



Challenges Of Upper Secondary And Vocational Education For Myanmar Migrants In Thailand

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Outline

- 01 Introduction
- 02 Existing Studies
- 03 Problem Statement
- 04 Research Questions
- 05 Research Background
- 06 Findings
- 07 Conclusion

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Introduction

• General Objective:

- *Alternative solution* to migrant education
- Does **NOT** presume the needs to enroll migrants in public schools
- From a student-based perspective



Introduction

• Social inclusion:



The process of improving the terms on which individuals and groups take part in society—*improving* the *ability*, *opportunity*, and *dignity* of those *disadvantaged on the basis of their identity* (World Bank)

Introduction



Migrants:
Disadvantaged On
The Basis Of Their
Identity



Education:
Important Way To
Promote Social



Migrant Education
→ Social Inclusion

How???

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Existing Studies

Migration and education

- Sjaastad (1962): migration = investment in "human agent"
- Resembles the common view on education = investment in human capital
- Migration & Education: means to invest for a better future

Impact of migration on youth's education

- Harttgen & Klasen (2009): *Inadequately studied topic*
- Education → children's well-being
- Theory of incompatibilities: mobility prevents disadvantaged children from enjoying the same success in schools (Jose Cárdenas and Blandina Cárdenas, 1977)

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Existing Studies

- Traditionally known immigration countries, challenges are:

- language acquisition → important to succeed in US (McBrien, 2005)
- lack of international transferability of human capital in Australia (Tani, 2017)
- Difficulty in transferring school records, maintaining records of credit accrual and accessibility of education (Reyes & Salinas, 2004)

How to address the challenges in migrant education?

Integration



Presumption:

Migrants *intend to* and/or *can legally settle* in the host country

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Existing Studies

- In the case of Thailand, **education challenges** are viewed as **obstacles** that **prevent** young migrants from attending **Thai public schools**.
- 1) It is hard for migrant students to attend Thai public schools because (of):
- 2) Right to education: Children of migrants should have access to “quality public education” as Thai students do (Arphattananon 2012)

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Existing Studies

- In the case of Thailand, education challenges are viewed as obstacles that prevent young migrants from attending Thai public schools.
- 1) It is hard for migrant students to attend Thai public schools because (of):
 - Unbearable indirect costs, undocumented status (Vungsiriphal, 2013), Overage (Nawarat 2018), Unwillingness of some local schools (Arphattananon, 2012; Dowding, 2014; Petchot 2011)
- 2) Right to education: Children of migrants should have access to “quality public education” as Thai students do (Arphattananon 2012)

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Existing Studies

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Existing Studies



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Problem Statement

1. Majority of Myanmar migrants in Thailand do NOT intend (or lack the legal means) to settle in Thailand:
 - 79.9 % of Myanmar migrants intend to return to Myanmar (IOM Thailand, 2013)
 - Despite that nearly half of them do not have a return timeframe in mind (ibid)→ **Impermanent** migrants ≠ immigrants → integrate
 2. For Myanmar migrants whose families have plans to return to their homeland may prefer MLCs over Thai public schools
 3. Older youth (e.g. between the age of 15 to 24) may prefer to learn hands-on skills from vocational training schools more than enrolling in public schools as overage students
- General presumption: migrants intend to settle in the host country → NOT necessarily applicable to ALL migrants in the case of Thailand

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Research Questions

1. **Why** some migrants students from Myanmar are attending migrant learning centers (MLCs) but not Thai public schools?
 - **How** is the education offered by the **MLCs different from Thai public schools**?
2. **What kind of education challenges** migrant students between the age of 15 to 24 have encountered and/or are still facing?



Research significance (anticipated): fill in the research gap on **alternative educational needs** of migrant students in Thailand

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Outline

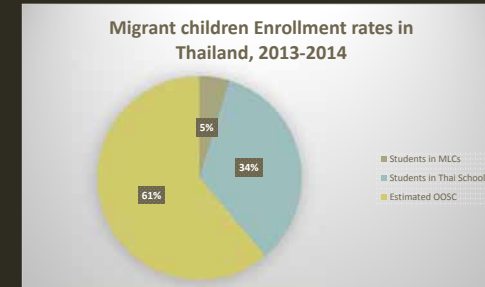
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Research Background

- Thailand: Migration hub in Southeast Asia
- Mae Sot, Tak province:
 - **Border town** between Myanmar and Thailand
 - **Borders with the Kayin state** (formerly known as the Karen State)
 - **Ethnicity**: Karen (majority)
 - **Conflict-prone area**
 - **Many migrants in Mae Sot are ethnic Karen** from the Kayin State because of geographical proximity



Research Background

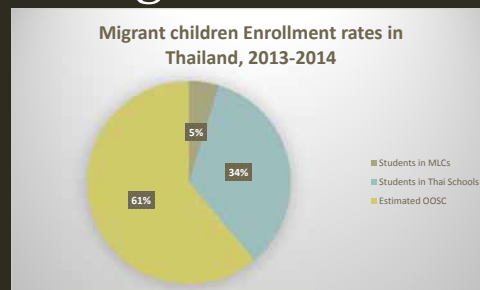


Sources: National Statistics of Thailand, 2010; MOI 2014; FRY 2014; OBEC 2013 as cited in Dowding 2014

- Although public school's tuition is free in Thailand, about 18,312 out of total estimated number of 390,060 (5%) migrant children from Myanmar are enrolled in MLCs in Thailand (5%)
- Majority of MLCs and migrant students are in Mae Sot, Tak province
 - 73% (13,459 of 18,312) students are enrolled in MLCs in Tak province
 - Among the 60 MLCs located within the four districts of Tak province → 55 are in Mae Sot

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Research Background



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Research Background

- Migrant youth:
 - Where? from **Myanmar** (>50% of migrant students)
 - Age? **15-24 years old** (critical stage of transition)
 - Enrolled in **upper secondary school education** provided **Migrant Learning Centers (MLCs)** in Mae Sot, Tak province, Thailand
- Challenges:
 - From migrant students' perspectives
 - When **searching for jobs** or **higher education**

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Findings

- Types of education offered by MLCs:

	Thai Public Schools	MLCs				
Part-time or Full-time	Full-time	Full-time		Full time/Part-time		Part-time
Curriculum	Thai curriculum	Burmese curriculum (Or mixed curriculums)	Vocational Training	Thai non-formal education	Burmese non-formal education	Burmese language lesson
Accreditation	Yes, by the Thai government	Only some are accredited by the Burmese government	N/A	Accredited program (not necessarily the entire school)	Accredited by the Burmese government (just started 3 to 4 years ago)	N/A

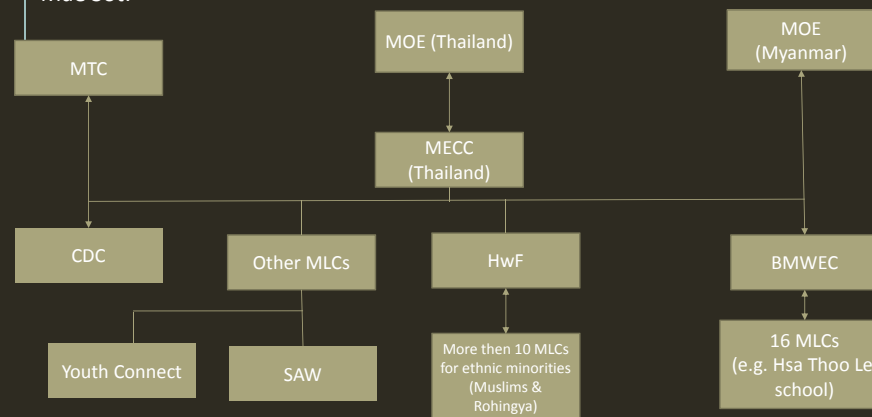
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Findings

- Only 3 MLCs in Mae Sot offer upper secondary education (with one or more than one curriculum) and 1 offers vocational training.
 - Upper secondary education:
 - Hsa Thoo Lei school (HTL),
 - Children Development Centre (CDC),
 - Social Action for Children and Women (SAW) school
 - Vocational training: Youth Connect

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- Various government agencies, community-base organizations involved in migrant education in Mae Sot:



Acronyms:

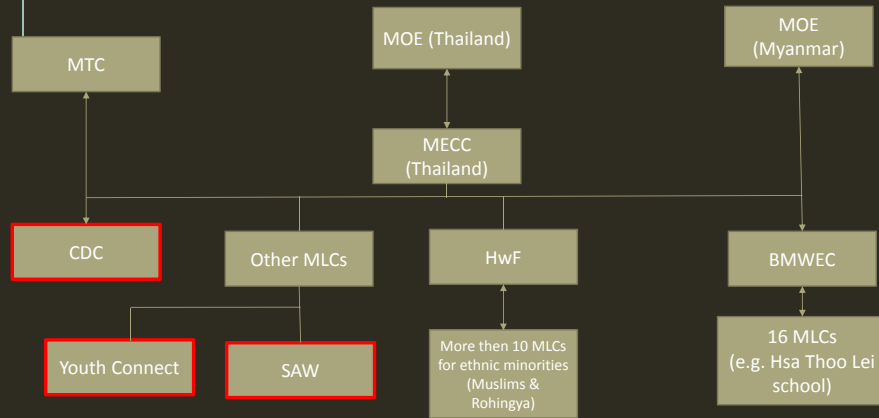
BMWEC: Burmese Migrant Workers' Education Committee (CBO)

CDC: Children Development Centre (MLC)

HwF: Help without Frontier (Foundation)

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Findings

1. CDC

- An **education department** under the **Mae Tao Clinic (MTC)**, a famous clinic that provides free medical services to Myanmar migrants in Mae Sot
- Offers limited number of boarding house services to migrants students in need
- Current total number of enrolled students is estimated to be around 900 (890 in 2017)
- Popular among students who wish to pursue **post-secondary education**
- Includes 3 pathways: **Thai**, **Burmese** and **International pathways**
- **Thai pathway**: accredited by the Thai government as a **non-formal education program**
- **International pathway**: choose to enroll in pre-GED class and proceed to 1-year GED program offered **Beam Foundation** (partnered organization in Chiang Mai, Thailand)

→ Students who pass the GED exam can apply for Thai universities or universities outside of Thailand

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Findings

Research questions:

1. **Why** migrants students from Myanmar are attending migrant learning centers (MLCs) instead of Thai public schools?

