

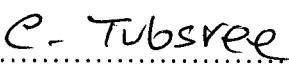
**HUMAN CAPITAL INVESTMENT FOR THE FREE FLOW OF LABOR:
LAO SKILLED WORKER DEVELOPMENT BETWEEN THE THAI AND
LAOTIAN LABOR MARKETS**

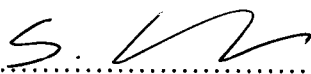
KWANKANLAYA POONNA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN HUMAN RESOURCE DEVELOPMENT
INTERNATIONAL GRADUATE STUDIES HUMAN RESOURCE
DEVELOPMENT DEPARTMENT
FACULTY OF EDUCATION
BURAPHA UNIVERSITY
AUGUST 2017
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examining committee to be partial fulfillment of the requirements for the Degree of
Doctor of Philosophy in Human Resource Development of Burapha University

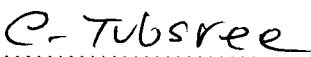
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..... Principal advisor
(Associate Professor Dr. Chalongsak Tubsree)

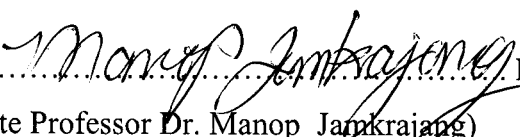

..... Co advisor
(Dr. Saratid Sakulkoo)

Examining Committee

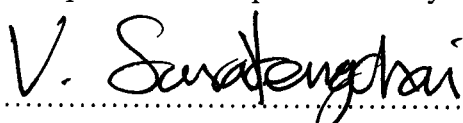

..... Principal examiner
(Professor Dr. Somsak Pantuwatana)


..... Member
(Associate Professor Dr. Chalongsak Tubsree)


..... Member
(Dr. Saratid Sakulkoo)


..... Member
(Associate Professor Dr. Manop Jankrajang)

This dissertation has been approved by the Department of International
Graduate Studies in Human Resource Development of Faculty of Education to be
partial fulfillment of the requirements for the Degree of Doctor of Philosophy in
Human Resource Development of Burapha University


..... Faculty of Education Dean
(Associate Professor Dr. Vichit Suratreungchai)

August ...⁴..., 2017

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My fate! As a single mom after I have lost my beloved husband. I have learned how to survive alone with my two little girls, Ice and Cream, and at the same time I have to work full time as a registered nurse (RN) in the late afternoon shift, get extra jobs to pay for my family's expenses and also take a good care of my mother who has a chronic illness with end-stage renal disease. Truly, I never thought of studying for a doctoral degree nor a master degree as well.

Unbelievable, but it is real! I finally get a chance on my further study, PhD program at IG-HRD, Burapha University. I have to travel far from Nongkhai, the border provinces about over six hundred kilometers (600 Km) to study here. I need to learn hitchhiking trip and returned with fatigue. I could not imagine that I would finally be able to come to this point. I could not have met my educational goals without the supporting of my principle advisor, Assoc. Prof. Dr. Chalongsak Tubsree cheering me asking to support my guides and Co-advisor of Dr. Saratid Sakulkoo. Professor Dr. Jamnean Joungrakul provided me with a wealth of knowledge about research methodology and his expertise helped me to make this a better dissertation and I would like to thank Professor Dr. Jon M. Werner from University of Wisconsin-Whitewater and Professor Dr. John Dewar Wilson. I am grateful for all that they have taught me. I am also very thankful to my colleagues as Srichieng-Mai hospital. Especially, Sairung Utama who bring me to my FATE and staff of International Graduate Studies Human Resource Development Department, Burapha University for providing me the flexibility to continue my studies whilst also working full time as RN. I would like to thank the participants, TACDO Consulting Center, Lao-German Technical College, Lao-Korea Skills Development Institute, Lao-Japan Human Resource Development Institute, and Lao Labour Promotion LTD in Laos and Thailand, whether the V. S. Co. and pack company supply for their kind contributes in this research without the time taken and effort given by the participants this research would simply have no content. This research could not have been undertaken without your cheerful collaboration and participation.

Last but not mean least, I want to thank all immigration officers. Special thanks to all the airlines and vans that I kept me off accidents because of much accident during my trips from Nongkhai to Burapha University, Bangsan, Choburi and thank "GOOD FATE".

Kwankanlaya Poonna

57820001: MAJOR: HUMAN RESOURCE DEVELOPMENT;
Ph.D. (HUMAN RESOURCE DEVELOPMENT)

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KHWANKANLAYA POONNA: HUMAN CAPITAL INVESTMENT
FOR THE FREE FLOW OF LABOR: LAO SKILLED WORKER DEVELOPMENT
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This study applied a constructivism paradigm in order to assemble and assess descriptions of the human capital investment of Laotian skilled workers for the Thai and Laotian labor markets. A qualitative research approach was applied to answer the research questions proposed for this study and training for a multiple case study strategy. The researcher did a pilot study to gain access. Multiple case study approaches are different from a case study because the data collection needs to gather data from multiple organizations. However, multiple case studies played a significant role in this study as they are a powerful methodology for building theory from data. There were two sectors of the Lao PDR, two private sectors of the TACDO Consulting Center and Lao Labor Promotion Limited and three organizations in a government sector. The organizations in the government sector were Lao-German Technical College (LGTC), Lao-Korea Skills Development Institute (LK) and Lao-Japan Human Resource Development Institute (LJ) and one private sector in Thailand, V.S. Co. and Pack Limited.

The setting started with participant selection of 39 participants, 33 participants were key informants and six were general informants who had experience or were involved with the training program of Laotian skilled workers. Interview data, photos, audio-visual data, observations and document review were analyzed to answer the five research questions. The findings are presented in five main categories based on manual coding into the categories. The components of the main categories include: (1) General Characteristics of Organizations, (2) Organization support by Outsiders,

(3) Organization Obstacles/Problems, (4) Organization Development Plan, and (5) Other Findings.

The study has found that both Thailand and Lao PDR face skilled worker shortages, and furthermore, Lao PDR also had Thai skilled workers from investment expanded to the Lao labor market. The AEC roadmap to establish a “single market and production base” by 2015, means a highly competitive economic region.

The Thailand and Lao PDR government policies should “give care and share skilled workers” to construct strong economics in the labor markets of both countries.

In conclusion, the research makes a significant contribution to our knowledge of the important human capital investment for Laotian skills development in the Thai and Laotian labor markets and shows the benefits for both societies.

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CHAPTER 1

INTRODUCTION

1.1 Background to the study

The world is changing in many ways including human beings and nature, but more importantly, the world economy. It expanded in 2014 at a moderate and uneven pace, as the prolonged recovery process from the global financial crisis was still saddled with unfinished post-crisis adjustments including the heightened geopolitical conflicts in various areas of the world (United Nation New York, 2015). Global growth was disappointing again in 2015, slowing to 2.4 percent, and growth was projected to reach 2.9 percent in 2016 (World Bank, 2016). Between 1980 and 2011, the developing countries had economic convergence and per capita income growth, on average of 3.3 percent per year, which was much faster than the 1.8 % per capita income growth recorded in advanced economies (Rynhart & Chang, 2014). The labor market is important to construct a strong economy.

Strong economic performance has made ASEAN one of the world's most dynamic regions. The global economic growth in 2007 was 3.3% but in ASEAN it was 5.1%, this has boosted the living standard of its population. There were 83 million workers moved out of poverty to middle class in 1991-2013. It was attractive for investment with a workforce of 300 million plus growing consumer markets and expanding networks of infrastructure. This is a challenge but poverty remains in some countries. The economic growth has been accompanied with rising disparities in income and opportunities. Many workers are working in poor quality jobs, approximately 179 million workers (or three in five) are in vulnerable employment and 92 million are in poverty because the earnings are too small. Securing decent employment is particularly difficult for young people and women. These labor market concerns are exacerbated by limited commitments to labor standards and social protection.

Thailand is one of the countries that pioneered the establishment of the ASEAN Community. One of the three pillars of the ASEAN Community is economic cooperation (AEC). The AEC has made high demand for labor. Reports from the Department of Investment identify the population of working age, skilled labor and

unskilled labor market presence in the country's population is insufficient to meet demand. It has therefore become necessary to employ foreign or migrant workers. In 2009, migrant workers were working in industrial sector of Thailand increased to 1.38 million (Thailand Development Research Institute [TDRI], 2010a). From 2006 to 2010, it was found that on average the number of aliens working in Thailand was 1,053,602. Only about 221,146 people arrived under immigration law which accounted for 21.73 percent and the illegal migrant workers were 832,456 or 78.27 percent (The Office of Migrant Worker, Department of Employment, 2012).

Currently, migrants working in Thailand have increased to 4 million (Sakulkoo, Dullayaphut, & Poonna, 2014). The Thai government policy towards migrant workers was changed by the National Peace Keeping Council under martial law in June 2014 and the rumor about the clearance of foreign workers made nearly 200,000 workers flee Thailand (The Nation, 2014). This caused a serious impact on the manufacturing sector of Thailand. The National Peace Keeping Council, then (announced no. 117/2014) established a comprehensive registration services for migrant workers (One Stop Service) and extended the registration period as a measure to solve migrant workers and human trafficking.

Thailand and Laos have agreed to the worker free flow of the two countries that Lao authorities check and prove the citizenship to the Laotians by the mobile establishment of a comprehensive registration services for migrant workers (One Stop Service) in Bangkok. Laos issues temporary passports while Thailand issues a license to work. The registered number of migrants was 158,125, a total of 151,521 were labor and 7,004 were their family members. The two countries have jointly provided Laos workers benefits under Thai law and agreed that workers can go to work in Thailand and go back home in bordering provinces (Matichon, 2014, p. 10) The main reason for getting migrant workers to work in Thailand is a shortage of labor. Most migrant workers work in micro and small enterprises in the North East of Thailand.

Lao PDR economy has grown strongly in recent years. From 2011-2015, GDP has grown at the rate of 7.8%. The government is seeking to sustain strong economic growth (Asian Development Bank [ADB], 2010). While the economy was growing fast, however the growth is mainly driven by the hydropower and mining sectors where very few jobs were created: only 22,000 people worked in these sectors

and the number is unlikely to increase much, given how capital intensive those sectors are. Currently, most of the jobs that are available in Lao PDR are not very attractive: productivity and growth remains very low, and this implies relatively low wages, and relatively slow growth in those wages (World Bank, 2014).

Laos has limited human resources, weak capacity, and skill shortages represent critical constraints for the country. The Technical and Vocational Education and Training (TVET) sector is still not adequate but it has an important role in training skilled workers for industry and in meeting labor market needs (ADB, 2010). However, the skills problem in Lao PDR is even deeper and more severe than is generally recognized. A problem is not simply of vocational skills but of even basic reading and numeracy skills (World Bank, 2014). It is limited by the lack of alignment between the required skills in the labor market and those produced by the TVET sector, the poor quality of training, and shortages of trainer teachers, the absence of teaching aids, and limited practical skills are among the problems. Many TVET institutions lack modern facilities and equipment. Moreover, much of the training offered in the TVET sector is not relevant to labor market needs.

The researcher's pilot study (see Appendix A) was with three organizations and interviewed 6 informants in Vientiane. It found that training and development for skilled workers in Lao can be divided into two sectors: private sector and government sector. There are also a small number of states and governments, which are responsible for the Ministry of Education and Ministry of Labor. These organizations play a key role in supporting training skilled workers, including the JICA of Japan, Korea, and the Asian Development Bank (ADB) to provide funding to support training and development for skills worker in Lao.

This pilot study found four training centers in Vientiane. At the training centers trainers have a duty only to train workers. After the training, trainees receive a certificate and go to look for job. The training centers only report back to the organization that provided financial support. No jobs are provided for trained and skilled workers. The trained skilled workers mostly are from districts that really don't know how to find a job or any step to go further. This is one of the main problems in terms of the lack of coordination between government sectors, private sector, and funding support organizations from the researcher's point of view.

Human capital refers to the knowledge, skills, and abilities (KSA) that exist within individuals (Kim, 2006; Schuller, 2001). As mentioned earlier, the Lao labor shortage and most Laos's labor are unskilled labor so the Lao government and other partners have responded by channeling more resources to skills development. At the same time, the Thai labor market is still short of skill workers. The labor supply in Thailand still does not meet demand. It therefore became necessary to employ skill migrant workers. Skills are a derived demand and that demand depends on policies for growth and employment creation. It is a challenge to investigate the skill worker process as they are one of the components of human capital investment for this study. In addition, the World Economic Forum (2015) reviewed that there are three guiding concepts for measuring human capital which underlie the second edition of the Human Capital Index. The first is a focus on learning and employment outcomes. The second is a focus on demographics and the third is distance to the ideal. In the business world, human capital is the economic value of an employee's set of skills. To a policy maker, human capital is the capacity of the population to drive economic growth. To others it may include tacit knowledge acquired informally through experience, non-cognitive skills, such as inter-personal skills and the physical, emotional and mental health of individuals.

1.2 Purposes of the study

1. To investigate the process of how to develop unskilled Lao workers in Lao PDR.
2. To describe the experience of Laos workers who finish training programs in Lao PDR.
3. To investigate the perspectives of the owners of the training centers and the trainers in Laos who are involved with the training programs.
4. To investigate the opinions of the owners and managers of Thai and Lao companies toward the benefits of human capital investment.
5. To explore the benefits of the human capital investment on Laotian workers of Thailand and Lao PDR.

1.3 Research questions

1. What are the processes of developing unskilled Lao workers in Lao PDR?
2. What are the experiences of the trained Lao workers toward the training programs?
3. What are the perspectives of the owners of the training centers and trainers in Laos who are involved with training programs?
4. What are the opinions of owners and managers of Thai companies toward the benefits of the human capital investment?
5. What are the benefits of Thailand and Lao PDR on the human capital investment of Laotian skilled worker development?

1.4 Significance of the study

Whether Thailand or Laos, the economic significance requires skilled workers for countries developing but both Thailand and Laos are facing a shortage of skilled labor. The population of Laos will increase from 6 million people to 8.8 million in 2030. It should plan to develop skilled workers to be driven by the national economy and the AEC, as skills worker are even more important to human capital investment. So, it is extremely important in the present and in the future.

The importance of this study is divided into four levels:

1. **Individual level:** In order to develop from unskilled to skilled worker that has led to the development of human capital, giving individuals the knowledge, skills, ability to work. The individual is a part of the organization. When the individuals in the organization have more skills, knowledge and ability that it is a good opportunity for the organization's development of wealth and sustainability.

2. **Organization level:** If the organization lacks skilled workers, the organization cannot manage because the individual having skills in the organization does not have the knowledge, skill, and ability which are important to the organization. This study should provide information about the importance of human resource (HR), which needs to pay more attention than any other resource.

3. **National level:** If all unskilled labors in the Lao PDR are convinced and become skilled workers and offer help to the nation, then the whole country will not

only gain benefits but also improve the quality of life. When the country has a lot of skill workers, productivity will increase and the country's income increases and is followed by the quality of life for Laotians. They also can pay more tax which means more revenue for the government. When skilled workers are high quality, the exportation will increase, the economy of the nation will expand and GDP will increase. According to the rank of human capital index in 2015, Lao PDR was 105 in 124 countries, so this study may provide the government with relevant information for policy-making decisions concerning skilled worker development and the population will increase in the future in Lao PDR.

4. ASEAN level: The purposes of ASEAN are to create a single market and production base which is stable, prosperous, highly competitive and economically integrated with effective facilitation for trade and investment in which there is free flow of goods, services and investment. Since 2015, 10 countries in ASEAN do not need a visa. The development of Lao workers is extremely important beyond the ASEAN level. Presently, ASEAN determines eight careers of free flow thus this study is very important for skilled Lao workers in the ASEAN level for present and future. However, one of the main concerns is language.

1.5 Delimitations

The delimitations of this study focus on the Lao labor market and Thai labor market. The study is provided in two parts. First, there are compounds with the informants of five organization in Laos and these are divided into two sectors. The first one is a skill development center in the private sector as TACDO Consulting Center and Lao Labour Promotion Ltd. and the second one is a skill development center in the government sector as Lao-German Technical College, Lao-Korea Skills Development Institute, and Lao-Japan Human Resource Development Institute. Second, the opinion of Thai and Lao training agency and training center towards the benefit of human capital investment. The purposive sampling used informants who were skilled Lao workers who attended a training program to develop skill workers. The author used the snow ball technique to gain access to trainers, and owners of training centers in these organizations.

1.6 Definitions of terms

Laotian workers: refers to Lao people who work on physical strength or knowledge for the purpose of wages or other benefits.

Migrant workers: refers to Lao people who are employed as workers in Thailand

These can be divided into two types as follows:

1. Regular or legal migrant workers means workers who do not have Thai citizenship and are permitted to work by Thai law. There are four types: (1) lifelong, (2) temporary, (3) workers from nations who are Board of Investment (BOI), and (4) workers who come to work in Thailand under Memorandum of Understanding (MOU) about employment.

2. Irregular or illegal migrant workers refers to unauthorized workers in the Kingdom of Thailand.

Thai labor market: refers to companies in Thailand that need labor for their business.

Skill worker: refers to workers who have professional knowledge and working experience who can solve problems relating to their work by themselves.

Unskilled worker: workers who work on routine activities with little or no experience, no knowledge is required.

Human capital: refers to knowledge, skills, and ability that exist within individuals.

Human capital investment: refers to the decision to allocate resources to gain knowledge, skills, and talent added with behavior multiplied by effort and time.

Free flow of labor: Free labor movement in 10 ASEAN countries.

CHAPTER 2

LITERATURE REVIEW

Several purposes are accomplished in this literature review. The concepts of human capital are presented to support the study, and the human capital investment including Thai and Lao labor market in the setting was also reviewed to set the context. The purposes of the study are: (1) to investigate the process of how to develop unskilled Lao workers in Lao PDR, (2) to describe the experience of Laos workers who finish training programs in Lao PDR, (3) to investigate the perspective of the owners of the training centers and trainers in Laos who are involved with the training programs, (4) to investigate the opinion of owners and managers of Thai and Lao companies toward the benefits of the human capital investment, (5) to explore the benefits on the human capital investment on Laotian workers of Thailand and Lao PDR. Thus, it was necessary to review related literature that could be used for developing the research design and instruments.

It should be noted that after the literature review, the researcher finally applied a qualitative research approach in order to answer the research questions proposed for this study. In qualitative research, the review of literature is delayed or performed simultaneously with data collection and data analysis to prevent the researcher from leading the interview questions to what she or he has already known. However, this researcher has reviewed the literature in order to have the sensitivity of what he was going to hear from the participants and made additional reviews on the way until the end of this study. This chapter is presented in ten sections as follows:

- 2.1 Human capital
- 2.2 Human capital investment
- 2.3 Training and development
- 2.4 Labor free flow
- 2.5 Thai labor market
- 2.6 Lao labor market
- 2.7 The situation of migrant workers in Nongkhai and Udonthani Provinces
- 2.8 Studies related to migrant workers

2.9 Studies related to this study

2.10 Conclusion

2.1 Human capital

2.1.1 The definition of human capital

This section of the literature review enables the readers to have a clear picture of the human capital concept and definitions. The term human capital first appeared in 1961 by Nobel Prize winning economist Theodore W. Schultz and occurred in an American Economic Review article, “Investment in Human Capital” and economists have since loaded many terms into the human capital portmanteau. Many scholars have given definitions to human capital such as Coleman (1988) stated that human capital refers to the use of personal contacts to acquire knowledge, skills, abilities, and expertise to improve performance. Human capital refers to the knowledge, skills, and abilities (KSA) that exist within individuals. Davenport (1999, p. 19) refined the definition of human capital by breaking it into the elements of ability, behavior and effort. He stated that ability means “proficiency in a set of activities or forms of work. Ability comprises three subcomponents, knowledge, Skill, and Talent”. Most agree that human capital comprises skills, experience, and knowledge. Some, like economist Gary Becker (another Nobel laureate), added personality, appearance, reputation, and credentials to the mix. Still others, like management consultant Richard Crawford, equated the capital with its owners, suggesting that human capital consists of “skilled, educated people.” Human capital enables individuals to increase productivity and earnings, which in turn improves the productivity of the organizations in which they work and the societies in which they live (Kim, 2006; Schuller, 2001).

The researcher concluded that human capital refers to the knowledge, skills, and abilities (KSA) that exist within individuals.

2.1.2 Development of the human capital concept

The concept of human capital development generally refers to reproductive power of natural and manmade producer goods. Typically, capital resources are factor of production which must be produced at some cost and are subject to changing value with use or disuse. The treatment of human beings as a capital component that is an

integral input in the economic development process is by no means a novel idea, as is demonstrated in the literature. Early interest in the human capital concept was motivated by a desire to draw public attention to the value conservation to develop systems of compensation for injury or death. The development of more equitable tax systems, the effect of education on the distribution of earnings, and attempts to delineate the costs of war also motivated classical economists. Human capital formation is affected by investment in formal education, improved health, on-the-job training, manpower rehabilitation, and improved mobility. Factors unrelated to investment expenditures (e.g., labor force participation or age-sex changes in manpower supply) also affect the formation of human capital. Many past economists, and non-economists, have considered human beings or their skills as capital. The methods for estimating the value of human beings are the cost of production and the capitalized earnings procedures. Moreover several motives for treating human beings as capital and valuing them in money terms have been found: (1) to demonstrate power of a nation; (2) to determine the economic effects of education, health investment, and migration; (3) to propose tax schemes believed to be more equitable than existing ones; (4) to determine the total cost of war; (5) to awaken the public to the need for life, health conservation and the significance of the economic life of an individual to his family and country; and (6) to aid courts and compensation boards in making fair decisions in cases dealing with compensation for personal injury and death (Kiker, 1971).

2.2 Human capital investment

This section reviews the literature related to human capital investment in order to get the sensitivity of what she is going to hear from the participants. Although it is true that people acquire useful skills and knowledge however, it is not obvious that those skills and knowledge are a form of capital that is a substantial part of deliberate investment. The concept has grown in Western societies at a much faster rate than conventional (non-human) capital; the growth may well be the most distinctive feature in the economic system. Economists have long known that people are an important part of the wealth of nations. Measured by what labor contributes to output, the productive capacity of human beings is vastly larger than all other forms

of wealth taken together. Davenport (1999) explained that the ability of people is comprised of three subcomponents: (1) Knowledge is broader than skill and it represents the intellectual context within which a person performs, (2) Skill represents facility with the means and methods of accomplishing a particular task, and (3) Talent inborn faculty for performing a specific task. He stated that skills may range from physical strength and dexterity to specialized learning; the common idea is specificity.

To consider the source of each aspect of ability, Davenport (1999) explained that skill combines knowledge and talent (and sometimes behavior) and is often specific to a job or set of tasks. Behavior means observable ways of acting that contribute to the accomplishment of a task. Effort is the conscious application of mental and physical resources toward an end. Effort activates skill, knowledge, talent and harnesses behavior to call forth human capital investment. Time refers to the chronological element of human capital investment: hours per day, years in a career, or any unit in between. In short, the total human capital investment = (ABILITY + BEHAVIOR) x EFFORT x TIME. Davenport has refined the way human capital investment works by considering the conditions that predispose an individual to invest their human capital. There are two different but related ideas: commitment to an organization and engagement in a job. Commitment to an organization can come in several forms such as attitude toward the organization, well planned to maintain the employees of the organization (pension for instance), and loyalty based (feel tied to the organization due to the loyalty). Engagement in a job is a twin concept with the commitment to the job. A low level of commitment leads to turnover and decreased engagement in a job linked to high absenteeism. The researcher reviewed Sakulkoo's (2009) concept and found that motivation fits culture into human capital investment because of the Thai culture context that was called "BUNKHUN" Moreover, the "BUNKHUN" effect powers insightful individuals to outcome of work and its involvement with human capital investment (see Figure 2.1).

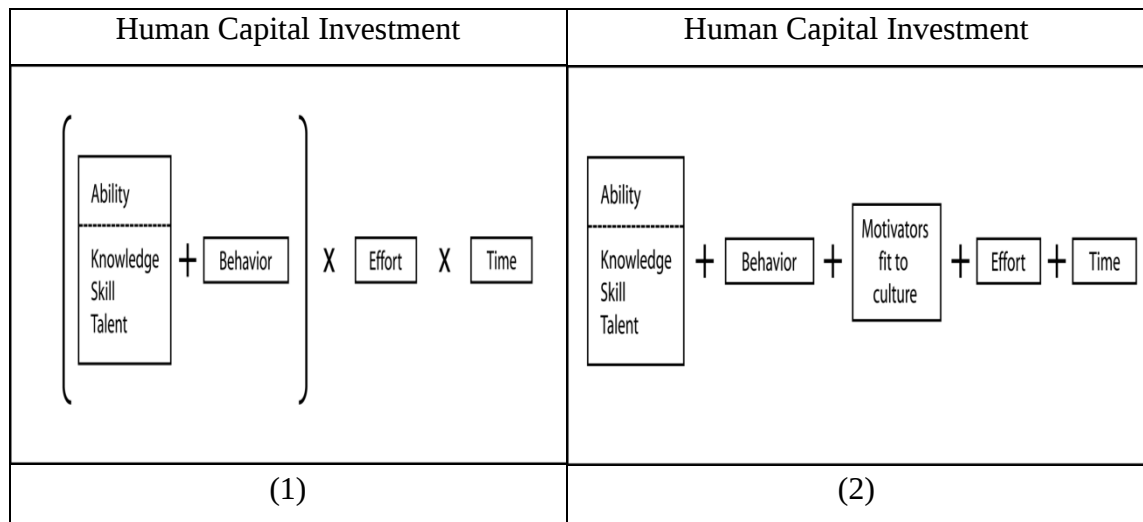


Figure 2.1 Compares human capital investment between Davenport in the west (USA) and Sakulkoo in the east (Thailand)

Source: Adapted from (1) Davenport (1999) and (2) Sakulkoo (2009)

Figure 2.1 shows the differences of human capital investment in the west and the east. The west did not have culture to involve but it does in the east, especially, Thailand. However, the investment in human capital must reflect the outcomes. Schultz (1971) stated that the main differences in earning are health and education such as workers in the South on the average earn appreciably less than in the North / or West and they also have on the average less education. Most migratory farm workers earn very little indeed by comparison with other workers. Many of them have virtually no schooling, are in poor health, are unskilled, and have little ability to do useful work. Thus, from Schultz (1971) and the human capital equation of Davenport (1999) and Sakulkoo (2009) found that the knowledge affects human capital investment.

In summary, all abilities (knowledge, skill, talent), behavior, effort, time, and motivation fit the culture and are an important component for human capital. If the organizations have more investment in knowledge or skill development for employees, the results are a high value of ability followed by good productivity and good income.

2.3 Training development (TD)

Swanson and Holton (2009) stated that training and development constitute the largest realm of Human Resource Development (HRD) activity. HRD is the integrated use of training and development, organization development, and career development to improve individuals, groups, and organizational effectiveness. They also defined training and development as the process of systematically developing work-related knowledge and expertise in people for the purpose of improving performance. One of the main concentrations of HRD wheels, training and development focus on changing or improving the knowledge, skills, and attitudes of individuals. In addition, McLean (2006) discussed training, development, and education as the three main roles to contribute to life-long learning goals. He argued that training was viewed as acquiring knowledge and skills to be applied directly and immediately to the job while education was seen as more long term in application at some time in the future but still applied to the job.

