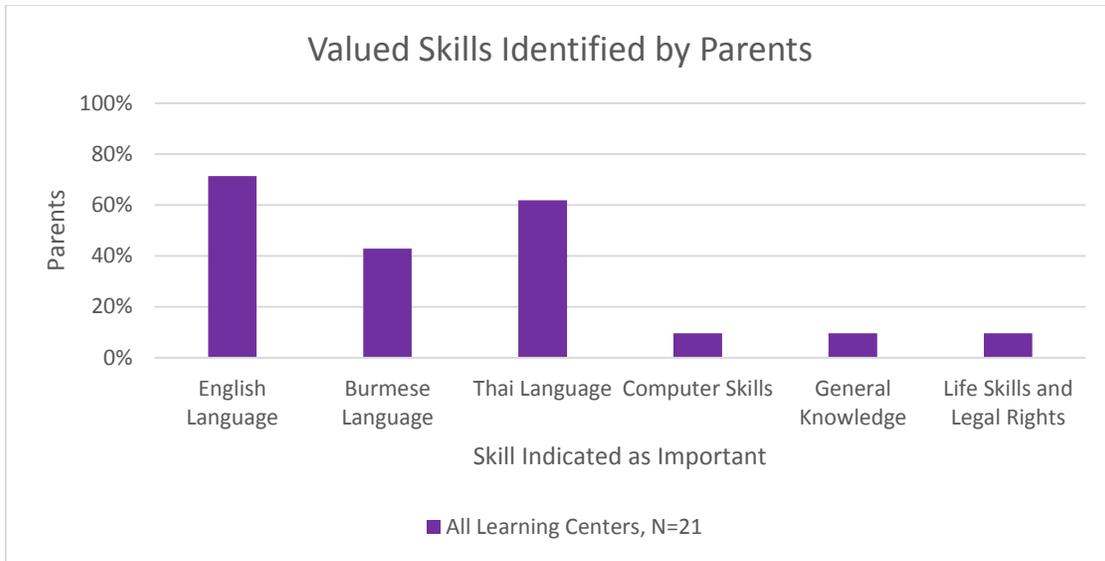


Figure 20 - Valued Skills Identified by Parents

We found that parents at each of the different learning centers are interested in different skills (see Appendix R for more details). However, language skills are consistently valued over other academic skills. Interestingly, English language skill was the most highly desired.

Community members also indicated what skills they thought the learning center should teach (see Appendix R for more details). Figure 21 shows the responses.

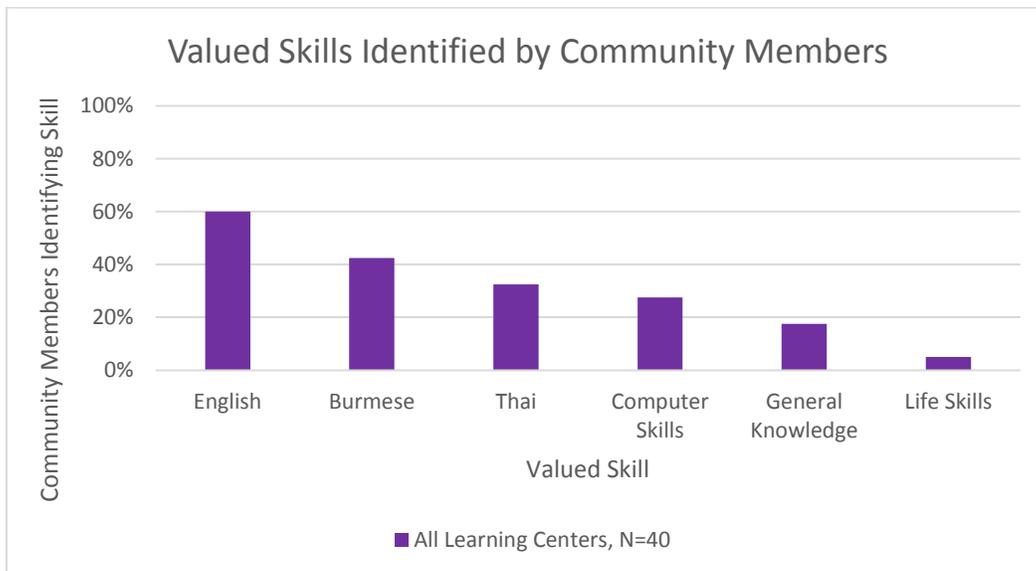


Figure 21 - Valued Skills Identified by Community Members

It is interesting to note that language skills are in the highest demand and are valued significantly more than general knowledge and life skills. In some respects, this makes sense since communication is crucial for an individual’s community involvement and eventual employment. However, it was surprising to find that English language was more desired than Burmese or Thai language. It is also interesting that more members of the community felt that the learning center should be teaching Burmese than Thai. There are a couple potential reasons for this apparent preference. Thai participants may have assumed that the learning centers would teach Thai, and therefore did not list it in their suggestions for important skills. Another possibility is the assumption that parents believe their children will eventually return to Myanmar, and therefore should continue to learn Burmese. The last point to note from this figure is the community’s interest in computer skills, which were mentioned almost as commonly as Thai language.

Figure 22 separates community responses by employment type into two categories: higher ranking jobs including skilled laborers and business owners and lower level jobs, comprised of unskilled laborers and unemployed people. Skilled laborers potentially have more insight into which more advanced skills could lead to a better job.

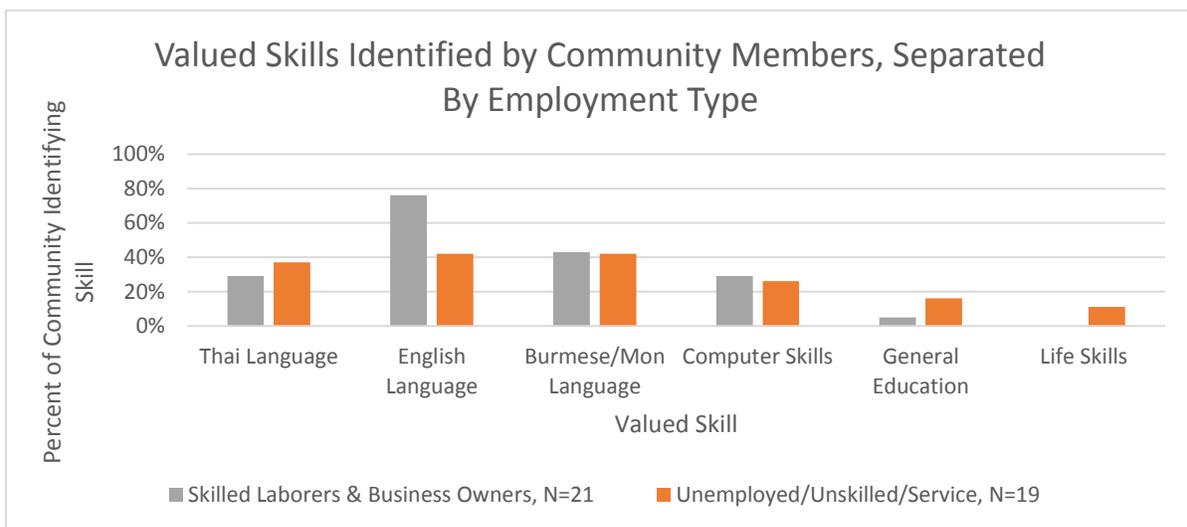


Figure 22 - Valued Skills Identified by Community Members, Separated by Employment Type

Responses between these two groups were relatively similar. Both groups rated Burmese language, computer skills, and Thai language very similarly. Unemployed and unskilled workers indicated general education and life skills as important more frequently than the skilled laborers and business owners. Skilled laborers and business owners indicated that English was important significantly more than unskilled laborers and the unemployed ( $t$ -statistic = 2.3,  $p = .03$ ). This is potentially because people in lower skill jobs do not interact often with others outside of their workplace. Business owners, managers and skilled laborers, however, are more likely to interact with English speakers.

We asked the seafood industry employers what skills they generally look for when hiring migrant workers. Of the five employers that we interviewed, four indicated that languages are most desirable. Three of these specified Thai language skills and the last indicated that translation skills would be useful. One person also said their company looks for computer skills and technician skills.

All seven past students that we interviewed indicated languages as the most important skills that the learning center should teach. Each one indicated a language they felt was most important with three of them indicating Thai, and two indicating Burmese and English each.

The distribution of the teachers' opinions on important skills was quite wide and fairly even. Two teachers valued computer skills, and both felt as though the centers do not currently offer that skill sufficiently well. Two others identified life skills. Three teachers named languages, one saying Thai, Burmese, and English are all important, another saying Burmese was most important, and the third saying Thai.

These responses from the teachers did not align with those gathered from other stakeholders. Three of the teachers felt that learning languages, computer skills and life skills were equally important. This is interesting because the learning center communities and the parents of the children had less of an interest in computer literacy, general education, and life skills. The two teachers who emphasized

computer skills primarily teach at Tha Chalom, an area where computer skills are not of high priority in the surrounding community (see Appendix R). The responses of the community and parents were quite similar to each other. Both groups value language skills most highly. However, some discrepancies are present, including that the community values computer skills more than the surveyed parents. The parents of learning center students more frequently noted Thai language as more important than Burmese language, whereas the community noted importance of Burmese instruction more frequently than Thai instruction. Likewise the past students and industry contacts also agree that languages are most important, though they mention English more frequently.

#### 4.4.3 Stakeholder's Suggestions for Improvement

While conducting our surveys and interviews, many community members and parents offered various suggestions for areas the Raks Thai learning centers could improve. Their recommendations largely support the concerns voiced by the teachers. The most frequent recommendations mentioned by the parents and community members are in Table 4 below, divided by learning center. Beside each recommendation is additional information from throughout the chapter that supports that recommendation (the full lists with the frequencies of each response are in Appendix M).

Table 4 - Community and Parent Suggestions for Improvement

<b>Learning Center</b>	<b>Parent/Community Suggestion</b>	<b>Support from Other Source</b>
<b>Tha Chalom</b>	Employ more teachers	Highest enrollment, seemingly overburdened teachers
	Additional computers and computer instruction	Computer need indicated by both teachers
	Additional English instruction	English taught only by rotational teacher who also has to cover Burmese
<b>Saphan Pla</b>	Better advertising and recognition	Located in a small alleyway, not visible to passersby
	Better location	Proximity to a game shop causes distraction and truancy
	Bigger facilities	One of the two smallest learning centers
	More teachers	Only has a second teacher for two out of the five weekdays
	Additional computers	Current computer is broken
<b>Pongthip</b>	Better advertising and recognition	Located behind a cold storage facility down an alley
	Bigger facilities	One of the two smallest learning centers
	More teachers	Second highest attendance on average
<b>Krok Krak</b>	More teachers	Only one teacher all days of the week, cannot teach Thai language
	More supplies	Teacher interested in more textbooks, workbooks, and stationery supplies
	Better advertising and recognition	Difficult finding people in the community that were familiar with this center for surveying
	More computers and computer instruction	Computer instruction not currently provided

#### 4.4.4 Funding & Industry Collaboration

The Raks Thai Foundation’s funding for their Mahachai learning centers is limited. To continue to operate the centers, Raks Thai needs additional funding. Migrant parents currently pay tuition fees of 100 Baht per month for their children to attend the learning centers. This excludes any transportation and food costs associated with attending the learning center. In the interviews with parents (see Appendix I), we asked how much each parent would be willing to pay for tuition and transportation for each child per month (see Appendix Q). The graph shown in Figure 23 shows the percentage of interviewed parents who are willing to pay up to the given amounts displayed.

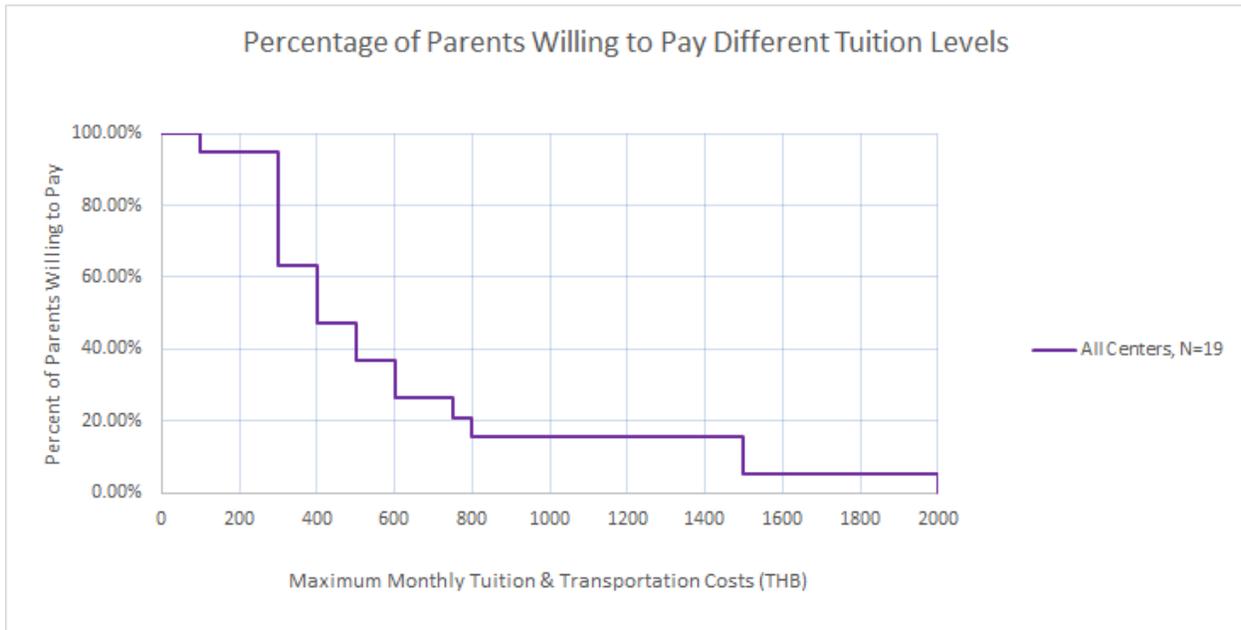


Figure 23 - Percentage of Parents Willing to Pay Different Tuition Levels

As shown in Figure 23, only one parent out of the 19 interviewed indicated that 300 Baht per month is above the maximum they were willing to spend (breakdowns by center found in Appendix Q). This indicates that doubling or even tripling the current monthly tuition may be feasible. It is important to note that this represents the parents’ willingness to pay, rather than their actual ability to pay this amount. Teachers indicated that many parents often cannot pay the current fee, despite being willing to

if they had the money available. Currently, Raks Thai handles this inability to pay by taking whatever money parents can pay and allowing the child to attend the learning center, regardless of whether the parents paid the full amount. A similar situation could be true if the fee was higher, with parents willing to pay, but less actually paying the full fee than there currently are. Regardless, their overall willingness to pay as much as three times the amount they are currently paying indicates how much they value education and the services that the Raks Thai learning centers offer.