1. Reasons for choosing MLCs over Thai public schools:

- **CDC**: Parents' choice, prefers international pathway (have relatives in foreign countries), more affordable
- **SAW**: Most did not choose the school since they were brought here as infants; others sent by parents said it is because of the free education
- **Youth Connect**: for job opportunities, as a transitional stage to retain a ***valid ID** in Mae Sot & to look for further education opportunities

**Police officers tend NOT to deport migrant students (given many of their undocumented status a valid student IDs issued by a school (any school is the only way to show that they are students in Mae Sot))*

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Findings

Research questions:

1. What kind of education challenges migrant students between the age of 15 to 24 have encountered and/or are still facing?

2. Education challenges identified by students: **Financial burden**

- **CDC**: family problems (eldest son/daughter and has to take care of siblings); language barrier
- **SAW**: hard to afford living expenses; language barrier
- **Youth Connect**: limited scholarship information; lack of financial support and/or unable to pass the matriculation exam (for Burmese university)/ GED (for Thai and international universities)

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Conclusion

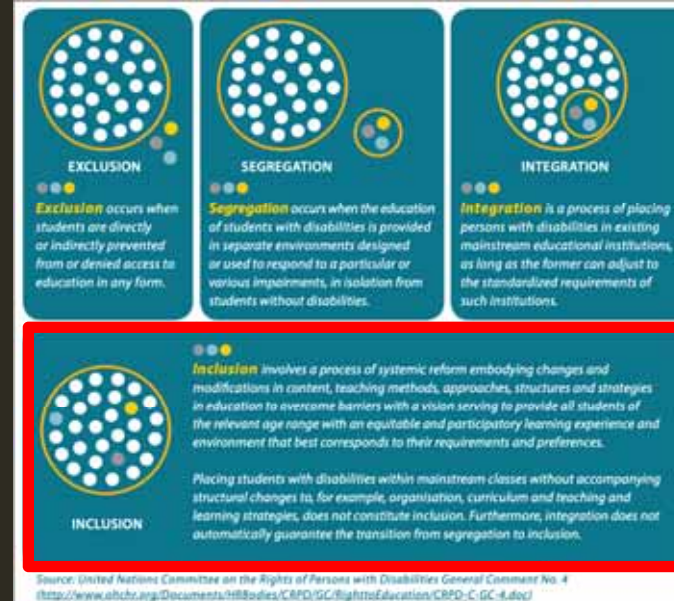


- For migrant youth aged 15-24, enrolling in Thai public schools might not be optimal, because (of):
 - Hard to overcome language barrier
 - No legal status → cannot hardly find a job even after completing high school education
 - Not relevant if they plan to pursue higher education back in their home country or overseas
 - Some prefer life-skill training and/or vocational training to prepare them for the local job market
- The 3 selected schools demonstrated exemplary curriculums that can **better serve** the needs of Myanmar migrant students
 - → Not necessarily an ideal social inclusion

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Conclusion

- Social Inclusion:
 - Improving the **ability, opportunity, and dignity** of those **disadvantaged on the basis of their identity**
- Resilient teaching methods



Thank you !

ขอบคุณมากๆ ครับ !



THE FIRST INTERNATIONAL DEVELOPMENT FORUM IN THAILAND
"WELL-BEING, SOCIAL INCLUSION AND SUSTAINABLE DEVELOPMENT"

SUSTAINABLE
DEVELOPMENT
GOALS



Existing Studies

1. **Unbearable indirect costs** such as activity fees, books, uniforms, etc. (Vungsiriphal, 2013)
2. The fear that their **undocumented status** might be exposed (Vungsiriphal, 2013)
3. Schools are unable to accommodate the needs of older students → **overage students** have to start from grade one, because of:
 - a. **Insensitive placement test** based on Thai language skills (Nawarat 2018)
 - b. **No recognition of prior education** that student received in Myanmar (ibid)
4. **Unwillingness of some local schools** to accept migrant students without proper documentation despite that all students are entitled to the right of education under the Thai government's national policy (Arphattananon, 2012; Dowding, 2014; Petchot 2011)

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Findings

2. Social Action for Children and Women (SAW)

- CBO founded in 2000 → **Thai Foundation** since 2017
- Provides boarding house services to almost all residents
- Est. number of residents 165, **60% (100) are orphans**, others are sent by their parents to the foundation because of their affordable education
- Follows **Burmese curriculum**, but only accredited by MOE of Myanmar for its non-formal Burmese education
- **Many enrolled residents** were brought here since infancy and are sent to ***Thai public schools**

** Although Thailand's immigration policy generally follows the principle of right of blood, children who are born in Thailand have a higher chance of becoming a Thai citizen if and only if they choose to attend Thai schools.*

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Findings

3. Youth Connect: vocational training

- A Foundation that has **self-generated income from its own guesthouse** other than relying on the funding of its donors
- Enrolls about 25 students annually
- **Teaches basic Thai language, English and life skill training**
- Well-known in the community for **pairing students up local employment opportunities** offered by it partnered companies

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THAILAND'S 3RD NATIONAL HUMAN RIGHTS PLAN (2014- 2018) - A PROPHECY OR AN OBLIGATION: A CASE STUDY OF SOUTHERN MUSLIM IDPS IN KRABI

BY ANTHONY UKAM UNOR,
CHULALONGKORN UNIVERSITY



INTRODUCTION

Internally Displaced Persons (IDPs) is a serious threat to the development achievements recorded in the last 50 years.

- ✓ **Globally:** 41.3 million
- 28 million in 2018 alone
- 10.8 million were triggered by conflict and violence (The World Economic Forum, 2019)

✓ **Regionally:** 2, 000,000 (two million) IDPs

✓ **Nationally:** 41,000 IDPs (IDMC Thailand, n.d)

□ The protection of IDPs falls on national shoulders – Principle Sovereignty (Principle 3 of The Guiding Principles)



INTRODUCTION CONT.

ROOT OF SOUTHERN IDPS CRISIS

- ✓ the annexation of the Muslim sultanate of Pattani by Siam (the present Thailand) in the Anglo-Siamese Treaty of 1909
- ✓ Futile rights-based ideological identity struggle to forcefully assimilate the 1.4 million (18%) southern Muslims minorities by the 54.5 million (87.2%) Buddhists majority (Horstman, 2017)
- ✓ Evolution of insurgence movements against Thai Government
- ✓ Internal Displacement of Southern Muslims (Post Conflict ?)
- Krabi (located in the south of Thailand)



INTRODUCTION CONT.

INSTITUTIONAL LEGAL FRAMEWORK THAT PROTECT IDPS

✓ **Internationally:** Universal Human Rights, International Humanitarian Law, International Law, The Kampala Convention, The Guiding Principles on Internal Displacement (etc. (UNHCR, 2019)

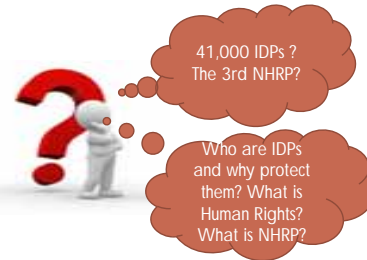
✓ **Regionally:** ASEAN Charter in 2007, ASEAN Political-Security Community (APSC) Blueprint 2009, APSC Blueprint 2025, ASEAN Community Vision 2025, ASEAN Human Rights Declaration (AHRD) 2012 etc., (Kliem, 2019)

✓ **Nationally:** Thai Constitution 1993 - 2007, Thailand National Human Rights Plan

- 1st – 1993
- 2nd – 2009 -2013
- 3rd – 2014 -2018

➢ **Thailand 3rd NHRP:** Dimension 3, 5, and 11; and Target 6,7,11, and 15).

✓ people are at the center of development approaches.



- Prophecy is an utterance of faith. An utterance of faith is a declaration of words that'll come to pass, or words that you desire to come to pass.
- merely declaring words of faith cannot alter the course of a nation, a city, a family, or another person's life

WHAT IS OBLIGATION?



- The social force that binds you to the courses of action demanded by that force.
- The state of being obligated to do or pay something. (The Sage's English Dictionary)



INTEREST: Is the NHRP a prophecy or an obligation?





To examine
- How the TNHRP enhances IDPs protection in Thailand



To create awareness
Misconceptions, implementation of the TNHRP in the south



To link
The protection implications of IDPs crisis with social inclusion and the impact on sustainable development.

OBJECTIVES



MATERIALS AND METHODS



Research Type: Exploratory research



Research Area: Ao Nang, Krabi



Sampling Method: Purposive



Unit of Analysis: Southern Muslims in Ao Nang

Research Instruments: Questionnaire (a five-point Likert scale), in-dept interview, and Observation

Data collection: mixed-method of data collection approaches
Data Analysis: percentage values based on descriptive statistics & open and axial coding method

DATA COLLECTION



SECONDARY DATA
From reports, researches, articles, journals, and thesis



PRIMARY DATA
From the collected interviews and questionnaires

RESULTS AND FINDINGS



The 3rd National Human Right Plan is consistent with international, national and domestic institutional legal framework and protection mechanisms.

Poor/lack of effective implementation created dark clouds – Lack of political will, misconceptions, and lack of recognition as IDPs due to lack of awareness.

Over 90 percent of the IDPs are women because of the lack of jobs and poor wages for women in the deep south.

Muslim IDPs in Krabi lack recognition and live as second class citizens. But have their documents - some cannot access health care.

Poor Thai literacy and Language skills - motorcycle accidents, odd jobs.

Makes Muslim IDPs vulnerable to human rights violations and abuses.

Resettlement back in their communities remains a common yearning by all of them.

DISCUSSION

The consultative and participatory framework – Inclusive and meets International Standard

The TNHRP is relevant in enhancing the protection of IDPs

Addresses the lingering internal displacement of the minority population in Thailand

Its ineffective implementation is consequential – Exodus of Muslims to other provinces across Thailand, especially in the south.
- could become an invitation to terrorist targets and spread of extremist ideas in their new location around Thailand

Effective implementation enhances protection, integration, and Thai nationalism



RECOMMENDATIONS



There is a cogent need for consistency in the definition of IDPs and the implementation of the NHRP.



