



# STRENGTHENING OUT OF SCHOOL CHILDREN (OOSC) MECHANISMS IN TAK PROVINCE



Save the Children

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February 2017



**Strengthening Out of School Children (OOSC)  
Mechanisms in Tak Province** (February 2017)  
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**Cover photo** by Kantamat Palawat

Published by  
Save the Children Thailand  
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## REACT

The Reaching Education for All Children in Thailand (REACT) project is supported by Save the Children Hong Kong and implemented by Save the Children International in Thailand. REACT aims to ensure migrant children in Thailand have access to quality basic education and communities support children's learning. The main target groups are the migrant children in Tak and Ranong provinces.

## ACKNOWLEDGEMENTS

This report was written by Charlie Thame and Kraiyos Patrawart. Both would like to thank all those who contributed to the project, which would not have been possible without the kind support of several individuals and organisations. Special thanks are extended to the Primary Education Service Area Office Tak 2 (PESAO Tak 2), Tak Province. Khun Pongsakorn, Khun Aof, and Khun Ninarall graciously gave their time and support to the team, without which the study would not have been possible. Aarju Hamal and Sia Kukuawkasem provided invaluable research assistance with documentary review, management and coordination, and translation. Siraporn Kaewsombat's assistance was also crucial for the success of the project. The team would like to express further thanks to all at Save the Children Thailand for their support during the study, particularly Tim Murray and Kate McDermott.

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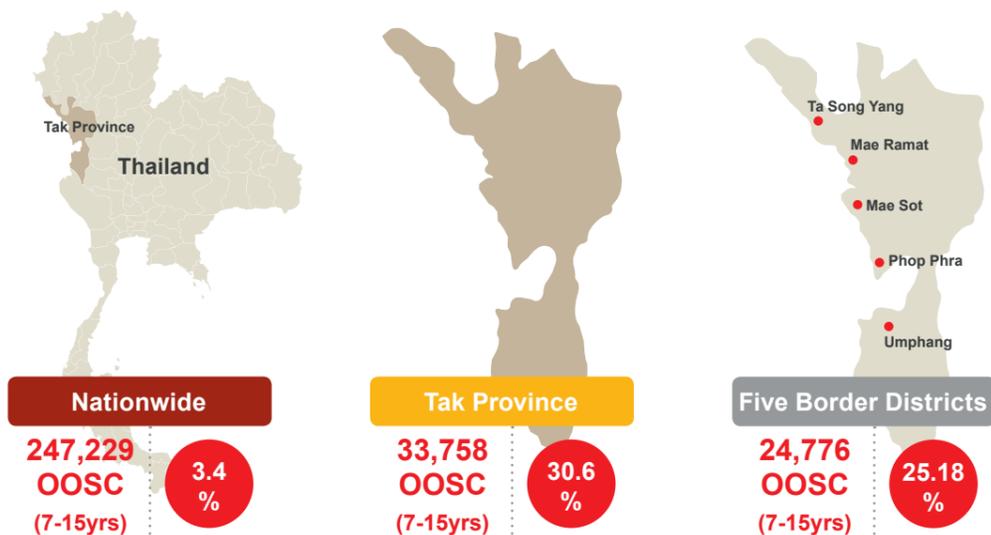
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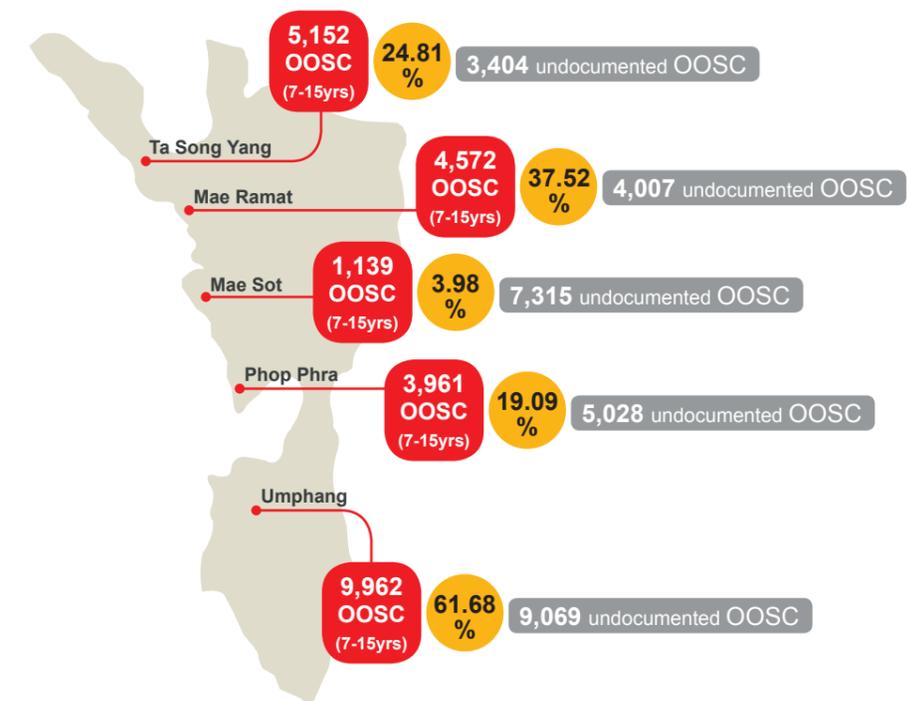
## EXECUTIVE SUMMARY

Thailand has made several commitments over the years towards realising the right to universal primary education for all resident school-age children. While significant progress has been made, many challenges remain, and the current government has identified the issue of Out-of-School Children (OOSC) as a priority. One persistent challenge has been estimating the numbers of OOSC and establishing their profiles and whereabouts so that interventions may be targeted to help them attend school. The present study has sought to contribute to this objective. Following a review of various methods to estimate the numbers of OOSC, and estimates of OOSC in Thailand, it presents an up-to-date nationwide estimate, an estimate for Tak Province, and estimates for the five border provinces covered by the Tak Primary Education Service Area Office 2 (PESAO). The estimates are as follows:

- 247,229 (3.4%) OOSC (7-15 years) nationwide (excluding the undocumented population and children enrolled in Migrant Learning Centres (MLCs))
- 33,758 (30.6%) OOSC (7-15 years) in Tak Province (excluding the undocumented population and children enrolled in MLCs)
- 24,776 (25.18%) OOSC (7-15 years) in the five border districts of Tak Province, including the undocumented children and children enrolled in MLCs. This is considered a more reliable estimate of the OOSC rate than the two presented above as it includes Ministry of Public Health (MOPH) data on the undocumented children and children enrolled in MLCs.
  - Excluding children enrolled in MLCs, the OOSC rate for these five border districts in MLCs would be 37,625 (38.23%).



- The first estimate is comprised of:
  - 1,139 (3.98%) OOSC (7-15 years) in Mae Sot District,
  - 4,572 (37.52%) OOSC (7-15 years) in Mae Ramat,
  - 5,152 (24.81%) OOSC (7-15 years) in Ta Song Yang,
  - 3,961 (19.09%) OOSC (7-15 years) in Phop Phra, and
  - 9,962 (61.68%) OOSC (7-15 years) in Umphang.
- Comparing MOPH population data from 2017 with Office of the Basic Education Commission (OBEC) enrolment data on undocumented students for 2016, we estimate there to be:
  - 7,315 undocumented OOSC (7-15 years) in Mae Sot,
  - 4,007 undocumented OOSC (7-15 years) in Mae Ramat,
  - 3,404 undocumented OOSC (7-15 years) in Ta Song Yang,
  - 5,028 undocumented OOSC (7-15 years) in Phop Phra, and
  - 9,069 undocumented OOSC (7-15 years) in Umphang.<sup>1</sup>



In collaboration with the Primary Education Service Area Office Tak 2 (PESAO Tak 2), Tak Province, the study also worked to strengthen existing government mechanisms in place to estimate the numbers of OOSC and their whereabouts through a pilot survey conducted at five schools in Mae Sot, Phop Phra, and Mae Ramat districts. The study identified a data collection tool, the Por Tor 04 form, issued by the Ministry of Education (MOE) to Education Services Area Offices (ESAOs) for schools to conduct surveys of OOSC in their service areas. The team worked with PESAO Tak 2 and school officials to strengthen this tool. This included revising it as a community survey, whereby community leaders are asked for information on

<sup>1</sup> The discrepancy between the estimate of 7,315 undocumented OOSC in Mae Sot and the total estimate of 1,139 OOSC (documented and undocumented) in Mae Sot may be because Thai children registered in other districts attend school in Mae Sot.

OOSC within a service area. Although the estimates thereby derived cannot be considered reliable, they can help corroborate estimates based on administrative data and help to locate OOSC at the local level, as well as to mitigate some challenges related to fear and distrust among shadow populations. The tool also helps to identify the main barriers to access for OOSC in a school's service area, and what help local children need to attend school.

The pilot found that community leaders estimated there to be up to 145 OOSC in the 10 villages served by the five schools. For these OOSC, child labour, family mobility, disabilities, caring for family members, and lack of documentation, were reported as the most important barriers to access by community leaders. Financial support, transportation to school, documentation, and accommodation for mobile children were suggested as possible ways of encouraging OOSC to return to school. School- or policy-related barriers were not reported as significant in the pilot. However, this may be attributable to the selective sampling of schools to participate in the study; many were welcoming to migrants, and so these findings may not be generalizable to all schools in PESAO Tak 2.

## Recommendations based on the study include the following:

- **Thailand could officially define the term “Out-of-School Children”**
- **The Royal Thai Government could consider committing to the improvement of the OOSC data system, by:**
  - continuing efforts to ensure all residents of Thailand are included in the civil registration database
  - strengthening the Education Management Information System (EMIS) database, which maintains school enrolment data
  - reviewing the tools and resources currently allocated to schools and ESAO offices to identify OOSC
- **Formalise and enhance intra-governmental data sharing between Ministry of Interior (MOI), Ministry of Public Health (MOPH), and MOE to more effectively and efficiently identify numbers of OOSC and their whereabouts.**



Since 1990, Thailand has committed to the World Declaration on Education for All (EFA) and the Dakar Framework for Action in line with the Millennium Development Goal 2 on universal primary education. The Royal Thai Government (RTG) enacted laws and regulations to implement these commitments including the National Education Act 1990 and the 5 July 2005 cabinet resolutions guaranteeing equal access for unregistered or non-Thai persons to schooling regardless of nationality, legal status, or identity documentation. While much progress has been made in terms of Out-of-School Children (OOSC) since 2005, significant challenges remain, and addressing OOSC is a high priority for the current government. One persistent challenge has been in estimating the numbers of OOSC and establishing their whereabouts so that barriers to access to education services may be addressed and overcome through targeted interventions. The present study aims to contribute to this objective by piloting an effective model of data collection for OOSC in two pilot districts in Tak Province. The specific aims of the research were as follows:

- Goal 1. Collect and analyse data on OOSC in two target districts.
- Goal 2. Assess methodologies for OOSC data collection and conduct pilot data collection
- Goal 3. Assess barriers to access

A series of consultations were held in Bangkok and Tak Province between September and December 2016 to identify and assess established data collection and analysis mechanisms and to conduct a feasibility study for the development of survey methods and tools to pilot in two districts of Tak Province. The consultant team spoke with senior and operational level representatives of the Ministry of Interior, the Ministry of Education, the Ministry of Public Health, including the Chief Medical Officer of Tak Province (MOPH), the Chief District Officer for Mae Sot District (MOI), the Chief of Tak Primary Education Service Area Office (ESAO) 2, and the Director of the Migrant Education Coordination Centre Tak Province. Visits were made to three schools, two in Phop Phra and one in Mae Sot, and consultations were held with school Principals and/or Directors. NGOs including World Education, Help Without Frontiers, the Burmese Migrant Teachers' Association, and Mae Tao Clinic also provided input to the study. Following the submission of a feasibility study on potential OOSC data collection methods in December 2016 by the consultant team of Save the Children, a pilot study was then conducted in Tak Province in coordination with PESAO Tak 2. This included revising the household survey currently issued by the MOE to schools to survey OOSC in their service areas in February 2017, with the assistance of directors and teachers from six schools across four border districts, followed, in March 2017, by data collection using these revised tools.

# OOSC AT THE NATIONAL LEVEL

## Estimating OOSC

According to UNESCO, OOSC refers to children of the official primary school age who are not enrolled in either primary or secondary school. Estimates of OOSC are calculated by subtracting the number of primary school-age pupils enrolled in either primary or secondary schools from the total population of the official primary school age range.

$$\text{OOSC} = \text{Total population of primary school-age children} - \text{Number of primary school-age children enrolled in primary or secondary education}$$

There are two generally accepted methods for estimating OOSC: 1) administrative data and 2) household survey data. Using administrative data, the number of OOSC children is calculated as the difference between the total number of children in the population minus the number of those children reported as enrolled in either primary or secondary education. With household survey data, the percentage of OOSC in the sampled school-age population is calculated, and then the percentage is applied to the national number of children of primary school age. In its national estimates of OOSC, UNESCO uses data from the UN Population Division (UNPD) for baseline population data. After calculating the number of OOSC and where they are, the next step is to identify who they are. This includes the socio-economic and demographic characteristics of these children, their parents, and their households, encompassing gender, place of residence, household wealth, and mother's or parental education.

## OOSC Definition

However, different dimensions of OOSC may lead to divergent notions about at what point a child may be considered OOSC and, therefore, whom to include in OOSC estimates. There are generally three categories of OOSC: those who enter school and drop out, those who never enter at all, and children of a primary school age who have delayed enrolment. This third category is included by UNESCO in their OOSC estimates, but is disputed as an element of OOSC by the RTG. Conflicting definitions of OOSC also rest on: 1) what age children are expected to be in school; and 2) what counts as dropping out. Generally, OOSC studies and interventions focus on primary age children (6-11) but include secondary age children (12+). Therefore, children between the age of 5/6 and 18 who have been out of school for over one month are considered OOSC.

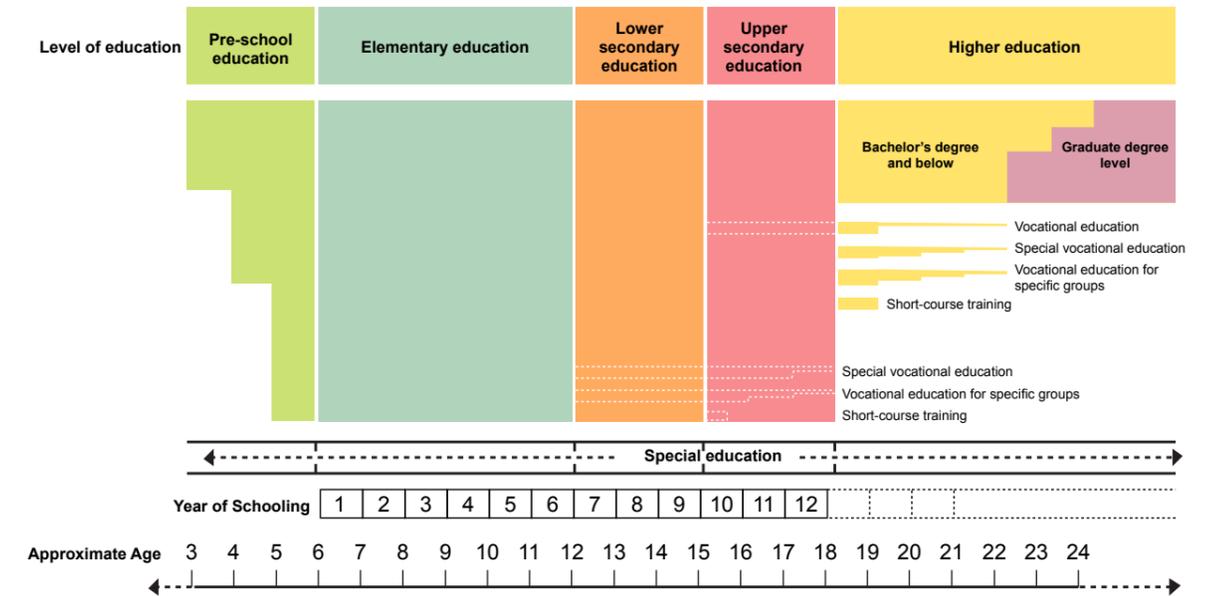


Figure 1: School Age Ranges in Thailand

Source: MOE

## The 5DE Framework

UNICEF's 5DE Framework is a useful model for conceptualising OOSC. The Global Initiative on Out-of-School Children (OOSC) was launched in 2010 by UNICEF and the UNESCO Institute for Statistics (UIS) to help participating countries develop evidence-based strategies to reduce the number of Out-of-School Children and adolescents. To this end, they have developed the 5DE framework to cover both those who are currently OOSC and those who are currently in school but at risk of leaving before completion. Under this framework, OOSC are classified under "5 dimensions of exclusion", which comprise the following:

- D1 Children of pre-primary school age who are not in pre-primary or primary school.
- D2 Children of primary school age who are not in primary or secondary school.
- D3 Children of lower secondary school age who are not in primary or secondary school.
- D4 Children who are in primary school but at risk of dropping out.
- D5 Children who are in lower secondary school but at risk of dropping out.

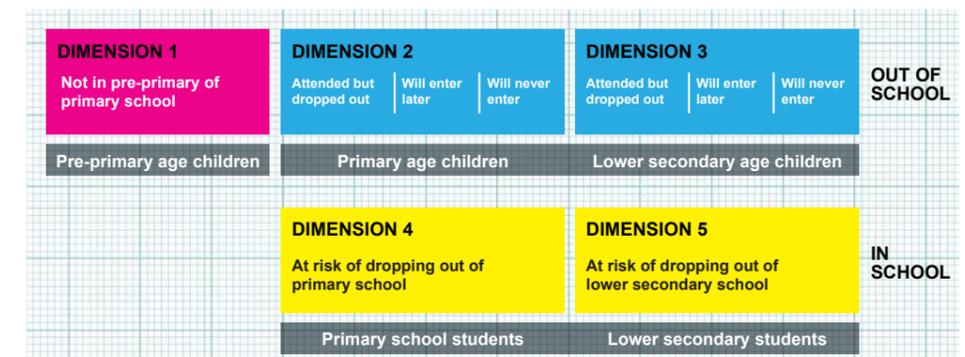


Figure 2: 5DE Framework

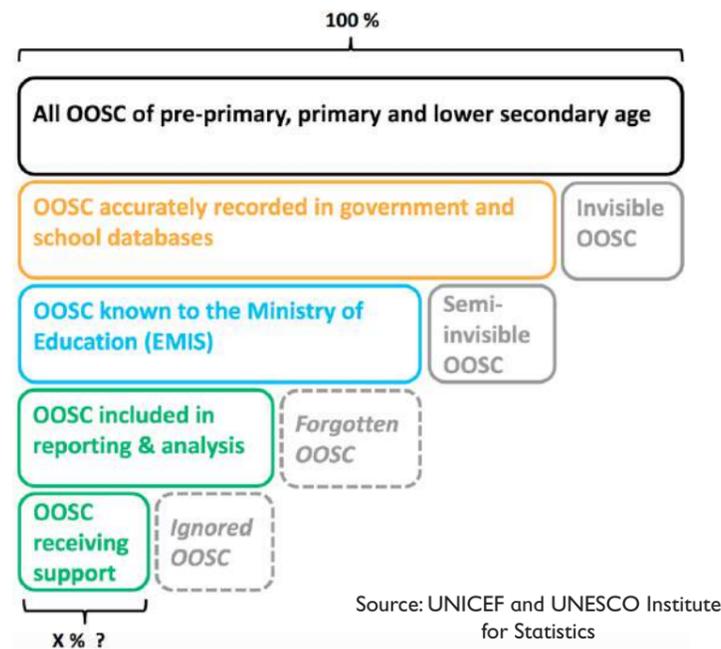
Source: UNICEF and UNESCO Institute for Statistics

## OOSC Visibility Model

UNICEF and UNESCO have also developed a visibility model of OOSC and children at risk of dropping out to support data collection methods on OOSC. The model distinguishes between visible OOSC, semi-invisible, and invisible OOSC, as children at high risk of OOSC often do not show up in household or administrative data.