Training process model

Maruddin and Sanusi (2010 cited in Vann & Sakulkoo, 2012) explained that a fundamental step to achieve the objective of good practice of human resource for sustainable development is the assessment of the human resource development system involving input, process, and output. The training model is a set of systematic approach that aims at continuously improving employees and the organizational system (Blanchard & Thacker, 2004 cited in Vann & Sakulkoo, 2012). A training process is an open system that has a relationship with the environment. The system is open to influences of its environment and depends on the environment input. Organizational inputs are translated by the training subsystem into usable input such as organizational and employee needs, training budgets, staff, equipment, etc. The input is utilized to produce the output of the training system improving knowledge, skills, attitudes, and job performance; effective training is about meeting organizational needs, not just conducting training programs. When training is viewed as a set of integrated processes in which organizational and employee needs are analyzed and respond to the rational, logical and strategic manner, the organization will improve and it is likely to invest in further training (Blanchard & Thacker, 2004 cited in Vann & Sakulkoo, 2012). Some of the benefits of training such as the

unemployed, displaced and economically disadvantaged in USA have long been supported in the Job Training and Partnership Act (JTPA) by the government, the JTPA was the largest federal skills training program and provides training opportunities to them. These activities are to permanently reduce unemployment (Desimone & Werner, 2012, pp. 261-263)

2.4 Labor free flow

The number of international migrants worldwide has continued to grow rapidly and reached 244million in 2015 for the world as a whole, and increased of 71million, or 41 per cent, compared to 2000 in Europe (76 million) or Asia (75 million). Asia added more international migrants than any other major area of the world (United Nation Department of Economic and Social Affairs, 2014). ASEAN countries are developing, in 2007, they adopted the AEC Blueprint as a roadmap to establish a “single market and production base” by 2015, aiming at a free flow of goods, services, investment, capital, and skilled labor across the four pillars of regional integration: (1) A single market and production base, (2) A highly competitive economic region, (3) Equitable economic development, and (4) Integration with the global economy. MRAs are crucial policy tools for skilled labour mobility, facilitating trade by mutual recognition among the Member States for professionals that are authorised, licensed or certified by the respective authorities. Signed in 1995, the ASEAN Framework Agreement on Services (AFAS) provided the mandate for MRAs. In total, eight MRAs have been concluded, namely on engineering services, nursing services, architectural services, framework for surveying qualifications, medical practitioners, dental practitioners, the framework for accounting services, and tourism professionals. The ASEAN MRAs have adopted different approaches, reflecting the varying nature of these services and the realities of regulatory regimes across the Member States (ASEAN Secretariat, 2015). The free flow of skilled workers promoted under the MRAs should be welcome as at least a partial solution to the skill shortage (Rynhart & Chang, 2014). Thus, the labor free flow intra-ASEAN has increased in numbers. It is still highly concentrated in just a few corridors; reflecting flow imbalances (Sugiyarto & Mendoza, 2014) (see Table 2.1).

Table 2.1 Top 25 Intra-ASEAN Migration Corridor, 2013

Rank	Country Corridor	Intra-ASEAN Migrant Stock	Proportion of Total Intra- ASEAN Migrant Stock (%)
1	Myanmar to Thailand	1,892,480	29
2	Indonesia to Malaysia	1,051,227	16
3	Malaysia to Singapore	1,044,994	16
4	Lao to Thailand	926,427	14
5	Cambodia to Thailand	750,109	12
6	Myanmar to Malaysia	247,768	4
7	Indonesia to Singapore	152,681	2
8	Singapore to Malaysia	78,092	1
9	Vietnam to Cambodia	37,225	1
10	Thailand to Cambodia	31,472	-
11	Thailand to Brunei	25,451	-
12	Philippines to Malaysia	21,345	-
13	Thailand to Indonesia	19,681	-
14	Singapore to Indonesia	19,681	-
15	Thailand to Singapore	17,644	-
16	Philippines to Singapore	14,176	-
17	Cambodia to Malaysia	13,876	-
18	Vietnam to Lao	11,447	-
19	Myanmar to Vietnam	9,783	-
20	Thailand to Malaysia	8,137	-
21	Indonesia to Vietnam	7,671	-
22	Brunei to Malaysia	5,975	-
23	Vietnam to Thailand	5,966	-
24	Lao to Vietnam	4,284	-
25	Philippines to Indonesia	3,517	-

Source: Sugiyarto and Mendoza (2014, p. 7)

This figure shows that Migrants in Thailand are very high to 3,574,982 people and Thai people are migrants in other countries as 102,385 or the proportion between migrants in Thailand and Thai people in other countries at 35:1. Moreover, the training needs in ASEAN found that Singapore training typologies needed is human resource highest in ASEAN but Myanmar did not need human resources (Rynhart & Chang, 2014) (see Figure 2.2).

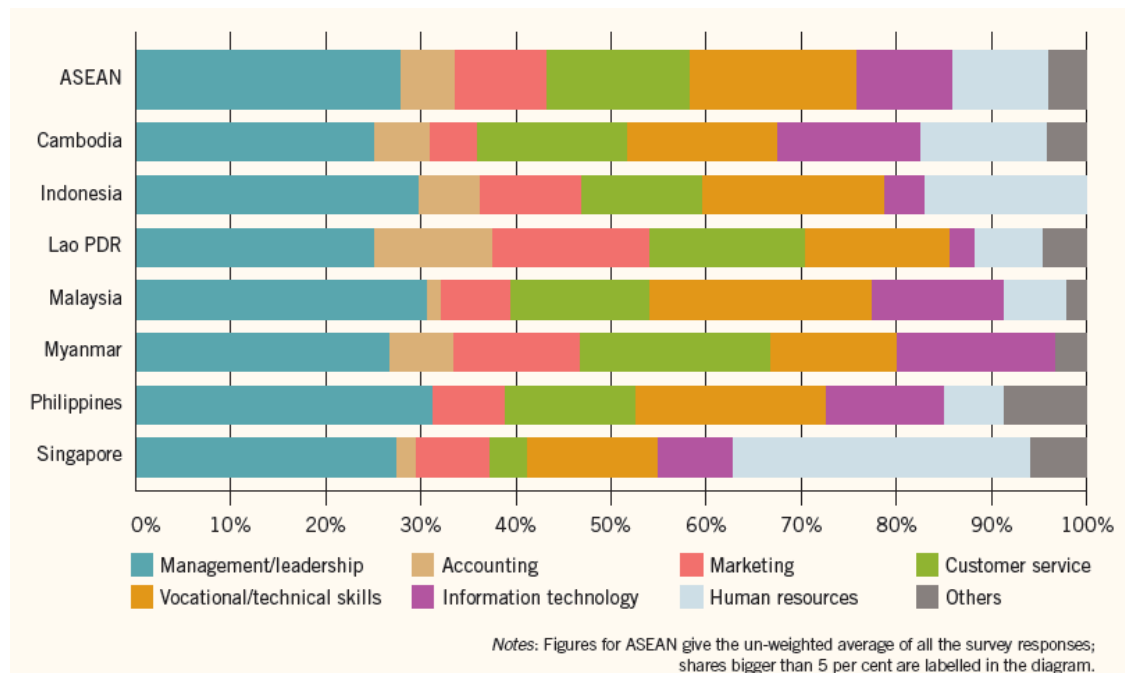


Figure 2.2 Training typologies needed

Source: Rynhart and Chang (2014, p. 3)

2.5 Thai labor market

Thailand's core responsible agency for labor is the Ministry of Labor. The ministry has 10 offices, and all share responsibilities which include Thai workers and migrant workers. Thailand is one of the 10 member countries of ASEAN. The policy development in human resources in education to enter the labor market with quality that is the policy on ASEAN Socio-Cultural Community (ASCC) thus, The ASEAN community has agreed on the three pillars of cooperation within the community namely: economic cooperation, security cooperation and cultural cooperation. One of the expected results of being a member of the ASEAN

community is the labor free flow meaning that the workforce from one country can go to work in another country without any barriers. Thailand is facing a shortage of workers, at this present time it relies on foreign labor. The National Statistical Office surveyed the Labor Force for the third quarter of 2015 and found the following data: (1) the number of people aged 15 years and over were 55.3 million people. (2) a total of 38.8 million people were in the labor force (including those employed 38.3 million people with 360,000 unemployed, and 80,000 people who were waiting for the season) and 16.5 million people outside the labor force. The people consisted of 4.8 million people in households, with 4.4 million educated and others such as the elderly and people with disabilities to work; 7.3 million or decrease of 1.0 million people when compared with in 2015 by workers in agriculture sector were decreased around 500,000 people while workers were in the hotel and restaurant sector which increased around 400,000 people and 100,000 people in the construction sector. The unemployment rate was 0.9% of the total labor force or 360,000 people (see Figure 2.3).

Moreover, the migrant workers effect on the Thai labor market especially for migrant nationalities of Myanmar, Laos, Cambodia with a total of 2,344,308 people. Migrant workers were brought in to replace workers with primary education or lower. Thailand currently has a shortage of workers. In addition, the potential of Thai labor increased from 89.26 % last year to 100.47%. It shows that Thailand's workers in the labor market have been developed to increase. The welfare and the rate of compliance is not legally protected labor welfare workers is very low. At 0.99 percent, which reflects that workers continue to receive welfare with labor laws protecting workers' welfare in addition to the appropriate legal protection of workers is something that needs to be promoted more widely and evenly. Data shows that the establishment of only 0.94 per cent and 4.50 per cent of employees who have been promoting labor welfare than labor law.

In summary, the Thai labor market and unemployment rate are low but Thai labor market faces a labor shortage and relies on migrant workers to develop, especially from Myanmar, Lao, and Cambodia. Thus, managing these migrants to work for the Thai labor market is a high benefit.

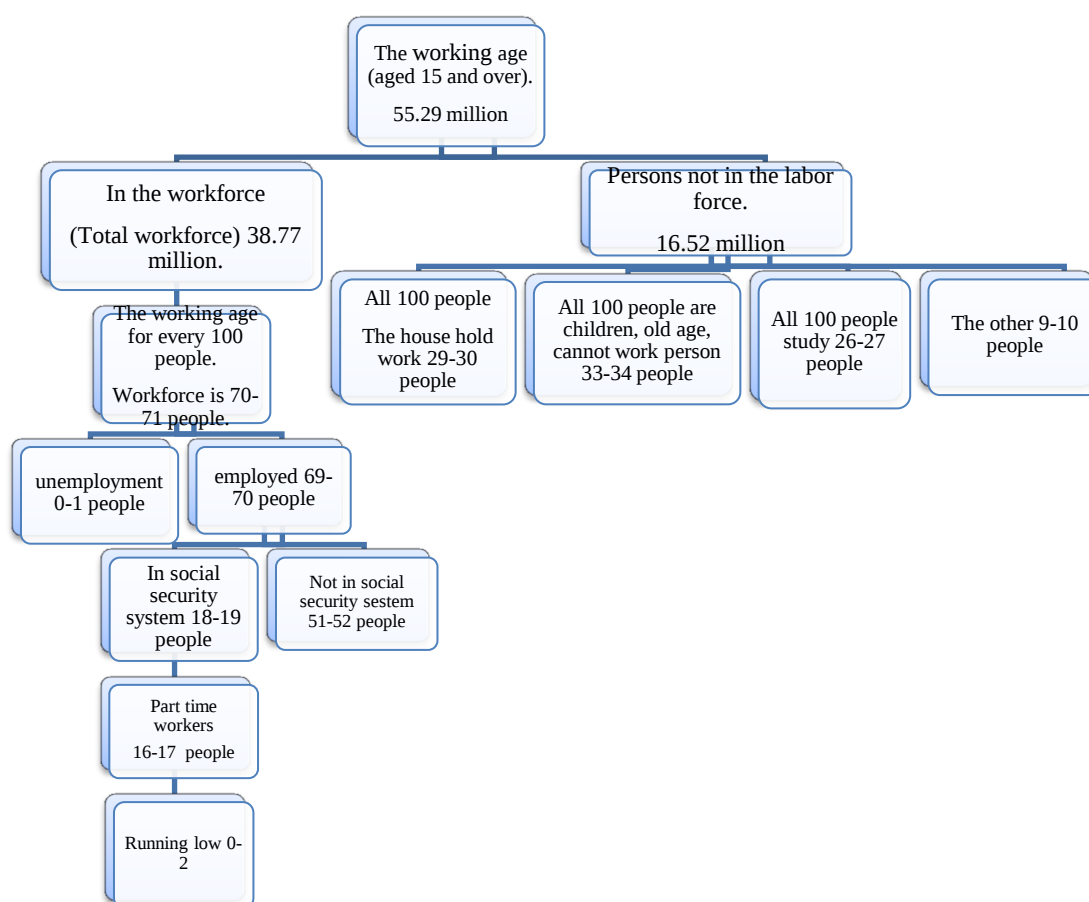


Figure 2.3 The labor situation in the third trimester, 2015

Source: National Statistical Office (2015, p. 4)

2.6 Lao labor market

Many countries have skilled labor shortages and look for labor to alleviate this situation. Laos PDR is a sending country for labor to countries such as to Thailand and Singapore. It is keen to develop technical and vocational education training systems and skills recognition arrangements quickly, and possibly in cooperation with others countries in ASEAN (Thailand and Vietnam). Thus their systems are on the verge of significant structural reforms.

The situation in Lao PDR at the start of the ASEAN *Enhancing Skills Recognition* project in 2004 was about technical training, skills accreditation, training institutions accreditation, and business involvement. The part of technical training, the government department response system of training in agriculture, labor,

education, etc. and the growth of some private training institutes in recent years, especially in the business and IT sectors. There is a legal provision that employers pay a training levy, however, this has never been implemented. There are eight training centers of excellence: Lao Skills Development Centre, Vientiane Skills Development Centre (private), Pakpasak, Lao German, Technical College, Lao Korea Vocational Training Centre, Vocational Education Teacher development, Lao Union Training Centre, and Centre for Product Promotion. For skills accreditation, Laos has no national system of skills standard testing and certification. Standards for certificates are set by formal curricula and monitored by the Ministry of Education. The part of training institutions accreditation, There was no accreditation system for VTE institutions but there was official recognition of the need for such a system.

There was a serious shortage of trained VET trainers and no system for accrediting trainers. And the part of business involvement, on the whole, had little awareness by industry of the competency standards and the advantages of certifying workers under some national system. Many Lao workers fill low skill level positions in plantations, agriculture and fishing enterprises but at the same time Laos is keen to try to catch up as well as to ensure that its workers are hired and paid at levels commensurate with their skills. The pace of change has been rapid (Iredale, Turpin, Grannall, Brimble, Iem, Souvannacak, & Souphanthong, 2007). The Government of Lao PDR has decided the sets of competency standards and is fully supportive of a regional framework for the development of regional sets of competency standards. A regional qualifications framework needs to be put in place, which will also become their national qualifications framework. It also means that the mechanisms for accrediting workers who possess these skills must be developed and there must be processes for ensuring that standards are met by trainers, assessors and others bodies involved. It is hoped that the mechanisms are developed so that workers who go outside of the country to work will be hired and paid appropriately. This is the major motivation behind the changes and it is a case of the prospect of greater skilled migration driving the developments.

In 2010, Lao People's Democratic Republic (Lao PDR) has grown stronger economically in recent years. From 2011-2015, GDP grew 7.8%. The government is seeking to sustain strong economic growth. Limited human resources, weak capacity,

and skill shortages represent critical binding constraints for the country.

The Technical and Vocational Education and Training (TVET) sector is poor but has an important role in training skilled workers for industry and in meeting labor market needs. It is limited by a lack of alignment between the required skills in the labor market and those produced by the TVET sector, the poor quality of training, shortages of trainer teachers, the absence of teaching aids, and limited practical skills among the teaching staff. Many TVET institutions lack modern facilities and equipment. Much of the training offered in the TVET sector is not relevant to labor market needs. The linkages between the public and private sectors are weak. Private sector involvement in TVET, including finance, strategy and curriculum development, and delivery of training, can be increased and refocused on traditional trades (ADB, 2010).

2.7 The situation of migrant workers in Nongkhai and Udonthani Province

The report of Nongkhai province in the first trimester found a total of 2,204 illegal migrants. There were 2,121 Laotians (96.23%), 31 Burmese (1.4%) and 52 Cambodians (2.35%). In the fourth trimester, it was found that the legal migrant workers totaled 1,572 people. There were 1,505 Laotians (95.73%), 26 Burmese (1.65%), and 41 Cambodians (2.6%) (Nongkhai Provincial Labor Office, 2015). The reports from the provincial labor office in Udonthani Province (2013) found that there are three groups from Myanmar, Laos, and Cambodia, totaling 621 people, considering citizenship and it was found that Laos had a total of 488 people (78.58%), while Burma had 92 people (14.81%) and Cambodia had 41 people (6.60%) (Sakulkoo et al., 2014). In 2015, 1,310 legal migrants were allowed to work. There are 91 Burmese (6.94%), 1,067 Laotians (81.45%), and 152 Cambodians (11.60%) (Udonthani Provincial Labor Office, 2015).

This data shows that the rating of migrants is increasing. The Lao migrant workers are the highest and these workers benefit from the Thai labor market to develop economics in the country.

2.8 The studies related to migrant workers

This section presents studies that are related to migrant workers from the past up to the present. Most of this information came from a UNDP report in 2014 and some updated studies.

2.8.1 Overview of migrant workers from the past to the present

In 1980, the flow of migrant labor from neighboring countries into Thailand especially migrants from Myanmar were ethnic or political asylums to find work for living in Thailand. Thai government policy to handle these migrants were initially made in the framework of national security. Gradually economic motives became more important than political issues in impelling the migration. At the same time, a business lobby was developed in Thailand to promote migration as a source of cheap labor. In 1992, the Thai government first started attempts to regulate the flow with a scheme to register migrants in 10 border provinces, later extended to the whole country. After four years, migrant workers from Myanmar, Cambodia, and Lao PDR could work in specified sectors on a temporary basis of one year period permission. In 2001, migrant workers were for the first time allowed to register as workers in any province and in any sector. In 2002, the government made several changes recognizing that the economic benefit of these migrants outweighed the security concerns, that the rights of the migrants should be protected and tried to regularize the flow by signing a Memoranda of Understanding (MOUs) with Myanmar, Lao PDR and Cambodia in 2002-2003. The objectives of these MOUs were to monitor and control the flow of migrants, ensure protection for the migrants, provide a system for repatriation (never enforced), human trafficking, prevent illegal entry, and other border-related problems. Under the MOUs, the whole process was tightly systematized. Employers requested a quota of workers. The host country recruited the workers and prepared the paperwork, the employer paid the costs of recruitment and repatriation, workers underwent prior health checks and either purchased a health insurance card or had sums deducted monthly at the end of the contract period, the workers were repatriated and high upfront costs. In 2005, only 14,150 workers were processed by this system. Many more had entered the country illegally by wading across a shallow river or walking through the forest (United Nations Development Programme [UNDP], 2014).

In 2006, the Thai government required migrants to be tagged as “nationality verification” if over the deadline for completing documents, their undocumented migrants were threatened with deportation. Between 2005 and 2009, only some 80,000 workers from Cambodia and Lao PDR were documented by this method. Myanmar workers had to journey home to complete the documentation – a journey which was expensive and sometimes risky. The alternative was to pay brokers or agents who charged high fees. However, the deadline was extended several times as few had completed the process and both employers and migrant workers (through the mediation of NGOs) requested more time. To speed up the process, Thai land set up 11 one-stop service centers for undocumented migrants, and the Myanmar government eventually established 11 offices for nationality verification in Thailand. For a Myanmar workers, the minimum cost is around 3,500 baht which covers a temporary 6-month Myanmar passport, 2-year visa for Thailand, work permit, and health check. If employers do not cooperate, workers must engage an agent that raises the cost to 15,000-20,000 baht. The numbers dropped from 1.8 million to 1 million (Table 2.2) between 2011-2012 because of this reason their employers will not cooperate in the process they find the process of registration too costly or too troublesome. They have exhausted the four years under the scheme (UNDP, 2014).

Table 2.2 Documented migrant workers in Thailand, 2010-2012

	2010	2011	2012
Total	1,335,155	1,950,650	1,133,851
Legal entry			
Total legal entry	379,560	678,235	940,531
Permanent	14,423	983	983
Temporary (general)	70,449	73,841	82,833
By MOU scheme	43,032	72,358	93,265
By national verification	228,411	505,238	733,603
Under BOI promotion	23,245	25,817	29,847
Illegal entry			

Table 2.2 (Continued)

	2010	2011	2012
Total illegal entry	955,595	1,272,415	193,320
Minorities	23,340	24,351	25,439
From Myanmar, Cambodia, and Lao PDR according to Cabinet resolution	932,255	1,248,064	167,881
Total in 3 highlighted categories	1,203,698	1,825,660	994,756

Source: UNDP (2014, p. 45)

The foreign workers mostly come from Myanmar, Laos and Cambodia. Many are working in agriculture and fishing, food processing, construction and various low-skill services (Abella & Ducanes, 2009). Over 80 percent of the documented migrants under the MOU and nationality verification schemes are from Myanmar and the rest shared roughly equally between Cambodia and Lao PDR. Many of the migrants are clustered in particular industries and places such as the fishing industry and fish processing around Samut Sakhon, labor-intensive factories in Mae Sot (Tak Province) and Sangkhlaburi (Kanchanaburi Province), fruit plantations in the north and the tourist industry in Phuket. But in the course of over two decades of inflow, migrant labor has become very widely dispersed both across the country and across economic sectors (UNDP, 2014) (see Table 2.3).

Table 2.3 Documented migrant labor from Myanmar, Lao PDR and Cambodia
by sector, 2010

Sector	Total	Myanmar	Lao PDR	Cambodia
Total	932,255	812,984	62,792	56,479
Agriculture	171,857	149,333	11,048	11,476
Construction	148,211	129,353	5,812	13,046

Table 2.3 (Continued)

Sector	Total	Myanmar	Lao PDR	Cambodia
Fish processing	101,849	99,031	519	2,299
Housework	87,926	71,771	12,502	3,653
Other services	79,017	68,671	6,024	4,322
Manufacture and sale of clothing	66,870	61,211	4,520	1,139
Agri-processing	59,106	53,633	1,836	3,637
Trade food and drinks	49,472	39,863	7,269	2,340
Retail and vending	38,521	32,900	4,000	1,621
Fisheries	28,918	21,781	906	6,231
Manufacture and sale of plastic goods	20,139	17,376	1,826	937
Manufacture and sale of construction materials	15,359	12,991	1,208	1,160
Trade metal products	14,000	11,745	1,521	734
Recycling	11,954	9,725	854	1,375
Land and water transport and storage	7,577	6,321	216	7,577
Meat processing	5,775	5,228	362	185
Vehicle repair	5,550	4,517	752	281
Manufacture and sale of earthenware	5,231	4,866	238	127
Manufacture and sale of electronic goods	4,149	3,626	231	292
Gas and petrol station	3,971	3,041	706	224
Manufacture and sale of paper goods	3,314	2,856	297	161
Mining	1,224	1,187	25	12
Stone working	1,220	1,035	37	148
Education, health, foundation	1,045	923	83	39

Source: UNDP (2014, p. 46)

2.8.2 Vulnerabilities

Migrant workers are exploited and abused by employers, landlords, officials, and criminals. Many factors hindering the wellbeing of the workers are age, gender,

their pre-migration socio-economic background, knowledge of the Thai language and their legal status. Among documented workers, employers often demand that workers hand over their identity documents which may make it difficult for the worker to quit that employment or make any form of complaint. It also may make the migrants vulnerable to police harassment. Migrant workers in Mae-Sot are reportedly paid in the range of 65 to 120 baht a day, and often as low as 60 baht. One of the reasons for such low payment is that employers make deductions for food, lodging and utilities that they provide. Migrant workers are also vulnerable to violence, forced to work for drug-peddling gangs, arms smugglers, and other criminal operations (UNDP, 2014).

2.8.3 The Impact of minimum wage “300 Bath” and the migrant influence

From the government of Thailand as Prime Minister Yingluck Shinawatra announced of the Remuneration Committee Ministry of Labor No.7 on 10 October 2012 that the employers have to pay the minimum wage of 300 baht per day, and 70 provinces have enacted on January 1, 2013 onwards (Wage Rate Committee Notice, Dossier: Minimum Wage Rate, Volume 7, 2012). Moreover, there are some factors in migrant workers country make these people influence to work in Thailand. For example, in Laos have the high cost of living but the population have low-income as well. The Newspaper Vientiane Times of Lao PDR (2014) describe that increase the minimum wage at the end of the month 626, 000kip (about 2, 500baht) The labor of union suggest that from the analysis the cost of living in Vientiane found that should be increased to 900, 000kips per month (about 3, 601baht) to attract workers to work in the private and domestic labor shortage problem (The Nation, 2015). From NIDA pole (TDRI, 2011), about minimum wage 300 bath found that the price of consumer goods will increase accordingly business / Entrepreneurs may loss or dissolution, rate of unemployment increased, employers reduce staff, more employment from migrant workers which influence to the impact of the export business.

At the present, Migrants workers still continue its influence to Thailand. Thailand need for migrant workers in some category of dramatic because these peoples do not choose a job and low labor costs so low cost of manufacturing too. This will alleviate labor shortages in certain acquisitions. The problems that come with aliens is a controversial work, using the utility , invasion the public as well as issues security and public health, etc.

2.8.4 The up to date of migrant worker in 2014

In Thailand, on May 22, 2014, The government rule change by the National Peace Keeping Council under martial law in June 2014 and rumor about the clearance of foreign workers especially Cambodian workers so these workers fled from nearly 200,000 peoples and approximately 40, 000 employees, Prime Minister Hun Sen of Cambodia led military vehicles 150 cars to get these peoples back home at Poipet. (ASTV manager online, 2014) So it has a serious impact on the manufacturing sector of Thailand and severe labor shortages that the government under leader of the National Peace Keeping Council announced no. 117/2014 that the establishment of a comprehensive registration services for migrant workers (One Stop Service) and extend the registration period as a temporary measure to solve migrant workers and human trafficking. Thailand and Laos Had agreed to the workers of the two countries that Lao authorities to check and proof of citizenship to the Laotians by the mobile establishment of a comprehensive registration services for migrant workers (One Stop Service) at Bangkok and Laos will be issued temporary passports and Thailand will issue a license to work.

The last registered migrants amount 158, 125 peoples, amount 151,521 as labor and 7, 004 follower peoples and 1, 046 peoples in fishing. The two countries will jointly provide Laos workers received benefits under Thailand law and agreed that workers can come to work in Thailand and go back home in border provinces with each other (Manager online, 2014) but the update of data registered migrant workers on October 19, 2014 from National News Bureau of Thailand, 2014 found that migrant workers from Cambodia are highest and Myanmar are the second and the last are Laos (see Table 2.4).

Table 2.4 Registered migrant workers as of October 19, 2014.

List	Myanmar	Laos	Cambodia	Include
Migrant workers	510,871	192,826	585,235	1,289,032
Followers	36,934	8,480	35,193	80,607
Include	547,905	201,306	620,428	1,369,639

Source: National News Bureaus of Thailand [Television Broadcast] (2014)

Thailand is joining ASEAN next year and the motto of ASEAN as a “ONE VISION, ONE IDENTITY, ONE COMMUNITY” and the terms of trade of ASEAN, ASEAN TRADE IN GOOD AGREEMENT (ATIGA) occur within the agreed plan, the ASEAN Economic Community (AEC BLUPRINT) require a common market and a common manufacturing base. The movement of liberalized trade in services, investment, skilled labor and capital mobility influence. Thailand has the availability of investment, and is well equipped in terms of infrastructure while the differences in the economic prosperity of the object. The difference in the cost of labor especially the labor of Laos, Burma, Cambodia is still very low. It was an instant attraction for migrants working in Thailand is increasing. See the development of Global Employment from ILO infographics by Matikas Santos (see Figure 2.4).