Broaden humanitarian assessments to include the Southern Muslim displaced across the nation.



Govt should provide the IDPs in Krabi with an independent platform for them to air their voices



There is need to scale up the implementation of the action plan to meet international standards

The government should initiate a program to empower and resettle them properly.



CONCLUSION

- ❑ Human rights and universal and inalienable
- ❑ The recent trends in the spread of Southern Muslim IDPs across Thailand is a considerable issue that could hinder reconciliation in the post conflict era if their protection is not enhance to instill in them a sense of belonging and national pride as Thais.
- ❑ More serious efforts should be made to implement the TNHRP to enhance IDPs Protection in Thailand.



"The fish,
Even in the fisherman's net,
Still carries,
The smell of the sea."
— Mourid Barghouti

THANK YOU



IMMIGRATION, UNEMPLOYMENT, AND ECONOMIC GROWTH IN THE HOST COUNTRY

A BOUNDS COINTEGRATION TESTING AND ARDL MODELS FOR THAILAND

PRESENTED BY: KATIKAR TIPAYALAI

THE FIRST INTERNATIONAL DEVELOPMENT FORUM IN THAILAND
NOVEMBER 23, 2019 (13:00 – 17:00)



Graduate School of International Development, Nagoya University

BRIEF SUMMARY:

RECAP OF THE RESEARCH

Research Question:

- What are the relationships between immigration, unemployment, and economic growth in the host country?

Motivation:

- The large inflow of immigrants into the newly emerging countries like Thailand has put on heated debate over social and economic impacts of immigration, especially in the perception of natives towards immigrants.
- Is it true that immigrants cause unemployment, or reduce employment opportunities of native workers?
- Inconclusive findings on the relationship between immigration and economic growth, whether immigrants help to foster the economic growth in the host country, or actually, the economic growth in the host country attracts or pulls in more immigrants.

Methods and Data:

- ARDL bounds testing approach in cointegration (Pesaran and Pesaran, 1997; Pesaran and Shin, 1999; Pesaran et al., 2001; and Philips, 2018) and Granger Causality test (Granger, 1969)
- Thai data on immigration and two macroeconomic indicators, GDP per capita and unemployment covering the quarterly period between 2007 and 2018

Results:

- Immigrants *do not* increase the unemployment rate in the host country in the long run, but they rather help to reduce the unemployment rate in the country, as a mean of additional labor supply and complementary inputs.
- Economic growth in the host country, measured by GDP per capita, causes immigration in both the short- and long-run dynamics. However, immigrants to some extent indirectly help to increase the economic growth.

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CONTENTS:

PRESENTATION OUTLINE

- Background of the study
- Theoretical Framework
- Literature Review
- Research Methodology
- Empirical Results
- Discussion and Implications

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BACKGROUND:

THAILAND IS ONE OF THE NEWLY EMERGING ECONOMIES AND HAS BECOME THE NET LABOR-IMPORTING COUNTRY

- Immigration in Thailand is continuously increasing after the structural transformation from an agricultural to an industrial based.
- The inflow of immigrants is fostered by two major **push and pull factors**: Income and wage disparities, and demographic transition in Thailand due to aging population and the declining fertility rates.

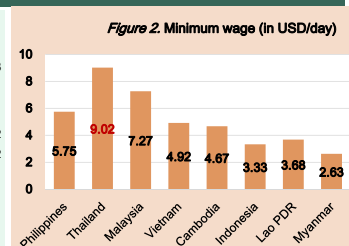
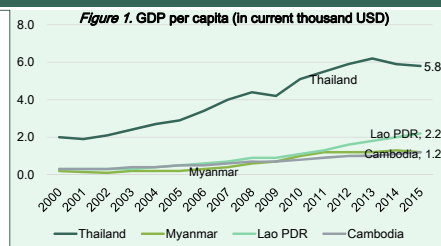


Figure 3. Population by age group in selected countries in ASEAN (in percentage)

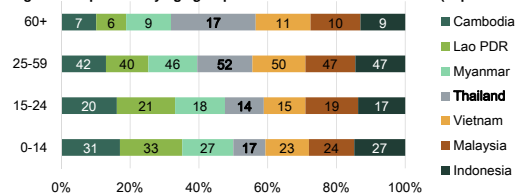
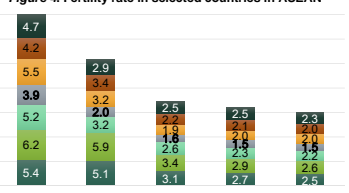


Figure 4. Fertility rate in selected countries in ASEAN



Source: The World Population Prospect: The Revision 2017, UN Population Division

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BACKGROUND:

THAILAND IS THE MAJOR MIGRANT-RECEIVING COUNTRY IN SOUTHEAST ASIA WITH THE HIGHEST NUMBER OF IMMIGRANTS

Major Immigrant Countries of Origin

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Myanmar	1083.5	944.3	1313.3	715.7	780.2	933.9	996.6	935.4	1341.0	1205.1
Lao PDR	161.1	106.1	168.6	81.1	61.0	54.1	68.1	105.8	154.5	225.7
Cambodia	179.2	122.6	347.8	202.1	185.5	194.9	210.4	251.9	338.4	425.5
Japan	23.2	24.0	25.9	29.8	35.5	35.5	36.7	36.5	36.6	33.7
China	8.7	9.0	9.6	12.0	15.2	17.0	18.8	22.2	23.6	25.9
UK	8.5	8.6	9.1	9.8	11.0	10.7	10.8	10.6	10.4	10.2
India	8.0	8.2	8.5	9.3	10.8	11.0	12.0	12.4	13.6	14.0
USA	6.6	7.0	7.4	8.2	9.3	8.6	8.8	8.6	8.2	7.9
Philippines	6.8	7.0	7.8	9.2	12.0	12.2	13.4	14.4	15.2	17.3
Taiwan	4.6	4.5	4.0	4.4	4.9	4.9	5.3	5.5	5.7	5.8
South Korea	3.3	3.2	3.4	3.5	4.3	5.8	6.1	6.0	6.0	5.8
Australia	3.0	3.0	3.1	3.2	3.5	3.4	3.5	3.4	3.3	3.2
Germany	2.6	2.7	2.7	2.9	3.4	3.2	3.2	3.3	3.4	3.5
France	2.6	2.8	3.0	3.5	4.1	4.3	4.7	5.0	5.1	5.1
Malaysia	2.3	2.2	2.2	2.3	2.8	2.7	2.8	2.8	3.0	3.3
Canada	1.5	1.6	1.5	1.7	2.0	1.8	1.9	1.9	1.8	1.8
Singapore	1.6	1.5	1.5	1.7	1.9	1.9	2.0	2.0	2.0	2.1
The Netherlands	1.1	1.1	1.1	1.2	1.4	1.3	1.4	1.4	1.4	1.4
Italy	1.2	1.3	1.4	1.6	1.9	1.9	2.0	2.1	2.1	2.1
Switzerland	0.9	0.9	0.9	1.0	1.1	1.1	1.1	1.1	1.0	1.0
Pakistan	0.7	0.7	0.8	0.8	1.0	1.0	1.2	1.2	1.2	1.2
Russia	0.8	1.0	1.4	1.8	2.5	2.8	2.4	2.6	3.0	3.1
Sweden	0.9	1.0	1.0	1.1	1.2	1.2	1.3	1.4	1.3	1.2
Other countries	41.3	45.6	34.5	37.3	42.0	37.2	42.7	55.4	99.0	125.6
Total	1554.0	1309.9	1960.5	1145.2	1198.5	1352.4	1457.2	1492.9	2080.8	2131.5

Source: Computed by the author, Office of Foreign Workers Administration 2009-2018

Most of migrant workers in Thailand are considered as low-skilled workers from neighboring countries, employed in agriculture, fishery, construction and domestic work.

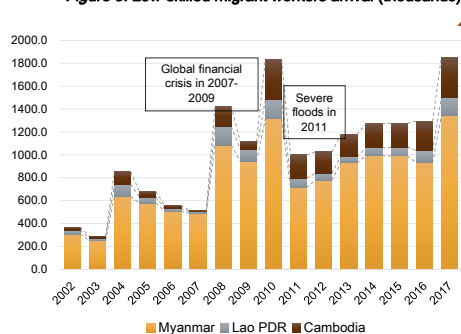
However, there are also highly skilled immigrants from several countries such as Japan, China, UK, USA, employed as senior managers and professionals as a mean of foreign investment.

5

BACKGROUND:

THE LARGE SCALE OF IMMIGRATION HAS SPARKED HEATED DEBATE OVER THE ECONOMIC IMPACTS OF MIGRANTS

Figure 5. Low-skilled migrant workers arrival (thousands)



Debates on immigration in Thailand

1. Immigrants particularly low-skilled is often viewed as a low cost and additional source of labor supply.
2. Immigrants take up jobs especially 3Ds jobs that natives are not willing to perform.
3. Immigrants have prolonged the life of Thai industries which had been under the threat of extinction because of high labor costs and/or labor shortages.
4. Immigrants can bring in capital, innovation, or investment from other countries.

Natives are concerned that:

1. Immigrants may compete with the natives for the existing jobs;
2. Reduce employment opportunities of native workers;
3. Depress wage rates in already low-wage labor markets, and;
4. Financially burden governments and taxpayers via their use of common-pool resources and several other social service programs.