- Visible OOSC are visible because dropout OOSC can be identified by using Ministry of Education or other government education databases. These are OOSC that have moved from D4 to D2, and D5 to D3 in the 5DE Framework.
- Semi-invisible OOSC are invisible OOSC who could become visible by cross-referencing government databases and checking school records. This includes unrecorded dropouts and OOSC who have never enrolled in school. Unrecorded dropouts are children who have dropped out but have not been recorded as such, but who could be identified using student absenteeism records and enhanced vertical streams of data (such as enrolment and attendance data) from the school level to the national level. OOSC who have never enrolled in school could be identified with the help of records with a unique ID, such as birth certificate numbers, which may be recorded in other databases such as civil or local registries.
- Invisible OOSC are the most vulnerable children as they are not recorded in any government, administrative, or school records. This includes children who do not have any legal status in their current country of residence and are often disabled, homeless, internally displaced, refugee children, and children in nomadic communities. Of these groups, OOSC could either be semi-invisible if they exist in administrative or school records, or invisible OOSC if they are not recorded in any government records at all.<sup>1</sup>

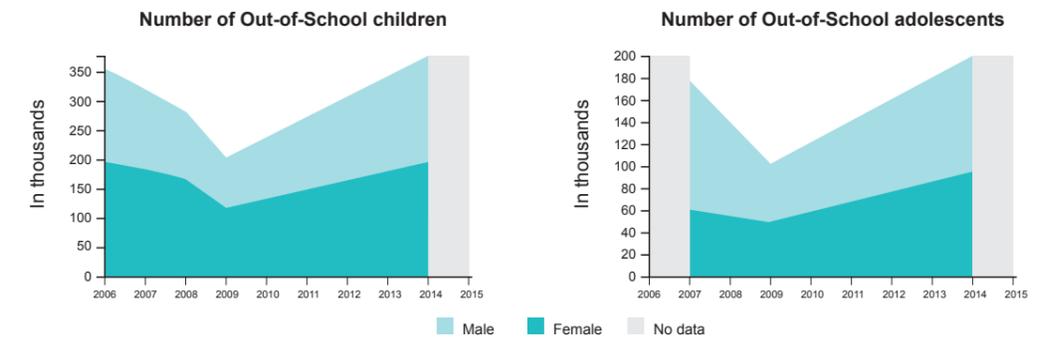
**Table 1: OOSC Visibility Model**



<sup>1</sup> For further information on internationally recognised OOSC definitions and the conceptual framework see UNICEF. 2015. "Global Out-of-School Children Initiative Operational Manual." New York, pp. 10-18.

## Challenges in Estimating OOSC in Thailand

There are numerous challenges in estimating the number of OOSC in Thailand, and there are no reliable data. Estimates of OOSC range widely from 10,000 (MOE) to 3 million Quality Learning Foundation (QLF). Thailand's Office of Basic Education Commission (OBEC) estimated 180,000 OOSC nationwide in 2014, while UNESCO estimated 380,231 for the same year.



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Out-of-School children</b>										
Total	355,315	321,564	280,422	201,766	...	...	...	...	380,231	...
Female	197,232	184,700	165,834	116,198	...	...	...	...	196,427	...
Male	158,083	136,864	114,588	85,568	...	...	...	...	183,804	...
<b>Out-of-School adolescents</b>										
Total	143,744	181,466	130,555	104,377	...	...	...	...	203,770	...
Female	...	59,987	...	50,602	...	...	...	...	95,822	...
Male	...	121,479	...	53,775	...	...	...	...	107,948	...

**Figure 3: UNICEF OOSC Estimates for Thailand**

Source: UNICEF

There are various reasons for these discrepancies. The established method for calculating OOSC is:

$$OOSC = \frac{\text{Total population of primary school-age children}}{\text{Primary school-age children enrolled in primary or secondary education.}}$$

We might reformulate this equation as A = B-C, where A = OOSC, B = the total population of primary school-age children, and C = the number of primary school-age children enrolled in primary or secondary education. There are significant challenges with all three elements of this equation in Thailand.

- Firstly, Thailand has yet to agree on an internationally- and domestically-accepted definition of OOSC, and disputes the one used by UNESCO. Specifically, the MOE disagrees with UNESCO's inclusion of children in their OOSC estimates who delay enrolment. Moreover, it is also not clear what age children are supposed to be in school. The official primary school age range is 6-11 years, while the new constitution mandates

compulsory enrolment in pre-school, and poverty subsidies are available up to the age of 15. Further muddying the waters, existing OOSC mechanisms in Thailand encompass children aged 7-15 years; UNESCO included children aged 6-11 and 6-17 years in their estimates, while QLF uses children aged 5-18 years.

- ii. Secondly, it is challenging to establish the total population of primary school-age children residing in the country:
  - a. Thailand hosts sizeable stateless and migrant populations, many of whom do not possess documentation and may not appear on surveys or administrative records. In 2015, UNHCR estimated the number of stateless persons in Thailand at 443,862. In addition, estimates of the number of migrant workers from neighbouring Myanmar, Laos, and Cambodia range from 2 to 3.5 million. Many of these live with irregular or semi-irregular status. Thailand is home to diverse indigenous ethnic populations, including many who live in hilly areas in the north of the country such as the Karen, Akha, Lahu, Lisu, Yao, Shan, and Hmong; a significant number of whom do not possess Thai citizenship. The RTG occasionally declares amnesties for undocumented migrants to register with the authorities, but barriers to regularising their migration status remain and the absence of a long term migration policy means that the exact number of migrant residents of the country remains unclear. The stateless and migrant populations may also overlap, as migrant workers may also be stateless persons.
  - b. The second reason Thailand disagrees with UNESCO's estimates is because they use UNPD population statistics rather than the government's own population data, a conventional procedure applied to all UNESCO member states.
- iii. Thirdly:
  - a. The data management of Thailand's education systems presents challenges in establishing the number of primary age children enrolled in primary or secondary education. There are two elements to this.
    - i. Firstly, Thailand has several education systems and no centralised database with individual data for all children enrolled in schools in the country. In some cases, different ministries oversee different educational pathways and do not share individual data with other ministries. For example, the MOI only reports the total number of students enrolled in its Border Patrol Schools to the MOE.
    - ii. Secondly, it is not clear at what point children are officially considered to have dropped out from school. In practice, dropouts are those who have not attended school regularly in the last month. However, there are challenges in establishing this since there is no attendance check in the school database, so there is no record of whether children drop out on a real time basis. As a result, the number of children formally enrolled in school may be more than the number who attended regularly in the previous month. There is also a conflict of interest between genuine data on OOSC and maintaining school budgets, which are based on an estimated number of enrolled students, with one teacher assigned to every 25 children. If the number of children drops, schools risk losing budgets for teachers. There is therefore an incentive for schools to overestimate the number of children enrolled.
  - b. Additionally, different educational pathways meet different standards and not all pathways are recognised by key stakeholders, including the MOE. As a result, children regularly attending some schools may still officially be considered "OOSC" by some authorities. For example, most Migrant Learning Centres (MLCs) are not accredited by the Royal Thai Government (RTG). While a child is generally considered to be

"in school" if they are regularly attending any form of formal or non-formal education, if these pathways do not meet quality standards, children attending regularly may nonetheless be officially considered "out of school." This may also apply to some schools under the Office of Non-Formal and Informal Education (ONIE) and Border Patrol Schools, since students enrolled in these systems have been treated as OOSC in some estimates.

## "Best Guesses": Estimating OOSC in Thailand

Until all seven obstacles listed above are addressed by the RTG, significant variance will remain between the OOSC estimations by key stakeholders such as the MOE, UNESCO, and Save the Children. For the purposes of this study, the consultant team initially decided to adopt the definition of OOSC as primary school age children (6-11) not enrolled in primary or secondary school. Using the 5DE framework, this encompasses D2-D5, including those with delayed enrolment. However, this age range was changed to 7-15 years old as a result of consultations with ESAO and school officials, since this is the age range currently used by the MOE. Regarding B, ethnic minorities without Thai citizenship and undocumented migrant workers will be treated as invisible or semi-invisible OOSC as they are not captured in estimates based on administrative data. Lastly, children regularly attending MLCs or Border Patrol Schools will be considered as "in school." Without questioning the validity of UNESCO's estimates, the present study has used Thai government data.

A reasonable estimate of the number of OOSC in a given area may be made by employing the following formula:

$$OOSC = \frac{(Y = \text{Children of a school age in the area}) - (X = \text{Number of children in school (OBEC, Private, Vocational, MLCs)})}{X = \text{Consolidation of OBEC, MLC, private school, and other government data}$$

$Y = Y1 + Y2$   
 $Y1 = \text{Thai children}$   
 $Y2 = \text{Migrant children}$   
 $Y1 \text{ source} = \text{Census data}$   
 $Y2 \text{ source} = \text{Consolidation of data from MOPH, MOI, MOE.}$

## National Estimates of OOSC

The Thai government does not currently have a dedicated mechanism for estimating OOSC and estimates are a by-product of MOE budget planning. MOE OOSC estimates are based on administrative data collected annually on the 10<sup>th</sup> June (Figure 4). On 10<sup>th</sup> June, every school registers the 13-digit identification number of their students directly into their respective databases. For MOE schools, this is the OBEC's Data Management Centre (DMC), whereas for the MOI schools, it is the SIS. When the database receives the student registration and proceeds with the budget allocation, the data will then pass to the MOE's Permanent Secretary Office's Information Centre, which controls the National EMIS database. The main purpose of

these data is for the distribution of a per-head subsidy budget to every school but not to determine the numbers of Out-of-School Children.

Further compounding the issue, budget planning starts 18 months before the budget is disbursed. A request is sent to the MOE on 17<sup>th</sup> January based on an (optimistic) estimate of the number of children who will be at the school in the next school year. The budget is then prepared for 18<sup>th</sup> June. Officials check the number of children enrolled in school on the 10<sup>th</sup> June and 10<sup>th</sup> November, when per-head subsidies are disbursed to schools. This timeline is also a push factor for children who try to enrol in school closer to the beginning of the school year but late in the school's planning cycle, since they will not be included in the 17<sup>th</sup> January estimate. This is a particularly acute problem for children who have recently moved into a school's catchment area, such as children of migrants or other mobile populations. Furthermore, these children on the move are more likely to drop out during the year or otherwise be absent when officials conduct a headcount to verify the number of children at school. As a result, schools are more reluctant to enrol them and their parents are more likely to be asked to self-finance.

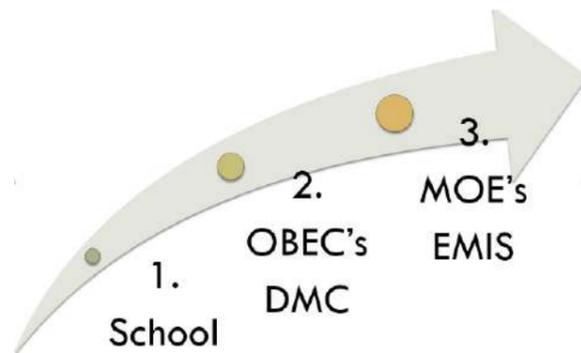


Figure 4: Student Registration Data Flow 10<sup>th</sup> June Every Year

### Multiple School Systems = Multiple Challenges

Different school systems in Thailand also make accurate estimates of OOSC challenging. There are 28 school systems which send student registration data to the MOE. The MOE's EMIS acts as a national clearing house to avoid double counting, which would result in budget misallocations for the current cycle as well as affecting budget planning for the next budget year. However, over 20 of these school systems do not share the 13-digit ID numbers of their students with the MOE. The MOI, for example, will only share the total number of students enrolled in their school system annually. To avoid double counting, they receive data from EMIS after it has been checked against the other systems, and check for double counting in their own system before sharing the total number of students enrolled in the MOI system with the MOE. This multiple-step arrangement creates problems for accurately estimating OOSC nationwide and the MOI does not share individual data with the MOE. Without individual data for every school age child enrolled in every school system in the country, enrolment data cannot effectively be compared with the civil registration database. As a result, we cannot identify children who have never enrolled in any school, or children who have dropped out from the MOI school system at a national level.

The Data Management Centre (DMC) is the central database of the Office of Basic Education Commission (OBEC), under the Ministry of Education, and is the largest education administrative body in Thailand, accounting for over 75% of all students in Thailand, from pre-school to high school. OBEC supervises the educational administration of all Education Service Area Offices

(ESAOs) across Thailand, while the MOI helps to keep track of the number of school-age children, old and new students, and the number of OOSC in each district. Each year after the national enrolment day on 10<sup>th</sup> June, OBEC will submit the DMC database to the MOE's National Education Information System (NEIS) which is responsible for gathering all enrolment databases from education administrative agencies, including OBEC. The only agency that does not share data with NEIS, due to its security policy, is the MOI, which accepts the database from NEIS after all of the other agencies have submitted their databases to cross-check the 13-digit IDs for any possible double counting. The MOI then reports back to the NEIS any 13-digit IDs that are double counted for students who are enrolling with the MOI. The NEIS then reports back to the education agencies that have reported the same 13 digit IDs with the MOI to resolve the double counting conflict. The NEIS has been negotiating with the MOI to share the database and individual data like all other educational agencies to simplify the process and to develop a more efficient system, and more importantly, to help identify the double counted students and OOSC in the Thai education system.

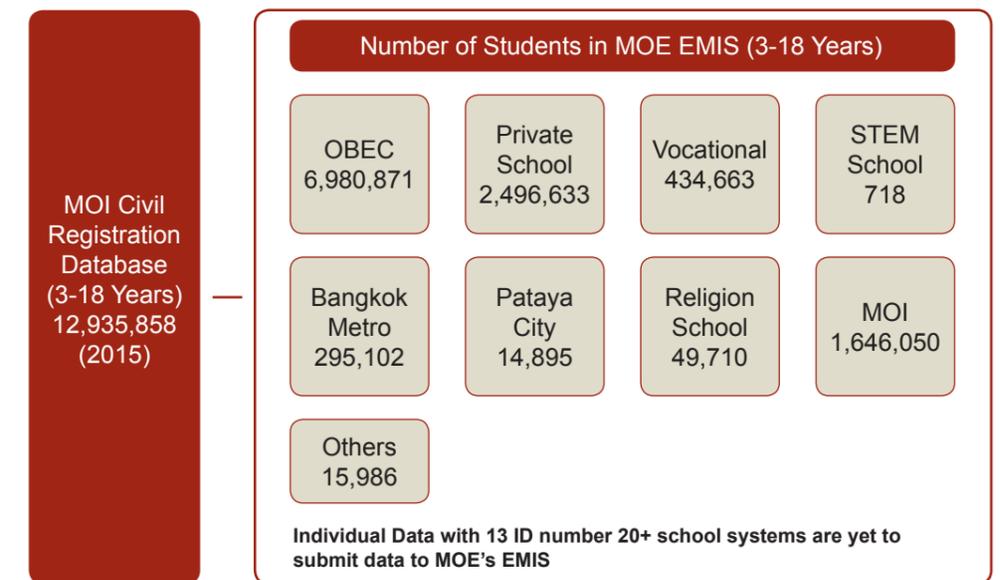


Figure 5: Number of Students in EMIS

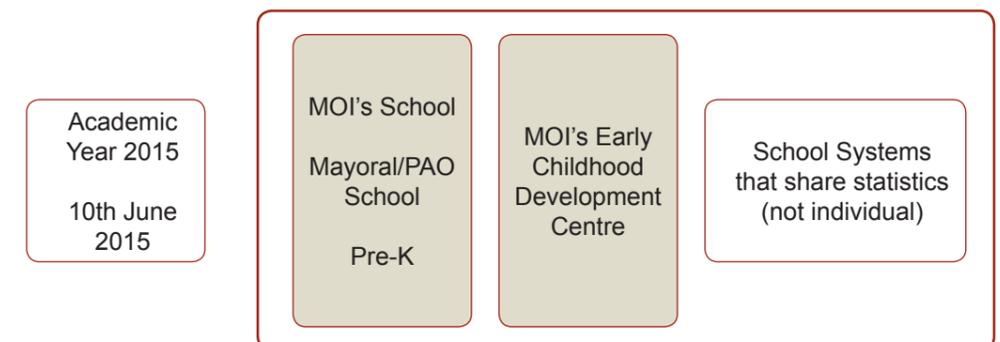


Figure 6: Systems that Share Only Statistics and not Individual Data

### Calculating OOSC Numbers

Bearing in mind the challenges outlined above, for an estimate of OOSC based on existing data, we can follow the procedure presented in **Figure 5**. Starting with the school-age population number from the MOI's civil registration database, we can deduct the number of registered students in the MOE's EMIS, plus the number of registered students reported by the MOI. As the new constitution of Thailand, which is expected to be in place in 2017, will extend the basic school age to the pre-school level, **Figure 5** demonstrates this exercise with the new basic school age range of 3-18. Using this method, we can estimate national OOSC at 1,083,236 (3-18 years) for 2015. Using the same method with Thailand's current compulsory school-age population (7-15 years) we can estimate the number of compulsory school-age OOSC nationwide for the 9-year compulsory school age population as 247,229 (3.4%) and in Tak Province as 33,758 (30.6%), as presented in **Figures 7-8**. This estimate does not include the unregistered migrant population in the population data or migrant children enrolled in MLCs in the enrolment data. Moreover, as undocumented children are able to enrol in government schools, many will thereby appear in OBEC enrolment data but not in MOI population data. As a result, the actual number of OOSC between 7 and 15 years in Tak Province is likely to be much higher. This is the key target population group for Thailand to educate in the next 15 years if it wants to achieve the 4<sup>th</sup> Goal of the UN Sustainable Development Goals on Quality Education (SDG4).

It is worth noting that this is a high estimate and one that would likely be disputed by the MOE, which has been using a different method to report the number of OOSC. The MOE requires every school to report the number of students who do not enrol in the school compared to the previous academic year. Schools will have an incentive not to report or to underreport the number of missing students as this will affect the amount of per-head subsidy budget they will receive from the MOE. As the MOE cannot verify the exact number of OOSC, as reported by over 30,000 schools nationwide, this OOSC estimate tends to underreport the exact number of OOSC in Thailand. However, the new method presented in **Figure 5** resolves the previously described underreporting problem by using both the student registration and school-age population (7-15 years) registration from the Ministry of Interior (MOI) to identify the number of OOSC. This results in a significantly higher estimate of OOSC at 247,229 for 7-15 year old children across Thailand (3.4%), and 33,758 in Tak Province (30.6%). These figures, which are comparable to the UNESCO Institute for Statistics (UIS) estimate, should therefore be regarded as a high estimate of Thai OOSC from the point of view of the RTG. However, while this is a high estimate of Thai OOSC, it is an underestimate of non-Thai OOSC who are not registered with the MOI Civil Registration Database and will therefore not be included in the process presented in **Figure 5**. This will include children of migrants and those of many ethnic minorities, which are more likely to be OOSC.