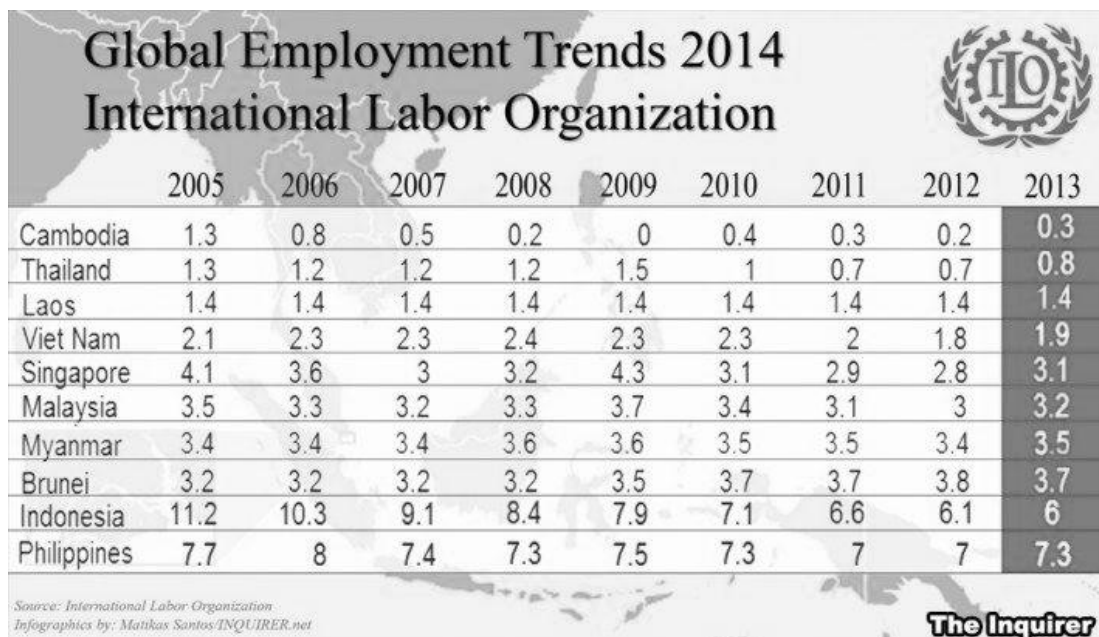


Figure 2.4 Global employment trends 2014 ILO since 2005-2013

Source: Santos (2014, para 1)

Migrant workers include legal and illegal migrant workers in Thailand as shown in Table 2.4. In 2014, after a coup in May but in the years 2010 - 2013 it is in December (Of Migrant Worker Statistics Monthly).

Table 2.5 Legal migrant worker since 2010-June 2014*

Year (December)	Legal migrant workers	Legal immigration	Illegal immigration
2010	1,335,155	379,560	955,595
2011	1,950,650	678,235	1,272,415
2012	1,133,851	940,531	193,320
2013	1,183,835	1,155,826	28,009
2014 (June)*	1,559,909	1,539,802	20,107

Source: Foreign Workers Administration Office (2014, para 1)

TDRI (2011, p. 31) that explained the strategy of each country which impacts migrant workers that ASEAN accelerate integration in the field of industrial / service potential of ASEAN, especially industrial consumer product that have highest trading in ASEAN and electronic industrial have highest exporting in ASEAN. More importantly, open free goods trading and priority sectors 12 branches and assigned country coordinators as follows: Myanmar responded to agro-based products and fisheries, Malaysia responded to rubber-based products, textiles and Apparels, Indonesia responded to automotive and wood-based products, Philippine responded to electronics, Singapore responded to e-ASEAN and healthcare, Thailand responded to tourism and air travel and the last Vietnam responded to logistic. The Thai government has a project to expand network and corporation in ASEAN or ASEAN Hub by Ministry of Commerce respond strategy to ASEAN 4 parts follow as (1) Alliances and Partner (2) An important material resources (3) Manufacturing base to Thailand's industry (4) A market with a population of nearly 600 million. From this strategy will be a good opportunity to employment increase in ASEAN.

Thailand and Laos had agreed to the workers of the two countries that Lao authorities to check and proof of citizenship to the Laotians by the mobile establishment of a comprehensive registration services for migrant workers (One Stop Service) at Bangkok and Laos will be issued temporary passports and Thailand will issue a license to work. The two countries will jointly provide Laos workers received

benefits under Thailand law and agreed that workers can come to work in Thailand and go back home in border provinces with each other (Manager online, 2014). The Mekong River Challenge, Employment of migrant workers in Thailand, hard work pay less and will not be covered of International Labour Organization (2006). This study aims to determine the level of exploitation of labor and occurred in four sectors, namely agriculture, fishing, textile factory and home servants conclude that the most of migrants worker from Myanmar but not many are from Laos and Cambodia.

Most employers are Thai nationals, 10% of migrants from all sectors housing agent to job placement and additional services for example the remittances or contact with families in original village. Some agents are not interested in working conditions, but some agents showed responsibility. For example, some workforces were exploited and some agents found a new job for this migrant worker or helping about negotiation wages or prefer working condition or housing conditions for migrant workers but opportunity of agents to protect migrant worker down because of the real facts that migrant workers were willing to work in spite of low wages moreover, it found that the labor force is out of work, restrictions on freedom of travel to get around, employers keep their work permit document, high levels of physical violence, wage violations, long working and the mostly no holiday and no employment contract. In addition they suggested that (1) Appropriate labor protection of Thai government. (2) The rights of migrant workers and responsibilities of employers. (3) Create a convenient and efficient complaints mechanism for workers. (4) Create a strengthening of migrants. (5) The establishment of a school or learning center nears the site working of the workers. (6) Migrants must be carefully negotiated in employment. (7) Employers should provide new knowledge to migrants. (8) Good attitudes towards migrants because of a shortage of labor in Thailand and the good way that migrant community to live together with Thai people normal life. (9) Supporting for safe and legal labor mobility.

2.9 Studies related to this study

Sakulkoo et al. (2014) studied the topic “Human Resource Development: A Study of Migrant Workers, Undonthani, Thailand” and found very interesting data.

The reason come to Thailand is higher income. The legal migrant workers now can have the basic health insurance services the same as Thais. They can have “The 30 baht health service card”. Udon Thani is just a transit place for many migrant workers to move to another place especially in the Bangkok area and the Eastern Seaboard area where more faculties and more jobs are available with good pay and good benefits. About the need for career motivation and career commitment in unskilled migrant workers, they want to gain more skill in order to earn more income and to become skilled workers for their career development and educational opportunities in Thailand.

Pearson et al. (2006) studied about the Mekong River challenge, employment of migrant workers in Thailand, hard work pay less and will not be covered .This study aimed to determine the level of exploitation of labor and occurred in four sectors, namely agriculture, fishing, textile factory and home servants conclude that the most of migrants worker from Myanmar but from Laos and Cambodia are not many. Most employers are Thais, 10% of migrants from all sectors housing agents to job placement and additional services for example the remittances or contact with families in the original village. Some agents are not interested in working condition, but some agents showed responsibility. For example, some workforces were exploited and some agents found a new job for this migrant worker or helping about negotiation wages or prefer working condition or housing conditions for migrant workers but opportunity of agents to protect migrant worker down because of the real facts that migrant workers were willing to work in spite of low wages moreover, it found that the labor force is out of work, restrictions on freedom of travel to get around, employers keep their work permit document, high levels of physical violence, wage violations, long working and the mostly no holiday and no employment contract. In addition they suggested that (1) Appropriate labor protection of Thai government. (2) The rights of migrant workers and responsibilities of employers. (3) Create a convenient and efficient complaints mechanism for workers. (4) Create a strengthening of migrants. (5) The establishment of a school or learning center nears the site working of the workers. (6) Migrants must be carefully negotiated in employment. (7) Employers should provide new knowledge to migrants. (8) Good attitudes towards migrants because of a shortage of labor in Thailand and

the good way that migrant community to live together with Thai people normal life.

(9) Support for safe and legal labor mobility.

NIDA pole cited in TDRI (2011) about minimum wage 300 bath found that the price of consumer goods will increase accordingly business / Entrepreneurs may loss or dissolution, rate of unemployment increased, employers reduce staff, a problem more employment from migrant workers which influence to the impact of the export business.

The Thailand Research Fund [TRF] (2013) studied about Disambiguating Stateless Refugees from Lao Illegal Migrant Workers: A Case Study of Citizenship, Marginality, and Human Rights in Buntarik District, Ubon Ratchathani Province and found that Stateless people in Laos as a result of the Indochina war going on in Southeast Asia. They lack care by the states of Laos and Thailand. So, they struggle to survive themselves by entering to be the foreign workers but the workers are illegal. But they are not enough. They try to find a way to sift through the state power such as a marriage, certificate in the name of Thailand or purchase for Thailand.

Department of Employment (2009) studied about Project to Study the Shortage of Skilled workers, Semi-skilled workers and unskilled workers. From interviewing 342 entrepreneurs in 20 provinces, four activities are agriculture, sea fisheries, continue sea fisheries and construction found that the central part of Thailand had most workers, 68.52 % as labors in Thai owners, 16.51% as joint venture and 12.51% owned by foreigners, most workers in agriculture, followed by continue sea fisheries, sea fisheries and construction respectively, 49.29% as most Thai woman labors in agriculture, 51.71% as migrant workers in continue sea fisheries, construction and sea fisheries. Migrant workers from Myanmar were the most with 27,811 people or 80.91% because they were hard working and did not mind a dirty job. In addition, 82.49% as unskilled labors because they need a lot of stamina in agriculture and did not need skill workers. Based on the demand for foreign workers found that they need the most migrant workers in agriculture 69.88% and need migrant workers from Myanmar specially. Type of labor shortages that labor shortages were most for semi-skilled workers 38.89% followed by 35.09% as unskilled workers and 26.02 % as skilled workers. Factors contributing to the shortage of workers found that in- out / change employers of migrant workers, most 36.47 %

follow by Laws / rules / regulations enforced by the government 30.01% and the skills did not match the needs of employers 9.68%. More importantly, the management of public sector workers found that 21.71% moving a workspace and change employers frequently, 17.14% as the quota of foreign workers does not match the requirements to reality, 14.29% as authorities find for the benefit with migrant workers and 13.72% as the registration of foreign workers which has several steps.

Janthori (2012) studied about Dual System Study – The Solution of Thai Labor Crisis detail that labor shortages in Thailand in quantity and quality cause several factors from the result construction of Thai labors by TDRI found that the labor market need unskilled labors or labors who graduated elementary and primary school mostly 27 million or 72.3% of total employment but these workers transit to market labors just 20,000-30,000 people. In the middle market level or labors graduated from high school or vocational education ,need to employment 163,834 position but the application just 91,975 people and reality employment just 49,941 peoples and 80% on going to study whilst labors graduated from bachelor in Thailand a high number of annual 304,000 people and 114,800 people as unemployment rate. Unskilled labor shortages as the labor market demand more supply. Unskilled workers, mostly unnecessary requires knowledge or education but they could work if they get a little coaching, work focuses on using physical force. Most of the work done was not desirable. It may be a tired, dirty and potentially dangerous or 3Ds such as Dangerous, Dirty and Difficult. The shortage of unskilled labor problem, part of the education of the population is on the rise. By faith that higher education is making progress in the work, and to help raise money as well. Moreover, the country is entering the aging society as the incidence of low birth rate population while the aging population increases. There were also parts of the workforce is unemployed or wage cuts during the recession to work in the agricultural sector. And did not return to work in the industry again. If they came back to get the same wages as new, even more experienced. The wages received were not worth the cost. The higher the current and must bear the burden of risk and uncertainty in economic conditions. This causes unskilled labor to enter the market which has been steadily declining as inadequate to the needs of industrial part or construction and labor shortages in construction very

high to 800,000 people. and describe about some problem of the skills labor shortages from government policy tried to expand education but manufacturing officers were not comply with requirements such as law, behavioral science, social science, journalism and business administration. A supply Graduates have been employed only 2 in 3 and 1 in 3 in the unemployed but in many disciplines such as science and engineering fields to address the shortage of manpower. There is also a lack of the skills to practice as a foreign language, computer skills or technical ability in the rejection of the labor market and learning problems not match the field of market demand or the study choosing followed friend. These factors were the cause of unemployment.

Joungtrakul (2013) studied about the readiness to cope with the free flow of skilled labor in the AEC of engineers in the electronics and computer companies. It was found that: the readiness in the areas of knowledge, working skills and foreign languages was as a moderate level; and the comparison of readiness in the area of knowledge revealed that only the factors of position level and size of the company made a significance difference in the readiness in this area. The comparison of readiness in the area of working skills revealed that only the factors of education and position level had a significant difference in the readiness in this area. Engineers with master's degrees had higher readiness than those with bachelor's degrees and those who occupied management positions had higher readiness than those who occupied operational positions. The comparison of readiness in the area of foreign language revealed that only the factor of size of the company made a significant difference in readiness in this area and that engineers who were employed in large companies had higher readiness than those who were employed in small and medium sized companies. The method mostly used in the preparation for readiness were monitoring and studying information; and participating in training programs provided by the company.

Joungtrakul and Kietpiriyawong (2011) studied about competency based skill development: A case study of a dock station Management Company in the logistics industry in Thailand and found that the employees in company are not able to perform according to the competency levels required. The management need immediate attention as five areas as; (1)the use of English language especially the

technical terms in logistic business (2) The use of computer in the operation of work (3) The use of specific software program necessary in the performance of duties such as using lotus note program to send emails, and using SparcsN4 (4) The understanding of specific conditions of each ship line (5) The knowledge and understanding of the company work operation such as moving of container, notifying of delivery point and etc. Based on the competency gaps identified the company can develop its employees effectively through training.

TDRI (2009) studied about An In-depth Study on Employment in Micro and Small Enterprises in Thailand (EMSET) and described the employment of migrant workers in the north east in MSEs had employment of migrant workers just 2%, mostly were migrant workers from Laos 44% and Myanmar 33%. In the north, the south and Bangkok and perimeter, the proportion enterprises that employ migrant workers 15.5% and 5% sequence and mostly were migrant workers from Myanmar 94.91% and 57% sequence. In the center part of Thailand, the proportion of establishments that were employed 11 % of foreign nationals, mostly migrant workers as Cambodia and Myanmar 53 and 31 % of all foreign workers. The main reason for getting migrant workers to work. Lack of labor is Thailand, followed by the migrant workers that are more skilled domestic labor. In the north, central, region and Bangkok Metropolitan Region was of the opinion that the most important reason was that it could not find enough workers in the country, except in the south, to focus on the cause of inability to find domestic workers with adequate foreign workers willing to work overtime than Thai workers. In the north-east, establishment most commented back. Due to the fact that foreign workers are likely to work long time with the enterprise for over a major cause 50%.

Launchawee (2011) studied the impact on Thailand from moving labor in ASEAN and found that moving labor results in noticeable on the labor market. That is the labor market is more flexible, especially the global economy. Currently, there are likely to be combined together. The workers in each country will have the opportunity to work in a place or in a country with a unique opportunity. Workers are able to show their potential to the maximum and contribute to higher revenues as well. This will make the country expand economic growth widely but the negative impacts of labor mobility is certain industries may be affected by the influx of workers from other

countries who came to compete in another country. Employers will have the option to employ the population in the Asian country which cheaper labor and will have problems between the nation and overseas cause problems for racially abusing follows.

Ruona, Lynham, and Chermack (2003) from *Advances in Developing Human Resources* and described the technology and shifting workforce reflected to organizations but organizations (and HRD) had yet to really comprehend the far-reaching impact of these forces. The most powerful differentiation and competitive advantage was learning that the coming years will demand the learning faster, more efficiency, more across culture and national boundaries. The new findings of HRD challenge as the efficient and effective learning technologies, strategy, and influential results. More importantly, some survey respondents also called for more critical attention from HRD on issues related to knowledge management. There was less emphasis about the role of HRD in organizational development and change efforts but in future HRD will play a dominant role in those initiatives. The future search survey tended to identify more with a training/educational role, so this might have skewed the data. Some respondent suggested that HRD must accept the obsolescence of the traditional HRD tripartite (training, organization development, and career development).

Xianqin, Wisessuwan, and Tubsree (2014) studied about Needs of Employees at Nanning Admiral City Mall in China and found that needs of employees support Maslow's theory. According to Maslow's hierarchy of needs, physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. Self-actualization was the most important and most employees want to develop more of their potential with a growing market so more need to provide employees with a challenge and the opportunity to reach their full career potential.

Archavanitkul and Vajanasara (2008) found that employment of migrant workers under the Working of Aliens Act 2008 and the list of occupations allowed to foreigners.

Findings from fieldwork and document analyses: Thailand's current labor demand situation Thailand's business base is shifting from industrial operations to service businesses, according to the National Statistics Bureau's 2006 survey which

showed that tourism, hotels and restaurants made up almost one third of Thai businesses, while textile and clothing accounted for 21% and food and animal feed industry accounted for 15%. Among these, textile and clothing industry employed the biggest number of workers, followed by the food and animal feed industry. In the overall picture, two thirds of those employed are factory workers with low levels of education. The survey also demonstrated a demand for labor to fill the sharp domestic shortage running at more than 39% of demand. The shortage was most severe in the Northern and Northeastern Regions where a large proportion of the local population have moved to work in the Greater Bangkok Metropolitan Area. The electrical and electronic appliance industry had the highest labor demand but experienced little shortage. Industries suffering most from labor shortage were food and animal feed industry, followed by textile and clothing industry. It should be noted that most businesses demanded unskilled labor with secondary education or lower and at a salary of 7,000 baht or less. The shortage of migrant workers is caused by the high turnover rates as well as the government's reluctance to open the door to register migrant workers. In addition, there's also a cannibalizing effect of labor between and within industries. However, there are still many Thai workers in the unskilled labor market, especially in the agricultural sector. In 2004 which registered the highest number of migrant workers, the overall picture showed that Thai workers accounted for 83.3% of those employed. Sectors which employed the highest proportion of migrant workers were dock loading/unloading (almost 63%), fishery (44.5%) and domestic servants (44.1%), while agriculture and livestock, construction and mine industries employ Thai workers at the highest percentages (over 90%).

TDRI (2010b) analyzed labor mobility between industries and occupations project found that the main cause of migration move as the migration demand higher wage by workers are paid 9,009 baht per month on average, male workers earn higher wages than female workers on average about 1,013 baht per month and they got highest wage when they move and into industry for a while women workers got the highest paid on the move. The comparison wages between the present work and the old work place found that. The average monthly wage in the new job was more than the former job about 1,059 baht. The male workers receive higher wages 1,095 baht per month; women workers earn higher wages 1,055 baht per month. Workers need to

work on the monthly returns because they earn more than a daily or weekly basis. Workers also receive other income and monetary such as incentives bonuses, overtime and commission fees, living expenses, including non-monetary benefits such as housing, transportation, food and uniforms.

Thailand Development Research Institute Foundation (2012): An In-depth Study on Employment in Micro and Small Enterprises in Thailand: EMSET, Regarding MSEs' problems and obstacles, 95 percent of registered MSEs indicated that having problems, mostly in production and services, followed by problems in marketing. With regards to worries, approximately 90 percent of MSEs worry about labor problems, especially shortage of high-quality workers and higher wages.

2.10 Conclusion

Thailand and Lao PDR are in the ASEAN Community which demand labor supply to construct the strong economies. The literature review found that both countries are facing labor shortages, especially in Laos, and have more unskilled labor and causing a skills labor shortage. The upgrade unskilled to skills is low while Thailand has skill development in the high rating but has an unskilled labor shortage. Thailand made MOU with Myanmar, Lao, and Cambodia to employ migrant workers in Thailand. Most of these migrants are in the agriculture sector and Thailand is an agriculture country thus how to make migrants work for the Thai labor market in the highest benefit as the Thai government slogan "Stable, prosperous, sustainable" In conclusion, skill workers are very important for a nation. They can be one of the main concerns for human capital investment. Human capital enables individuals to increase productivity and earnings, which in turn improves the productivity of the organizations in which they work and the societies in which they live.

CHAPTER 3

RESEARCH METHODOLOGY

The objective of chapter three is to present the important research methodological framework used to guide the conduct of this research. This chapter begins with the paradigm choice and research design which connect the research paradigm. The chapter then describes the research strategy choice, data collection methods, data management and data analysis. In addition, the chapter presents the pilot study that helps the researcher make a clearer picture and possibility to move further in this dissertation. The indicative content of the interview guide also describes the rigor criteria and ethical protocol.

3.1 Research paradigm and design

The definition of paradigms is basic belief systems based on ontological, epistemological, and methodological assumptions (Guba & Lincoln, 1994). They also stated that a paradigm may be viewed as a set of basic beliefs that deals with the ultimate or first principles. It represents a world view that defines, for its holder, the nature of the “world”. Guba and Lincoln (2005) described that a paradigm is essentially a world view, a whole framework of beliefs, values and methods within which research takes place. Consequently, in selecting a research method, the researcher would determine which paradigms that his/her beliefs fall into. Questions of ontology, epistemology, ideology, and methodology are raised and attempted to be answered in the research.

Creswell (2007), Joungrakul (2007), and Creswell (2009, p. 6) mentioned that “philosophically, researchers make claims about what is knowledge (ontology), how we know it (epistemology), what values go into it (axiology), how we write about it (rhetoric), and the process for studying it (methodology)”.

Creswell (2009) proposed that there are three elements of inquiry to establish the groundwork for the framework and to form different approaches to research. These are knowledge claims, strategies of inquiry and methods. With these ideas, researchers can address three questions central to the design of research:

(1) What knowledge claims are being made by the researcher (including a theoretical perspective)? (2) What strategies of inquiry will inform the procedures? and (3) What methods of data collection and analysis will be used? By using these three elements of inquiry, a researcher can then identify either the quantitative, qualitative, or mixed methods approach to inquiry.

<i>Postpositivism</i> Determination Reductionism Empirical observation and measurement Theory verification	<i>Constructivism</i> Understanding Multiple participant meanings Social and historical construction Theory generation
<i>Advocacy/Participatory</i> Political Empowerment issue-oriented Collaborative Change-oriented	<i>Pragmatism</i> Consequences of actions Problem-centered Pluralistic Real-world practice oriented

Figure 3.1 Alternative knowledge claim positions

Source: Creswell (2014, p. 6)

As shown in Figure 3.1, each alternative knowledge claim means that researchers start a project with certain assumptions about how they will learn and what they will learn during their inquiry. The term, “postpositivism,” refers to the thinking after positivism. When studying the behavior and actions of humans, challenging the traditional notion of the absolute truth of knowledge and recognizing that researchers cannot be “positivism” about their claim of knowledge (Creswell, 2014).

Constructivist researchers focus on the specific contexts in which people live and work in order to understand the historical and cultural setting of the participants. Rather than starting with a theory (as in postpositivism), inquirers generate or inductively develop a theory or pattern of meaning. Constructivist make assumptions, for example: (1) meanings are constructed by human beings as they engage with the

world they are interpreting, (2) humans engage with their world and make sense of it based on their historical and social perspective, and (3) the basic generation of meaning is always social, arising in and out of interaction with a human community (Creswell, 2009).

Moreover, Creswell described an advocacy/ participatory as alternative knowledge claim positions in the main part, these inquirers felt that the constructivist stance did not go far enough in advocating for an action agenda to help marginalized peoples. This group of researchers believes that inquiry needs to be intertwined with politics and a political agenda so that the research should contain an action agenda for reform that may change the lives of the participants, the institutions in which individuals work or live, and the researchers' lives.

The pragmatism, there have been many forms of pragmatism. For many of them, knowledge claims arise out of actions. Instead of methods being important, the problem is most important, and researchers use all approaches to understand the problem. In other words, pragmatism is not committed to any one system of philosophy and reality (Creswell, 2003, p. 12).

Joungtrakul (2007) concluded that any design of a research study should begin with the selection of a paradigm. Without the philosophical background, beginning researchers are left without the conceptual tool to think through problems and issues as they arise.

The rationale of applying the constructivism paradigm in this study

There are three rationales of applying a constructivism paradigm in this study as follows: (1) Realities are multiple, and they exist in people's minds; (2) Relativism is the key to openness and the continuing search for ever more informed and sophisticated constructions; and (3) If realities exist only in participants' minds, subjective interaction seems to be the only way to access them (Joungtrakul, 2007). More importantly, a constructivist paradigm is seen as relativist, in that its stance suggests that there is no single and tangible reality that can be reduced and approximated. Furthermore, a relativist stance considers only multiple and constructed realities, and it is intangible. This is why this study uses a constructivism paradigm.

3.2 Research strategy

Creswell (2007) suggested five basic strategies that can be applied in qualitative research. He stated that strategies of inquiry provide specific direction to form a research design. There are several major strategies frequently used in the social sciences. He proposed the qualitative approach, dividing the main strategies into five approaches:

1. A Phenomenology Strategy emphasizes the meaning of an experience for a number of individuals.
2. A Grounded Theory Strategy is to generate or discover a theory, an abstract analytical schema of a phenomenon that relates to a particular situation. Grounded theory is an iterative process by which the analyst becomes more and more grounded in the data and develops increasingly richer concepts and models of how the phenomenon being studied really works.
3. Ethnography Strategy relies with an important window into understanding the social world from the vantage point of those residing in it. Ethnographies provide understanding of the goings on of those who inhabit a range of naturally occurring settings
4. Narratives or a Biography Strategy is the study of an individual and her or his experiences as told to the researcher or found in documents and archival material.
5. A Case Study Strategy is an exploration of a “bounded system” or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context

In summary, based on the comparison and discussion of five research strategies (Creswell, 2007) and in line with the research objectives, a case study was selected as the research strategy for this research.

Rationale of the selection of the multiple case study analysis

Multicase research starts with the quintain. To understand it better, Stake (2006) explained that we should study one of its single cases—its sites or manifestation. But it is the quintain we seek to understand. We study what is similar and different about the case in order to understand the quintain better. Stake (2006, p. 6) concluded that multicase research starts with the quintain. He explained that:

A quintain (pronounce kwin'ton) is an object or phenomenon or condition to be studied. In multicase study, it is the target collection. In the program evaluation, we may call it an "evaluand"; in music, it may be a "repetitorite." For multicase study, however, we have needed a word representing the collective target, whether it is a program, phenomenon, or a condition. The quintain is the arena or holding company or umbrella for the case will study.

Case study research is not sampling research (Stake, 1995, p. 4).

The researcher had to define the boundary of the study and choose the case that was manageable and accessible while at the same time appropriate to achieve the objectives of the investigation.

In short, the researcher chose case-study strategy in particular because, within the qualitative research paradigm, case studies are considered to be among the most useful approaches for "providing an in-depth understanding of a case or cases" (Creswell, 2007, p. 78). Case study includes both multiple cases and single cases. In addition, Yin (2003) concluded as follows: (1) case study shall be significant, (2) case study shall be complete, (3) case study shall be supported by evidence, (4) case study shall have pattern and approach, (5) case study shall be most beneficial and (6) case study shall answer research questions.

3.3 Research methodology

3.3.1 Sample selection

The sample selection is the decision about where and who to conduct your research. The participants were selected by using purposive sampling. The number of participants depended on data collection until saturation was reached.

The author used purposive sampling to determine who was a stakeholder especially the Laotians who provide a training program to upgrade unskilled to skill workers in Laos.

The first time, the researcher set up a list for data collection of 13 employment agencies of the Lao PDR that were allowed to operate legally under the Lao PDR law as shown below in Table 3.1.