We also asked the five seafood industry employers we interviewed about their general opinion of learning centers (see Appendix F). Only one of the contacts said that they were familiar with the concept of a learning center and this person had never heard of the Raks Thai learning centers. After an explanation of the concept of learning centers and Raks Thai's learning centers specifically, we also asked the five seafood industry employers if they would be interested in developing a relationship with Raks Thai, both to have connections to allow students to find jobs and potentially for funding purposes. Two of five indicated that they were interested in developing a relationship with the learning centers to potentially obtain more skilled workers. Two others said that they would consider a relationship with Raks Thai if given more information. A representative from one of the companies interested in developing a relationship also said that they would be interested in helping fund the learning centers. The remaining three that were interested in developing a relationship or considering a relationship with the learning centers said that they would consider donating to the learning centers if given more information.

#### 4.5 Recommendations

From our analysis of the data gathered, our investigation demonstrates that all four Mahachai learning centers are effective, as defined by our sponsor. All centers are improving the language skills of their students and provide more educational value than day cares. Parents choose to send their children

primarily for increased job opportunities and better education rather than for day care purposes. However, there is still room for improvement. Using the analysis in this chapter, our team developed several recommendations for the Raks Thai learning centers in Mahachai. The migrant education best practice principles cited in Table 1 also support many of these suggestions. Although each center is unique, our data suggests that the most significant issues affect all four centers. In accordance with this, we developed recommendations that are not center-specific. The following subsections each cover one of our recommendations.

#### 4.5.1 Increase Number of Teachers and Improve Training

One of the most common suggestions for improvements articulated was to increase the number of teachers at each learning center. Observing the Tha Chalom learning center on two separate days with different numbers of teachers confirmed the importance of this suggestion. With more teachers, there would be more potential for individualized aid for the students and additional teachers would better enable each class of students to learn new material, as opposed to repeating lessons. Ensuring that each learning center has adequate staff is also a migrant education best practice. Furthermore, adequate staffing directly contributes to effective instructional quality, communication and collaboration with migrant families, and focus on language instruction. Since four of the five best practices relate to staffing, we feel it is of highest priority (Clements et al., 2011).

The rotational teachers voiced another concern that the different levels of students at each learning center make it difficult to create examinations for the students. The teachers often have to create exams in between the skill levels of the different groups across learning centers because they do not have time to create multiple versions. The time constraints of teaching at two different centers also create difficulty in scheduling examinations for the learning centers where they teach. The teachers are

concerned because they each teach at Saphan Pla for a single day of the week, which leaves those students behind in the curriculum.

As a result of all of these issues, though, it would be better to have more teachers with varying language skills available in each center. This would resolve the issue with the distribution of the rotational teachers. Since students are broken into three groups in most of the centers, it would be ideal to have three teachers so each group receives regular instruction throughout the day. However, the learning centers currently only have approximately ten students per group so it may be impractical to employ this many teachers. Should the centers gain more students, either through consolidation or recruiting, we strongly recommend hiring enough teachers so each learning center has one teacher for each curriculum grouping. Given the current number of students at each center, it would be highly beneficial to have at least two teachers per center.

#### 4.5.2 Teaching Language Skills

Our analysis indicated that all stakeholders except teachers mentioned the value of learning languages more than other skills. Thus, more emphasis on learning languages is warranted. Parents and community members valued English most frequently while past students and seafood industry employers more frequently valued Thai. Since Thai is the language spoken by the majority of Thailand's population, learning Thai is important for children to be able to become active members of Thai society and obtain better jobs or go to Thai school. Still, the responses about English language suggest that adjusting the current curriculum to increase instruction in this subject matter may be worthwhile. However, to maintain the cultural identity of the Burmese students, the learning centers must continue to teach Burmese language. Focusing lessons on Thai language and having teachers offer an equal amount of English and Burmese language classes would give the students the language skills they need. Placing emphasis on languages is also supported by the migrant education best practices, which more

specifically suggest that providing instruction in the native language and offering intensive courses in the local language is ideal (Clements et al., 2011). Therefore, Raks Thai should consider the language abilities of both present and potential teachers when hiring new teachers to accommodate this focus on language skills.

#### 4.5.3 Enhancing Facilities

One particular concern is for the safety of the children in the learning centers during recess time. In the Saphan Pla and Krok Krak learning centers, children tend to use the road as a play space. Although Saphan Pla is located in an alley where few cars pass by, this environment is still potentially dangerous. The Krok Krak center is located in front of a main road, which can be busy during school hours. Moreover, the centers already have an inadequate amount of staff which makes ensuring that each child is safe during recess even more difficult. If it is not possible to dedicate a safer area for the children to play, Raks Thai should at least speak with the Department of Public Works and Town and Country Planning to have signs approved to serve as a caution to drivers that there are children playing in the area. In the case of the Krok Krak center, there is a dedicated playground space, but the permanent teacher there is concerned that the equipment is old and potentially prone to breakage. Ensuring that the swings and playground equipment is still safe will prevent any of the children from injuring themselves. The center could also use the playground space more fully by turning some of the area into a vegetable garden. A garden would help to reduce the cost of students' lunch and provide a life skill for the students.

Students could benefit from improved facilities in some of the learning centers which would create a more comfortable learning environment. Saphan Pla and Pongthip both have very few windows which causes several problems, such as lack of natural light, decreased airflow, and high classroom temperatures. Constructing more windows for the Saphan Pla and Pongthip centers would create a

significantly more comfortable learning environment. The subpar sanitation conditions at the Krok Krak center are also a problem. Students sometimes have to use the toilet from neighbors since the one at the center does not always function properly. Survey respondents and interviewees also indicated wanting to see a bigger space for each learning center to aid in making the classrooms more effective. This would be advisable given the teachers' input that the children in different groups often distract one another when they are located in the same space. Should Raks Thai choose to open a new center, considering these environmental factors would create a better environment for both teachers and students.

#### 4.5.4 Increasing Resources

Making more resources available, such as computers, textbooks, workbooks, and CDs, would be useful for the teachers. Computer skills can be an asset when applying for work. Yet, each learning center currently has no more than one operating computer, leaving not enough computers for all the children. The number of textbooks is also currently insufficient for all the students. The kindergarten and primary class children often have to buy their own books. Aside from textbooks and workbooks, teachers mentioned that CDs with songs such as alphabet songs are very useful because they more effectively enable the children to remember material.

#### 4.5.5 Improving Classroom Operations

There are also potential improvement to classroom operation, such as the way attendance records are kept. The attendance records could be better organized and standardized with the same format for each learning center. This would allow better analysis and comparison of attendance between learning centers in the future.

In addition, the teachers could divide each curriculum and class level more clearly into sections so that each class will not interrupt the others. The students could be put into separate classrooms

according to their levels and curriculum if there was more space. The teachers could further separate them by their age range. Another way to help manage different skill levels would be to place all newcomers into summer courses or lower levels first to catch up with their peers.

#### 4.5.6 Developing Advertising Strategy and Increasing Recognition

Based on our surveys and interviews with community members and seafood industry employers, we concluded that there is a deficiency in recognition of the Raks Thai learning centers. As many industry managers and community members are not familiar with the learning centers, an advertising and public relations strategy is necessary to make more people aware of the learning centers' operations. Some community members that are familiar with the centers also noted that the learning center should advertise more and become more recognizable to the Mahachai community.

Improved advertising and greater recognition would help the learning centers gain the attention of the communities and different industries. This may improve the general perception of the learning centers within the community, since it seems that people tend to view the centers more favorably if they know more about them. Increased familiarity within industries could allow the learning centers to develop relationships with industries for both employment of learning center students and funding.

Raks Thai may consider creating informational material about their Mahachai learning centers for distribution. During our seafood industry employer interviews, the employers frequently stated that more information would be useful prior to developing a relationship with Raks Thai where funding might be provided. In these instances, having written materials ready for potential donors would be critical. Whether the information is in the form of a brochure or paper handout, providing potential sponsors with written documentation of the work they would be supporting is often important to successfully obtaining funding. The materials could also increase awareness among the populations that would find the learning centers helpful. The migrants that go to the Raks Thai drop-in centers might be interested in

the options Raks Thai has for their children. These brochures could also be distributed in communities and industries around the Mahachai, Samut Sakhon area in order to promote recognition of the learning centers and their goals. It would also be useful for Raks Thai to more clearly mark the exterior of their learning centers. Some of the learning centers are not very clearly marked as being learning centers, making them more difficult to locate and identify.

#### 4.5.7 Raising Funds

One of the major problems Raks Thai expressed was the lack of funding for the learning centers. From interviews with teachers and parents, we found that each of the centers are lacking resources and could benefit from additional improvements. In order for Raks Thai to continue operating their learning centers, gain these resources, and make improvements, they will need to pursue additional funding.

To attempt to increase available funds, we recommend that the Raks Thai Foundation raise the tuition fee to 200 Baht per month. Most parents said they would be willing to pay 300 Baht per month, so this would leave additional money for transportation. Some teachers also have concerns about lunches brought from home by students due to the fact that they are often expired or lacking nutritional quality. At Tha Chalom and Saphan Pla, students can buy lunch made at the learning center for five or ten baht per day, respectively. Some of the parents who are willing to pay more than the current amount want the tuition to include a lunch meal for their children. Therefore, we also recommend that tuition include lunch at each of the centers. If this occurred, Raks Thai could raise the tuition fee to more than the 200 Baht initially recommended.

Teachers indicated that some of their students are unable to pay the monthly tuition fee regularly. Raising the tuition could make this a problem for more families, however, if they only raise the fee to 200 Baht instead of one of the higher amounts indicated by families, this problem could be minimized while still increasing funding for the learning centers. Teachers also encourage students to

attend the learning centers even if they cannot pay, which would further limit the effects of inability to pay. Therefore, changing the monthly tuition would largely affect only the families that are able to pay additional money for their child's education.

Another potential source of funding for the Raks Thai Foundation learning centers is from businesses in Mahachai. None of the five seafood industry employers that we spoke to were familiar with the Raks Thai learning centers. Yet, after we provided a brief description of the learning centers' role, four of the seafood industry employers indicated that with more information, they would consider developing business relationships with the centers and potentially providing some funding. These employers represented Thai Union Frozen, Phatthana Seafood, Preserve Food Specialty, and Prantalay, all of which are frozen seafood companies. If Raks Thai were to advertise further and make their learning centers more recognizable as a place of education, it is possible that they could receive additional funding or supplies to implement the changes recommended in this report.

## 5 Conclusions

The goal of our project was to assist the Raks Thai Foundation in ensuring that their learning centers are meeting the educational needs of the migrant children in Mahachai by collecting the perspectives of various stakeholders and developing recommendations to improve the four learning centers. To accomplish this, we interviewed teachers, current students' parents, past students, and seafood industry employers. We also surveyed the communities that surround each of the learning centers to understand how they perceive the operations of the centers and conducted classroom observation.

Following our data collection and analysis, we arrived at three main suggestions for improvements. First, Raks Thai should employ more teachers at each center to more efficiently handle the multiple sets of curriculum and groups of students. Second, teachers should place more emphasis on providing language instruction that will help students communicate better with the communities they live in and improve their job prospects. Last, Raks Thai should develop advertising materials to make more people aware of their learning center operations and garner support for potential funding. It is important to acknowledge that our recommendations should not be applied to any other learning centers. Each community is unique, and therefore, each population will have different preferences and needs. Likewise, the resources available to each center will differ, which may lead to an entirely different set of improvements.

Although we found that the centers are effectively meeting the needs of migrant families by providing their children access to education, additional research should be conducted to better understand the alternative forms of education which a migrant child may choose to pursue. Raks Thai and many other NGO-operated learning centers strive to help the Burmese children enter Thai public

school. It is therefore important to ensure that the children feel comfortable when entering the public school system and are integrating well.

Our project has the potential to change the futures of Burmese migrant children in the Mahachai area. Migrants typically work long hours in dangerous conditions for low wages, but with an education, they can avoid this fate. The Raks Thai learning centers are currently working to provide this education that many children cannot get through Thai schools. Our recommendations for the further improvement of the four Raks Thai learning centers in Mahachai will provide positive solutions to better serve the migrant children and enable them to have better futures.

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## Appendices

### Appendix A – Permanent Teacher Interview Questions

#### Permanent Teacher Questions: English Version

We are a group of WPI and Chula students working on a project to help improve the services provided by Raks Thai learning centers in the Mahachai region.

This interview will be used to see what is working well and what could be improved at the four Mahachai Raks Thai Foundation learning centers. Please note that this will not include evaluating your teaching.

Your participation is strictly voluntary. If you are uncomfortable with a question for any reason, you may ask to skip it and move on to the next.

Do we have your permission to record this interview? This recording will not be used for any purpose other than our reference.

Would you be comfortable with our team using your name in our reports?

#### Teacher Information

1. How long have you been teaching?

a. Here?

b. If taught elsewhere: how was that different than teaching in the RTF LCs?

2. When did you decide to become a teacher, and why did you choose to serve migrant children at RTF LCs?

3. How do you typically operate/run a class?

a. How do you handle different learning speeds and different educational levels within the classroom?

4. What is your system for evaluating student work?

5. What kind of problems do you face on a regular basis?

a. How do you respond to behavioral problems?

b. If attendance is an issue:

i. What do you do if a student has been absent from your class for several days?  
(example: do they need to do some catching up or do any assignments to make up for the lost work)

ii. How do you encourage your students to consistently attend LC classes?

iii. How do you encourage the parents of your students to send their children to the LC consistently?