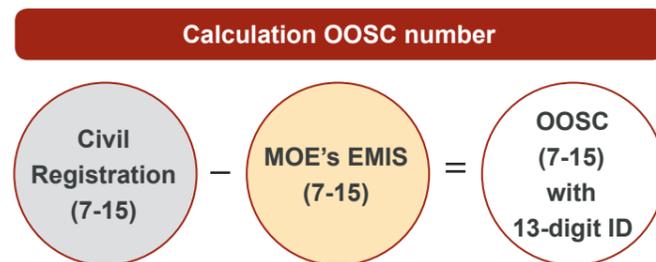


Figure 7: Estimating OOSC at the National Level (EMIS: AY2015)

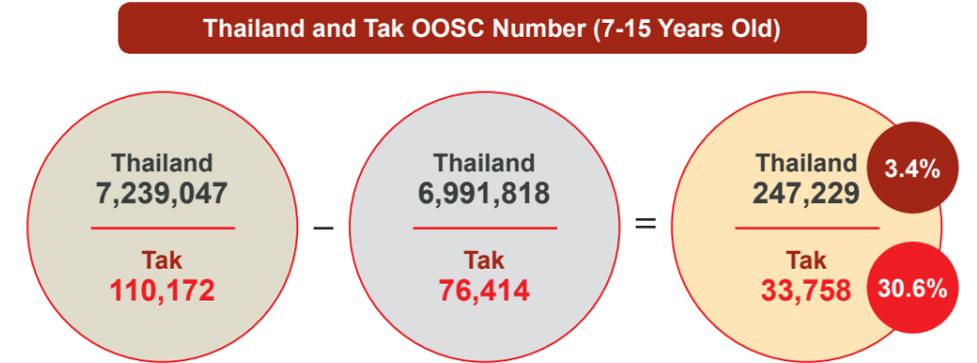
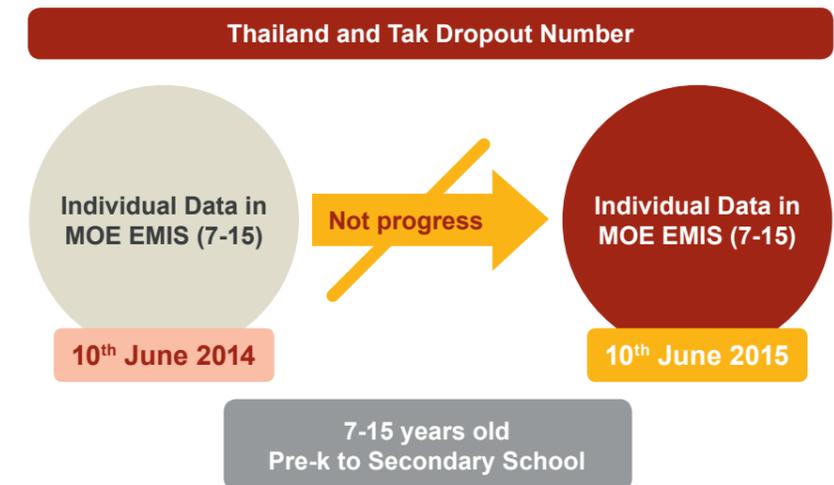


Figure 8: Estimating OOSC in Thailand and Tak Province (EMIS: AY2015)

### Calculating the Dropout Number

To estimate the number of dropout students, we can follow the procedure presented in **Figure 9**. Due to the availability of data, this procedure is only possible for students who are in the OBEC school system at present (around 70% of total number of students in Thailand). We can start by comparing the 10<sup>th</sup> June 2014 student enrolment number with the 10<sup>th</sup> June 2015 student enrolment number. We then get the number of students who did not progress to the next school year. Using this procedure, we can estimate the number of dropouts in the OBEC system nationwide as 197,197 (2.86%) and in Tak Province as 2,683 (3.32%) (**Figure 9**). As this is based on individual data with 13-digit identification numbers, this estimate should not include repeaters. One observation is that Tak has higher dropout and OOSC rates than the national average.



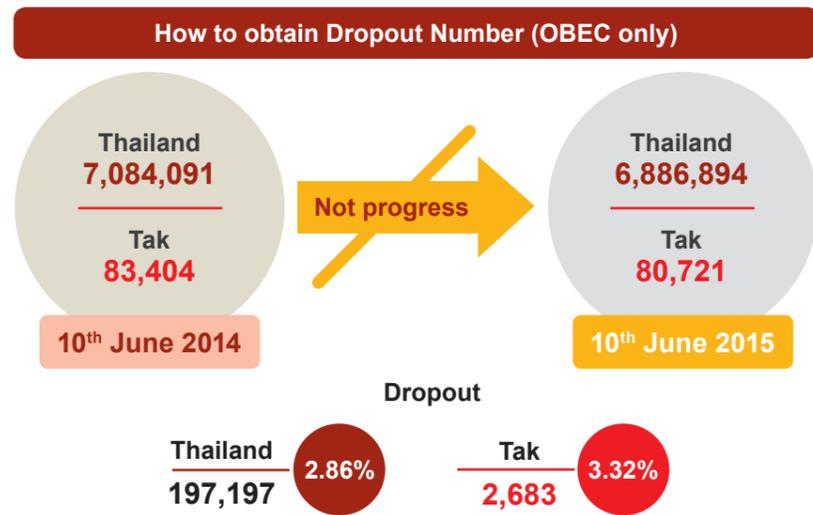


Figure 9: Dropouts in Thailand and Tak Province

### Semi-invisible Migrant OOSC

The high ratio of migrant OOSC in Thailand significantly affects the country's OOSC rate. One possible explanation for the sizeable OOSC estimate using the government data above is the large number of migrant OOSC. Based on an MOI estimate of 390,015 migrant children in Thailand, subtracting the number of these children in formal schools (67,577), Border Patrol Boarding Schools (22,000), and Migrant Learning Centres (18,321), Save the Children and World Education estimated in 2014 that there were 238,402 migrant children OOSC nationwide, a rate of 61%. Children of migrants may show up on administrative records when they are registered with the MOI as dependents of their parents on occasions when registration is open to them. At other times, they would remain invisible. Children of migrants are currently educated through various channels: Thai government schools, Migrant Learning Centres (MLCs), School within a School programs, and non-formal education and private schools. MLCs are run by communities and civil society organisations. However, this channel is largely unrecognised and is a precarious educational pathway for these students due to financial instability and the lack of standardisation.

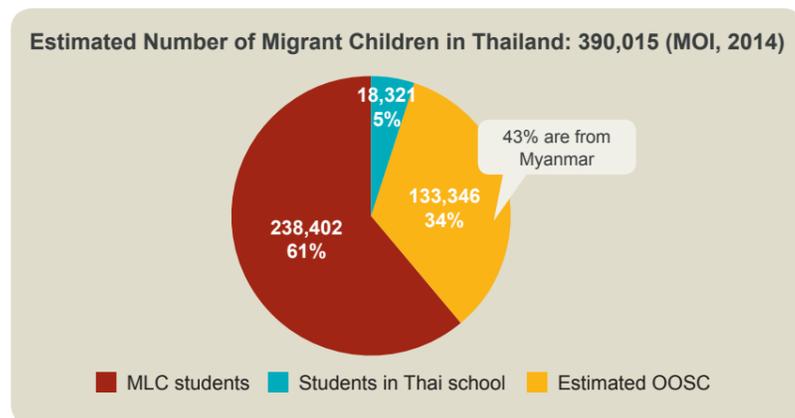


Figure 10: Estimate of Migrant Children in Thailand

Sources: Save the Children, 2014; MOI, 2014; FRY, 2014; OBEC, 2013 as extracted from Miyazawa, 2015



## OOSC AT THE PROVINCIAL LEVEL

### Tak Province

Tak Province is on Thailand's western border with Myanmar. Tak town (thesaban mueang) is the capital of Tak Province, and is comprised of nine districts (ampur) including five border districts: Tha Song Yang, Mae Ramat, Mae Sot, Phop Phra, and Umphang. Education services in these five border districts are governed by Education Service Area Office, Area 2 Tak (ESAO Tak 2). This ESAO covers an area of 500 kilometres from north to south. All five border districts include sizeable migrant and ethnic minority populations, with migrants often moving between the border districts for work. Of these, Mae Sot is the most populous and includes Mae Sot City. Tha Song Yang has a sizeable population of Karen migrants and refugees, while Phop Phra and Mae Ramat have migrants working in the agricultural sector. Umphang includes a mixed population of Karen refugees and hill people indigenous to the area. In Mae Ramat and Phop Phra, migrants commonly work in rice fields whereas Phop Phra is more mountainous and migrants commonly live in small groups and work on farms.

According to Mae Sot's Chief District Officer, in Mae Sot District alone there are 100,000 people with household registration data who are therefore included in the civil registration database, plus an additional shadow population of 200,000 Thai and migrant residents.<sup>1</sup> Included in the registered population were 11,160 Thai children between the ages of 6 and 17 in 2015 according to the MOI. The total number of migrant children is unclear as not all are officially registered. In 2009, the Committee for Promotion and Protection of Child Rights estimated that there were 15,000-30,000 migrant children in all districts of Tak Province, but according to UNESCO, the MOPH estimated there to be 17,889 non-Thai children in Mae Sot District alone in 2016. This estimate is four or five times higher than other sources for two reasons. Firstly, the MOPH collects data on the undocumented population whereas the MOI does not.

<sup>1</sup> Interview, 19 October 2016. According to the most recent census, there were 121,062 people in Mae Sot (MOI: 1/9/2010).

Secondly, UNESCO explained there may be some double counting, as the figure includes the number of recipients of services at sub-district health promoting hospitals, and some may have received services at more than one hospital.<sup>2</sup>

There are three different education systems serving the population of Tak Province. The first and biggest system is the government system, which includes the MOE school system and the MOI school systems, as well as the MOE's non-formal schooling. The second system is a private system which includes both profit and non-profit, and formal and non-formal private education institutions. The third system is the migrant learning centres. All of these 3 systems in Mae Sot are supervised by the Education Service Area Office, Area 2 Tak (ESAO Tak 2) and Mae Sot Office of Non-Formal and Informal Education Office (ONIE).

The RTG provides financial support to the government and private system, wherein 46,266 were enrolled in government schools in October 2016 for the 2016 academic year. There were 9,016 in the private system in June 2015. Around 30% of students across these systems do not hold Thai citizenship, the majority of whom are Karen. These students have been assigned 13-digit identification numbers beginning with "G". Branched classrooms are affiliated with government schools and are located in rural areas with Thai teachers sent to teach a number of classes. There are 58 of these across the five border districts. Lastly are the migrant learning centres (MLCs) which receive some support from NGOs and little support from the RTG. The majority of the students in these schools are not Thai nationals, and many are children of migrants from Myanmar. There are 59 MLCs and 12 branch classrooms in the five border districts registered with the ESAO Tak 2 with 12,848 students (MECC, 31 January 2017). These learning centres use diverse curricula and school leavers do not receive certificates from the government when they have completed their education. This makes progressing to tertiary education challenging although students can enrol in Thai Non-Formal Education (NFE) at the same time and obtain certification that way. Some also sit exams in Myanmar to obtain recognised accredited education certificates.

## Data Points for Administrative Data

There are currently three reliable sources of data that can be used to estimate OOSC in Tak Province.

1. Ministry of Public Health Database: The MOPH maintains population data on all residents, documented and undocumented. This is updated annually as a population survey, but disease data are updated monthly. This is conducted through hospitals by community health volunteers.
2. Ministry of Interior Civil Registration Database: The MOI periodically updates its civil registration database on the 31st December every year. This includes household data for all residents in possession of a 13-digit ID card for Thai citizens or a temporary 13-digit ID card for non-Thai citizens. Data collection is conducted through village leaders, who report to the MOI. Village leaders are familiar with children in their

<sup>2</sup> UNESCO Thailand (2016) Executive Summary: Rapid Assessment Survey: Situation and Estimated Number of Out-of-School Children (OOSC) at the Primary education level in Mae Sot District, Tak Province. September. It should be noted that the MOPH data obtained by the consultant team presented below estimates there to be 20,351 children aged 7-15 in Mae Sot district as of February 2017.

community and those who have moved elsewhere. According to the ESAO, the MOI data guarantee the residential status of persons that live in Thailand and is therefore the only database that ESAO and schools can use for budgeting and school planning purposes, by MOE regulation. MOPH data may include highly mobile migrants, or migrants that come for treatment at Mae Tao Clinic and then return to Myanmar, so village leaders and schools can only recognise MOI data, but not MOPH data.

3. Ministry of Education Database: This includes student enrolment figures and is updated twice a year on the 10th June and the 10th of November. These figures are regularly used for budgeting and school planning purposes.

## Other Data Sources

- UNICEF has worked on a Multiple Indicator Clusters Survey (MICS). This is a household survey, not just on education but on children in general. This is effectively a rigorous household census with good data.
- UNESCO has worked on an OOSC Monitoring System. However, the RTG is hostile to the data point used based on UN Population Department data rather than RTG data, which the RTG believes results in an inflated OOSC estimate.

## OOSC in Mae Sot District

UNESCO conducted a rapid assessment survey on OOSC in Mae Sot District in mid-2016. When comparing the number of 6-17 years old in the civil registration database against the number of children in formal, informal, and non-formal education, they found that there were actually 3,817 more Thai children enrolled in schools in Mae Sot District than were listed in the civil registration database (UNESCO, 2016).<sup>3</sup> This could be because students travel to school in Mae Sot District from other districts, or they could be residents without household registration. With non-Thai children, they compared the number of children who were recipients of healthcare services in hospitals in Mae Sot district and deducted from this the number of non-Thais in formal and informal education. They found that, excluding children enrolled in MLCs, there were 8,107 non-Thai OOSC in Mae Sot. Including those enrolled in MLCs, they found there to be 1,874 non-Thai OOSC in Mae Sot.

To estimate OOSC, UNESCO used two methods. The first used RTG administrative data, including MOI, MOPH, and MOE data. The second was a questionnaire-based telephone survey. They found that data from the health and education sectors were more accurate than data from other sources, such as phone surveys with village leaders, and recommended that administrative health and education data are best suited to calculate OOSC estimates rather than household surveys.

<sup>3</sup> From the executive summary it was not clear if estimates were based on children aged 6-11 years old or 6-17 years old as the two were used interchangeably when explaining survey methodology.

## Existing Mechanisms for Estimating OOSC in Tak Province

There are currently two mechanisms for estimating OOSC under the OBEC system in PESAO Tak 2, Tak Province. The first is based on secondary data analysis, the second on primary data collection conducted by schools.

### Mechanism 1: Secondary Data Analysis

PESAO Tak 2 works with schools in the five border districts to collect and analyse secondary population data which allows them to check i) the number of four-year old children in a community (that is, kindergarten age); and ii) the number of school-age (7-15 years) children in school catchment areas. This allows them to cross-check community-level population data and MOI population registration data (updated annually on 31<sup>st</sup> December) with MOE enrolment figures, enabling them to: 1) prevent over- or under-estimation of enrolment figures and verify school budgets; 2) identify areas with OOSC and conduct awareness-raising and outreach activities in communities.

MOI population data are obtained from the Mae Sot District Office once a year for children who will be 4 years old and hence expected to enrol in kindergarten. MOI birth registration data are current as of 31<sup>st</sup> December each year. ESAO officials obtain a hard copy of individual data from the MOI, type it up into a spreadsheet and send a list of children aged four years old to the schools in their catchment area. The school will compare these data with their own data to establish whether there are any children who have not yet enrolled for the next school year.

Enrolment data from schools are then submitted to the ESAO on the 10<sup>th</sup> June and 10<sup>th</sup> November, for the 1<sup>st</sup> and 2<sup>nd</sup> semesters respectively. School records from the 10<sup>th</sup> June are matched with the MOI data by ESAO. A list is compiled of school-age children missing from the school records and a letter is sent to the school to check why these children are missing and what assistance they might need. The local school is given the home address of the student and is required to visit these children to encourage them to return to school. If these school-age children and their parents refuse to come to school, parents will receive a warning letter from ESAO that they will be fined THB 10,000 if they do not register with a nearby school or in a non-formal education centre. If the school cannot find the student, they will have to eliminate that student from their enrolment figures within 15 days (in practice they eliminate the student within 30 days).

### Mechanism 2: Primary Data Collection

In addition to secondary population data analysis, there are also primary data collection mechanisms. Schools are required to conduct an annual school age census (7-15 years) survey in communities with village leaders [see **Annex 1** and **2**], which is cross-checked by the ESAO against MOI data (as described above). Village leaders and school committees facilitate data collection and a school representative is obliged to conduct home visits to children's homes.

Gaps in this mechanism include the following:

- There are reportedly several forms used by the ESAO for data collection, and officials have reported it would be simpler if there were one to avoid duplication and time inefficiencies.
- Officials have also reported that these forms were not designed with the local context in mind.
- It is not clear what mechanisms are currently operational and respondents have indicated that these mechanisms may not always be implemented.
- It is not clear what analysis, if any, is currently being conducted with these data.
- The mechanism only applies to OBEC schools
- Community leaders may sometimes act as “gatekeepers”, blocking access to schools for non-Thai children. They have been reported to be less cooperative in urban areas.

## An Assessment of Existing Mechanisms

Both mechanisms are currently informal and are undertaken at the initiative of PESAO Tak 2. This is a good practice. However, there are gaps that could be addressed to improve the mechanism.

- 1) Firstly, data collection and analysis is an unnecessarily inefficient process. Formalising horizontal data sharing and cooperation between the MOE and MOI through an Memorandum of Understanding (MOU) would significantly reduce the burden on local ESAO staff. At present, MOI data for each sub-district are printed out and handed to MOE staff. ESAO officials type these data into Excel. This is not part of their official duty so around 10 officials do this outside of office hours for up to four months.<sup>4</sup>
- 2) Secondly, population data from the MOI only include children in possession of 13-digit ID numbers. This means that undocumented students, migrants and stateless persons, as well as those who obtain birth certificates from the hospital but do not subsequently register with the MOI, are not included in the population level data. These invisible OOSC could be rendered semi-invisible by using other data sources, such as MOPH disease surveillance data.
- 3) Thirdly, this mechanism currently only covers OBEC schools, meaning that children enrolled in schools under different systems will not be included, and there is no follow up for students dropping out from other systems.
- 4) Finally, the mechanism currently only operates at the local level in the five border districts. Under the present system, it is not clear what happens when students move outside these border districts. They may have enrolled in another school outside the ESAO administrative area or may have become OOSC. If conducted by the MOE at the central level and rolled out nationwide, it would enable cross-checking of students against national, rather than only provincial databases. This would also increase efficiency and reduce the burden on local ESAO staff.

The aim of this study was to contribute to strengthening these mechanisms, the results of which are detailed in the next section.

<sup>4</sup> ESAO official

## Established Barriers to Access in Tak Province

Once estimates of OOSC numbers and their whereabouts are established, the next step is to identify who they are and what barriers are faced in attending school full time. Based on a literature review and discussions with key stakeholders, the following have been established as barriers to access in Tak Province.

### Socio Demographic Factors

- Many children drop out at the age of 10/11 to work
- Informal financial costs associated with schools

### Sociocultural Factors

- Thai language is a barrier for children of migrants and sometimes also ethnic minorities.
- Negative attitudes in the Thai community towards migrant workers, poverty, lack of appreciation of the importance of education.
- Discrimination and bullying of migrant/ethnic minority children by other students and parents.
- Some parents and communities do not recognise the value of education, and therefore do not see the need to send their children to school.
- In some cases, village leaders block access to a school. Landlords/employers of migrants can also act as gatekeepers. Sometimes the employers want children to work rather than attend school. Children are much quicker than adults at spreading fertiliser and de-weeding between plants on farms, for example, but they are paid the same and in some cases more than adult workers.

