

HWAY KA LOKE BOARDING SCHOOL

**SKILLS, CAPACITY, AND LEADERSHIP DEVELOPMENT
FOR AN ETHNIC COMMUNITY FROM MYANMAR**

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ACRONYMS

AIESEC	Association internationale des étudiants en sciences économiques et commerciales
BMTA	Burmese Migrant’s Teacher Association
CDC	Children’s Development Center
CTDCEP	Coordination Team for Displaced Children’s Education and Protection
HKL	Hway Ka Loke
MOE	Ministry of Education
NLD	National League for Democracy
PTA	Parents Teacher Association
SIPA	School of International and Public Affairs
UKAid	United Kingdom Aid
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
USAID	United States Agency for International Development
WWM	Women with A Mission
YCF	YouthConnect Foundation

EXECUTIVE SUMMARY

The situation for ethnic minorities in Myanmar has been volatile for decades, whether due to violence and conflict, or due to a lack of educational and economic opportunities. The Karen ethnic minority are one such group facing ongoing challenges in Myanmar. Residing in the east part of Myanmar, many have fled to the western part of Thailand and live there as refugees or migrants. As a town in western Thailand, Mae Sot is home to many migrant learning centers, where Karen parents send their children for an affordable, accessible education.

Hway Ka Loke (HKL), our client, is one such migrant learning center, providing shelter, food, education, and protection for Karen children from Myanmar. Because HKL was started by an individual who merely wanted to support migrant children, it has been running on donations. In addition to various constraints of legal issues, cultural tensions, and language barriers, HKL faces urgent challenges, such as limited funding and human capital constraints.

Initially, the project did not have a defined objective, and the team was ready to adjust project goals according to HKL's needs. Research started with general preliminary desk review, which led into a comprehensive needs assessment conducted in Mae Sot in January. The needs assessment and subsequent problem definition process revealed that HKL faces unstable funding sources and limited human resources. A new objective was defined: to develop the skills, leadership, and capacity necessary for HKL to survive and thrive sustainably in spite of imminent funding challenges. To provide recommendations for such a goal, the team conducted a second trip to Mae Sot, interviewing stakeholders and conducting capacity assessment workshops to test our hypothesis about capacity building at HKL. After the second trip, we analyzed the data gathered and synthesized the findings to produce the final recommendations.

From the two field research trips, we discovered a complex context surrounding HKL, with stakeholders ranging from the school level to the international level. Although HKL faces urgent funding shortages and human capital constraints, there are many internal and external players that can help HKL develop its human resources and capacity. In turn, enhanced human resources and capacity empowers HKL to overcome funding shortfalls.

Specifically, we recommend four measures for HKL to become sustainable in the long-term:

- Reallocating tasks to older students and teachers at HKL to expand capacity
- Adopting “snowflake leadership” model in recruiting process
- Exploring potential promising donor markets and reshaping the narrative of fundraising strategy
- Deepening and developing mentorships with locally-based professional organizations for the interest of financial management, fundraising, leadership, and marketing

Because the situation of many migrant learning centers in Mae Sot are similar to that of HKL, these recommendations may be potentially applicable to schools beyond HKL; however, a

contextual analysis must first be conducted to understand which recommendations apply. We hope that this report and our findings may serve as a resource for HKL, and potentially other migrant learning centers. Given the imminent challenges faced by migrant learning centers, we find that our recommendations can guide schools in achieving long-term sustainability in the future.

INTRODUCTION

Migrant populations from Myanmar are one of the most vulnerable groups in Thailand today. Political instability, enhanced by a lack of economic and educational opportunities, have been the main factors driving Burmese citizens to flee the country and seek better opportunities in its neighboring country. However, life in Thailand is not always easy. Migrants still face great challenges in exploitation, discrimination, and comprehensive support from the Thai government. Among these migrants, children are one of the most vulnerable targets. Many migrant children grow up in a situation of uncertainty regarding their education, opportunities, and livelihoods—such constraints greatly affect the ability of children to pursue their hopes, dreams, and aspirations. In areas with high concentrations of migrant populations, like Mae Sot, provision of education has long taken center stage in the discussion surrounding migrant children in Thailand. Although the Thai government has policies in place to accept all children into school regardless of nationality, there are still barriers of entry for migrant children to attend Thai schools.

Migrant learning centers have been the solution to this problem of limited access to education. However, due to the fact that learning centers are not funded by the Thai government, they lack stable financial resources and are highly reliant on external funding from donors. The change in the funding landscape, combined with limited marketing and communication strategies, have made securing funding even harder for the learning centers.

Our client, Hway Ka Loke Boarding School (HKL), is one of the centers that has faced these challenges. In order to support the school in developing its long-term sustainability and ensure its survival, it is critical to identify the main priorities, analyze the causes, and provide some recommendations for the school to address these challenges.

THE CLIENT

Hway Ka Loke Boarding School

Hway Ka Loke School (HKL) is a boarding school located in the Mae Sot district of Tak province in northwestern Thailand. The school was founded in 2000 along the Thai-Myanmar border; at the core of its inception were the goals of providing shelter, basic needs, food, education, protection, and safety for refugee children from Myanmar.

Mae Sot district is an area where a large population of ethnic minorities from Myanmar reside. With previous decades of fighting and violence in the hometowns of many ethnic communities, the number of internally displaced people in this border area have continuously increased. Among these displaced persons, children are one of the most vulnerable target groups. Some parents send their children across Thai-Myanmar border in hopes to improve their offspring's quality of life, while others migrate to Thailand with their children in order to find better jobs. In addition, basic education in Myanmar is not affordable for all students. As the

numbers of children from Myanmar increased, various schools were founded in the area to provide high-quality, affordable education for migrant children. HKL is one of the 60 migrant learning centers in Mae Sot, founded on the premise of providing equal opportunities and livelihoods for migrant children.

The school currently has 200 enrolled students from kindergarten to ninth grade, while around 150 students live at the school's boarding house. Most of the students are Karen (99 percent), while 60 percent are Christian, and 30 percent are Buddhist. The school has 18 volunteer teachers who teach English, Thai, and Burmese for the children. The school mostly relies on grants and donations. One of the largest contributors and supporters during the last 10 years is "Women with a Mission," a nonprofit organization founded in Thailand by three expatriates, whose mission was to provide access to services and resources to disabled and underprivileged families and children in Thailand (Women With a Mission n.d.).

The school sees great promise and opportunity in these children. With the education and livelihood opportunities at HKL and their own experience in displacement, the school strongly believes that these children possess the potential to become community or national leaders. Apart from providing basic education and basic needs for the student, the school aims to support students in pursuing their dreams by expanding their access to opportunity.

As a school for displaced ethnic minorities from Myanmar, HKL Boarding School represents access to key resources and opportunities for refugee children. Not only does the school improve the student's access to education, but it also offers a space where students can grow and thrive to their full intellectual, emotional, and social potential. Empowering them to take the lead is therefore a crucial step in supporting them in realizing their capacity.



BACKGROUND

Overall Migrant and Refugee Situation in Thailand

According to UNHCR, refugee is defined as “...someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries” (USA for UNHCR 2017). With the internal conflict and violence in the country, refugees from Myanmar have started crossing the border to Thailand since the early 1980s (Ostaszewski 2016). Today, there are around 102,000 refugees from Myanmar residing in 9 refugee camps along the Thai-Myanmar border (European Civil Protection and Humanitarian Aid Operation 2017: 2). The majority of refugees are of Karen ethnicity. Mae Sot district, where HKL is located, is one of the biggest and oldest hubs for refugees in Thailand. HKL school itself, however, is not associated with any camp establishment.



Figure1: Refugee Camps in Thailand

One of the most prominent challenges facing refugees in Thailand is the restriction of basic freedoms (Burma Link 2015). For example, refugees in camps cannot leave the camps, earn income, or provide good quality education to their children. By extension, the government has not made a commitment to address the basic rights of refugees and assume the responsibilities of a country that host refugees.

Additionally, it is important to understand the term ‘migrant’ and its nuances, compared to the term ‘refugee.’ UNESCO defines migrant as “any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country” (UNESCO n.d.). Thailand represents diverse economic opportunities for neighboring Southeast Asian countries and has drawn migrants from Myanmar, Laos, and Cambodia for many decades. Furthermore, basic education through migrant learning centers in Thailand prove to be cheaper than education in Myanmar (HKL students over 18, focus group, 2018). This has incentivized an influx of migration, as parents migrate to Thailand with their children for access to educational opportunity.

The United National Migrant Report estimated the number of migrants in Thailand to be around 3.9 million people (Ostaszewski 2016). These migrants tend to engage in low-skilled jobs, such as construction, domestic work, and fishing, and they are prone to labor rights exploitation (Ostaszewski 2016). Thailand has encouraged migrants to register with the Thai government; nevertheless, the undocumented migrants with no valid work permit could also be sent back to their countries.

The overall attitude of Thai people towards refugees and migrants tends to be negative. A survey conducted by Mahidol University (2015) has shown that 50% of the respondents believe that migrants and refugee are the threat to human safety (Sunpuwan and Niyomsilpa 2012).

The students and alumni of HKL school come from many different backgrounds and have diverse motivations for coming to Thailand. Some could also be classified as refugees, even as they do not reside in the camps. Others may be classified as migrant children who followed their job-seeking parents across the border; yet others may have crossed the border without their parents for better access to affordable educational opportunities. For the purpose of this study, we will use the term “migrant” despite the many categorizations and backgrounds of students. This is consistent with the terminology used locally and reflects how the students and relevant stakeholders have self-identified.

Education for Migrant Children in Thailand

As children follow their parents or are sent by parents across the border, an established education system that supports these children becomes crucial. While educational opportunities exist in Thailand, the comprehensive support system for students remains lacking.

On paper, the Thai government states that all children are eligible to attend school, but in reality, there are other underlying conditions: the teachers and the school must be willing to accept these children, and the family has to be able to afford it (Petchot 2014: 308-309). The fact that these children are not recognized on paper through their immigration status also makes it hard for them to gain access to government-provided education. Children who make it to the Thai school system often finds it hard to adjust and faces multiple language and cultural barriers

(Nawarat 2012: 958). Migrant learning centers, provided by local NGOs or ethnic communities, are usually the children's only resources. Apart from support for education, students also lack equal chances for livelihood. Because of their citizenship and immigration status, they receive fewer opportunities and diminished access to the educational support needed to attend quality universities or to find good jobs.

Myanmar Political Reforms

Myanmar (formerly known as Burma) is experiencing the world's longest running civil war (Winn 2012). The internal conflict comprises of a series of ongoing insurgencies since the country received its independence from the United Kingdom in 1948.

From 1962 to 2011, Myanmar was fully ruled by the military dictatorship and had an autocratic system of government. The government believed in the centralization of the political system in Myanmar, utilizing a single constitution that consequently denied the request for independence from ethnic minorities.

However, Myanmar is a country with substantial ethnic diversity. More than one-third of Myanmar's population, estimated at about fifty million, belongs to ethnic minorities (Gravers 2007: 8). Currently, the government only identifies and recognizes 8 major ethnic groups with more than 135 distinct ethnic sub-groups (Myanmar Ministry of Hotels and Tourism 2017). The classification by the government is somewhat problematic as the ethnicity is grouped according to geography, rather than linguistic or genetic affiliation. Moreover, the recognition of ethnic groups is highly politicized, and there exist unrecognized ethnic groups within Myanmar as well.

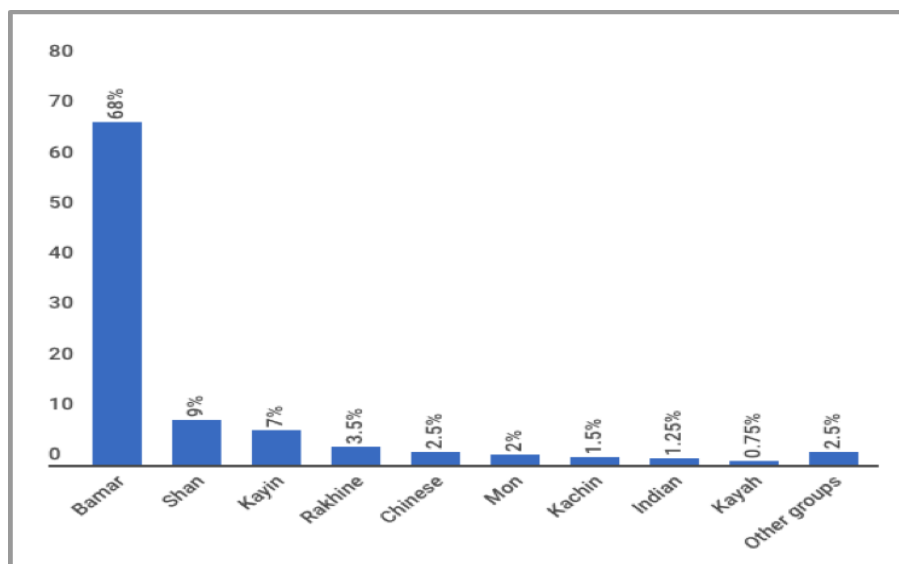


Figure 2 : Ethnic Composition in Myanmar (estimated). Source : Ministry of Hotels and Tourism (2017)

In 1962, some ethnic minority groups, deprived of independence and excluded from the governing system, started a series of insurgencies against the government which has lasted until

today. A lot of ethnic groups in Myanmar, such as the Karen, the Karenni, and the Mon, have been forced to move to other countries.

Myanmar's military government, swayed by international isolation and pressure, agreed on a series of political reforms starting in 2010. Noteworthy reforms included the release of political prisoners, agreements on ceasefire with rebels of ethnic groups, and permission of multiple political parties to contest elections. In 2015, for the first time in years, elections involving opposing parties were held, ushering in significant political transition within Myanmar (Aung-Thwin, Aung, and Steinberg 2018). The National League for Democracy (NLD) won a majority of seats in both chambers of the National Parliament, and the new regime showed promise in competing with, or at least balancing out, the powerful military leaders.