#### Resources & Learning Center Operation

6. What resources do you have that are working well? Do you have enough of these? If you had extra funding to spend on improving the education of your students, what would you use it for?

a. Is there anything that you or other learning center teachers have developed that works particularly well (ie:textbooks,worksheets,games)?

b. Are there any resources that you have that you don't use?

c. What materials from other organizations have you found useful?

7. What communication is there between teachers and parents? What changes would you like to see to this communication?
8. How much do you collaborate with the other LC teachers? Do you have regular meetings?
9. What training do you or did you receive? What additional training in any area might be helpful to you?

Learning Center Effect

10. What positive impact do you think the learning center will have on a student's life? [both while they are attending the learning center and following their attendance]
  - a. What kind of jobs do you think the learning center students will have later in life?
  - b. Do you know how successful previous students have been in obtaining better job?
11. Which subjects and/or skills do you think are the most important for migrant children to learn?
12. Can you think of any life skills or benefits that the LCs cannot offer students?
13. Is there any other information that you think would be useful or important for us to know?
14. Contact information for parents (Names/phone numbers/addresses/towns)?
15. Contact information for past students?

## Permanent Teacher Questions: Thai Version

พวกเราเป็นนิสิตจากจุฬาลงกรณ์มหาวิทยาลัยและ WPI

ขณะนี้อยู่ระหว่างการทำโปรเจกต์เพื่อช่วยพัฒนาการให้บริการของศูนย์การศึกษาภายใต้องค์กรรักษ์ไทยในเขตอำเภอมหาชัยจังหวัดสมุทรสาคร

จุดประสงค์ของการสัมภาษณ์นี้คือเพื่อศึกษาการทำงานของศูนย์การศึกษา และนำไปพัฒนาศูนย์การศึกษาทั้ง 4

ศูนย์ของมูลนิธิรักษ์ไทยในเขตอำเภอมหาชัย

การสัมภาษณ์ครั้งนี้จะไม่นำมาใช้เพื่อประเมินการสอนของท่าน.

(ถ้าคำถามใดที่ท่านคิดว่าไม่สะดวกที่จะตอบ ท่านมีสิทธิที่จะไม่ตอบคำถามนั้น และเปลี่ยนเป็นคำถามต่อไปได้)

ทางเราขออนุญาตบันทึกเสียงในการสัมภาษณ์นี้ การบันทึกเสียงหรือการบันทึกข้อมูลส่วนบุคคลขึ้นอยู่กับความสมัครใจของท่าน

ซึ่งหลักฐานการอัดเสียงนี้จะนำไปใช้ในการศึกษาเท่านั้น

พวกเราขออนุญาตใช้ชื่อท่านเพื่อใช้เป็นข้อมูลอ้างอิงในการเขียนรายงาน

### ข้อมูลคุณครู

1. คุณสอนหนังสือมานานแค่ไหนแล้วครับ?

a. ที่สถานการเรียนรู้ภายใต้รักษ์ไทย

b. หากเคยสอนที่อื่นมา, การสอนที่นั่นแตกต่างกับการสอนที่สถานการเรียนรู้ภายใต้รักษ์ไทยยังบ้าง ?

2. คุณตัดสินใจมาเป็นครูตั้งแต่เมื่อไหร่

และ ทำไมถึงได้เลือกมาทำงานร่วมกับรักษ์ไทยและสอนเด็กต่างด้าวเหล่านี้ครับ?

### วิธีการสอนและระบบดำเนินการสอนของศูนย์

3. ปกติแล้วคุณดำเนินการเรียนการสอนในห้องเรียนอย่างไร

a. คุณมีวิธีการสอนเด็กที่มีความสามารถในการเรียนรู้ในแต่ละระดับที่ไม่เท่ากัน หรือเรียนต่างชั้นกัน แต่ว่าต้องมาเรียนร่วมกันอย่างไร

4. คุณมีระบบการประเมินผลการสอนต่อเด็ก ๆ อย่งไร

5. คุณพบปัญหาอะไรบ้างในการเรียนการสอนในแต่ละวัน

a. หากเด็กในชั้นเรียน มีพฤติกรรมไม่เรียนร้อย คุณมีวิธีการจัดการกับปัญหานี้้อย่างไร

b. คุณพบเจอปัญหาในการขาดเรียนของเด็กบ้างหรือไม่

- i. หากมีนักเรียนที่ขาดเรียนบ่อยครั้ง คุณมีวิธีการอย่างไรกับเด็กเหล่านี้ มีการให้การบ้านเพิ่มไหมเพื่อที่จะทำให้เรียนให้ทันเพื่อนคนอื่นๆ
- ii. คุณมีวิธีการโน้มน้าว ชักจูงให้เด็กนักเรียนมาเข้าเรียนสม่ำเสมออย่างไร
- iii. คุณมีวิธีการโน้มน้าว ชักจูงผู้ปกครองให้อนุญาตให้เด็ก ๆ มาเข้าเรียนสม่ำเสมออย่างไร

### สัปดาห์และการทำงานของคุณ

6. คุณคิดว่าอุปกรณ์การเรียนการสอนใดที่เป็นประโยชน์ต่อการเรียนการสอนมากที่สุด และอุปกรณ์นั้นมีเพียงพอไหม หากคุณมีงบประมาณสำหรับพัฒนาการเรียนรู้อุปกรณ์ของเด็กเพิ่มขึ้น คุณจะใช้งบประมาณไปในด้านใด

a. มีอะไรที่คุณได้จัดทำหรือพัฒนาขึ้นมาเอง และคิดว่ามันเป็นประโยชน์ต่อการเรียนการสอนบ้างไหม เช่น หนังสือ หรือ สื่อการเรียนการสอนประเภทเกมส์ต่างๆ

b. ที่คุณมีอุปกรณ์การเรียนรู้อุปกรณ์ของเด็ก ๆ แต่ไม่ได้นำมาใช้บ้างไหม

c. มีสื่อการเรียนการสอนอะไรที่ได้รับมาจากองค์กรต่างๆ ที่คุณคิดว่ามีประโยชน์ต่อการเรียนการสอน

7. คุณได้ติดต่อสื่อสารกับผู้ปกครองของเด็กในด้านใดบ้าง  
คุณต้องการเปลี่ยนแปลงหรือพัฒนาการสื่อสารระหว่างคุณและผู้ปกครองหรือไม่และอย่างไร

8. คุณมีการร่วมมืออย่างไรบ้างกับคุณครูที่ศูนย์อื่นๆ มีการประชุมร่วมกันเป็นประจำหรือไม่

9. ก่อนที่จะมาเป็นคุณครูที่ศูนย์ คุณได้รับการฝึกอบรมจากทางมูลนิธิริรักษ์ไทยไหม นอกเหนือจากการอบรมที่เคยได้รับมา คุณคิดว่ากรอบรมในด้านไหนที่จะส่งเสริมให้คุณนำมาใช้ในการเรียนการสอนได้ดีมากขึ้นบ้าง

#### ผลกระทบของศูนย์

10. คุณคิดว่าศูนย์การเรียนรู้นี้ส่งผลต่อชีวิตของเด็กอย่างไรบ้าง ทั้งขณะที่เด็กกำลังเรียนอยู่ที่ศูนย์และที่จบไปแล้ว

1. คุณคิดว่าหลังจากที่เด็กได้จบจากที่ศูนย์ เด็กจะประกอบอาชีพอะไรได้บ้าง

2. หลังจากที่เด็กจบจากการศึกษาที่นี่ คุณทราบเกี่ยวกับความสำเร็จในด้านการงานของเด็กเหล่านี้บ้างหรือไม่

11. คุณคิดว่าวิชาใดหรือทักษะด้านไหนมีความสำคัญต่อเด็กที่ศูนย์การเรียนรู้นี้มากที่สุด

12. คุณคิดว่าทักษะที่เป็นประโยชน์อะไรที่ศูนย์ยังไม่สามารถให้แก่เด็กได้

13. คุณคิดว่านอกเหนือจากคำถามที่เราถามไปแล้ว มีข้อมูลใดที่คุณคิดว่าพวกเราควรจรรู้หรือรับทราบหรือไม่ หรือมีอะไรที่คุณอยากเพิ่มเติม

14. คุณมีข้อมูลสำหรับติดต่อผู้ปกครองของเด็ก ๆ เหล่านี้หรือไม่ เช่นเบอร์โทรศัพท์ หรือที่อยู่

15. คุณพอมีข้อมูลสำหรับติดต่อเด็กนักเรียนที่จบจากศูนย์ไปหรือไม่ เช่นเบอร์โทรศัพท์ หรือที่อยู่

## Appendix B – Supplementary Teacher Interview Questions

### Supplementary Teacher Questions: English Version

1. Which learning centers are you currently teaching at? On what days of the week are you at each of these centers? How often is this schedule altered in a given month not followed and for what reasons?
  
2. Which learning center do you have the most experience with?
  
3. What if any problems do you have moving back and forth between multiple centers? Example of problem that you have faced
  - a. How do you cope with those problems?
  
4. What if any differences do you see between each learning center?
  - a. Do you prefer to teach at any learning center in particular? Why?
  
5. Do you use the same teaching methods for the different centers? If not, what's the difference?
  - a. How does the learning environment of the different centers affect your teaching?
  
  - b. How does the learning environment of the different centers affect the studies of the kids?
  
  - c. Do the kids in different centers behave differently? If so, how so?

6. Which center has better resources? How do the resources that are lacking differ from each learning center?

7. Describe the relationship with the parents of students as well as the community around each learning center where you teach?

For all teachers: What paths do you think you should prepare your students for by the time they leave the learning centers? For example, entering industry jobs, returning to Myanmar, entering the Thai system?

## Supplementary Teacher Questions: Thai Version

1. คุณสอนอยู่ที่ศูนย์ไหนบ้าง? คุณสอนวันไหนที่ศูนย์ไหนบ้าง? ตารางสอนถูกปรับเปลี่ยนบ่อยแค่ไหนและเพราะอะไรถึงต้องเปลี่ยน?
2. คุณมีประสบการณ์กับศูนย์ไหนมากที่สุด
3. คุณมีปัญหากับการย้ายการสอนไปมาระหว่าง2-3ศูนย์หรือไม่ ช่วยยกตัวอย่างปัญหาที่คุณพบเจอ
  - a. ถ้าใช่คุณจัดการกับปัญหาเหล่านั้นอย่างไร
4. คุณเห็นความแตกต่างระหว่างศูนย์หรือไม่
  - a. โดยส่วนตัวคุณชอบสอนที่ศูนย์การเรียนรู้อันไหนมากที่สุด ทำไม
5. คุณใช้วิธีการสอนนักเรียนเหมือนกันทุกศูนย์หรือเปล่า ถ้าไม่แตกต่างอย่างไร
  - a. สภาพแวดล้อมที่ต่างกันในแต่ละศูนย์การเรียนรู้ส่งผลกระทบต่อการสอนของคุณหรือไม่
  - b. สภาพแวดล้อมที่ต่างกันในแต่ละศูนย์การเรียนรู้ส่งผลกระทบต่อการศึกษาของเด็กๆ หรือไม่
  - c. เด็กในแต่ละศูนย์มีพฤติกรรมในชั้นเรียนแตกต่างกันหรือไม่
6. ศูนย์การเรียนรู้อันไหนที่มีทรัพยากรใช้ในการเรียนการสอน? ทรัพยากรที่จะขาดแตกต่างจากแต่ละศูนย์การเรียนรู้อันไหน?
7. คุณมีความสัมพันธ์ที่ดีต่อชุมชนในศูนย์ที่คุณสอนอยู่หรือไม่

สำหรับครูทุกคน: คุณครูกคิดว่าแนวทางที่วางให้แก่เด็ก ๆ อยู่ ณ ขณะนี้ เพื่อเตรียมตัวให้เด็ก ๆ จบจากศูนย์แล้วไปทำอะไรต่อ?  
เช่น เตรียมตัวเพื่อไปทำงานในโรงงานต่าง ๆ , กลับพม่า , หรือ เรียนต่อในระบบการศึกษาไทย?

## Appendix C – Parent Interview Questions

### Parent Interview Questions: English Version

#### English Version:

1. Industry you work in: \_\_\_\_\_
2. Job position: \_\_\_\_\_
3. How old are you? (optional) \_\_\_\_\_
4. How long have you been living in Thailand?  
 <1 year                       3-6 years                       16-25 years  
 1-2 years                       7-15 years                       >25 years
5. How many additional years do you intend to stay in Thailand?  
 Permanently                       1-3 years                       >6 years  
 <1 year                       4-6 years                       Unknown
6. Which center(s) did your child(ren) attend?  
 Tha Chalom                       Krok Krak  
 Saphan Pla                       Cold Storage (Pongthip)
7. What are your reasons for choosing this learning center over other learning centers?  
 Distance from residence  
 Distance from work  
 Gives better education  
 Others (please state) \_\_\_\_\_
8. What is your primary motivation for sending your child to a learning center?  
 Day care service  
 Better job opportunities for child  
 Further educational opportunities for child  
 Other (please state) \_\_\_\_\_
9. What would you like your child(ren) to learn from attending this learning center?  
 Language skills (please state language(s)) \_\_\_\_\_  
 Occupational/vocational skills (please state skills) \_\_\_\_\_  
 Academic knowledge  
 Life skills and basic legal rights education

10. What do you think your child will do upon graduating the learning center?

- Attend public school
- Attend private school
- Other (Please state)
- Start working in Mahachai
- Return to Myanmar

11. At what age do you think your child should start working?

12. When your child starts working, where do you think they will work? Do you plan to have them work with you?

13. Please list the positive and negative effects of the learning center on your child(ren) since enrolling.

Positive

Negative

14. What do you think the learning center does well? What areas need to be improved?

15. How far in the educational system would you want your child to go?

16. How much would you be willing to spend on transportation and tuition per month for your child to attend a learning center? \_\_\_\_\_

17. If you are comfortable indicating, who is your employer? \_\_\_\_\_  
a. do you have any contact information or an address for them?

