

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Fourth Annual Interdisciplinary Conference on
Human Trafficking, 2012

Interdisciplinary Conference on Human
Trafficking at the University of Nebraska

10-2012

Human Trafficking and Education: a Qualitative Case Study of Two NGO Programs in Thailand

Robert Spires

University of Georgia, robertspires@charter.net

Follow this and additional works at: <https://digitalcommons.unl.edu/humtrafconf4>

Spires, Robert, "Human Trafficking and Education: a Qualitative Case Study of Two NGO Programs in Thailand" (2012). *Fourth Annual Interdisciplinary Conference on Human Trafficking, 2012*. 8.
<https://digitalcommons.unl.edu/humtrafconf4/8>

This Conference Proceeding is brought to you for free and open access by the Interdisciplinary Conference on Human Trafficking at the University of Nebraska at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Fourth Annual Interdisciplinary Conference on Human Trafficking, 2012 by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Human Trafficking and Education: a Qualitative Case Study of Two NGO Programs in Thailand

Written by:

Major Professor:

Committee:

Robert Spires

Dr. Diane Napier

Dr. John Napier

Dr. Larry Nackerud

Dr. Jay Rojewski

University of Georgia
Social Foundations of Education

- Human Trafficking is a world-wide social justice and human rights issue.
- Little is known about micro-level actors, particularly NGOs with educational components, working to prevent human trafficking and protect victims and at-risk populations.

The Problem

- Interest and research in human trafficking is growing.
- Data in the field are NOT reliable, comparable, generalizable (Laczko, 2006).
- Most studies are macro-level (national, international)

The need for more research

- Micro-level practitioners gain perspective on ways to incorporate educational components into their prevention work, and navigate complex contextual factors.
- Macro-level practitioners gain perspective on NGOs and micro-level issues faced by NGOs.

Significance of the Research

1. What are the basic characteristics or features of two NGOs in Thailand?
2. What are the processes, interactions and issues of two NGOs in Thailand?
3. How do these processes, interactions, issues and features impact students, teachers and staff?
4. What contextual factors impact students?
5. How do these contextual factors impact students?

Research Questions

Research Questions	Rationale	Sources/Data Types	Analysis for all 5 questions
1. What are the basic characteristics and features of two NGOs in Thailand?	Gaining teachers, staff and students perspectives on processes, interactions, issues and features may give a broader perspective.	-Interviews of students, staff, teachers, including transcripts and related memos - Observations of students, staff, teachers, including field notes and memos -Photos -Documents	Constant Comparative Method (Glaser and Strauss, 1967) - informal content analysis and coding using themes and patterns throughout the research process. Converging and diverging themes (Patton, 2002) Qualitative visual analysis of photos and documents for evidence of thematic findings, content and contextual details (Knoblauch, Baer, Laurier, Petschke, & Schnettler, 2008)
1. What are the processes, interactions and issues of two NGOs in Thailand?	Strategies that staff and teachers use to keep students in school may shed light on the issues that the students, teachers and staff face.	-Interviews of students, staff, teachers, including transcripts and related memos - Observations of students, staff, teachers, including field notes and memos -Photos -Documents	
1. How do these processes, interactions, issues and features impact students, teachers and staff?	Large numbers of kindergarteners attend the DEPDC school and the number of students decrease as the grade level increases leaving few in grade six to complete the program. CPDC also has difficulty retaining children, particularly older children.	-Interviews of students, staff, teachers, including transcripts and related memos - Observations of students, staff, teachers, including field notes and memos -Photos -Documents	
1. What contextual factors impact students?	Issues at work in the broader community may influence student's educational choices	-Interviews of students, staff, teachers, including transcripts and related memos - Observations of students, staff, teachers, including field notes and memos -Photos -Documents -Literature review	
1. How do these contextual factors impact students?	Issues at work in the broader community may influence student's educational choices	-Interviews of students, staff, teachers, including transcripts and related memos - Observations of students, staff, teachers, including field notes and memos -Photos -Documents -Literature review	

Research Matrix

- Laczko, F. (2005). Introduction: Data and Research on Human Trafficking. In F. Laczko, and E. Gozdzia, (Eds.). *Data and Research in Human Trafficking: a Global Survey*.
International Migration
 - Outlines the state of human trafficking research

Literature Review

- Typical current research:
 - “Snapshots”
 - “Guesstimate”
 - National and International level studies
 - Journalistic exposés
 - Policy focused
- Globalization and Education
 - International and comparative education
 - Post-colonial studies

Literature Review continued...