The NLD was founded in 1988, and re-established as a democratic political party in 2011 (Aung-Thwin, Aung, and Steinberg 2018). The party advocates for and promotes non-violent movements toward multi-party democracy in Myanmar. Aung San Suu Kyi, as the leader of the NLD and the winner of the Nobel Peace Prize, supported laws that protected freedom of speech, balance of power, and human rights. The NLD's election victory marks the country's first fairly democratic election over the past 25 years (BBC 2015).

Many people pointed out that the NLD failed and will continue to fail to effectively implement its political reforms in the face of excessive military power (Roewer 2017). On the other hand, others believe that there is hope, despite an uncertain future plagued with the complex problems of armed forces, ethnic conflicts, and international concerns (Ghoshal 2017). Myanmar is on the ladder of transition (Asia Council n.d.), and this transition grants a possibility of more democratic and liberated future (Wilson 2017).

The Karen Ethnic Minority in Burma and Thailand

The identity of 'Karen' arose as a prominent identity in the 1800s and was largely influenced by high numbers of conversion to Christianity. Missionaries to Burma found greater success in Karennic-speaking communities and began to provide education as well as Karennic translations of the Bible (Keyes 2005: 212). By the late 1800s, many literate Karen began to identify as 'Karen,' rather than local communities who spoke Karennic languages (Keyes 2005: 212).

The British further solidified the Karen identity during their rule of Burma from 1886-1924, by giving Christian Karen special favor in the government, which brought about a division between Christian Karen and Burmans (Keyes 2005: 213). When the British left and granted independence to Burma in 1948, they did little to protect any ethnic nationalist interests, including that of the Karen.

While many Karennic-speaking peoples were Buddhist or continued to follow local traditions in the mid-1900s, 'Karen' as a distinct identity has been promoted the most by Christian

Karen. As such, in Burma, the identity is often associated with Christian-led Karen movements that have been in rebellion against the Burmese state soon after independence in 1948 (Keyes 2005: 213).

As the conflict intensified, and the Burmese government continued to target Karen rebels, large numbers of Karen from Burma fled to Thailand. Previously Karen peoples were put into the stigmatizing Thai category of “chao khao,” or hill tribes, but in recent years, Karen communities have contested this category. Still, the ethnic status of Karennic-speaking communities in Thailand has yet to be determined by the Thai state (Keyes 2005: 217). Some Karen, particularly from earlier waves of migration in the 50s or 60s, have rooted themselves in Thailand, while more recent migrants aim to return to Myanmar. The communities surrounding HKL mostly fall into the latter category.

OBJECTIVES

The original assigned project objectives involved reviewing, researching, and making recommendations for an implementable leadership development curriculum targeted to youth migrants in a post-conflict setting. However, through communications with the client in late 2017, we learned that leadership curriculum was not the highest priority for HKL. Therefore, our preliminary objective focused on identifying the highest priority needs of the school. During our first visit to the school, we learned that the most imminent problem facing the school was WWM's funding cuts, which would lead to significant financial struggle and threaten the continuation of school operations for the next academic year. In addition, the limited staff numbers and capacity created an imbalanced workload for the headmaster of the school, who shouldered most of the management responsibilities of the school. After discussions among the team and with the client, the team identified a new objective for the project: to develop the skills, leadership, and capacity necessary for HKL to survive and thrive sustainably in spite of imminent funding challenges.

Under this new objective, our project aims to:

- Deliver the skills necessary for the staff to manage HKL well and identify long-term sustainable resources that continually support growth of these skillsets
- To assist HKL in developing a fundraising strategy that is relevant to their needs and circumstances
- To assist HKL in mobilizing human resources within the school or the community in order to increase even distribution of responsibilities in school
- To explore potential mentorships and a strengthening of existing partnerships, with the goal of providing a support network that allows HKL to enhance its own capacity for sustainable management

RESEARCH METHODOLOGY

The Workshop for Development Practice started in November 2017 with an open-ended preliminary terms of reference; the team was open and flexible to support HKL in any way it could. After the team's initial contact with the client, the team came to a consensus that they would conduct a needs assessment for HKL during the January trip. The team would then analyze the findings and focus on the challenges that emerged from the first trip. The team drafted guidelines for a research methodology divided into five phases: 1) desk review and preparation, 2) field research and needs assessment, 3) problem definition and hypothesis, 4) field research and capacity assessment, and 5) analysis and recommendations.

Phase 1: Desk Review and Preparation for Field Research

Before traveling to Mae Sot in Thailand, we conducted a desk review to prepare for the winter trip and to better understand the political, social and economic situation in Thailand and Myanmar. The specific topics researched during the desk review include the following:

- Myanmar ethnic minority tensions
- History
- Political and social context
- Myanmar-Thailand relationship, refugees in Thailand
- Thai community and vocational training requirements
- Stateless youth
- Post-conflict youth development
- Refugee education
- Conflict resolution
- Boarding schools for ethnic minorities
- Sustainability / management of boarding schools
- Leadership development - broad definition and program

While we did preliminary research on a wide range of topics, we also decided not to conduct exceptionally deep or comprehensive research about any one topic so that we could be open and unbiased to findings that may emerge from the first trip.

In addition to the desk review above, we also spoke with the headmaster several times over the phone and prepared questions for him to answer. We also prepared to conduct interviews and focus groups with stakeholders surrounding HKL (see *Interviews and Focus Group Guides* for more information).

Phase 2: Field Research and Needs Assessment

The team divided its field research into two parts: January (2 members) and March (3 members). While the team had an idea of the organizational structure of HKL, the political backdrop of Myanmar and Thailand, and the general challenges that the school was facing, the trip allowed the team to see the situation firsthand and talk to various stakeholders directly to

determine the needs that we would aim to address with our project. Therefore, for the January trip, the main goal was to conduct a comprehensive needs assessment of HKL.

With that goal in mind, the team identified some key stakeholders that the team wanted to interview before reaching Mae Sot in January. These included the headmaster of the school, the teachers, students over 18, and the Ministry of Education. However, once the January team reached Mae Sot and did an analysis of the possible stakeholders in Thailand, they realized there was a lot of opportunity among the numerous stakeholders, who were either directly or indirectly coordinating with the school or had the potential to form a partnership with HKL. After identification of these stakeholders, the team set up meetings with them through the headmaster. Following each meeting, the team asked interviewees if there were other relevant people the team should interview. By asking that question, the team kept increasing the list of the interviewees and gained valuable information in the process (see January Trip: Needs Assessment for more details).

For formal interviews, the team prepared questions beforehand together. This helped the January team to organize their thoughts and ensure that both team members were on the same page regarding the object and purpose of the meeting. In contrast, informal interviews were purposefully unstructured so that the interviewee could define the noteworthy challenges they saw. (see *Interviews and Focus Group Guides* for more)

In addition to interviews and focus groups, whenever the team had free time in between formal and informal interviews, team members would go to the school to explore its infrastructure and its surroundings. All our interviews and observational findings were recorded in notebooks and typed up after the end of every day.

The needs assessment revealed that HKL faced a number of challenges, including limited funding and constraints on human resources, both in number of people and in skillsets. Furthermore, many structural issues, like legal requirements, keep staff members and students from reaching their full potential. (See *January trip: Needs Assessment* for more detail)



Phase 3: Problem Definition and Hypothesis

After January trip to Thailand, the team analyzed the results and drafted a problem tree to help define and map the challenges that HKL faces, based on the January findings (see Appendix D). Through analysis of the findings, the team determined that HKL had very limited funding, which is involved in a mutually reinforcing relationship with the lack of human resources in school. Specifically, the school is required to raise money in the midst of drastic funding cuts, but it does not have enough human capacity to focus heavily on activities beyond daily errands. The constrained human capacity is due in part to legal constraints facing migrant teachers, who may be willing to help but are unable to. Therefore, the team defined the problem of HKL as the lack of human resources, and the project goal is to help HKL develop its human resources and capacity for its long-term sustainability. Then, the team established a hypothesis that it is important for HKL to focus on capacity building and establish long-term mentoring relationships with other local organizations for better sustainability.

Based on the hypothesis, for the March trip, we planned to conduct interviews and focus groups with various stakeholders surrounding HKL school. This research was aimed at identifying opportunities for both short-term and long-term solutions to HKL's human resources constraints, both in number of workers and in expertise. This includes identifying potential partnerships and mentorships with supporting organizations, looking at their capacity, expertise, opportunities, and willingness to engage. In addition, we also planned to hold workshops focused on capacity building to school staffs to test their ability for skill development for school operation. The team prepared workshops for leadership, fundraising, financial management, and marketing, all skills that were essential to donor engagement and the eventual sustainable management of the school. To conduct the workshop, we conducted another desk review for related fields. The specific topics are as follows:

- Leadership for non-profit and storytelling
- Public relations
- Video storytelling
- Marketing strategies making
- Business plan making
- Financial management and fundraising

Phase 4: Field Research and Capacity Assessment

The March trip focused testing our hypothesis that HKL would greatly benefit from skills-building in the short term and sustained mentoring relationships with well-resourced local organizations to continue capacity building in the long-term. For looking into long-term mentoring relationships, the team conducted interviews and focus groups with stakeholders to find who could be future mentors. For the short-term skills-building, the team planned to hold

two workshops for school staff and students. The goal was to pilot a skills development workshop and gauge the potential for capacity building through this type of intervention. Due to schedule constraints and limited availability for teachers, we eventually held two workshops for students only: a storytelling workshop and a marketing workshop. Both workshops involved a core aspect of sustainable management that the team identified; building capacity in these areas, according to our hypothesis, would help HKL address some of the challenges it faces.

Phase 5: Analysis and Recommendations

After the March trip, the team began to analyze the data collected and synthesize them into main findings, in light of the hypothesis developed in the third phase. The team then began to develop a list of recommendations together, based on the data and the findings. Findings were organized by different levels, from the school level, to the community level, to the national and international level. Recommendations aimed to address the problems as defined by the problem tree, including limited human resources and limited funding.

Interviews and Focus Groups

During the March field visit, we conducted six semi-structured interviews of key stakeholders and partners that support HKL and other migrant learning centers. The main goal was to learn about the capacity of the supporting organizations and to hear about ideas on long-term solutions for the human resources and capacity constraints that HKL faces. Interviewees included the school headmaster, as well as staff members and directors of Suwannamit Foundation, Mae Tao Clinic, Children's Development Center (CDC), YouthConnect, Oasis Youth Center, and Burmese Migrant's Teacher Association (BMTA). Our team found that semi-structured interviews were appropriate because they tend to be less rigid and structured, but more informative (Hammett 2015: 141). Semi-structured interviews have a central topic and flexible questions; they facilitate exploration, letting us guide the direction while allowing interviewees to introduce new ideas. Although we went in with an objective to understand the expertise of the partnering organizations and the capacity to provide ongoing support for HKL, there is space for unanticipated relevant information on making HKL more sustainable. Therefore, the semi-structured interview is appropriate for listening to opinions and gaining information.

As the headmaster of HKL is in direct contact with the organizations, he made appointments with each of the clients and arranged our schedule accordingly. We then visited each interviewee at their own workplace or in one case, at a local café. After informing the interviewees about consent and confidentiality, we gathered consent verbally at the beginning of interviews. For the March trip, one team member asked questions while the other two team members took notes. Interviews were also recorded through a voice recorder. The interview times lasted around an hour to an hour and fifteen minutes.

In addition to the semi-structured interviews, we also conducted focus groups for other internal stakeholders including the teachers and students over 18 years of age. The headmaster arranged for the interview time and space and gathered students and staff members to participate on a volunteer basis. Our student focus group consisted of four students over 18 years old, with one female student and three male students. Our teachers' focus group consisted of five teachers, with three male teachers and two female teachers.

Because students and teachers are busy and attention spans are short, we decided to limit the interview times to around 45 to 60 minutes. Those in focus groups are currently in a more passive position with respect to the macro-level planning and management for the school, but their perspective is nevertheless important in identifying internal capacity to support the headmaster in sustainable planning and management. Teachers and students have larger numbers of people within more homogenous groups; as such, focus groups are appropriate. The small numbers in the focus groups also allowed for a comfortable, intimate group setting.

Risks and Challenges with Interviews and Focus Groups

Several of the in-depth, on-site interviews with organizations ended up being with multiple staff members instead of one individual. In the interview with CDC School, the teacher participated in the interview while the director of the school was present; occasionally, he would ask the director for input in a question. With Mae Tao Clinic, the interview started out with an individual staff member, but we were joined by her supervisor halfway through the interview, and the two staff members answered questions together. Suwannamit Foundation and YouthConnect had two and three staff members, respectively, participate in the interview at the same time. Some the interviews thus operated more like focus groups than interviews.

As such, there may have been more complicated dynamics at play between participants than we had initially anticipated, and existing power dynamics may have played a role in our results. Nevertheless, we found that interviewees brought up different points from one another and were still able to capture distinct opinions between individuals.

Similarly, the headmaster was present during the interviews with CDC, Suwannamit, and BMTA, which may have influenced the interviewee's responses. However, our interview questions strayed away from criticism of HKL and instead focused on capacity and building up a solution, so interviewees appeared comfortable with the headmaster's presence and even expected it. It is still important to note that his presence may have introduced some biases in the responses we received from organizations.

Language barriers also proved to be a challenge for the teacher focus group in particular. Many of the teachers did not understand our questions, and the English teacher ended up translating our questions to the rest of the focus group members. There was some discussion among the participants, and the English teacher would then summarize and translate the

conversation back to us. As the school was unable to provide for an official third-party translator, we relied on the translation of the English teacher. However, this may subject the data to some biases, and there is a risk that some data was lost in translation. For the other interviews, however, language barrier did not pose a problem, as interviewees spoke fluently.