18. Anything to add?

## Parent Interview Questions: Thai Version

1. คุณทำงานที่ไหน: \_\_\_\_\_
2. ตำแหน่งการงาน: \_\_\_\_\_
3. คุณอายุเท่าไร (เลือกที่จะไม่ตอบได้ หากไม่สมัครใจ): \_\_\_\_\_
4. คุณอาศัยอยู่ที่เมืองไทยกี่ปีแล้ว
  - <1 ปี
  - 1-2 ปี
  - 3-6 ปี
  - 7-15 ปี
  - 16-25 ปี
  - >25 ปี
5. คุณตั้งใจที่จะอาศัยอยู่ต่อไปอีกกี่ปี
  - ถาวร
  - <1 ปี
  - 1-3 ปี
  - 4-6 ปี
  - >6 ปี
  - ไม่แน่ใจ
6. ลูกของคุณศึกษาอยู่ที่ศูนย์การศึกษาไหนของกรุงเทพฯ
  - ทำลอม
  - สะพานปลา
  - โกรกกราก
  - โรงน้ำแข็งพงทิพย์
7. ทำไมคุณถึงเลือกศูนย์นั้นๆ ไม่ใช่ศูนย์อื่นของกรุงเทพฯ
  - เดินทางจากบ้านสะดวก
  - เดินทางจากที่ทำงานสะดวก
  - ให้การศึกษาที่ดีกว่าศูนย์อื่น
  - อื่นๆ (โปรดระบุ) \_\_\_\_\_
8. อะไรเป็นแรงจูงใจที่ทำให้คุณส่งลูกมาเรียนที่ศูนย์การศึกษาของกรุงเทพฯ?
  - สามารถรับเลี้ยงและดูแลเด็กแทนพ่อแม่ได้
  - ให้ความรู้แก่เด็ก ทำให้เด็กสามารถหางานที่ดีได้
  - สามารถส่งเสริมการศึกษาของเด็ก หากต้องการเรียนต่อในระดับที่สูงขึ้นต่อไป
  - อื่นๆ (โปรดระบุ) \_\_\_\_\_
9. คุณอยากให้เด็กได้ความรู้อะไรจากการเข้าร่วมศูนย์การศึกษาเหล่านี้
  - ทักษะด้านภาษา (โปรดระบุ) \_\_\_\_\_
  - ทักษะด้านการทำงาน (โปรดระบุ) \_\_\_\_\_
  - ความรู้ทางวิชาการ
  - ทักษะการใช้ชีวิตและความรู้เกี่ยวกับกฎหมายไทยเบื้องต้น
  - อื่นๆ (โปรดระบุ) \_\_\_\_\_

10. คุณคิดว่าหลังจากที่ลูกคุณจบจากศูนย์การศึกษา ลูกคุณจะทำอะไรต่อ?
- |  |  |
|--|--|
| <input type="checkbox"/> ศึกษาต่อที่โรงเรียนรัฐบาล | <input type="checkbox"/> เริ่มทำงานในเขตมหาชัย |
| <input type="checkbox"/> ศึกษาต่อที่โรงเรียนเอกชน  | <input type="checkbox"/> เดินทางกลับพม่า       |
| <input type="checkbox"/> อื่นๆ (โปรดระบุ) _____    | <input type="checkbox"/>                       |
11. คุณคิดว่าลูกคุณควรจะเริ่มทำงานตั้งแต่อายุเท่าไร \_\_\_\_\_ ปี
12. เมื่อลูกคุณโตขึ้น คุณอยากให้เขาทำงานอะไร คุณอยากให้ลูกของคุณมาทำงานที่เดียวกับคุณหรือไม่
13. กรุณาให้ความเห็นเกี่ยวกับอิทธิพลที่ลูกของท่านได้รับจากศูนย์การศึกษารักษะไทยทั้งด้านบวกและด้านลบ
- |         |        |
|---------|--------|
| ด้านบวก | ด้านลบ |
|---------|--------|
14. คุณคิดว่าศูนย์ประสบความสำเร็จด้านไหนมากที่สุดในการให้บริการศึกษาแก่เด็กๆ และมีอะไรบ้างที่ควรจะได้รับการปรับปรุง
15. คุณอยากให้ลูกคุณเรียนหนังสือจนถึงอายุเท่าไรหรือชั้นเรียนอะไร
16. คุณเต็มใจที่จะจ่ายเงินเท่าไรสำหรับค่าเดินทางและค่าเล่าเรียนต่อเดือนเพื่อให้ลูกคุณได้รับการศึกษาที่ศูนย์การเรียนรู้
17. นายจ้างของคุณคือใคร (เลือกตอบได้) \_\_\_\_\_
- a. คุณมีข้อมูลติดต่อนายจ้างหรือไม่ เช่นเบอร์โทรศัพท์และที่อยู่
18. คุณมีอะไรอยากให้ข้อมูลเพิ่มเติมกับคณะวิจัยหรือไม่

## Appendix D – Community Survey Questions

### Community Survey Questions: English Version

Location (for surveyor use) \_\_\_\_\_

The information in this survey will remain anonymous. No individually identifying information will be collected or reported. Your participation is strictly voluntary. This survey is being conducted on behalf of the Raks Thai Foundation to assess the strengths and weaknesses of their four Mahachai learning centers. Thank you for your time.

1. Gender:         Female                       Male
2. Age:             18-25         26-35         36-45         46-55         >55
3. How many years have you lived in Mahachai? \_\_\_\_\_
4. Which landmark in Mahachai do you live near? \_\_\_\_\_
5. What is your occupation? \_\_\_\_\_
6. Which of the following best describes you?  
 Thai citizen         Burmese migrant         Other
7. Please indicate the number of children you have in each of the following age ranges:  
\_\_\_\_ 0-2            \_\_\_\_ 5-8            \_\_\_\_ 13-15  
\_\_\_\_ 2-4            \_\_\_\_ 9-12            \_\_\_\_ >15
8. What languages does your child(ren) speak?  
 I don't have children         Burmese         Thai         Other \_\_\_\_\_
9. If you have a child(children), are they enrolled in:  
 Raks Thai learning center         Thai public school         None of the above  
 Another learning center         Other \_\_\_\_\_
10. [Note for surveyor: If not Thai, or Thai and don't send your child to a Thai school] Why did you choose this option over Raks Thai learning centers?
11. What do you hope a student will learn from a learning center?
12. Do you think the presence of a learning center will benefit the local community? Y/N

13. How do you think the presence of a learning center will benefit the local community?

14. How familiar are you with each of the following Raks Thai learning centers?

	Not at all				Extremely
	1	2	3	4	5
Tha Chalom	<input type="checkbox"/>				
Saphan Pla	<input type="checkbox"/>				
Krok Krak	<input type="checkbox"/>				
Cold Storage (Pongthip)	<input type="checkbox"/>				

For each of the learning centers which you are familiar with, please answer questions 15-17. If you are unfamiliar with a given learning center, please write N/A for the appropriate space.

15. Do you think that the Raks Thai learning center is beneficial to the community?

	N/A	Very Detrimental		Neutral		Very Beneficial
		1	2	3	4	5
Tha Chalom	<input type="checkbox"/>					
Saphan Pla	<input type="checkbox"/>					
Krok Krak	<input type="checkbox"/>					
Cold Storage (Pongthip)	<input type="checkbox"/>					

16. What could the learning center do better?

Tha Chalom	
Saphan Pla	
Krok Krak	
Cold Storage (Pongthip)	

17. What effects do you think Raks Thai learning centers have on students and/or the community?

	Positive	Negative
Tha Chalom		
Saphan Pla		
Krok Krak		
Cold Storage (Pongthip)		

## Community Survey Questions: Thai Version

สถานที่ (สำหรับคณะผู้วิจัย) \_\_\_\_\_

ข้อมูลในการสำรวจครั้งนี้จะไม่มีการระบุชื่อบุคคลผู้ให้ข้อมูล ข้อมูลจะนำมาใช้สำหรับการศึกษาเท่านั้น คุณสามารถตอบคำถามได้ตามความสมัครใจ การสำรวจครั้งนี้จัดทำขึ้นเพื่อที่มูลนิธิ

ริรักษ์ไทยจะใช้เป็นองค์ประกอบในการพิจารณาจุดแข็งและจุดอ่อนของศูนย์การเรียนรู้ทั้ง 4 ศูนย์ในเขตอำเภอมหาชัย ทางคณะผู้วิจัยขอขอบคุณในความร่วมมือของท่าน

1. เพศ:  หญิง  ชาย
2. อายุ:  18-25  26-35  36-45  46-55  >55
3. คุณอาศัยอยู่ในตำบลมหาชัยมากี่ปีแล้ว \_\_\_\_\_
4. คุณอาศัยอยู่ส่วนไหนของตำบลมหาชัย \_\_\_\_\_
5. คุณทำงานอะไร \_\_\_\_\_
6. ข้อใดบ่งบอกถึงสถานะของคุณมากที่สุด  
 สัญชาติไทย  ผู้อพยพชาวพม่า  อื่นๆ
7. โปรดกรอกจำนวนบุตรของท่านลงในช่วงอายุที่กำหนดให้:  
\_\_\_\_\_ 0-2 ปี      \_\_\_\_\_ 5-8 ปี      \_\_\_\_\_ 13-15 ปี  
\_\_\_\_\_ 2-4 ปี      \_\_\_\_\_ 9-12 ปี      \_\_\_\_\_ >15 ปี
8. ลูกของคุณพูดภาษาอะไร  
 ไม่มีบุตร  พม่า  ไทย  อื่นๆ \_\_\_\_\_
9. ถ้าคุณมีบุตร เขาเข้าเรียนที่ไหน  
 ศูนย์การศึกษาราษฎร์ไทย  โรงเรียนรัฐบาล  คำตอบไม่อยู่ในตัวเลือกที่ให้  
 ศูนย์การศึกษาอื่นๆ  อื่นๆ (โปรดระบุ) \_\_\_\_\_
10. ทำไมถึงเลือกที่จะส่งลูกไป .....(จากข้อ 9) โปรดระบุเหตุผล
11. คุณมีความปรารถนาที่อยากให้ลูกคุณได้เรียนรู้อะไรจากศูนย์การศึกษา
12. คุณคิดว่าการมีศูนย์การเรียนรู้จะมีประโยชน์ต่อชุมชนของคุณหรือไม่?

13. คุณคิดว่าศูนย์การศึกษานี้จะสามารถพัฒนาชุมชนของคุณได้อย่างไร

14. คุณคุ้นเคยกับศูนย์การศึกษาของรักษ์ไทยมากน้อยแค่ไหน

	ไม่รู้จักเลย				รู้จักเป็นอย่างดี
	1	2	3	4	5
ท่าฉลอม	<input type="checkbox"/>				
สะพานปลา	<input type="checkbox"/>				
โกรกกราก	<input type="checkbox"/>				
โรงน้ำแข็ง (พงศทิพย์)	<input type="checkbox"/>				

โปรดตอบคำถามข้อ 15-17 ในแต่ละศูนย์ที่คุณรู้จัก

15. ถ้าไม่คุ้นเคยกับศูนย์การศึกษาของรักษ์ไทย โปรดตอบว่า ไม่มีคำตอบในช่องที่เหมาะสม

16. คุณคิดว่าศูนย์การศึกษาของรักษ์ไทยมีประโยชน์ต่อชุมชนของคุณหรือไม่

	ไม่มีคำตอบ	ไม่มีประโยชน์ใดๆ			ปานกลาง	เป็นประโยชน์มากๆ
		1	2	3	4	5
ท่าฉลอม	<input type="checkbox"/>					
สะพานปลา	<input type="checkbox"/>					
โกรกกราก	<input type="checkbox"/>					
โรงน้ำแข็ง (พงศทิพย์)	<input type="checkbox"/>					

17. คุณคิดว่ามีอะไรที่ศูนย์เหล่านี้จะพัฒนาให้ดีกว่าที่เป็นอยู่ได้บ้าง

ท่าฉลอม	
สะพานปลา	
โกรกกราก	
โรงน้ำแข็ง (พงศทิพย์)	

18. คุณคิดว่าศูนย์การเรียนรู้ของรักษ์ไทยมีผลกระทบต่อเด็กและชุมชนอย่างไรบ้าง?

	ด้านบวก	ด้านลบ
ทำฉลอม		
สะพานปลา		
โกรกกราก		
โรงน้ำแข็ง (พวงศัทธิพิย์)		

## Appendix E – Past Student Interview Questions

### Past Student Interview Questions: English Version

We are a group of WPI and Chula students working on a project to help improve the services provided by the Raks Thai learning centers in the Mahachai region.

This interview will be used to see what is working well and what could be improved at the four Mahachai Raks Thai Foundation learning centers. Your participation is strictly voluntary. If you are uncomfortable with a question for any reason, you may ask to skip it and move on to the next.

Do we have your permission to record this interview? This recording will not be used for any purpose other than our reference. Would you be comfortable with our team using your name in our reports?

1. Which center(s) did you attend?
  - Tha Chalom
  - Saphan Pla
  - Krok Krak
  - Cold Storage (Pongthip)
  
2. Are you currently employed? Where? (Optional) \_\_\_\_\_
  
3. Current Occupation (job position): \_\_\_\_\_
  
4. Parents' Occupations: \_\_\_\_\_
  
5. Current Age:
  - <12
  - 12-14
  - 15-17
  - 18-20
  - >20
  
6. Age when enrolled into Raks Thai learning center:
  - <5
  - 5-7
  - 8-9
  - 10-12
  - 13-15
  - >15

7. How long did you attend the Raks Thai learning center:
- <2 years
  - 3-4 years
  - 5-6 years
  - >6 year
8. How regularly did you attend the learning center at this time? \_\_\_\_\_
- Most days for most parts of the year
  - Most weeks in the year, but frequently missed days each week
  - Only some weeks in the year, but attended most days each week
  - Only some weeks in the year and frequently missed days each week
9. How long ago did you leave the Raks Thai learning center? \_\_\_\_\_
10. Age when stopped attending Raks Thai learning center:
- <5
  - 5-7
  - 8-9
  - 10-12
  - 13-15
  - >15
11. Who influenced you to enroll into the Raks Thai learning center?
- Friend
  - Family
  - Yourself
  - Teacher
  - Other: \_\_\_\_\_
12. How do you feel about your overall LC experience?
- Very satisfied
  - Satisfied
  - Neutral
  - Dissatisfied
  - Very dissatisfied
13. If you could make the decision again, would you choose to attend the learning center? Why?
- Yes
  - No
14. Do you think attending a learning center improved your childhood? Please state how.