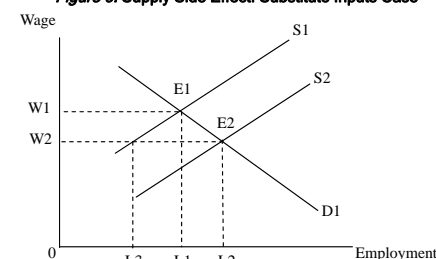
(Athukorala et al., 2000; Sussangkarn and Jitsuchon, 2009; Paitoonpong, 2012; Bryant and Rukmnuaykit, 2013)

6

THEORETICAL FRAMEWORK:

THE LABOR MARKET EFFECTS OF IMMIGRATION IN THE MIGRANT-RECEIVING COUNTRY

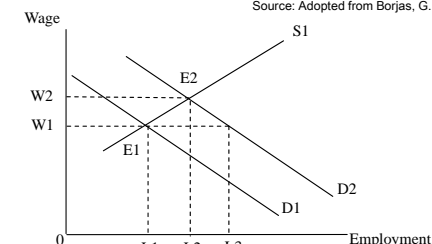
Figure 6. Supply Side Effect: Substitute Inputs Case



- The case when immigrants and natives are substitutes in production.
- Immigrants enter the labor market shifting the labor supply curve from the line S1 to the right to S2 and assume that the demand for labor is fixed with or without entry of immigrants. The market wage rate falls from W1 to W2.
- Note that natives are not willing to perform their jobs at this lower market wage, and that the employment rate of natives will fall from L1 to L3 and be displaced by immigrants.

Figure 7. Supply Side Effect: Complementary inputs case

Source: Adopted from Borjas, G. (2007), pp. 338-339.



- In the case that foreign-born and the Thai born are complements in production, an inflow of foreign-born worker would increase the employment opportunities in general and the labor demand for natives.
- Therefore, the demand for native-born workers goes up, as shown by the shift in the demand curve from D1 to D2, resulting in an increase in market wage rates.

7

LITERATURE REVIEW:

BRIEF SUMMARY OF EMPIRICAL FINDINGS IN THE PREVIOUS LITERATURE

Author	Scope of study	Methodology	Key findings
Pope and Withers (1993)	The causal relationship between immigration and unemployment in Australia	Structural disequilibrium models and causality tests	Only unemployment leads to immigration, and not vice versa.
Marr and Siklos (1995)	The relationship between immigration and unemployment in Canada	Granger causality tests and the unrestricted VAR approach	Immigration was not caused by past unemployment, however, past immigration caused unemployment.
Konya (2000)	Immigration and unemployment using quarterly Australian data	Granger causality tests	Immigration negatively and unidirectional Granger-caused unemployment.
Feridun (2004)	Immigration, Income, and unemployment in Finland	ARDL models and Granger causality tests	Immigration Granger-caused GDP per capita and unemployment, with no evidence of reverse causation.
Morley (2006)	Economic growth and immigration in Australia, Canada, and the US	ARDL bounds testing for cointegration approach	The long-run causality running from GDP per capita to immigration in all countries.
Panthamit (2017)	Impact of immigration on unemployment in Thailand	ARDL bounds cointegration approach	Immigration caused unemployment in the short-run, but in the long-run, it reduced unemployment rate.

8

RESEARCH METHODOLOGY:

CONSTRUCTION OF MODELS AND DATA COLLECTION

Autoregressive Distributed Lag (ARDL) model developed by Pesaran et al. (2001) is employed to analyze the nature of the relationship between immigration and two variables, GDP per capita and unemployment in Thailand using the quarterly data in the period 2007-2018:

$$\Delta \ln IMM_t = \alpha_0 + \theta_0^* \ln IMM_{t-1} + \alpha_1 \sum_{i=1}^p \Delta \ln IMM_{t-i} + \alpha_2 \sum_{i=0}^p \Delta \ln UNEMP_{t-i} + \alpha_3 \sum_{i=0}^p \Delta \ln GDP_{t-i} + b_1 \ln IMM_{t-1} + b_2 \ln UNEMP_{t-1} + b_3 \ln GDP_{t-1} + b_4 DU + \varepsilon_t$$

$$\Delta \ln UNEMP_t = \alpha_0 + \theta_0^* \ln UNEMP_{t-1} + \alpha_1 \sum_{i=1}^p \Delta \ln IMM_{t-i} + \alpha_2 \sum_{i=0}^p \Delta \ln UNEMP_{t-i} + \alpha_3 \sum_{i=0}^p \Delta \ln GDP_{t-i} + b_1 \ln IMM_{t-1} + b_2 \ln UNEMP_{t-1} + b_3 \ln GDP_{t-1} + b_4 DU + \varepsilon_t$$

$$\Delta \ln GDP_t = \alpha_0 + \theta_0^* \ln GDP_{t-1} + \alpha_1 \sum_{i=1}^p \Delta \ln IMM_{t-i} + \alpha_2 \sum_{i=0}^p \Delta \ln UNEMP_{t-i} + \alpha_3 \sum_{i=0}^p \Delta \ln GDP_{t-i} + b_1 \ln IMM_{t-1} + b_2 \ln UNEMP_{t-1} + b_3 \ln GDP_{t-1} + b_4 DU + \varepsilon_t$$

Where α_0 is constant, ε_t is a white noise error term, IMM is immigration, $UNEMP$ is unemployment, and GDP is gross domestic product per capita.

- The error correction dynamics are denoted by the summation sign while the second part of the equation corresponds to the long run relationship.
- The rate of dependent variable adjustment, or the speed at which the independent variables accumulates in dependent variable can converge to the equilibrium, is given by θ_0^* , and it should be negative and statistically significant.
- Schwartz Bayesian Information Criteria (SBIC) has been used to identify the optimum lag of model and each series.

Variables	Definition	Unit	Source
IMM (Immigration)	The size of foreigners as a percentage of total population	Percentage	Foreign Workers Administration Office, Ministry of Labor
UNEMP (Unemployment)	The percentage of the total labor force that is working part- or full-time or without work but available and actively seeking employment at ages between 15 and 60.	Percentage	The National Statistical Office of Thailand
GDP (GDP per capita)	Real GDP divided by midyear population. Real GDP is the GDP chain volume measures in the same 2002 reference year	Thai Baht	The Office of the National Economic and Social Development Board of Thailand

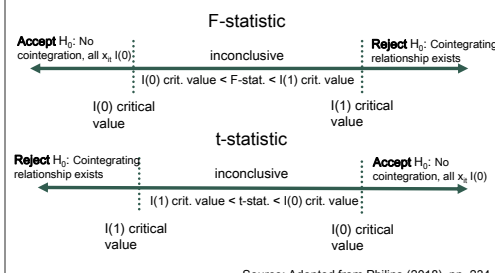
9

RESEARCH METHODOLOGY:

ESTIMATION PROCEDURES IN THIS STUDY

1. Perform **unit root testing** of the variables to test the stationary of data series (Augmented Dickey Fuller (ADF), Phillip Peron (PP), Dickey Fuller General Least square (DFGLS), and Zivot and Andrews (ZA) Test for Unit roots with one structural break). This is to ensure that and the estimated result will be robust when all the exploratory variables are stationary at level.
2. Perform the **bounds tests for cointegration**. There are three possible results (see Figure 8):
 - a. All variables are I(1) and cointegrating, suggesting that there is long-run relationship exists between variables.
 - b. All variables are I(0) and stationary, there is no cointegrating relationship.
 - c. The results are inconclusive, where it could be a mix of I(0) and I(1) variables, then further testing is required.
3. Estimate the **ARDL models**, and ensure that there is no autocorrelation.
4. Apply the **stability of the coefficient test**: the cumulative sum (CUSUM) and the cumulative sum of squares (CUSUMSQ).
5. Perform a causality analysis to supplement the inferred results by conducting **Granger causality tests**.

Figure 8. Bounds Test Statistics



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EMPIRICAL RESULTS:

UNIT ROOT TEST: AUGMENTED DICKEY FULLER (ADF), PHILLIP PERON (PP), AND DICKEY FULLER GENERAL LEAST SQUARE (DFGLS) ZIVOT AND ANDREWS TEST FOR UNIT ROOTS WITH ONE STRUCTURAL BREAK

Variables	lag	Augmented Dickey Fuller Test		Phillip Peron Test		Dickey Fuller-GLS Test	
		With Trend	Without Trend	With Trend	Without Trend	With Trend	Without Trend
InIMM	1	-3.938** (0.01)	-2.057 (0.26)	-5.189*** (0.00)	-3.460** (0.01)	-1.959 (lag 2)	0.942 (lag 3)
ΔInIMM	1	-7.103*** (0.00)	-7.192*** (0.00)	-8.156*** (0.00)	-8.295*** (0.00)	-2.278 (lag 3)	-1.020 (lag 3)
InUNEMP	3	-0.877 (0.96)	-1.244 (0.65)	-2.383 (0.39)	-2.516 (0.11)	-1.160 (lag 2)	-0.988 (lag 2)
ΔInUNEMP	3	-3.637*** (0.03)	-3.407*** (0.01)	-8.723*** (0.00)	-8.563*** (0.00)	-7.824*** (lag 1)	-7.718*** (lag 1)
InGDP	4	-3.776** (0.02)	-0.062 (0.95)	-5.675*** (0.00)	-1.368 (0.60)	-2.518 (lag 4)	0.422 (lag 4)
ΔInGDP	4	-3.117 (0.10)	-3.108** (0.03)	-8.199*** (0.00)	-8.386*** (0.00)	-2.237 (lag 3)	-0.916 (lag 3)

Note: *, **, *** indicate significance at critical value of 10%, 5%, and 1%

Variables	Zivot and Andrews Test (One Structural Break)			Results
	k	SBIC	T _b	
InIMM	0	-6.653***	2012q2	I(0)/I(1)
ΔInIMM	1	-7.579***	2012q2	
InUNEMP	2	-4.155	2011q1	I(1)
ΔInUNEMP	1	-9.211***	2012q1	
InGDP	2	-4.759	2009q4	I(1)
ΔInGDP	2	-9.966***	2009q3	

Note: Critical Value for Zivot and Andrews Unit Root Test: [10%: -4.82]; [5%: -5.08]; [1%: -5.57]
*, **, *** indicate significance at critical value of 10%, 5%, and 1%

The summary of unit root test analyses:

- All variables are I(1) or lower.
- The structural breaks from ZA unit root test are in two periods: 1) in the year 2009 which was the effect from the global financial crisis or subprime mortgage crisis, and 2) being the sudden influx of severe floods in several regions of Thailand from the mid 2011 until the early 2012.