Finally, the numbers we did focus groups with HKL may seem like too small a sample size for drawing conclusions. However, given that HKL is a small school and that the number of teachers and students over 18 is small, our focus groups did represent a good proportion of the entire body. Around 30 percent of all teachers were in the focus group, and around 8 percent of students over 18 were interviewed.

JANUARY TRIP: NEEDS ASSESSMENT

Stakeholder Engagement

The needs assessment conducted in January relied on heavy engagement with stakeholders in the region and hearing diverse perspectives. As such, the team interacted with a number of stakeholders in various capacities to better understand the situation of HKL and surrounding organizations, and to better understand the context of Mae Sot. Below is a summary of the stakeholders involved and the team's method of research:

Stakeholders	Method of Engagement and Research Employed
Headmaster of HKL	Daily interviews and de-briefing sessions
Students of HKL (18 and above)	Observation, interviews, focused groups and interactive exercises, such as playing games with them and having informal conversations.
Teachers of HKL	Observational learning (we sat in the lectures delivered by the teachers) and interviews. We mostly interviewed the teachers that taught Math and English as they could communicate in English.
Child Development Center	Observational learning, Interview of a staff member and a student
Suwannimit Foundation	Interview of the head
Mae Tao Clinic	Interview of a staff member
Tak Educational Service Area Office 2, Migrant Educational Coordination Center (under Ministry of	Interviews with the head and his staff members. The interviews were conducted in Thai language (that one member could speak) and she simultaneously translated for the other member.
Burmese Migrant Teacher Association	Interviews with all three staff members on duty that day.
Oasis Youth Center	Interview with the head of the Center
Thabyay Foundation	Observational, Interview with a staff member who also showed us samples of books and the foundation's curriculum
Locals of Mae Sot	Informal conversations

Preliminary Findings from the Need Assessment

1. The school is recognized as learning center by the Thai government

HKL is currently registered with the Migrant Educational Coordination Center of the Tak Educational Service Area Office 2, under the Ministry of Education (MOE), but it receives no financial support. Currently, the office acknowledges 56 migrant learning centers (ranging from kindergarten to vocational schools, to high schools). The Coordination Center's main role is to oversee the curriculum and ensure that the learning is promoting cultural understanding, rather than any kind of learning that appears to be a "cult" activity. The MOE is therefore responsible for making sure that each learning center has a legitimate curriculum in place. The office performs evaluations twice a year. Generally, Burmese students can enter Thai schools, but a major obstacle is the language barrier. There is currently no law that supports these migrant learning centers financially. Therefore, the responsibility of this bureau is only to collect information on the existence and status of these learning centers, not to provide them with resources. The Center act as a liaison in case the MOE wants information on migrant education in the area. There are around 13,000 students in all the learning centers of Mae Sot. The bureau holds a meeting with the learning centers and other related organizations twice a year to update the MOE's records on learning center's activities and current donors.

2. Limited staffs capacity, high responsibility and high turnover rate

The school currently has 18 teachers and staff members. Almost all teachers started working at HKL as volunteers and ended up staying for a longer term. However, since the school is operating in a nonprofit manner, their salary is relatively lower than national average, which consequently leads to low staff retention rate and high turnover rate. Apart from teaching, the teachers help manage the boarding houses. All other tasks, such as driving, escorting the students to the border, meeting with the MOE, and writing reports, are mostly done by the headmaster, making the workload fall heavily on one person. Some tasks must be done by the headmaster because of legal constraints, as he is the only one in the school with a passport and work permit. Meanwhile, other tasks can only be completed by him because of the limited capacity of the staffs; this includes high level planning, donor engagement, collecting data, and writing reports. Some tasks, such as creating financial reports, are allocated to Suwannamit Foundation, who provides legal and administrative support for the school.

3. Limited financial management

The primary funder of the school is Women with A Mission (WWM), but they have been decreasing their funding for years and are officially pulling back all funding by the end of March 2018. The operating budget of the school is around 120,000 THB per month. Around 50% of the

budget goes to personnel, and the rest go to rent, facilities upkeep, and food. The school is now exploring other potential donors who might fund the school. With the decreased funding from the main donor, the school is facing great constraints in their operations.

4. Well-structured curriculum materials and educational path

The school is aligning their curriculum with Myanmar curricula for the most part, with adaptations of Thai and Singapore curricula for some subjects. The school takes a lot of materials from Thabyaye Foundation's "Curriculum Project." The foundation forms curricula for various migrant schools and learning centers. Other than language-specific books, their books are all in English. Apart from the typical subjects of mathematics, sciences, and social studies, the Curriculum Project's subjects also include diverse topics, such as conflict management, environment, gender studies. The typical curriculum, such as English, has relevant examples drawing from Thailand and Myanmar-related issues. The school also consults with Child Development Center (CDC), one of the biggest migrant learning centers in Mae Sot, to align their curriculum accordingly, as students who graduate from HKL would attend CDC after 9th Grade. The area also has well-structured and diversified resources and information on the various trajectories to pursue higher education. Students can identify whether they would like to study in Myanmar, Thailand, or international countries for their higher education, and there are resources available for them to receive credentials equivalent to the degree they would like to pursue. For example, if the student would like to attend Thai university, they could take the certificate exam for Gor Sor Nor (informal education certificate), which makes them qualified for getting into universities in Thailand. If they would like to continue their study abroad, CDC can provide them with pre-GED course, and they could take the GED exam at the Thabyaye Foundation.

5. Large support network for teacher trainings, students training, and extracurricular activities

Mae Sot has been a hub for migrants and refugees for more than 30 years. Therefore, the structures and mechanisms that are in charge of migrant-related issues are fairly large and well-established. The district has a group that works specifically on issues related to children, called the "Coordination Team for Displaced Children's Education and Protection (CTDCEP)." The group is divided in 5 sub-categories, each with its own working committee:

- Boarding House Working Group
- School Head Working Group
- Vocational Working Group
- Higher Education Working Group
- Child's Right Working Group

HKL school receives dried food support from Mae Tao Clinic, teacher training support from BMTA, legal support from Suwannamit, and student vocational training and activities from YouthConnect and Oasis Learning Center.

MARCH TRIP: INTERVENTION AND CAPACITY ASSESSMENT

The goal of piloting a skills development workshop was to gauge the potential for capacity building through this type of intervention. Prior to the trip, the team prepared four different kinds of workshops, including leadership through storytelling, marketing and communications, fundraising, and financial management. The workshops were catered to different stakeholders, including students and the headmaster. The headmaster faced time constraints and was unable to participate during the trip, so the team provided him the workshop materials and focused on student workshops. Ultimately, the team modified the suite of workshops and worked with students on leadership through storytelling and marketing and communications.

Intervention: Storytelling Workshop

The SIPA team conducted a storytelling workshop for HKL on March 15, 2018. Sixteen students participated in the workshop, and one teacher supported the team with language translation, where needed. In the workshop, the team asked students to pair up with one another and practice building his or her story. The discussion questions and topics of the workshop were based on community organizing guidebook and followed a three-part process. First, students told their own individual story, highlighting the values, people, and events that have influenced their life and looking at the challenges they have overcome. Next, students reflected upon a story about their community, delving into shared values and hopes for the community. Finally, students talked about the urgent challenges facing the community and action points for themselves and other people. Students were encouraged to either ask probing questions or recap their partners' points, allowing deeper reflection.



As an output of the workshop, two students successfully shared stories about their lives in front of the group in an impressive and compelling way, following the guidebook. Through the team's observations, students in HKL appear to have high potential in helping with the outreach of the school, particularly in communications and storytelling.

Intervention: Marketing Workshop

We conducted a marketing workshop for HKL students on Mar 15, 2018. There were ten students who attended the workshop (six male and four females). The total time of the workshop was three hours, including one and a half hours of tutoring, half an hour of footage-shooting practice, and one hour of footage editing.

Our marketing workshop was mainly to assess students' capacity and figure out ways to involve them into the school's management and marketing. First, we introduced the basic knowledge of the marketing to students. We then taught them how to use photos and videos to tell stories. Our subjects were:

- What is marketing?
- Why does marketing matter for schools, and for HKL?
- How to do marketing?
- The introduction of different types of marketing.
- The introduction of social media.
- Story telling by photos and videos

After the tutoring, we conducted the footage-shooting practice. Students were asked to use techniques and knowledge they learned in the storytelling and marketing workshops to take photos and videos. The assigned subject was the school, but students were free to choose the theme and characters. There were three students who participated in the practice, and after the shooting, they edited their videos by following our instructions. The outputs from the workshop include several videos filmed and edited by the students. Several examples are listed below:

- "A Day at Hway Ka Loke" -- <https://www.youtube.com/watch?v=Y50K2JelvDY&t=5s>
- "Water" -- <https://www.youtube.com/watch?v=35xR0q4Eu7Y>

FINDINGS

Internal: School level

By conducting interviews, focus groups, and workshops with different stakeholders, we found that there are 3 important school level stakeholders: the school administration, teachers, and students. We need to involve all three stakeholders in order to achieve both short-term and long-term goals.

1. Administrator of HKL Boarding school

S'Aung Zaw Min, who goes by "Jim," is the headmaster and director of HKL, playing an extremely important role in running the whole school. He is not only the internal manager of operations, but also the external liaison for partners and other stakeholders. For daily internal management, the headmaster drives students and teachers to their needed destinations, which include CDC for older students and other locations for logistical, legal and medical needs. He is also responsible for transporting potable water to the schools, since the campus grounds have no infrastructure for providing potable water. Since the dry season in Mae Sot lasts from March to July, the school is in high demand of water; he must ensure that the school meets basic water needs. Moreover, the headmaster also takes the responsibility of the school's daily operations, such as resource allocation.

For external operations, the headmaster works on fundraising and maintaining partnership relations. Woman with Mission (WWM), the primary donor for HKL for the past 10 years, stopped its funding in March 2018, and HKL is facing an urgent funding shortage. In order to continue operations, the school needs to procure funding as soon as possible. As such, the headmaster has been working on donor relations and other fundraising plans and activities. Additionally, he builds and maintains good relationships with HKL's many partners, meeting with them regularly and attending required meetings.

2. Teachers at HKL Boarding school

The school has 18 volunteer teachers, but five of them plan to leave HKL next semester because of salary cuts. Teachers pointed out that they need to make more money to meet their basic needs, and the salary that HKL provides is not sufficient for them to live sustainably in the long term. In addition, because of legal constraints and lack of paperwork, teachers at the school cannot freely travel.

Nevertheless, school teachers are willing to support school management. Teachers take pride in their work, sacrificing time, income, and other opportunities to support the school. Still, they face some other constraints in doing so. First, the teachers have limited time for school management and operations, since they need to teach and prepare for class daily. Second, there are some challenges in the delegation of certain tasks to teachers due to language barriers, legal issues, and a mismatch in expertise.

3. Students at HKL Boarding school

The school currently has 200 students, and they are in the 5 to 20 age range. Most students are good at English, and older students have both passion and a high capacity to assist in school management and marketing. Three students living at HKL's boarding house are studying at the YouthConnect Foundation (YCF), and YCF provides a lot of professional classes, including leadership development, management, and marketing. Many other older students have participated in different types of trainings at OASIS's Youth Center's programs, including cooking, bakery, sport, filming, and music. Our workshops revealed that some of the students are good at making videos. Moreover, many older students at HKL have smartphones and social media accounts on Facebook and Instagram. With Wi-Fi at the boarding school, students can easily access social media and website resources.



External: Community Level

As mentioned in the background, Burmese communities, particularly members of Karen communities, have been migrating into Thailand for decades, ever since the military regime seized power in Burma in 1988. As such, many organizations have grown and established themselves in Mae Sot over time. In talking with these organizations in depth, our team identified expertise, capacity, and the potential for pursuing a deeper partnership with HKL that involves mentorship.

1. Capacity and Strengths of Different Players in Mae Sot

Overall, we identified Suwannamit Foundation with the greatest capacity for legal work, community relations, and financial management. Suwannamit also has expertise on fundraising, although of the organizations interviewed, Mae Tao Clinic has the greatest capacity for fundraising.

Meanwhile, BMTA and CDC offer information sharing and capacity for improving teaching and pedagogy. YouthConnect specializes in soft skills development for students and equipping youth for the work force, and they are well-funded and well-connected with businesses in the community. Oasis Youth Center's expertise lies in training students and developing student capacity. Through the numerous resources available for free to the youth in the Mae Sot region, our team determined that the potential and capacity of students is high.

2. Management and Sustainability: Mae Tao Clinic and Suwannamit Foundation

In the Mae Sot region, among the organizations we spoke to, the two organizations with the most capacity, resources, and experience in management and planning are Mae Tao Clinic and Suwannamit Foundation.

Mae Tao Clinic is the older of the organizations, formed in 1989 shortly after the military regime took control of the Burmese government in 1988. Dr. Cynthia Maung moved to Mae Sot and established a makeshift clinic. Since then, Mae Tao Clinic has grown into a health care provider, a training center, and a supporter of child protection and education. They have a wide range of donors, including large donors like USAID, UKAid, Open Society Foundations, and the International Rescue Committee. The Mae Tao Clinic has grown their fundraising operations due to the vast need—their operations cover the expenses for an entire school (CDC) and many more. As such, they have extensive experience in building and maintaining donor relations, reaching out to new donors, working on proposals, and meeting donor requirements. They also have professional accountants and manage the financials of CDC School.

In contrast, Suwannamit Foundation is a relatively newer organization, founded in 2010. The Foundation was founded by Mae Tao Clinic members who saw a need for an organization that not only holds a legal presence, but also focuses specifically on improving operational

capacity and sustainability of community-based organizations, like Mae Tao Clinic. Suwannamit Foundation is a legally recognized foundation in Thailand and they act as a legal and community-based bridge between their migrant-focused partner organizations and the Thai government. Given that their focus is on managing legal constraints and risks, as well as improving sustainability of organizations, they have a variety of expertise and professional support focused on the challenges that HKL faces. This includes financial management, planning, legal support, and fundraising. Suwannamit currently handles the budget of HKL, and works one-on-one with the headmaster on financial management.