15. Do you think attending the LC improved your job prospects? How?

16. Did learning at the Raks Thai learning center prepare you for your current job?

a. How does the knowledge obtained from the Raks Thai learning center help you with your work?

17. Please describe the positive and negative effects attending the Raks Thai learning center has had on your life.

Positive

Negative

18. What courses do you think are essential for migrant children?

19. Do you have any suggestions for improving the learning center? (example: academically)

20. Do you have any interest in helping the learning centers occasionally? (example: giving speech about his/her experiences after graduating from LC)

21. If you are comfortable disclosing it, what is your annual income (optional)? \_\_\_\_\_

22. Could you provide your contact information for your employer?

## Past Student Interview Questions: Thai Version

พวกเราเป็นนิสิตจากจุฬาลงกรณ์มหาวิทยาลัยและ WPI

ขณะนี้อยู่ระหว่างการทำโปรเจกต์เพื่อช่วยพัฒนาการให้บริการของศูนย์การศึกษาภายใต้องค์กรรักษ์ไทยในเขตอำเภอมหาชัยจังหวัดสมุทรสาคร

จุดประสงค์ของการสัมภาษณ์นี้คือเพื่อศึกษาการทำงานของศูนย์การศึกษา และนำไปพัฒนาศูนย์การศึกษาทั้ง 4

ศูนย์ของมูลนิธิรักษ์ไทยในเขตอำเภอมหาชัย

(ถ้าคำถามใดที่ท่านคิดว่าไม่สะดวกที่จะตอบ ท่านมีสิทธิที่จะไม่ตอบคำถามนั้น และเปลี่ยนเป็นคำถามต่อไปได้)

ทางเราขออนุญาตบันทึกเสียงในการสัมภาษณ์นี้ การบันทึกเสียงหรือการบันทึกข้อมูลส่วนบุคคลขึ้นอยู่กับความสมัครใจของท่าน ซึ่งหลักการการอัดเสียงนี้จะนำไปใช้ในการศึกษาเท่านั้น

พวกเราขออนุญาตใช้ชื่อท่านเพื่อใช้เป็นข้อมูลอ้างอิงในการเขียนรายงาน

1. 1. คุณเคยเข้าเรียนที่ศูนย์ไหนมา
  - ทำลอม
  - สะพานปลา
  - โกรกกราก
  - โรงน้ำแข็ง (พงศ์ทิพย์)
2. ตอนนี้อยู่กำลังทำงานอยู่ไหม ที่ไหน?
3. งานของคุณ (ตำแหน่ง): \_\_\_\_\_
4. งานของผู้ปกครอง: \_\_\_\_\_
5. อายุ
  - <12
  - 12-14
  - 15-17
  - 18-20
  - >20
6. คุณเข้าเรียนที่ศูนย์เมื่ออายุเท่าไร
  - <5
  - 5-7
  - 8-9
  - 10-12
  - 13-15
  - >15
7. คุณได้เข้าเรียนที่ศูนย์เป็นเวลากี่ปี
  - <2 ปี
  - 3-4 ปี
  - 5-6 ปี

- >6 ปี
8. ในตอนนี้ คุณเข้าเรียนที่ศูนย์การเรียนรู้ส่วมาเสมอหรือบ่อยครั้งแค่ไหน? \_\_\_\_\_
- มาเกือบทุกวันในหนึ่งปี
- มาเกือบทุกอาทิตย์ในหนึ่งปี แต่ขาดเรียนบ่อยครั้งในแต่ละอาทิตย์
- แคบบางอาทิตย์ในหนึ่งปี แต่เข้าเรียนเกือบทุกวันในแต่ละอาทิตย์
- แคบบางอาทิตย์ในหนึ่งปีและขาดเรียนบ่อยครั้งในแต่ละอาทิตย์
9. คุณออกจากศูนย์การเรียนรู้ของร้กษัไทยมากี่ปีแล้ว \_\_\_\_\_
10. ตอนอายุเท่าไรที่คุณออกจากศูนย์การเรียนรู้ของร้กษัไทย
- <5
- 5-7
- 8-9
- 10-12
- 13-15
- >15
11. ใครเป็นแรงจูงใจที่ทำให้คุณเข้าศึกษาที่ศูนย์การเรียนรู้ของร้กษัไทย
- เพื่อน
- ครอบครัว
- ตัวคุณ
- คุณครู
- อื่นๆ \_\_\_\_\_
12. คุณรู้สึกอย่างไรกับศูนย์ที่คุณได้รับการศึกษามา
- พอใจมาก
- พอใจ
- ปกติ
- ไม่พึงพอใจ
- ไม่พึงพอใจอย่างมาก
13. ถ้าคุณเลือกได้อีกครั้ง คุณจะเข้าเรียนที่นี่หรือไม่ เพราะเหตุใด
- ใช่
- ไม่
14. คุณคิดว่ากรเข้าศึกษาที่ศูนย์การเรียนรู้ร้กษัไทยพัฒนาชีวิตของคุณในวัยเด็กหรือไม่ โปรดระบุ
15. คุณคิดว่ากรเข้าศึกษาที่ศูนย์การเรียนรู้ร้กษัไทยพัฒนางานของคุณหรือไม่ อย่างไร

16. การที่ได้เรียนที่ศูนย์การเรียนรู้รักษ์ไทย ได้เตรียมความพร้อมสำหรับงานปัจจุบันของคุณหรือไม่?

a. ความรู้ที่ได้รับจากศูนย์การเรียนรู้รักษ์ไทยช่วยเหลือคุณในการทำงานของคุณอย่างไร?

17. โปรดอธิบายด้านบวกและด้านลบหลังจากการเข้าศึกษาที่มีผลอย่างไรต่อชีวิตคุณ

ด้านบวก

ด้านลบ

18. คุณคิดว่าหลักสูตรอะไรที่มีความจำเป็นสำหรับเด็กต่างชาติ?

19. คุณมีข้อเสนอแนะในการปรับปรุงศูนย์การเรียนรู้รักษ์ไทยบ้างหรือไม่?

20. คุณมีความสนใจในการช่วยศูนย์การเรียนรู้รักษ์ไทยเป็นครั้งคราวบ้างหรือไม่? เช่น ให้คำแนะนำเกี่ยวกับประสบการณ์ของคุณหลังจากที่ได้ออกจากการศึกษาจาก

21. คุณจะมีความสะดวกที่จะตอบว่ารายได้ต่อปีของคุณอยู่ที่เท่าไร

22. คุณสามารถให้เบอร์ติดต่อของนายจ้างคุณได้ไหม

## Appendix F – Industry Managers Interview Questions

### Industry Managers Interview Questions: English Version

1. Company name (optional): \_\_\_\_\_
2. Industry: \_\_\_\_\_
3. Position (optional): \_\_\_\_\_
4. Gender?  
 Female  Male
5. Ethnicity/Nationality?  
 Thai  Burmese  Other \_\_\_\_\_
6. Age (optional): \_\_\_\_\_
7. How many years have you lived in Mahachai? \_\_\_\_\_
8. How long have you worked in this(these) industry? \_\_\_\_\_
9. How many employees are in your company? \_\_\_\_\_
10. What is the ethnic, gender, and age composition of the workforce you currently oversee?
11. What kind of skills do you look for when hiring for positions needing more skilled and better paid workers in your business? (Note to interviewer: could include Thai writing skills, Thai speaking skills, computer program skills, English speaking skills, English writing skills, occupation-specific skills, basic math, etc)
  - a. (ask after they answer: which of these is the most important and why?)
12. Are you familiar with the idea of learning centers? Y/N
  - a. If not familiar, interviewer explains. skip questions 13-16

13. Have you ever hired any workers that attended a learning center? Y/N
- a. If yes, did these workers have any skills that other migrant workers typically lacked? How do the salaries of these workers compare to typical migrant workers at your company?

14. Are you familiar with any of the Raks Thai learning centers?
- a. If yes, which ones and how familiar with each one? (1= not at all, 5=extremely)

	Not at all					Extremely
	1	2	3	4	5	
Tha Chalom	<input type="checkbox"/>					
Saphan Pla	<input type="checkbox"/>					
Krok Krak	<input type="checkbox"/>					
Cold Storage (Pongthip)	<input type="checkbox"/>					

15. What is your opinion of [the Raks Thai learning center they are aware of] (if multiple, ask one at a time)?

16. Are you aware of any other learning centers in Mahachai? Y/N (if yes, follow-up questions)
- a. What information do you know about them?
- b. [If they also know about Raks Thai], how do these compare to the Raks Thai learning centers you know about?

17. Would you consider developing a relationship with a learning center that would allow you to easily find more educated migrant workers?

- a. If a learning center could provide you the ability to contact more skilled potential employees, would you be willing to help fund the learning centers?

18. Would you be comfortable with our team using your name and/or your company name in our reports?

## Industry Managers Interview Questions: Thai Version

1. บริษัท (เลือกตอบตามความสมัครใจ): \_\_\_\_\_
2. อุตสาหกรรม: \_\_\_\_\_
3. ตำแหน่ง(เลือกตอบตามความสมัครใจ): \_\_\_\_\_
4. เพศ  
 หญิง                       ชาย
5. เชื้อชาติ / สัญชาติ  
 ไทย                               พม่า                               อื่นๆ \_\_\_\_\_
6. อายุ (เลือกตอบตามความสมัครใจ): \_\_\_\_\_
7. คุณอาศัยอยู่ที่หมดยี่สิบปีแล้ว: \_\_\_\_\_
8. คุณทำอุตสาหกรรมประเภทนี้มานานแค่ไหนแล้ว: \_\_\_\_\_
9. ในบริษัทคุณมีพนักงานอยู่กี่คน : \_\_\_\_\_
10. พนักงานที่คุณดูแลอยู่ ส่วนใหญ่มี เชื้อชาติ และ เพศ อะไร? และ มีช่วงอายุประมาณเท่าไร?
11. คุณกำลังมองหา พนักงานที่มีทักษะในด้านใดบ้าง (เช่น การเขียนภาษาไทย การพูดภาษาไทย การใช้คอมพิวเตอร์ การพูดภาษาอังกฤษ การเขียนภาษาอังกฤษ ทักษะพิเศษด้านการทำงาน ความรู้คณิตศาสตร์)
  - a. ในทักษะที่คุณได้กล่าวถึง คุณคิดว่าทักษะไหนสำคัญที่สุด ทำไม
12. คุณรู้จักหรือเคยได้ยินเกี่ยวกับศูนย์การเรียนรู้หรือไม่
  - a. ถ้าไม่ (อธิบายให้ฟัง, และข้ามข้อ13-16)
13. คุณเคยจ้างคนงานที่จบมาจากศูนย์การเรียนรู้หรือไม่
  - a. คนงานเหล่านั้นมีทักษะอะไรที่คนงานคนอื่นไม่มีหรือไม่ ค่าแรงของคนจบจากศูนย์แตกต่างกับคนงานต่างตัวปกติหรือไม่

14. คุณรู้จักศูนย์การเรียนรู้ของรภษไทยบ้างไหม

a. ถ้าใช่ คุณรู้จักศูนย์เหล่านั้นมากแค่ไหน

	ไม่รู้จักเลย			รู้จักเป็นอย่างดี	
	1	2	3	4	5
ท่าฉลอม	<input type="checkbox"/>				
สะพานปลา	<input type="checkbox"/>				
โกรกกราก	<input type="checkbox"/>				
โรงน้ำแข็ง (พงศ์ทิพย์)	<input type="checkbox"/>				

15. คุณคิดเห็นอย่างไรเกี่ยวกับศูนย์การเรียนรู้รภษไทยนั้นๆ

16. คุณตระหนักถึงศูนย์การเรียนรู้อื่นๆในมหาชัยหรือไม่ ถ้าใช่โปรดตอบคำถามต่อไป

a. คุณรู้ข้อมูลอะไรบ้างเกี่ยวกับศูนย์การเรียนรู้เหล่านั้นๆ

b. ถ้าคุณรู้จักเกี่ยวกับรภษไทย คุณคิดเห็นอย่างไรระหว่างศูนย์การเรียนรู้รภษไทยและศูนย์อื่นๆ

17. คุณสนใจพิจารณา สร้างความพัฒนาความสัมพันธ์กับศูนย์การเรียนรู้ที่จะช่วยให้คุณหาแรงงานที่มีการศึกษามากขึ้นหรือไม่?

a. หากศูนย์การเรียนรู้สามารถพัฒนาพนักงานให้มีทักษะและศักยภาพมากขึ้น

18. คุณยินดีที่จะช่วยสนับสนุนศูนย์การเรียนรู้หรือไม่?

คุณจะทำอะไรไหม หากจะขอใช้ชื่อและชื่อบริษัทในรายงาน?

## Appendix G – Notes from Teacher Interviews

The answers of the 6 teachers to the following questions are listed below each question. Each teacher's answer is indicated by their designated letter, which is assigned as follows.

- A. Kru Na (LC#1)
- B. Kru Soh (LC#2 [Rotational teacher])
- C. Kru Yee (LC4)
- D. Kru Pla (LC#2)
- E. Kru Nuch (LC#3)
- F. Kru Yemen (LC#3 [Rotational teacher])

### **Teacher Information**

1. How long have you been teaching?

- A. 6 years
- B. 8 years
- C. 13 years
- D. 7 years
- E. 7 years
- F. 2 years

a) Here?

- A. yes.
- B. 5 years in Burma (Middle school: teach English, Burmese, and Mon languages / Math / History) → 3 years with Raks Thai
- C. 5 years in Burma → 8 Years at Raks Thai
- D. Yes.
- E. Yes, at first is a Thai teacher at LC#4 then moved to LC#3.
- F. About 1 year in Burma → 1 year with Raks Thai

b) If taught elsewhere: how was that different than teaching in the RTF LCs?