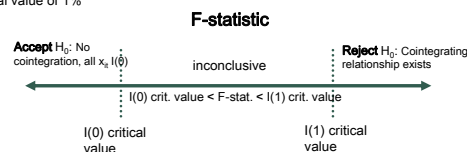
11

EMPIRICAL RESULTS:

ARDL BOUNDS TESTING FOR COINTEGRATION

Model Specification	Model 1 F(InIMM/ InUNEMP, InGDP)	Model 2 F(InUNEMP/ InIMM, InGDP)	Model 3 F(InGDP/ InIMM, InUNEMP)
Breakpoint	2011/2012	2011/2012	2009
Bounds Test (F-test)	6.355 ^a	8.457 ^a	0.458 ^b
Conclusion	Cointegration	Cointegration	No cointegration
Critical values generated by Pesaran et al. (2001)			
Significance level	Lower bounds I(0)	Upper bounds I(1)	
1%	4.29	5.61	
5%	3.23	4.35	
10%	2.72	3.77	

Note: ^a Cointegrating relationship exists at critical value of 1%
^b Stationary at critical value of 10%



Source: Adopted from Phillips (2018), pp. 234.

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EMPIRICAL RESULTS:

ARDL BOUNDS TESTING RESULTS: MODEL (1)

Model (1): F(InIMM/InUNEMP, InGDP), 43 observations used for estimation from 2008q1 to 2018q3
Dependent variable: ΔInIMM (Lag selection based on Schwartz Bayesian Criterion)

Variables	Coefficient	Standard error	t-stats [Prob]
InIMM(-1)	-0.682	0.143	-4.78 [0.000]
InUNEMP	0.070	0.106	0.66 [0.511]
InGDP	2.085	0.524	3.98 [0.000]
ΔInUNEMP	-0.221	0.162	-1.36 [0.183]
ΔInUNEMP(-1)	-0.652	0.163	-4.00 [0.000]
ΔInGDP	-0.477	1.006	-0.47 [0.639]
ΔInGDP(-1)	-1.655	0.586	-2.83 [0.008]
ΔInGDP(-2)	1.725	0.908	1.90 [0.067]
DU_flood	0.137	0.126	1.06 [0.297]
Constant	-21.317	5.406	-3.94 [0.000]
R-squared	0.671		
Adj. R-squared	0.554		
F-stats [Prob]	5.75 [0.000]		
Diagnostic Tests			
D.W d-stats	1.8614		
ARCH test (P-val)	0.7483		
BG-LM test (P-val)	0.5628		
BP test (P-val)	0.5031		
Ramsey RESET test (P-val)	0.1813		

Summary of the estimation results:

- The coefficient of the speed of adjustment term is statistically significant with a negative sign in both models (1) and (2), suggesting the existence of stable long-run relationship between variables.
- In model (1), GDP per capita has a very significant and positive effect on immigration in the long-run.
- Economic growth in the host country pulls in immigration.

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EMPIRICAL RESULTS:

ARDL BOUNDS TESTING RESULTS: MODEL (2)

Model (2): F(lnUNEMP/lnIMM, lnGDP), 43 observations used for estimation from 2008q1 to 2018q3
Dependent variable: $\Delta \ln \text{UNEMP}$ (Lag selection based on Schwartz Bayesian Criterion)

Variables	Coefficient	Standard error	t-stats [Prob]
lnUNEMP(-1)	-0.240	0.114	-2.11 [0.043]
lnIMM	-0.906	0.188	-4.82 [0.000]
lnGDP	2.673	0.609	4.39 [0.000]
Δ lnUNEMP(-1)	-0.343	0.175	-1.96 [0.059]
Δ lnIMM	0.691	0.203	3.41 [0.002]
Δ lnIMM(-1)	0.703	0.161	4.36 [0.000]
Δ lnIMM(-2)	0.614	0.135	4.52 [0.000]
Δ lnIMM(-3)	0.248	0.119	2.09 [0.045]
Δ lnGDP	-2.725	0.740	-3.68 [0.001]
DU_flood	0.201	0.123	1.63 [0.113]
Constant	-27.377	6.257	-4.38 [0.000]
R-squared	0.6211		
Adj. R-squared	0.5027		
F-stats [Prob]	5.25 [0.000]		
Diagnostic Tests			
D.W d-stats	1.9401		
ARCH test (P-val)	0.3999		
BG-LM test (P-val)	0.7471		
BP test (P-val)	0.4741		
Ramsey RESET test (P-val)	0.8440		

Summary of the estimation results:

- In model (2), immigration has a negative and significant effect on unemployment in the long-run.
- Immigrants do not compete for the jobs with natives, rather they tend to complement natives in the different jobs and would increase the productivity of native workers.

Several diagnostic tests are conducted: for example, the Ramsey RESET test indicates that the model is correctly specified, the Breusch Godfrey LM test shows that residuals are not serially correlated, or the ARCH test confirms no heteroskedasticity in the residuals term.

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EMPIRICAL RESULTS:

PLOTS OF CUMULATIVE SUM AND CUMULATIVE SUM OF SQUARES OF RECURSIVE RESIDUALS

Figure 8. Plots of CUSUM and CUSUMSQ of Model (1): F(lnIMM/lnUNEMP, lnGDP)

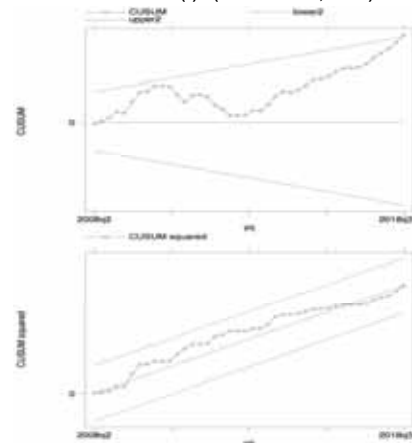
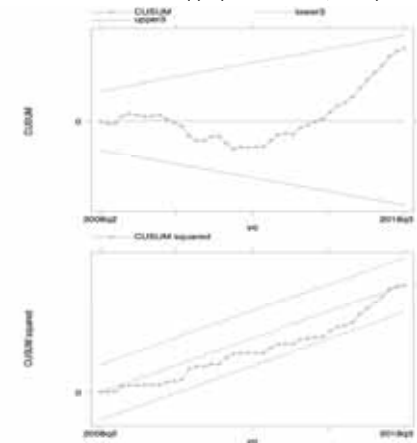


Figure 9. Plots of CUSUM and CUSUMSQ of Model (2): F(lnUNEMP/lnIMM, lnGDP)



- The plots of CUSUM and CUSUMSQ statistics displayed in Figures 8 and 9 are well within the critical bounds implying that all coefficients in the error correction models are stable.

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EMPIRICAL RESULTS:

GRANGER CAUSALITY TEST

The direction of causality between dependent and independent variables is analyzed by Granger (1969) causality test. The equation of the Granger causality model is given below:

$$Y_t = \lambda_1 + \sum_{i=1}^k a_i X_{t-i} + \sum_{j=1}^k b_j Y_{t-j} + \mu_t$$

$$X_t = \lambda_2 + \sum_{i=1}^p c_i X_{t-i} + \sum_{j=1}^p d_j Y_{t-j} + \nu_t$$

Testing $H_0: b_1 = b_2 = \dots = b_k = 0$ against H_1 : Not H_0 is a test that X_t does not Granger cause Y_t . Also, testing $H_0: d_1 = d_2 = \dots = d_k = 0$ against H_1 : Not H_0 is a test that Y_t does not Granger cause X_t .

	F-Statistics			
Null Hypothesis	Lag 1	Lag 2	Lag 3	Lag 4
IMM does not granger cause UNEMP	0.0285	0.8129	0.2708	2.5185
UNEMP does not granger cause IMM	7.6484***	10.788***	11.104**	10.664**
IMM does not granger cause GDP	3.1845	1.7854	1.7612	4.4913
GDP does not granger cause IMM	11.277***	6.2365**	8.7256**	9.0094*

*, **, *** indicate the rejection of the null hypothesis at 10, 5, and 1% level of significance, respectively.

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DISCUSSION AND IMPLICATIONS

A bidirectional causality between immigration and unemployment:

- In the initial stages of economic development, the process may be started in a unidirectional way where the increase in unemployment due to several factors (e.g. demographic transitions, skills/labor shortages in the host country) causes migration in Thailand.
- But later, it turned to the opposite direction where immigration *does not* increase the unemployment rate in the host country, but they rather help to relieve those bottlenecks caused by the lacks of skills and labor in the country and reduce the unemployment rate in the long-run.

A unidirectional causality between immigration and GDP per capita:

- Economic growth in the host country, measured by GDP per capita, causes immigration in both the short- and long-run dynamics.

Both economic growth and unemployment rate are the immigrant-pull factors in the case of Thailand:

- This supports the previous literature that the South-South migration is occurred primarily due to the economic reasons.

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DISCUSSION AND IMPLICATIONS

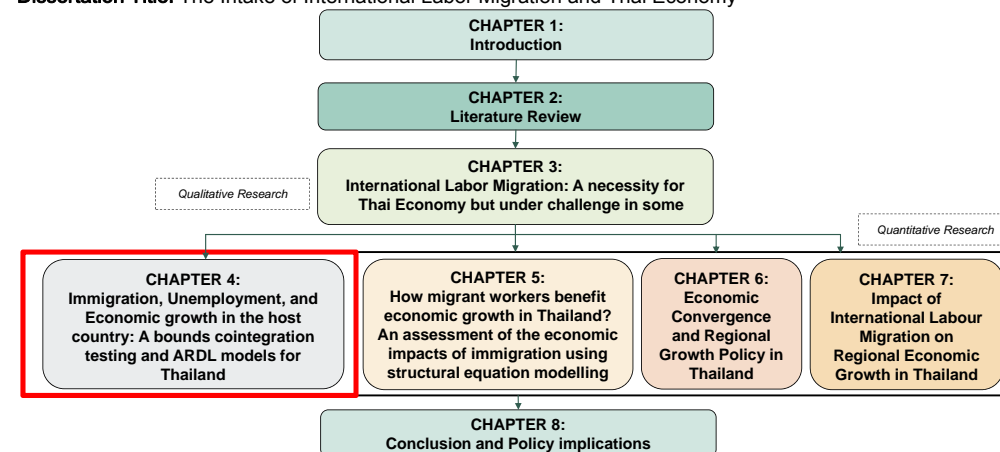
- Immigration *does not* lead to increased unemployment in Thailand which invalidates the prevailing arguments and perceptions of natives that immigration reduces employment opportunities for the existing workforce in Thailand.
 - The government should develop some policies to educate societies to tolerate the temporary and permanent presence of an increasing number of people with foreign background.
- As migrant workers complement native workers in various types of jobs, they would increase the productivity of native workers to some extent, as a mean of complementary inputs.
 - Therefore, taking care of immigrants' basic requirements and a well-designed immigration policy are needed to prevent integration difficulties and the negative impact on the economy.
- Immigration will be a great asset to Thai economy in the future as an additional labor supply which would indirectly help to foster economic growth.
 - Thailand has to identify clear targets and goals regarding immigration policies which take into account how many and what type of foreign-born workers are needed.