Despite the experience and capacity, both Mae Tao Clinic and Suwannamit Foundation expressed that in the current donor climate, fundraising has become increasingly more difficult. Each of the organizations have confronted challenges in fundraising for certain segments of their services (Suwannamit for the Oasis Youth Center, and Mae Tao Clinic for CDC).

3. Teaching and Quality of Education

Several organizations in the Mae Sot area focus specifically on improving quality of education for migrant learning centers. This includes services like teacher training, information sharing of best practices, and improving support for teachers to grow professionally. In particular, BMTA organizes free trainings around the area and publicizes them to the teachers in the association so that they can attend.

Meanwhile, as one of the most successful migrant learning centers in Mae Sot, CDC School offers a space for information sharing among schools. The director at CDC works closely with other boarding schools in the area and develops partnerships with some of them, including HKL.

Both BMTA and CDC School staff members expressed being affected by the donor interests shifting, similar to HKL. Mae Tao Clinic oversees CDC School and handles the financial management of the school, but fundraising shortfalls have led to a 20 percent decrease in teacher salaries. Meanwhile, BMTA has also been met with fundraising shortfalls that have led to an inability to pay some of the staff members.

4. Cultivating Student Potential and Capacity

Several organizations, including Oasis Youth Center and YouthConnect, focus directly on services to develop student capacity. Oasis Youth Center was established by Suwannamit Foundation as a space for youth to explore extracurricular interests. The center hosts summer training programs as well as training programs throughout the year based on interests, and activities include sports, filmmaking, music, fashion, cooking, dancing, and modeling. The center boasts a number of professional connections and invites professionals to lead workshops for students. The center also has relatively high visibility in the community, as they hold community-wide contests and events that are well-attended.

While the Oasis Youth Center focuses on extracurricular activities and hobbies, YouthConnect offers a free nine-month program that teaches students a practical set of soft skills necessary for finding a job. From negotiation, to navigating cultural differences, to emotional regulation, students learn how to better manage themselves and others in the workplace. The program does some basic business training, including lessons on marketing and developing a business plan, which culminates into a group project where students write their own proposal for a business and are given a small amount of seed funding to pursue it.

With the varied and extensive resources freely available to help students tap into their leadership potential, our team found that students hold significant capacity to help with the management of HKL. In particular, many resources in marketing and video-making exist, and interested students are able to improve their skills and receive ongoing support in activities like video-making.

5. Potential for Local Mentorships and Coaching

Of the organizations that we interviewed, Suwannamit Foundation was the organization that had both the capacity and willingness to tackle challenges of sustainability on a personal, one-on-one basis with HKL. The staff members of Suwannamit expressed a willingness to support HKL in developing a fundraising plan, if requested. The staff members were also very familiar with HKL and knew a lot about the operations of the school and the challenges faced.

Mae Tao Clinic, while they have a similar capacity in management as Suwannamit, expressed that it may be hard to single out a single partner school and focus so many resources on one school alone. With their own mission and their own fundraising needs, especially in the current donor climate, Mae Tao Clinic staff members said that they feel stretched thin, and it would be difficult to make such a commitment to HKL alone.

6. Other Players in the Community: Parents

It is harder to talk about trends of parents of students, due to a wide variation of situations. The teacher at CDC School mentioned that many parents do not live with their children, and in some cases, they are in Myanmar still. Despite a diminished physical presence in Mae Sot, parents play a large role in influencing student decisions about education.

Suwannamit Foundation staff members expressed that parental attitudes are the primary reason that students choose migrant learning centers over accredited Thai schools. The parental aversion to attending Thai schools, according to one staff member, is due to fear of becoming Thai and a desire to maintain a Karen and Burmese identity. There are also concerns of bullying within schools and having trouble assimilating into Thai society. One staff member mentioned that this is a challenge because students can cut off their educational pathways and opportunities by choosing a non-accredited school, like the migrant learning centers.

Meanwhile, the BMTA staff member we interviewed talked about the importance of working with the Parents Teacher Association (PTA) even if they are not always physically present. In particular, the BMTA has been working on initiatives to help parents understand the importance of education. In some cases, where boarding schools have funding shortages and are unable to provide nutritious food, BMTA has facilitated a partnership with schools and the PTA, where the PTA provides certain crops and foods to the school as in-kind support. However, a common trend has shown the donations stopping around three to four months after they begin. Overall, the PTA is indirectly involved in the running of schools, but they are an important voice in influencing student decisions to pursue education.

External: National/ International Level

1. International Donors for Migrant Schools

During the March trip, the team found that general trends of international donors are changing, particularly in relation to Mae Sot and migrant learning centers. In the past, international donors like USAID supported migrant learning centers because they served as humanitarian shelters for migrant children who escaped from violence or abuse in Myanmar. However, interviews with Mae Tao Clinic and other stakeholders revealed that the general attitude of international donors has changed after 2015, when the new government emerged in Myanmar. A number of donors have halted their funding for migrant schools. Even as complex ethnic minority rights issues remain, Myanmar is politically changing; as a result of this perceived change, donors are shifting their priorities. Due to such donor trends, many migrant schools in the region are struggling to fundraise in this season. Because the surrounding context frames how donors perceive migrant learning centers, the future prospects of international donations will likely be heavily influenced by the political situation in Myanmar.

2. Legal Constraints

Another prominent national-level problem consists of legal issues surrounding the migrant community. First, HKL and other migrant learning centers are not accredited by either the Thai or Myanmar governments. Migrant learning centers started out as child protection shelters without any particular emphasis on education, such that anyone could teach in the beginning. However, migrant learning centers' roles have evolved from shelters to education; as displacement became protracted, community needs and expectations shifted. Because the expectation and demand for education increased, migrant learning centers shifted their role in broadening educational opportunities, incorporating Thai, Burmese, and other international curricula. However, since migrant learning centers are not accredited by either Thai or Myanmar governments, students cannot obtain legal education certificates after graduation without taking

the equivalent of a GED exam. This prevents students from accessing a straightforward path in the pursuit of higher education to advance further in the labor market.

Another issue is the legal status of migrant community members in Mae Sot. Most migrant teachers and students at the migrant learning centers do not have any official documents, and they face the risk of deportation from Thailand when they are arrested by police. This substantially limits migrant activity in Mae Sot. According to Suwannamit Foundation, direct services, such as capacity development programs, should ideally be offered on site due to the limited mobility of teachers and students. Constraints on traveling affects service delivery and limits opportunities for a variety of programs and resources.



RECOMMENDATIONS

From our findings, the team proposes four main recommendations.

- **External Outreach and Recruitment:** In using community organizing leadership strategies, HKL can capitalize on local and international volunteers and interns to increase the human resources capacity of the school.
- **Internal Management and Reallocation of Tasks:** Because there is still untapped potential with teachers and particularly with students, reallocating the tasks internally can expand the capacity and allow the headmaster more space to work on fundraising and donor relations
- **Fundraising Strategy and Reshaping the Narrative:** Donor trends are changing because of the international changes, and HKL should adjust the fundraising strategy and narrative accordingly by emphasizing ‘education as a human right’
- **Locally-based mentorships.** Since multiple community-based organizations that are partnered with HKL have high capacity and professionalism in various aspects of management, HKL can continue to develop its skills and management by pursuing a mentorship with one of its partners, Suwannamit Foundation

The team’s recommendations for HKL are explored in detail below.

External Outreach and Recruitment: Community Organizing as a Leadership Method

The reallocation of school management to teachers and students still faces certain obstacles such as legal status, low salary and time availability. Because the number of people at HKL is ultimately limited, recruiting new volunteers who have formal legal documents and delegating some tasks to them is a complementary, feasible solution for HKL.

In the recruiting process, the team recommends for the headmaster of HKL to exercise leadership skills called “community organizing”. There are several community organizing models, but the team used the model of Dr. Marshall Ganz. According to Ganz’s community organizing guidebook, community organizing is defined as “leadership that enables people to people to turn the resources they have into the power they need to make the change they want” (Sinnott and Gibbs 2014). This community organizing model, often called “snowflake leadership,” encourages community leaders expand the capacity of the community by building new relationships with people outside the community.

In community organizing, building and sharing one's individual story plays an important role for a leader like a headmaster. A deeply personal story drawn from life experiences can evoke empathy and inspire others to take action in support of a cause. People who have then heard the story are empowered and expected to build and share their own stories within the larger narrative. By encouraging their own networks to take action, this cycle is expected to repeat. Thus, this leadership model emphasizes such a commitment to develop others' leadership, and people in the group are in charge of recruiting and developing new leaders to join the cause. As such, the group's capacity expands like "snowflake."



Figure 3 : An illustration of the snowflake model of community organizing (Trainer 2016).

We recommend HKL school to adopt this leadership model because it is effective in two ways. First, community organizing will contribute to capacity building within the school so that students and teachers can take more responsibility for school management (see next recommendation, "Internal Management"). In addition, this is also effective in recruiting process because new volunteer workers recruited by this method would be future leaders to recruit and develop new leaders to support HKL school.

In recruiting process, who would be potential candidate for volunteer is also matters. The team identified potential candidates for volunteers from local level and global level. At the local level, college students in Mae Sot would be good candidates for volunteers because colleges generally admit students' volunteer work as credits in program. Thus, students have relatively high external motivation for volunteer work and have much to gain from interacting with migrants. In addition, there are some clubs or community service programs in college, and there are already pools of students willing and able to do volunteer work.

At the global level, there are some international NGOs that send college students to do volunteer work abroad such as AIESEC (previously International Association of Students in Economic and Commercial Sciences). Volunteers from these NGOs already have internal motivation to help people in need, so HKL will benefit from making connections with these NGOs. Non-college international volunteers can also be seen working at the various organizations in Mae Sot, including at Mae Tao Clinic, and HKL also has longstanding relationships with several volunteers overseas. In particular, international interns or volunteers may be able to support the headmaster in building donor relations and working on fundraising paperwork. Native English speakers may be able to provide writing support when it comes to verbalizing HKL's mission or theory of change. Given that funding is the most imminent challenge facing the school right now, having a role that is fully dedicated to fundraising will support the headmaster, who has to balance many different priorities at once.

Internal Management: Reallocation of Tasks and Expanding Capacity

To address the unbalanced burden that falls on the headmaster, the team recommends the reallocation of internal tasks to teachers and older students, as well as the recruitment of volunteer workers with official legal documents. Teachers and children have capacity and willingness to share the work that they can legally help with. By sharing some of the work that does not require legal documents, the headmaster can focus on more important matters that require his attention, such as fundraising paperwork and building donor relationships. For the internal management, we recommend to involve two important stakeholders: teachers and older students.

- **Organizing a teacher management team.** There will be around 13 teachers in HKL next semester, and all of them worked over three years in HKL (HKL Teachers, focus group, 2018). Teachers are familiar with students and the school, and according to the teacher's focus group, many are eager to help with the school's operational management. We recommend organizing a teacher management team, whose main task involves helping the headmaster manage the school's daily activities and student leaders. Although there are some concerns about legal problems and language barriers, many teachers have the capacity and willingness to handle certain daily operations, such as resource allocation and management. Some teachers are already involved with the operations of the school, and their experience with the school makes them more effective. Moreover, teachers have close relationships with students. They not only teach classes, but also take care of the students' daily life needs. Consequently, we believe teachers can assume responsibilities of managing the student management team and marketing team.
- **Initiating a student management team.** Through interviews, focus groups, and workshops with the students, we find students have a high capacity to help with managing the school. First, we recommend that HKL forms management team comprised of around 10 older students over 18 years old. Some of these older students have great potential,

with the maturity, ability, and passion to help teachers manage younger students. Additionally, peer influence and independence is very important for every student. Many people believe that peer influence is an effective way to manage a school and improve the school's performance (Korir and Kipkemboi 2014: 240). So, having a student management team will not only help with dividing some of the teachers' and headmaster's responsibilities, but it will also help students improve their leadership and management abilities.

- **Initiating a students marketing team.** Through the field visits, the team found that donations and funding are the main sources of sustainability for HKL, so it's extremely important for the school to draw the attention of donors. Marketing is an effective way to get more exposure in the press and social media, and as a result, attract more donors. From the findings, we know that students have a high capacity to do marketing for school, and there are many training centers to help students to improve their marketing and media skills. Students can furthermore incorporate a young and fresh perspective of HKL, and they are technologically apt to understand the usage of social media. Having an active marketing team comprised of students and a new marketing strategy will allow HKL to become more active on social media and maintain communications with donors and other interested parties. The marketing team ultimately raises the visibility of the school, an essential part of building up donor relations.

Fundraising strategy: Reshaping the Narrative

In the long-term, HKL should emphasize more the "education as a human right" aspect of its mission because the role of schools is moving from "child protection" to education, and it is harder for migrant learning centers to attract donors for "child protection" funding. The trend is projected to continue as the political situation of Karen ethnic minority stabilizes in Myanmar. In this respect, the perceived role of migrant schools as only a child protection shelter is phasing out, requiring HKL to emphasize a new role to adapt to the trend.

The donation market for education (instead of shelter and protection) is still a promising one. The team's research identified a number of potential donors who are focused on access to education for migrants, aligning with HKL's mission. Therefore, HKL still has an opportunity to get funding by adapting to donor trends while emphasizing mission alignment.

Other promising donor markets include the international Karen diaspora. Given that people of the Karen ethnic minority are spread all over the world, and given that many feel a deep connection to Karen identity, the wider Karen diaspora will likely be interested in the work of HKL (see appendix donor list for more specific names of organizations).

Long term solutions in locally-based mentorships

Through our field research, we discovered that a number of organizations in the Mae Sot area are professional and have expertise in the areas of interest that will serve HKL well in the long run. These areas of interest include financial management, fundraising and donor relations, leadership and planning, and marketing and communications. Although HKL is facing imminent challenges with funding now, the long term goal is to become stable and sustainable, reducing the year-to-year instability of finances that the school currently faces. In order to address this long-term goal, HKL will need a long-term solution. Given that partnership organizations like Suwannamit Foundation and Mae Tao Clinic are already well-established in the region, they are a promising solution to a long-term need for sustainability.

