
THE DEVELOPMENT OF NON-FORMAL CURRICULUM, TEXTBOOKS, TEACHER TRAINING, AND INSTRUCTION OF THAI LANGUAGE TO STATELESS CHILDREN, AGRICULTURAL AREA ON THAILAND - MYANMAR BORDER

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Abstract

This research was a pilot project supported by the Office of Educational Council, to develop a model of non-formal education for stateless children in agricultural areas on Thailand-Myanmar border. The methodology was a Participatory Action Research, conducted during July 1, 2010 to March 31, 2011. The findings revealed that, in the agricultural areas of Pobphra District, Tak Province, there were a lot of stateless children who could not use Thai language although they were unlikely to return to Myanmar. The researchers, in cooperation with some social developers, three volunteer teachers, and two farm managers, created a model of On-Farm Night Class on Basic Thai Language for Stateless Children. This Project focused on basic Thai language for communicative skills, health and hygiene, and basic understanding of Thai culture and Thai laws. The volunteer teachers were trained to use four textbooks created by the researchers. The experiment On-Farm Night Classes were held at two rose farms for three months. There were 41 children – mostly children under 15 years, and three adults. Experts in the community viewed that the On-Farm Night School model was appropriate and responsive to the national policies related to stateless people on Thailand-Myanmar border.

Key words : non-formal education, stateless children, agricultural areas

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Background of the Study

According to the Universal Declaration of Human Rights in 1948, the right to education is a fundamental human rights for all children. Even before that, the International Labor Organization (ILO) had continually requested that the industrial sector give attention to educational right of child labors. (<http://www.right-to-education.org/node/235>)

In the 1999 National Education Act of Thailand, the statement in Article 6 reveals that education must be provided so that all Thai citizens be holistically developed – physically, mentally, intellectually, cognitively, and morally. Furthermore, Article 7 of the same act announces that the learning process must aim to inculcate the civic-mindedness which concerns democratic system, the respect of other people's rights and the responsibility to one's own duties. At the same time, Article 8(1) of the National Education Act mentioned that educational provision is to be a lifelong process for all people.

Over the past 40 years, Thailand has provided a better life for Burmese fleeing a state dominated and resource-driven economy at home. The steady supply of cheap Burmese labor enables many Thai businesses to keep production costs down and retain a competitive edge in an increasingly global market (Jon Fox, 2009. In <http://www.thailawforum.com/Migration-and-Policy.html>). The statistics in 2003 revealed that 35,745 children were born in Thailand from the people who fled away from Myanmar, and most of the children were in Tak (Premchai Wangsiripisal, 2010 : 27) Amorntip Amarpibal

(Premchai Wangsiripisal, 2010 : 11) made a survey of educational needs of the children of Burmese migrants in Ranong Province, and found that they wanted to adjust to Thai society but also wanted religious freedom and to study about basic knowledge and culture of Myanmar. Some of them wanted to receive vocational education so that they could work and live better in Thailand.

The most important obstacle that prevents the migrant children from education was the need of their parents for their labors. The children could not go to Thai schools because they were afraid to be captured. They would rather attend migrant learning centers (MLCs) which had been supported by international NGOs. The education at these MLCs had various standards, however.

The Ministry of Education of Thailand, approved by the Cabinet on 17 October 2004, began to accept children of the migrants into Thai schools a few years later. But, according to the report by the Committee for Myanmar Democracy Campaign (2007), the migrant children who had been admitted into Thai schools were limited to those whose parents could speak Thai. The report also mentioned that the curricular used at the MLCs were more flexible than the national curriculum of Thai schools.

In order to initiate a non-formal education program for the migrant children in the agricultural areas along Thailand-Myanmar border, the Office of Educational Council (OEC) granted a budget of 500,000 Baht which allowed the researchers to conduct this

participatory action research. The duration of the research was from July 1, 2010 to March 31, 2011.

Specific Objectives of the Study

1. To reconfirm the needs for non-formal education of migrant children in the Agricultural areas of Pobphra District, Tak Province; and to explore the availability of Educational resource in the community.

2. To develop the non - formal curriculum of Thailand language course for the Children of migrants, the textbooks, a teacher training program, and an educational supervision plan which are applicable to the non-formal curriculum.