Table 3.1 List of employment agencies of the Lao PDR allowed to operate under the law

Number	List of employment agencies	Address/ Telephone
1	ABC Labour Supply Sole Co., LTD	138, Nonekhilaek Village, Sikhottabong District, Vientiane Capital, Lao PDR Tel.(856 20) 59181666 E-mail: abc laboursupply@yahoo.com
2	BOUASAVAN EMPLOYMENT	Somsanouk Village, Sayfong District, Vientiane, Lao PDR Tel. (856 21) 313187 020 55517442 Fax. (856 21) 313187
3	DEAUNSAVN EMPLOYMENT COMPANY	Nahe Village, Sikhottabong District, Vientiane, Lao PDR Tel. (856 21) 812135 020 5552788, 020 2225268 Fax. 812148
4	DUANGPHACHANH EMPLOYMENT SERVICE Co., LTD	Ban Sisavadh, Chantabouly District, Vientiane Capital Tel. (856 20) 55513162 Fax. (856 21) 217405
5	INTHER LABOUR Co., LTD	Mixay Village, Chandhabouly District, Vientiane, Lao PDR Tel. (856 20) 5512190 021 241012 Fax. (856 21) 244217
6	KHAMMANY EMPLOYMENT SERVICE Co., LTD	Oubmoung Village, Sikhottabong Districe, Vientiane Capital, Lao PDR Tel. (856 20) 55919777 (856 30) 9002391, 9002392 Thai: 0890779333 Fax. (856 21) 620332

Table 3.1 (Continued)

Number	List of employment agencies	Address/ Telephone
7	LANEXANG LABOUR STATE EMPLOYMENT ENTERPRISE Co.,LTD	Nahaidiao Village, Chandhabouly District, Vientiane, Lao PDR Tel. (856 20) 55515932 Fax. (856 21) 216800
8	LAO LABOUR PROMOTION Co., LTD	Thatkhao Village, Sisattanak District, Vientiane, Lao PDR Tel. (856 21) 264084 020 55521992 Fax. (856 21) 353419
9	LAO STATE EMPLOYMENT ENTERPRISE	Omoong Village, Luang Prabang Rd. Sikhottabong District, Vientiane, Lao PDR Tel. (856 21) 222255 (856 21) 250993 Fax. (856 21) 222635
10	NP EMPLOYMENT SERVICE Co., LTD	Pangthang, Sikhottabong District, Vientiane Capital Tel. (856 20) 22227038 (856 20) 23331146 Fax. 021 550452
11	SINXAY EMPLOYMENT COMPANY	261/02 Nongbon Rd., Nongbon Village, Xaisetha District, Vientiane, Lao PDR
12	VIENTAINE EMPLOYMENT SERVICE	Ban Thongxangnang, Chantabouly District, Vientiane Capital Tel. (856 20) 2227009 (856 20) 2227008 021 218869
13	XAYA EMPLOYMENT (XE) Co., LTD	Vattay Village,Sikhottahong District,Vientiane,Lao PDR Tel.(856 21) 520188 020 55502414 (856 21) 520188

Source: The Office of Migrant Worker, Department of Employment (2014, p. 1)

The researcher started data collection at TACDO Consulting Center and some Laotian pupils of my advisor who acted as a gate keeper. She took me to Lao-German Technical College (LGTC). It was the second organization for data collection. Since the researcher used the snow ball technique to gather data, some informants of LGTC became gate keepers leading the researcher to Lao-Korea Skills Development Institute. This location was a skills training center under the Labor Ministry. Directly afterwards I gathered data at the Lao-Japan Human Resource Development Institute in The Nation University of Laos. In addition, the researcher has also gathered data at Lao Labor Promotion LTD following my setting. From the list of organizations in Table 3.1, I found that most of the organizations were employment agencies and did not have skill training development so the researcher used the snow ball technique to gather data in 5 organizations as shown in Table 3.2

Table 3.2 List of five organizations of the Lao PDR for data collection

Number	List of organizations	Kind of organization	Sector	Address / Telephone
1	LAO LABOUR PROMOTION Co., LTD	Employment Agencies	Private	Thatkhao Village, Sisattanak District, Vientiane, Lao PDR Tel. (856 21) 264084 020 55521992 Fax. (856 21) 353419
2	TACDO Consulting Center	training center	Private	PO BOX: 7382, Donpamai Village, Sisattanak District, Vientiane Capital, Laos
3	Lao-German Technical College	Vocational Training Education	Government	Km 3, Thadeua Road, Vientiane Capital, Lao PDR

Table 3.2 (Continued)

Number	List of organizations	Kind of organization	Sector	Address /Telephone
4	Lao-Korea Skills Development Institute	Training Center	Government	Khamhoung Village, Xaythany District, Vientiane Lao PDR
5	Laos-Japan Human Resource Development Institute	Higher Education and Training Center for entrepreneur	Government	National University of Laos, Dongdok Campus, P.O.Box 7322. Vientiane, Lao PDR

3.3.2 Background of participants

The total number of participants in this study was 37.

Table 3.3 The participants of the five organizations in Lao PDR

No.	Code	Gender	Position	Education	Name of organization
1	TDP1	Female	HR Manager	Bachelor 'degree	TACDO Consulting Center
2	TDP2	Male	Trainee	High school	TACDO Consulting Center
3	TDP3	Male	Trainer	Bachelor 'degree	TACDO Consulting Center
4	TDP4	Male	Trainer	Vocational Certificate	TACDO Consulting Center
5	TDP5	Male	CEO	Master degree	TACDO Consulting Center

Table 3.3 (Continued)

No.	Code	Gender	Position	Education	Name of organization
6	LGP1	Male	Director	Ph.D. Candidate of Engineering in Germany	Lao-German Technical College
7	LGP2	Male	Deputy Director	Master Degree of Engineer	Lao-German Technical College
8	LGP3	Male	Trainer Co-ordinator	Master Degree of Engineer	Lao-German Technical College
9	LGP4	Male	Trainer	Bachelor ‘degree	Lao-German Technical College
10	LGP5	Male	Trainer	Master Degree of Engineer	Lao-German Technical College
11	LGP6	Male	Trainer & Co-ordinator	Bachelor ‘degree	Lao-German Technical College
12	LGP7	Male	TOYOTA Staff	Bachelor ‘degree	TOYOTA Lao Thani
13	LGP8	Male	TOYOTA Staff	TOYOTA Staff	TOYOTA Lao Vientiane
14	LGP9	Male	Trainee	Diploma	Lao-German Technical College
15	LGP10	Male	Trainee	Diploma	Lao-German Technical College
16	LGP11	Male	Current Trainee	N/A	Lao-German Technical College
17	LGP12	Male	Current Trainee	N/A	Lao-German Technical College
18	LGP13	Male	Current Trainee	N/A	Lao-German Technical College

Table 3.3 (Continued)

No.	Code	Gender	Position	Education	Name of organization
19	LGP14	Male	Current Trainee	N/A	Lao-German Technical College
20	LGP15	Male	Current Trainee	N/A	Lao-German Technical College
21	LGP16	Male	Current Trainee	N/A	Lao-German Technical College
22	LGP17	Male	Current Trainee	N/A	Lao-German Technical College
23	LGP18	Female	Current Trainee	N/A	Lao-German Technical College
24	LLP1	Male	CEO	Bachelor 'degree	Lao Labour Promomtion CO., LTD.
25	LLP2	Female	Deputy Director	Bachelor 'degree	Lao Labour Promomtion CO., LTD.
26	LKP1	Male	-Trainer -Head of administrative	Bachelor 'degree	Lao-Korea Skills Development Institute
27	LKP2	Male	-Trainer -Head of academic	Bachelor 'degree	Lao-Korea Skills Development Institute
28	LKP3	Male	-Trainer	Diploma	Lao-Korea Skills Development Institute
29	LKP4	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
30	LKP5	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
31	LKP6	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute

Table 3.3 (Continued)

No.	Code	Gender	Position	Education	Name of organization
32	LKP7	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
33	LKP8	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
34	LKP9	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
35	LKP10	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
36	LKP11	Male	Current Trainee	N/A	Lao-Korea Skills Development Institute
37	LJP1	Male	Director	Ph.D. (Economic Development)	Lao-Japan Human Resource Development Institute

3.3.3 Data collection

The idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research questions.

3.3.4 Data collection methods

Typically, in qualitative research approaches, researchers rely on four methods for gathering information. They are (1) interviewing, (2) participation, (3) observation, and (4) the review of documents (Marshall & Roseman, 2006). In this section, I present each method in detail, and then the researcher informs of the method used in this study.

1) Interviewing

Qualitative interviewing is a great adventure; every step of an interview brings new information and opens windows into the experiences of the participants. Qualitative interviewing is a way of finding out what others feel and think about their worlds (Rubin & Rubin, 1995). Rubin and Rubin (1995) concluded that all qualitative

interviews share three pivotal characteristics that distinguished them from other forms of data gathering in social and political research. **First**, qualitative interviews are modifications or extensions of ordinary conversations, but with important distinctions. **Second**, qualitative interviewers are more interested in the understanding, knowledge, and insights of the interviewees than in categorizing people or events in terms of academic theories. **Third**, the content of the interview, as well as the flow and choice of topics, changes to match what the individual interviewee knows and feels (Rubin & Rubin, 1995). On the other hand, Bailey (2007) concluded that the three types of interviews most often used by field researchers are unstructured, structured, and semi-structured.

2) Face to face

Face-to-face interviews are characterized by synchronous communication of time and place. Face to face interviews can have the advantage of voice, intonation or body language of the interviewee can give the interviewer a lot of extra information that can be added to the verbal answer of the interviewee on a question.

The interviewer must concentrate much more on the questions to be asked and the answers given. Especially when an unstructured or semi-structured interview list is used, and the interviewer has to formulate questions as a result of the interactive nature of communication (Opdenakker, 2006).

3) Telephone

Telephone interviews are synchronous communication of time and asynchronous communication of place. The interviewer does not see the interviewee or body language. People from all over the globe can be interviewed by telephone or computer that face to face interviewing can be very expensive and takes too much time. The telephone was used when the interviewee might be difficult to work with on a face to face basis, for example, mothers at home with small children, shift workers, computer addicts and people with disabilities or closed site access such as hospitals religious communities, prisons, the military, and cults or access to dangerous or politically sensitive sites for researcher safety (Opdenakker, 2006).. The researcher can use the telephone mode to create a neutralizing distance that makes the interviewee feel more comfortable with disclosing sensitive information, without feeling judged by researcher in person (Kee & Browning, 2013).

4) E-mail

Email interviews are asynchronous communication of time and place. The researcher can use e-mail for data collection when the interviewer and interviewee are both competent enough in typing and using a computer, there is a huge time difference because interviewer and interviewee live in different parts of the world separated by several time zones, closed or limit access or the interviewer has a small budget and less time for travelling and the interviewee can take time to respond to the developing dialogue (Opdenakker, 2006). Salmons (2010) described using e-mail to send and receive text questions and answers in a secure online discussion area.

5) Focus group

A focus group is a group discussion on a particular topic organized for research purposes. This discussion is guided, monitored and recorded by a researcher. The researcher uses a less structured interview. Focus groups are used for generating information on collective views, and the meanings. They are also useful in generating a rich understanding of participants' experiences and beliefs. Interaction is key to a successful focus group. Group size is an important consideration in focus group research. The optimum size for a focus group is six to eight participants (excluding researchers), but focus groups can work successfully with as few as three and as many as 14 participants. Small groups risk limited discussion occurring, while large groups can be chaotic, hard to manage for the moderator and frustrating for participants who feel they get insufficient opportunities to speak. Moderating a focus group looks easy when done well, but requires a complex set of skills, researchers' individual characteristics which are related to participants have valuable views and the ability to respond actively, positively and respectfully. If the moderator is comfortable and natural, participants will feel relaxed (Gill, Stewart, Treasure, & Chadwick, 2008).

6) Observation

Observation is a fundamental and highly important method in qualitative inquiry (Marshall & Roseman, 2006). Patton (1990, p. 206) explained one of the distinctions that "differentiates observational strategies concerns the extent to which the observer will be a participant in the setting being studied".

Patton (1990) concluded that there are distinctions between the participant observation and observation methods as follows: participant observation requires the researcher to fully engage in experiencing the setting under study while at the same time trying to understand that setting through personal experience, observations and talking with other participants about what is happening, while in the observation method the researcher enters the setting as an onlooker to make direct observation. Furthermore, he also stated that in participant observation the process of observation is part of the process of data collection through interviewing while in the observation method the researcher enters the program as an onlooker to make direct observation of program activities and the process of observation are separate from the process of data collection. Creswell (2007) suggested that the procedure of being an outsider initially, followed by beginning an insider over time is preferable. However, when the researchers' role has been changed from an observer to a complete participant, the method becomes observation (Patton, 2002).

7) Review of documents

The review of documents is an unobtrusive measure in research (Berg, 1998). Documents are mainly written text with some aspect of the social world. On the other hand, documents are prepared for personal reasons such as diaries, field notes, memos, reflexive journals and so on. Marshall and Roseman (1999, p. 116) stated that it is "rich in portraying the values and beliefs of participants in the setting". They further asserted that researchers supplement participant observation, interviewing, and observation with gathering and analyzing the documents procedure in the course of everyday events or constructed specially for the research at hand.

8) Audio-Visual

In the last decade or so, interest in 'the visual' in the social sciences and humanities has grown at such a pace that it is no longer possible to treat visual research as the marginalized specialty that it once was. Thinking of visual research more as the study of the seen and the observable, rather than as something which can only be conducted through recording technology, can facilitate important conceptual connection to be made between 'the visual' as a domain of inquiry and the work of many classical and contemporary theorists alike who might not otherwise be regarded as contributing to this field. A major growth area is almost certainly to be in the use of

video technology given the affordability of new digital technologies and their widespread adoption outside the academy.

In summary, the collection procedures in qualitative research involve four basic types as Creswell (2009) provided:

1. Qualitative observation – the researcher takes field notes on the behavior and activities of individuals at the research site. Qualitative observers may engage in roles varying from a non-participant to a complete participant. In these field notes, the researcher records, in an unstructured or semi structured way, activities at the research site.

2. Qualitative interviews – the researcher conducts face to face interviews with participants, interviews participant by telephone, or engages in focus group interviews, with 6-8 interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.

3. Qualitative documents – the investigator may collect qualitative documents, public documents during the process of research such as reports, newspaper or private documents such as personal journal, letters, diaries, or e-mails.

4. Qualitative audio and visual materials – the researcher conducts data from photographs, videotapes, or any form of sound.

3.3.5 Data collection methods for the study

I used the interview as part of the collection of data, especially the in-depth interviews by face to face, which have an important role to conduct data from participants in qualitative research. Importantly, I live in Nongkhai province which borders Thailand and Laos, and I can communicate in Lao language. E-mail was used for additional questions to interviewees when I needed to clear some interviewee's phenomenon, telephone interviews with V.S.co. and the Pack Company owner who is my friend and an employment agency in Thailand, focus group for trainees in Lao-Korea Skills Development Institute and Lao-German Technical College to explore direct experience about training program in their location. Moreover, I used photos, sound recordings, and participatory observation in this field when the friendly relation in business way had occurred between Lao Labour Promotion LTD from Lao PDR

and V. S. Co. and Pack LTD from Thailand. Importantly, natural conversation was one method to collect data thus I had general informants rather than key informants.

3.3.6 Data collection instruments

The researcher is a very important instrument for data collection in qualitative research. The researcher is considered as a key instrument to collect the data itself through examining documents, observing behavior, or interviewing participants (Creswell, 2009). The interviews guides were established by the researcher, developing it from the literature review and the pilot study to create a semi-structured approach. In addition, the other equipment was important in the field such as a recorder and short memos for recording the responses of informants. Importantly, the mobile phone is very important for communication at the present. The mobile phone was used for appointments, interviews additional questions, voice recordings, and taking photographs for travel records, the general environment, and other activities. Maykut and Morsehouse (1994) stated that the interviewer should gather the materials and equipment that the interviewer needs to conduct the interview, including voice recorder, batteries, interview guide, and pen and paper for note taking.

3.4 Data analysis

Patton (2002) stated that there is no precise point when data collection ends and data analysis begins. Miles and Huberman (1994) described that as interwoven before, during, and after data collection in parallel form, to make up the general domain called “analysis” Creswell (2009) claimed that data analysis should be done simultaneously with data collection to better shape and focus the study as it proceeds. Miles and Huberman (1994) stated that analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.

3.4.1 Manual coding data analysis and using a computer software program

Coding is organizing the raw data into meaningful categories. It is how the investigator differentiates and combines the data that have been collected (Miles & Huberman, 1994). Miles and Huberman defined codes as labels that assign units of meaning to the descriptive information obtained during the study. Coding is the way to organize the large amount of data so that the investigator then can pull together or

cluster the segments that relate to particular research questions. Miles and Huberman suggested starting coding with a start list of codes developed prior to the fieldwork. As coding proceeds, the investigator will be able to organize data into more meaningful phases. As coding proceeded, the start list of codes will be revised and new codes will be generated. The final list of codes will be used to code all data.

3.4.2 Manual coding data analysis

1) Coding

This section is about manual coding which is the main part of analysis for this study. More importantly, Saldana (2009) reviewed 28 manual coding techniques so the researcher needs to clarify the manual coding that was suitable for this study.

1.1) What is a Code?

A code in qualitative inquiry is most often a word or a short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language- based or visual data. The portion of data to be coded during First Cycle coding processes can range in magnitude from a single word Cycle coding processes, the portions coded can be the exact same units, longer passages of text, and even a reconfiguration of the codes themselves developed thus far.

1.2) Purpose of the manual

The coding manuals for qualitative research has three purposes as follows.

1.2.1) To briefly discuss the functions of codes, coding, and analytic memo writing during the qualitative data collection and analytic processes.

1.2.2) To profile a selected yet diverse repertoire of coding methods generally applied in qualitative data analysis

1.2.3) To provide readers sources, descriptions, examples, recommended application, and exercise for coding and further analyzing qualitative data.

1.3) The coding cycle

Saldana (2009) concluded that there are two coding cycles. First Cycle methods are those processes that happen during the initial coding of data and are divided into seven subcategories. Most First Cycle methods are fairly simple and

direct. Second Cycle methods are a bit more challenging because they require such analytic skills such as classifying, prioritizing, integrating, synthesizing, abstracting, conceptualizing, and theory building.

3.4.2 The rationale of using manual coding in this study

I studied this research in a multi-case study strategy which I had collected data in multiple methods such as face to face in-depth interviews, e-mail interviews for additional answers, telephone, focus group, participatory observation, documents, and audio-visual. The manual coding is easy to use although it was time consuming but I knew and perceived data from phenomenon of interviewees and tools are very simple such as paper and pencil. When I did manual coding, I had codifying and categorizing. I began codes from words, phrases or sentences and into the categories, after that recoding and re-categorizing. I had main categories or concepts and then last, I constructed a theory from codes and categories.

3.5 Ethical issues

3.5.1 Informed consent

The researcher complied with the requirement of informed consent. Participants were invited to participate in this research project on a voluntary basis. Their consent was obtained in verbal form and a confirmation in writing to conduct tape-recorded in-depth interviews and take photos. The researcher used informed consent from participants to allow collecting data for field work (see Appendix E).

3.5.2 Privacy and confidentiality

Participant confidentiality was maintained by using a number to represent each participant, rather than the participant's name. All research-related documents were kept in a locked filing cabinet to make sure that they remained confidential and secure.

3.5.3 Accuracy

In order to comply with the accuracy requirement, all information received was handled and processed in a manner that was as true to its original delivery as possible. The Thai language transcriptions and corrections were seriously performed. All the transcriptions were translated into English by the researcher and an independent translation team. The final translation of this research was revised by

a Native English speaker who does not only translate, but is also an academic, and familiar with Thai context. The translated version of the transcripts then become the final transcript used in the data analysis process of this research.

3.5.4 Rigor or trustworthiness

Rigor or trustworthiness is necessary to have in research, In the old paradigm or positivism, and postpositivism there are four types as (1) internal validity (2) external validity (3) Reliability and (4) objectivity (Joungtrakul, 2010), On the other hand, Lincoln and Guba (1985) referred to one set of criteria called “trustworthiness criteria” for judging the quality or goodness of qualitative research. They reevaluated this initial set of criteria. They advanced a second set of criteria called “authenticity criteria” This section describes achieving trustworthiness in this study next.

3.5.5 Achieving trustworthiness

Techniques applied to achieve the majors’ criteria for trustworthiness such as audit trail, triangulation, and authenticity. A discussion of each technique follows.

1) Audit trail

The audit trail is the most important trustworthiness technique available to the naturalist researcher. A research audit trail includes six categories of information: (1) Raw data that consists of written field notes, and audio recordings (2) Data reduction and analysis products that consist of summaries and theme identifications (3) Data reconstruction and synthesis items (e.g., categorizing of themes, interpretations, and final reports) (4) Process notes of methodology and trustworthiness (5) Information about intentions and disposition (i.e., research proposal and personal notes) and (6) Instrument development of questionnaire design and interview questions (Lincoln & Guba, 1985).

2) Triangulations

The technique of triangulation is one of the modes “of improving the probability that finding and interpretations will be found creditable” (Lincoln & Guba, 1985, p. 305). There are four kind of this technique: (1) Triangulation of source, it is done by checking out the consistency of different data sources with the same methods, (2) Method triangulation, it is to check out the consistency of findings generate by different data collection methods, (3) Analysis triangulation, it is done by setting

multiple analysis to review findings, and (4) Theory/Perspective triangulation, it means using multiple perspectives of theories to interpret data (Patton, 2002)

Denzin (1970) described about triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulation as follows.

1. Data triangulation: This entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.

2. Investigator triangulation: the use of more than one researcher in the field to gather and interpret data.

3. Theoretical triangulation: the use of more than one theoretical position in interpreting data.

4. Methodological triangulation: the use of more than one method for gathering data.

3) Authenticity

An important issue for qualitative research is that of authenticity. In establishing authenticity, researchers seek reassurance that the conduct and evaluation of research is credible from the participants' experience. Authenticity involves shifting away from concerns about the reliability and validity of research to concerns about research that is worthwhile and thinking about its impact on members of the culture or community being researched. Lincoln and Guba (2000) divided into five criteria as fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity.

- Fairness was thought to be “a quality of balance; that is, all stakeholder views, perspective, claims, concerns, and voices should be apparent in the text”

- Ontological and educative authenticity “were designed as criteria for determining a raised level of awareness, in the first instance, by individual research participants and, in the second, by individuals about those who surround them or with whom they come into contact for some social or organizational purpose”

- Catalytic and tactical authenticities refer to “the ability of a given inquiry to prompt, first, action on the part of research participant, and second, the

environment of the researcher/evaluator in training participants in specific forms of social and political action if participants desire such training” (Guba & Lincoln, 2005, p. 191).

3.6 Conclusion

This chapter presents a detailed description of the research methodologies used in this study. It begins with the research paradigm, paradigm choice and research strategy. The research strategy choice of this study is a multiple cases study. The chapter then describes the research design, beginning with the discussion of the data collection process including the theoretical sampling procedure based on the review and discussion of data collection process and methods. The data collection methods were selected in this field was an in-depth interview. An interview guide was selected for use with the semi-structured interviews, focus groups, e-mail, telephone, audio-visual and participatory observations. The chapter then describes the data management and analysis by using manual coding with hard copies of interview transcripts. Rigor or trustworthiness of the research is then described and followed by the ethical protocol and reciprocity. The chapter ends with a chapter conclusion. The next chapter presents the results obtained from the pilot study in clouding the role of the researcher in this study.

CHAPTER 4

PILOT STUDY AND SETTING SELECTION

This chapter presents the process and result of the pilot study and setting selection that were done prior to the data collection. The purposes of the setting selection and pilot study were to check the possibility in gaining access to the setting, location, and informants. The preliminary findings are explained in this chapter to support the next step of collecting the data. This chapter provides four sections as follows:

- 4.1 Roles of the researcher
- 4.2 Pilot study
- 4.3 Preliminary findings of the pilot study
- 4.4 Setting selection
- 4.5 Conclusion

4.1 Roles of the researcher

Creswell (2009) concluded that the researcher is an instrument in qualitative research method. The experience of the researcher especially in research activities may help this study to boost the level of confidence in constructing the research framework. There are some five significant roles that the researcher of this study has played in order to gain knowledge in doing research. First, a role as a learner, recently in 2013 there was a “Qualitative Research Method” workshop organized by a university; therefore, it was a chance for the researcher to study in detail the concept; methodology of qualitative research and real field work. Second, a role as a team researcher, during the academic semester in 2014, the researcher had an opportunity to do qualitative data collection in the field work with her advisor team in Udonthani and Nongkhai province which was sponsored by the Research and Development Institute, Rajabhat Udonthani University. Third, a role of co-author, the researcher in this study had an opportunity to be a co-author in a research article “Human Resource Development: A study of Migrant Workers, Udonthani, Thailand”; which was published in the HR journal of Thailand. Fourth, a role of a reviewer, during the PhD

program in 2014 the researcher gained more skill and knowledge in academic practice as a reviewer. It was such a great opportunity to learn more about types of papers, manuscript review checklists, and details of assessment criteria with Sage publication in the U.S. Fifth, a role as active student, the researcher in this study was committed to explore the new knowledge in the challenging academic environment such as attending the university workshops, teaching assistant, and team training and development (T&D) with several organizations under her advisor T&D projects. Moreover, there were several national and international conferences that the researcher participated in. With these experiences, the researcher explored the world of academic research and got familiar with trends of conducting a dissertation.

In short, with the five roles of the researcher in the study and as Creswell 2009 confirmed the researcher is an instrument in qualitative research methods. This can prove the rigor of the study. It can be credibility, one of the main components of trustworthiness.

4.2 Pilot study

Yin (2011) described that a pilot study can help to test and refine one or more aspects of a final study such as the design, fieldwork procedure, data collection instruments or analysis plans and provides opportunity to practice. Glesne and Peshkin (1992) confirmed the researcher can use the pilot study to test the language and substance of the questions, and the overall length of interviewing. Furthermore, Marshall and Rossman (2011) elucidated that a pilot study can be useful in trying out strategies, buttress arguments and rationale for a genre and strategy. More importantly, to also refine research instruments such as questionnaires and interview schedule, and help the researcher understand oneself and find ways to eliminate barriers such as resistance to tape recorders and mistrust of the researcher's agenda.

Procedures of the pilot study

This section informs the procedure of the pilot study employed to make a clear picture. The researcher began with gaining access by using a gatekeeper. Gaining access is a process to get information, such as study from a document, time management, contact informant, gathering data, etc. A gatekeeper is person to facilitate research before entry to the research setting (Glesne & Peshkin, 1992).

There are three organizations for using gatekeepers in this study: (1) Nursing and Midwife Training Center. The researcher had one security officer and a JICA volunteer officer; (2) TACDO Training Center in Lao, the researcher contacted her two advisers as gatekeepers and after that the researcher made a phone call to contact the informants; (3) Lao Labour Promotion Co. LTD., I did not use gatekeeper. I gained access by making a phone call and contacting an informant from the list of documents. The utilization of a gatekeeper helps the researcher connect to the informants and was convenient to contact informants for data collection.

It should be noted here as the researcher is a nurse working with patients and relatives of patients giving her an understanding of how to communicate with people. Her nursing card and student card made people trust her. Sometimes the researcher gained access by using personal diversity such as my nursing card in a government hospital.

After collecting data from three organizations, the researcher analyzed data by using manual coding, classifying and grouping. The researcher then submitted it to her adviser to review. The principal adviser stayed at Bangsan, Chonburi province which is over 800 kilometers. The researcher often phoned and emailed him for coaching. The co-adviser lived in Nongkhai province and it was quite convenient to make appointment for discussion on this study in person.

In summary, the researcher collected data by interviews from three sectors: (1) Owner of Lao Labour Promotion Co. LTD. (2) Nurse at Nursing and midwife Training Center and (3) Manager of TACDO Training Center. Finally, the researcher and advisers agreed to adjust the research plan especially the result research design and setting selection. Following are the preliminary findings and setting selection.

4.3 Preliminary findings of the pilot study

There were many issues found in this study. The researcher has explained the findings from each organization.

4.3.1 Lao labour promotion Co. LTD.

Findings

1) Role of the company

1.1) The company recruits and supplies workers to transfer to Thailand, mainly in the industrial, agricultural, services, and construction sectors. It also sends 1000 people to Japan in the agricultural sector each year.

1.2) Screening contractors, when employers need workers, The Lao Company will consider the welfare before transferring workers to be migrant workers in Thailand. Most are subsistence such as wages, compensation, diligence, accommodation, car transportation and, life insurance.

1.3) Labor Investigation, the Lao company is responsible for ensuring that workers receive benefits according to the contract or not by visiting these workers two times a year or when there is an emergency such as death or accident. They represent the company with embassy workers that help migrant workers.

2) Training

Lao Labour Promotion started with recruiting Laotians who needed to work abroad and they were skill training development in the government sector. The problem about training was the applicants respond to pay for fee, accommodation, food price, etc. But some workers, mostly students, could not pay by themselves thus this company contracted with students by recruiting applicants in training and they paid after finishing the training program such as welders, advanced tools program but the problem was that some people do not repay loans, no guarantee system, no collateral but they took their parents as guarantors, their parents could not pay, the applicants fled what were they to do. The company had to be responsible for payment instead of applicants. Moreover, some skilled workers were transferred to Thailand but they had to take training course again because of uncertain skills standard of labor and modern machinery. The training in Thailand made trust for the employer and after that these migrants would be skilled workers in a Thai company.

3) Training center of LAO

The Training Center in Lao is divided into two sectors.

3.1) Government sector

There are two parts in government sectors which are the Ministry of Education and the Ministry of Labour. There are four training centers in Vientiane. The first one is the Lao-Korea Training Center. The second one is near the Lao

national university. The third one is near the Ministry of Defense and the last one is at the Mekong River.