We recommend to establish or deepen the partnership with Suwannamit in particular, and to pursue a regular mentoring or coaching relationship between the two organizations. One of Suwannamit's goals, in fact, is to help partnering organizations run better and become more sustainable, and they are well-equipped to build up HKL's capacity when it comes to long-term sustainability. In addition to robust financial management resources, they also have experience in fundraising and working with legal issues. Equally as important is their capacity and willingness to invest in the partnership one-on-one with HKL and the headmaster. Staff members interviewed explained that while they could not help directly with implementation, they were willing to work on strategy, like a fundraising plan, with the headmaster of HKL. Given that Suwannamit Foundation also has a lasting presence in the area, this solution can provide long-term support for HKL as the school continues to grow and strive to be sustainable.

CONCLUSION

While the team was focused on HKL specifically and the different players that engaged with HKL, it became apparent throughout the trips that larger forces were at play beyond the immediate community. Unfortunately, this workshop was limited in scope and faced a number of time and resource constraints, as well as limited access to certain stakeholders. As such, the team was unable to secure interviews with donors and certain other stakeholders that operate on a macro-level.

Delving into the macro-level stakeholders will be important moving forward. We have yet to fully understand the motivations behind the donor trends that many community-level stakeholders have observed—understanding the diverse donor pool and learning about donor perceptions of migrant learning centers is critical in devising a strategy for HKL for fundraising.

Furthermore, macro-level stakeholders and advocacy at a national and international level will be needed to broaden legal access and pursue accreditation for migrant learning centers—critical factors that will allow for migrant learning centers to be more sustainable. Currently, the recommendations offered in this report are unable to address the significant institutional and legal barriers that constrain migrant learning centers, but a deeper look at the macro-level situation may offer insights on longer-term, structural change. This has the potential to change the entire landscape for migrant learning centers in Thailand.

Applications for other Migrant Learning Centers

While the team focused on the specific problem HKL faces, the research showed that many migrant learning centers in the Mae Sot region face very similar problems to that of HKL. For example, even CDC, the most established migrant learning center in the region, has financial trouble and is struggling to find enough donors. Therefore, even if our final report is for HKL specifically, many of our recommendations may be applicable to other migrant learning centers. However, it is important to still conduct a contextual analysis to understand which recommendations may apply, and which may need to be adapted to the specific situation of the learning center in question.

The team finds that task reallocation, community organizing for recruiting new volunteers, reshaping narratives for fundraising, and mentorships with partner organizations are conducive to overall capacity building for migrant learning centers. In enhancing capacity to operate, plan, manage, and fundraise, migrant learning centers have the potential to head toward future sustainability and adapt to current local and global trends that affect migrants.

In conclusion, although this workshop project is specifically geared to HKL Boarding School, it still can be generalized to some extent. The team hopes that that this final report would contribute to the improvement of the educational environment for migrant children throughout the Mae Sot region, in serving as a resource for migrant learning centers to achieve sustainability.

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APPENDIX

Appendix A. Cover Letter template

Cover Letter for Fundraising for HKL

March, 2018 [Date]

Name

Organization

Street

City, State

Dear Mr./Mrs _____

[Begin with an emotional appeal or success story of the school] For example, state how this school is providing education to many Myanmar refugees that otherwise would be unable to get their basic human right or basic literacy like write their own name; you could also start with a success story such as the story of how HKL changed the life of a student who might have succeeded in getting a good job, getting into a good school or going back to Myanmar and helping their families. Make it vivid and personal]

[Insert problem that you're trying to solve]For example, the sociopolitical situation is Myanmar has forced many children to flee their country and settle in Thailand. Due to this reason, currently, there are ___ children that residing in Mae Sot alone]. [Insert solutions that you are currently undertaking: For example, with the vision to provide these young refugees and migrant children with basic necessities, Hway Ka Loke was founded in _____. Since then, we aim to provide these children with basic access to housing, food and education. We have _____ acre land in _____, have two residential houses (one for boys and one for girls), ___ classrooms, ___ faculty and faculty lounges, a library, a cafeteria and playing grounds for these children.

[Ask for help]However, to continue providing these children with facilities, we need your help. Would you consider donating us with ___ thousand Thai Baht to help achieve our mission of helping Myanmar children get access to their basic rights? Your donation could make a dream of a child come true who could eventually grow up to become a leader that works towards the peace, prosperity and development of their home country.

We thank you in advance for considering to donate to our boarding school. Your donation would be greatly appreciated and would be used to pay rent for the land/boarding house, and buy water, food, books and other supplies for the children.

For any further queries, please feel free to call us at _____ or send an email _____. If you choose to donate, you could also send a check to _____ address.

Thank you.

Sincerely,

Jim, Head Master

Hway Ka Loke Boarding School,

Mae Sot, Thailand

Appendix B: List of Potential Donors Working on Children/Refugee/Migrant rights in Thailand/Myanmar

- [ActionAid Thailand](#)
- [Adventist Development and Relief Agency \(ADRA\)](#)
- [The Alliance for Safe Children](#)
- [Anglo-Thai Foundation](#)
- [Asia Foundation](#)
- [The Center for The Protection of Childrens Rights Foundation \(CPCR\)](#)
- [Child Watch Phuket](#)
- [Child Workers in Asia](#)
- [Child's Dream](#)
- [Children's Organization of Southeast Asia \(COSA\), Chiang Mai](#)
- [Compassion International](#)
- [Development and Education Programme for Daughters and Communities \(DEPDC\)](#)
- [Dear Burma](#)
- [End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes \(ECPAT\) International](#)
- [Effective Aid International](#)
- [Foundation For Children](#)
- [Foundation for Education and Development \(FED\)](#)
- [Foundation for Rehabilitation and Development of Children and Family \(FORDEC\)](#)
- [Environment for Generations - Orphans](#)
- [Haven Children's Home Chonburi](#)
- [Isara Foundation](#)
- [Operation Blessing Foundation \(Thai\)](#)
- [Phuket Has Been Good To Us Foundation](#)
- [Plan International Thailand Foundation](#)
- [RADION International Foundation](#)
- [RAMAJITTI INSTITUTE](#)
- [Right To Play Thailand Foundation](#)
- [SOS Children's Village Thailand](#)
- [Starfish Country Home School Foundation](#)
- [Teach For Thailand](#)
- [Teach Thailand Corps](#)
- [Thai Freedom House](#)
- [Thai Children's Trust](#)
- [The Human Development Foundation](#)
- [United Nations Children's Fund \(UNICEF\)](#)
- [Volunteers in Asia](#)
- [World Vision Foundation of Thailand](#)
- [Youth With A Mission](#)
- [Global Fund for Children](#)
- [Care Foundation](#)
- [Give2Asia](#)

Appendix C: Introduction of Stakeholders

Mae Tao Clinic

It is a clinic for health services for migrant community, providing services free or charge or pay as much as the migrant can. Mae Tao Clinic is currently supporting 16 boarding houses in Thailand including HKL. They support them with dry food such as rice, sardine, and salt. They also provide training for students and caretakers. They also provide psychological services for students and caretakers. Mae Tao clinic is an independent organization, it doesn't have support from both government but receive money from various sources especially international donors such as ICCO, SVCND, and Greater Good Foundation.

Child Development Center (CDC)

CDC is funded by Mae Tao Clinic but is not recognized as a school by the government. CDC provides education from KG to 12th grade to migrant students. It also helps in preparing students to take their GED or GSN certification.

They have consultants for curriculum development and also committees that review their curriculum bi-annually. They teach Thai and Burmese curriculum as well as promote critical thinking. All their teachers go to another province for 10 days to get trained in Reading, Writing and Critical Thinking (RWCT) and instill the same in their students.

Suwannimit Foundation

The center acts as a legal advisory service to the clinic, since it is registered with the Thai government to provide services to migrant communities. For HKL, its role is mostly for monitoring the funds provided by the WWM.

She also mentioned that the numerous schools in Mae Sot are connected by a committee and the teachers who teach in the centers are all part of a Burmese Migrant Teachers Association.

Thabyay Foundation

Thabyay Foundation is designed to support students and key community and civil society workers. We help people to acquire the skills, knowledge, networks and assistance to foster self-directed, sustainable development in their communities and the wider society. It has various programs and we coordinated with the Curriculum Development project. This project prepares and distributes context-appropriate curricular materials and teacher training. It focuses on preparing adult learners from marginalized communities in Myanmar. The foundation provides free books on a variety of topics (math, science, English, conflict resolution, gender studies, environment studies etc.) to various schools in Thailand that board and teach Myanmar children.

Oasis Youth Center

The center has students that come from around 15-20 boarding schools. They teach various skills such as cooking, stitching, and also other skills (that some might say are not the best for getting jobs) such as modelling and acting. They also hold competition between different schools for these skills which motivates them further to learn them. The students themselves tell which skills they want to focus on and then they are taught those free of charge.

Burmese Migrant Teachers Association (B.M.T.A)

B.M.T.A is composed of various teachers and headmasters from different schools in Mae Sot. It has nearly 800 members from 51 migrant schools out of 69 in this area envisions skillful teachers who can lead their students towards a safer, better, and harmonious society by accessing and effectively using resources to deliver quality education. To achieve its vision, it has initiated various projects that include Capacity building for Parent Teachers' Association, Staff and key stakeholders capacity building (Capacity building trainings and teaching skills trainings) and teachers' seminars

Appendix D: Stakeholder Analysis (Part 1)

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
Government Agencies							
1	Thai Ministry of Education (MOE)	Secondary	Thai Ministry of Education lays down the regulatory framework for Thai schools, and also takes the responsibility to regulate and monitor the migrant schools in Thailand. The HKL director needs to meet with MOE and to report on HKL's education information.	Constraints: although the MOE provides some curriculum development guidelines for schools, they may not suitable for HKL, since HKL is a learning center for refugee children who come from ethnic minority communities in Myanmar. Besides, MOE doesn't provide any kind of support to learning centers like HKL.	Low	High	It's important for HKL to understand MOE's mission and curriculum design to help students better preparing for university exam of Thailand. Moreover, HKL needs to registered with the Migrant Educational Coordination Center, which is under MOE's regulation, to be legal in Mae Sot.
2	Thai Immigration Tak	Primary	It is the government department that determines migrant students' and teachers' legal identity in Thailand.	Constraints: now, the Visa fee is high for migrant teachers. And teachers and students need to renew the Visa every year. If they pass the renew time, there will be high penalty fee.	Medium	High	Making sure all students and teachers get legal identity.

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
NGO							
3	Women with a mission	Primary	HKL's major donor, it supported HKL for 10 years, but stopped their funding this March. So, HKL urgently needs a new funder.	<p>Constraints: WWM has started funding HKL since 2010, but they stopped the support this March. The reason they have to stop it is that the staff who connected HKL to WWM over past 10 years plans to move back to Australia. Without WWM's support, HKL cannot operate normally.</p> <p>Capacity: As the main donor over past 10 years, WWM knows HKL well, and understands HKL's strengths and weaknesses.</p> <p>Resources: it has good relationships with other foundations. So, it's a potential resource for HKL to connect with other donors.</p>	High	High	Maintaining the relationship with WWM, and ask advices and connections for future fundraising. As the donor side, WWM knows what donors want, so they are also potential mentors for fundraising.

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
NGO							
4	Suwannamit foundation (SNF)	Primary	<p>HKL'S local partner, it works for HKL's financial management. SNF is supported by Thai government.</p> <p>Organizations that donate to migrant learning centers need to donate via SNF to have tax reduction.</p>	<p>Capacity: they are familiar with HKL's financial situation, so they are important in making the budget plan for the implementation. It can provide suggestions for the fundraising plans. And it can also connect HKL with other local partners.</p> <p>Resources: SNF can not only deal with legal works, but also can provide professional trainings and advices for HKL.</p> <p>Constraint: SNF builds relationships with a lot of migrant schools in Mae Sot, HKL is one of them. So, they don't have enough time to fully focus on HKL, they can only provide with some instructions and advices.</p>	High	High	<p>Deepening the partnership with Suwannamit.</p> <p>Talking with them and knowing the budget plan for the implementation.</p> <p>Asking advices for fundraising plans and financial management.</p>

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
NGO							
5	Mae Tao Clinic	Primary	Mae Tao Clinic provides dried food support to many migrant learning centers in the area, including Hway Ka Loke. They have a child protection department, which is invested in providing resources to learning centers around the region. They also handle all the funding and finances of CDC	<p>Capacity: Mae Tao Clinic has great expertise and capacity in fundraising because of their experience in working with diverse types of donors, like USAID and OSF. They also have expertise in financial management and planning.</p> <p>Resources: The mission and mandate of Mae Tao Clinic is broad, and Mae Tao Clinic is connected with a number of donors working in different sectors and arenas. They also have expertise in health care, in addition to education.</p> <p>Constraints: Because Mae Tao Clinic is working in many different areas and supports many migrant learning centers, staff members feel that they may be stretched too thin to individually support learning centers through a mentorship program. Like other CBOs in the area, they are facing financial constraints.</p>	High	Medium	Continuing a partnership with Mae Tao Clinic for dried food support to meet nutritional needs of students. In the future, if MTC becomes more able and willing to providing one-on-one support, HKL can also look into deepening the partnership and seeking guidance on fundraising.