### School-related Factors

- Government policy is clear that schools should accept all children, but principals still have the right to deny access based on limited resources, or when accepting more children compromises the quality of education.
- Limitation of school capacity and resources.
- Confusion among schools about what paperwork is necessary and the process for enrolling non-Thai students.
- Enrolling migrant students can lower the school's performance in the O-Net examinations.
- Teachers may not want to enrol migrant students because it can mean a larger work load for the same salary when teaching bilingual students.
- The content of the Thai non-formal education curriculum may be perceived as inappropriate for non-Thais and Thai language is also an important barrier.
- School's lack of understanding of the EFA policy regardless of nationality.
- MLCs short of funding as there has been a shift of funding from Thailand to Myanmar.

## Government Financing and Policies

- Lack of documentation and financial support for schools from the MOE are reported to be the main barriers for non-Thais accessing Thai schools.
- Support for implementation of the EFA from central to local level, which has then been filtering down to the school principal level, has been identified as a key barrier to access by World Education.
- The implementation of the EFA for under-served Thai communities is reportedly different than that for migrant communities. The latter require more resources, especially to overcome language issues.
- MOE regulation allows per-head subsidies in private schools only for those with documents issued officially by the MOI. This is a key barrier for non-Thai children.
- No standardised tracking system of children enrolled in schools.
- Education support is seen as the sole responsibility of the MOE.
- There is no punishment for schools denying access.
- Children turning up to school on the first day of school (10<sup>th</sup> June) will miss out on the semester as this is the last day the schools can submit their enrolment list to the ESAO.





## PILOT STUDY RESULTS

### Strengthening Existing Mechanisms

The aim of the pilot project was to strengthen existing mechanisms for estimating OOSC in Tak Province. The results of which are discussed below.

#### Mechanism One: Identifying OOSC “Hotspots” through Administrative Data

It was reported prior to the pilot study that ESAOs currently informally obtain data from MOI for children turning 4 years of age and for children of compulsory school age (7-15 years). However, only the first mechanism, for children turning four, could be verified and it seems that the second is not currently implemented. Since it takes ESAO officials several months to process and analyse data on children turning 4 years old, and that this is a practice they undertake on their own initiative in addition to their official workload, it is unsurprising that the second mechanism is not currently operational. Consequently, the first step to strengthen mechanism one would be for the MOI to share individual data on the school age population (3-18 years) in each district and sub district with ESAOs so that semi-invisible OOSC can be identified using the civil registration database. At present, only the total number of children can be identified in each district, whereas if the MOE had access to individual data from the MOI, they would be able to cross-check with enrolment data and identify residents with 13-digit identification numbers who are not currently enrolled in any school and obtain their registered household address.

This mechanism could then be further strengthened by using population data that include all residents. A significant number of Thai ethnic minorities and children of migrant workers have no identification at all and may not be registered with the MOI. These residents will not be included in the MOI’s Civil Registration Database and therefore will not currently be included in the process outlined above to estimate OOSC at the national level. These invisible OOSC could be rendered semi-invisible if MOPH were to share their disease surveillance database,

which would lead to a more accurate estimation of OOSC numbers and their whereabouts at the national, provincial, and district levels. These data could be leveraged to help identify hotspots of invisible OOSC. An analysis of MOE enrolment data for schools in a district, which distinguishes between Thai and non-Thai students (i.e. those with MOE assigned “G” numbers) with MOI data for registered residents in a district with MOPH data for the total population in the district would not only enable a more accurate estimate of the total population of that district, but also the extent to which undocumented students (ethnic minority and children of migrants) are represented in local schools. Should non-Thais be significantly underrepresented in school enrolment data, ESAO might conclude that interventions need to be targeted toward those populations in that district.

The consultant team and director of PESAO Tak 2 met with the Chief Medical Officer (CMO) for Tak Province on 30<sup>th</sup> November 2016. The CMO is responsible for the MOPH Disease Surveillance Database. A request was submitted at the time to share key data points from this database with the ESAO related to the number of school age children in each district, which was agreed to in principle. Despite several follow-up requests made by PESAO Tak 2, individual data were not shared with ESAO staff as of the end of the survey period. It is understood that in the past, law enforcement agents visited undocumented residents after they had been visited by community health volunteers, which may explain the reluctance to share data. Data were nonetheless obtained through the Tak Health Information Centre, as summarised in **Table 2** below. These data are for undocumented children between the ages of 7 and 15 who are not included in the MOI Civil Registration Database as they do not possess 13-digit identification cards, and it does not include children residing in displaced persons’ camps along the border. The data were collected in a household survey in July 2016, with the addition of any new patients using health services up to February 2017. It should be noted that some government agencies might dispute the inclusion of these data in an estimate of the resident population as mobile and migrant residents are included.

In section 2, it was stated that a reasonable estimate of the number of OOSC in a given area may be made according to the following formula:

$$(Y = \text{Children of a school age in the area}) - (X = \text{Number of children in school (OBEC, Private, Vocational, MLCs)})$$

Where:

X = Consolidation of OBEC, MLC, private school, and other government data

Y = Y1 + Y2 (Y1 = Thai children; Y2 = Migrant children)

Currently available data obtained for PESAO Tak 2 in Tak Province are presented in **Table 2** below. It should be noted that the data are for the ages of 7-15 years, the compulsory education age in Thailand. This is different to the ages used by UNESCO and UNICEF (6-11, 12-18). Moreover, available OBEC enrolment data for 2016 were used rather than for 2015 because they were more recent and included non-Thai students. However, the available data for 2016 were disaggregated by grade rather than age. As a result, enrolment data in OBEC schools included children of all ages enrolled in schools, while undocumented students enrolled from kindergarten to grade 9 were included. This would lead to an overestimation of children between the ages of 7 and 15 included in the enrolment data and thus underestimates OOSC.

**Table 2: Summary of Available Population Data for PESAO Tak 2, Tak Province**

	Y (Children of school age in area)		X (Children enrolled in school)									OOSC (7-15yrs) (Y-X)			
	MOI (7-15 yrs) (2015)	MOPH (7-15 yrs) (Feb 2017)	OBEC						Private schools (7-15 yrs) (AY2015, MOE)	MOI Schools (7-15 yrs) (AY2015, MOE)	Vocational schools (7-15yrs) (AY2015, MOE)	Others (7-15) (AY2015, MOE) Uni	MLCs (7-15) (MECC: Jan 2017)	#	%
			7-15yrs (2015, MOE)	(2016, PESAO Tak 2)											
				Total (Kindergarten - Grade 12)	G (%) (Kindergarten - Grade 9)	O (%) (Kindergarten - Grade 9)									
Mae Sot	8261	20351	7559	10,547	2490 (23.6)	1073 (10.2)	2441	4893	3	116	9,473	1139	3.98		
Mae Ramart	6617	5569	4620	5364	663 (12.4)	318 (5.9)	480	391	1	797	581	4572	37.52		
Ta Song Yang	14312	6454	8294	12708	2312 (18.2)	397 (3.1)	389	0	2	2174	341	5152	24.81		
Phop Phra	10975	9717	10028	12571	1450 (11.5)	885 (8.8)	1459	299	0	58	2354	3951	19.09		
Umphang	5675	10476	3766	5077	901 (17.7)	407 (8.0)	171	169	0	673	99	9962	61.68		
<b>Total</b>	<b>45840</b>	<b>52567</b>	<b>34267</b>	<b>46267</b>	<b>7816 (16.9)</b>	<b>3080 (6.7)</b>	<b>4940</b>	<b>5752</b>	<b>6</b>	<b>3818</b>	<b>12848</b>	<b>24776</b>	<b>25.18</b>		

Using the administrative data presented in **Table 2**, we can estimate 24,776 (25.18%) OOSC under PESAO Tak 2 including children enrolled in MLCs and 37,624 (38.23%) excluding them. Of the five districts, Umphang has by far the highest number and rate of OOSC at 9,962 (61.68%) while Mae Sot has the lowest at 1,139 (3.98%). Mae Ramat also had a high OOSC rate (37.52%).

This differs slightly from the estimate of 33,758 for all nine districts in Tak Province using the MOE EMIS and the MOI Civil Registration data presented earlier. While the estimate of 24,776 is only for five of the nine districts along the border, it is more reliable because it includes many, but not all, of the undocumented population using MOPH data, and children enrolled in MLCs, both of which were omitted from the earlier estimate. The estimate also slightly differs from UNESCO's estimate of 1,874 non-Thai OOSC in Mae Sot including those enrolled in MLCs, and 8,107 excluding them. This difference is mainly attributable to methodological reasons as the method used here does not discriminate between Thai and non-Thai OOSC. Nonetheless, we can estimate how many undocumented OOSC there are in each district by comparing the MOPH population data with OBEC enrolment data on "G" and "O" students, and MLCs. Using this method, we can estimate there to be 7,315 undocumented OOSC in Mae Sot, 4,007 in Mae Ramat, 3,404 in Ta Song Yang, 5,028 in Phop Phra, and 9,069 in Umphang. This estimate is based on a) the assumption that there are no non-Thais in the other systems; and b) the inclusion of all children of any age enrolled in OBEC schools. The discrepancy between the estimate of 7,315 undocumented OOSC in Mae Sot and the total estimate of 1,139 OOSC (documented and undocumented) in Mae Sot may be explained by Thai children who are registered in other districts but attend school in Mae Sot. UNESCO's study found there to be more children enrolled in schools in Mae Sot than there were residing in the district, and earlier calculations which omitted MOPH data confirmed this.

## Mechanism Two: Strengthening Existing OOSC Data Collection Mechanisms

As noted in the previous section, the second existing mechanism for estimating OOSC in Tak Province is through primary data collection. A booklet with a collection of OOSC data collection and reporting tools is issued to ESAOs by the MOE. These tools were translated from Thai into English and are summarised in **Table 3** below.

**Table 3: Existing OOSC Primary Data Collection Tools**

Name	Title	Notes
[No official name]	A Survey Form for 4 Years Old	There is not an official number for this form because there are no regulations pertaining to sending children below the school age to school.
Por Tor 01	List of schools in service area	[Not provided and not translated]
Por Tor 02	A Census Survey Form for Children Before Compulsory Education Age	Includes: Student's name, ID number, location of household registration (inside or outside Tho Ror), service area, parent / guardian's name, occupation, monthly income, disability.
Por Tor 04	School Age Census Survey Form (Turning 7-16 years old) For Children Who Are Not Enrolled in School, Have Dropped Out, or Who Might Drop Out.	Includes: 1. Personal details. ID. Residence. Parents' names. Nationality status. Family status. Siblings. Family income. Parental occupations. Contact information. 2. Reason for being OOSC. Options include: residential location, health, disability, income. 3. How to help child complete compulsory education. (Several different options with the top three to be ranked by the respondent).
Por Tor 05	Report of School Age Census Survey (Turning 7-16 years old) in the Service Area.	This is comprised of four spreadsheets: 1. For children of school age who are not in school; 2. For children who have enrolled but dropped out; 3. For students who are in school but are at risk of dropping out, disaggregated by grade. Data include sex, ThoRor status, and nationality.
Por Tor 09	The Inform Letter to the Parents to Enrol School Age Children in School	A letter requesting parents to bring their students back to school.
Por Tor 10	The Inform Letter to the Parents who Have Children in Grade 6 to Enrol in Grade 7	To enrol children in lower secondary school from primary.
Por Tor 11	The Inform Letter to Enrolling Child(ren) and the Child(ren) Enrolment Acknowledgement Letter	To acknowledge enrolment.
Por Tor 12	The Student Enrolment Result's Report	School report to ESAO on school enrolment numbers.
Por Tor 12/1	The Summary list of the Children who Enrolled in Primary (Grade 1-6) and Secondary School (7-9)	Spreadsheet summary for students enrolling in primary and secondary schools.
Por Tor 12/2	The List of the Children in the Service Area that the Parents Don't Enrol Them into Grade 1-6 or Grade 7-9	Spreadsheet summary of students not enrolling in primary or secondary school
Por Tor 12/3	The List Report of Accepting Students into Grade 1-6 and 7-9 From Other Service Area	Spreadsheet summary of students enrolling in primary or secondary school from another service area
Por Tor 12/4	The Summary of Students' Enrolment	Spreadsheet summary of students in the service area; students enrolled; students not enrolled. For each it asks if the student's name is included in the Tor Ror 14 or not.
Por Tor 13	The Student's List that Graduated from Grade 6 Form	For primary schools to report students graduating grade 6 to be enrolled in secondary school.
Por Tor 13/1	The Students' list who Graduated from Grade 6	
Por Tor 14	The Warning Letter for the Parents to Enrol the Child(ren) in School	First warning letter for enrolled students not showing up to school

Name	Title	Notes
Por Tor 15	The Report Letter that the Parents Have not Enrolled the Children in School	Letter for the school to report to ESAO that a child has not turned up to school
Por Tor 17	The Warning Letter for the Parents to Send the Student to School	Letter for the school to send to parents if the student has been absent for more than 5 consecutive days / 7 days in a month
Por Tor 17/1	The Student's Absence Report Form	Letter for the school to send to ESAO to report sending of Por Tor 17
Por Tor 18	The Enrolment Extension Request Form	Letter to request enrolment extension for parents to send. It is not clear to whom this letter is sent. It also requests documents such as birth certificates, house registration, ID cards.
Por Tor 18/1	The Enrolment Extension Report Form	Letter for the school to send to parents indicating outcome of decision to request extension
Por Tor 18/2	The Enrolment Extension's Approval Report Form	Letter for the school to report to ESAO on outcome of decision to request enrolment extension
Por Tor 19	A Request to Move a Student to Another School Form	Form for parents to send to the school to request to move to another school
Por Tor 19/1	The Student Letter to the New School Form	Form for the school that the child is leaving to the school that the child is joining. Two copies are made of this form: one for the new school, and one for the old school.
Por Tor 19/2	A Report Letter for Moving a Student to Another School	Form for the school that the child is leaving to report to ESAO
Por Tor 19/3	The Inform Letter of the Result of Accepting or Not Accepting the Student	Form for the school that a child is enrolling in to report to the school that the child is leaving
Por Tor 20	A Letter to Request Permission to Remove Student(s)	Form for the school to request permission from ESAO to remove the student from their records. Documentation is requested to prove either: 1. The child has moved to another school, 2. Death certificate, 3. Verification letter that affirms that the child does not exist in the service area.
Por Tor 20/1	The List of the Students that Request to be Removed from the School's Registration	Spreadsheet of students requested to be removed from school registration
Por Tor 20/3	The Student Removal Report Form	Letter to inform ESAO that students have been removed from their records
Por Tor 20/4	The List of Students who were Removed from the School's Registration	Spreadsheet of students removed from school registration
Por Tor 23	The Verifying for the Non-existence Student Form	Verification form to prove non-existence of the student in the service area
Por Tor 24	The Form to Enter a Property and Investigate if the Children are Attending School or Not	Letter for the truancy officer to report the intention to enter property to check for OOSC
Por Tor 25	The Investigation Record Form	Letter for the truancy officer to report to ESAO or LAO on outcome of a check for OOSC

### Revising the Por Tor 04 Form

There are several mechanisms to follow up on children who have dropped out from school: that is, visible OOSC. However, while mechanisms officially exist for identifying invisible and semi-invisible OOSC, it is unclear how effective these mechanisms have been, or if they are widely used. As a result, efforts have focussed on strengthening the Por Tor 04 form, which could help to identify children who have never enrolled in school. (Originals and English translations are included in **Annex 1 and 2**, with revised versions in **Annex 3 and 4**). Schools are currently obliged to conduct an annual survey of children in their service area who are not enrolled in school, those who have dropped out, and those who are at risk of dropping out, with teachers responsible for collecting data and cooperating with community leaders (kamnan) to identify OOSC. The Por Tor 04 form is used to collect data from children who have been identified through this survey, with the following key objectives:

- to estimate the numbers of school age children in the school's service area who are not enrolled at any school
- to establish who they are
- to establish why they are not at school and how they might enrol for school

The Por Tor 04 is a household survey form that collects information in three sections: 1) demographic data from the family of the OOSC child, 2) a tick-box list of various possible reasons why the child might be out of school, and 3) what help the child would need to enrol or re-enrol in school. Schools are expected to report the results of this survey to the ESAO using Por Tor 05.

While Por Tor 04 collects some important data, gaps remain. It is relatively limited in its ability to reflect some of the key socio-cultural, school-related, and government-related barriers to access outlined in the previous section. For example, there is no way of reflecting if established barriers such as the language of instruction, the lack of documentation, under-resourced schools, or discrimination are preventing children from enrolling in school. Furthermore, it is not clear to what extent the form is actually used. One school director informed us that he had never seen any of the Por Tor forms before, another was only aware of the letters sent by ESAO staff to the parents of students who were not attending regularly (which target visible OOSC rather than invisible or semi-visible OOSC), while a third, who was aware of the Por Tor 04 form, reported that his school had never used it. He explained that if a child had dropped out, it was usually because they had moved to another area and were no longer in the household they were previously in; therefore, it was impossible to visit their parents at home to collect data.

Another reason the Por Tor 04 form may not be used is because it may duplicate some information collected using other Por Tor forms, Por Tor 1-7, which are used to report information about student registration and grades to the MOE's DMC database and is linked to budget disbursement mechanisms, and the Strength and Difficulty Questionnaires, which collect socio-economic household data from families. Compounding the problem, there are no clear direct incentives for schools to dedicate resources to collecting OOSC data with Por Tor 04 forms.

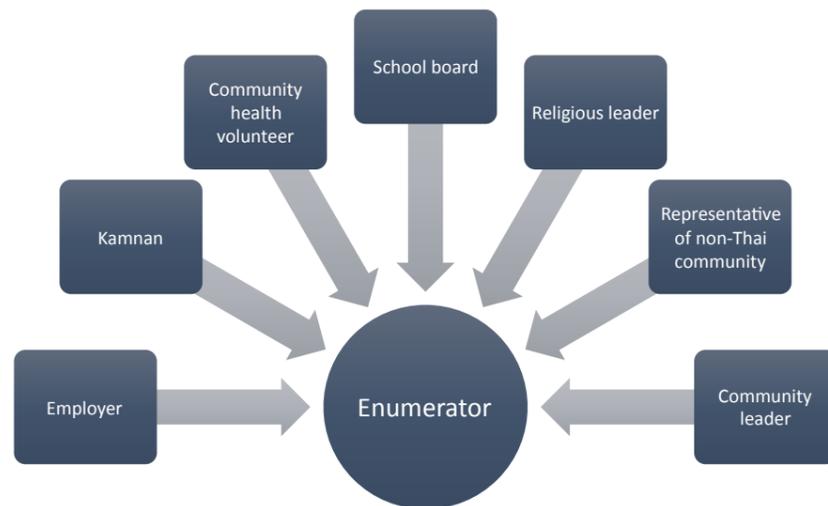
Accordingly, a revised Por Tor 04 form was developed (see **Annex 3 and 4**) in collaboration with ESAO officials, school directors, teachers, and Save the Children staff. This improves on the original in the following ways:

- It revises the form from a household survey to a community survey
- It disaggregates estimates of Thai, ethnic minority, and children of migrant workers
- It includes all established significant barriers to access
- It identifies the most significant barriers to access in a community using a checkbox question and rating scale

Whereas the current form is a household survey of the OOSC child, the revised form collects data through interviews with community representatives. Although community surveys yield data that are less detailed and less accurate, they are also less time consuming and expensive than household surveys.