- Qualitative Case Study
 - Comparative two-site case study of Two Thai NGOs with education components
- Data
 - Interviews of students, teachers and staff
 - Field notes of observations at the sites and around Thailand
 - Photographs of locations and Thai context
 - Documents provided by NGOs
 - Memos on transcripts, field notes, documents

Methodology

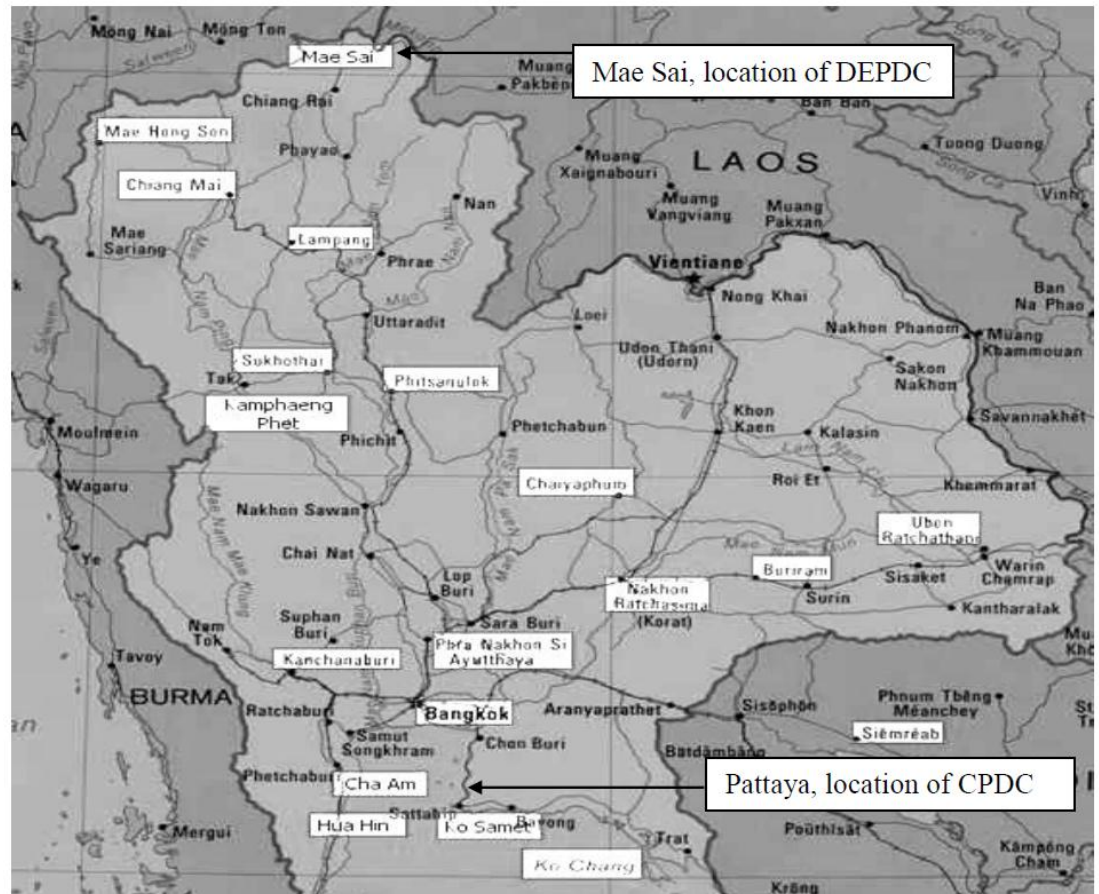


- Settings: Mae Sai and Pattaya
 - Comparative aspects of locations and contexts
 - Comparative aspects about programs and educational components
 - Comparative aspects of populations served
- Sampling of locations and interviewees:
 - Teachers and Staff at both locations
 - Children approximately 10 years old and older

Methodology continued...

- Main site: Development and Education Programme for Daughters and Communities (DEPDC) located in Northern Thailand in Mae Sai on the border of Myanmar