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
NGO							
6	Oasis Youth Center (OASIS)	Primary	OASIS is a youth program development center for Myanmar migrant students in Mae Sot, it's under SNF.	Capacity: OASIS can provide different types of trainings to students, such as cooking, filming, and music. It largely extends students' capacity in helping school's operation and marketing.	High	Medium	Building close relationship with OASIS, and encouraging students to take trainings.
7	Youth Connection Foundation (YCF)	Primary	YCF provides skill trainings (life skills and work skills) to students. Students need to take 9 months full-time classes in the training center (6 months teach and 3 months internships).	Capacity: providing management, leadership, and marketing trainings to students, and these skills will largely extend students' capacity In helping schools' management.	High	Medium	Involving students who study in YCF in school's management and operation.
8	Burmese Migrant Teachers Association (B.M.T.A)	Primary	BMTA's role is to cultivate skillful teachers who can lead their students towards a safer, better, and harmonious society by accessing and effectively using resources to deliver quality education.	Capacity: it has initiated various projects that include Capacity building for Parent Teachers' Association, Staff and key stakeholders' capacity building and teachers' seminars. It can continue these trainings for Jim and the teachers at HKL. Resources & Constraints: Limited resources and its funding has been cut recently.	Medium	Medium	Continued partnership with BMTA for capacity building of HKL staff and teachers and to stay coordinated with teachers of other local schools in Mae Sot.

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
NGO							
9	Thabyay Foundation	Primary	Thabyay foundation provides educational support for learners and educators by preparing and distributing context-appropriate curricular materials and teacher training under its Curriculum Project	<p>Resources: The foundation can provide educational materials for every basic subject including any special subjects that are appropriate for the context of migrants/vulnerable population as well as providing materials for proficiency test such as TOEFL, GED, and SAT.</p> <p>Constraints: In Mae Sot, the foundation only has a small number of staffs.</p>	Medium	Medium	Continue the relationship with Thabyay Foundation to maintain the access to quality educational materials.
10	NGOs that work with Myanmar refugees, education as human rights, or Karen youth	Primary	There are a lot of NGOs work with refugees and migrants in Mae Sot area, including UNHCR Thailand, the Border Consortium, Karen Refugee Committee Educational Entity (KRCEE), and Karen Youth Organization who can provide support to HKL.	<p>Resources: providing financial and material support. They can not only financially support HKL, but also could train teachers, and provide professional teachers and administrators to school to help curriculum development implementation.</p>	High	High	Connect with NGOs that can provide with financial and material support.

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
Community							
11	Other migrant schools (Such as Children's Development Center, CDC)	Secondary	There are around 70 migrant schools in Mae Sot to meet the needs of 30,000 migrant students. They are potential competitors and partners for HKL	Capacity: some large migrant schools have more resources, by cooperating with them, HKL might get some materials or teachers resources. Constraints: Since all these schools only rely on the international support, they compete with each other for NGOs' financial support.	High	Medium	Connect with potential partners, work with them to develop the fundraising plan.
12	Local Thai Community	Secondary	HKL has good relationship with local Thai Community. The local Thai Community could connect the school with other local organizations	Resources: local Thai community directly influence the learning environment. The rich natural and human resources of the community can help improving the school's partnership with local organizations.	Medium	Medium	Building good relationship with local Thai Community.

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
Community							
13	Karen Leaders	Secondary	The school communicate closely with Karen Leaders. The leaders could provide potential partners information to HKL. Karen leaders are opinion leaders, they are important for HKL to get financial and community support.	Resources: they are opinion leaders in the community, so they are very important in school's reputation and influence building. Also, they are potential.	Medium	High	Contact with major Karen leaders in the community, and help them knowing HKL better. Asking information for potential donors.
Administrators for HKL Boarding School							
14	Headmaster	Primary	He takes the role of recruiting and managing teachers and staffs. He provides procedures, equipment, and materials that are needed for effective implementation. He also takes responsibility of fundraising and partnership maintaining.	Capacity: the implementation of the leadership management depends on headmaster's decision of the allocation for teachers and resources. Constraints: the limited resources & capital constrain the effectiveness of allocation. Since the headmaster takes too much responsibility now, he has limited time and energy.	High	High	Helping headmaster to better understand the program and leadership development. Ready to assist them finding effective ways to allocate the limited resources & capital.

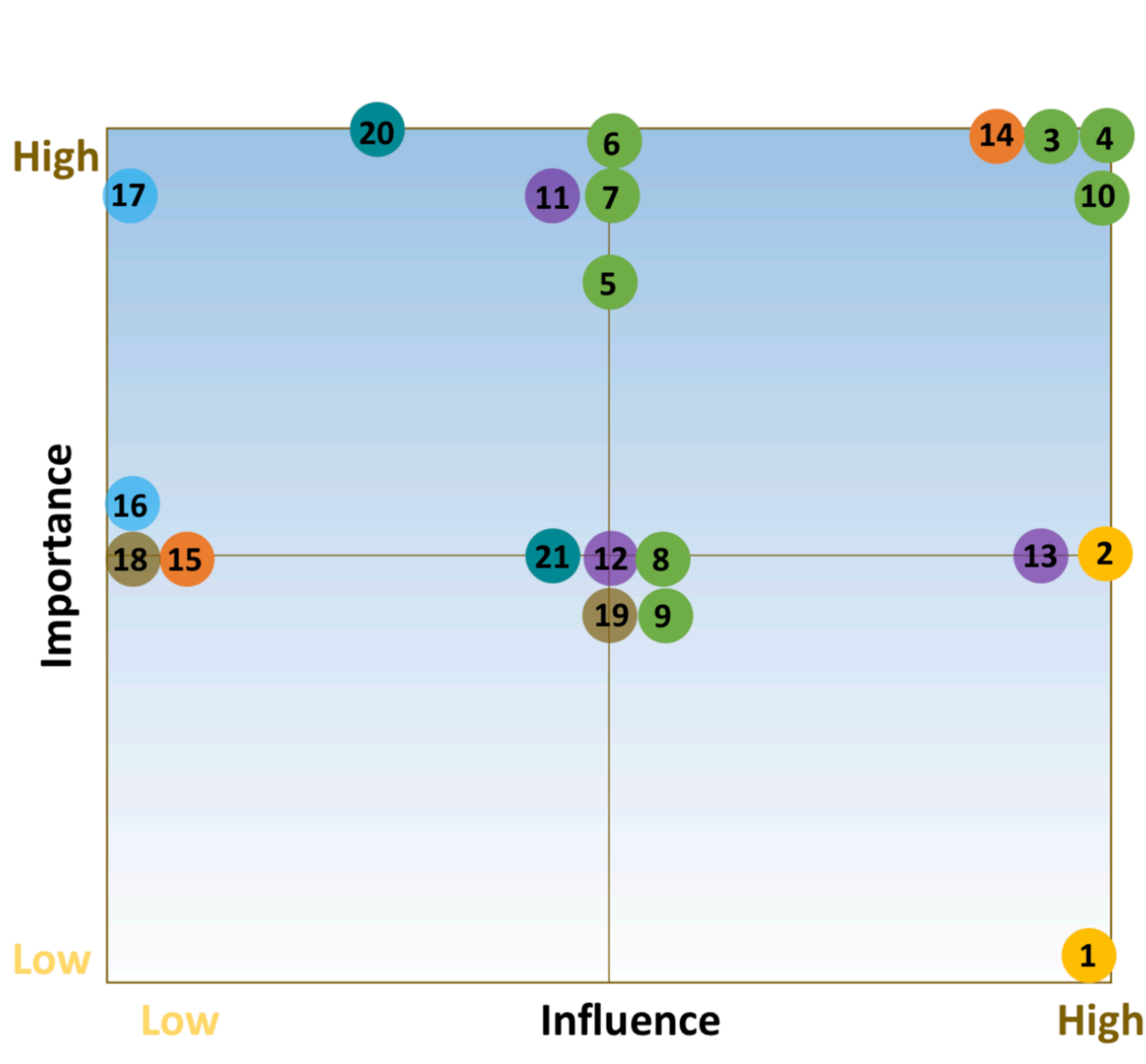
#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
Administrators for HKL Boarding School							
15	Staffs	Secondary	They are important in school's daily operation. They cooperate with the headmaster and teachers to take care of students' daily lives.	Constraints: limited resources & capital decreases the possibilities that staffs could do to help promoting effective management.	Medium	Low	Providing necessary resources for them to allow them better assisting in school operation and management.
Teachers at HKL Boarding School							
16	Teacher (current teachers)	Primary	Teachers can help with the school's daily operation and students' management.	Capacity: they all work in HKL over 3 years, so they know the school and students well. Constraints: most teachers in HKL face with legal constraints and language barriers.	Medium	Low	Actively involve teachers in school's daily operation and management.
17	Teachers (future teachers)	Secondary	Current teachers and future teachers are complementary. Future teachers have the skills that current teachers do not have.	Constraints: the lack of funding constrains the recruiting of professional teachers.	High	Low	Getting professional teachers from NGOs or getting financial support and hiring professionals.

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
Parents of HKL Students							
18	Parents	Secondary	Parents care about their children and the school. They can tell the school their concerns and advices. They can also support the school materially.	<p>Capacity: they know their children and the place they live better, so they can provide valuable advices to the manage their children.</p> <p>Constraints: since this is a refuge boarding school, parents are not live with their children. They live in the very rural area, so they may hard to connect and do not know much about the school.</p>	Medium	Low	We want to involve parents in our implementation. They can tell the school their concerns and advices. Also, some parents can provide some food to HKL.
19	Parents Teachers Association (PTA)	Secondary	It's very hard to connect and manage all parents, the parents association could better convey the parents' opinion to school as a union.	<p>Constraints: the association exists, but it's not active.</p>	Medium	Medium	Parents association is very important in connecting and managing parents, we need to involve PTA more in the implementation, and get more support from PTA.

#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
Learners at HKL Boarding School							
20	Current Students	Primary	Current students are core of the school. They study and live in HKL. they are directly involved in and influenced by the implementation.	<p>Capacity: the degree of their involvement heavily depends on their ages/maturity. Older students have high capacity in school management and marketing, and likely participate more and might be more active.</p> <p>Constraints:</p> <ol style="list-style-type: none"> 1. Since the school doesn't provide any leadership development courses now, most students may not have any leadership related knowledge. 2. Students in HKL are refugee children who come from ethnic minority communities in Myanmar, so they might be emotional and psychological sensitive and we need to take care of their emotions and cultural background. 	High	Medium	<p>In the short term, helping them building the basic knowledge of leadership and marketing. Initiating a student's marketing team and a students' management team.</p> <p>In the medium term, students and teachers work together to place action to the school's operation and marketing.</p> <p>In the long term, the students will be important part of school management and marketing, and at the same time, school should help students in their future development.</p>

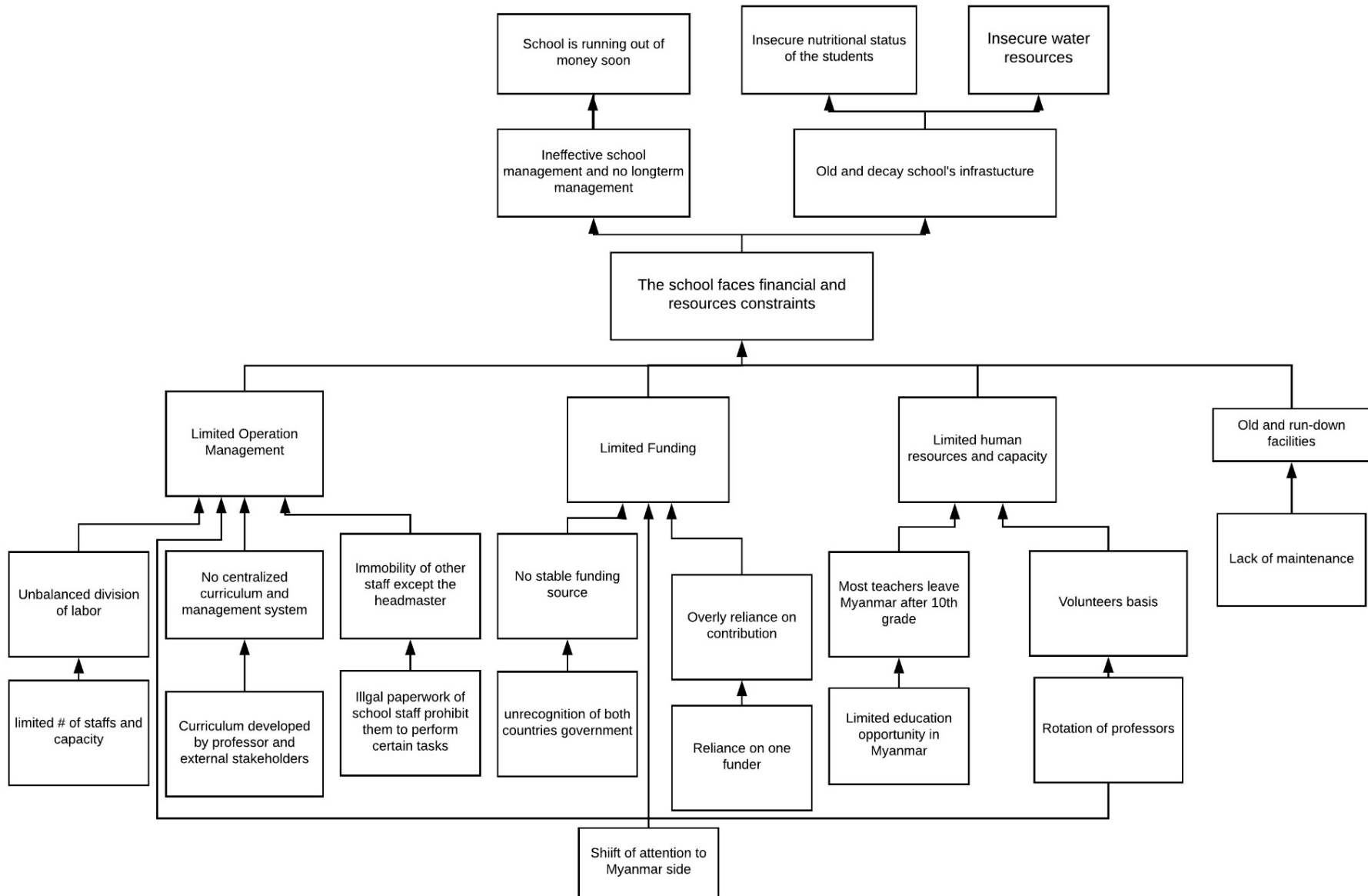
#	Stakeholder	Type (primary/ secondary)	Role	Capacity, Resources and Constraints	Importance	Influence	Strategy
Learners at HKL Boarding School							
21	Alumni	Secondary	Alumni are students who already graduated from HKL, they can provide advices to the school management and marketing. Moreover, they may also can provide financial support.	Resources: alumni who become leaders in their community or country can be good resources to the school's marketing. They can also be potential human capitals for HKL.	Medium	Medium	Contact with alumni to ask for their advice and help.