3.2) Private sector

The Training Centre in Vientiane is small.

4) Key roles on labour

Embassy workers who are in the labour department

The role of embassy workers is corporation with the private sector and helping to clear problems working between Thailand and Laos.

4.3.2 Nursing and midwife training center

Findings from the pilot study

1) The project was funded by JICA from Japan, to provide training to the staff of the Ministry of Public Health and health workers in the country and not to be sent to work abroad.

2) A training facility was part of the Ministry of Public Health. Training may also be held by at other places, but the center is responsible for it.

3) Send nursing teachers to upgrade their skills at Burapha University and return to be nursing teachers.

4.3.3 TACDO training center

Findings from the pilot study

1) TACDO training center

1.1) This organization is a human resource development center and received funding support from the Asian Development Bank (ADB). The objective is to train and upgrade unskilled workers (aged 17-45 years) to be skilled workers. There were 600 workers unemployed and interested in training and development. There were 4 subjects about heavy equipment or trucks in a short course (3 months) and no payment for the training fee but they are responsible for paying accommodation, food, etc. Moreover, the hotel service program, beauty program, and car painting were interested programs. When people finish the training programs, however they were not employed. They remained unemployed. Some of them just returned home without any benefit.

1.2) The organization is the human development center for upgrading skills in leadership, finance, microfinances, English language skills development, and community development for leaders in organizations or interested groups.

In summary, from the preliminary findings, the researcher can conclude as shown below in Figure 4.1.

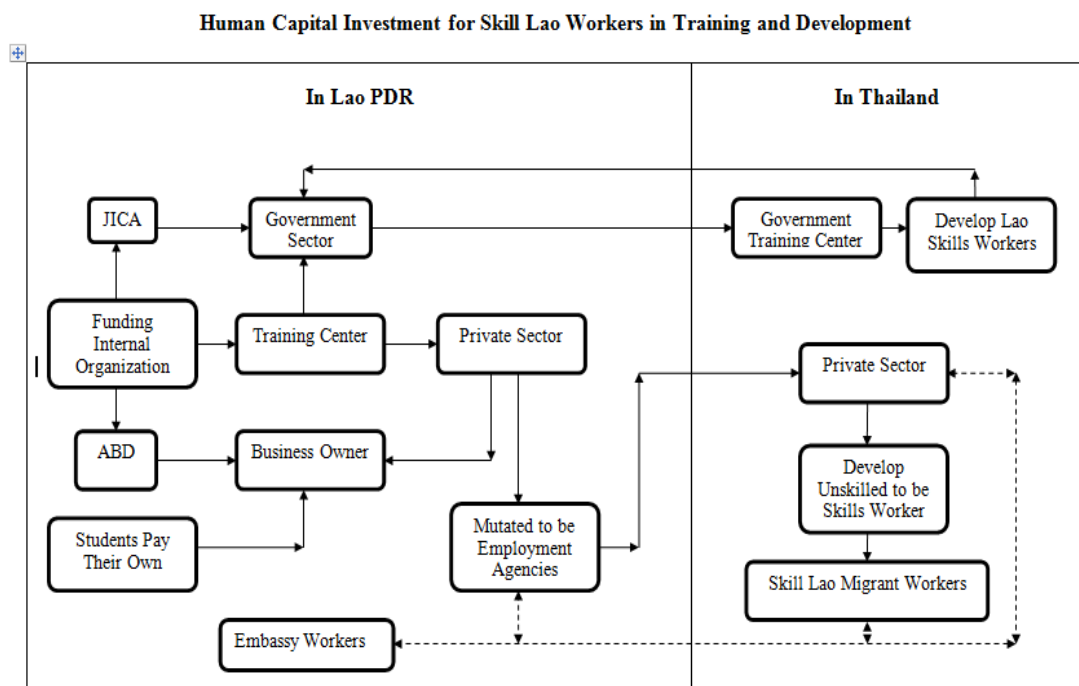


Figure 4.1 Preliminary finding of pilot study

Source: Integrate by the researcher (2015)

As above in Figure 4.1, the Lao training center is divided into two sectors.

1. Private sector

The private sector conducted training and development about human resource that the owner received monetary support by students paying their own expenses and received monetary support from funding international organizations such as the Asian Development Bank (ADB). The students in the ADB project could study free of charge except for accommodation and meals. When these students finished their training, they still did not get job. Most students came from the country to the city, they had to return to the country but the company had their names for

application for work in the future. Some private sectors used to be a training and development center but they faced many problems about training workers. Most problems were about students' finances. These workers were transferred to Thailand in the private sector to develop unskilled workers to be skills workers and they became skills Lao migrant workers in the Thai labor market.

2. Government sector

The government sector received funding from international organizations such as the JICA which provides money for developing skills workers in the government sector. This sector transferred the skill workers to Thailand for more skills development and back to be trainers in Lao.

More importantly, when Lao migrant workers had problems but they could not solve the problem by themselves, the embassy workers coordinated with employment agencies and the private sector in Thailand to solve the problem together.

4.4 Setting selection

Lao PDR faced a labor shortage especially skills workers. Most workers are unskilled. The training centers in Laos are divided into two parts; government sector and private sector. International organizations provide funding for training and development. The government sector transfers skills worker for training to Thailand. When they finished training, and return to Laos, they were trainers in Lao. They could not work in other countries. The role of the private sector was business training. When students finished training, they did not get a job thus unemployment remained a problem for them. Moreover, the employment agencies transferred unskilled workers to Thailand. These workers were trained to upgrade from unskilled to skills workers in Thailand by Thai trainers. They illegally work in Thailand after finishing the program and became illegal migrant workers in the Thai labor market. When workers had serious problems, they could not solve, the embassy workers of Lao in Thailand would help solve the problem.

The pilot study in human capital investment for skills Lao workers in training and development lead to the methodology design by answering my research question. The informants in the future were:

1. Skill worker trainees at the TACDO Training Center.
2. Trainees who were transferred to Thailand for more skills development.
3. Trainers of the public training center. There are 4 centers in Vientiane such as Lao-Korea Training Center and others.
4. Officer in the Ministry of Labor especially, embassy workers in Thailand.

The researcher is interested in exploring the Lao skilled worker development because (1) Thailand and Lao face labor shortages and both countries are in the ASEAN Community that needs economic growth economic thus skills worker are important for economic development. It is challenge for the searching of new knowledge to support government policies, funding international organization guidelines or business in the private sector, (2) the researcher had good corporation informants, and (3) the researcher can communicate with the same language as the informants. It was easy to collect and analyze the data.

4.5 Conclusion

The purposes of the setting selection and pilot study were to check the possibility in gaining access to the setting, location, and informants. My advisers helped me and were called the first gatekeeper to the TACDO Training Center in Lao. I made a phone call to the Lao Labor Promotion Co. LTD. However, as my position is a registered nurse (RN) my ID card helped me a lot to gain access at the Nursing and Midwife Training Center of Lao by walking in because the truth worthiness in professional nurse, made informants trust and provide good information. The researcher has selected human capital investment for skills Lao workers in training and development as multiple case studies because the researcher had access to information on the purpose of the research.

Lastly, to verify and confirm what I learned from my proposal and PhD Courses (see Appendices A-F), they are all about the long story of my PhD journey. I believe that they are one of trustworthiness or rigor of this research project.

CHAPTER 5

FINDINGS OF THE STUDY

This chapter displays the major finding of the study. It is organized by dividing the findings into two sectors: (1) The public sector, which is supported by the overseas Lao-German Technical College, Lao-Korea Skills Development Institute and Lao-Japan Human Resources Development Institute and (2) The private sector which is the TACDO Consulting Center and Lao Labor Promotion Ltd. The research findings are presented below.

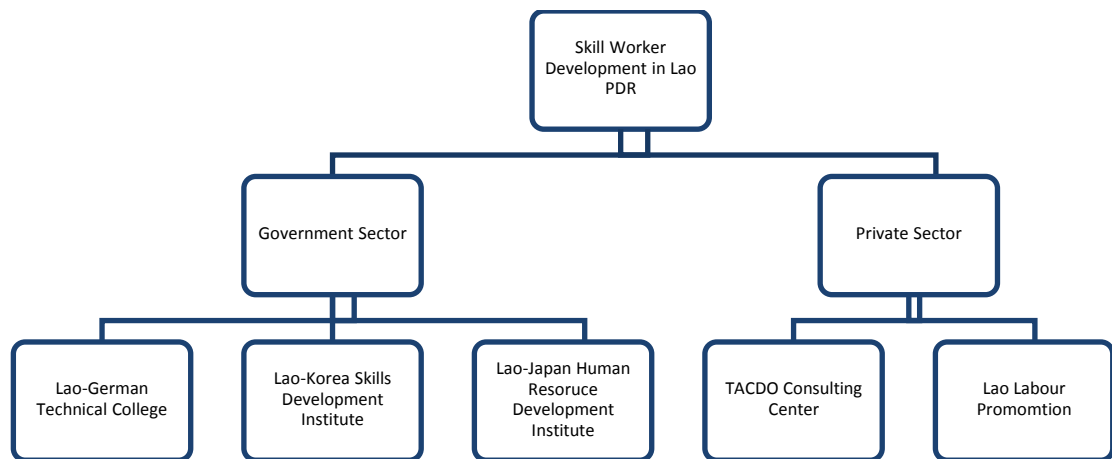


Figure 5.1 Two forms of the process of developing unskilled Lao workers in Lao PDR

There were five main categories of meaning shared by all participants including the finding from the focus groups. The next section presents the evidence of quotation extracts, with each of the 5 main categories being presented separately. Each main category, having been presented by quotation extract, is commented upon by the researcher. The convention for separating extracts is “//.....//”.

5.1 Government sectors

5.1.1 The findings in the Lao-German technical college (LGTC)

This section of the findings presents 5 main categories. The presentation is made in five parts including the findings from the focus group.

- 1) Main category #1: LGTC General characteristics of organizations,
- 2) Main category #2: LGTC Organization support by outsiders,
- 3) Main category #3: LGTC Organization obstacles/ problems,
- 4) Main category #4: LGTC Organization development plan,
- 5) Main category #5: LGTC Other findings.

In presenting the findings, details are made under the caption heading of categories with authentication of exemplary quotations from the transcribed materials.

1) Main category #1: LGTC's General characteristics

The findings of the study in this part present the general characteristics of LGTC. There are five characteristics from this finding: (1) Vision (2) Mission (3) Background (4) Support Resource (5) Courses (6) Trainers and (7) Trainees as shown in Figure 5.2.

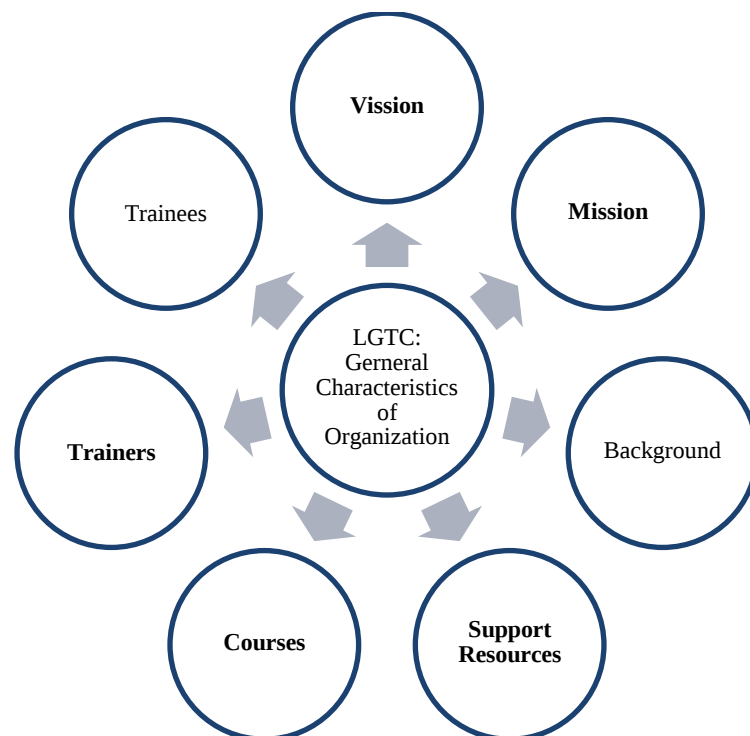


Figure 5.2 The general characteristics of the Lao-German Technical College

1.1) Vision

Lao-German Technical College is a vocational education institute which is the prototype of vocational education in Laos. The emphasis is on industrial labor. Responding to the labor market for economic and social development in the country as a vision of the Lao-German Technical College. It is also a model for the development of the labor force and quality academic training in the field of industry to meet the burden of economic development of the country.

LGP1 has explained that: // It is a vocational institution, a model and a source for the industrial labor force to respond to the labor market in Laos (L63-66) //...//...Lao-German Technical College (LGTC) is the model and leading institution for technical education and training in Lao PDR...//

LGP2 shared about the vision of college that // Vision College is a model of vocational schools across the country. (L792-L802) //

LGP3 also explained that. // The prototype to produce a labor force to the labor market (L361-L365) // and there is also supporting information from the photograph to confirm the vision as shown in the photo below.



Figure 5.3 The vision of LGTC

From Figure 5.3 it is evident that LGTC is a vocational institution that is a model to produce skilled labor to support the expansion of the domestic economy. Some of the participants shared: //...Lao German Technical College (LGTC) is the model and leading institution for technical education and training in Lao PDR...//... a vocational institute and the original creation of the labor force in the industry respond

to the labor market within Laos LGP1 (L63-66) //... Vision of our college is a prototype nationwide LGP2 (L792-L802).

1.2) Mission

1.2.1) Expansion of training offers and capacity

Expansion of training offers and capacity for up to 1500 students in several fields of occupations (automotive technology, Metal working, Metal Machining, Electro Technique, Industrial electronics, Machine construction, etc.) and on different levels: Bachelor, Higher Technician, Technician, and Skilled Worker.

In terms of the Mission, LGP1, LGP2, LGP3 shared similar thoughts,

// College has trained people to have a career, they can enroll more people, but limited numbers //...Due to the large number of students enrolled, the LGTC cannot handle all of them. It has planned to create a new campus to accommodate more applicants.

LGP1, LGP3, LGP4, LGP5 also added that:

// will create a new campus Looking at the new area for the next 5 years, writing out a concept. I want to expand //

1.2.2) Personnel Development in technical subjects, equipment, pedagogy, and the development of teaching aids

The LGP2 informants have described: // ... The college offers teacher training to employees who are factory trainers and teacher companies are subjects that transfer knowledge to students of not only his skilled staff, but the way to relay. (L723-L725) ... //

1.3) Improvement of management

LGTC has improved management on the side.

1.3.1) Restructuring the College Management System has been upgraded from high school to middle school and elevated from a vocational school to a Lao-German Technical College which elevates the college and management changes. Broader scope of operations the structure of the building, course, learner, and teacher/trainer has been improved. As the LGP2 informant said,

// Formerly a Lao-German High School of Mechanics Vientiane middle school. After the founding of the Lao People's Democratic Republic the

German government gave the Lao government an established instructional practice and renamed as Vientiane middle school. Originally, there were four mechanical departments, auto mechanics, electricians, welders and sanitary wares. Mechanic Factory (L49-L88) //

In addition, LGP3 also added that.

// Lao-German technical college just changed to a school from a college last year //

1.3.2) Improving College management and operation efficiency through staff training and provision of office equipment has a robust operation. There are trainers, as well as equipment for office use, as well as training equipment. LGTC employs mostly Lao coaches who have either completed their education or been trained overseas. And the trainers are supported by many countries such as Thailand, Malaysia, Indonesia, Papua New Guinea, and Cambodia. There are companies supporting teaching materials as stated by the contributors, the LGP1

// There are many teachers from Germany to Australia, Indonesia, Papua New Guinea, Cambodia, and Thailand (L244-289) //

The LGP5 informant also said:

// Most foreign teachers are Thai, Malaysian, Filipino, African, and Lao. (L450-L453) //

Teaching device support has been confirmed by the LGP1 informant, LGP3.

// Mechanical, agricultural or agricultural machinery together with Siam Kubota take the machine to sell specifically. Lao uses Kubota's agriculture. China has not come in much. Most machines in Laos are Kubota //

1.3.3) Developing/Improving regulations concerning training offers, TVET-Financing, generating of income, etc.

1.4) Strengthening the cooperation with enterprises, building sufficient linkages between training, labor market and employment patterns through close cooperation with a professional association, trade group and enterprise.

As LGP1 and LGP3 have described,

// ... More than 25 companies are interested and have cooperated to support MOU both at home and abroad ... //

In addition, the LGP3L and LGP6 data providers also explained the same.

// Now many companies come to contact, coordinate, and cooperate. There will be a logo of the college and a partner is the logo of the company. //

1.5) Developing and implementing of income activities

As can be seen, the budget from the government sector supporting the LGTC is insufficient with the implementation of each year. The need for linking private sponsors who are entrepreneurs. Support both as a device or large tools such as a tractor, car, teacher, trainer, and scholarship. This is the strength of LGTC.

// College is supported by many private companies rather than budget from the government because the money the government provides each year is not enough to meet the demand //

2) Background

LGTC is an educational institution located in the center of Vientiane. There are students from all over the country. It was the first school to adopt industrial safety standards into schools. In the pre-regime change era originally a Lao-German high school of craftsmen, after the founding of the Lao People's Democratic Republic German Government to Laos Government. The curator renamed Vientiane middle school. Originally it was divided into 4 classes as car mechanics, electrician, welding and water pipe sanitary ware. The factory mechanic currently has 6 branches added. Heavy machinery and agricultural machinery the branch that most people come to school has two branches, the car branch with electrician.

The LGP1 states that

// It was the first school to put industrial safety standards into schools. Practitioners must wear safety equipment in the same company. (L// (469-479

// Laos Special Point - German is the school in Vientiane. Most of the students come to study here, although in every district there is a technical school (L385-386) //

In addition, LGP2 contributors also added that:

//Before the transition to a republic it was the Lao-German Technical High School Vientiane middle school After the founding of the Lao People's Democratic Republic the German government gave the Lao government established

instructional practice and renamed as the Vientiane middle school. Originally, there were four mechanics departments, auto mechanics, electricians, welders and sanitary wares in mechanic Factory (L-49L// (88

And LGP5 also said:

//Currently separate heavy machining branch and agricultural machinery. But before they were together (L-315L // (317and the LGP3 informant also explained:

//Most people come to school for 2 departments: the car department and the electrician department //

3) Support resources

According to the findings in this study, the researcher found that there were three main resource supports for the LGTC:

3.1) Government: The government receives a grant from the German government. The government also sponsors a part of the budget to manage educational institutions and provide scholarships to girls by offering free tuition. There are no fees or tuition fees to assist women in their professional career in the field of mechanics. As LGP1, LGP2, LGP3 contributors said,

//German government and the Lao government support the school. There are scholarships for female students to study for free. //

3.2) Private sector: The LGTC is well supported by the private sector. There are more than 25 companies supporting teaching and learning. This covers both the student teacher training program, internship placement and, most importantly, enrollment of graduates into the company. As LGP1 said,

//Students are sponsored by the company. Company scholarships //

And LGP1 and LGP3 also described the same.

... //More than 25 companies are interested and cooperate to support MOU both at home and abroad ... //

3.3) International organizations: the major international organizations that have supported the teaching of the LGTC are the Asian Development Bank (ADB), offering opportunities for those who are far away, unprosperous, and disadvantaged by providing free scholarships. At graduation, there is a continuous track and support for more skill levels. As the LGP2 informant said.

// ADB's Project Starts 2013 is a project for those who do not have the opportunity to learn. Far away by scholarship Two-year Scholarship Track Project to raise the level. A skilled craftsman adjusts to level two, three //

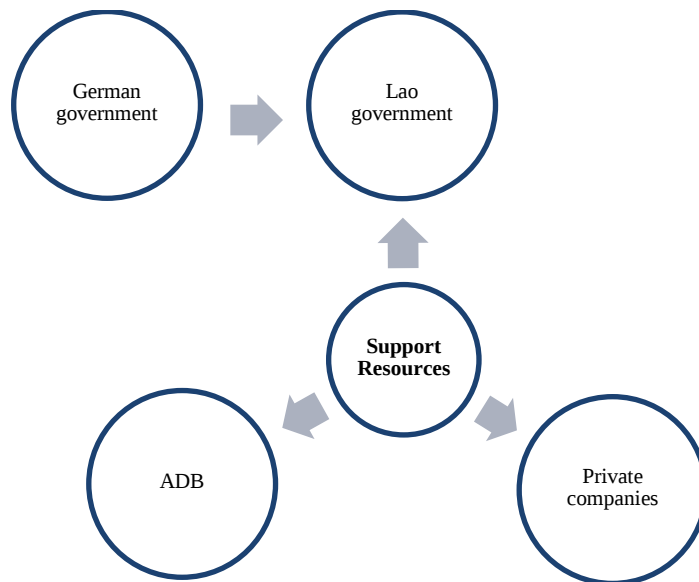


Figure 5.4 The support resource of Lao-German Technical College

From Figure 5.4, it is evident that support for LGTC resources has come from government, private sector and international funding.

Course

The curriculum is based on the policy of the Ministry of Education, which is at the national level to formulate policy and strategy for the development of vocational education. The Polytechnic Institute is the course provider. There are professional organizations will provide the author of standards and curriculum development. The curriculum is tailored to the needs of the business sector to train the students to be skilled technicians. As stated by LGP1, LGP2, and LGP5 shared that:

// The Ministry of Education is at the national level. Defines policy guidelines. Strategy for Vocational Development Vocational courses are the same. There is a middle course Institute of Vocational Training that writes standards and curriculum development. Standard Authorities Adjust curriculum to meet business

needs. According to the students' training course, the researchers are summarized as follows.

The curriculum

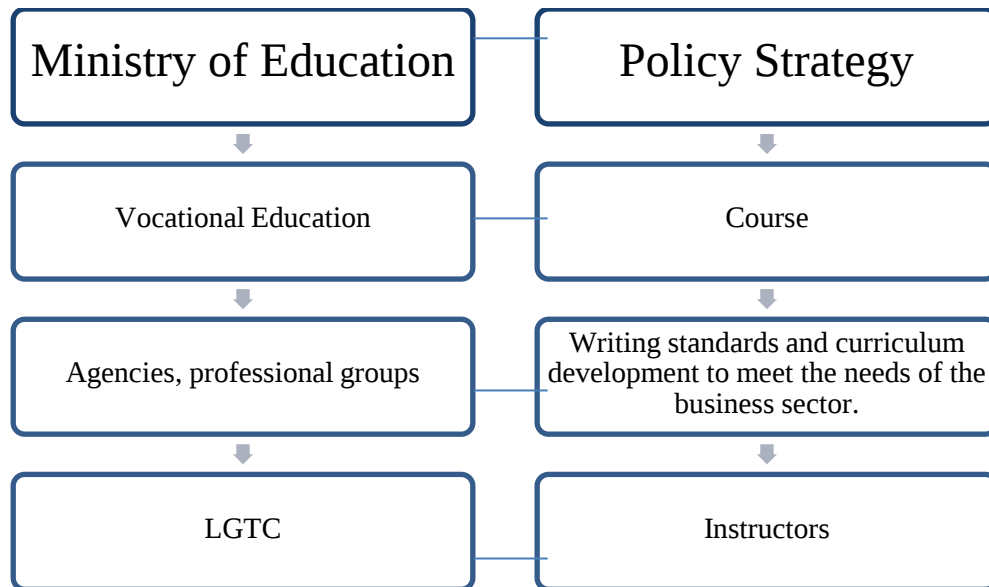


Figure 5.5 The curriculum of the Lao-German Technical College

Figure 5.5 is an illustration of the LGTC's curriculum, which is structured in a hierarchical fashion. The Ministry of Education is responsible for setting policies including strategy. The Institute of Vocational Education serves the curriculum. Professional career organizations write standards and develop curriculums to meet the needs of entrepreneurs.

Course system

Teaching and learning management are both theoretical and practical. The LGTC provides Dual Cooperative Training (DCT). In Thailand, it is called Dual Vocational Training or DVT, Cooperation between LGTC and the private sector or entrepreneurs which have a signed agreement. Some establishments offer scholarships and upon graduation they are admitted to work places. During the course, students take theoretical courses at LGTC, but they must practice and practice at the establishment. This learning system allows LGTC to produce personnel to directly address the needs of the manufacturing sector. The LGP1 informants clearly stated that.

// There is a bilateral course of study, i.e., theoretical study of basic technical skills. Practical Training Company is a scholarship provider with a successful contract to work with the company. (L169-175) //

The LGP3 also explained that:

// Laos calls DCT Thai calls DVT. It's the same, bilateral study in Thailand. Lao is called joint learning. Theory of internship is not internship. It is an Upper Internship. DVT is Dual Vocational Training with joint learning between schools and establishments. Theory is in the school. Practice in the establishment. The establishment is the examiner /

In addition, LGP2 contributors also provided additional information:

// DCT means Dual Cooperative Training practiced in the factory or establishment to gain knowledge, new knowledge, and direct experience. More cooperation with the establishment is a tool to train students which helps a lot //

In addition to the normal teaching at LGTC and at the establishment, there is also a knowledge-based learning activity for the institution to provide outside-the-job knowledge. As the LGP5 informant said.

// There are companies providing information. On Wednesday evenings, most of the activities are knowledge (L104-L107) //

The findings are shown below.

Dual cooperative training (DCT)

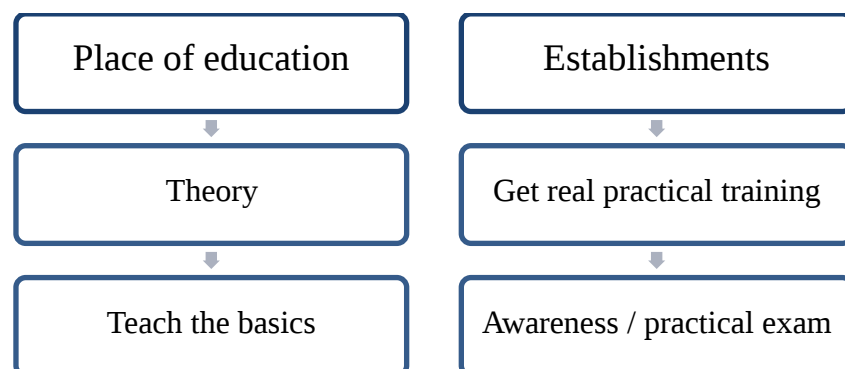


Figure 5.6 The dual cooperative training of Lao-German Technical College

Figure 5.6 shows the role of educational institutions, which are responsible for teaching theories and basic practices. The establishments have practical training and practical tests. This is a bilateral cooperation. Public and private organizations participate in teaching and learning.

Curriculum in teaching

Courses used in the general teaching system are divided into two types: (3 + 9) (1 curriculum, which accepts students who have graduated from the M.3 level to study for 3 years. Upon graduation, they will be awarded the middle school diploma. (2 + 12) (2 program, which accepts students who have graduated from high school, or 2 years after graduation. And when you study for another year, you will get a certificate of advanced diploma. As LGP2 and LGP4 stated:

//Practicing students to have a career in the middle class system. There are two versions: M 3 and M 6, M 7 m, the system is .3 + 9Certificate of Professional Skill Occupation 2 + 12 is the end of the graduation is the 6th or 7th grade. It has been changed to the 7th grade, and the second year is a certificate of the middle class. It is considered as a skilled labor. One more year is high school. Focus on the practical work//

The researcher has summarized the image as shown below.



Figure 5.7 The systems course of Lao-German Technical College

From Figure 5.7, LGTC provides opportunities for undergraduates to develop their work skills. It can be used for those who have completed upper secondary or lower secondary education or 3 + 9 courses, but who have more than one year of high school graduation or a 2 + 12 program to meet the demand for skilled labor in the labor market of the country.

The teaching

LGTC can enroll approximately 500 candidates for admission per year to be students in the LGTC. The instructional program is divided into three areas: (1) regular courses for graduates. Grade 3 is for vocational education and 3 years for graduates. Grade 6 for vocational education is 2 years. Upon graduation, you will get a diploma. Advanced Diploma (2) Upon graduation, you will receive a certificate of higher education. (3) Short Courses as shown below.