3. To experiment and evaluate the achievement of children who attend the Thai Language course ; to evaluate the satisfaction of the children, the parents, and the farm owners; and to verify the applicability of the non-formal Thai language program in the other agricultural areas along Thailand-Myanmar Border.

Research Methodology

To answer the research questions and initiate the non-formal education program for Children of the migrants in agricultural areas along Thailand - Myanmar border, the researchers applied the Participatory Action Research (PAR) by five major steps : (1) exploring; (2) framing : (3) Developing ; (4) Experimenting; and (5) Evaluating.

Throughout these steps, three major groups of participants were involved.

(1) Social developers inside Pobphra District

(2) Social developers outside Pobphra District

(3) Migrant children in Pobphra District, and volunteer teachers in or nearby Pobphra District

The researcher findings in each step are described in details in the following passages. At the end of this research article, some personal viewpoints of the researchers are inclusively expresses.

The Exploring

Scope and Methods: The specific objectives of this step of action was to reconfirm the needs of non-formal education of children of the migrants in the agricultural areas of Pobphra District, and to explore the availability of educational resources in the community. The methods were unconstructed interviewing and field observation. The field study took place on January 28, 2010.

The participants included: (1) the target group, involved the owner of K.Farm in Pobphra and three Burmese employees who were accidentally sampled; (2) the social developers inside or near the target community, composed of one social developer of Mae Sot Community Office, the director of Non-Formal and Informal Education Office of Pobphra District, and two educational officers of Non-Formal and Informal Education Office of Tak Province; and (3) the social developers outside the community, composed of two educational officers from the

Office of Education Commission and the research project leader.

The targets of the exploration were:

1. Educational needs of migrants' children in agricultural areas of Pobphra District; and

2. Possibility of supports from individuals or organizations in and near Pobphra District to the experimentation of the non-formal education program.

The qualitative methods were employed as follows:

1. The officers of OEC, the research grant provider, purposively selected the participants and the specific sites for initial visits;

2. An evening before visiting the sites, the leader of this research project met with the officers of OEC in advance to learn more about any useful information;

3. Snowball technique was also employed besides the purposive sampling of target groups;

4. High potential video camera was used to record pictures and voices when necessary;

5. Field-note was taken whenever possible; and

6. The content analysis was made within a week after the field visits.

The Findings: From the exploring, it could be confirmed that a large number of stateless children were living in various farming areas of Pobphra District. These children had no schooling, though several MLCs were established and supported by NGOs such as

World Education, HOPE, Catholic Church of Thailand, and so on.

In a farm, abbreviated as K. Farm, a married couple of educated migrants tried to find limited free time to teach Burmese language and numeracy to children. Then expanded a part of their cottage for schooling. The teaching and learning environment was very poor. There were no books, chalk, or even a blackboard. The farmer - teacher said that he was graduated from a university in Myanmar. He volunteered to teach the children so that they could be able to enter schools when return to Myanmar. He welcome the pilot project of OEC which the researchers would like to implement at that farm. The Thai couple who Owned the farm, after being acknowledged that their support to migrant children's education. Would be responsive to the policy of the Ministry of Labor and ILO, were willing to Participate in the pilot project. The couple agreed to provide some space for a night class.

On the other hand, the Office of the Non-Formal and Informal Education of Pobphra District was not ready to help provide the night class program for migrant children in the farming areas of Pobphra, due to lacks of teaching personnel and too excessive workload which had already occurred. However, the director of the office was highly willing to help develop the curriculum, textbooks, teacher training program, and recruitment of volunteer teachers for the night classes.

Therefore, the possibility was high if OEC would like to develop a non - formal education program for stateless children in the

agricultural areas of Pobphra District. It was also found that cooperation with the World Education of Mae Sot and the Division of Health and Hygiene of the Local Administrative Office (LAO) at Tambol Chongkaeb would contribute to the success of this research project.

World Education is an international NGO from the United States of America. It has been supporting several MLCs in Mae Sot and Pobphra through provision of textbooks and teacher training programs. The officer-in-charge of health and hygiene of the LAO at Tambol Chongkaeb has much experience in working with the migrants in the farming community.