Another benefit of community surveys is that they may help to identify invisible and semi-visible OOSC while the current form only helps to identify visible OOSC. Hard-to-reach populations, especially migrants and ethnic minorities, often avoid contact with government officials.

Fear and mistrust may be overcome by surveying key community ‘gatekeepers’ instead, who are more likely to encounter and be aware of the existence and whereabouts of hard-to-reach populations that may wish to keep their location secret from authorities. Although in the early stages of implementation, data collected on OOSC may be limited, particularly when it comes to contact information for the parents of OOSC children. Over several iterations, community gatekeepers are more likely to record this information and then report it to the enumerator the next time they visit. Moreover, specifically asking about migrant and ethnic minority OOSC in the community will help reaffirm understanding in the community that all children are entitled to access government schools, and important information about how children might enrol in schools can be communicated by the enumerator to the community leader during data collection.



**Figure 11: Community Interviews**

### Sampling

A total of 8 possible categories of community representative have been identified as potential respondents for the revised survey:

1. Kamnan (sub district chief under MOI)
2. Representative of the school board
3. Community health volunteers (under MOPH, usually access hard-to-reach populations)
4. Employers (particularly of migrant workers; farm owners or factory owners)
5. Representatives of the non-Thai community
6. Religious leaders
7. Parent representatives (if necessary)
8. NGO/CSOs operating in the community (if necessary)

These community representatives represent different populations in the community and surveying other leaders in addition to the kamnan may help to overcome the ‘gatekeeper problem’ whereby a community leader may block access to schooling for non-Thai students as a result of prejudice or financial considerations.

Different types of community representative have been ranked in order of preference and a total of six are to be interviewed in each community, with representatives of parents or NGOs replacing one of the other categories if they are unavailable. Enumerators have the discretion to select the most appropriate representatives.

### Scope

The following six schools agreed to participate in the pilot and attended the consultation and training session.

1. Ban Tha At School, Moo 3 Tambon Thai Sai Luat, Amphoe Mae Sot, Tak, 63110
2. Ban Huay Ka Lok School, Tambon Mae Pa, Ampoe Mae Sot, Tak, 63110
3. Ban Huay Nam Nak School, Tambon Phop Phra, Amphoe Phop Phra, Tak, 63160
4. Ban Mae Kha NEChue School, Amphoe Mae Ramat, Tak, 63140
5. Ban Nae Ja Wang School, Tambon Tha Song Yang, Amphoe Tha Song Yang, Tak, 63150
6. Ban Huai Nok Lae School, Tambon Mae Ramat, Amphoe Mae Ramat, Tak, 63140 (Branch school from Nam Dib Bon Whan School)

Each school recruited for this survey had a service area encompassing 2-3 communities. Community interviews were to be held with 6 people from each community, with each school therefore collecting information from 12-18 community representatives.

The initial agreement following the submission of the feasibility study was to conduct the pilot survey in two schools in two districts: Mae Sot District and Phop Phra District. However, PESAO Tak 2 invited six schools from four districts (Mae Sot, Phop Phra, Mae Ramat, and Tha Song Yang) to participate in the pilot.

### Enumerators

Teachers are currently responsible for conducting home visits once per semester and data collection for various purposes. For the purposes of the pilot, they were compensated with THB 100 for each completed survey, at a cost of THB 600 per village, with each school covering 1-4 villages. This was deemed an appropriate incentive for the pilot, but may be reviewed if rolled out at a national scale, with consideration given to the recruitment of school community liaison officers.

### Pilot Survey Data Results

Of the six schools that originally agreed to participate in the study, Ban Nae Ja Wang School did not collect data and Ban Huay Ka Lok sent children to collect data using old Por Tor 04 forms and were therefore excluded from the pilot. A seventh school, Ruam Thai Phattahana 4 from Phop Phra was recruited to participate in the survey pilot. In sum, five schools participated, and 29 surveys were completed. Two schools were from Phop Phra, two were from Mae Ramat, and one was from Mae Sot. Four schools turned in six surveys, with Baan Kha Ne Chue school of Mae Ramat turning in five. Surveys were collected between the 10<sup>th</sup> and 16<sup>th</sup> March.

**Table 4: Summary of Pilot Survey Results**

School	Community	Code	Estimate of number OOSC (top estimate)	Main reasons why OOSC	Help needed
<b>Baan Tha Art</b>	Mae Sot (1 village)	63020052	Total = 43	Child labour, family mobility, and costs.	Financial support / training / accommodation for migrant children
<b>Baan Huay Nok Lae (Nam Dib Bon Whan Branch School)</b>	Mae Ramat (4 villages)	63020023	Total = 9	Child labour and lack of ID. Presumably also because of physical and intellectual disabilities.	Not clear
<b>Baan Kha Ne Chue</b>	Mae Ramat (1 village)	63020007	Total = 10	Family problems and children acting as carers for other children, or living with grandparents.	Not clear
<b>Ruam Thai Phattana 4</b>	Phop Phra (3 villages)	63020102	Total = 40	Child labour	Transportation to school, documentation, accommodation for children on the move
<b>Huay Nam Nak Vitaya</b>	Phop Phra (1 village)	-	Total = 43	Child labour, disabilities, caring for a family member, don't know about the school, can't afford the fees.	Financial support, documentation, accommodation

#### 1. Baan Tha Art School. Mae Sot District. Code 63020052

Respondents for Baan Tha Art school included 1) a representative of the non-Thai community, 2) a representative of the school board, 3) a community health volunteer, 4) a religious leader (a monk), 5) a community leader (village chief), and 6) a local business owner.

Responses to question 1 indicated that all the respondents believed there to be no Thai OOSC in the community, that there may be 3 male ethnic minority OOSC (according to one of six respondents), and that there were between 10-20 male and 10-20 female migrant OOSC in the community according to five of six respondents. The local business owner was the outlier, reporting they thought there were only five males and five female migrant OOSC in the community.

Responses to question 2 indicated that all respondents believed there were no dropout Thai or ethnic minority children in the community, but that there were several migrant children who had enrolled in school but had not attended in the last 30 days. Of those OOSC and dropouts, six of six respondents reported in response to question 3 that one was a female with an intellectual disability.

As for the reasons why children were out of school, responses overwhelmingly suggest that the most significant reasons were child - or parent - related. Estimates ranged from 10 OOSC (f=5, m=5) who were working, according to a local business owner, to 10-23 male OOSC according to five respondents, and 10-20 females who were OOSC according to three

respondents. The non-Thai community representative believed there to be 7 OOSC (m=5, f=2) who were absent for health reasons, and 17 (m=10, f=7) because they could not speak Thai. Parents' attitude toward school was reported as the other most significant barrier, especially with male children, with five of six reporting it as a reason why 10-20 male children were OOSC and five of six who reported that it was a reason why 5-10 females were OOSC. Family mobility was reported as a reason why 20 children (m=10, f=10) were OOSC according to the non-Thai community representative. Notably, none of the respondents thought school-related factors were a reason for children being OOSC in the community. This was the case for four of the five schools which participated. Lack of transportation was a barrier for 15 children (m=5, f=10) according to one respondent, and the cost of fees/uniform/materials was a barrier for 6 children (m=3, f=3) according to another respondent. None ranked the reasons in order of importance.

Responses to question 5, 'What help do children who are not currently in school or who are not attending school regularly need?' included the following:

"Financial support for children who want to go to school but have no money for food and place to stay"; "Children need help in every area that they can get from organizations"; "Provide accommodation for the children and ID cards for the children"; "The organizations should have a centre that focuses on children's moral issues and provide vocational training"; "Provide vocational training so the families can earn more income"; "To help children in moral issues because children who are not educated seem to have aggressive behaviour".

No respondents provided the names and details of the parents of OOSC. Responses to question 7, 'Is there anything else you would like to add?', included the following:

"Want to combine Burmese and Thai curricula. Many OOSC are not attending school because they are older and don't want to be in the same class as younger students."; "It would be really helpful if there are organizations to come to help so the children won't starve."; "Medical care and doctor visits should be provided for OOSC so they don't have to move around."; "Provide accommodation for children who need it"; "Provide all the basic needs for the children in order for them to be able to go to school"

#### 2. Baan Huay Nok Lae School (Nam Dib Bon Whan Branch School). Mae Ramat District. Code: 63020023

The six respondents for Baan Huay Nok Lae School comprised 1) the village chief, 2) a religious leader, 3) a non-Thai community representative, 4) a parent or school alumni representative, 5) a representative of the school board, and 6) a community health volunteer.

Responses to question one indicated that all of the respondents believed there to be no Thai OOSC in the community, that there may be 1-2 male ethnic minority OOSC, 1 female ethnic minority OOSC, and no migrant OOSC. In addition, responses to question 2 indicated there may be up to five male ethnic minority dropout OOSC in the community and 1 female ethnic minority dropout OOSC. Of these, two males had a physical disability according to six respondents, and one male had an intellectual disability. Based on the responses to question 4, it seems these disabilities were the main reason why children were OOSC in this community, with six of six reporting that a physical disability was the reason why 1-2 children were OOSC (100% male) and six of six reporting an intellectual disability as the reason why 1-2 children were OOSC (100% male). Five of six also reported that one female was OOSC because she was working, and one of six reported that one male was OOSC because he was working. Interestingly, however, all six respondents added that the reason why children were OOSC in

the community was because they had to help parents work and that they needed ID cards to return to school.

Responses to question 6 indicated that three thought OOSC were the responsibility of teachers and community leaders, one thought it was the community leader's responsibility, and one thought it was no one's responsibility. Usefully, respondents provided addresses for OOSC in the community which have been summarised as follows:

1. Manee, F, 15 years. Moo 2, Mae Ramat. Moves all the time / Working.
2. Mobarobo, M, 14 years. Physical disability.
3. Nick, M, 9 years. Moo 2, Mae Ramat. Physical disability.
4. Manberry, F, 15 years. Moo 2. Dropped out.
5. Mandy, F, 13 years. Last grade completed: K2. Moo 2. Mae Ramat.
6. Ann, F, 15 years. Last grade completed: G1. Intellectual disability.

None suggested how to return these OOSC to school.

### 3. Ban Kha Ne Che School. Mae Ramat, Code: 63020007

Five respondents for Ban Kha Ne Che School comprised 1) two school board representatives, 2) a school alumnus, 3) a community leader, and 4) a religious leader. The data collector did not follow sampling instructions and selected two from one category, and did not select any representatives of the non-Thai community or a community health volunteer.

Two of five reported 2 Thai (m=2), and 3 ethnic minority OOSC (m=3) who had never been to school. The same respondents reported the same number of dropouts (3 male Thai and 2 male ethnic minority OOSC). Given the identical responses, and that they did not follow the sampling instructions, it may be that the data collector was confused by the difference between never enrolling in school and children dropping out. Of those OOSC, two of five reported that one female was OOSC due to an intellectual disability.

In addition, one respondent stated that one female did not go to school because her parents did not know about the school, which is an entry barrier for the child. Examples categorized as other reasons include: one respondent reported "family problem, parents separated, parents working in other provinces, the children are living with grandparents"; another reported "caring for children, family problems". One gave the following details for an OOSC in their community: "1. Diana, F, Age 13, Reason for being out of school, intellectual disability". None suggested how OOSC could be brought back to school.

### 4. Ruam Thai Patthana 4 School, Phop Phra, Code: 63020102

Six respondents for Ruam Thai Patthana 4 School comprised: 1) two community leaders (one of Moo 5 community, another of Moo 14 community); 2) two community health volunteers (presumably also one from each community); 3) one representative of the school board; and 4) one school alumnus. Sampling instructions were also not followed. If the school covers several communities, six surveys are supposed to be collected in each community, rather than six between them. While there were no non-Thai community or religious community respondents, the community health volunteers should be aware of non-Thai OOSC in their communities.

Respondents believed there to be 0 Thai OOSC and 0 Thai dropouts in their communities, and there may be up to 5 ethnic minority OOSC (m=5) and up to 25 migrant OOSC (m=17, f=8)

according to one of six respondents, the community leader of Moo 5 community. There may also be 5 ethnic minority dropout OOSC (m=5) and five migrant dropout OOSC (m=5) according to another one of the six respondents. Of these OOSC, one female may be OOSC due to an intellectual disability. There were no responses to 4 a) or b) asking why these children were OOSC. Nonetheless, explanations given for why children were OOSC in the community included the following:

"Children have to help parents work and sometimes have to take care of a sick person in the family. School is too far from the children's house."; "Children have to work to bring income to the family"; "Parents move often and children have to work to support the family"; "Children have to help parents work and some children have no place to stay so they became a monk and study"; "Parents let the children move to other areas and do not follow up and don't let the children go to school"; "Children have to work".

Responses to question 5, which asked about what help children needed, included the following: "Provide transportation and documents for children, (children have no documents to enrol at school), children are always on the move"; "provide accommodation"; "need accommodation/dormitory for children who are on the move". Responses to question 7, included: "Most Burmese migrant children are attending MLC"; "most of the Burmese migrant children attend MLC because they provide transportation and there is no school fee. Children can enrol in school without any documents"; "most children who are married won't attend the school, and when Burmese children reach age 15, they normally help parents work".

### 5. Huay Nam Nak Vitaya School, Phop Phra, Code: [not given]

Six respondents for Huay Nam Nak Vitaya School comprised 1) two parent representatives or school alumni; 2) one community health volunteer; 3) two community leaders, the village chief and the village chief's assistant; 4) one representative of the school board. Sampling instructions given during the training were again not followed.

Four of six respondents estimated there were 1 or 2 Thai children (all male) OOSC in the community, but possibly up to 15 (m=12, f=3) according to one parent or alumnus. One of six reported there may be 6 ethnic minority OOSC (m=4, f=2) and 6 migrant OOSC (m=5, f=1). In addition, it is likely there are 4 Thai dropout OOSC (m=3, f=1) based on two of six responses, and possibly 7 ethnic minority dropout OOSC (m=5, f=2) and 5 migrant dropout OOSC (m=4, f=1). This may be an over estimate of the OOSC in the community as the majority of responses estimated the number of OOSC to be much lower. Of these OOSC, it seems 2-3 are males with physical disabilities according to six of six respondents.

As for the reasons why the children were OOSC, it appears that several may be working. One respondent estimated 10 (m=10) were working, another estimated 4 were working (m=4). Another 2-3 were not in school due to a disability according to six of six respondents. 2 (m=2) were not in school because they did not speak Thai. 2-3 (m=100%) were not in school because they were caring for a sick parent or sibling according to two respondents. 1-4 (m=1-3, f=1) were not in school because their family moves often for work; 2 (m=2) were OOSC because their parents did not know about the school; 1-2 males, and possibly 1 female were OOSC because their family could not afford learning materials / school fees / or uniforms, and up to 1-2 males were OOSC because they had no ID. One respondent ranked the barriers to accessing school in the community in the following order (the only one of 29 respondents to do so): 1. Child is working, 2. Child is caring for a sick family member, 3. Children's family moves all the time, 4. Parents don't know about the school, and 5. Can't afford learning materials / uniform / fees. Explanations for why children were OOSC in the community included the following:

“Children need to take care of parents or younger siblings, children have physical disabilities, have to work.”; “Working or having a physical disability and can’t care for themselves”; “Working or looking after younger siblings”; “Don’t want to go to school, can’t afford to go to school, often move”; “Often move, can’t afford school supplies (uniforms, school fee), physical disability”; “Help parents work, have financial issue, often move”.

These indicate that socio-economic conditions are a major factor for OOSC in this community. Supporting this interpretation, responses for how to bring OOSC to school in this community included the following:

“Financial support, and provide daily basic needs” “financial support, and provide daily basic needs”; “financial support”; “provide scholarship and accommodation”; “financial support, ID or other legal documents, support for disabled children”; “financial support, and accommodation”.

Respondents provided the following names and addresses of OOSC in the community:

Name	Sex	Age	Address	Last grade completed	Reason for being out of school	Help needed
Chris	M	13	Moo 4, Huay Nam Nak, Phop Phra		Physical disability.	Financial support and family support.
Art	M	10	Moo 4, Huay Nam Nak, Phop Phra		Dropped out.	Follow up and financial support. Absent from school often, talk to the parents.
Anderson	M	14	Moo 4, Huay Nam Nak, Phop Phra		Moved to Myanmar.	Financial support and solving family issue.
Son	M	15	Moo 4, Huay Nam Nak, Phop Phra		Physical disability.	School for disabled children and financial support and school supplies.
Sunday	M	11	Moo 4, Huay Nam Nak, Phop Phra		Physical disability.	Financial support and school supplies.
Pat	F	12	Moo 4, Huay Nam Nak, Phop Phra	Grade 6	Absent more than 30 days.	
Pret	F	14	Moo 4, Huay Nam Nak, Phop Phra	Grade 8	Changed school often because of failing in different subjects	
Tom	M	14	Moo 4, Huay Nam Nak, Phop Phra	Grade 8	Absent from school often.	Talk to the parents.
Candy	M	15	Moo 4, Huay Nam Nak, Phop Phra		Physical disability.	

\* Pseudonyms have been used to protect the identity of vulnerable children, no real names are included in this report.

In sum, of the five schools that participated in the pilot survey data collection, all only surveyed 6 respondents in total, rather than 6 respondents for each community in their service area. There are usually 1-3 communities in each school service area. Two schools that joined the pilot after the training did not follow the sampling instructions.

## DISCUSSION

### OOSC Definition and Age Range

The lack of a clear definition of OOSC presents a significant obstacle in estimating the number of OOSC. The Quality Learning Foundation uses the age range 5-18 years, UNICEF uses 6-11 and 6-18 years, while the pilot study established that OBEC uses 7-15. The original intention was to use the international definition of OOSC, as primary age (6-11 years) children but also including OOSC adolescents (12-18). However, during consultations with ESAO officials and school directors, requests were made to the team to use the ages of 7-15 years as this is the compulsory school age range and that which is used in existing mechanisms. Nonetheless, as earlier data collection and analysis had used other age ranges, these were used in the report when it was not practical to revise them to 7-15.

**Table 5: Nationwide OOSC Estimates**

	OOSC	OOSC adolescents
<b>QLF (2015)</b>	247,229 (7-15 years)	579,229 (16-18 years)
<b>UNICEF (2014)</b>	380,231 (6-11 years)	203,770 (12-18 years)
<b>UNESCO (2014)</b>	200-300,000 (6-11 years)	100,000

**Table 6: Out-of-School Children in Thailand in Academic Year 2015 (QLF)**

	No. of Children			Percentage of children (%)		
	Total	Attending School	Not Attending School	Total	Attending School	Not Attending School
Pre-school (3-6 Years old)	3,098,809	2,841,648	257,161	100	91.70	8.30
Compulsory Schooling (7-15 Years old)	7,239,047	6,991,818	247,229	100	96.58	3.42
High School (16-18 Years old)	2,598,002	2,018,770	579,232	100	77.70	22.30
<b>Total</b>	<b>12,935,858</b>	<b>11,852,236</b>	<b>1,083,622</b>	<b>100</b>	<b>91.62</b>	<b>8.38</b>

## OOSC Estimates in Tak Province

### Mechanism One

Using the first mechanism to estimate OOSC in Tak Province: MOI Civil Registration (7-15 years) – MOE's EMIS = OOSC (7-15 years) with 13-digit ID, we estimated there to be 247,229 OOSC (7-15 years) nationwide (3.4%) and 33,758 (30.6%) in Tak Province. Using the second mechanism at the ESAO level, incorporating MOPH population data and MLC enrolment data, we estimated there to be 24,776 (25.18%) OOSC in the five border districts of Tak Province when treating students enrolled in MLCs as in school, and 37,624 (38.23%) when treating them as out of school. The second mechanism is considered as the more reliable estimate as it includes population data for undocumented residents as well as MLC enrolment data.