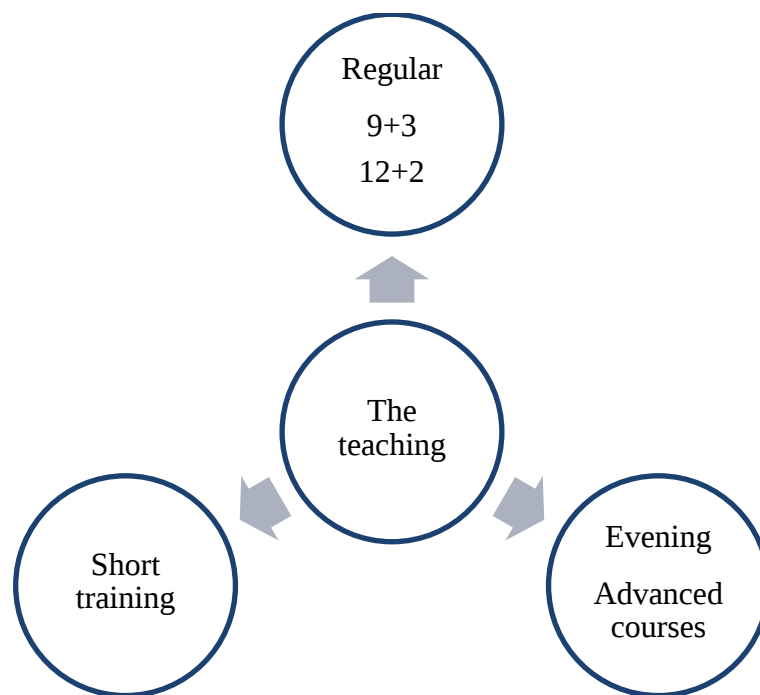


Figure 5.8 The teaching of Lao-German Technical College

Figure 5.8 shows that LGTC has a regular teaching system for students. There is short-term training on key topics. Instruction is taught in two disciplines: theoretical approx. 30%, practical 70%, as shown below.

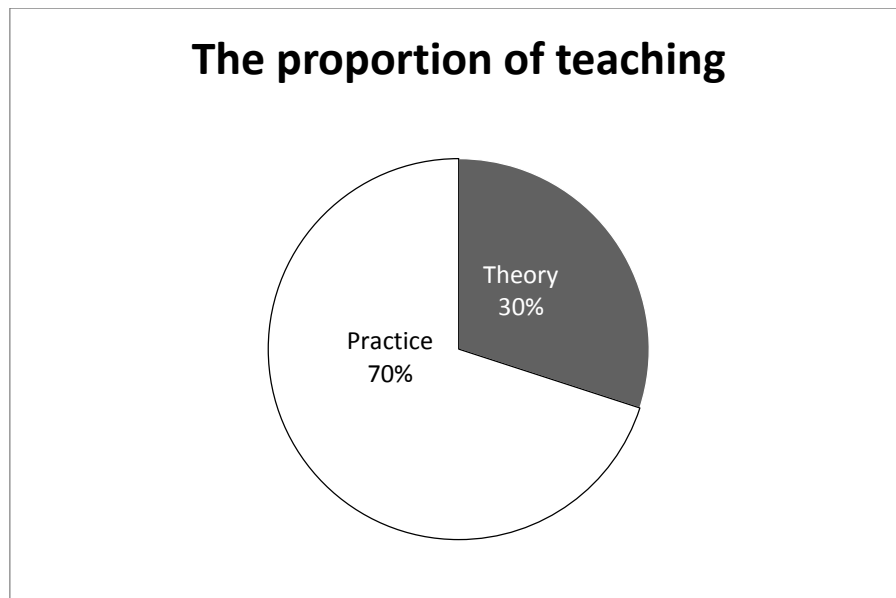


Figure 5.9 The proportion of teaching in Lao-German Technical College

Figure 5.9 shows that LGTC teaches both theoretical and practical but mostly practical. Because it is a skill development practice, it must focus on practical issues. Actual action as all the informants added: // Teaching and learning theory and practice. Focus on practical action //

And LGP5 informers also said:

// some learn the theory first. Based on the technician's thirty-seventh ratio LGP5 (L259-L277) //

There is also information about admissions that can be received by 500 students. The LGP1, LGP5, explained that: // The College accepts 500-600 students per year, but nearly 5,000 people apply. //

The courses offered at LGTC are available in six areas: automotive technology, metalworking, electro-electronics, welding-plumbing, heavy equipment, and agro-machinery, as shown below.

Figure 5.10 shows the total number of branches available. The most popular branch is Automotive and Electro-electronics due to the many demands of the labor market.

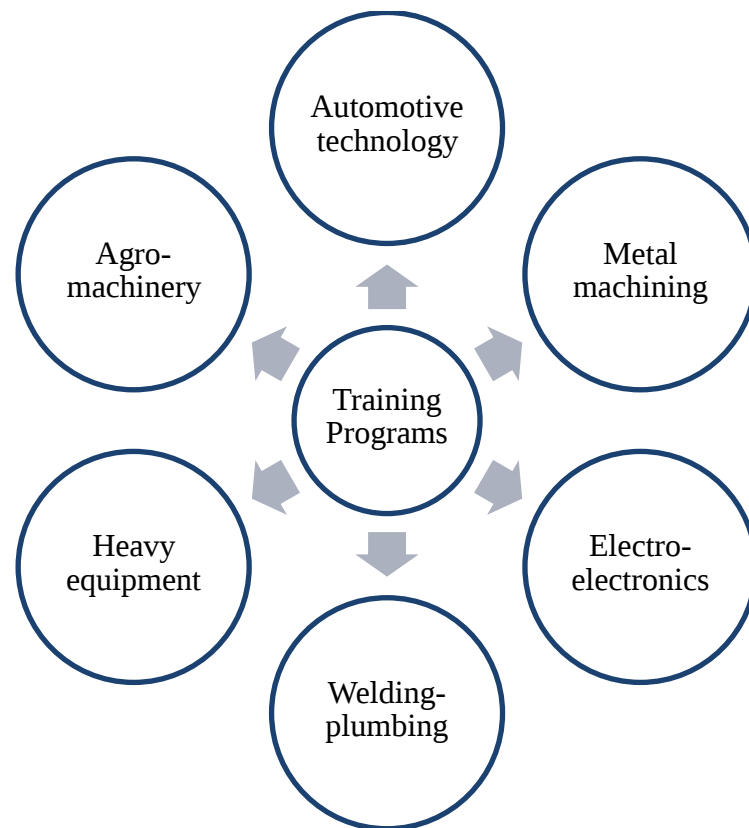


Figure 5.10 The training programs at LGTC

As LGP1 said,

//There are 6 courses offered: Automotive technology, metal machining, electro-electronics, welding-plumbing, heavy equipment, and agro-mechanics. The rapid expansion of vehicles has increased, so there is labor demand //

In addition, LGP3 also said:

//All branches focus on the industry. Most people come to school with 2 departments: Auto department and the electrician department //

And the LGP4 added that:

//Mechanical Engineering. There are 4 main courses, tractors, tractors, tractors, tractors, -4hour theory, 7 hours per subject. Graduated one semester. Second semester to work at the establishment //

At LGTC, in addition to the regular courses taught in all 6 branches, there are also outstanding programs sponsored by the automotive industry, especially Toyota Motor Thailand Co., Ltd. The researcher explained as below.

LGTC's distinctive curriculum

TOYOTA Training Education Program (T-TEP)

T-TEP is a very distinctive curriculum. It was a collaboration project between Lao-German Technical College and Toyota Motor Thailand Co., Ltd. Toyota Thailand supports standardization, curriculum development, technical equipment and teacher training including getting graduate students to work with Toyota. As LGP1 said,

//Toyota Thailand supports development of standards and curricula.

Toyota also provides technical equipment, teacher training, student field work, and recruitment after graduate work with Toyota. It like Siam Kubota (L// (152-160

//T-TEP is TOYOTA Training Education Program is a cooperation between Laos - Germany and Toyota. Students can work with Toyota or not work with Toyota depending on MOU //

In addition, LGP1 and LGP3 provided crucial information:

//Toyota must train the teachers first. To know the technical technology to teach students, teachers will be elevated. Certified as a standard trainer by Toyota Motor Thailand //

In addition, LGP2 and LGP3 added that:

//Students have direct experience and most will work with Toyota //

Another informant, LGP8 also said:

//Students who graduated from the Lao-German Technical College have a lot of work with Toyota. It is a good job and it has honor, welfare, income, salary, and bonuses, more than any other company.

The researcher wrote a summary of the T-TEP project as shown below.

Figure 5.11 shows the cooperation project between LGTC and Toyota Motor Thailand Co., Ltd. It is a framework for collaborating with all levels of support, ranging from coaching, advocacy, standards development, and curriculum. Technical equipment supports to train the trainer to have knowledge and new skills, according to the change of modern technology. After that, trainers trained with Toyota brought new knowledge and skills to the students. When students graduate, they apply to work with Toyota which is considered as comprehensive skill development training.

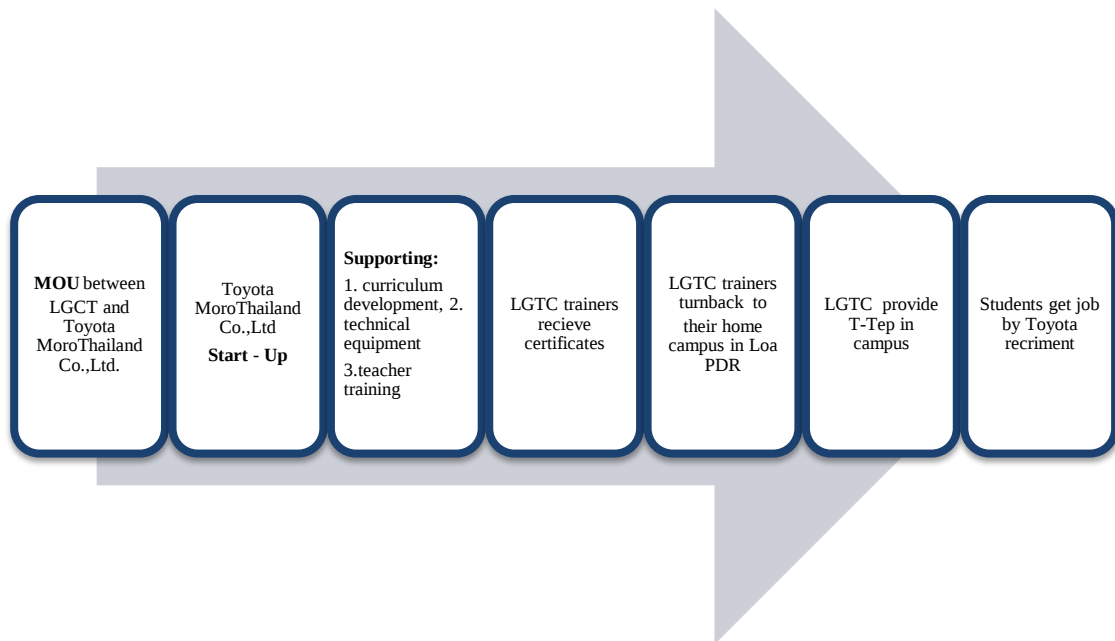


Figure 5.11 TOYOTA Training Education Program (T-TEP)

The trainer, after taking the training course of Toyota, will become a teacher of Toyota. With the knowledge and skills of new Toyota technologies, this knowledge must be transferred to students at educational institutions and trainers from other vocational institutes in Laos, as shown below.

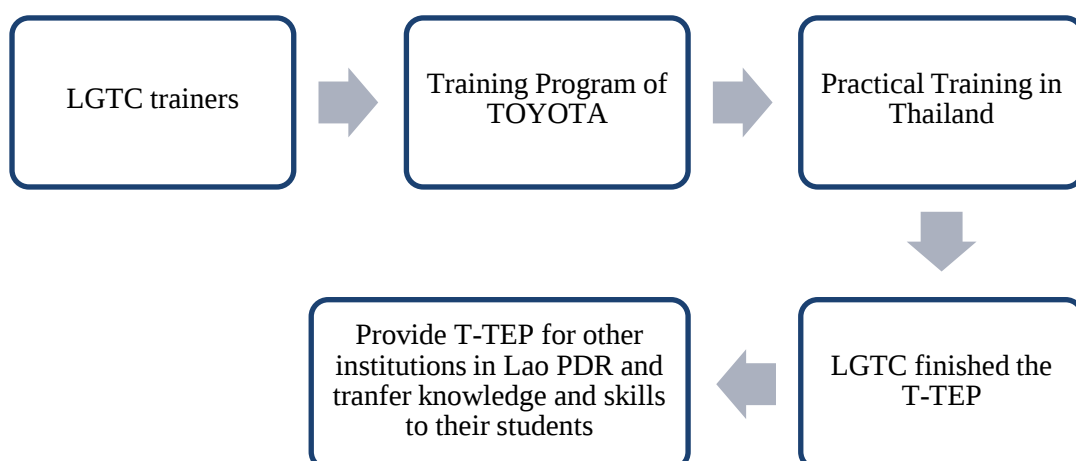


Figure 5.12 The knowledge transfer of teachers to students in the Lao-German Technical College

Figure 5.12 shows the process of knowledge transfer. It was started by LGTC trainers to train at Toyota Motor Thailand Co., Ltd. in Chachoengsao Province, Thailand. After training, the trainer becomes a Toyota trainer. The certificate acknowledges and transfers knowledge to teachers in educational institutions in Lao PDR and students in LGTC, such as LGP2 informants.

// Company Course 2008 contains a specific Toyota course by taking the teacher to practice at Toyota Motor Thailand and return to transfer knowledge to students. Outside the office hours, there will be special courses. //

In addition, the LGP5 informants also provided information that

// Toyota was initiated in 2006, trained the head of the department to train as a trainer in Thailand, Chachoengsao branch to 3 other colleges, no other opportunity to go to 2007 to train teachers in Laos, almost all over the country to practice. The course coached him to chair. Teach the teacher as a course teacher. Pass certificate you can train your students. On graduation, when working with Toyota, there will be another training course for Toyota. There will be four levels of mechanics: level 1 to level 4 as shown below.

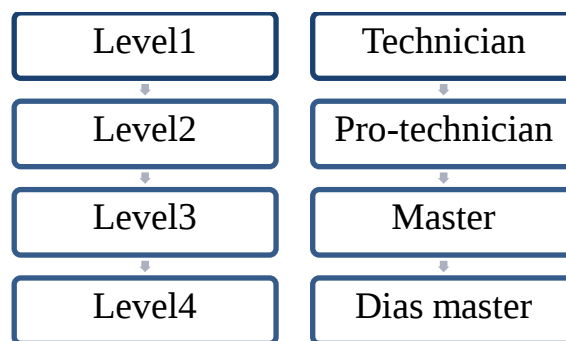


Figure 5.13 Four levels of the Toyota program

Figure 5.13 shows that Toyota has four levels of technicians, namely Toyota Level 1 Technician, Level 2 Pro-technician, Level 3 Master, and Level 4 Dias master. Toyota recruits new level 1s at the technician level, the LGP8 informant said.

When the staff go to another course of Toyota. Toyota will have a school in Chachoengsao. Diy master pro-technician is level 2 Master is level 3 and Dias

master is level 4 graduate students will be level. 1, then sent to Chachoengsao. Course is about 2 weeks divided by the line. LGP) 8L-43L// (71

From the finding in this study, the level of technicians in Lao PDR, can be divided into 4 levels: Level 1 will be assistant technician for qualifications of those who have graduated from M.3 or have no education. The role of the mechanic is only on Level 2 that is the technician. Easy to work, such as removing the wheel, checking the wing nut is not complicated. Do it once under the supervision of a technician level 3 is a mechanic. There is just general work, but does not need to analyze the problem, patrol how to repair the change. The market is high. The students graduated from LGTC are qualified as grade 4 artisans. Intermediate level students will receive a diploma. They can control all tasks, diagnose car problems, and make the schedule plan to solve or fix a problem. This type of mechanic is small, but it is a big company. The LGP5 said that.

// Standard level of car mechanic level 1 level 2 level 3 to level 4 level 1 is a skilled craftsman. The first class means that the end of three m two years to study two years does not end up being a technician assistant is not qualified, technician level 2 will be the first class. I have a lot of work to do to remove the wheel, check the wing nut is not complicated, do not have to have a viewer today is not level 3 is a mechanic, but not up to analyze the problem. Level 3 is very much needed, we will be middle level graduates, seven years old, two years of middle school is 2 and 3, most senior level 4, high level supervision, all care can be analyzed and high school for another year. A bachelor's degree must be completed within two years. Or perhaps equivalent to a bachelor's degree level 4, there are few companies that require Level 4 //.

Coach trainers

The trainer will teach the theory and basic practice. The characteristic features of teachers in LGTC is that teachers will be teachers who receive scholarships to study in the field of teaching. Therefore, the teacher will have two qualifications, namely the educational qualification and the certificate as a standard teacher from the company. As the LGP1 contributor stated,

// the teacher's specialty is to have a certified teacher as a standard teacher from a company with two qualifications in the academic field, a practical qualification from a company (L226-228) //

In addition, the LGP2 also talked about the funding of the new generation of teachers.

// Most new teachers are graduates of this college. Grants from the college to study //

The trainers are both Lao-based trainers and trainers from many countries, including Thailand, Cambodia, Papua New Guinea, Australia, Indonesia, Malaysia, Philippines, and Africa. Sometimes an interpreter is required to translate English.

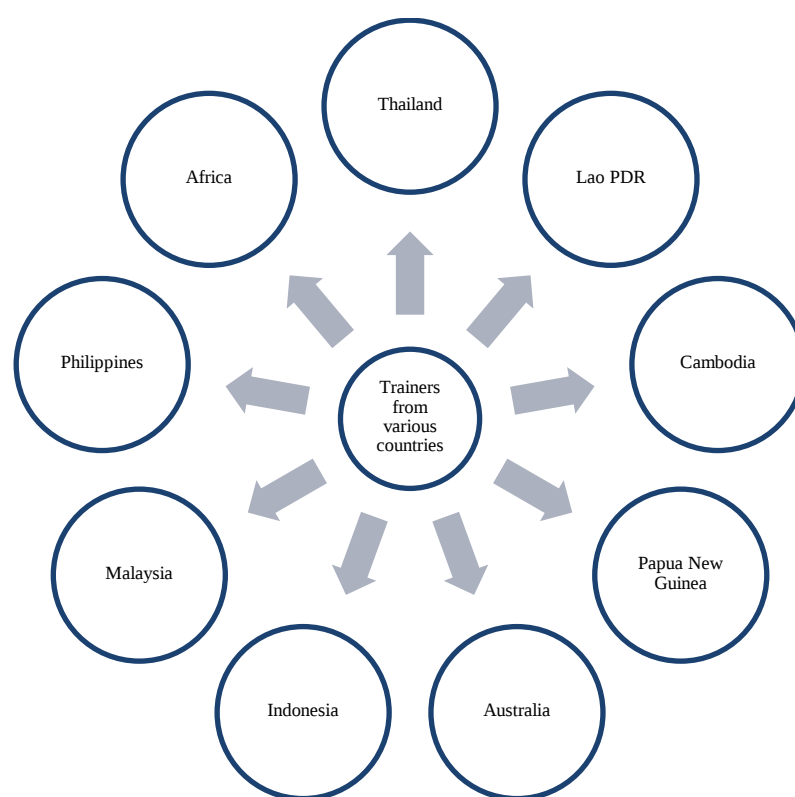


Figure 5.14 The trainers from oversea

Trainees

Most of the students or trainees in the Vientiane capital are in Vientiane. And another one comes from a different district. Those who are far away from the countryside Students are expected to attend this college as it is a nationally renowned institution. There were no women at present, but nowadays, the government encourages women to study in the field of technician or professional field. By offering

free scholarships to all girls, women are gentle, able to act as a salesperson or receptionist, and have a good knowledge of mechanics. They can take care of customers and make customers impressed with the products and services. Most students prefer to study auto mechanics because of the growth of car sales. Increased investment in the automotive industry coupled with the expansion of road construction. Therefore, the demand of the labor market has increased. Secondly, there will be an electrical branch because the demand of the labor market is increasing. As the LGP1 said.

// people want to learn a lot. Dreaming of technically asking for a full-fledged Lao-German technique.

// Students who come from all parts of Laos. Many students come from different places. //

The LGP1 informant and LGP3 also said the same:

// about a hundred women are just like men wearing safety shoes, they must do the same. Women do not lose money for branches that have paid for the classes, except for the promotion of women. Making female students increase. And LGP3 also talked about the reasons why women are increasing.

// In 2010, tools and advertising of professional guidance by the department of vocational education and metropolitan education after that, added more women //.

LGP2, LGP3, LGP5 informants have mentioned a very popular field of study in the LGTC.

// Most popular is car technology than other departments, and the majority are auto mechanics at about 150, with about 42 women, and the second is electricity. //

2) Main category #2: LGTC Organization support by outsider

Corporate network

LGTC has many network organizations in the private sector and international aid organizations under the leadership of knowledgeable executives. Wide vision can see that there is a private company in the material support network. There is teaching equipment for more than 25 companies and scholarships, and offers of a salary and work on the graduation agreement, as shown in Figure 5.15, which represents the work of the network to support the operations of LGTC. Examples of

network organizations discovered by the research are: TOYOTA Motor Thailand, Siam Kubota, Phubia Mining, RMA, BHS, Nam Theun, Ratchaburi Power Plant those who provide LGP1 information.

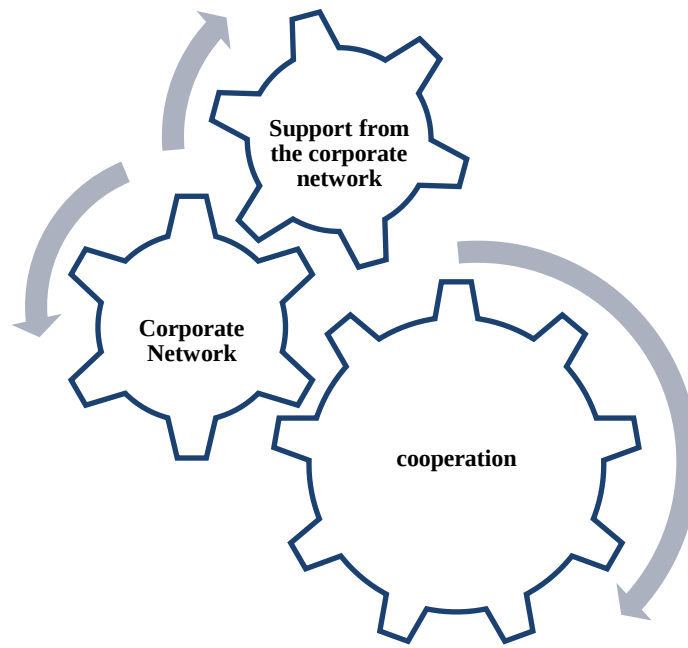


Figure 5.15 The cooperation of LGTC

LGP3 has said.

// More companies interested and cooperated more than 25 companies as co-signer MOU together LGP3 (L86-L94) both in and abroad. The company is ready. Have good potential to support //

// Branch of Toyota Motor Thailand together with Toyota Motor Thailand is a distributor of Toyota Laos, Mechanical Machinery, Agricultural or Agricultural Machinery together with Siam Kubota. Collaborate with leading European companies such as German BHS Endress + Hauser of Switzerland. The Nam Hai Water Dam Company Bangkok Glass has been started for 1 year. There is also LGP2, LGP3 information about the cooperation of network organizations.

// Together with the RMA, there are several companies in the group, including Ford, JCB, and Cummins. Mussam Thailand is a car company. Selling water filters. He needs after sale //

There is also a network of cooperation with educational institutions in Thailand. As the LGP3 contributor states,

// Together with many universities Nongkhai Technical College
Rajamangkala East of Korat, Bangkok/Thailand

Support from the corporate network

LGTC has cooperated with several network organizations: Granting Scholarship Training Course Acceptance of students practicing at the establishment as well as admission upon graduation. As the LGP1 contributor mentioned, it is supported by network organizations.

// Device side. Do not invest too much because there is no support company. The company came to see what is still missing. It was added to //

// Pick out poor students that have good grades, discipline, manners, or poise. Students are sponsored by the company. Each month the company provides scholarships. About a million kip or four thousand baht per month. Apprentice money //

The researcher describes the following examples of private sector organizations, networks and sponsors.

TOYOTA Motor Thailand

Toyota Provides comprehensive support, starting with the removal of a trainer from LGTC, participants were trained on the device. When the training process is completed, the trained teachers will become Toyota Motor Thailand's trainers and Toyota Motor Thailand will provide the latest Toyota vehicles. The LGTC students and these trainers will return to the knowledge and skills transfer to students in LGTC and train the trainers from other institutions throughout the Lao PDR. The curriculum includes a dedicated course called Toyota Training Education Program (T-TEP) which is LGTC's distinctive curriculum.

Siam KUBOTA

The Siam Kubota Company has provided almost all agricultural mechanics assistance, such as small engines and large tractors. Graduating students can apply to Kubota or work elsewhere because as there is no agreement between Siam Kubota and LGTC, LGP1, LGP2, and LGP3.

// Agriculture jobs with Siam Kubota help almost everything, small engines, large tractors, large forklifts and combine harvesters.

// End it and apply to Kubota to produce unconditional Kubota to work with anyone. Mostly with Kubota //

LGP2 contributors also added the support of Siam Kubota.

// the government does not pay the hoof of the company. It will work out all //

In addition to supporting equipment, it will improve curriculum development. Have teacher training Student training this will be based on 10 methods of Kubota training, as discussed by the investigator. The findings from the LGP4 contributors are described below, and in Figure 5.16.

10 Kubota methods

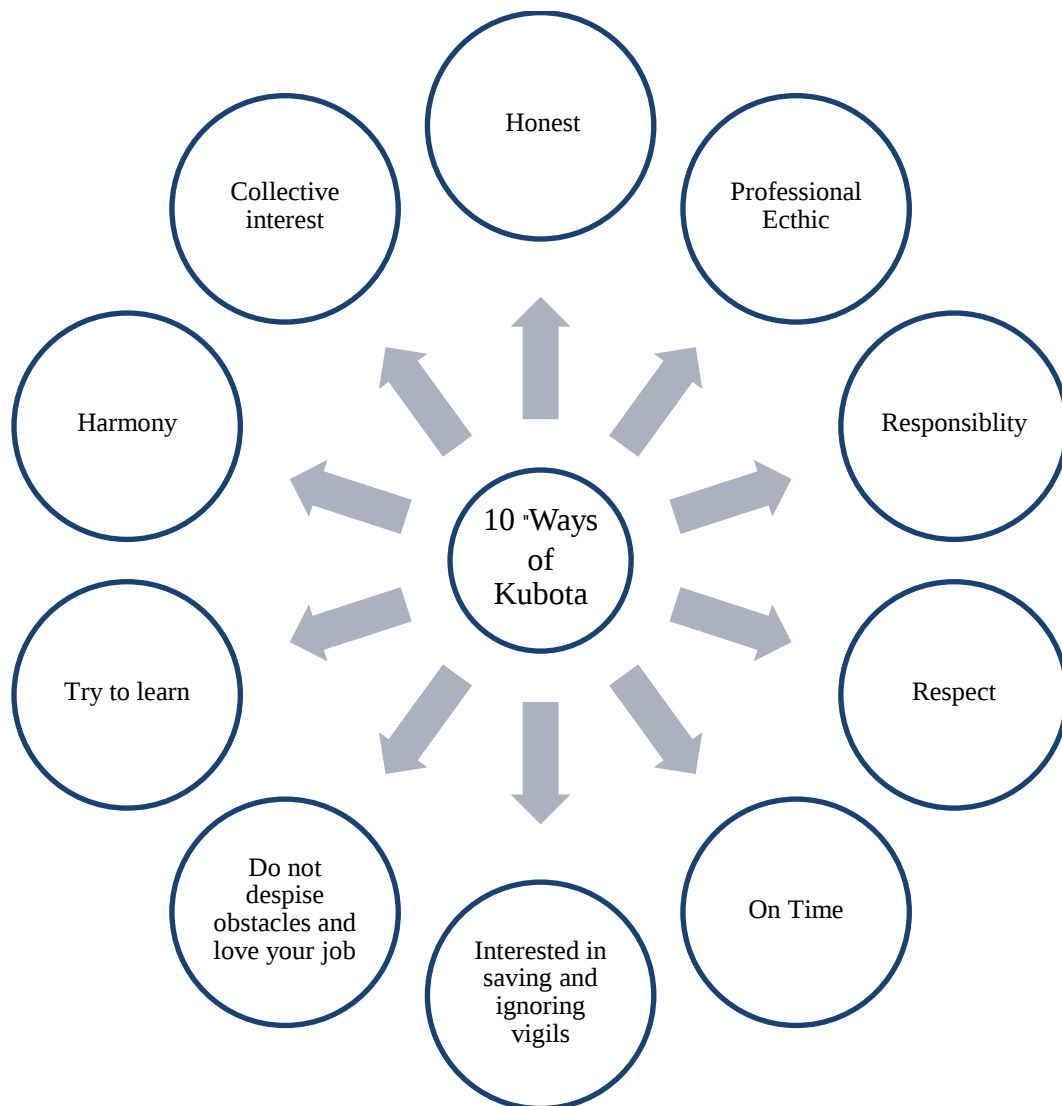


Figure 5.16 Ten ways of Kubota in the Lao-German Technical College

For how to practice skills, Kubota's expertise in finding the right learner needs to memorize the 10 Kubota ways every morning before learning to get familiar and adapt to the future in a Kubota corporate culture. From the findings, there are prominent points such as discipline, being on time and responsible for duties.