The Framing

Scope and Methods: The specific objective of this step of action was to set the framework for the development of curriculum, textbooks, teacher training program, supervision plan, and any other important matters as required by the Term of Reference (TOR). Tentatively, the following six questions were to be answered:

- (1) How many groups of students would be experimented? Who were they?
- (2) What type of curriculum, materials, and timetable would be appropriate?
- (3) Where should the classes take place? Who would provide for them? How?
- (4) How would teachers be recruited, trained, supervised? Who would be responsible for recruitment, training and supervision?
- (5) What would be the roles of various stakeholders? And, how to fulfill the roles?

(6) What should be reported? Who? To Whom? How often? When?

The methods of framing were also qualitative, based on semi - structured interviewing by Snowball Technique. The actions took place on June 23-24, 2010 and August 16, 2010. The locations were Pobphra District and Mae Sot District. The participants included:

- (1) The social developer of Mae Sot Community Office
- (2) The director of the Non-formal and Informal Education Office of Pobphra
- (3) The supervisor of education for migrant children under the Office of Education Service Area 2, Tak (Mae Sot)
- (4) Two local (Thai) officers of World Education of Mae Sot
- (5) The officer-in-charge of public health of LAO of Tambol Chongkaeb

The Findings: The questions could be answers as follows:

1. There should be two groups. The possible locations might be at K. Farm, B. Farm, or P. Farm ;
2. The curriculum for Thai language teaching should be developed from the Thai language course of World Education. The textbooks and other teaching materials could be developed from the Thai language textbook of World Education, and Thai language textbooks for hill tribes produced by Non-formal and Informal Education Department, through an assistant of Burmese Study Center of Naresuan University. The timetable should be from

Monday to Friday, one or two hours per day, after 18:00 p.m.

3. The location of the night classes could only be on-farm, because the children had to work until late evening. The permission from farm owners would be needed.

4. It was possible that some Thai language teachers of nearby MLCs, and had been trained by World Education, would join the project. The supervision could be co-operatively conducted by the researchers and the educational supervisors of the Educational Service Area of Tak 2 (Mae Sot).

5. Collaboration between the researchers and the stakeholders inside of the community and nearby should be formal.

6. The reporting system should follow the TOR signed by the project leader and the Officer of the Education Council.

The Developing

Scope and Methods: The major objective of this step was to develop the action plan in accordance with the findings in the framing stage, in order to lead to the development of Thai language curriculum, textbooks, teacher training curriculum, to recruit and train the teachers, and to prepare on farm classrooms.

The methods were qualitative, based on focus-group discussion technique. The target Groups were Purposively selected. They comprised three officers from OEC, the Chairman of LAO of Tambol Chongkaeb, the Officer-in-Charge of Health and Hygiene of LAO of Tambol Chongkaeb, a teacher for Thai

language at Parahita Migrant Learning Center in Pobphra, a Burmese representative of P.Farm, a public health officer of Mae Sot Community Organization, a staff of World Education, an educational officer of Non-formal and Informal Education Office of Pobphra District, an educational officer of Educational Service Area 2 of Tak Province, and an interest group which included the vice governor for security affairs of Chiangrai Province and 2 educators from Japan. The procedure included the presentation of drafted by the researchers, then followed by the free discussion and recommendation by the focus-group members. This meeting was held on August 17, 2010, at the Meeting Room of LAO of Tambol Chongkaeb, Pobphra District.

The Findings: After the focus group discussion at the meeting on August 17, 2010, the action plan was formulated after the following advices:

1. Two classes would be experimented, 20 students in each. The students' age groups would range from pre-school to adults.

2. The curriculum would comprise 4 subjects: (1) communicative Thai language; (2) Basic Reading and Writing of Thai Language; (3) Basic Hygiene; and (4) Thai Culture and Laws. The subjects would be integrated with the activities for enjoyment. The course would take about 150 hours, starting from September 14 to December 12, 2010. The timetable would be at night, on Tuesday, Thursday, Saturday, and Sunday.

3. The location of the night classes would be K.Farm and P.Farm.

4. Three MLCs' teachers applied to teach at the night classes.

5. The development of textbooks and teaching materials would be responsible by the researchers and the participants in the field of language education and in health and hygiene. This would include the director of Myanmar Study Center of Naresuan University.