Conclusions that we may draw from this include the following:

1. Tak has a high OOSC rate among both Thai and non-Thai and interventions need to be targeted to both.
2. The OOSC rate would be much higher if MLCs were not recognised, or if they were to close and the children had not been enrolled in Thai government schools.
3. MOI population data for Tak Province significantly underestimates the size of the population in Tak Province. The biggest challenge in estimating OOSC in Tak Province is therefore the presence of a large shadow population which may not be captured in government administrative data.

Although the MOPH is reluctant to share data, it may be obtained through the Tak Health Information Centre, which may then be used to estimate the number of undocumented OOSC at the district level.

Using method one, of those children between the ages of 5-18 years (i.e. including non-compulsory education) included in the MOI database, 34.82% of them are not in MOE schools in Tak Province. This is second only to Phuket (44.66%). A significant number of children in Phuket are enrolled in MOI schools however (19,835), meaning that when MOI and MOE enrolment are combined, Tak Province has the highest rate of OOSC in the country at 27.5% (using existing data, not the estimate of 30.6% presented here). This is followed by Bangkok, with a rate of 24.91% (266,389 5-18 years).

Given that these estimates are based on existing government data, significant progress could be made on the OOSC issue if the MOI formally shared population data with the MOE. The MOE would be able to cross check enrolment data with MOI population data and identify children between the ages of 7-15 who are not enrolled in school. While informal data sharing between the MOI and ESAO 2 takes place in Tak Province, it is only for children of 4 years of age to invite them to enrol in school.

To address the OOSC issue nationwide, the Royal Thai Government (RTG) should therefore address the issue of OOSC in Tak Province as a priority area for targeted interventions. Other inferences that may be made from the OBEC data is that Phop Phra and Mae Ramat have relatively low percentages of undocumented "G" students enrolled in government schools at 11.5% and 12.3%, respectively. The results of the pilot survey presented below may give an indication as to why this is the case and what help is needed for them to enrol in school. Given the small sample size of five schools, and the purposive sampling used for selecting the schools to participate in the survey, the findings may not, however, be generalisable.

### Mechanism Two

Given that relatively sound administrative data on the shadow population are held by the MOI and MOPH, which could help estimate the numbers of OOSC and their whereabouts, and the finding that the shadow population of Tak Province is more likely to include OOSC, mechanism two should focus on identifying the most important barriers to accessing the service area of each school. If the ESAO is aware of which barriers are most significant for a given service area, and can highlight 'hotspots' of service areas with high OOSC rates, interventions may be targeted in certain areas to efficiently and effectively address the OOSC issue. Given the high administrative burden currently placed on teachers, mechanism two could also encourage community ownership of the OOSC problem by institutionalising regular communication between schools and community leaders on the topic. Both are key objectives reflected in the revised Por Tor 04 form.

Data which were collected using the revised Por Tor 04 form suggest that there may be up to 145 OOSC in communities served by the five schools which participated, averaging 29 OOSC per school. It should be noted that this is a high estimate of the OOSC known to community leaders, based on the highest estimate of each respondent, but it may nonetheless still miss some invisible OOSC. Among these OOSC, child labour, mobility, disabilities, caring for family members, and documentation were reported as being the most important barriers to access. Financial support, transportation to school, documentation, and accommodation for mobile children were reported as possible ways of encouraging OOSC to return to school. School-related barriers were not reported to be a significant barrier, but this may be attributable to the selective sampling of schools participating in the study.

Other biases may also have resulted from this sampling method, and conclusions for these five schools therefore may not be generalizable. Barriers to access are diverse and will vary significantly from school to school, yet all schools included in this pilot were welcoming to non-Thai citizens and had high numbers of enrolled migrants. We would therefore expect the mobility of migrant populations to be overrepresented in this study, and other barriers, such as discrimination against migrant communities by school and community leaders, who sometimes act as gatekeepers and may grant or deny access to schools, to be underrepresented. To overcome this bias, the pilot should be expanded to include more schools, particularly ones with relatively low enrolment of "G" students.

Another observation from the pilot study is that there is a significant administrative and reporting burden on education officials. One school director expressed frustration at the paperwork involved when following up on the dropout children of migrant parents. This may therefore be a further barrier to access for children perceived to be mobile. Data from the survey were analysed by the consultant team, but given the high workload of ESAO staff, at least one extra staff member should be recruited in each PESAO Tak 2 to be responsible for OOSC data collection, analysis, and follow-up. Perhaps the most significant limitation of this aspect of the study is that it was unable to survey the OOSC themselves. This is an unsurprising outcome given that the study identified hard-to-reach populations as the most important target group, and is a necessary trade-off when attempting to overcome barriers of fear and mistrust among these populations associated with the community interview approach adopted in the study.



## CONCLUSIONS AND RECOMMENDATIONS

The objectives of this study were to 1) collect and analyse data on OOSC in two target districts in Tak Province; 2) assess methodologies for OOSC and conduct pilot data collection, and 3) assess barriers to access.

Regarding objective 1, using method two, incorporating MOPH and MOI data, plus enrolment data for all school systems from 2015 and 2016, we can make the following estimates of OOSC in Tak Province:

**Table 7: Summary of OOSC in Tak Province**

District	OOSC (rate)
Mae Sot	1,139 (3.98%)
Mae Ramat	4,572 (37.52%)
Ta Song Yang	5,152 (24.81%)
Phop Phra	3,951 (19.09%)
Umphang	9,962 (61.68%)
<b>Total</b>	<b>24,776 (25.18%)</b>

This includes children enrolled in MLCs. The overall rate excluding MLC students for PESAO Tak 2 would be 37,625 (38.23%).

Regarding objective 2, several household and community survey methodologies were assessed as part of a feasibility study. Household survey methodologies including capture-recapture, and respondent driven sampling, and community survey methods including community mapping, public meetings, workshops and focus groups, forums, web-based engagement, and roundtable/

consensus building were also considered. The adopted approach was a community survey conducted through community interviews using a revised version of the Por Tor 04 form currently in place to collect data on compulsory school-age children who are not enrolled in school, have dropped out, or are at risk of dropping out. The pilot data collection using this form was successful and found there to be up to 145 OOSC in the service areas of the five schools which participated, (average of 29 per school). While this cannot be considered a reliable estimate of the number of OOSC, the survey did yield interesting, though non-generalizable, data about some of the key barriers to access in those communities, which were mainly socio-economic rather than school, or policy-related. The names and addresses of 15 OOSC were also obtained as well as recommendations from the communities as to how to help OOSC return to school.

Regarding objective 3, pp 21-22 outlines an extensive list of established barriers to access in Tak Province compiled from the documentary review and key informant interviews. Important socio-demographic factors include economic disincentives including poverty and the prevalence of child labour, parents' mobility, and informal financial costs of schools. Important socio-cultural factors include the lack of recognition of the importance of education among parents, and the lack of Thai language ability among ethnic minorities and children of migrant workers. Important school-related factors include the schools' right to deny access based on limited resources, or that accepting more children would compromise the quality of education, the lack of clarity among schools about what paperwork is necessary and the process of enrolling non-Thai students, and the limitations of school capacity and resources. Government financing and policy-related factors include the lack of documentation among non-Thai students and therefore inadequate financial support for marginalised students from the MOE, and the lack of a standardised tracking system for children enrolled in schools. These barriers are diverse and their significance varies from school to school. A full assessment of the most important barriers in specific locations would require further research. Based on the data from the five schools that participated in the pilot study, socio-economic barriers were the most significant factors that prevent children from attending school in their service areas.

## Research Questions

On the basis of the findings of this study, the following section explicitly responds to the 10 research questions presented in the terms of reference.

### Methodology

#### 1.1 What are the relative strengths and weaknesses of the different methods of identifying OOSC? (secondary data, household data, community data)?

Extensive secondary data are currently collected by the MOPH and MOI in their disease surveillance and civil registration databases. MOPH data include population data for the undocumented shadow population, while MOI data include data for the registered population. While the latter is the only source officially recognised, MOPH data are more complete in that they also capture the shadow and mobile population. Enhanced horizontal data sharing between MOPH, MOI, and MOE would help ESAOs to identify areas with high OOSC rates. The main challenge with this data sharing, however, is that the MOPH is reluctant to share data due to ethical and operational considerations resulting from uncertainty regarding how these data may be used. Non-individual data of undocumented children may nonetheless be obtained from Tak Health Information Centre to estimate OOSC at the district level.

Household data may yield more detailed information about individuals, but when it comes to OOSC households, are challenging to identify, and when a child drops out of school, it is often because their family has vacated their residence posing a challenge for data collection. While community data are less detailed and less reliable, institutionalising a community survey may help encourage community ownership of the OOSC issue and overcome some of the barriers to collecting data on the shadow population.

### **1.2 What are the best methods for over-coming particular barriers associated with collecting data on migrant OOSC (mistrust, fear, mobility of populations)?**

Mobility, fear, and distrust are some of the most significant barriers to collecting data on migrant OOSC, as well as ethnic minority OOSC. This study was not able to establish an effective method to overcome the issue of mobility, although fear and distrust may be overcome to some extent by collecting data from intermediaries, specifically, key community representatives such as community health volunteers, representatives of the non-Thai community in a given area, and religious leaders.

### **1.3 What are the costs implications of the different models?**

There are 124 OBEC schools in the five border districts of Tak Province. To collect data using the community survey proposed in this study, at a compensation rate of THB 100 for each survey collected, would cost between THB 148,000 - THB 223,200 based on the calculation that each school has a service area that includes 2-3 communities and the need to interview 6 community leaders in each community. Alternatively, if the survey just sought six responses per school, the tool could be deployed for THB 12,400.

### **1.4 What is the most viable and cost effective model for scaling up efforts to identify migrant OOSC in a further 3 districts?**

The most cost effective and viable model to scale up efforts to identify migrant OOSC in a further three districts would be to roll out the revised Por Tor 04 form in Umphang and Mae Sot. Umphang has a remarkably high OOSC rate of 61.28%, while it is hard to establish how many OOSC are in Mae Sot as significant numbers of children may be registered in a different district according to population data, yet they attend school in Mae Sot district. This means that identifying actual rate of OOSC in Mae Sot is very challenging without individual data being shared by the MOI and MOPH to cross check with school enrolment data.

## **Expansion of Data**

### **2.1 How many migrant OOSC are there in target areas?**

Method 2, which was used to estimate numbers of OOSC, does not discriminate between Thai and non-Thai OOSC. This decision was taken in line with the EFA policy to encourage authorities to treat OOSC as OOSC. Nonetheless, we have estimated there to be 7,315 undocumented OOSC in Mae Sot, 4,007 in Phop Phra, and 9,069 in Umphang. This estimate is based on a) the (unrealistic) assumption that there are no non-Thais in other education systems; and b) the inclusion of all children of any age, not just 7-15, enrolled in OBEC schools.

### **2.2 What are the profiles, needs and interests of OOSC (gender, age, schooling, socio-economic, work status, interest in education etc.)?**

The profiles, needs, and interests of OOSC (gender, age, schooling, work status, interest in education, etc.) have not yet been established and may not be established using the proposed mechanisms. Community health volunteers may be able to collect such data.

### **2.3 To what extent has existing government data been capturing the numbers and needs of OOSC (education, health, population, labour data sources)?**

Existing government education data have been capturing the numbers of visible OOSC who have dropped out year-on-year, although dropouts are likely still underreported as there is currently no way for the MOE to verify dropout data and enrolment projections submitted by each school in the country. Mechanisms are in place for OBEC schools to follow up on dropout students (visible OOSC) and gather information about their needs, although current data and mechanisms do not currently capture the needs of semi-visible and invisible OOSC. Moreover, these mechanisms do not seem to exist in other school systems, such as the MLCs, for example. Consultations were held with the director of the ONIE who indicated that they would be interested in working on a similar project for migrant learning centres.

Education data have not been capturing the numbers and needs of semi-invisible OOSC who are included on the MOI database. While PESAO Tak 2 in Tak Province informally receives information once per year about 4-years old from MOI to invite their parents to enrol them in school, it does not currently receive information about other school age children in their districts from the MOI. However, even MOI database is fundamentally limited in the data on the undocumented population that is not included. Approximately 30% of children enrolled in OBEC schools in PESAO Tak 2, Tak Province are undocumented (and are therefore assigned "G" numbers by the MOE), and it is not clear how many undocumented children reside in Tak Province. This invisible population of OOSC may be rendered semi-visible using MOPH disease surveillance data. This database is updated annually, with disease data updated monthly. Labour data, deemed to be incomplete and out of date, were not analysed during this study.

### **2.4 Given the current government structures, policies, budget and priorities, what are the specific steps and recommendations for scaling-up efforts to identify migrant OOSC across Thailand?**

Before scaling-up efforts nationwide, a second pilot survey should be conducted with a larger sample using the revised form. Efforts should also be directed toward encouraging horizontal data sharing and supporting analysis of the secondary data. While MOUs at the central level between the MOE and MOI, and the MOE and MOPH to formalise sharing of population data on school-age children would be preferable, the current government structures and on-going relationships between Save the Children and the MOI at the district level in Tak Province relating to the issuance of identity cards to "G" students may be the most appropriate place to start. Success in these districts could help to justify scaling up the relationship nationwide. To this end, meetings should be held between representatives of different stakeholders in the OOSC issue at the district level in Tak Province, including, but not limited to, the MOE, MOI, MOPH, Ministry of Social Development and Human Security (MSDHS), and civil society. The current CDO in Mae Sot District has expressed his willingness to the consultant team to cooperate in such an endeavour.

## Barriers to Access

### 3.1 What are the key barriers perceived by OOSC to education access?

Key barriers to access perceived by community representatives are mainly socio-economic, with many children working to help support their families. However, these barriers are not generalizable to the three districts included in the pilot survey, and further data collection would need to be conducted with a larger and more representative sample of schools in PESAO Tak 2.

### 3.2 What are the profiles, needs and interests of OOSC (gender, age, schooling, work status, interest in education etc.)?

The profiles, needs, and interests of OOSC have not been established.

## Recommendations

### Policy Recommendations to the Royal Thai Government

#### 1. Define the Term “Out-of-School Children”

The Royal Thai Government could consider defining the term “Out-of-School Children” for Thailand through an inclusive process involving all relevant governmental and non-governmental agencies.

#### 2. Improve Thailand’s Out-of-School Children Data System

The Royal Thai Government could consider committing to improving the country’s OOSC data system. This may include:

- a) MOI continuing efforts to ensure all residents of Thailand, Thai or non-Thai, are included in the Civil Registration database. This includes:
  - I) Issuing documentation to ethnic minorities, and
  - II) Registering irregular migrant workers and their dependents.
- b) MOE making a long-term commitment to strengthen the EMIS database. This is the repository for individual data of all children enrolled in schools nationwide.
 

The database could also include real-time data attendance checks.

A fully digitalised and centralised EMIS with individual data for students enrolled in schools under all educational pathways in Thailand would:

  - I) Make it much easier to establish the number of children in the country in school, and on a real-time basis.
  - II) Optimise the utilisation of MOE’s human resources, by, inter alia:
    - i) Reducing duplication of data collected by schools and ESAOs using different forms, such as the Por Tor forms, and Strength and Difficulty Questionnaires.

- ii) Allowing education officials to follow up on children who have dropped out or moved to another province at the click of a button, and thereby also eliminating the present need for ESAO officials to send letters to their counterparts in other ESAO offices around the country to follow up to see if a student who has dropped out of a school in their service area has turned up at another school somewhere else in the country.

- III) Help identify and support at-risk students. The MOE could also regularly submit the number of at-risk students to all schools and provide additional financial support to schools that help to support children at high risk of becoming OOSC and to prevent dropouts.

- c) The MOE may consider reviewing data collection tools and resources currently allocated to schools and ESAO offices to identify OOSC. This may include considering lessons learnt from a pilot research project conducted in Tak Province with a view to scaling up these practices nationwide. These include:

- I) Reviewing, consolidating, and digitalising data collection through Por Tor forms, other Por Tor forms, and Strength and Difficulty Questionnaires, as there may be significant overlap in the data collected.

- II) In particular, the Por Tor 04 form may be revised to include missing data relevant to understanding the OOSC issue in the local context and to collect data through a community survey rather than a household survey, since the latter is not effective with hard-to-reach and mobile populations. While this would yield less detailed information about individual OOSC, it could broaden the scope of the survey and institutionalise regular communication between schools and key ‘gatekeepers’ in the community such as kamnans, phuyaibaans, religious leaders, business owners, community health volunteers, and representatives of the non-Thai community, on the OOSC issue. This would encourage greater community ownership of the OOSC issue and help to identify hard-to-reach populations who may not appear in administrative data.

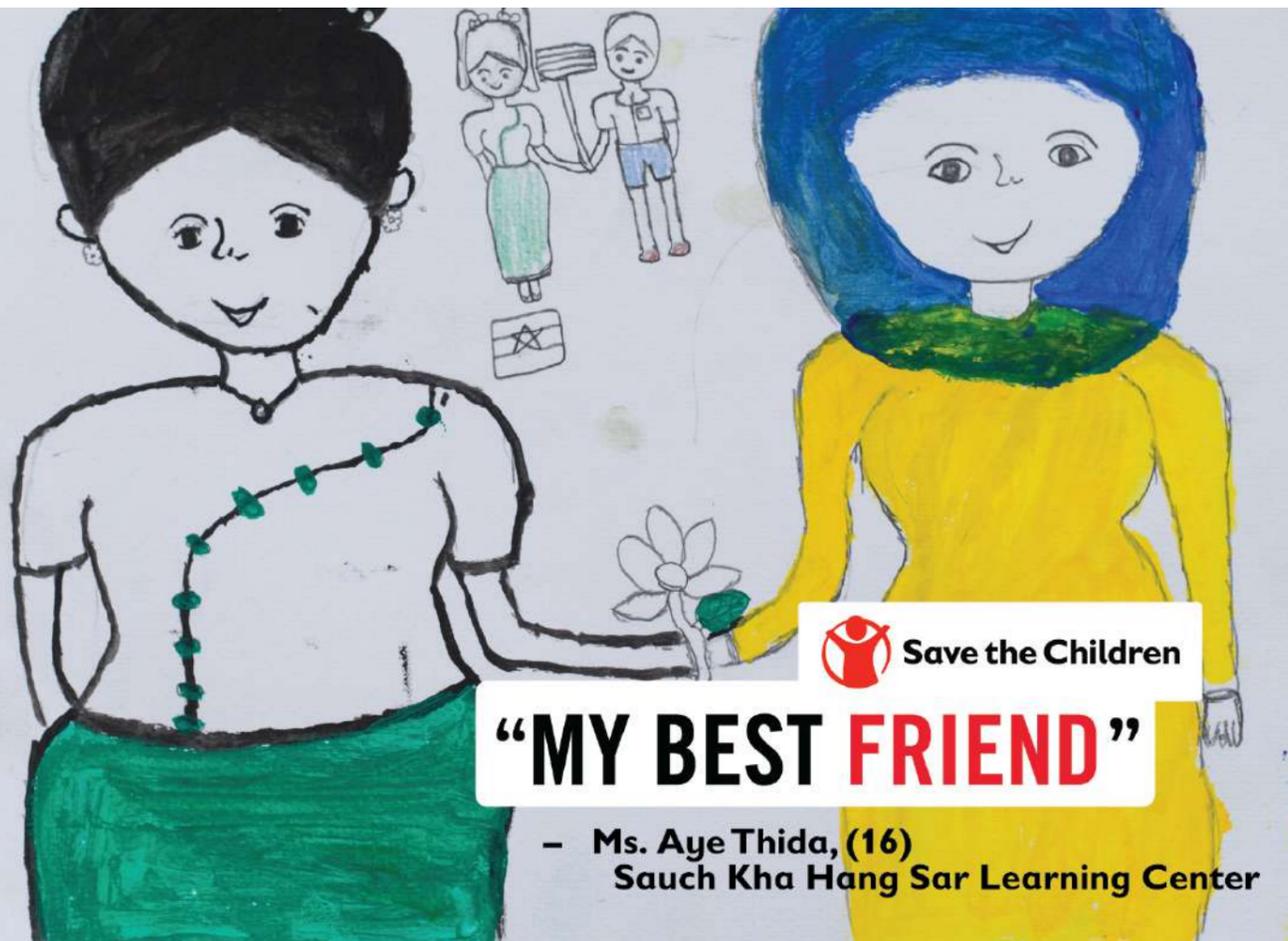
- III) The MOE could also consider allocating community liaison officers to schools who would be responsible for OOSC data collection and follow-up, and one dedicated staff per ESAO to supervise OOSC data collection and analysis.