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RESEARCH STRUCTURE:

STRUCTURE OF DISSERTATION

Dissertation Title: The Intake of International Labor Migration and Thai Economy



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**“IMMIGRANTS ARE IMPORTANT,
NOT BECAUSE THEY ARE USEFUL,
BUT BECAUSE THEY ARE PEOPLE.”**



**THANK YOU VERY MUCH
FOR YOUR KIND ATTENTION**



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APPENDIX:

DESCRIPTIVE STATISTICS AND CORRELATION

Descriptive Statistics

	lnIMM	lnUNEMP	lnGDP
Definition	Logarithm of immigration	Logarithm of unemployment	Logarithm of GDP per capita
Mean	0.6316	-0.0223	10.4367
Maximum	1.2679	0.7308	10.6365
Minimum	-0.6225	-0.7510	10.2717
Std. Dev.	0.3882	0.3172	0.0988
Variance	0.1507	0.1006	0.0098
Skewness	-0.8648	0.0733	0.0254
Kurtosis	3.9100	2.7786	1.9379
Obs.	47	47	47
Data source	The Foreign Workers Administration Office	The National Statistical Office of Thailand	The Office of the National Economic and Social Development Board of Thailand

Correlation Matrices

	lnGDP	lnUNEMP	lnIMM
lnGDP	1		
lnUNEMP	-0.0265	1	
lnIMM	-0.0812	-0.1519	1

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Measuring Inclusivity and Marginality: Determining the Accuracy of Estimated (Non- survey) the Philippine Regional Input- Output (IO) Coefficients

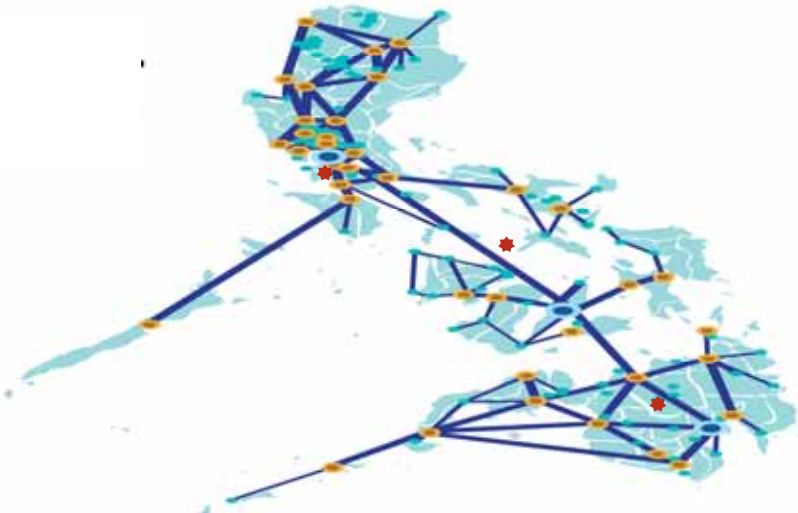
Ma. Josephine Therese Emily G. Teves
Presenter

November 2019

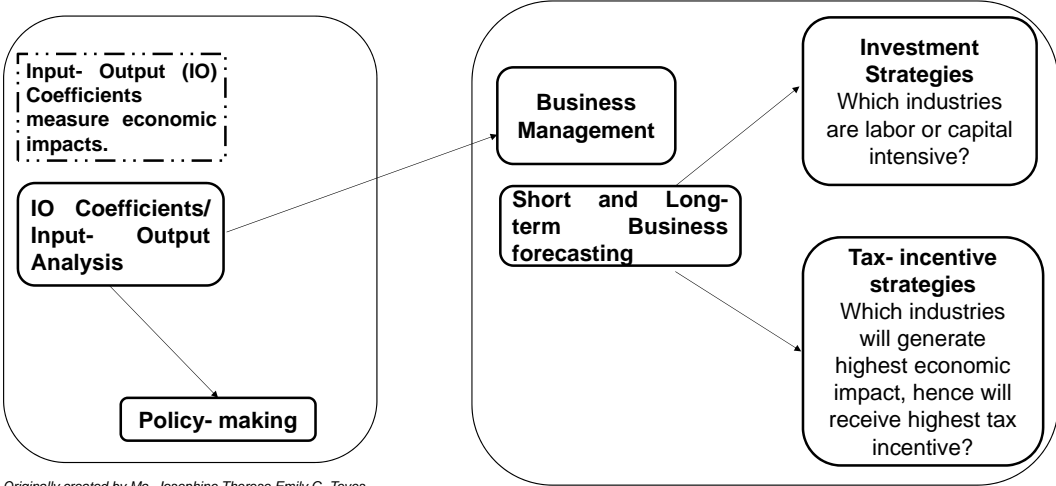
Table of Contents

- Research Implication
- Location of the Study
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- Methodology: Correlation Analysis
- Methodology: Hypothesis Testing
- Employment Outshines Productivity
- Results: FLQ Yields Strong Results
- Call to Action: Positioning FLQ for the Regional IO Coefficients Users in the Philippines

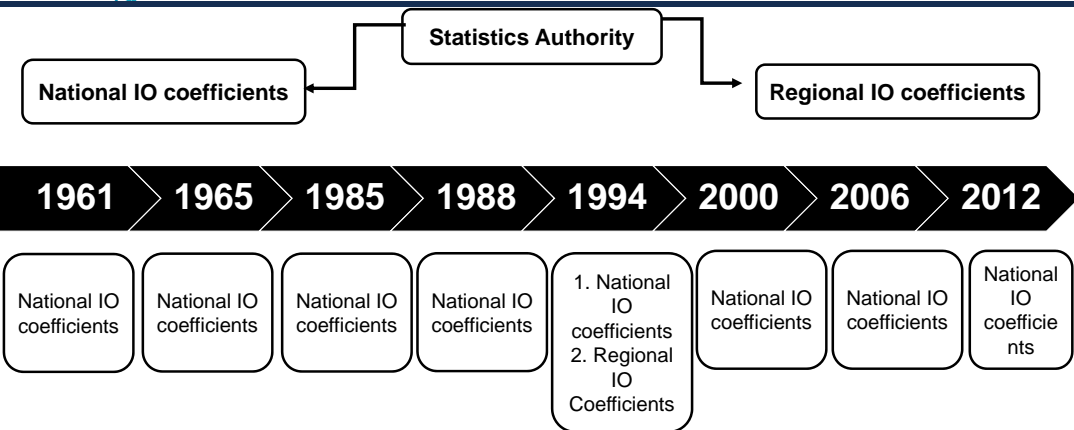
Location of the Study



Research Implications: Efficient Tool For Policy and Business- related Issues



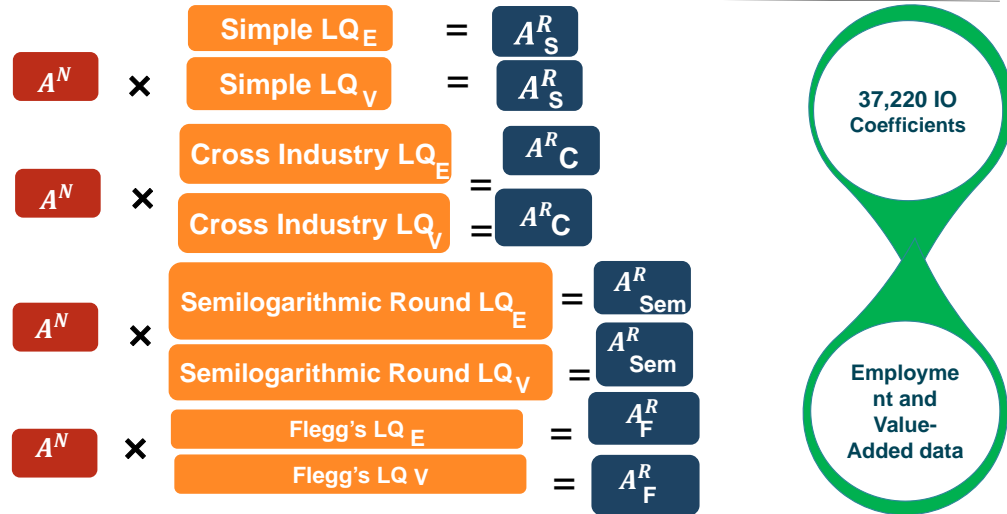
Overview: Philippine National and Regional IO Coefficients



Unfortunately, Philippines does not have any regional IO tables since 1994 due to limited budget and human resource.

Diagram Originally created by Ms. Ma. Josephine Therese Emily G. Teves

Methodology: Regional IO Coefficients Estimation



Simple Location Quotient

$$\frac{Q_r / T_r}{Q_n / T_n}$$

Q_r : Employment/ Productivity statistics for the industry i in region r
 T_r : Total Employment/ Productivity statistics in the whole region r
 Q_n : Employment/ Productivity statistics for the industry i in the country
 T_n : Employment/ Productivity statistics in the whole country

SLQ approach takes into account the size of the suppliers.

In this method, if $SLQ_i < 1$, then $a_{ij}^r = a_{ij}^n \times SLQ_i$ where a_{ij}^r is the regional input coefficient, and a_{ij}^n is the national input coefficient, and if $SLQ_i \geq 1$, then $a_{ij}^r = a_{ij}^n$.