6. The teacher training program would be developed by the researchers, but the location for training would be in the community of Pobphra District.

7. The supervision would be quite impossible for the educational experts in the community – or nearby – to enter the classes during the nights. It was recommended that day-time periodical meetings be held with the teachers for the purpose of reflection and teaching improvement.

The Experimenting

Scope and Methods: The specific objectives of this step were to (1) experiment the on-farm night classes; and (2) evaluate the students' achievement.

The methods for the experimentation included:

1. Curriculum development. This method was employed in order to innovate the Thai Language Curriculum for Stateless Children in Agricultural Areas and the Curriculum of Basic Thai Language for Training of Teachers of Stateless Children in Agricultural Areas. The expert-review technique was employed after the researchers drafted the two curricula.

2. Textbook Development. The expert-review technique was also used after the researchers drafted 4 (four) textbooks. The experts for reviewing of curricula and textbooks included the Director of Burmese Study Center of Naresuan University, a supervisor on Thai Language Education of Educational Office Area 1 of Payao Province, a principal of Ban Ta-Arj School in Mae Sot Province, the head of local staff of World Education of Mae Sot, the Director of Non- formal and Informal Education Office of Pobphra District, the officer-in-charge of health and hygiene of LAO of Tambol Chongkaeb, and the educational supervisor in charge of migrant children's education of the Education Office Area 2 of Tak Province.

3. Teacher Training. A short-term teaching training course was developed by the researcher. Five trainers were involved: (1) the project leader, (2) the officer-in-charge of health and hygiene of LAO of Tambol Chongkaeb, (3) the educational supervisor in charge of migrant children's education of the Educational Service Area 2 of Tak Province, (4) the educational supervisor in charge of Thai language education of the Educational Service Area of Payao Province, and (5) the principal of Ban Nam-Dip School who used to be a teacher at a primary school in Pobphra District. The training was focused on how to provide joyful and meaningful communicative language instruction, how to supplement teaching with activities, and how to appropriately evaluate learning progress and achievement.

4. Night-Class Instruction and Supervision. After the short-term training, the

night classes were held at K. Farm and P. Farm. The job allocation was based on collaborative decision-making between the researchers and the teachers.

The supervision process was a mixture of group meeting, classroom visiting, and telephone consulting. The major purpose of supervision was to monitor as well as to improve the on-going instruction.

The research instruments used during this action included recording forms, teachers' reports, and researchers' field notes. The supervisory meeting took place at Mon Hin-Lekfai School. The night-class visits were conducted by the researchers twice. The supervision through telephones were made several times.

Besides the set of four textbooks, all pupils were provided with free drawing paper, notebooks, pencils, and erasers. The teaching aids provided for each class included an alphabet-card set; three posters of Thai alphabets, vowels and numbers; two alphabet game sets; a spelling practice set; a game set for adding and subtraction; coloring pencils; and white-board markers. Later on, two sets of colored picture cards and a set of multiple-choice testing material were sent by mail to the teachers for the use of summative assessment.

The Findings:

1. The preparation for experimentation of the on-farm night class was successfully conducted, with some problems that the researchers were able to solve through the cooperation of the teachers and farm owners. The results were as explained below.

1.1 Six documents were drafted by the two researchers: (1) Thai Language Curriculum for Stateless Children in Agricultural Areas; (2) The Curriculum of Basic Thai Language for Training Teachers of the Stateless Children in Agricultural Areas; (3) Thai Language Conversation Textbook for Stateless Children in Agricultural Areas; (4) Basic Thai Language Reading and Writing Textbook for Stateless Children in Agricultural Areas; (5) The Textbook on Basic Hygiene and Happy Life for Stateless Children in Agricultural Areas; and (6) The Textbook on Thai Culture and Laws for Stateless Children in Agricultural Areas.

1.2 The drafted documents were reviewed and recommended by seven experts for some improvement.

1.3 Three persons volunteered to be trained to teach in the project. Only one of them had been previously trained to teach Thai language by World Education. She was still studying at a non-formal education center for her lower secondary education certificate. Another one of the two female teachers was pursuing upper secondary education certificate. The other one was a young man. He was studying business management at Rajbhat Kampaengpet University at Mae Sot Campus. All of them lived at Mahawan Village. The village is about 15 kilometers away from the farms where the night classes would be located.