#### 3. Formalise intra-governmental data sharing and collaboration

The Royal Thai Government could consider enhancing horizontal data sharing and collaboration between ministries, and vertical data sharing between authorities at the central, provincial, and district levels.

- a) Horizontal data sharing and collaboration between the MOI, MOE, and MOPH would allow the MOE to make the best use of existing data and save considerable resources. Arrangements may be formalised through inter-ministerial MOUs, preferably at the national level.
  - I) If the MOI and MOPH shared population data with the MOE, this would allow the MOE to cross check these data with school enrolment data to better estimate the number of OOSC in each and every Education Service Area (ESA) across Thailand.

- a. The MOE could then realign financial incentives for schools in those service areas so that they are encouraged to enrol OOSC into their schools.
    - i. This may involve disaggregating budget planning from a schools' annual projection of total student enrolment.
  - II) If all school-administrative agencies across Thailand shared individual data on children enrolled in school with the MOE, this would:
    - a. Enable the MOE to identify the number of dropout students and double counted students in all school-administrative agencies, public and private, across Thailand
    - b. Facilitate verification of the school budget allocation, especially the per-head school subsidy, ensuring that all funding is transferred to students accordingly, and avoid misallocation of resources to the same student enrolled at multiple schools
  - III) Sharing both population data and individual data would increase MOE efficiency by reducing administrative time and the workload burden currently placed on education personnel (teachers and ESAO staff) and enable better reporting on OOSC.
- b) Data on OOSC are currently sent to the Prime Minister's Office by the MOE. These data may also be shared vertically with provincial governors to facilitate local level planning through mechanisms such as the provincial education committees, who may have a deeper understanding of the context and budget at the local level.



## ANNEX 1 ORIGINAL POR TOR O4 FORM (ENGLISH TRANSLATION)

School Age Census Survey Form (Turning 7-16 years old) for children who is not enroll in school, outdrop, or who might be dropout

Office of the Basic Education Commission: OBEC

School ..... Code ..... District .....

### The Survey Form is for:

- (1) School age children who is not enrolling in school  
 (2) Dropout school children  
 (3) Children who is at risk to dropout

### 1. General Questions

#### 1.1 Personal Detail

Name ..... Surname ..... Sex ..... Date of Birth .....

Age ..... Religion .....

National ID

House Number ..... Address Street .....

Moo ..... Soi ..... Sub District .....

District ..... Province ..... Zip Code.....

Telephone ..... Studying in Grade .....

Father's Name ..... Mother's Name .....

#### 1.2 The Child's Status

- Thai Nationality  No Nationality  
Please specify ethnicity .....

- Migrant  
 Burmese  Laotian  Cambodian  Vietnamese  
 Other, please specify .....

#### 1.3 Family Status

- Father–Mother are together  Father passed away  
 Mother passed away  Divorced  
 Father and Mother don't live together

Number of Siblings ..... The Child is number .....

Number of siblings that have not enrolled in school .....

Number of siblings that is enrolling in school .....

Working ..... Family Income ..... Baht / Annually

### Father-Mother/Guardian's Occupation

- Government Officer  Farmer  Shopkeeper  
 Freelancer  Others, please specify .....

### Living with

- Father and Mother  Father  Mother  
 Relative  Others, please specify .....

### 1.4 Parent/Guardian's contact information

Name ..... Surname .....

House Number ..... Address Street .....

Moo ..... Soi ..... Sub District .....

District ..... Province ..... Zip Code.....

Telephone .....

Father's Name ..... Mother's Name .....

### 1.5 Contact for follow up in case the child's name in the House Registration cannot find the child

.....

### 2. The reason the child is not enrolled in school, dropout or enrolling school but might be at risk of dropout (Please select 3 choices that most relevant and put the choices in order)

#### (.....) Traveling Issue

- Living in remote and far away area  Living in a mountain /Island  
 Border area  Others, please specify .....

#### (.....) Health

- Chronic Illness  Contagious Diseases  
 Deadly Disease  Others, please specify .....

#### (.....) Disabilities

- Vision Impairment  Intellectual Disability  Hearing Impairment  
 Physical Disability  Speech and language Impairment  
 Others, please specify .....

#### (.....) The child is at risk of

- being at places that will have negative influenced on their moral  
 using/selling drugs  HIV/AIDS  
 Others, please specify .....

**(.....) Impact from disaster**

- Accidents such as fire       Natural Disaster such as Tsunami  
 Terrorist       Others, please specify .....

**(.....) Family's need**

- Take care sick father-mother       Move to other place with parents  
 Have to work to bring income to the family  
 Others, please specify .....

**(.....) Violations against school's rules**

- Got in a fight/ violate against the law       Sexual behavior  
 Married       Others, please specify .....

**(.....) Family's situation**

- No stable accomodation such as child on the street  
 Abandon in other people's care (not the father-mother)  
 Separated/Divorced family       Others, please specify .....

**(.....) Parent doesn't have enough income**

- Lack of daily expenses       Lack of school's supplies  
 Lack of food and cloth       Others, please specify .....

**(.....) Problem with adjusting in the society**

- Learning with teachers       Working and studying with friend  
 School environment       Others, please specify .....

**3. What to do to help the child to complete the Compulsory Education** *(please choose the 3 most important and list them in the order)*

**(.....) Provide accomodation**

**(.....) Provide scholarship**

**(.....) Provide basic needs**

1. School Uniform       2. School supplies  
 3. Lunch       4. Text books  
 5. .Transportation Fee

**(.....) Earn income while enrolling in school**

**(.....) Find foster family**

**(.....) Assist and refer the child to Special Education Program/other organization in order for the child to complete the Compulsory Education**

**(.....) Coordinate with organization that can provide help to the parents and the family related to employment**

**(.....) Provide transportation for the child**

**(.....) Provide Non-formal Education and Informal Education**

**(.....) Set a system to provide assistant for the child such as an effective school guidance counseller and tutoring program**

**(.....) Others, please specify .....**

ANNEX 2  
ORIGINAL POR TOR O4 FORM

แบบ พฐ.๐๔

**แบบสำรวจข้อมูลเด็กวัยการศึกษาภาคบังคับ  
(อายุย่างเข้าปีที่ ๗-๑๖ ปี) ที่ยังไม่ได้เข้าเรียน  
หรือเข้าเรียนแล้วแต่ออกกลางคัน หรือมีแนวโน้มว่าจะออกกลางคัน  
สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน**

โรงเรียน.....รหัส.....จังหวัด.....  
อำเภอ.....สำนักงานเขตพื้นที่การศึกษา.....

**แบบสำรวจสำหรับ**

๑. เด็กในวัยเรียนที่ยังไม่ได้เข้าเรียน  
 ๒. เด็กที่เข้าเรียนแล้วแต่ออกกลางคัน  
 ๓. เด็กที่กำลังเรียนอยู่แต่มีแนวโน้มว่าจะออกกลางคัน

**๑. ข้อมูลทั่วไป**

**๑.๑ ข้อมูลส่วนตัว**  
ชื่อ.....สกุล.....เพศ.....วัน/เดือน/ปีเกิด.....  
อายุ.....ปี ศาสนา.....  
เลขประจำตัวประชาชน - □□□-□□□□□-□□-  
อยู่บ้านเลขที่.....หมู่ที่.....ตรอก/ซอย.....ถนน.....  
ตำบล.....อำเภอ.....จังหวัด.....รหัสไปรษณีย์.....  
โทรศัพท์.....กำลังศึกษาอยู่ชั้น.....  
ชื่อบิดา.....ชื่อมารดา.....

**๑.๒ สถานภาพของเด็ก**

สัญชาติไทย  ไร้สัญชาติ  
(ระบุกลุ่มชาติพันธุ์).....

ต่างชาติ

พม่า  ลาว  กัมพูชา  
 เวียดนาม  อื่นๆ (ระบุ).....

แนวทางการดำเนินงานโรงเรียน สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน

**๑.๓ สถานภาพของครอบครัว**

บิดา-มารดา อยู่ร่วมกัน  บิดาถึงแก่กรรม  มารดาถึงแก่กรรม  
 หย่าร้าง  แยกกันอยู่  
จำนวนพี่น้อง.....คน เป็นบุตรลำดับที่.....  
ยังไม่ได้เข้าเรียน.....คน กำลังเรียนอยู่.....คน ทำงานแล้ว.....คน  
รายได้ของครอบครัว.....บาท/ปี

**อาชีพของ บิดา-มารดา/ผู้ปกครอง**

รับราชการ  เกษตร  ค้าขาย  
 รับจ้าง  อื่นๆ (ระบุ).....

**ปัจจุบันอาศัยอยู่กับ**

บิดา-มารดา  บิดา  มารดา  
 ญาติ  อื่นๆ (ระบุ).....

**๑.๔ สถานที่สามารถติดต่อผู้ปกครองได้สะดวก**  
ชื่อ.....สกุล.....  
บ้านเลขที่.....หมู่ที่.....ตรอก/ซอย.....ถนน.....  
ตำบล.....อำเภอ.....จังหวัด.....รหัสไปรษณีย์.....  
โทรศัพท์.....  
ชื่อบิดา.....ชื่อมารดา.....

**๑.๕ การประสานและติดตาม กรณีเด็กมีชื่อในทะเบียนราษฎรแต่ไม่มีตัว**  
ระบุ.....

แนวทางการดำเนินงานโรงเรียน สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน

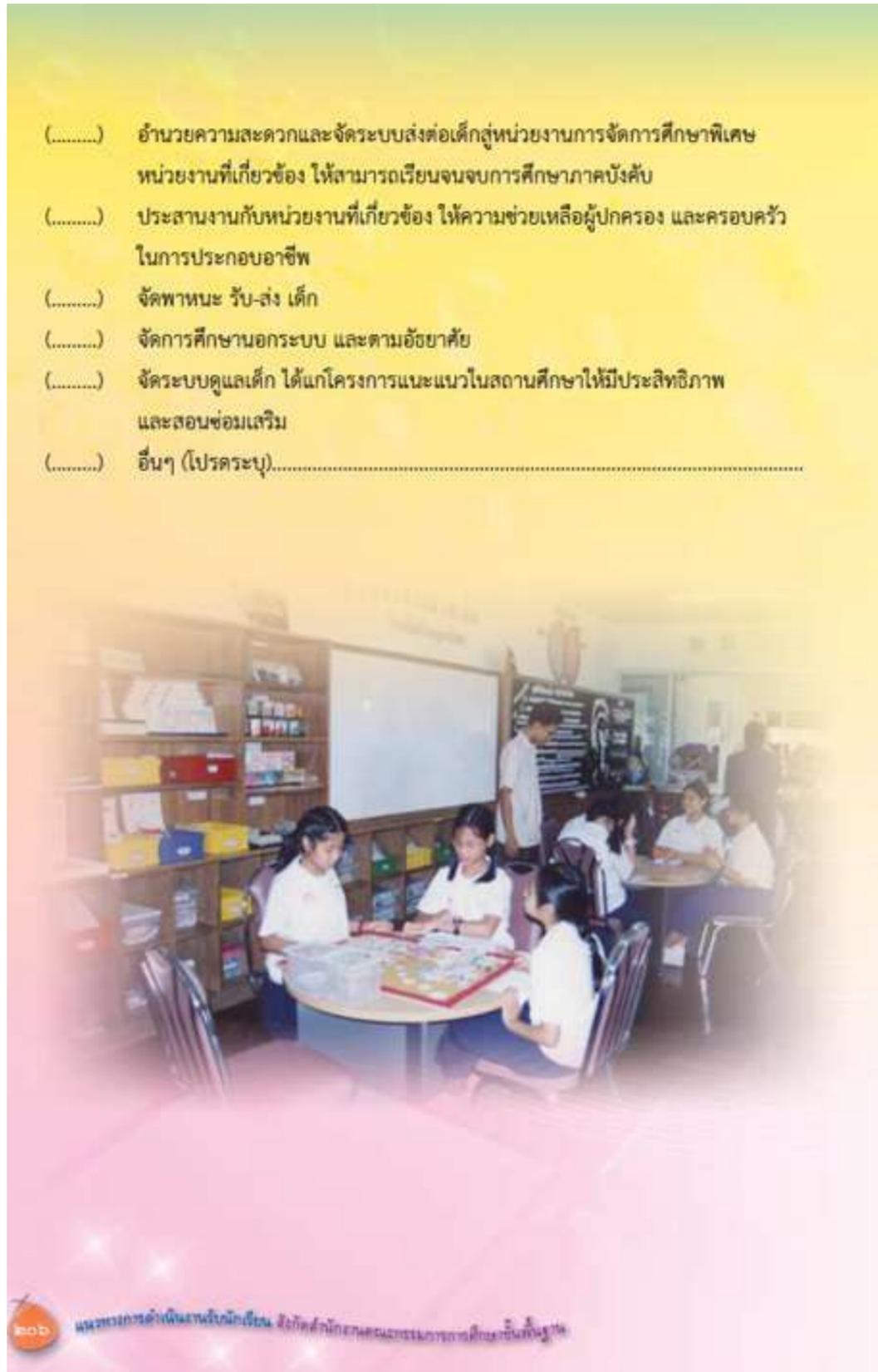
๒. สาเหตุที่ทำให้เด็กในวัยการศึกษาภาคบังคับไม่ได้เข้าเรียน หรือเข้าเรียนแล้ว แต่ออกกลางคัน หรือกำลังเรียนอยู่ แต่มีแนวโน้มว่าจะออกกลางคัน มีดังนี้ (เลือกสาเหตุที่สำคัญที่สุดไม่เกิน ๓ ข้อ และจัดลำดับความสำคัญหน้าข้อ)

- (.....) การคมนาคมไม่สะดวก
- |  |   |
|--|---|
| <input type="checkbox"/> อยู่ในถิ่นทุรกันดาร ห่างไกล | <input type="checkbox"/> อยู่ในพื้นที่ป่าเขา ภูเขา แก่ง |
| <input type="checkbox"/> รอยตะเข็บชายแดน             | <input type="checkbox"/> อื่นๆ (โปรดระบุ).....          |
- (.....) สุขภาพอนามัย
- |  |  |
|--|--|
| <input type="checkbox"/> เจ็บป่วย เรื้อรัง | <input type="checkbox"/> โรคติดต่อ             |
| <input type="checkbox"/> โรคเรื้อรัง       | <input type="checkbox"/> อื่นๆ (โปรดระบุ)..... |
- (.....) ความพิการ
- |  |   |
|--|---|
| <input type="checkbox"/> มีความบกพร่องทางการมองเห็น  | <input type="checkbox"/> มีความบกพร่องทางสติปัญญา |
| <input type="checkbox"/> มีความบกพร่องทางการได้ยิน   | <input type="checkbox"/> มีความบกพร่องทางร่างกาย  |
| <input type="checkbox"/> มีความบกพร่องทางการพูด/ภาษา | <input type="checkbox"/> อื่นๆ (โปรดระบุ).....    |
- (.....) อยู่ในกลุ่มเสี่ยง
- |   |  |
|---|--|
| <input type="checkbox"/> แหล่งอบายมุข/สถานบันเทิง | <input type="checkbox"/> แหล่งยาเสพติด         |
| <input type="checkbox"/> โรคเอดส์                 | <input type="checkbox"/> อื่นๆ (โปรดระบุ)..... |
- (.....) ได้รับผลกระทบจากภัยต่างๆ
- |  |   |
|--|---|
| <input type="checkbox"/> อุบัติภัย เช่น ไฟไหม้ | <input type="checkbox"/> ภัยธรรมชาติ เช่น ภัยสึนามิ |
| <input type="checkbox"/> ภัยจากผู้ก่อการร้าย   | <input type="checkbox"/> อื่นๆ (โปรดระบุ).....      |
- (.....) ความจำเป็นทางครอบครัว
- |  |  |
|--|--|
| <input type="checkbox"/> ต้องดูแลบิดา-มารดา ที่เจ็บป่วย          | <input type="checkbox"/> ต้องย้ายติดตามผู้ปกครอง |
| <input type="checkbox"/> ต้องทำงานเพื่อหารายได้มาจุนเจือครอบครัว |  |
| <input type="checkbox"/> อื่นๆ (โปรดระบุ).....                   |  |

- (.....) การประพฤติ ปฏิบัติขัดกับระเบียบของสถานศึกษา
- |   |  |
|---|--|
| <input type="checkbox"/> ก่อเหตุทะเลาะวิวาท และดองคดี | <input type="checkbox"/> ชู้สาว                |
| <input type="checkbox"/> มีคู่ครอง                    | <input type="checkbox"/> อื่นๆ (โปรดระบุ)..... |
- (.....) สภาพของครอบครัว
- |  |  |
|--|--|
| <input type="checkbox"/> ไม่มีที่อยู่เป็นหลักแหล่ง เช่น เด็กเร่ร่อน จรจัด      |  |
| <input type="checkbox"/> ถูกทอดทิ้งให้อยู่ในความอุปการะของผู้ที่มีโชติปา-มารดา |  |
| <input type="checkbox"/> ครอบครัวแตกแยก หย่าร้าง                               |  |
| <input type="checkbox"/> อื่นๆ (โปรดระบุ).....                                 |  |
- (.....) ผู้ปกครองมีรายได้น้อย ไม่พอเพียง
- |   |   |
|---|---|
| <input type="checkbox"/> ขาดแคลนทุนทรัพย์ในการดำรงชีพ | <input type="checkbox"/> ขาดแคลนอุปกรณ์การเรียน |
| <input type="checkbox"/> ขาดแคลนเสื้อผ้า อาหาร        | <input type="checkbox"/> อื่นๆ (โปรดระบุ).....  |
- (.....) ปัญหาการปรับสภาพตัวเองในสังคม
- |  |  |
|--|--|
| <input type="checkbox"/> การทำงาน การเรียน ร่วมกับเพื่อน | <input type="checkbox"/> การเรียนกับครู        |
| <input type="checkbox"/> สภาพแวดล้อมในโรงเรียน           | <input type="checkbox"/> อื่นๆ (โปรดระบุ)..... |

๓. ทำอย่างไรจึงจะทำให้เด็กได้เรียนจนจบการศึกษาภาคบังคับ (เลือกวิธีการที่สำคัญที่สุดไม่เกิน ๓ ข้อ และจัดลำดับความสำคัญหน้าข้อ)

- (.....) จัดหาที่พักให้เด็ก
- (.....) จัดหาทุนการศึกษา
- (.....) ปักจี้พื้นฐาน
- |  |  |
|--|--|
| <input type="checkbox"/> ๑. เครื่องแบบนักเรียน | <input type="checkbox"/> ๒. เครื่องเขียน |
| <input type="checkbox"/> ๓. อาหารกลางวัน       | <input type="checkbox"/> ๔. แบบเรียน     |
| <input type="checkbox"/> ๕. ค่าพาหนะไป-กลับ    |  |
- (.....) หารายได้ระหว่างเรียน
- (.....) จัดหาครอบครัวอุปถัมภ์



- (.....) อำนวยความสะดวกและจัดระบบส่งต่อเด็กสู่หน่วยงานการจัดการศึกษาพิเศษ  
หน่วยงานที่เกี่ยวข้อง ให้สามารถเรียนจนจบการศึกษาภาคบังคับ
- (.....) ประสานงานกับหน่วยงานที่เกี่ยวข้อง ให้ความช่วยเหลือผู้ปกครอง และครอบครัว  
ในการประกอบอาชีพ
- (.....) จัดพาหนะ รับ-ส่ง เด็ก
- (.....) จัดการเรียนการสอนระบบ และตามอัธยาศัย
- (.....) จัดระบบดูแลเด็ก ได้แก่โครงการแนะแนวในสถานศึกษาให้มีประสิทธิภาพ  
และสอนซ่อมเสริม
- (.....) อื่นๆ (โปรดระบุ).....