Appendix D: Stakeholder Analysis (Part 2)



- 1 Thai Ministry of Education
- 2 Thai Immigration Tak
- 3 Women with a mission
- 4 Suwannamit foundation
- 5 Mae Tao Clinic
- 6 Oasis Youth Center (OASIS)
- 7 Youth Connection Foundation (YCF)
- 8 Burmese Migrant Teachers Association (B.M.T.A)
- 9 Thabyay Foundation
- 10 NGOs that work with Myanmar refugees
- 11 Other migrant schools
- 12 Local Thai Community
- 13 Karen Leaders
- 14 Headmaster
- 15 Staffs
- 16 Current teachers
- 17 Future teachers
- 18 Parents
- 19 Parents Teachers Association (PTA)
- 20 Current students
- 21 Alumni

Appendix E: Problem Tree



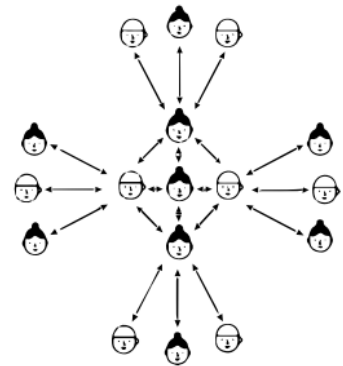
Appendix F: Leadership Workshop Guide: Excerpts from “Organizing: People, Power, Change” (Sinnott and Gibbs 2014: 7, 42-45)

Community Organizing (Overview) , made from Organizing: People, power, change.

Community Organizing is defined as “leadership that enables people to turn the resources they have into the power they need to make the change they want” in community organizing guidebook. Community organizing involves five key leadership practices: storytelling, building relationships, organizing teams, making a strategy and taking an action. Through these practice, leaders(community organizers) build and develop the relationships with people in and out of their community, turn the power those people own to achieve their goals.

The Snowflake Model

The leadership in the community organizing is called the “snowflake” model. In the snowflake model, no one holds the leadership but everyone in the community share the leadership and is interconnected for mutual accountability. In addition, everyone is responsible for recruiting and developing new leaders. Then, the new leaders develop other new leaders, who also recruit additional new leaders. Thus, the community network expands like a “snowflake.”



“Snowflake leadership model”

From Organizing: People, Power, Change p7

Storytelling: Public Narrative

In the community organizing, storytelling is the most important and the method is called “ Public Narrative.” Public narrative is consists of three components: a Story of Self, a Story of Us, and a Story of Now. Story of Self is the story to share the storyteller’s value; a Story of Us is the story of the community that the storyteller’s value is shared; a Story of Now is the story about urgent challenge to people with shared values face and have to take immediate action for. This public narrative is used to build and develop the relationships with people in and out of their community to turn the power those people own to achieve their goal.

Worksheet: Developing your Public Narrative

Story of Self

To start in developing your Story of Self, reflect on the following questions:

1. Why am I called to leadership?
2. Why did I decide to tackle this specific injustice or problem and work on this organizing effort?
3. What values move me to act? Have these values always been important to me? If not, when did that change? How might these values inspire others to similar action?
4. What stories can I tell from my own life about specific people or events that would show, rather than tell, how I learned or acted on those values?

Next, use the table below to dig deeper on who you are and why you're here. Write down thoughts or draw pictures to illustrate your responses.

Where you come from	Who you are	How you got involved
<ul style="list-style-type: none"> - Where were you born and where did you grow up? - Are there people that made an impact on you while growing up (family members, community members, role models, friends)? - Are there significant childhood experiences that stick out for you (early memories, coming-of-age experiences)? 	<ul style="list-style-type: none"> - What are you passionate about (interests, talents, hobbies)? - Are there significant experiences that have had an impact on your choices (school, travel, work, family, or partners)? 	<ul style="list-style-type: none"> - Are there people or significant experiences that stick out for you (social movement leaders, role models, books or knowledge) that spurred you into taking action for the first time? - What was your first experience of getting involved in organizing (volunteering in your community, supporting an organization, voting, attending a rally or protest)?

Next, based on your reflection, use the table below to write out the details of one choice point - a specific experience when you faced a challenge, made a choice, experienced an outcome, and learned a lesson.

Challenge	Choice	Outcome
<ul style="list-style-type: none"> - Why did you feel it was a challenge? What was so challenging about it? 	<ul style="list-style-type: none"> - Why did you make the choice you made? How did it feel? 	<ul style="list-style-type: none"> - How did the outcome feel and why? What did it teach you?

Now, you're ready to draft a Story of Self. In crafting your story around the choice point you've chosen above, try to be as detailed as possible. Create setting for your listeners - paint a vivid image of what you experienced (what you felt, how it sounded or looked like). Feel free to draw pictures, too.

Story of Us

To start in developing your Story of Us, reflect on the following questions:

1. What values do you share with this community? (note: 'community' here is the 'us' in your story)
2. What experiences have had the greatest impact on this community? What challenges has it faced?
3. What change does this community hope for and why?

Next, based on your responses to the above, use the table below to reflect on another choice point but this time, for your community. (Note: 'community' here can mean your group or organization, people involved in your campaign, or even the specific individual or group of people with whom you're sharing your story).

Challenge	Choice	Outcome
- What was the challenge we faced? What's the root of that challenge?	- What specific choice did we make? What action did we take?	- What happened as a result of our choice? What hope can it give us?

Your goal here is to tell a shared story that evokes shared values, illustrates the challenge(s) your community has faced or faces, and gives them hope that it can act together to make change.

Story of Now

In developing your Story of Now, reflect on these questions

1. What is the urgent challenge your community faces?
2. What change does this community hope for and why? What would the future look like if this change is made? What would the future look like if the change isn't made? (note: here, you're trying to paint a picture of the 'dream' of the future if the change is made, and the 'nightmare' of the future if it isn't.)
3. What choice are you asking people to make and why now?
4. What action are you asking them to take and what impact will this have on the bigger picture? What's the risk, or, what would the future look like if we fail to act?

Next, based on your responses to the above, use the table below to reflect on one last choice point but this time, one that your community faces now.

Challenge	Choice	Outcome
- What is the problem your community faces? Why is it urgent to organize now? What stories or images can you convey to make the challenge real for your listeners?	- What will the future look like if we fail to act? What could the future look like if we do act?	- What choice are you asking people to make? Is it clear what form their action will take and how it fits within the bigger picture (the 'dream' of the future you've described)?

In drafting your Story of Now, remember that you're trying to paint a clear and vivid picture of the urgent challenge your community faces, what the future could look like if they join you, and what specific action your listeners can take now to make it happen. Quick tip: your Story of Now should end with a "hard ask."

Weaving it together

Now it's time to weave Self, Us, and Now together. Use the table below to guide you. Then, it's time to try it out by practicing your full Public Narrative with others.

Self	Us	Now
<ul style="list-style-type: none"> - Which choices in your life have led you to be here today? Pick one or two that relate to this community and this moment. 	<ul style="list-style-type: none"> - What is this community all about and which stories reveal that? What specifically moves you about this community? 	<ul style="list-style-type: none"> - What challenges make you feel enough (or angry enough) to act? What gives you hope? What specific choice are you asking people to make?

Appendix G: Marketing Workshop Guide

Marketing plan for Hway Ka Loke (HKL)

Why does marketing matter for schools, and for HKL?

Marketing is very crucial for all organizations, because it's a way for people to know the organization. Profit organizations build brand and make money by marketing, and non-profit organizations attract people's or foundations' attentions to raise money or communicate values.

Marketing will help schools on student enrollment, fundraising, teacher recruitment, parent engagement, reputation, and community support. For HKL, it's more important and helpful to do the marketing. Since, HKL is a non-profit school with immigrant students, marketing could help it attracting publicity and funders. Moreover, with students who are special and have touching stories to share, marketing is an effective way for HKL to raise money and attract more qualified teachers and managers.

How to do marketing?

There are a lot of marketing strategies for schools, HKL could modify those strategies to meet its own situation and needs. (Knowing the target audience, and understanding the culture context)

The first step and basic strategies for HKL to get attention from public and foundations are (Reading: 8 marketing ideas for schools):

- Get exposure in media
 - Create blogs and social media for the school
 - Facebook page creation
 - Instagram setting
 - Content in social media
 - Making videos with touching stories (students, students' families, teachers)
 - Taking photos
 - Letting students tell their stories by themselves
 - Example of Facebook & Instagram
 - Mae Ra Moe Refugee Camp
 - Save the Children Thailand
 - Save the Children (Instagram)
- Get connection with elites, NGOs, and professionals of education
 - Build good relationships with influential people or organizations, and they will help HKL to get more attentions from public.
- Build relationship with local and international media. Although it's self-media era, public media still play influential roles, and by connecting with them, HKL will largely attract public's attention.
- Including HKL's alumni in the marketing plan
 - Involving them as part of the "stories"
 - Making them as communicators for HKL. They are one of the most qualified people to talk about experiences in HKL

Resources:

8 Marketing ideas for Schools <https://digitalux.co/blog/8-marketing-ideas-for-schools/>

Strategies for Engaging Immigrant and Refugee Families

http://crisisresponse.promoteprevent.org/sites/default/files/root/strategies_for_engaging_immigrant_and_refugee_families.pdf

Story telling

https://books.google.com/books?id=tycsQHIXz2YC&pg=PA17&lpg=PA17&dq=business+plan+for+refugee+school&source=bl&ots=k_U9hj650R&sig=fBoGQL6i_N8ybEaNv7i4VJtOmAI&hl=en&sa=X&ved=0ahUK_EwjW4-_B6NjzAhWBMd8KHWtvBIY4ChDoAQhXMAc#v=onepage&q=business%20plan%20for%20refugee%20school&f=false

5 Top Tips for Marketing Your School District <https://www.campussuite.com/5-hot-tips-for-marketing-your-school-district/>

Framing: Rule of 3rds <http://digital-photography-school.com/rule-of-thirds/>

Nice example of story & composition [Feeding the Planet \(Links to an external site.\)](#)Links to an external site.

Appendix H : Interview and Focus Group Guides

Organization Leaders

Semi-Structured Interview

Interview Summary (Organizational leaders)

Interviewers: 2 SIPA team members, one for interview and one for recording (take notes).

Interviewees: 1-3 staff members with different work years at organizations

Person conducting the interview:

Date of the interview:

Duration of the interview:

Location of the interview:

Name of interviewee:

Age of the interviewee:

Interview objectives

- Understanding what the organization is willing and able to offer in terms of expertise
- Understanding existing structures for mentoring and coaching among schools and support organization
- Understanding viability and feasibility of a partnership program between the organization and HKL / other schools, particularly what a program might look like considering organizational constraints and considerations

Interview Guide for Staff members at Partnering Organizations

Introduction (2 mins)

Hello, it's very nice to meet you. We really appreciate for your time, and it's our pleasure to talk with you. My name is [] and this is []. We are both graduate students from Columbia University in New York, USA. Currently, our university is working with Hway Ka Loke to help improve the long-term sustainability of the school, and while we're working together, we are not employees of Hway Ka Loke. At the end of the project, we will submit a final report to Hway Ka Loke about our findings.

We are here to explore opportunities of coaching and mentorship to help build up the capacity of schools and cultivate leadership within schools. As a director of an organization that supports schools like Hway Ka Loke (HKL), your opinion is very important, and we would love to hear more from you about your organization and your work.

Getting permissions (3 mins)

Before we start, we want to make sure we get your consent. I will ask questions and [] will record by taking notes.

1. Do we have your consent to record the interview?

We would like to assure you that all information will be kept confidential and be used only for academic purposes. We may include some quotations from interviews in our final report, and you can remain anonymous.

2. Do we have your consent to anonymously quote your words in the report?

We understand that there will be some sensitive questions, if you are not comfortable with the questions, you are free to not answer all of them and stop the interview at any time. This interview will start soon, it will take about one hour.

3. Before we start, do you have any questions or concerns?**Opening/ Icebreaker Questions (8 - 10 mins)**

4. Could briefly introduce yourself, like how long have you been working with your organization?
What are your main responsibilities in your job? We are really interested in knowing more about you before we start the interview

Transition: Thank you so much for sharing that with us, it's very interesting to hear about your experience. Based on your experience with your organization, we would like to know more about your current work with centers for migrant education.

Organization's strengths and expertise (12 - 15 mins)

5. What would you say is [organization]'s role in supporting migrant education? What specific services do you provide to help schools with the challenges?
- What specific services do you provide?
 - What does it look like to participate in one of your services?
6. What expertise and strengths does your organization have in supporting centers for migrant education?
- Do you feel like schools are making the most of what you have to offer?
 - If No ⇒ **i)** Why do you think this is the case?
⇒ **ii)** What could be done differently?
7. (*optional*) In your opinion, what do you think is the biggest challenge facing schools today?
- What do you think is the solution?

- b. In your opinion, how does your organization fit into the solution?

Transition: We learned that some schools like HKL are facing a number of challenges, including in fundraising, marketing/communications, and financial management. Because schools like HKL are still learning about these topics, we are exploring ways that HKL can strengthen their capacity in many of these areas.