The RMA Group in Lao PDR was formed by the cooperation of several companies, including RMA, which includes Ford Motor Company. Ford Coler Asia is a bilateral training initiative in the production of skilled labor. The company selects students who have good grades for 18 student scholarships which provide a one million kip monthly allowance for students for a period of 10 months. As LGP1 said:

// other companies such as Laos RMA will have Ford Land Rover.

Coler Asia is a company under the RMA. Bilateral training is initiated.

And LGP2 informers, LGP3 also said the same.

// 18 scholarships give one million kip per month, about 4,000 baht for 10 months. It is such a morale booster to those who want to learn and will get to work // Phu Bia Mining's project is another interesting project in Australia, Phu Bia Mining, which supports bilingualism in Lao and English. Courses normally take two or three years. But this course will have to take five years. This is the first version. Upon graduation, students receive a certificate from LGTC and are in the process of consulting with Australia to issue a certificate in Australia. In conclusion, students will receive two certificates and can apply for jobs around the world. As the LGP1 contributor explained,

// Project in Phu Bia Mining has more than ten foreign teachers. The joint project between Lao-German Technique and Phu Bia Mining is two or three years. But will study for five years Bilingualism Learn the Lao language with the first English. Certificate of Lao-German technical certificate. Currently, there are discussions with Australia to get a certificate of Australian qualifications. Two students are eligible to apply for work /

LGP5 also added that

// Phubia Mining teaches 2 languages //

In addition, LGTC also offers heavy duty machine tools and training packages for teaching and learning. As LGP1 said,

// Heavy Machinery cooperated with Phu Bia Mining and Kitifila of America to deliver Training Package. //

LGP3, LGP5 also say the same thing.

// Phubia Mining is a excavating machine with heavy-duty truck wheeled vehicles. //

BHS Company

An experimental pilot project on the creation of Lao labor in the international labor market. Collaboration with the German Academy Help developed the textbook. Developed English teaching methods, which are available in two branches, mechanic technician and electrical branch, as provided by LGP1.

// together with the German BHS company pilot project. Experiment on building Lao labor into the international labor market. Collaboration with the German Academy will begin in September /

// BSH helped two technicians, mechanics and electricians helped develop textbooks to develop English teaching methods for about 4 months. //

Water Two Company

Laos dam construction company sponsors scholarships to students. Three million kip a month. It will select students who have good grades. The crafty interviewer will select from abroad. Starts from the start of the graduation exam. Upon graduation, he was accepted into the company. As LGP3 contributors have said.

// Nam Theun 2 makes a promised dam, or the MOU gave scholarships last year, 3 tranches to three million kip per month. I must work for him/her.

And the LGP2 said that.

// The Nam Theun 2 Company provides scholarships to the coming year, totaling about 7-8 tranches of three million kip per month or tens of thousands of scholarships per month. More than a teacher's salary. Give ten months to pick a good student. Intelligent Interview International students from the beginning of the test. In addition to the support provided by the network, there are also other organizations that support it.

The Asian Development Bank (ADB) has collaborated with many government agencies, such as education, to provide financial support to students in other public health sectors.

// ADB gives students money. All scholarships to the college are ADB's single office. It is a collaborative project with many governments in public health education.

- Lucifer Cementer Support for electronic media instructional equipment.

As the LGP3 contributor states,

// Lucifer's Cement Help with everything about teaching media. PLC electronics //

- CCH supports 2 units of Hydrochloric as the LGP3 informant stated,

// CCH gives two hydrothermic machines worth high value and lot of financial support GP3 (L102-L114) //

- Mishima Thailand supported the water filter. As LGP3 contributors have said.

// Mishima Thailand provides water filters. Live in the electrical department to be an LGP3 instructional media (L114-L124) //

- AFB Battery Company BENZO supports teaching media and trains teachers to use equipment as informant, LGP5 has said.

// FB Battery Ben Chaino trains instructors to help a number of devices use as a learning medium //

The researcher presented a picture of a student who got support from RMA group, Namthern 2 LTD. And LGTC, as shown in Figure 5.17.

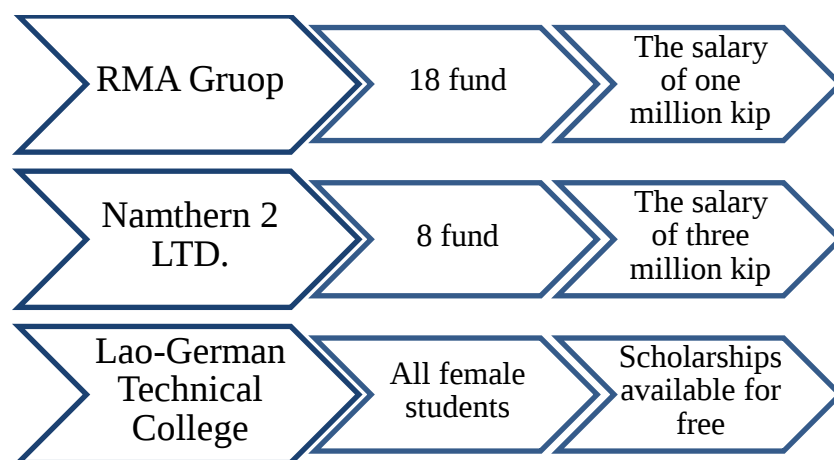


Figure 5.17 The funding support education to students in LGTC

3) Main category #3: LGTC organization obstacles/problems

Obstacles/ problems

Although the LGTC is a nationally renowned workforce training institution, but based on the findings of the workforce development training, it was found that LGTC still has many obstacles. The researcher has classified 7 issues and explains them one by one as shown in Figure 5.18

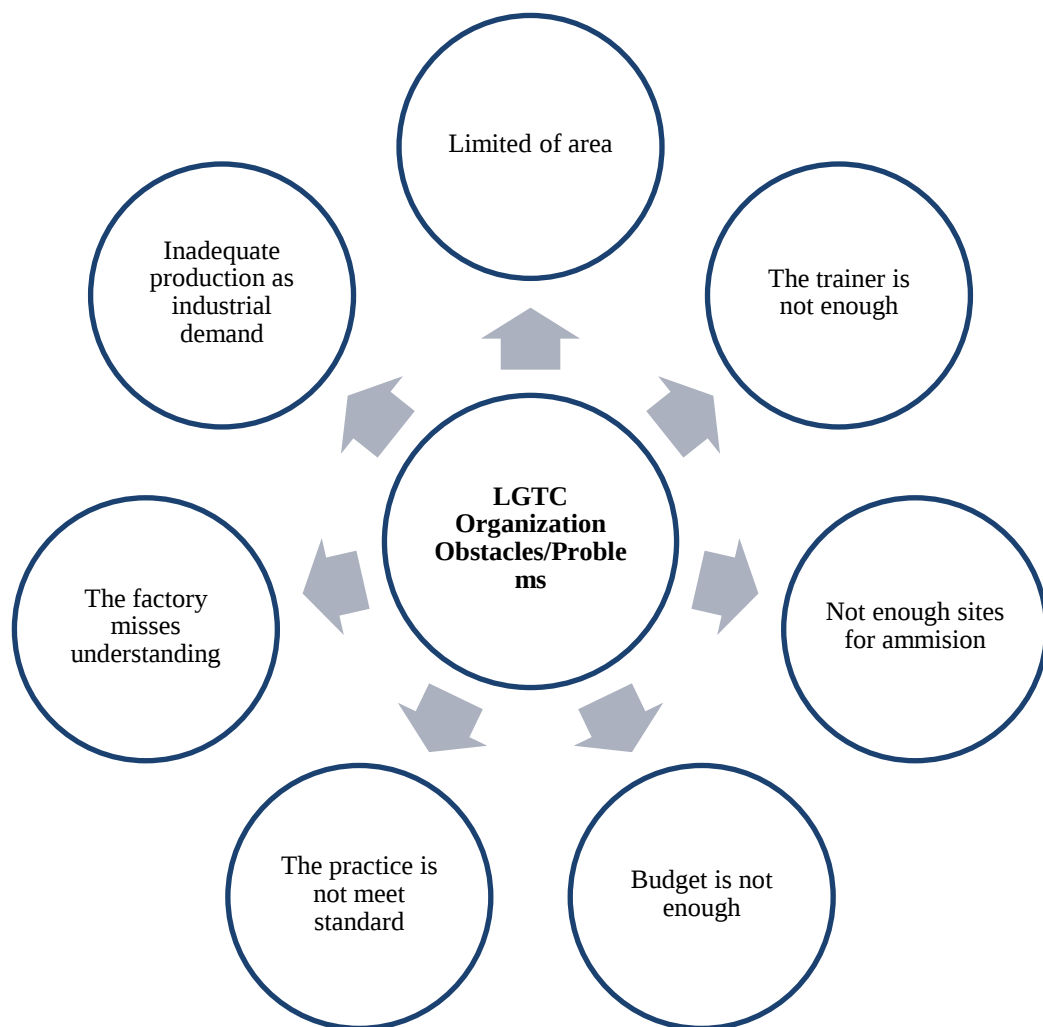


Figure 5.18 LGTC organization obstacles/ problems

1. Limited area

LGTC has limited space. In training, both theoretical and practical skill development are taught. This requires a large area as LGP1 informants said.

// the ability of the college is limited. There is a limit to the building, premises, and workshops. /

In addition, the LGP4 also said.

// The training room is limited. There is no space for the students to plow. //

LGP5 also confirmed that: // Not quite crowded place // And LGP3 also said.

// Heavy Heaven with agricultural machinery requires a lot of space //

2. The trainer is not enough

LGTC also has a shortage of trainers based on the findings of the workshop on December 20, 2015, LGTC has identified Personal Resources as classified. There were 12 female and 2 male administrative persons. For teaching staff, there are 73 persons including 16 females.

The number of teaching staff is 73 persons and is classified by educational level. Higher education diploma is the highest, followed by Bachelor and the lowest is Certificate. The information provided by the instructor is insufficient. It also has a large workload. The problem is hard. Moreover, there are problems with the quality of teacher training. So, there is a standardized training reform. The LGP1 informant said:

// There is limited staff, teachers are not enough to find a good teacher, teachers are trained, but not quality assurance. Confident teachers will be able to train according to standards. In the reform phase //

LGP2 also added that

// fewer teachers this year, 14 teachers were proposed, but 3 were serious problems. Teachers have no time to teach /

In addition, LGP3 said.

// relatively few people have more jobs //

1. Not enough sites

There are a lot of students and more applicants. For example, 5000 students applied, but LGTC can accept only 500 students. Cry home As the LGP2 informants, LGP3 stated,

// more students People cannot apply was crying because he wants to learn //

Most students do not like welding because modern people do not like hard work. As the LGP2 user said,

// the new generation does not like heavy jobs, he does not like hard work. //

Students have problems with their English language skills but they do not want to learn English. They need to learn the technical vocabulary in English. As the LGP3 informant said.

// English students are not very basic //

And LGP5 also said that.

// Lao language students rarely But Thai language does not want to learn the language. Car mechanics with English vocabulary cannot translate into Thai. Is in English.

In addition, students also have personal problems, such as not finishing school, girls do not attend school, do not pay a term. As the LGP2 informant, LGP3 said.

// some people miss school the term of payment is not paid //.

The LGP4 informant said:

// I did not finish because of the family economy; social society means the unruly girl does not come to school //

2. Budget is not enough

The budget has also been found to be in shortage of government budget. The LGP2 informant said:

// budget issues. The government has a budget but not enough //When the budget is not enough. There is not enough support in any materials. The LGP4 informants say that.

// There are tractors but no machinery. Spare parts are also missing //

3. The practice does not meet standards

From the findings of the skill training, it was found that practice is not standard due to lack of budget. Non-action Master's degree there is no specialized schools, no real expertise. As LGP2 contributors have said.

// Non-standard practice If you are trained to have the skill to spend a lot of money //.

LGP4 also said that.

// teach you different ways but not practice. More difficult than theory.

And LGP1 informers also said:

// Information from the college council is a mechanic alone. Learn everything. Last but not the best electricity, but before learning everything //.

4. The factory does not understand

When students go to practice at the factory. The workplace does not understand that it is an internship but requires benefits. I want to get a job as an intern. As the LGP2 stated,

// Some establishments do not understand, do not recognize, do not participate in coaching. Take students to practice does not benefit unprofitable. But I do not want to get labor time. //

// the teacher will be very good at specific subjects, but does not know how to transfer knowledge to students //.

5. Inadequate production as industrial demand

In the current situation, economic growth is expanding. Lao PDR is under construction. More utilities have caused the demand for skilled labor to increase. The government is trying to encourage people to train more professionally, but LGTC cannot produce skilled labor into the labor market. As the LGP1 informant said.

// not enough production. Vientiane Industrial Estate needs ten thousand laborers in the Special Economic Zone, Siena. Savannakhet wants to forty-five thousand laborers //

LGP3 contributors, LGP6 also said.

// Production is not enough for industrial demand, because less production is less labor //

4) Main category #4: LGTC organization development plan

LGTC's development planning is based on the findings of the study. The researchers are divided into three parts: LGTC development, ASEAN integration, and recommendations. This is explained in detail (see Figure 5.19).

Development

LGTC's development planning is based on several findings. Researchers can divide their development into five areas.

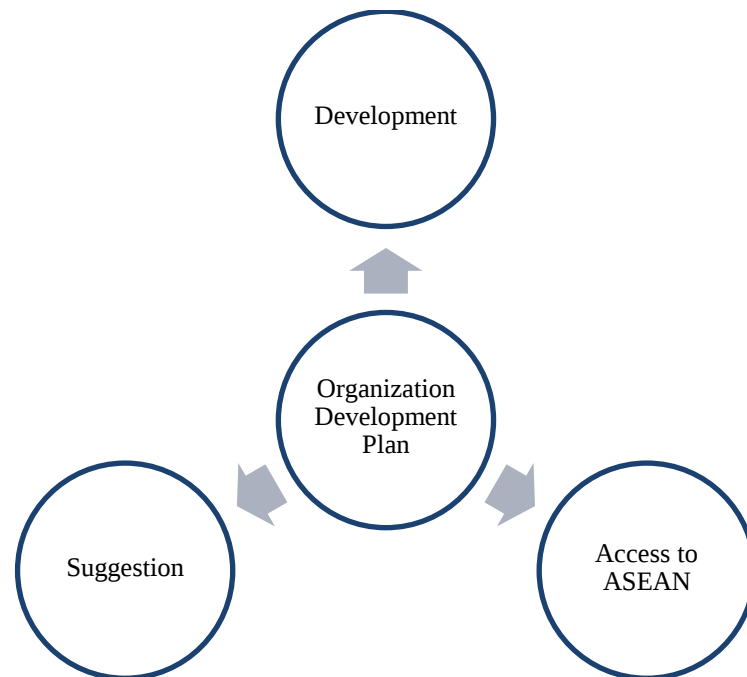


Figure 5.19 The LGTC organization development plan

1. Area

There is a policy to build a new campus to solve the congestion problem. The limitation of the area is one of the reasons why many skilled workers are not able to receive it. As the LGP1 informant, LGP3 has said.

// will create a new campus. Looking at new areas for the next 5 years //

2. Coach

Personnel development, both staffing and quality improvement to enhance knowledge, skills, and abilities. As the LGP1 contributors have mentioned, the planning of expanding teachers is more about that.

// Quota for Ministry of Education and Sports as the college can accommodate more teachers.

LGP2 also said that.

// create a new teacher. More expansion plans for teachers. //

The LGP1 also mentioned the promotion of student progress in the institution. Select qualified students to study and return to LGTC.

// select the best student. Send to study Undergraduate Master's degree then come back as a teacher //

// the development of a master's degree is very good. We are now sending two teachers to Vietnam to study and 3 people in Thailand. //

// send people for training in Thailand. Three more teachers in the university. //

The LGP3 contributors also mentioned funding support from various organizations to encourage teacher capital to continue their studies.

// Government grants help if you study in Vietnam as a government of Vietnam. If you go to Thailand as Thai capital is called THAICA.//

In addition, LGTC also plans to develop teachers with English skills. The policy is that all teachers must be able to communicate in English. As LGP3 contributors have said.

// Director has a policy. Everyone needs English. Will need to develop English teaching methods //

There is also the need to develop knowledge when modern technology is available so that teachers can communicate with students. As the LGP4 contributor states,

// I want to have training for teachers. Have a car or a new product. It will be taught to students. To stop the student time to go to the problem //

3. Students or skilled workers

Student development or skill training tries to create discipline for students and practice Safety Industry Standards. As LGP1 contributors have said.

// Try to create discipline for students; they must train for industry safety standards. If whoever does not practice at the end of the training he or she cannot pass to the company. //

It also encourages students to study well. The qualified for further study will return as a teacher in the LGTC, as the LGP1 contributor states.

// Select the best students and send them to study Undergraduate Master's degree then come back as a teacher //

4. On the curriculum size

There is curriculum development to adjust the course to meet the needs of the operators. Close to international level focus on more practical. As the LGP1 contributor states,

// the course is aligned with the universal. Teach the theory down and increase the amount of practice to be more consistent between what is taught and the actual work of the company which must be close or equal. //

The LGP2 informer said:

// update of DCT's company-orientation course integrates into the company's workplace. Specify the requirements and then adjust.

There is also a study on creating new courses to develop curriculum standards by branching out into specific branches, such as mechanics. It is classified as a specialized field, such as a mechanic, fireman, technician, and repairman.

// studying new curriculum to apply for College Project Approval. There must be several occupations to separate the mechanics. About four or five occupations, such as chassis technicians, painters, firemen, auto mechanics, and maintenance technicians will begin next year.

// technicians split about five occupations, electricians will do electricity, power plants, and dams.

// Electronics is separated into electronic safety in buildings, industrial electronics or processing control //...// Electricity has over six occupations //...// the redesigned curriculum for year one is the same. Start the second year /

The LGP2 also mentioned curriculum updates. It will develop from a branch to a department.

// Automotive Technology Technician is separated into chassis department, color lighting system, and cooling system. The electricity department has electricity in the building.

5. Collaborative organizations

The operation of the LGTC requires the cooperation of network organizations, such as a teacher discussing with ADB, a German aid program and Switzerland As the LGP1 data provider has said.

// Problem teachers are consulting with ADB, a German aid program and Switzerland //

And LGP1 also said in the development of teachers also needs to join institutions that are university organizations of ASEAN.

// There is cooperation with various educational institutions. Is a collaborative organization of various ASEAN universities to develop teachers //

Access to ASEAN

The 10 countries in ASEAN strive to set the standards of workmanship at the ASEAN level, by the curriculum and same standards to train and manage ASEAN competition which is held every 2 years. LGP3 explained:

// 10 ASEAN countries trying to get skilled workers.

5) Main category #5: LGTC – Other findings

Other findings from the study are an interesting reflection of the informants about skilled workers. The researcher has divided the information into four interesting issues: domestic policies, general economic characteristics, labor demand and labor characteristics of Laos, as shown in Figure 5.20.

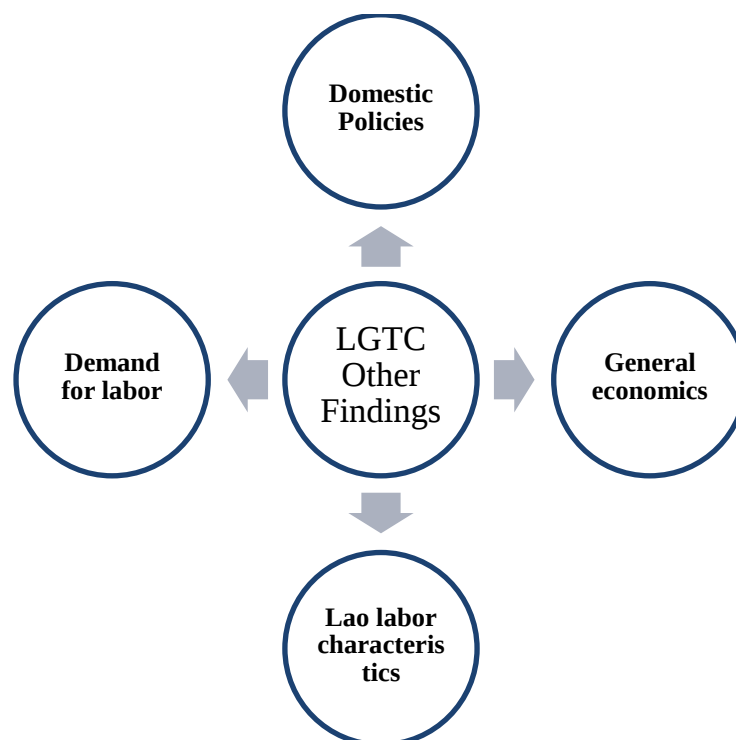


Figure 5.20 Views of the interesting information of LGTC's other way

Domestic policies

Originally, Lao PDR's policies for the country encouraged people to study on campus. Most graduates are unable to find a job. But nowadays, the government has shifted its direction by encouraging more people to seek vocational education. There is a policy of educational reform with emphasis on vocational education to encourage establishments to cooperate with educational institutions. This creates a habit for new generations to focus on vocational education and promote more opportunities for women to learn more. This develops the economy to grow whether it is the creation of special economic zones or public utilities expansion, including dams for power generation and distribution to ASEAN countries as called, "Battery of ASEAN." As LGP1 contributors have said.

//Laos is the battery of ASEAN. This means to build a dam to serve the ASEAN countries. Laos has created a special economy. Is a specialized economy //
The LGP1, LGP2 informant mentioned encouraging more people to learn vocabulary words.

//The government plans to reform education by focusing on vocations to create new habits for children to choose vocational schools //
The LGP6 also said.

//past. Most studies focused on universities. Most college graduates cannot find a job. //

The LGP3 also said.

//Education Law Vocational education of Laos Schools cooperate with establishments //

There are some migrants who leave the country to work in other countries, especially Thailand which are mostly unskilled labor. Therefore, the Department of Skill Development plans to train skilled workers before working abroad. As LGP3 contributors have said.

//Department of Skill Development All Lao workers have to go to Thailand to get the right system //

//Department of Skill Labor will only train to work abroad //

General economy

The general economic situation of the country has developed relatively fast. It is a better economy and people are buying more. There is expanding domestic investment by foreign investors to invest most and build plants and industrial companies, especially China, Chinatown is being built. Importing more cars, especially from Korea. More dams generate electricity. There is an industrial zone that is a special economic zone. The country is developing material progress but has low labor compared to other countries. As LGP1 said,

//Better economy. People have money to buy a luxury homes /

//Most companies in Laos are foreign invested companies or joint ventures with foreign countries //

The LGP3 data provider also explained that

//The country's cars are mostly Toyotas, Korean cars, Hyundais are the most imported cars /

//Daehan is produced in the south of Laos as a Korean car by a Korean company it's in Laos //.

And this informant also described the traffic in the capital. There are traffic jams due to an increasing number of cars.

//There are more and more used cars in Vientiane and across the country. Previously, no cars were ever present in Vientiane.

And explained about the special economic zone and the investment in a factory in Laos.

//Industrial growth is in industrial zones and economic zones, which are divided into industrial zones in the south. In Vientiane, Chinese factories and Chinatown is increasing, and Thailand began to form a district. Next will be the immortal city //

//Laos has a lot of water canyons, dams, electricity, waterfalls and coal in Hongsa. The company of Mae Moh Dam dam in Thailand increased in Laos //

LGP2 also added that

//Japanese companies set up factories in Champasak area //

The LGP4 also mentioned labor costs are different from other countries.

//Payroll costs compared to other countries are also very different.

The minimum wage is one hundred and fifty baht per day. //

Labor characteristics

Most of them are unskilled laborers, not educated, without professional knowledge when moving labor especially working in Thailand is mostly raw labor or unskilled labor. As LGP1, LGP2, LGP3 informants said.

//Mostly raw labor is unskilled labor without knowledge of mechanics, not professional. No profession //

The LGP3 also described the number of illegal workers, which is about 9,000. The number of illegal smugglers is uncertain.

//Laotians go to Thailand, about 9,000 people are there (LGP) 3L-741 L .(743 It must exceed 9,000 registered people. The smugglers do not know //

The advantages of Unskilled Workers Moving to Thailand Is the exchange of learning, They have more knowledge and develop as a skilled laborer and return to Laos as their home country, bringing their skills and knowledge to the next country. As LGP1 contributors have said.

//is raw labor in Thailand. Develop yourself as an experienced contractor. Back to business in Laos to build the economy in Laos //

LGP3 data providers have said.

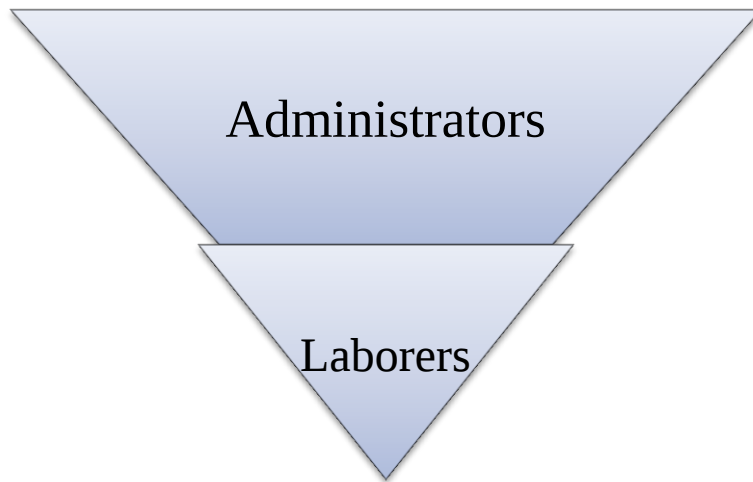
//Movement of labor is considered good. Labor exchange means labor. We go without knowledge, but go to Thailand.

And the LGP4 informant said:

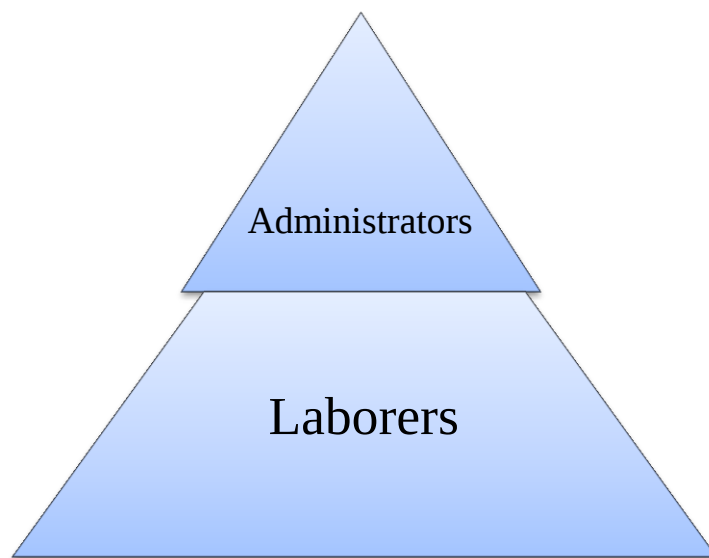
//Most graduates do not work in Thailand but Laos branch. Most work at a branch in Laos //

Demand for labor

According to the economic expansion in Laos PDR, there is a need for labor. The findings from this study are shown below.