Cross Industry Location Quotient Approach

$$\frac{Q_i^r T_i^n}{Q_j^r / T_j^n} \rightarrow \frac{SLQ_i}{SLQ_j}$$

Q_i^r : Employment/ Productivity statistics for the industry i in region r
 T_i^n : Employment statistics for the industry i in the whole country
 Q_j^r : Employment statistics for the industry j in region r
 T_j^n : Employment statistics for the industry j in the whole country

CILQ approach takes into account the size of the suppliers and purchasers.

Semilogarithmic Round Quotient Approach

$$RLQ_{ij} = \frac{SLQ_i}{\log_2(1 + SLQ_j)}$$

RLQ approach takes into account the size of the suppliers, purchasers and relative size of the region.

Flegg Location Quotient Approach

$$CILQ_{ij} \times \lambda$$

FLQ approach takes into account the size of the suppliers, purchasers, relative size of the region and intra and intersectoral linkages

Comparison of Location Quotient Approaches

LQ Approaches	Size of suppliers	Size of purchasers	Relative Sizes of the Region	Intra and Intersectoral linkage
Simple LQ				
Cross Industry LQ				
Semilogarithmic LQ				
Flegg's LQ				

IV. Methodology: Correlation Analysis

Examining Linear Relationships Among Variables

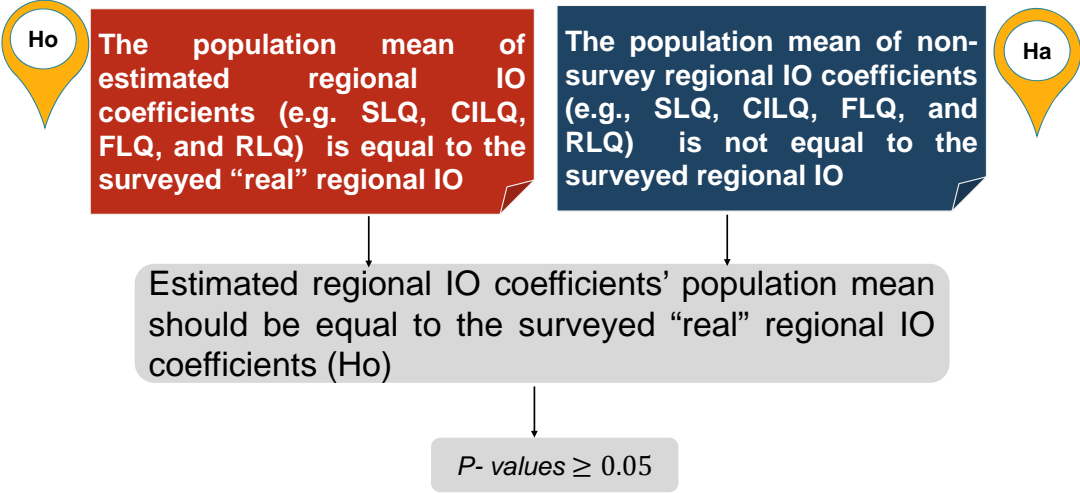
EMPLOYMENT				
REGIONAL_IO	RLQ	SLQ	FLQ	CILQ
1.000	0.681	0.688	0.617	0.644



VALUE- ADDED				
REGIONAL_IO	RLQ	SLQ	FLQ	CILQ
1.000	0.421	0.525	0.525	0.527

IV. Methodology: Hypothesis Testing

Evaluating Employment and Productivity's Characteristics



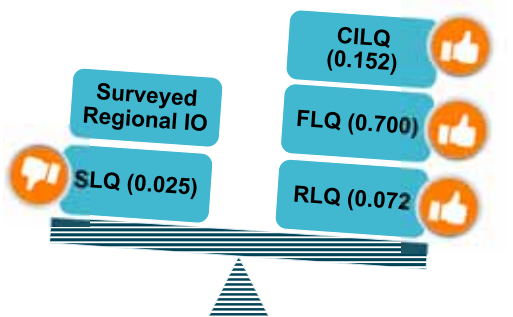
IV. Methodology: Hypothesis Testing

Evaluating Employment and Productivity's Characteristics

Employment

Reject

Failed to Reject



Productivity

Reject

Failed to Reject



V. Results: Forecast Accuracy Descriptive Measures

FLQ Yields Strong Results



Root Mean Squared Error

Euclidean Metric Difference

Mean Absolute Error

Theil's Inequality Coefficient

Accuracy Assessments

Employment Input Coefficients

FLQ	CILQ	RLQ
0.024	0.034	0.334
0.768	1.111	1.137
0.008	0.010	0.011
0.455	0.402	0.411

VI. Conclusion: Positioning FLQ for the Regional IO Coefficients Users in the Philippines

Suggest appropriate set of regional data (employment or productivity) LQ approach

Regional employment data is appropriate in LQ approach

Identify the appropriate Location Quotient approach needed in estimating the 1994 Regional IO Coefficients

Fleggs' LQ approach is the most efficient in estimating the 1994 Regional IO Coefficients

Determine the accuracy of Estimated 1994 Regional IO Coefficients (which measures replicates the closest value towards true value)

FLQ IO Coefficients has the closest value towards surveyed regional IO coefficients.

VII. References (Academic Journals and Philippine Statistics Authority data)

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Fight for Inclusion

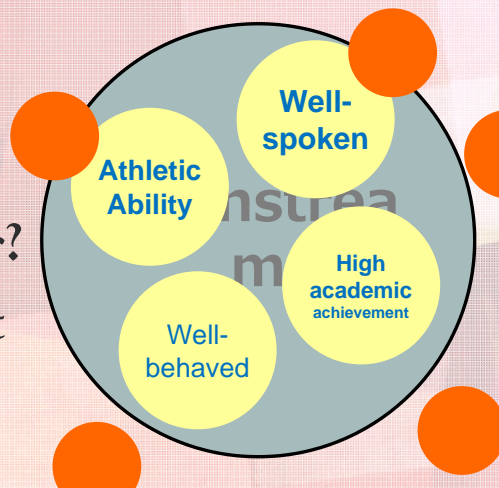
An Analysis of Low-level Secondary Schooling in Jamaica

Karl Wilkinson

Graduate School of International Development, Nagoya University

OVERVIEW

- ❑ What is juvenile delinquency?
- ❑ What does low-level represent in this paper?
- ❑ What does the current school system finds desirable?

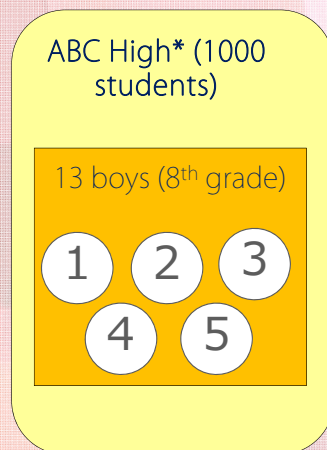


OBJECTIVES

- To describe the **schooling experiences** of low-level (low-achieving) secondary **male** students
- To critically examine **school policies and practices**, and how they align with the values and tendencies of low-achieving male students

METHODOLOGY

- Five months: November 2018 to March 2019
- Ethnographic Methods: observation, participation, formal and informal interviews, group discussions, project (action research)
- SNS monitoring and interaction (ongoing)



*Low-level public secondary school in Jamaica

EXISTING STUDIES



THEORIES ON JD



QUALITATIVE THEORIES

RESISTANCE THEORIES

School deviance is a silent (muted) political response to the dominant capitalist system which is embodied by the education system. Resistance is largely a working class phenomenon, which demonstrates the tension/conflict between classes.

(Davies, 1999)

KEY EXISTING ARGUMENTS

- School is socially reproductive; works to serve the needs of the capitalist system by creating docile, compliant labor that can be exploited by capitalists. (Bowles and Gintis, 1976; Bourdieu and Passeron, 1990; Giroux, 1983; Willis, 1977; McLeod, 1995)
- School deviance (delinquency) is a form of **political protest** of capitalist oppression (Davies, 1999).

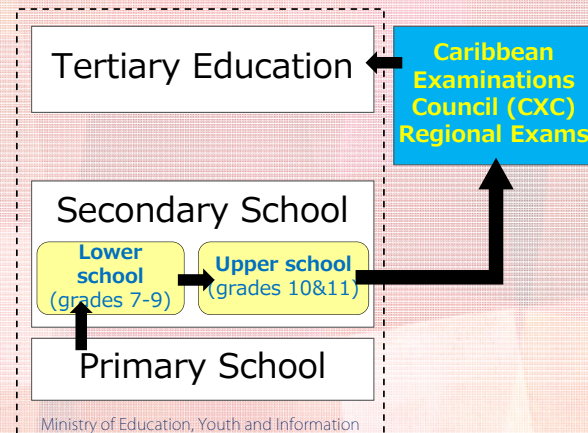
KNOWLEDGE GAPS

- Studies on social reproduction are dated (e.g. Willis, 1977 & Bowles and Gintis, 1976)
- Studies were conducted in an era where manual labor and factory work were commonplace.
- We now live in an era of universal education where jobs increasingly require education/certification
- Existing studies have not explored monoethnic/monoracial societies like Jamaica.

SOCIAL INCLUSION AND JD

- **Social inclusion** involves efforts to incorporate people who on the basis of their culture, identify, etc. are denied access to the mainstream.
 - ❑ In a socially inclusive setting, differences are respected and people feel valued (Robo, 2014)
- Viewing juvenile delinquency as a fight for “access” to something “mainstream” within schooling

SCHOOLING IN JAMAICA



- **Primary School Exit Exams** – administered at grade six and determines placement into high school
- **Traditional high school** – old schools with a large number of high achieving students
- **Non-traditional schools** – newer government built schools which until recently catered to low-achieving students.

THE CLASSROOM as the “Mainstream”

- Language and Respect
- Streaming, Testing and Ranking
- Not Good-enough

FINDINGS

Language and Respect

In another scenario, Ms. Brown, a teacher, in mediating an issue involving a group of boys, asked one boy a question. He responded “how yuh mean” with a questioning tone. In the Jamaican dialect, this response means “Sure”, or “I would not have a problem with that”. Ms. Brown, however, scolded the boy for his improper language, which she perceived as disrespectful.