Settings





Akha hill tribe village where at-risk children originate

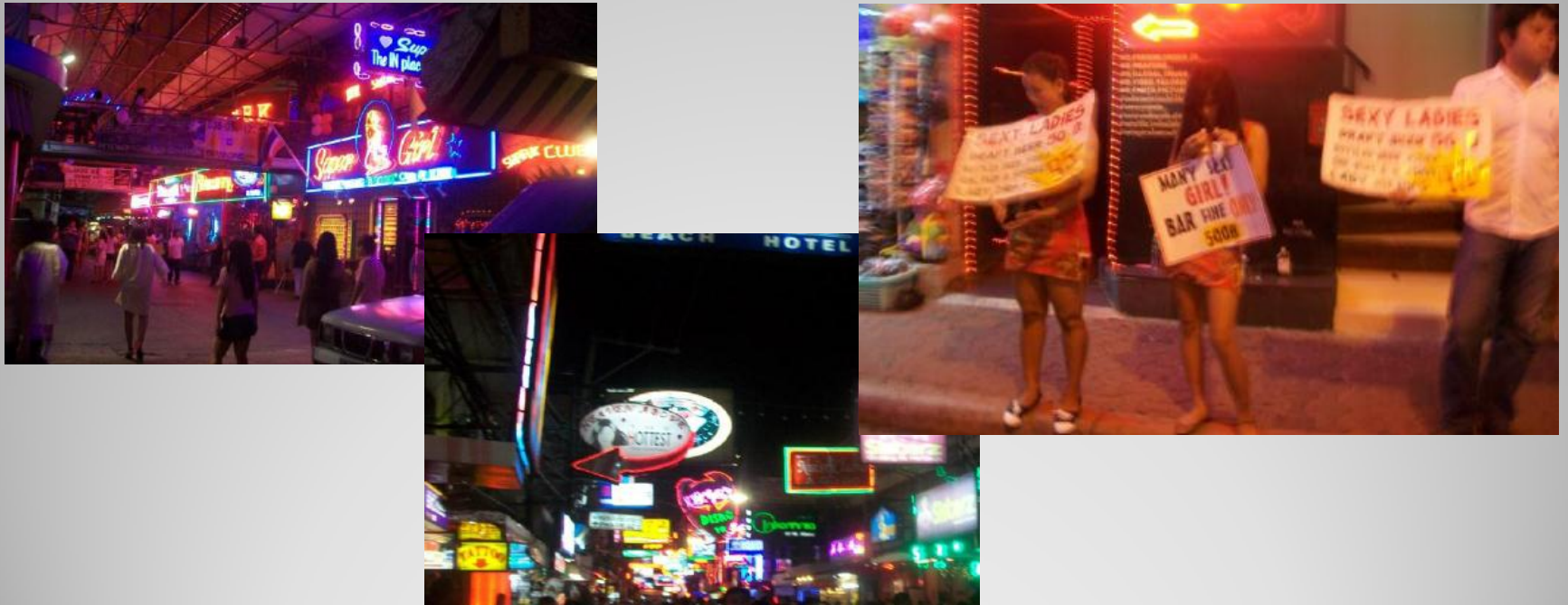


Music Class at DEPDC's Patak Half Day School, Mae Sai Thailand



Thai Language Class, DEPDC

- Secondary Site: Children's Protection and Development Center (CPDC) in Pattaya Thailand on the Southeastern coast
 - Notorious sex tourist destination



Settings continued...



CPDC's shelter, 2009



CPDC construction, 2010



CPDC's completed shelters, 2011

- Constant Comparative Method (Glaser and Strauss, 1967)
- Inductive reasoning
- Case Study
 - Open Coding (Patton, 2002; Creswell, 2007)
 - Focused Coding (Charmaz, 2006)
 - developing categories (Strauss and Corbin, 2008)
 - refining categories into thematic findings (Glaser and Strauss, 1967)

Data Analysis

- Basic descriptions of both NGOs
 - Programs
 - Curriculum
- Changes over time at both NGOs
 - Groups of children served
 - Program changes
 - Funding issues
 - General goals
 - Facilities
 - Accreditation

Two-site Case Study

- Problems
 - Statelessness
 - Poverty
 - Other Problems: family problems, family pressure to work, border issues, language issues, funding issues, community/social pressure to work, staff retention issues, mental health, government accreditation, cultural barriers
- Benefits for children
 - Literacy, life skills, protection, opportunity and access, care, confidence, free, relationships
- Goals
 - Education Goals
 - Work Goals
 - Altruistic Goals

Thematic Findings

Findings

Theme	Sub-Theme	Number of instances in the data Teachers and staff	Number of instances in the data Students
Problems		99 (total)	91 (total)
	Statelessness	21	6
	Poverty	6	25
	Other Problems	72 (total)	62 (total)
	Family problems	7	14
	Family pressure to work	9	11
	Border issues	4	8
	Language issues	7	8
	Funding issues	2	5
	Community/social pressure for children to earn money	2	0 (2 from translator)
	Staff retention issues	8	8
	Mental health, behavior, learning issues of students	17	4
	Government accreditation of program	13	0
	Cultural barriers	3	2
Benefits		83 (total)	142 (total)
	Literacy	11	14
	Learn life skills	22	20
	Protection	9	10
	Opportunity and access	13	57 (17 specifically used the word opportunity)
	Care	3	13
	Confidence	3	1
	Free	22	29
	Build relationships	11	12
Goals		32 (total)	45 (total)
	Education goals	7	29
	Work goals	9	11
	Altruistic goals	16	5

- Change
- Fear
- Vulnerability

Interwoven Threads

- Millenium Development Goals
- Education For All Goals
- The work of NGOs in Thailand, world-wide
- Human trafficking policy vs practice
- Immigration policy

Universal Issues

- DEPDC's education program went through grade 6 and did not transition students well to Thai government schools
 - High dropout rate for Patak Half Day School
- CPDC only stabilized students temporarily and transitioned children to partner government schools
 - High retention rate of children
 - Successfully placing students in work opportunities with partners, education options such as technical/vocational school

Differences between findings at both sites

- Two NGOs in different contexts
- Translation
- Time in the field

Limitations

- More research on human trafficking NGOs
- Other ways education is used as prevention and protection
- Longitudinal work on individual students
- Link between social media and human trafficking

Future Research