1.4 Apart from the two researchers, four inside and outside experts were involved in the training of teachers. The location of training

was a small resort in Pobphra District. One of the teachers, the person who was previously trained by World Education, was too busy to attend the whole training course. She only appeared shortly during the training session.

1.5 The two classrooms for experimentation were not permanent and could not be appropriate equipped. The research fund was not allowed for procurement of hardware materials. The researchers had solved this problem by asking supports from the farm owner at K.Farm and children's parents at P.Farm.

Consequently, the farm owners and parents of migrant children at K.Farm helped prepare the classroom by making seven rows of seats from rough boards, but without desks. Electric lights were also provided. The researchers supported an amount of 3,000 Baht for the electricity cost.

The Burmese farm manager at P.Farm was also willing to help, but could not do as much as the owner of K.Farm. The Burmese workers of P.Farm lived by themselves in a group of small cottages, about thirty families, with no electricity. The researchers had to provide them with a battery and light bulbs to enable the teacher to teach at night. A small amount of money was given to the teacher so that she could buy cheap wood and employ some children's parents to make low Japanese style tables for the class. The children were expected to sit on the floor of a small cottage owned by Mr.K's father. Mr.K was a Burmese teacher who taught at Parahita

MLC. The MLC was located about ten kilometers from the two farms.

As previously mentioned, the teaching and learning materials were quitefully provided. These included 80 issues of the four photocopied textbooks, whiteboards, markers, pencils, erasers, rulers, word-cards, picture-cards, Thai alphabet charts, number charts, and so on.

2. The experimenting of instruction started on January 16, 2011. The schedule was delayed because of the fighting along Thailand-Myanmar border in December 2010 to early January 2011. Finally, the classes were held everyday during January 16 to March 31, 2011. At K.Farm, the class started at 18:00 p.m. until 20:00 p.m., but at P.Farm the class did not start until 19:00 p.m. because the farmers worked until late evening.

The teaching and learning schedule was divided into 4 sessions:

- 16 - 25 January
 - Thai Language Conversation 90 minutes/day
 - Activities for Arts and Recreation 30 minutes/day
- 25 January – 6 March
 - Thai Language Reading & Writing 90 minutes/day
 - Activities for Arts and Recreation 30 minutes/day
- 7 - 21 March
 - Basic Hygiene 90 minutes/day
 - Activities for Happy Life 30 minutes/day
- 22 - 31 March

- Thai Culture and Laws 90 minutes/day

- Activities for Happy Life 30 minutes/day

During this period, the classroom supervisions were held twice on January 26 and February 22, 2011. The instruction period for Thai Culture and Laws was decreased for five days to allow for testing held on 27 - 29 March, and for the exhibition of students' work on 30-31 March.

Most of the classroom management was left to the teachers, using the job description guidelines prepared by the researchers. The teachers who was formerly trained by World Education was assigned an

extra duty as the coordinator between the teaching corps and the researchers. The per diem of 150 Baht per hour of teaching was given to each class. Each class also received 5,000 Baht for clerical job and data collection.

The students received small presents such as toothbrushes and biscuits upon each visit by the researchers, and by the officers from OEC.

3. The evaluation of student achievement by the teachers, using the test materials prepared by the researchers, revealed that the students at K. Farm performed better than the students at P. Farm. The evidence is shown in Table 1.

Table 1 The Comparison of Tests Results between Students at K. Farm and P. Farm

Classes	Thai Conver.	Thai Literacy	Hygiene	Culture & Laws	Team-work	Leadership	Total
	50	200	100	100	30	20	500
K.Farm	42.63	166.32	75.26	84.21	30	13.95	412
	(85.26%)	(83.16%)	(75.26%)	(84.21%)	(100%)	(69.74%)	(85.58%)
P.Farm	34.83	126.67	55	73.33	14.16	7.77	311.77
	(69.67%)	(63.63%)	(55.00%)	(73.33%)	(47.22%)	(38.83%)	(62.35%)

Note: No. of students at K. Farm = 19; students at P. Farm = 30

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The qualitative collection of data related to the satisfaction of students, parents, and farm owners revealed the following evidences.