Existing structures for mentoring or coaching / training and teaching (12 - 15 mins)

8. Does [organization] run any programs that involve a mentoring or coaching aspect with their partners?

- a. If No

⇒ **i)** What experiences does your organization have with a training or teaching aspect? (Elaborate).

⇒ **ii)** Have you considered coaching or mentoring schools before?

⇒ **iii)** If yes, what were some of the reasons you decided against it?

⇒ **iv)** Would you be open to beginning a coaching / mentoring relationship with schools on your organization's subject of expertise?

⇒ **v)** If no, "Can you tell me a little more about that? What are some reasons?"

If yes, go to Question 9.

- b. If Yes

⇒ **i)** Can you run me through the details of the program? For example, who does the training/coaching/mentoring, how often and for how long you meet, where you meet, how many people meet at once, what is covered in the meetings?

⇒ **ii)** What has your overall experience been with the program? How have schools responded?

⇒ **iii)** What are some of the advantages and strengths of the program?

⇒ **iv)** (*optional*) What were some of the reasons you decided to do the program?

⇒ **vi)** Are you currently engaging in this program with HKL? If not, would you be interested and able to collaborate with them?

⇒ **vi)** Go to Question 10

Transition: We talked a little bit about existing structures for an individual coaching or mentoring program. We know that there will be many opportunities and challenges involved and want to learn a little bit specifically about how you envision a program might run best at [organization].

Partnership program in context: feasibility and viability (8 - 10 mins)

9. If you were to start a mentorship or coaching relationship with some of the schools, what would be your biggest considerations and concerns? (i.e. not enough staff members/time to do it, experience in coaching, etc.)
 - a. What resources do you feel you already have? What resources would you need?
 - b. What do you think would be major challenges and constraints involved?
 - c. In your opinion, what can be done to help you eliminate the concerns you have?
10. With your current program, what are the factors you're taking into consideration when running the program?
 - a. What are the major challenges and constraints involved in running the program?
 - b. In your opinion, what can be done to help you eliminate the concerns that you have?
 - c. What resources do you feel you already have? What resources do you think you still need?
11. Operationally, what kind of arrangement would be most convenient for [organization]?
 - a. Where should they meet and/or how? (i.e. in person, through phone or email)
 - b. How often and for how long?
 - c. Who will be the mentor, and who will run the meetings?
 - d. Content: Should it be more of a curriculum or an advising based on the school's specific issues?
 - e. What should the school contribute or be responsible for? (i.e. accountability/assignments)
 - f. Should other types of meetings be involved (i.e. school visitations, presentations at school, etc.)

Transition: Thank you so much for sharing your insightful thoughts so far. We're just about to wrap up with our interview.

Closing (5 - 8 mins)

12. Are there any other things that you want to share with us?
13. Do you have any questions for us?
14. If we have more questions, do we have your consent to contact with you via email/phone?

Thank you again for taking time to speak with us. Your opinions are very important to us, and we will follow up with you via email/phone. If you have questions or are interested in receiving more information about our report, please feel free to contact [] at [email/phone].

Teachers

Focus Group Summary (Teachers)

Leads: 2 SIPA team members, one for interview and one for recording (take notes).

Participants: 4-8 teachers with different work years at HKL

Person conducting the focus groups:

Date of the focus group:

Duration of the focus group:

Location of the focus group:

Name of participants:

Age of the Participants:

Focus Group discussion objectives

- Understanding what challenges and strengths of HKL are from teachers' perspectives
- Understanding the day-to-day work of teachers
- Understanding human resources / capacity constraints and what might be able to alleviate these constraints
- Gauging an interest in developing skills to help HKL, particularly through a mentoring and coaching system among schools and support organizations
- Understanding viability and feasibility of a partnership program between the organization and HKL / other schools, particularly what a program might look like considering HKL's teacher's constraints and considerations

Focus Group Guide for HKL Teachers

Introduction (2 mins)

Hello, it's very nice to meet you. We really appreciate for your time, and it's our pleasure to talk with you. My name is [] and this is []. We are both graduate students from Columbia University in New York, USA. Currently, our university is working with Hway Ka Loke to help improve the long-term sustainability of the school, and while we're working together, we are not employees of Hway Ka Loke. At the end of the project, we will submit a final report to Hway Ka Loke about our findings.

We are here to explore opportunities of coaching, mentorship and other solutions to help build up the capacity of HKL and cultivate leadership within schools. As a teacher of Hway Ka Loke (HKL), your opinion is very important, and we would love to hear more from you about your opinions of HKL's challenges.

Getting permissions (3 mins)

Before we start, we want to make sure we get your consent. I will ask questions and [] will record by taking notes.

- 1. Do we have your consent to record the interview?**

We would like to assure you that all information will be kept confidential and be used only for academic purposes. We may include some quotations from interviews in our final report, and you can remain anonymous.

2. Do we have your consent to anonymously quote your words in the report?

We understand that there will be some sensitive questions, if you are not comfortable with the questions, you are free to not answer all of them and stop the interview at any time.

This focus group will start soon, it will take about one hour.

3. Before we start, do you have any questions or concerns?

Opening/ Icebreaker Questions (8 - 10 mins)

4. Could briefly introduce yourself, like how long have you been working with HKL? What are your main responsibilities in your job? We are really interested in knowing more about you before we start the interview.

Transition: Thank you so much for sharing that with us, it's very interesting to hear about your experiences. Based on your experience with HKL, we would like to know more about your day-to-day work with centers for migrant education.

Teachers' experiences of HKL (12 - 15 mins)

5. What does a typical day look like for you at HKL, from morning until evening? Probe for...
 - a. Other responsibilities handled in the running of the school?
 - b. How tough the work load is. How many hours of work a day?
 - c. How tough is the work load for other teachers not in the group
6. In your work, what do you look forward to most? The least? Probe for...
 - a. What are some of the reasons for your excitement and/or dread?
 - b. What are some of the strengths you bring to HKL, in your opinion?
 - c. (similar to above questions, ask if not already answered) In terms of running the school, what do you feel most confident in and what would you prefer to avoid?
 - d. What are you interested in learning more through your experience? In what ways would you like to grow?

Transition: It sounds like HKL is lucky to have you, and your contributions make a big difference to the school and the students. We would like to pivot from you individual experience and hear more generally about the school and about what you think are some of the strengths and challenges facing HKL currently.

Strengths and Weaknesses of HKL (10-15 mins)

7. In your opinion, what are some of HKL's strengths and weaknesses?
8. What do you think are some of the important or difficult challenges facing HKL currently?
Probe for:
 - a. Enough workers? Why do they think this is the case?
 - b. Lack of funding? Why do they think this is the case?
 - c. What do you think are potential solutions for some of these problems?
9. (if human resources / capacity is not mentioned) What do you think about the number of staff? Do you feel that there are enough teachers and staff to do the work needed to run the school well?

Transition: Thanks for sharing your ideas and knowledge of the school. We've learned from you that HKL are facing a number of challenges, including [example from interview]. We've also discussed a little bit about some topics that might help HKL run better. We are currently exploring ways that HKL can strengthen their capacity in many of these areas through partnerships with local organizations.

Gauging interest, viability, and feasibility of a partnership (12 - 15 mins)

10. If HKL were to begin focusing on fundraising, financial management, and communications in the future and involving more people, what do you think would be a good structure for splitting responsibilities within the school? Probe for...
 - a. Who do you think should be involved?
 - b. Do you think there will be enough staff and teachers?
 - c. (if no to 10b.) What do you think the school can do to help with these human staff / capacity constraints?
 - d. What do you think of the potential of older students or recent graduates in contributing to the smaller tasks of running the school?
 - e. What other organizations, individuals, or community members from outside of the school might interested in getting involved in the running of the school?
 - f. What are some concerns or considerations you might have?
 - g. Would you be personally be interested in learning about any of these topics and applying it to HKL?
11. One option is a coaching or mentoring program between partnering organizations and HKL. Experts in partnering organizations will help guide HKL members in each of these aspects to help with the running of the school. What do you think of this idea?

- a. What are some concerns you might have / what do you think might be challenges or constraints to a program like this from HKL's side?
 - b. What factors will make it easier on HKL to participate in this kind of program? (i.e. location? Meeting place? Frequency of meetings? Content?)
 - c. Has HKL ever been involved in something similar?
 - ⇒ i) (If yes.) What was the experience like?
 - ⇒ ii) (If no.) Do you think HKL and HKL's staff members/teachers would be interested in this kind of program?
 - d. How do you think HKL staff members or teachers would respond to this kind of program?
12. (if enough time) Let's explore some of the solutions you mentioned earlier. Can you describe to me what are some other promising solutions to HKL's challenges that you've thought about? Who should be involved and what does it entail?

Transition: Thank you so much for sharing your insightful thoughts so far. We're just about to wrap up with our interview.

Closing (5 - 8 mins)

13. Are there any other things that you want to share with us?
14. Do you have any questions for us?
15. If we have more questions, do we have your consent to contact with you via email/phone?

Thank you again for taking time to speak with us. Your opinions are very important to us, and we will follow up with you via email/phone. If you have questions or are interested in receiving more information about our report, please feel free to contact [] at [email/phone].

Students

Focus Group Guide

Focus Group Summary (Students)

Leads: 3 SIPA team members, one for interview and one for recording (take notes).

Participants: 4-8 students over the age of 18

Person conducting the focus group:

Date of the focus group:

Duration of the focus group:

Location of the focus group:

Name of participants:

Age of the participants:

Focus group discussion objectives

- Understanding what challenges and strengths of HKL are from student perspectives
- Understanding the daily life and concerns of students, as well as future aspirations
- Understanding the capacity and potential of students
- Gauging an interest in developing skills to help HKL, as older students and leaders

Focus Group Guide for Students

Introduction (2 mins)

Welcome everyone! We are so excited to meet you face to face and thank you so much for coming today. My name is [], and this is [], and we will be leading the session today. [] will be taking notes on your thoughts and opinions.

A little bit about us: We are students from Columbia University in the USA. Currently, our university is working with Hway Ka Loke to help improve and design a leadership development curriculum for students. While we're working together, we are not employees of Hway Ka Loke. Today, the purpose of our discussion is to understand better your current challenges and aspirations, what you think are the strengths and challenges of HKL, and what you think your role is, as an older student in the school.

Before we begin, I wanted to first ask for your permission to talk to you, asking questions and recording your thoughts and opinions. Any of your responses and feedback will be kept anonymous, and we ask that you also do not share or repeat what is shared here outside. If at any point, you'd prefer to not participate or would like to leave, you are free to do so.

Would it be okay to talk to you and ask you questions?

We would also like to request your permission to record this discussion by taking notes. There may be times when we are not able to remember everything you say, so recording it will make it easier for us to come back later.

Is it okay to take notes from this discussion?

One final thing before we get started: we wanted to go over a few guidelines for the discussion today. First, there are no right or wrong answers. We're not expecting a certain answer for any of these questions. We are hoping to learn from you and hear about your experiences, thoughts, and opinions. We also ask that we respect each other's opinions and listen when others are speaking. That being said, there's no need to raise your hands or think of this as a class—it's more of a conversation, and you can respond to one another or build off of each other's points. If you have questions at any point, feel free to ask.

Does anyone have any questions about anything I've mentioned so far?

So, let's get started. We'd love to first get to know each other and learn more about you and your interests.

- *If we can go around the circle, we'd love for everyone to share their name, age, the number of years they've been at Hway Ka Loke. We'll throw in a fun fact too: if you can share your favorite school subject, that would be great.*

Transition: Now that we know a little bit about you, we'd love to hear about what's important to you. This includes your dreams, your challenges, and everything in between.

Personal Challenges, Aspirations, and Resources (20 minutes)

- What do you hope to do after leaving Hway Ka Loke? Probe for...
 - Location
 - How are you currently working toward your goals?
 - What motivates you to keep working toward your dreams?
 - What are obstacles toward your dreams?
- What are your greatest strengths? Probe for...
 - Resources that are accessible to help them improve or build on their strengths
 - How are they currently using their strengths?
- What are some of the biggest challenges you're facing right now?
 - Probe for
 - What are you currently doing to manage it?
 - What are some skills or resources that you wish you had that would help you better address these challenges?

Transition: Thank you so much for sharing that with us, it's very interesting to hear about your experiences. We would like to hear more generally about your daily lives at the school and about what you think are some of the strengths and challenges facing HKL currently.

Experiences of HKL (12 - 15 mins)

- What is a typical day like for you at HKL? Probe for...
 - Responsibilities at school beyond studying
 - Relationships with younger students
 - Demonstration of leadership
- What do you love about HKL? What do you think could be improved? Probe for...
 - Strengths and weaknesses as perceived by students
- What in your opinion are the biggest challenges facing HKL? Probe for...
 - Potential solutions they think might be helpful
 - Where they see themselves in relation to the issue. Separate? Potentially part of the solution?

Transition: Thanks for sharing your ideas! We've learned from you that HKL are facing a number of challenges, including [example from interview] and [example from interview]. We are currently exploring ways that older students may be able to take on more leadership within the school to help with challenges.

Gauging interest, viability, and feasibility of student leadership (12 - 15 mins)

- Where do you see your own role in the school, as older students? Probe for...
 - Specific things they can help with
 - Managing younger students
 - Other skills
- How would you feel about an opportunity to participate more in the running of the HKL? Probe for...
 - Work load, capacity
 - Interest, enthusiasm to take a bigger part in the running of the school
 - Confidence and comfort level that they can contribute to HKL

Transition: Thank you so much for sharing your insightful thoughts so far. We're just about to wrap up.

Closing (5 - 8 mins)

13. Are there any other things that you want to share with us?
14. Do you have any questions for us?
15. If we have more questions, do we have your consent to contact with you via email/phone?

Thank you again for taking time to speak with us. Your opinions are very important to us, and we will follow up with you via email/phone. If you have questions or are interested in receiving more information about our report, please feel free to contact [] at [email/phone].