### ANNEX 3 REVISED POR TOR 04 FORM (ENGLISH)

#### Revised Por Tor 04 Form: Out of School Children Community Survey Pilot

Name of local school:  
School code (for DMC):  
Name of community:  
Name of enumerator:  
Date:

#### **Introduction**

All children in Thailand have the right to an education, but many are still not regularly attending school. Four organisations are working to gather better information about how many children are out of school, who these children are, and why they are not attending school. Tak Primary Education Service Area Office 2 is working with the Quality Learning Foundation, Thammasat University, and Save the Children Thailand to pilot a community survey to gather information about primary age children (7-15) in Tak Province who may be out of school, and to develop a tool that can be used elsewhere in Thailand. We would like to invite you to participate in this survey, which will take approximately 20 minutes. Any information you provide will be used by these organisations to better understand how many children are out of school, where they are, and what support they need, in order to inform education policy and planning so that more children can realise their right to education. There is a risk that people outside these organisations might see this information. You do not have to participate and you are free to stop at any time or to decline to answer any question.

Do you have any questions? Yes / No  
*If yes, take note of question and answer given.*

Do you agree to participate? Yes / No  
*Do not proceed if answer is "no".*

#### **Respondent**

Name:  
Telephone number:  
Role:  
*Please circle one*

- A. Community leader (Kamnan)
- B. Representative of school board
- C. Community health volunteer (under MOPH)
- D. Local business owner
- E. Representative of non-Thai community
- F. Religious leader
- G. Parent representative or school alumni
- H. NGO/civil society in the community

### Questions

- (1) How many children do you think there are in this community between 7-15 who have **never** enrolled in **any** school? Ask for an estimated number. Place an "x" in the box if respondent does not know or cannot answer.

		Male	Female
A	Thai children		
B	Ethnic minority children		
C	Children of migrant workers		

- (2) How many children do you think there are in this community between 7-15 who have been enrolled in a school at some point but have **not attended school in the last 30 days**?

		Male	Female
A	Thai children		
B	Ethnic minority children		
C	Children of migrant workers		

- (3) Of all those children in out of school or not attending regularly, how many have special needs? Write total number of children in right hand column. If children have more than one disability, identify them with the main one that stops them coming to school.

Disability	Male	Female
Visual impairment		
Hearing impairment		
Other physical disability		
Intellectual disability		

- (4) Why are these children not attending school?  
For each case below please tell me to how many children each applies.

- (a) There may be more than one reason why a child is not in school and one child may be counted several times.

- (b) Once all reasons have been listed, please rank the five most important reasons for children not coming to school or attending school regularly in this community, with 1= most important reason and 5 = least important.

	Reason child is not in school	Number of children		Rank (1-5)
		Male	Female	
Child related	Child is working			
	Child has physical disability			
	Child has intellectual disability			
	Child has other health problems			
	Child does not speak Thai			
Parent-related	Child does not get on with other students			
	Parents don't think child needs to go to school			
	Child is caring for sick parent(s) or sibling(s)			
	Family often moves for work			
	Parents don't know about the school			
School-related	School does not have enough teachers			
	School needs other resources to accept OOSC			
	School curriculum is not appropriate for child			
	Child would affect quality of education or school reputation			
	Other	Can't afford learning materials / school fees / uniform		
	There is no school nearby			
	There is no transportation to the school			
	Child does not have identity documents			
	No appropriate grades or language of instruction			
	The school they were enrolled in closed			
	Someone other than parents stop child going to school			
	Discrimination from other children / parents			

Other reason:

Please specify what the reason is, how many affected by it, and include in the ranking at (b).

Please use the following space to elaborate on / explain any key reasons that you believe children in this community are not coming to school or do not attend regularly:

(5) What help do children who are not currently in school or who are not attending school regularly need? (Examples= financial support, transportation, documentation/ID cards, a school for migrants, accessibility for children with special needs).

(6) Who is responsible in this community for helping out of school children return to school? E.g. Teachers at the local school, or village leaders, to help them come to school.

Continued on next page

**Please use this page to identify names and contact details for parent/guardian of children between 7-15 years old not currently in school.**

*If you do not have all the information, please fill out as much as you can.*

Family Name	Gender	Age	Last grade completed	Telephone number	Address (Optional)	Main reason for being out of school	What help is required to attend school

Is there anything else you would like to tell us about the issue of out of school children in your community?

Yes/ No

---



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---

Signature of respondent:

---

Signature of enumerator:

---

Please take a photo together and submit to Khun Sia

#### Contact details

Please contact the following people if you have any questions about the survey:

Sia Kukaewkasem 0932918818 (Thai) or Charlie Thame charliethame@me.com (English)

Please contact the following people if you would like to learn more about education opportunities:

Khun Pongsakorn [Official title and preferred method of contact]

## ANNEX 4 REVISED POR TOR 04 FORM (THAI)

### แบบสำรวจสำรวจเด็กนอกระบบโรงเรียนในชุมชน (ปรับปรุงมาจากแบบ พฐ.4)

ชื่อโรงเรียน:.....  
รหัส DMC โรงเรียน:.....  
อำเภอ:.....  
ผู้เก็บข้อมูล:.....  
วันที่:.....

#### ความเป็นมาและเหตุผล:

เด็กทุกคนที่อยู่ในประเทศไทยมีสิทธิในเรื่องการศึกษาภายใต้พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2545 และตามมติคณะรัฐมนตรี เมื่อวันที่ 5 กรกฎาคม พ.ศ. 2548 อย่างไรก็ตามถึงแม้จะมีความคืบหน้าในการสมัครเรียนของเด็กๆ แต่ก็ยังมีเด็กจำนวนมากที่ไม่ได้เข้าเรียนอย่างสม่ำเสมอ ข้อมูลที่เกี่ยวกับจำนวนเด็กนอกระบบโรงเรียน ว่าเด็กเหล่านี้คือใครและทำไมพวกเขาถึงไม่อยู่ในโรงเรียน เป็นข้อมูลที่จำเป็นที่จะต้องรู้ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาตากเขต 2 ได้ทำงานร่วมกับสำนักงานส่งเสริมสังคมแห่งการเรียนรู้และพัฒนาคุณภาพเยาวชน(สสค.) มหาวิทยาลัยธรรมศาสตร์และองค์กร Save the Children เพื่อนำร่องการทำแบบสำรวจในชุมชนเพื่อเก็บรวบรวมข้อมูลเด็กที่อยู่ในวัยประถมศึกษา (7-15 ปี) ที่ไม่ได้อยู่ในโรงเรียนในพื้นที่จังหวัดตากที่ และเพื่อพัฒนาเครื่องมือที่สามารถใช้ในพื้นที่อื่นๆในประเทศไทย ทางเราอยากขอความร่วมมือจากท่านในการทำแบบสำรวจ ซึ่งแบบสำรวจนี้จะใช้เวลาไม่เกิน 20 นาที ท่านสามารถปฏิเสธที่จะไม่ทำแบบสำรวจ หรือหยุดทำแบบสำรวจได้ทุกเมื่อที่ท่านต้องการหรือปฏิเสธที่จะไม่ตอบคำถามใดๆ อย่างไรก็ตามข้อมูลจากท่านจะช่วยให้เด็กอีกหลายคนที่จะได้เข้าโรงเรียนอีกทั้งจะยังช่วยให้ทางโรงเรียนในท้องถิ่นของท่านได้รับการสนับสนุนที่พวกเขาต้องการ

คุณมีคำถามหรือไม่  มี / ไม่มี  
ถ้ามี ให้เขียนคำถามและคำตอบที่ให้ได้

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คุณตกลงที่จะทำแบบสำรวจ  ใช่ / ไม่  
ถ้าคำตอบคือ "ไม่" หยุดการทำข้อต่อไป

#### ผู้ให้ข้อมูล

ชื่อ: .....  
เบอร์โทรศัพท์:.....  
ตำแหน่ง:.....

โปรดวงกลมเพียงหนึ่งข้อ

- A. ผู้นำชุมชน(กำนัน/ผู้ใหญ่บ้าน)
- B. ผู้แทนคณะกรรมการสถานศึกษา
- C. อสม.
- D. เจ้าของโรงงาน/เจ้าของธุรกิจ
- E. ผู้แทนจากชุมชนข้ามชาติ
- F. ผู้นำทางศาสนา
- G. ผู้แทนผู้ประกอบการ หรือ ศิษย์เก่าโรงเรียน
- H. องค์กรเอกชน (NGO) หรือกลุ่มประชาสังคมจากชุมชน

**คำถาม**

1. มีเด็กอายุระหว่าง 7-15 ปี ที่คนในชุมชนของท่านที่ยังไม่เคยเข้าโรงเรียนใดเลยให้ถามตัวเลขประมาณ จำนวนเด็กถ้าตอบว่าไม่ทราบหรือตอบไม่ได้ให้กากบาทในช่องว่าง

ข้อ	กลุ่มเป้าหมาย	ชาย	หญิง
ก	เด็กไทย		
ข	เด็กชาติพันธุ์		
ค	เด็กข้ามชาติ		

2. มีเด็กอายุระหว่าง 7-15 ปีที่คนในชุมชนของท่านที่เข้าโรงเรียน แต่ไม่ได้มาเรียนนานเป็นเวลา 30 วันที่ผ่านมา

ข้อ	กลุ่มเป้าหมาย	ชาย	หญิง
ก	เด็กไทย		
ข	เด็กชาติพันธุ์		
ค	เด็กข้ามชาติ		

3. จากจำนวนเด็กที่ถึงเกณฑ์เข้าเรียนแต่ไม่ได้เข้าเรียนหรือเด็กที่ไม่เข้าเรียนประจำมีเด็กพิเศษกี่คน

	สาเหตุที่เด็กไม่เข้าโรงเรียน	จำนวนนักเรียน		เรียงลำดับจาก 1-5
		ชาย	หญิง	
(1) สาเหตุที่เกิดจากเด็ก	เด็กทำงาน			
	เด็กมีความบกพร่องทางร่างกาย			
	เด็กมีความบกพร่องทางสติปัญญา			
	เด็กมีปัญหาสุขภาพอื่นๆ			
	มีเด็กไม่สามารถพูดภาษาไทย			
	เด็กไม่สามารถเข้ากับนักเรียนคนอื่น			
(2) สาเหตุที่เกิดจากบิดามารดา/ผู้ปกครอง	บิดามารดา/ผู้ปกครองคิดว่าเด็กไม่จำเป็นต้องไปโรงเรียน			
	เด็กต้องดูแลบิดามารดา/ผู้ปกครองหรือพี่น้องที่ไม่สบาย			
	ครอบครัวย้ายที่อยู่เป็นประจำ			
	ผู้ปกครองหรือบิดามารดาไม่รู้ข้อมูลเกี่ยวกับโรงเรียน			
(3) สาเหตุที่เกิดจากโรงเรียน	โรงเรียนมีครูไม่พอ			

	โรงเรียนต้องการทรัพยากรในการรับเด็ก OOSC (เช่น ห้องเรียน นมโรงเรียน อาหารกลางวัน)			
	หลักสูตรของโรงเรียนไม่เหมาะกับเด็ก			
	การเข้าเรียนของเด็กอาจจะส่งผลกระทบต่อคุณภาพการศึกษาหรือภาพลักษณ์ของโรงเรียน			
(4) สาเหตุอื่นๆ	ไม่มีเงินในการซื้ออุปกรณ์การเรียน/ซื้อชุดนักเรียน/จ่ายค่าเล่าเรียน			
	ไม่มีโรงเรียนที่อยู่ใกล้บ้าน			
	ไม่มียานพาหนะในการไปโรงเรียน			
	เด็กไม่มีเอกสารการแสดงตัว			
	ไม่มีชั้นเรียนที่เหมาะสมกับเด็กหรือภาษาที่เด็กเข้าใจ			
	โรงเรียนที่เด็กเคยเรียนถูกปิด			
	บุคคลอื่นที่ไม่ใช่บิดามารดาหรือผู้ปกครองไม่ให้เด็กไปโรงเรียน			
	ถูกเลือกปฏิบัติจากเด็กหรือผู้ปกครองคนอื่น			

4. ให้เขียนจำนวนตัวเลขทั้งหมดลงช่องว่างทางขวามือ ถ้าเด็กมีความบกพร่องมากกว่าหนึ่งให้ระบุเฉพาะความบกพร่องหลักที่เป็นอุปสรรคที่ทำให้เด็กไม่สามารถมาโรงเรียนได้

ความบกพร่อง	ชาย	หญิง
มีความบกพร่องทางการมองเห็น		
มีความบกพร่องทางการได้ยิน		
มีความบกพร่องทางร่างกายอื่นๆ		
ความบกพร่องทางสติปัญญา		

5. สาเหตุที่เด็กไม่ได้เข้าเรียน โปรดระบุจำนวนเด็กในแต่ละสาเหตุ

ก. อาจจะมีหลายสาเหตุที่เด็กหนึ่งคนไม่เข้าโรงเรียนและเด็กคนหนึ่งอาจจะถูกนับซ้ำหลายครั้ง หลังจากกรอกจำนวนในแต่ละช่องเรียบร้อยแล้ว โปรดเรียงลำดับสาเหตุจากมากไปหาน้อย เป็นระดับ 1-5 ที่เด็กในชุมชนนี้ไม่เข้าเรียนหรือเข้าเรียนแต่ไม่สม่ำเสมอ โปรดเลือกแค่ 5 สาเหตุ โดย 1 เป็นสาเหตุหลักที่เด็กไม่เข้าเรียนหรือเข้าเรียนแต่ไม่สม่ำเสมอ และ 5 ไม่ได้เป็นสาเหตุหลักที่เด็กไม่เข้าเรียนหรือเข้าเรียนแต่ไม่สม่ำเสมอ

เหตุผลอื่นๆ .....

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โปรดระบุสาเหตุและบอกจำนวนเด็กว่ามีกี่คนที่ไม่เข้าโรงเรียนเพราะสาเหตุนั้นๆ และเรียงลำดับของแต่ละสาเหตุใน (ข.) โปรดใช้พื้นที่ด้านล่างเพื่ออธิบายสาเหตุที่ท่านคิดว่าเป็นสาเหตุหลักที่ทำให้เด็กในชุมชนของท่านไม่เข้าโรงเรียน หรือไปโรงเรียนแต่ไม่สม่ำเสมอ:

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6. เด็กที่อยู่นอกระบบโรงเรียนหรือเด็กที่เข้าเรียนไม่สม่ำเสมอต้องการความช่วยเหลือในด้านใดบ้าง (เช่นความช่วยเหลือทางการเงิน ความช่วยเหลือในการรับส่ง ความช่วยเหลือด้านเอกสาร/บัตรประจำตัวโรงเรียนข้ามสำหรับเด็กข้ามชาติ การเข้าถึงของเด็กที่มีความต้องการพิเศษ)

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7. ใครในชุมชนของท่านมีหน้าที่รับผิดชอบในการให้ความช่วยเหลือเด็กนอกระบบโรงเรียนได้เข้าเรียน เช่น ครูในโรงเรียนในชุมชน หรือ ผู้นำชุมชน มีหน้าที่ให้ความช่วยเหลือเด็กให้เข้าโรงเรียน

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**โปรดใช้ตารางด้านล่างเพื่อกรอกชื่อและรายละเอียดข้อมูลติดต่อของบิดามารดา/ผู้ปกครองของเด็กอายุ 7-15 ปีที่ยังไม่ได้เข้าโรงเรียน**

ถ้าไม่สามารถกรอกข้อมูลทั้งหมดได้ ให้กรอกข้อมูลเท่าที่มีให้ได้มากที่สุด

ชื่อนามสกุล	เพศ	อายุ	ชั้นสุดท้ายที่เรียน	เบอร์โทรศัพท์	ที่อยู่ (ถ้ามี)	เหตุผลหลักที่เด็กไม่ได้เข้าโรงเรียน	ความช่วยเหลือที่เด็กต้องการ เพื่อให้เด็กสามารถเข้าโรงเรียน

มีข้อมูลอะไรที่ท่านต้องการเพิ่มเติมเกี่ยวกับปัญหาเด็กนอกระบบโรงเรียนในชุมชนของท่าน

มี/ ไม่มี

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ลายเซ็นผู้ให้ข้อมูล: .....

ลายเซ็นผู้เก็บข้อมูล:.....

\*\*โปรดถ่ายรูปคู่กับผู้ให้ข้อมูลและส่งรูปมาให้คุณเซียะ ทางไลน์หรือ ที่ sia.kukaewkasem@gmail.com

**Contact details**

ถ้าท่านมีคำถามหรือข้อสงสัยเกี่ยวกับแบบสำรวจสามารถติดต่อ

คุณเซียะ กูแควทเกษ 0932918818 (ภาษาไทย) หรือ อาจารย์ชาลี เรมcharliethame@me.com (ภาษาอังกฤษ)

ถ้าต้องการข้อมูลเพิ่มเติมในเรื่องโอกาสทางการศึกษาโปรดติดต่อ

คุณพงษ์กรณ์ทองคำ ผู้อำนวยการกลุ่มส่งเสริมการจัดการศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาตาก เขต 2 เบอร์โทรศัพท์ 055-536548 ต่อ 115

**ANNEX 5  
MOI AND MOE DATA FOR 2015**

District	MOI Database	OBEK	Vocational School	Private School	MOI School	Others	OOSC	Percent (%)
Tak Province	81,323	51,107	8	9,016	7,092	3,986	10,114	12.44
Tha Song Yang	15,561	8,294	2	389	0	2,174	4,702	30.22
Baan Tak	4,781	3,892	0	712	0	49	128	2.68
Pop Phra	12,970	10,028	0	1,459	299	56	1,128	8.70
Muang Tak	10,488	7,319	0	1,713	1,340	64	52	0.50
Mae Ra Mad	7,803	4,620	1	480	391	797	1,514	19.40
Mae Sot	15,371	7,559	3	2,441	4,893	116	359	2.34
Wang Jao	4,698	2,988	2	1,333	0	28	347	7.39
Sam Ngao	3,057	2,641	0	318	0	29	69	2.26
Umphang	6,594	3,766	0	171	169	673	1,815	27.53

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