First, the owner of K. Farm was highly satisfied. She often treated the children with sweets and biscuits to reward them for their class attendance. At the end of this project, she mentioned that the students could write and speak Thai with her already. She dictated to

them the spelling names of her rose farm customers, and the children could write quickly and correctly.

Second, parents of the children in both farms warmly welcome the teachers and the researchers. They often bought fruits and vegetable to the teachers. The teacher at P. Farm was also offered them with dinner.

Third, all workers at both farms became very friendly afterward. Before the

starting of this project, the Burmese farm workers looked uncertain and did not want to give any information.

Fifth, a Burmese teacher at P. Farm willingly supported the night classes throughout the course, even though he was not paid.

The Evaluating

Scope and Methods: The specific objective of this step of action was to evaluate the applicability of the non-formal curriculum, the textbooks, and the instruction of Thai language to stateless children in agricultural areas along Thailand-Myanmar border, through the evaluation of the stakeholders after the experiment.

Since the stateless children were not allowed to travel out of their farming areas, the method for this evaluation relied on a focus group meeting of the stakeholders in the communities of Pobphra and Mae Sot. The participants included (1) a vice-district officer of Pobphra District; (2) a vice-director of the Office of Education Service Area 2 of Tak Province (Mae Sot); (3) the acting director of the Office of Non-Formal and Informal Education of Pobphra; (4) the local staff of World Education at Mae Sot who was in charge of Thai language education promotion; (5) the supervisor in charge of migrant education under the Office of Education Service Area 2 of Tak Province; (6) the principal of Ban Nam Dib School of Tak District; (7) the principal of Mon Hin-Lekfai School of Mae Sot; and (8) the educational administrator of Catholic schools in the lower-northern region.

The methods used in this step of action involved the presentation of the results of the Step I to Step IV of this research (exploring, framing, developing, experimenting), by the researchers; followed by a discussion of the experts on the applicability of the on farm night class curriculum, textbooks, and instruction for other agricultural areas in Pobphra, Mae Sot, as well as the other districts along Thailand-Myanmar border. The experts were also allowed to add comments and suggestions to OEC, as well as any other related policy-making bodies.

The Findings: Consequently, the experts of Mae Sot and Pobphra communities gave comments and suggestions that

(1) The non-formal education program which focused on basic Thai language, hygiene, Thai culture and Thai laws was important and should be more encouraged. The attempts Should be made both at the policy - making level and the local level. The district officer should be informed before the educational programs began. The information would enable better cooperation among the government agencies.

(2) It was possible to expand the night-classes of Thai language teaching in the agricultural areas of Myanmar - Thailand border through the support of the Catholic Church of Thailand, in cooperation with the Office of Education Council and the Ministry of Education.

(3) The policies concerning non - formal and informal education administration should be revised, especially the policies

related to education of the migrants along the borders. They should be concerned with personnel management system, special allowances for sensitive areas, more and continuous allocation of government budget for research and development of education for special groups of people.

(4) Ministry of Education had to acknowledge Thai people in the community, as well as other government agencies, about the importance of education for the migrants.

Discussion and Suggestions for Further Actions

We have learned from this research that many children were living without education nor legal status in many areas along the border of Thailand and Myanmar, especially in Tak Province. The limitation of time and funding did not allow us to study further and include other communities. But, from talking with various people during this researcher, it can be concluded that thousands of migrant children had no access to education whether they liked it or not.

Although the Thai wife of K.Farm owner seemed to be happy with the night class, she expressed her worry that Burmese workers who could speak Thai often left farm work to urban areas. This condition might prevent farm owners from supporting the non-formal education program that OEC – together with the researchers and participants in the communities of Pobphra/Mae Sot – has initiated.

The course was not only designed for teaching of basic communicative language in

the farming areas, but also for integrating the basic about health, hygiene, Thai culture, and Thai laws. At the beginning of the course, the pictured textbook called “Tamra Sontana Pasa Thai” was to be used. The content of this textbook was divided into four chapters; Self-Introduction, Our Home, Good Child, Amphur Pobphra. The children were expected to be able to politely greet people, introduce themselves, ask people’s names, count 1-100, ask people’s ages and genders, talk about their families and working environment, name different colors and sizes, talk about farm work process, realize that good children were able to keep themselves in good health, love themselves, and love other peoples – both Burmese and Thai. In each chapter, 15-20 attractive pictures were used as means to draw learners’ interests, then followed by a set of speaking practice - based on the pictures.