- A. -
- B. Teach computer class and general knowledge.
- C. Teaching in Burma was easier. The translation job as a teacher in the LC is more difficult since there are 3 languages being taught. The kids here are more obstinate.
- D. -
- E. -
- F. Teaching in Burma → Mon Curriculum (get certificate after graduate)  
Teaching with Raks Thai → Burmese Curriculum (teach Burmese and Mathematics)

2. When did you decide to become a teacher, and why did you choose to serve migrant children at RTF LCs?

- A. 5years ago, a friend of her use to be a teacher at the learning center that's how she gets to know Raks Thai and their project. However, one teacher quit and there is a lack in teacher so she decided to start working here
- B. At first, she worked at Rahmonya labour Union (small NGO) and somehow this NGO joined with and cooperated with Raks Thai. After knowing Raks Thai she moved to Thailand and Raks Thai gave her an opportunity to teach at their LC.
- C. Raks Thai LC#4 was looking for a Burmese teacher and she happened to be in the community. Teaching with Raks Thai give her more salary than working in Burma.
- D. FOM of Raks Thai persuade her to try teaching at the center. (At first she was a volunteer teacher at the center receiving 250Baht per day for 3-4years, then became a full-time teacher 7 years now)
- E. Raks Thai Foundation's staff invited her to come and teach. (At first she was a volunteer teacher at the center receiving 250 Baht per day because she like to teach and RTF provided her welfare, so she decided to be a full-time teacher)
- F. His friends invite him to come and teach at Raks Thai Learning Center.

### **Teaching Methods and LC Processes**

3. How do you typically operate/run a class?

- A. Separate kids into 2 classes (one with Thai language skills, another with no Thai language skills)  
There's an exam at to evaluate whether the kids can pass on to another level or not.
- B. Divide the class into groups (grade) according to their knowledge and skills  
In LC#1 teach Burmese, English, and Math.  
In LC#2 teach English.
- C. Divide class into 2 groups. (Kindergarten and Primary). During the class she swap teaching and giving out assignment between the two groups. The 6 kids in Non-formal education curriculum moved to the first LC (Tha Chalom) since there's no permanent Thai teacher at the LC#4. She doesn't teach Thai language.
- D. Divide class base on their grade, and another group of non-formal education.  
During the class she swap teaching and giving out assignment between the

groups. If there's two teacher at the center that day, they will switch with each other the morning and afternoon session

E. Divide class base on their grade level; kindergarten, grade 1, and non-formal education. Divide the students that do not study non-formal education to the Burmese teacher. Thai teacher teach non-formal education (according to the textbook). If the Burmese teacher do not come, she will assign the work to the kindergarten and grade 1, so that she can fully teach the non-formal education students.

F. There are two classrooms

→ divided into 4 groups: - newcomer

been with Raks Thai for about 1 year

newcomer that studied at Burma before

been with Raks Thai for several years.

a) How do you handle different learning speeds and different educational levels within the classroom?

A. Non-formal education (kids with different levels study together), the teacher will continue teaching even though some of the kids haven't done the class exercise. (let the kids catch up work with their friends later)

B. If the majority of the class do not understand the lesson, the teacher will teach again. But, if only few students, the teacher will skip it first then she will teach them after class and give homework for the students to practice more.

C. The fast learner kids will be the one helping the slower ones. She waits until every kid are on the same page before continuing the class.

D. The older kids will be the one helping the younger ones. The teacher encourage the younger ones to try hard, but it's okay if they cannot follow up. The teacher will focus more on the kids who cannot catch up. The teacher waits until every kids understand before moving on.

E. Depending on the subjects, if its life skills or art, students with different levels can be teach at the same time. For Thai language, she will let the older students help teach the younger one. If the students do not understand the lesson, she will take special care of that students. For the one that missed the class, she will let them do homework and ask their friend about works in class. (if can't do it, can come and ask teacher)

F. The teacher will try his best to help the kids that don't understand the class first.

4. What is your system for evaluating student work?

A. There are test after each lesson/chapter and end of the year exam.

B. There are test after each lesson/chapter and end of the year exam.

the test includes both writing and reading skills

ex. fill in the blank

- C. There are test once a week about what the kids have learn through the week. Also, end of the year exam.
- D. End of the chapter exercise and end of the year exam.
- E. After finishing each lesson/chapter, will ask the questions about the lesson. (exercise after each Chapter) Also, end of year the year exam.
- F. - Monthly test, to see the kid's performance.  
End of the year exam

5. What kind of problems do you face on a regular basis?

- A. - They are behind the curriculum schedule (not enough time as there are many groups of kid)  
Can't handle all student at the same time  
Not enough teacher to look after all student
- B. - Some speak Thai and some speak Burmese  
Can't handle all student at the same time
- C. -Not enough teacher to look after all student  
-The kids are obstinate
- D. -Kids - Sometimes the vocabulary are difficult to explain to the kids due to language barrier need to google the translation.  
skip school to game shop many times teacher needs to go out and bring the kids back to LC, and while the teacher is away sometimes kids create chaos in LC like fighting (used to happen many times a week but now is getting lesser)
- E. -Some can speak Thai and some can't speak Thai. (the students help the teacher to translate)  
-Problems about the student's parents; for example, some missed the class because of the problem related to money. So, the teachers have to visit their house.
- F. Each kids got different level.

a) How do you respond to behavioral problems?

- A. Punishment by washing dishes, hitting on the hand, sit together away from other students  
example: if 2 student fights, they are put together during lunch (separate from other), order to wash the dishes alone together without any help from the class

- B. Tell them and let them understand by communicating in the student's languages (Burmese/Mon)
- C. If the kids get in a fight the teacher makes them apologize to each other. If the kids behave stubbornly, they will be hit.
- D. She would talk to the kids asking who start the fight and whether they should get punish or not. The punishments are sit-up and cleaning. Also, she trains and teaches the kid manner and how to behave.  
ex. If the kid swear using bad words the teacher will collect 5Baht from them,
- E. She will have an agreement with the kids, if they do that what will the punishment be. (let the kids decide what the punishment should be) Examples of the punishment: not allow to play with friends, not allow to play toys, and study alone (sit alone).
- F. Hit them on their hands to let them know that it's wrong.

b) If attendance is an issue:

- A. Yes, only a few (kids need to help their parent works)
- B. Yes, only a few (kids get back to Burma/ help their parent works/ move out of the area)
- C. Yes, some need to help their parent works at home, and some skip school.
- D. Yes, some need to help their parent look after their younger brother/sister at home since Raks Thai does not allow young baby to come to LC cause it will interrupt the learning. How ever, some kids skip school to game shop and the teacher need to go and bring them back. One major issue that cause the kids to be absent is that the parent taking their children to apply to work.(nature of this community area kids are rudely as well)
- E. Yes, but most of the parents will inform first.
- F. Yes, only a few (kids help their parent look after the young sibling)

i) What do you do if a student has been absent from your class for several days? (example: do they need to do some catching up or do any assignments to make up for the lost work)

- A. - Visit their house and talk to the parent. (normally the parent will inform if the kid is going to miss school in advance and ask for permission)  
Follow up work with their friend
- B. - Visit their house and talk to the parent.  
Give them more homework so that the kids can catch up (let them catch up with the class by themselves)
- C. Visit the kid's parent at home and ask whether the kid will continue studying the the center or not? (In most case, if the kids absent often the teacher will no longer accept them to continue studying at the LC)

- D. Visit the kid's parent at home to find out the reason for their absence. (let them catch up with the class assignments by themselves)
- E. Visit the kids and try to talk with them. (if still don't want to come, can't do anything)
  - Let them catch up with the class
- F. Tutoring them after class.

ii) How do you encourage your students to consistently attend LC classes?

- A. The teacher gave example of a successful students, how will knowledge improve the quality of life, as well as showing them all the possibility that knowledge can bring to them.
- B. Tell them to come to class, if not you'll not be able to catch up with the class.
- C. Tell the kid that if they skip school they will not gain anything from the LC.
- D. She tells the kid that without education they can be taken advantage. ex. The factory's manager can take advantage from them (monthly salary).
- E. -Tell the students what if there's an accident at home, what will you do  
 -Tell them that you'll meet your friends if you attend the class.  
 -Tell them that you'll be able to read and write (more job opportunity than other Burmese kids; use comparison and explain to kids)
- F. Make the kids think that learning is fun by providing activities (e.x Burmese folktale)  
 For the older kids → can't do anything

iii) How do you encourage the parents of your students to send their children to the LC consistently?

- A. Teacher and parents meeting. (once every 3 months)
- B. During teacher and parents meeting, tell them to bring their kids to class so that their child would be able to catch up with the class.
- C. During the teacher and parents meeting, the teacher will convince the parents that if the kids graduate from the center they can get a good jobs that isn't labour work.
- D. She explained how education will benefit their children in a positive way. (explain that they are still young and are not adults, why should the

parents push the children to be become working adult and since they are still in a learning age)

- E. - In the meeting, will recommend the parents and let the parents tell other parents (using words).  
-Tell the parents about what their children have studied and their development.
- F. Teacher and parents meeting. (once every 3 months)

### **Resources & Learning Center Operation**

6. What resources do you have that are working well? Do you have enough of these? If you had extra funding to spend on improving the education of your students, what would you use it for?

- A. The most useful resource is a computer (applying for work they will ask for your computer skills). However, there's not enough computer at the LC.
  - extra funding: internet (helps the kids learn better)
- B. - Computer
  - Burmese textbook
- C. The most useful resources are books and white board. However, there are not enough. If there's more funding she will use it for textbooks, workbooks and stationary.
- D. The most useful resource for the teacher is textbook, currently there's enough textbook because the kids buy their own. (some kids without money the teacher will buy for them)  
If there's more funding, she would organize a field trip for the kids. Also, spend them on student uniforms, stationery, and the kid's lunch. (now the kids bring their own lunch)
- E. Textbook with pictures and CDs(now not enough); CDs → karaoke songs (alphabet song)
- F. Every resources are useful. The most important resource is whiteboard. There are many groups to teach so it's better to have more whiteboard. If he had extra funding to spend, he will use it for Burmese books.

a) Is there anything that you or other learning center teachers have developed that works particularly well (i.e.: textbooks, worksheets, games)?

- A. Workbook, computer, alphabet song (helps the kids to remember better)
- B. - Songs that teach about languages (alphabet song) → let them do actions  
Games (example, cut paper into pieces with the Burmese word written on it → let them pick one piece and read it)
- C. No
- D. No
- E. Craft and art for the kids
- F. Alphabet workbooks (Burmese and English) & Number workbooks

b) Are there any resources that you have that you don't use?

- A. No.
- B. No.
- C. Amplifier (Broken), it was use for the special occasions. (Father's day, Mother's day)
- D. No
- E. No
- F. No. Only some books for middle school that he don't use, because most kids leave the learning center after finishing grade 4-5.

c) What materials from other organizations have you found useful?

- A. Sleeping mattress (CP), books from sikka asia foundation
- B. Table, chair, white board, and books from sikka asia foundation
- C. White board and desks.
- D. books from sikka asia foundation
- E. books from sikka asia foundation (Cartoon books)
- F. books from sikka asia foundation

7. What communication is there between teachers and parents? What changes would you like to see to this communication?

- A. Call, Meeting appointment every 3 months with parents, visiting at their house (they treat each other like family) / No, the communication between them works well.
- B. Call, Meeting appointment every 3 months with parents, Visiting at their house (they treat each other like family) / No, the communication between them works well.  
Some parents have problems about paying the 100 baht fee → contact them and tell them that it's alright just send your kids here.
- C. Meeting appointment every 3 months with parents, Visiting at their house, no Calling (they treat each other like family) / No, the communication between them works well.
- D. Call, Meeting appointment every 3 months with parents, Visiting at their house (they treat each other like family) / No, the communication between them works well.

- E. Help recommend the parents for the place/house to stay. Advise the parents about their children further education. No change needed about the communication, most of the parents can speak Thai.
- F. Meeting appointment every 3 months with parents. Usually the Thai teacher will be the one that contact the parents. The changes that he would like to see is more meeting between teacher and parents (once every month)

8. How much do you collaborate with the other LC teachers? Do you have regular meetings?

- A. Meeting once every month with teacher at different learning centers.  
Plan an overnight trip for the kid (annually)  
Exam's format and questions
- B. Meeting once every month with teacher at different learning centers  
Consult about the kids.  
Brainstorm about the activities
- C. Meeting once every month with teacher at different learning centers.  
Sometimes when she's sick, Burmese teacher at another center will substitute with her.  
Sometimes when she doesn't know how to teach, she will seek help from other teacher.
- D. Meeting once every month with teacher at different learning centers.  
Consult on how to fix a particular problem through phone call  
Help the kids in Krok Krak that are arrested.
- E. Help the kids in Krok Krak that are arrested.  
Visit the kids house with other teachers (especially for the one that skipped the class to play games)  
Meeting once every month with teacher at different LCs
- F. Meeting once every month with teacher at different learning centers  
Talk with other Burmese teacher about the problems and experience in each LC.  
Discuss about teaching technique

9. What training do you or did you receive? What additional training in any area might be helpful to you?

- A. -3-4 days training  
-Want more training on teaching techniques and computer skills
- B. 3 days training → about the teaching technique  
-Want more training about speaking skills, computer skills, and life skills  
She didn't receive any training, only a guide on teaching curriculum.
- C. She received a training session on teaching techniques but only some techniques she could apply to the LC since the teaching techniques was for the Thai kids. (few days)
- D. 3-4 training → about the teaching technique but not for teaching migrants

- E. Want to have new teaching technique. More training for quality teacher.
- F. No training → want to train about teaching technique.

### **Learning Center Effect**

10. What positive impact do you think the learning center will have on a student's life? [both while they are attending the learning center and following their attendance]

- A. If the kids stay home, the girls will be sexually abuse, the boys become thief.  
Also, it's better for the kids to study then work, so they do not have to do the labour work.  
The teacher teaches them moral and manner, become a good citizen.
- B. The students can read and write. They are not afraid to speak and act.
- C. While attending: The kids able to read write and speak in different language.  
After graduate: The kids in non-formal education will receive and certificate, where they can apply for work and they don't have to run away from the cop anymore.
- D. While attending: The kids able to read write and speak in different language.  
After graduate: The kids wont get taken advantage of by their employer since they are taught how to read, write, and life skills.
- E. The students can read and write. They meet their friend and its safe for them from the community.  
After graduate, the students will be quick-witted.  
Meeting point for the kids
- F. While attending: The kids able to read, write, and speak in different language.  
After graduate: The kids can communicate better comparing to other migrants. They also get better job.

a) What kind of jobs do you think the learning center students will have later in life?