Boy, don't you dare talk to me like that. You do not answer an adult like that. Say 'Yes, Sir' or 'Yes, Miss'



FINDINGS

Streaming, Testing, and Ranking

➤ Alternative Pathways to Secondary Education (APSE)

The APSE program uses the results of primary school exit tests to determine a student's aptitude and corresponding "pathway." The ministry notes that "as ... [students] progress, they are advanced to the suitable pathway based on their achievements" (Ministry of Education, Youth and Information, 2017). The primary method of evaluating these "achievements", however, is also by way of standardized testing, which I found to be a major headache for low-level students, as shown below.

- ❑ Streaming is contested in the literature; proponents argue that it gives low-level students a better chance at learning while opponents argue that it limits students to inferior education and socialization only with low-achieving peers.

(Fiedler, Lange & Winebrenner, 2002; Ansalone, 2003)

FINDINGS

Streaming, Testing, and Ranking

➤ Frustration with testing

About 15 minutes into the test, students became rowdy and several students began yelling "Sir" and "Miss", indicating that they needed assistance. In frustration, students banged on the desks and dragged their chairs noisily along the floor. A lot of their queries were basic, but symptomatic of irritation and humiliation. For instance, "What is the meaning of this word, Sir?," "What am I expected to do in this section of the paper?," "Sir, I don't understand this part". Some students asked me to read questions aloud for them, as they shamefully admitted to their inability to read.

FINDINGS

Streaming, Testing, and Ranking

➤ Ranking

Ranking is another school practice that hurts low-level students. Students are ranked among their peers based primarily on the results of tests. As the ministry promised, a high rank gives a student a chance to move up to a higher level pathway. Therefore, being ranked first, second and third place in a class is considered outstanding and praiseworthy. However, as one's rank moves further away from the coveted top spots, praise gradually turns into condemnation. Interestingly, this condemnation often comes from parents, who bemoan the sacrifices they make to afford students an education. This explains why some students feel such anxiety on report day. One student told me "I don't even want to see my report", while another student devised an elaborate scheme, wherein I would collect his report in lieu of his father, from whom he wanted to hide his results.

FINDINGS

Not Good-enough

➤ Prize-giving and Graduation

KW: Will you be attending the prize-giving ceremony tomorrow?

John: No, I won't

KW: Why not?

John: What is the purpose of coming? I will stay at home.

KW: Do you have something specific to do at home?

John: No, but I can watch Netflix and play video games.



HARSH SCHOOL ENVIRONMENT

The school environment is “rough”

Many students have challenges in the home and are low-level, so their performance and behavior tend to reflect this disposition. There are also several students that are affiliated with criminal gangs.

The school environment is “rough”

Many students have challenges in the home and are low-level, so their performance and behavior tend to reflect this disposition. There are also several students that are affiliated with criminal gangs.

Moments of Fame	The Hustlers	Deceit & Shame
		



A young boy with short dark hair, wearing a white t-shirt and blue jeans, stands outdoors holding two large, colorful kites. The kites are made of paper and have long, multi-colored tails. The background is a sandy beach with the ocean visible in the distance. The image is framed by a green border.



BADMAN: A TOOL OF INCLUSION

Paralleling the “Mainstream”

- Buffer Humiliation in the Classroom
- Gain Access to the “Mainstream”

- Buffer Humiliation in the Classroom
- Gain Access to the “Mainstream”

FINDINGS

FINDINGS

Conversation with a student who had nothing written on his test paper

KW: What's the matter?
Student: Nothing
KW: So why aren't you doing the test?
Student: I'm not in the mood for a test today

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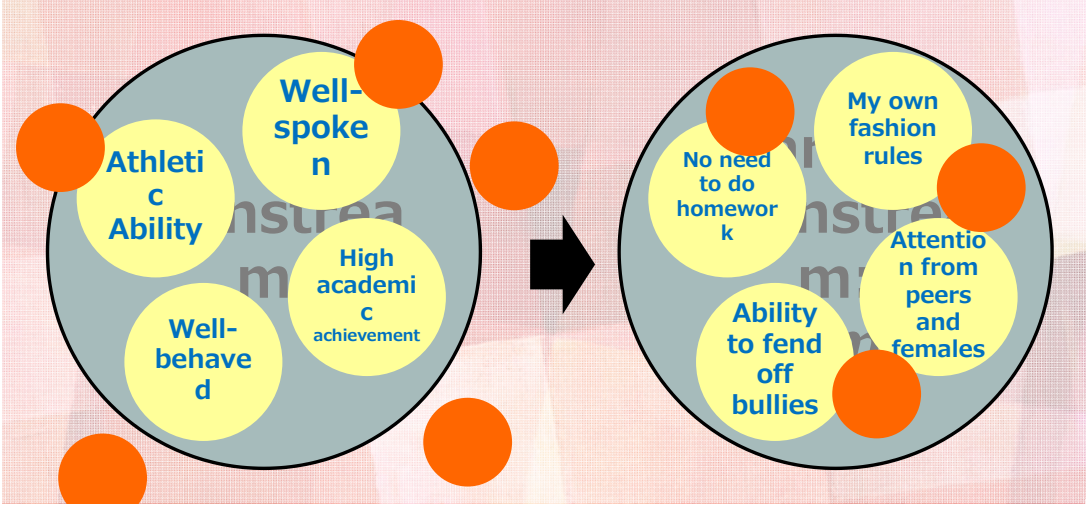
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KW: What's the matter?
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Student: I'm not in the mood for a test today

Man a badman. Mi no do homework
[I am a badman. I don't do homework]

Man a badman. Mi no do homework
[I am a badman. I don't do homework]

EFFECTS OF EXCLUSION



ARGUMENTS

1

Dominant schooling practices unfairly assess, hurt, and exclude low-level students

2

Students use a “delinquent” alter ego – badman: to buffer their humiliation and exclusion, to “match-up” to their “included” peers, and to gain access to something “mainstream” within their schooling

3

The current status of low-level schooling is not inclusive and pushes low-achieving students towards deviance, in contradiction of the ideals of the education system in Jamaica.

CONCLUSION

In order for education in Jamaica to be meritocratic and socially uplifting for people of all classes and backgrounds, it must aim to be more inclusive. Currently, low-level education does not adequately recognize the backgrounds, abilities, and interests of students. Dominant school policies and practices humiliate low-level students and limit their access to the “mainstream” of schooling. My data suggests that this denial of access leads to the creation of a parallel mainstream inspired by deviance and anti-social behaviour, which inevitably undermines the education ministry’s vision of providing inclusive education that helps students achieve their full potential.

Thank you for your attention.

Q&A

24

FINDINGS

Language and Respect



Standard English



Form vs. Substance



Student A

Have you heard that the short fat teacher is leaving?

Which teacher? What's her name?

I'm not sure, but she taught us last year.

I hope it's not 'da woman deh' [the woman I am thinking of]



Student B



Student B, you are rude!! You should not refer to a teacher as “da woman deh”

Title: School-Facilitated Juvenile Delinquency: A Critical-Interpretive Analysis of Low-level Secondary Schooling in Jamaica.

Youth crime continues to be a major social issue in many states around the world despite decades-long efforts to comprehend and curtail it. In Jamaica, youth (ages 15 - 29) account for roughly 98 percent of all major crimes, making crime a predominantly youth phenomenon. In a bid to better understand the issue, many researchers have focused on juvenile delinquency in the education system, which is quite appropriate as schooling is undoubtedly a key source of influence on youth behavior. However, this kind of research has tended to adhere to positivist approaches, which while useful in highlighting trends in deviant behaviors, are inherently weak at facilitating a deep understanding of such behaviors. Qualitative accounts of juvenile delinquency also suffer from some key weaknesses, including an inability to be adapted to the realities of delinquency in monoethnic contexts and contexts outside of the developed world. In light of this, this study was conceptualized as a qualitative approach to understanding deviance among low-level high school males in Jamaica through the lens of their schooling experiences. The study is based on ethnographic data collected over a six-month period from a group of eighth-grade boys. The study uses a critical-interpretive approach to analyze the objectives and policies of the school, as well as to explain how and why these policies lead to conflicts with students. Previous studies have argued that delinquency is an oppositional response to capitalism, which has been accused of reproducing extant inequalities through schooling. The data from this study, however, offers a different perspective; that delinquency is not necessarily linked to an awareness of, and opposition to capitalist principles, but is more so a defense mechanism needed to navigate a harsh school environment which threatens students' physical safety and emotional security. This defense mechanism is emboldened by school rules and practices that hurt low-level students; pushes them away from normative social values, and incentivizes the development, testing and reproduction of deviant skills. This paper argues, therefore, that in a low-level school environment, the school's mandate facilitates and perpetuates deviant behavior.

Keywords: juvenile delinquency, schooling, males, Jamaica, capitalism, resistance

THE VALUE OF TESTING

➤ Testing is deeply entangled with modern education

- CXC exams are the standard of success in secondary schools. However, low-performing students typically do not meet the standards for sitting CXC exams or when they are allowed to sit, they do poorly.
- Benchmark Pass (5 CXC subjects including Mathematics and English Language)
- Disparity between high-performing and low-performing schools

➤ Appropriateness of testing in low-performing schools

EXISTING STUDIES (QUAN)

- Quantitative studies on JD typically use survey data to identify risk and protective factors for delinquency.
- Commonly identified factors:

INDIVIDUAL FACTORS

- non-white (race)
- Males (gender)
- 17 to 30 year olds (age)
- low self-esteem,
- poor social problem solving skills
- low empathy
- low attachment to the family

ENVIRONMENTAL FACTORS

- poor family background
- unstable parent marital status
- parenting style
- delinquent siblings
- school experience
- delinquent peer association

POSITIVIST BIAS IN JD RESEARCH

- Smith (2000) criticized the dominance of quantitative research noting "quantitative researchers usually do not critically interpret school objectives, social interactions, or students' perspectives and agency"
- Ilan (2007) Mainstream approaches fail to recognize, consider or probe the actual experiences of offenders. Ethnographic methods make up for this shortcoming by showcasing the social worlds of the actors and highlighting the meanings they attach to various phenomena.

FINDINGS

- Elements of *badman* behaviour/attitude
 - Physical image, tough talk (fearlessness), girls-talk (womanizing), smoking, alcohol, gun-talk, flossing, glorifying dancehall culture, disruptive behaviour, disregard for authority, truancy, non-participation