In the second part, the textbook called “Tamra Aan Khian Pasa Thai Buangton” was to be used. The content of this textbook was divided into twenty chapters, starting from the introduction of Thai alphabets to the reading and writing about their personal data. The children were expected to be able to read and write Thai alphabets, numbers, vowels, simple words, and simple phrases related to their lives and farm works in Pobphra District. At the end of each chapter, the children would be asked to practice reading and writing. The font sizes of the letters in this textbook were large enough, and spaces were given so that they could write in the textbook. Again, this textbook was full of pictures, including the pictures of the ethnic

groups including Thai, Burmese, Karen, Mong, Mon, Lao, Kham, Yao, etc.

In the third part, the textbook called “Tamra Sukha Anamai Puenthan Pue Cheewit Tii Pensuk” was to be used. The content was divided into six chapters: Diseases Caused by Insects; New Flu; Diseases Caused by Mice; Eating for Health; Clean Body, Clean Tools, Happy Life; Get Away from Drugs with Happy Life. Besides having a lot of interesting pictures, this textbook was designed for reading and discussing purpose. Therefore, at the end of each chapter, the children would be allowed to help each other to answer the questions like “How often do we clean our houses?” “If we don’t have toothbrushes, what should we do?” “If we saw someone sell drugs, what should we do?” and so on.

In the last part, the textbook called “Tamra Wattanatham Thai Lae Kotmai Thai” was to be used. There were six chapters which included Thai Culture, Thai Flag and Thai National Song, Religions of Thai People, Tradition Transfer, Good Citizen Obey Laws, Important Laws. Again, this textbook was equipped with pictures, reading practices, and discussing practices. In addition, the children were expected to cooperatively write down their answers of the questions like “What are the advantages of being able to speak many languages?” “Why should you not steal?” “Why does everyone have to obey laws?” and so on.

Although the course and the textbooks were quite carefully designed, the time was quite short to cover all of the contents. The short course of only 150 hours seems to be

insufficient to create the sense of Thai and global citizenship among these children. The information from the students who attend the night classes in this project revealed that 13.58% of the students at K.Farm were born in Thailand. But, only one of them (5.25%) could speak Thai language before they attended the class. At P. Farm, 90.91% of them communicated in Burmese language only, and one of them (4.54%) had been able to speak Thai. Therefore, the course for basic Thai language which the researchers have developed should have more time for the instruction, at least 50 hours longer, in order to integrate the matters related to global citizenship.

The World Education of Mae Sot has much experience in promoting education for migrant children in this area. This international NGO and OEC have common beliefs on peace education and education for sustainable development. The two organizations should collaborate more closely in the future.

Through interviews and observations, it was understood that the offices of non-formal and informal education in the border areas like Pobphra and Mae Sot had too heavy work-load, difficult, but only few people to do the important work. Most of the employees of the centers were temporarily hired, under qualified, and very limited in number. Non-formal and informal education centers in sub-district areas (Tambol) were poorly equipped with information technology (ICT) for distant education.

The Office of Education Service Area 2 of Tak Province was responsible for more than

a hundred schools where migrant children were admitted. This office was better equipped with personnel and ICT when compared to the non-formal and informal education office. The two offices seemed to shared the same hardship. Both worked equally hard and had to Cooperate with about 40 NGOs, plus many other government agencies of Thailand. Both needed more systematic concerns from the policy-making level of the Ministry of Education.

This research concerning non-formal education program for migrant children at Pobphra District was a very small pilot project. The Office of Non-formal and Informal Education at the ministry level should have been responsible for the initiation. It is quite doubtful that OEC can work alone to influence the systematic change for better future of non - formal education for migrants.

Explanation of the Abbreviations

MLC	Migrant Learning Center
NGO	Non-Governmental Organization
OEC	Office of Educational Council

Notes: The names of the two farms are abbreviated. The full names are not expressed here, in order to protect the rights of the farm owners.

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เอกสารอ้างอิง

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