- A. Quality Check (easier and better job than labour work) in production line  
Non-formal education offer job in their specialize courses.
- B. Get better job than the one that did not attend the learning center.
- C. Factory worker (QC), teacher
- D. Factory worker that does not use labour force example QC
- E. Factory worker (translator and QC), not labour work.
- F. Quality Check

b) Do you know how successful previous students have been in obtaining better jobs?

- A. Yes, some come visit at the LC once in a while  
quality check (most kids), sell phone (kid have language skills)
- B. No (some previous students moved, some are working)
- C. Employee at the noodle shop (working with Thai people), Factories worker (QC),  
Peel shrimp and squid.
- D. Communicate through Facebook, One worked at seafood factory (school gives  
scholar but refuse the offer), one worked like parents because he left the school  
before graduating.
- E. Employee at Cold Storage (check the things), factory worker (animal foods)
- F. They get job that are equivalent to Thai people (not labor works)

11. Which subjects and/or skills do you think are the most important for migrant children to learn?

- A. Computer skill.
- B. Thai, English, and Burmese languages. (Writing & Reading skills)  
Computer skills
- C. Burmese language (kids need to be able to read and speak Burmese)
- D. Life skills
- E. Life skills and Thai language (depending on each kid)

12. Can you think of any life skills or benefits that the LCs cannot offer students?

- A. Computer skills (one computer not enough)
- B. Computer skills (computers are broken)
- C. Thai language (There's no Thai teacher at the center)
- D. Computer skills (Teacher don't have time to teach plus computer is broken and  
no internet)
- E. Thai language, social science, and science
- F. Language skills (Thai, Burmese, and English)

13. Is there any other information that you think would be useful or important for us to know?

- A. Not enough funding (food and resources) (now kids have to buy lunch)
- B. Lack of funding  
Kids have no playground  
Some center can't used loud voice (the neighbors are working at night and rest  
during the day)  
The center with small number of students should be closed and combined with  
the bigger learning center.

- C. The teacher wants donation for student uniforms and books.  
The teacher at the center isn't enough. (there's no Thai teacher)  
At LC#4, the neighbour complains about the LC being too noisy.  
Because of the tidal, bathroom cannot be use at all times. (kids need to use the neighbour's toilet)
- D. If the LC is closing down, old students said that their parents would have them work while young children would stay at home. If possible dont want it to be shut down
- E. Want to have computer teacher  
Want to have washbasin
- F. LC should provide lunch for the kids if have more funding.

## Appendix H – Notes from Supplementary Teacher Interview Questions for Rotational Teachers

- A. Kru. Soh LC#1&2
- B. Kru Yamen LC#2&3

1. Which learning centers are you currently teaching at? On what days of the week are you at each of these centers? How often is this schedule altered in a given month not followed and for what reasons?

- A. LC Tha Chalom: Mon-Thurs, LC Saphan Pla: Fri
- B. LC :Saphan Pla: Thursday, LC Pongthip: Monday-Wednesday & Friday

2. Which learning center do you have the most experience with?

- A. LC Tha Chalom: More experience in Tha Chalom, teaches there more than Saphan Pla
- B. LC Saphan Pla: Most experience as he use to stay regularly but move around when they are fewer students.

3. What, if any problems, do you have moving back and forth between multiple centers?  
Example of problem that you have faced

- A. LC Saphan Pla: English, LC Tha Chalom: Burmese, English, Math
    - Kids at Saphan pla learn less than Tha Chalom kids, sometimes the teacher is sick on that Friday of the week then it's 2 weeks apart till the next class.
    - It's hard for the teacher to evaluate the kids on the exam since the 2 learning centers are on different levels.
  - B. Each center has different curriculum
    - LC Pongthip: Burmese, English, Math(Burmese curriculum)
    - LC Saphan Pla: Burmese. Problems: They can not often switch the subjects to match with different curriculum between Burmese and Informal-education. Having difficulty to set up a standardized examination for the childrens from two system
- a. How do you cope with those problems?

- A. If it's 2 week apart, the teacher will to reteach her lesson and follow up with the kids work.
- Since the LC Tha Chalom will learn more than LC Saphan Pla, she makes the exam in mid-level for the 2 centers.
- B. Try to come up with the examination to match both systems between Burmese and Informal-education so children from each system can do the examination.

4. What, if any, differences do you see between each learning center?

- A. LC Saphan Pla has less children and less space.
- LC Tha Chalom divide the class between grades clearer than in LC Saphan Pla. (In Saphan Pla kids with different grades study in the same room)
- B. Each center consist of different kinds of community and problems
- LC Saphan Pla: Mostly consist of Labour worker and they tends to get together to do illegal activities.
- LC Pongthip: During the raining season, there is a leakage of water in the LC causing them to be able to use only one room. The community is quiet and peaceful. The children tend to stay longer in this community.

a. Do you prefer to teach at any learning center in particular? Why?

- A. Tha Chalom, because there are more kids and classes are divide clearly. (close to the kids than LC Saphan Pla)
  - The kids in LC Saphan Pla are more stubborn
- B. Prefer to work with a lot of kids.
  - Prefer LC Pongthip: The children tend to be more attentive during class.
  - LC Saphan Pla: The children is more stubborn and mischief.

5. Do you use the same teaching methods for the different centers? If not, what's the difference?

- A. Same methods but songs not used in LC Saphan Pla
- B. Same methods. The child in LC Pongthip has a better understanding of Burmese than the child in LC Saphan Pla. In LC Saphan Pa, teacher has to translate Burmese into Mon and Thai.

a. How does the learning environment of the different centers affect your teaching?

A. LC Saphan Pla the weather in the classroom is hotter, making the teacher feels uncomfortable.

B. LC Pongthip: more quiet  
LC Saphan Pla: game shops near the LC

b. How does the learning environment of the different centers affect the studies of the kids?

A. Since the weather is hotter in LC2, it's harder for the kids to concentrate.

B. LC Saphan Pla: The child has got regular jobs therefore; sometime they tend to be absent for 5-20 days. There is a lot of job availability as it located near the ship dock. LC Pongthip: Sometime the child got to go take care of their younger sibling but the absence rate is not as high compare to LC Saphan Pla.

c. Do the kids in different centers behave differently? If so, how so?

A. The kids in LC Tha Chalom are more concentrate and focus on the study. (ask for homework) Also, easier to talk to the kids since she's closer to them.

B. Yes, LC Saphan Pla has a lot of grown up children. The child in the LC tends to be distracted from the learning process cause by the influence of the older kids. Overall the child is mischief and not well behaves. (This seem to cause by the community environment)

6. Which center has better resources? How do the resources that are lacking differ from each learning center?

A. Not sure, at LC Tha Chalom she knows where all the equipment is placed however in LC Saphan Pla she has to ask another teacher where things are placed.

B. LC Saphan Pla used to have a lot of resources (eg. Table, Stationary, Fan) when they have a lot of students but now most of the students had enroll to Thai public school. Hence, currently their resources had been reduced.

7. Describe the relationship with the parents of students as well as the community around each learning center where you teach?

- A. In LC Tha Chalom she attends parents and teachers meeting but not in LC Saphan Pla.
- B. The teacher has a good relationship with the community in LC Saphan Pla as he used to stay in the area. LC Pongthip is not very familial with as the teacher had only entrance the parent's meeting once.

For all teachers: What paths do you think you should prepare your students for by the time they leave the learning centers? For example, entering industry jobs, returning to Myanmar, entering the Thai system?

LC1:

Raks Thai: open for the three options

Teacher: entering the Thai system

LC2:

Raks Thai: entering the Thai system

Teacher: entering the Thai system

LC3:

Raks Thai: not sure what's Raks Thai plan

Teacher: The teacher focus on the kids and their parents need

LC4:

Raks Thai: entering Thai system

Teacher: entering the Thai system, returning to Myanmar

## Appendix I – Parent Interview Data

Translated parent interview responses are in an Excel spreadsheet entitled “Mahachai\_IQP\_ParentInterviewData”.

## Appendix J – Community Survey Data

Translated community survey responses are in an Excel spreadsheet entitled “Mahachai\_IQP\_CommunitySurveyData”.

## Appendix K – Former Student Interview Data

Translated former student interview responses are in an Excel spreadsheet entitled “Mahachai\_IQP\_FormerStudentInterviewData”.

## Appendix L – Seafood Industry Employer Interview Data

Translated seafood industry employer responses are in an Excel spreadsheet entitled “Mahachai\_IQP\_IndustryInterviewData”.

## Appendix M – Summary of Suggestions for Improvement

Table 5 - Suggestions for improvement for Tha Chalom

Recommendation	Parents (6 interviewed)	Community (10 surveyed)
More Teachers	4	4
Additional Computers and Computer Instruction	4	0
Additional English Instruction	4	0
Lunch Included in Tuition	2	0
Internet Access in Learning Center	2	0
More Space	2	0
More General Academic Information	1	0

The only recommendation provided by the community was to provide more teachers. The frequency of this response even matched that of the parents interviewed. The past students and the present teachers themselves confirmed the urgency of this matter as well. This indicates that the people who know the most about the learning centers are in agreement that more teachers should be employed in the learning centers.

Past students and parents both indicated a need for additional space.

Table 6 - Suggestions for improvement for Saphan Pla

Recommendation	Parents (5 interviewed)	Community (10 surveyed)
Better advertising and recognition	0	4
Better location	0	4
Bigger facilities	1	3
More teachers	2	1
Additional computers	0	3
Provide students more contacts for seeking employment	1	0
More Burmese language instruction	0	2
More structure in classroom	0	2
Additional supplies	0	1

More members of the community had recommendations for improvement of the Saphan Pla learning center than the parents of the center’s students. Despite having received responses from community members who felt familiar with this learning center, many of these individuals indicated that this center might need better advertising and recognition. Past students felt strongly about different things than the community and the parents. They told us that the center would likely benefit from having access to more resources. This supports what some of the teachers had mentioned as well. This center once had many students in attendance, but after that number dropped, so did the amount of resources it received. The past students also indicated interest in more use of computers, which is understandable as the only computer at this center is in disrepair and remains in storage.

Table 7 - Suggestions for improvement for Pongthip

Recommendation	Parents (5 interviewed)	Community (10 surveyed)
Better advertising and recognition	0	5
Bigger facilities	0	4
More teachers	1	3
Better location	0	2
More structure in classroom	0	2
Better general education	0	2
More Burmese language instruction	1	1
More English language instruction	1	1
Tuition should include textbooks and lunch	1	0
More Thai language instruction	1	0

Much like the Saphan Pla learning center, the community around the Pongthip learning center felt as though more advertising for this center is necessary. This makes sense since the center is located at the back of an alley behind the adjacent cold storage facility and street visibility is limited. This is one of the centers with the most feedback from parents and communities asking for additional language instruction. Two of the parents actually pointed out the improvement in language skills that they had noticed in their children. A past student interview, though, recommended increasing the center's focus on English and Thai as those were both important skills to obtaining a good job. He also agreed with the community opinion that the Pongthip center needed additional space. This individual also suggested the importance of mathematical aptitude to improve job prospects, which is an uncommon recommendation. He also mentioned appreciating the field trips he took while attending the center.

Table 8 - Suggestions for improvement for Krok Krak

Recommendation	Parents (5 interviewed)	Community (10 surveyed)
More teachers	3	4
More supplies	0	3
Better advertising and recognition	0	3
More computers and computer instruction	2	1
More English instruction	2	0
Better location and facilities	0	2
More Thai instruction	1	1
More Burmese instruction	1	1
Internet access	1	0
More space	0	1

Krok Krak is one of the two learning centers (the other being Tha Chalom) which received few recommendations for finding additional space. However, suggestions indicating that the number of teachers should be increased at Krok Krak were just as prevalent as at other centers. Former students suggested this as well, in addition to improving the teaching at the center. However, parents of students at this center thought that general teaching and language instruction was going well. Some parents also indicated that they thought that the teacher was caring and kind to their children. The last piece of notable feedback came from one of the past students who highlighted field trips that students took as a something that the learning center was doing well.

Appendix N – Predictions for Student Plans Following Learning Center Attendance

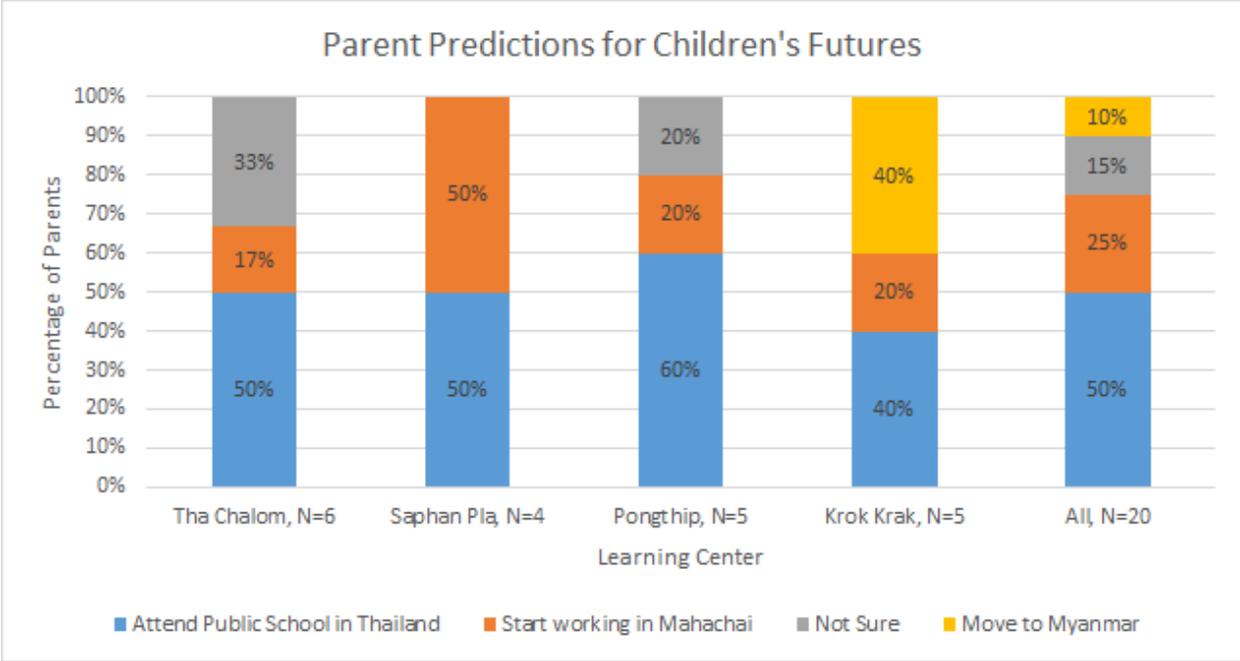


Figure 24 - Parent Predictions for Children's Futures

## Appendix O – Potential Learning Center Benefits Suggested by Community

We asked community members what benefits a learning center could potentially have on the surrounding community and its students. Respondents could name multiple benefits. The following Figure 25 contains the percentages of how often respondents suggested the given possible benefits of having a learning center in the community.

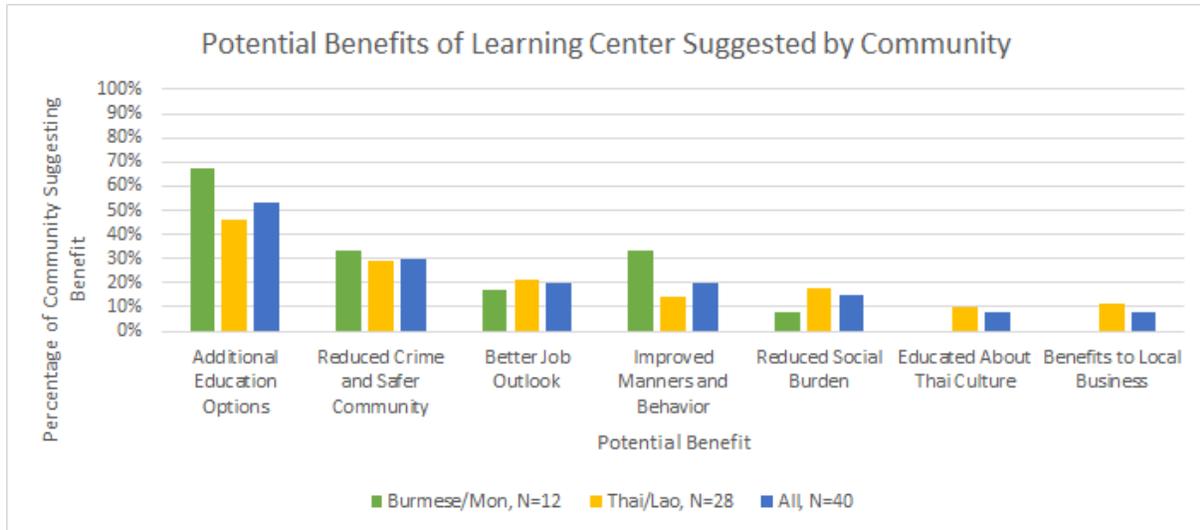


Figure 25 - Potential Benefits of Learning Center Suggested by Community

Both Burmese and Thais agreed additional educational opportunities were the greatest potential benefit of having a learning center in the community. Both groups also frequently mentioned safer community and lower crime rates. Thai and Lao people also mentioned that learning center students would be more educated about Thai culture and that the presence of a learning center would be beneficial to local businesses. However, Burmese respondents did not acknowledge these potential effects. This is likely because the Burmese migrant respondents typically were laborers or worked as maids and did not own local businesses and Burmese respondents would also likely value Thai culture less than the Thais in the community.

We also asked parents of students at each of the four learning centers why they selected the learning center over other educational options (see Appendix I). Figure 17 indicates the frequency of responses.

## Appendix P – Behavior & Day Care Issues Noted Through Teacher Interviews and Observation

### Behavior

When behavioral problems arise, teachers each have their own methods of disciplining students. Most teachers seem to try to be reasonable in deciding on a suitable punishment and suggested several techniques to discipline children dependent on the offense. After a conversation to clarify the issue, teachers proceed in a few different ways. Two teachers suggested the use of household chores as punishment (washing dishes, doing extra cleaning around the classroom). Three teachers also suggested more physical responses, such as a hit on the hand. In all, the teachers all take the behavior of their students seriously and have a plan to address disruptions when they occur.

### Day Care & Baby Attendance

Throughout our research, the distinction between a learning center and a daycare was always carefully made. This distinction was not evident on our second observation day when there was a baby at the Tha Chalom learning center. Since the child was clearly younger than the permissible age of five years, we were able to witness how the learning center might operate should it act as both an educational institute and a daycare.

Kru Na explained that the child lives near one of the students that she drives to the learning center on a regular basis. Since the child would cry and follow the teacher at the pick-up point, Kru Na started to bring the child to the learning center instead of leaving the child at home alone all day. As a result, the students at this learning center and the teachers there all help to take care of the baby. Although this is done out of good will, the choice to have children younger than age five in a learning environment proved to be a distraction. The teacher was preoccupied with taking care of the baby, and the child caused disruption to the students trying to complete assignments. In the kindergarten class, the baby crawled over open workbooks that students were trying to work through. In the non-formal education room, the child cried until the teacher prepared a baby bottle, which the older students used to feed the baby. Shortly after, the baby's diaper failed, which required students to mop up the floor while the teacher bathed and clothed the child. Once lunch started, students prepared to cook at the teacher helped the baby settle down for a nap. In all, the teacher and students spent valuable education time distracted by the needs of this baby.

## Appendix Q – Parent Willingness to Pay by Learning Center

In the interviews with parents, we asked how much each parent would be willing to pay for tuition and transportation for each child per month. The results are in Figure 26, divided by learning center.

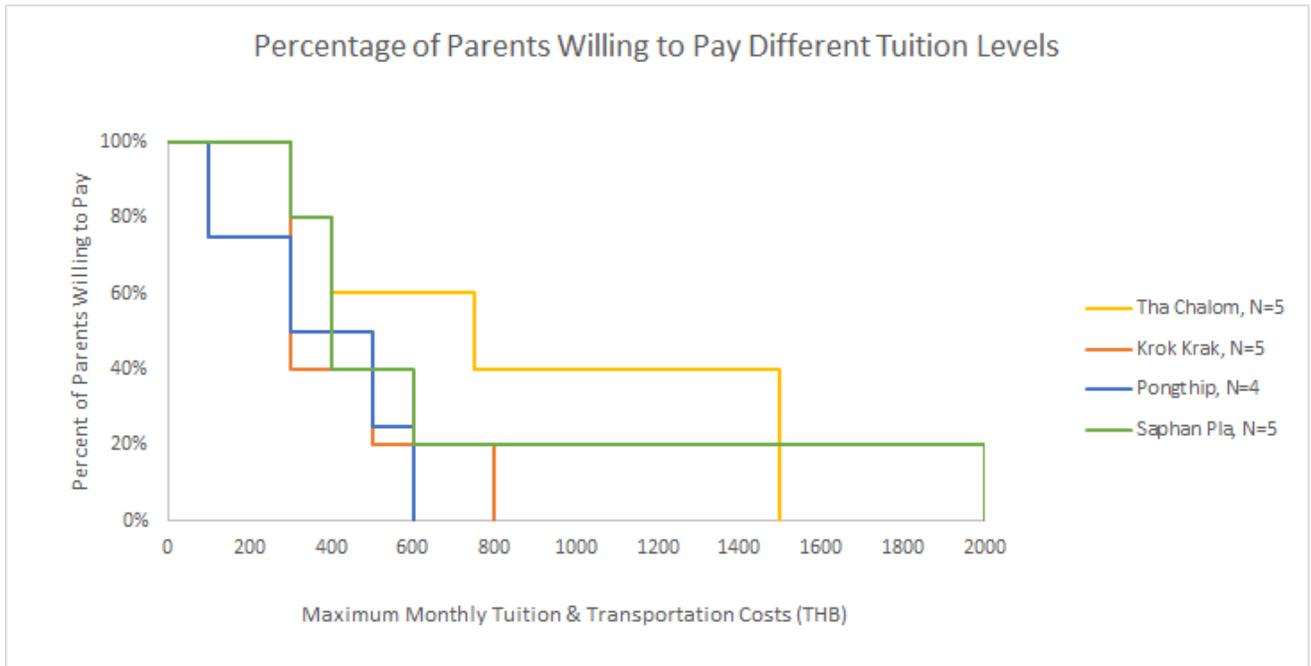


Figure 26 - Percentage of Parents Willing to Pay Different Tuition Levels

Appendix R – Valued Skills According to Parents and Community Members

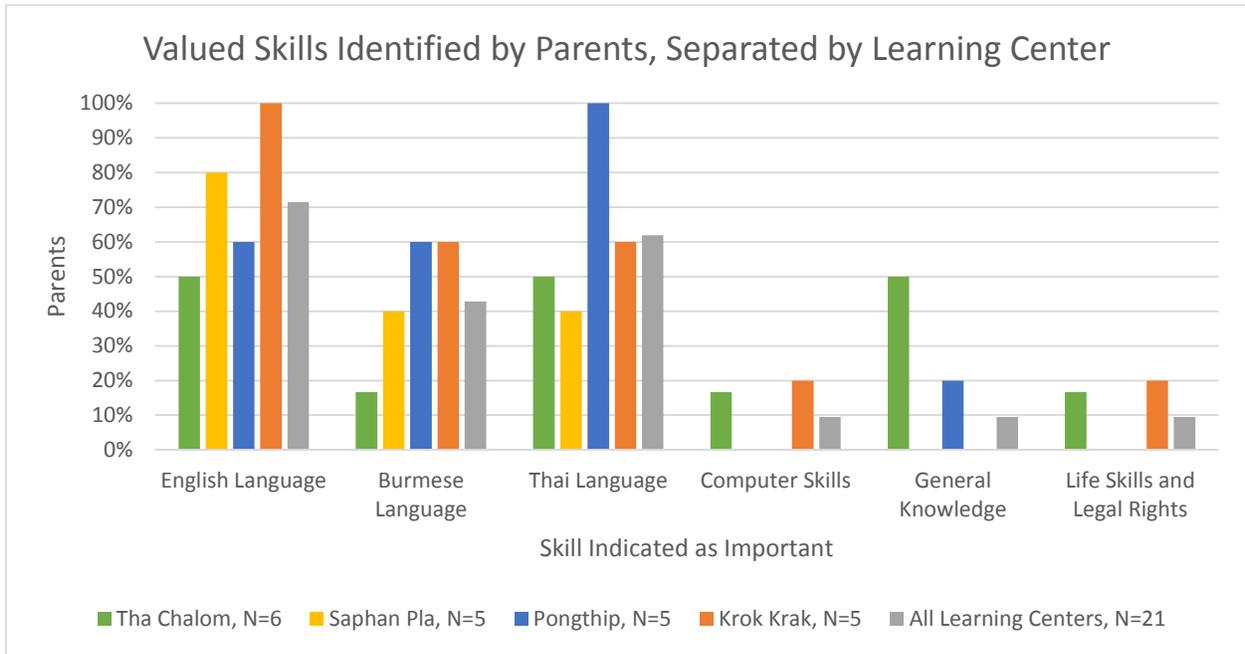


Figure 27 - Valued Skills Identified by Parents, Separated by Learning Center

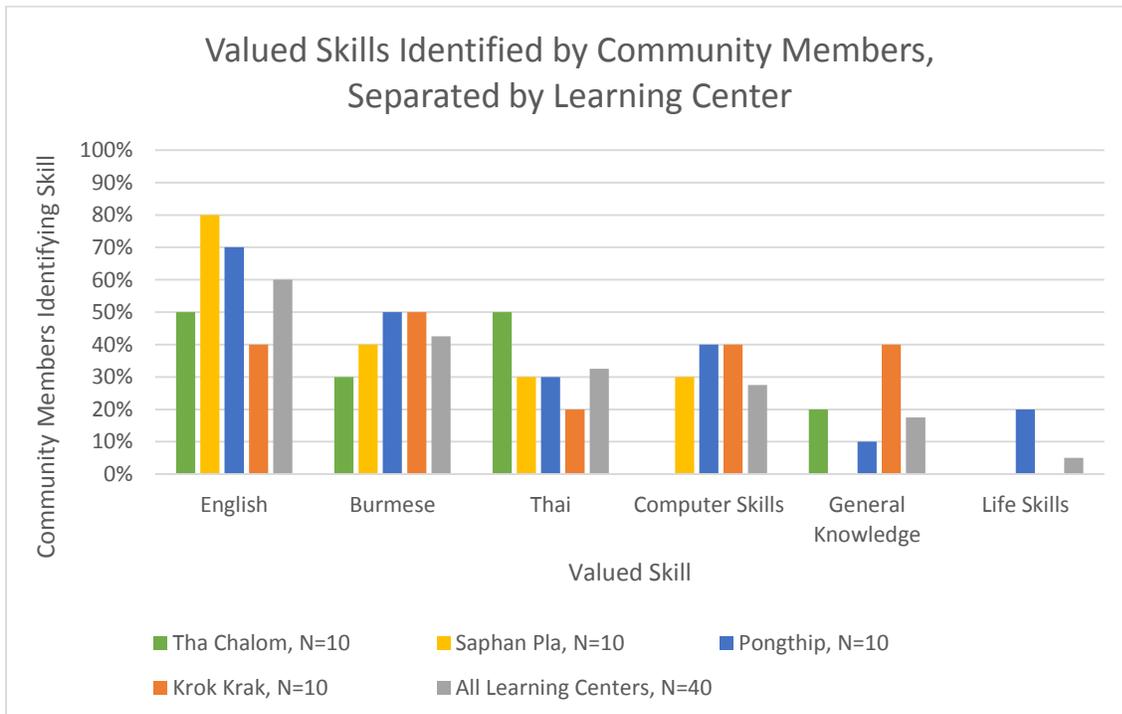


Figure 28 - Valued Skills Identified by Community Members, Separated by Learning Center

## Appendix S – Attendance Data

Attendance data was recorded for a few months for each of the centers. Because the original documents were missing data, the time spans for data of each of the four learning centers will not be the same. Attendance data for Tha Chalom, Saphan Pla, Pongthip, and Krok Krak are in Excel spreadsheets entitled “Mahachai\_Attendance\_ThaChalom”, “Mahachai\_Attendance\_SaphanPla”, “Mahachai\_Attendance\_Pongthip”, and “Mahachai\_Attendance\_KrokKrak” respectively.