The pyramid shows a large number of executives, but few workers.



The Pyramids show more workers in the economy than executives.
This is something needed

Figure 5.21 The pyramids represent the number of executives and the number of Workers

Figure 5.21 shows that the country's labor force is pyramid-like, and explaining that there is not enough labor. The economy is ready to fall. A pyramid

shaped triangle that explains the country needs to produce more labor to become a production base, that creates a national economy by reducing management, but increasing the number of workers to improve their skills.

Findings from the focus group

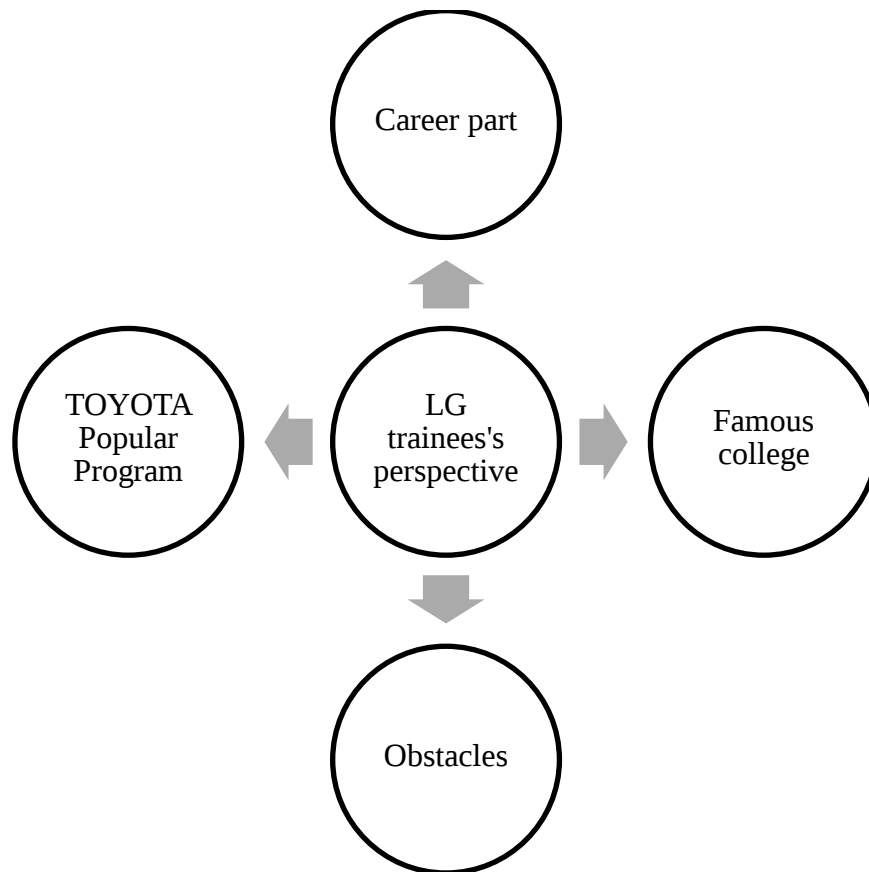


Figure 5.22 LGTC trueness's perspective

Trained skilled workers are mostly from Vientiane. The site of Luang Prabang, c-sections at approximately 300 courses 3 + 9 is trained three-year technician course by Toyota in 10 rooms, 35 people a reason to choose Lao-German Technical college students, because love is a skill development training to date nationally renowned popular can lead to career and economic development nationally. Supported employment upon graduation system with teaching practical theoretical and practical classes, with one year to take practical training. It will make it faster. Before practicing without any knowledge, but after being trained by knowledge, skill,

experience has made the life of the engine. Electrical outlets have been very popular. Part of the problem is found in a confined space and it still lacks some equipment to train. Agricultural training is more modern engines used at home.

Upon graduation, much time is devoted to a solid career. The Chief does not want to be a supporter. I wanted to study if the opportunity to work in Thailand because I have the knowledge to develop a new homeland. Opening your own business is conveniently located near the house. Easy communication to Japan because of the country's car makers. The car manufacturer Peugeot brands are superior and want to move to Singapore because of high income but they have to improve their English skills. However, without the opportunity to work abroad for Kubota and Toyota the welfare is well organized as self-employed.

Conclusion of LGTC

Lao-German Technical College (LGTC) is an institution of which the prototype is the Vocational Education of Laos that focuses on the creation of the industrial labor force to meet the domestic labor market. The Institute is the first of the safety standards of the industry in the institution. It is a famous college of the country. A popular practice is in the field of mechanics. A lot of electricity in all six areas of Laos dam to supply power to the country, with the expansion of the economy, the expansion of investment and the expansion of the industry, especially the special economic zone. Building infrastructure for the country has increased.

With the increased use of cars but there is a shortage of skilled workers. The Lao government has a policy to train more skilled workers to meet the needs of the labor market sector. Scholarships are available especially for women. The budget aid of this college is not enough so the college has a vast network of organizations in both the private sector and international aid organizations under the leadership of executives with knowledge. The far-reaching vision is seen that many private companies support material, equipment in more than 25 companies, as well as to fund tuition. Agencies, professional groups Vocational Education Ministry of Education Who set standards and develop programs to meet the needs of the business course called bilateral Dual Cooperative Training (DCT), which is considered very important. It is a partnership of the public and private sectors. The Academy teaches the theoretical and practical basis of the establishment is to receive practical training,

knowledge and practical tests. Some companies offer scholarships, salaries, and employment upon graduation, according to the agreement.

The training has three sectors, the regular curriculum, diploma, and high qualification certificate. The regular curriculum is 3 + 9 for graduating. 3 students per three-year course, 2 + 12 for those who finished. They study two years in both courses, graduates are qualified to the Diploma level for the evening is of course higher. For those with a diploma level qualification, the next year will have a high qualification certificate for short-term training. The college has a network of private sectors in many countries to support a lot including from the United States, most notably the Toyota Motor Company Thailand and Siam Kubota.

Toyota Motor Thailand is the TOYOTA Training Education Program (T-TEP) is the agreement between the provinces of Laos - German Toyota Motor Thailand. Toyota Motor Thailand supported the development of standards and curriculum. Technical equipment and teacher training as a trainer of Toyota Motor Thailand. The trainer's new skills are to convey to the students and teachers who were trained in mechanics from another institution in the country. And students are trained on some graduate work with Toyota. The Siam Kubota is the same way. There were also teachers from different countries to help in the training of teachers from the Philippines, Thailand, Indonesia, Cambodia, Malaysia, Papua New Guinea, Africa and Australia. The diversity of knowledge, skills and culture and the specialty of the teacher is to have two years of experience. A minimum academic qualification and the practicality of the institution and the teacher training for teachers, in order to know how to transfer knowledge and the skills to be trained. It can be seen that the lack of funding from the public sector does not affect the development of training or production institutions of the labor force because they live outside the corporate network, and there is lot of support from the private sector both at home and abroad.

Some important problems were found because space is limited, congestion, and lack of institutions for training in both theoretical and practical. The numbers of candidates are numerous. The number of applicants was 5,000, but only 500 people are accepted, which meets only a small number of government policies and is inadequate to the needs of the labor market. Therefore, the management of the institution has plans to expand the campus to accommodate the

number of people who want to take more skilled and appropriate training courses. The field engineer mechanical cultivation requires a lot of space. The strategic of Los government's policy is to make the country to be a "Battery of Asia."

5.1.2 The finding in Lao-Korea skills development institute

This section of the findings presents five main categories. The presentation is made in five parts including the findings from the focus group.

- 1) Main category #1: LK General characteristics of organizations,
- 2) Main category #2: LK Organization support by an outsider,
- 3) Main category #3: LK Organization obstacles/ problems,
- 4) Main category #4: LK Organization development plan,
- 5) Main category #5: LK Other findings.

1) Main category #1: LK General characteristics of organization

In presenting the findings the details are made under the caption heading of categories with authentication of exemplary quotations from the transcribed materials (see Figure 5.23).

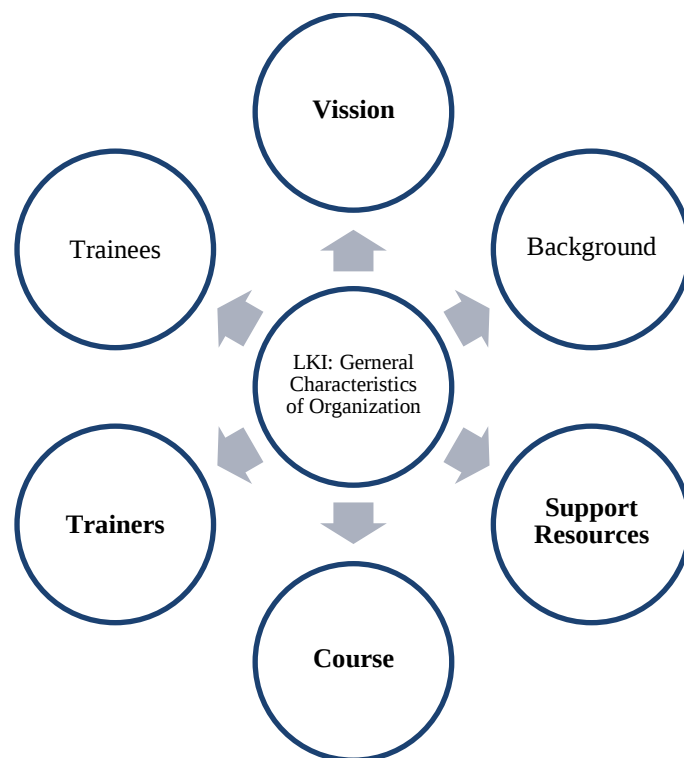


Figure 5.23 The general characteristics of organization of Lao-Korea skills development institute

Vision

Lao-Korea Skills Development Institute is a skill development training institute under the responsibility of the Ministry of Labor. That vision is “Develop people with professional skills, earn a living.” There is support information from photography to confirm the vision as shown in Figure 5.24.



Figure 5.24 The vision of Lao-Korea skills development

Background

Lao-Korea Skills Development Institute started in 2004, formerly known as the professional training center where is equivalent to a department. It was transformed into an institution in 2014, which is equivalent to a department in the ministry that was from LKP2.

// Institution built over 10 years which started in 2004 //

LKP2 said that.

// Open a professional training center. Changed to Institute last year //

And also described the comparison between the center and the institution.

// Center is one Department. Institutional change is equal to one department of the Ministry. Head of Institution Equals Head of Department //

And described the hierarchy of the ministry from the top of the agency.

// Department, Department, Departments, Departments //

Nationwide, there are 3-4 institutes of the Ministry of Labor, according to the LKP1.

// around the country there are 3-4 Ministry of Labor's institutes //

The researcher can show a picture for understanding as shown in Figure 5.25.



Figure 5.25 Lao PDR government from large to small

Figures 5.25 and 5.26, Lao PDR show that the government sector of Lao PDR from large to small starts from the Ministry, the Department, the departments and the agencies. Institutional change is comparable to a department that is larger than a department.

LKI is also a training institution for the underprivileged. Local students come and it has ample space as LKP2 said.

// is a training institution for the underprivileged, the prosperous. Local students come and this place is spacious enough //.

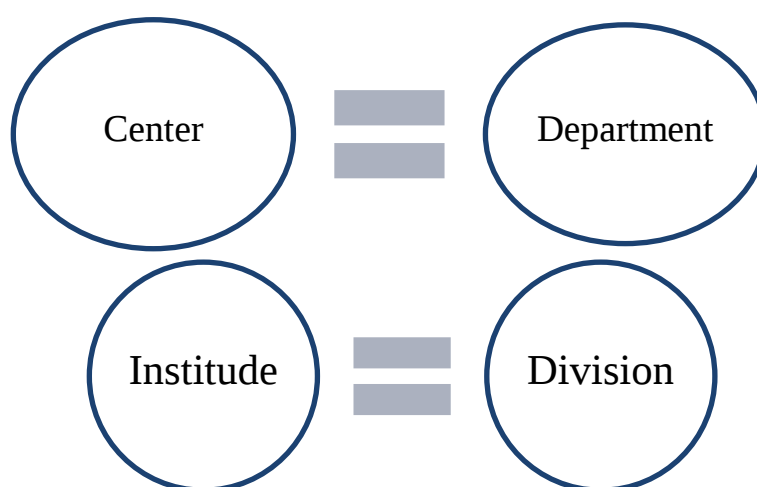


Figure 5.26 Organization class comparison

There are benefits for those who come to learn the skills of laborers with low tuition and boarding fees. As the LKP2 stated,

// There is a policy on tuition fees, which is considered the most economical. The dorm is paid for 30,000 per month or about 130 baht per month.

// the term will be around 3,500 baht per 6 months //

// Most of the students want to stay in the dormitory because the cost is reduced //

Highly skilled training can receive up to 400 trainees, as LKP2 informants say.

// high class to receive about 400 people and the field of mechanics received about

100 people this year //

Resource supporting

LKI is supported by three resources:

1. Get government support to provide funding for the equipment of about one hundred million kip, or about four hundred thousand bath each year. This fund is for about 50 students per year and private companies outside also provide funding. As the LKP2 stated:

// Government takes money and one year of equipment is about 100,000,000 kip or 400,000 baht / year.

// About 50 students get government funding per year.

2. Private LKI is supported by some private sectors, but not as much as LGTC, such as KOLAO, Daehin, Lao PDR, and Sewing Factory which supports internships

3. Important international organizations come to provide teaching. LKI is the Korea International Cooperative Agency (KOICA), which provides support for building construction, building great and expensive teaching equipment. Volunteer teachers support joint assessment of training.

As the LKP1 shared:

// Korea provides basic support as a basic building outline.

// Korea supports volunteers to stay for 2 years to teach a course for the auto program //

The above as shown in Figure 5.28.

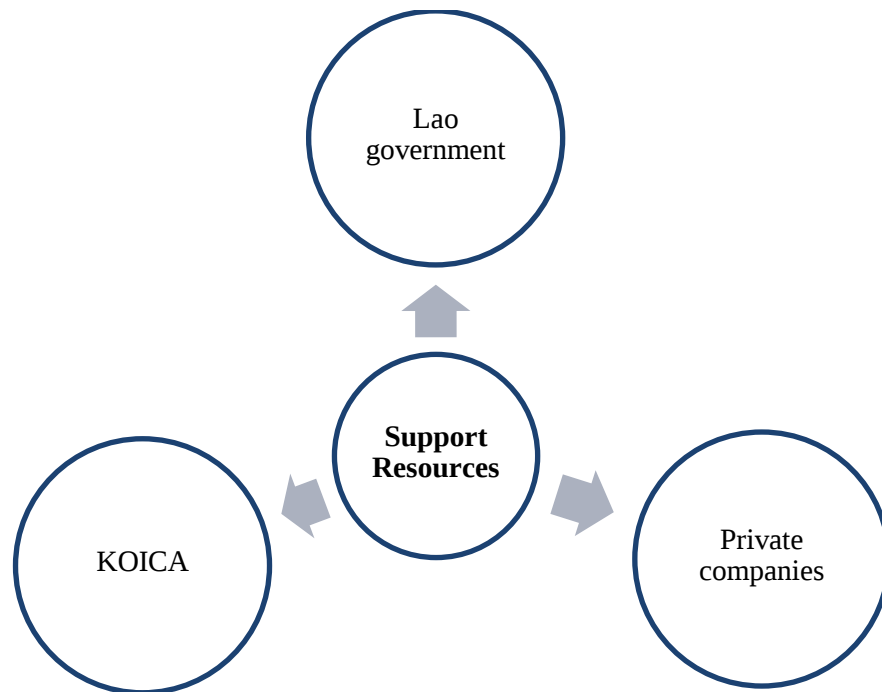


Figure 5.27 LKI's resources

From Figure 5.27, it is evident that LKI resources are supported by the government, as well as private and international aid organizations

Course

LKI is an institution that is under the responsibility of the Ministry of Labor. LKI in collaboration with Korea sets the curriculum standards and then proposed for the Ministry of Labor to consider. The Ministry of Labor is defined as a standard curriculum. As the LKP1 stated,

// the government is the representative of the Ministry of Labor which sets the standard //

And LKP2 mentioned the curriculum definition.

// customized courses by Korean guides do the course for hours. It is a standardized course. The institute is researched to present and apply for permission. //

The above as shown in Figure 5.29.

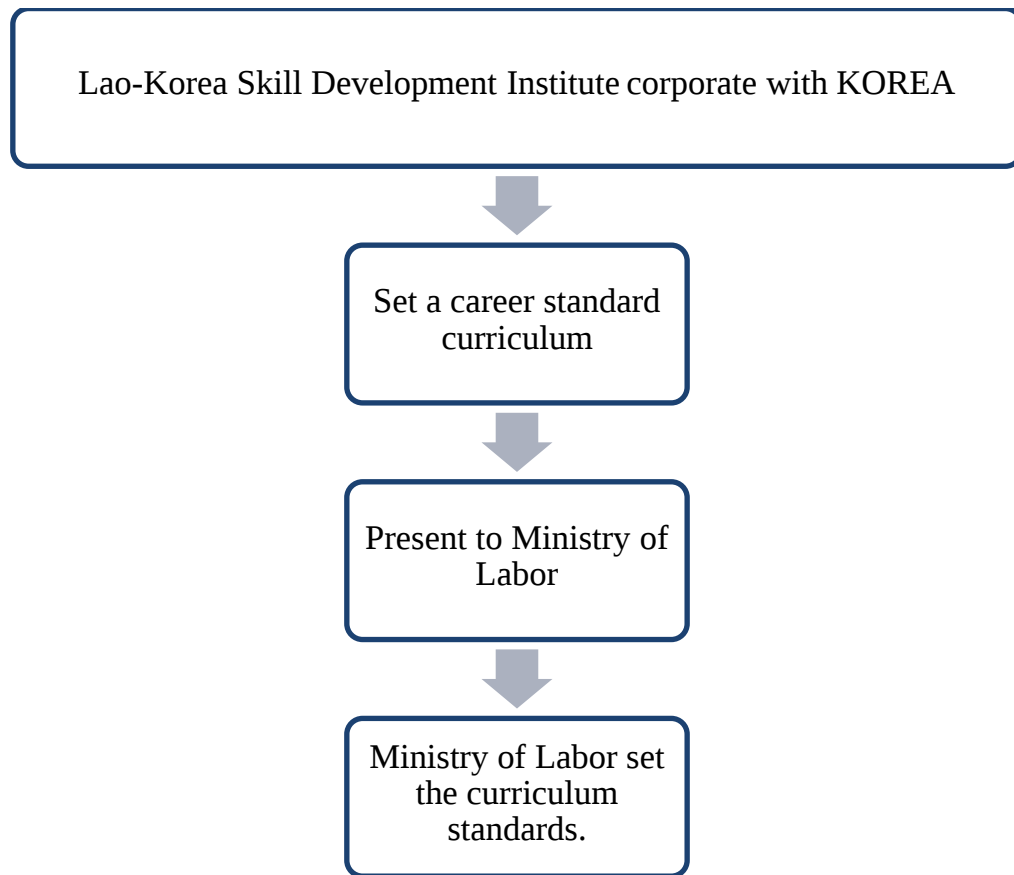


Figure 5.28 LKI curriculum standards

From Figure 5.28, it is evident that the standardization of the LKI curriculum is coordinated by Korea to help set the curriculum standards and then present them to the Ministry of Labor for approval as a standard for further training.

Type of training

The training is divided into four categories: (1) long-term training; (2) skill development training; (3) nine-month teacher training; and (4) the research is shown below in Figure 5.29.

Long-term training

This is a high school diploma course that takes 3 years to complete. The nine long-term training courses are computer, electrical, automotive, garment, food processing, food processing, carpentry, and electronic construction, the information provider is LKP1 and LKP2.

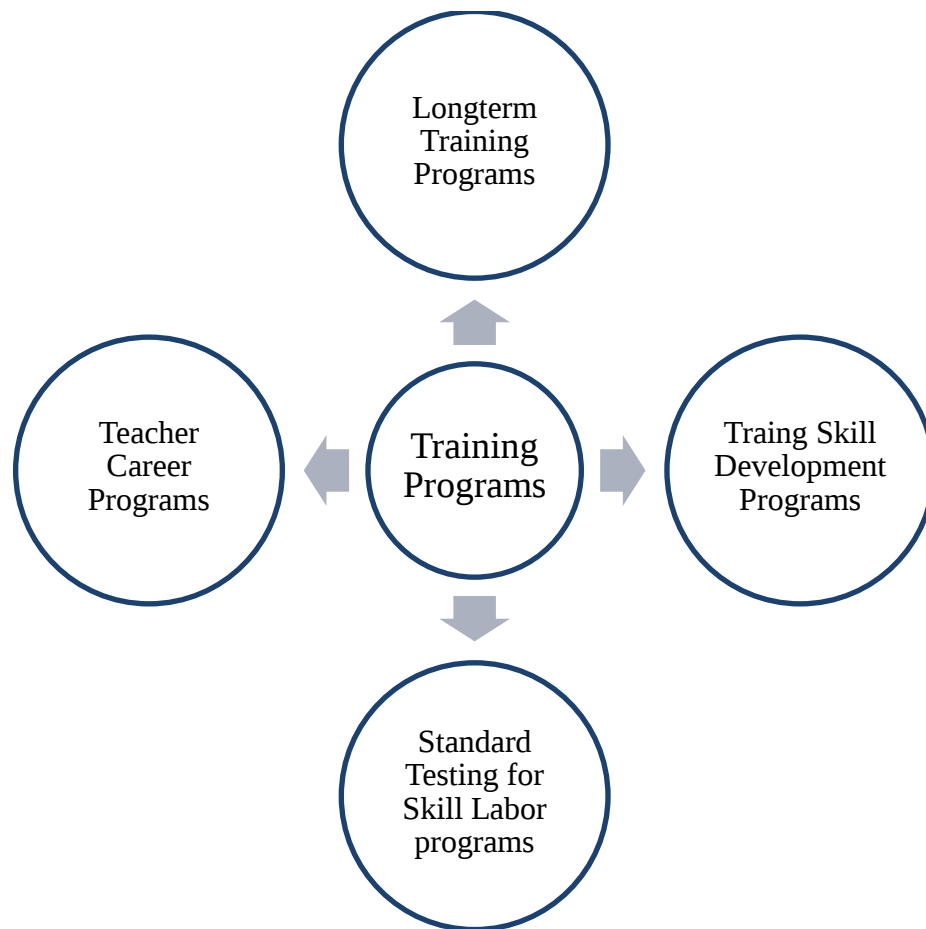


Figure 5.29 LKI training programs

// Course includes 9 fields of study: Computer, Electric, Garment, Beauty, Food, Construction, Electronic, Construction, and Electronics //

The LKP2 informant mentioned a long-term training system that:

// currently, there are two systems. Long-term coaching is based on the curriculum and the standard of long-term vocational training.

// the first system is a total learning system, all entrepreneurs want to hire a single person has completed all the electricity training. //

When the long-term training is completed, it is a middle and upper class skilled artisan who gives the LKP2 information//...// Long-term practice is a middle and upper-class artisan. We have high class institutions //

LKP3 said:

// 3 years of high school level L5 or Level 5 // // If you want to take the middle class, you must have a high school diploma. You must finish the 6th grade or 7th grade to apply for admission.

2. Training skill development

The purpose of a short-term course is to send labor and get people interested in training skills development. Course level (Level or L) L1-L5 for those who are interested in training L1-L3 level is not required to apply for any training. The L4-L5 level takes at least 4 months.

// the second system is the skill development system. It is based on the standard of workmanship and is a must-have course. L1-L5 is a course of skill development. //

// Levels 1-3 in the 9 occupations do not need to finish anything, they can learn, but level 4 to level 5 they must have finished grade 4 to learn it // // those who have not studied in any of the 9 professions //

The training is based on sequence level starting with L1.

// There are 5 levels of training from basic to advanced //

Level 1-3 courses are the basic courses to be a mechanic assistant. Have knowledge of the profession at school. To work in the establishment levels 3-4 and up to be a technician.

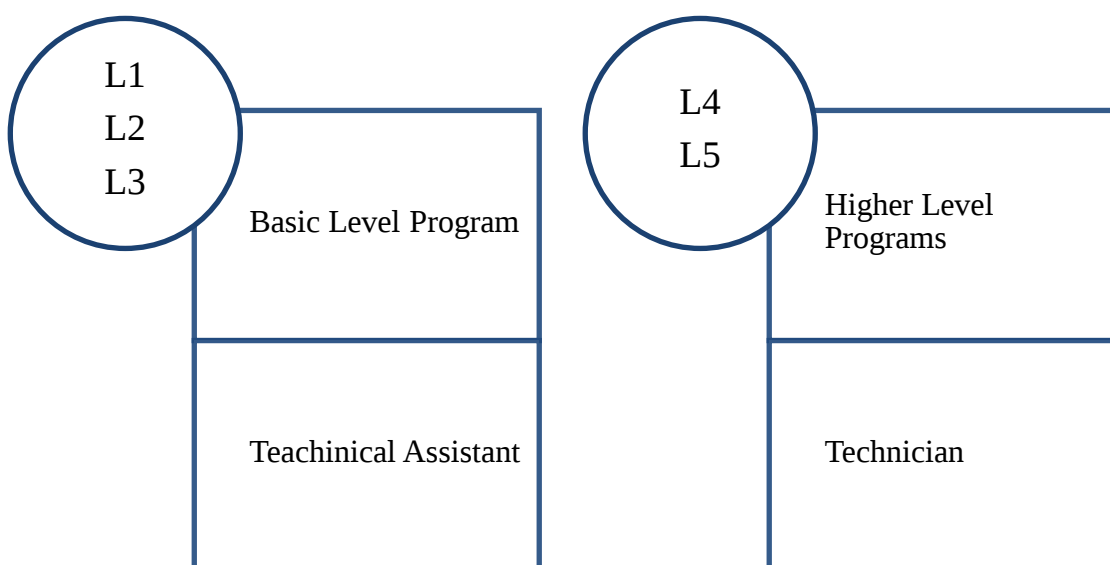


Figure 5.30 Displays the skill division type

The LKP2 informant mentioned the craftsman's style.

// Level 1-3 courses are basic courses to be a mechanic assistant. Have knowledge of the profession at school. Take on a business /...// Levels 3-4 or above are to be an engineer //

Figure 5.30 shows the divisions of craftsmen. Use the training curriculum as a basis for division by L-1L .3It is a basic training course. L-4L5 is a skillful technician. A skilled craftsman.

3. Test the skill standards

Standard Skill Testing by outsourcing the test whether the skill is standard or not. Based on the findings of the test, computer technicians and network technicians, LKP3 data providers, said:

//Have external vendors test and if passed receive a certificate. Two branches, as far as I know, are computer technicians and network system technicians //

//Some people study in the second or middle class. I want to study in the third year, but I've worked well. I want to test the declaration. It can be tested during the third year at the Institute //

4. Teacher training

It is a training for teachers who know how to transfer knowledge to students. The duration is 9 months of training. LKP3 discusses the immediate experience of being trained in this course.

//Teachers at the institute have instructors, along with the ministry, to introduce the techniques, teaching methods for 9 months, then practice and monitor with an evaluation committee. If the point is weak, the board suggests that we adjust the vulnerability. //

The training is divided into two sectors, with 20% theoretical and 80% practical, as shown below in Figure 5.31.

Figure 5.31 shows that the LKI is taught both theoretical and practical but mostly practical because it is skill development practice, and focuses on practical issues and actual action As the LKP1 contributor states:

// 20% theory 80% practice //

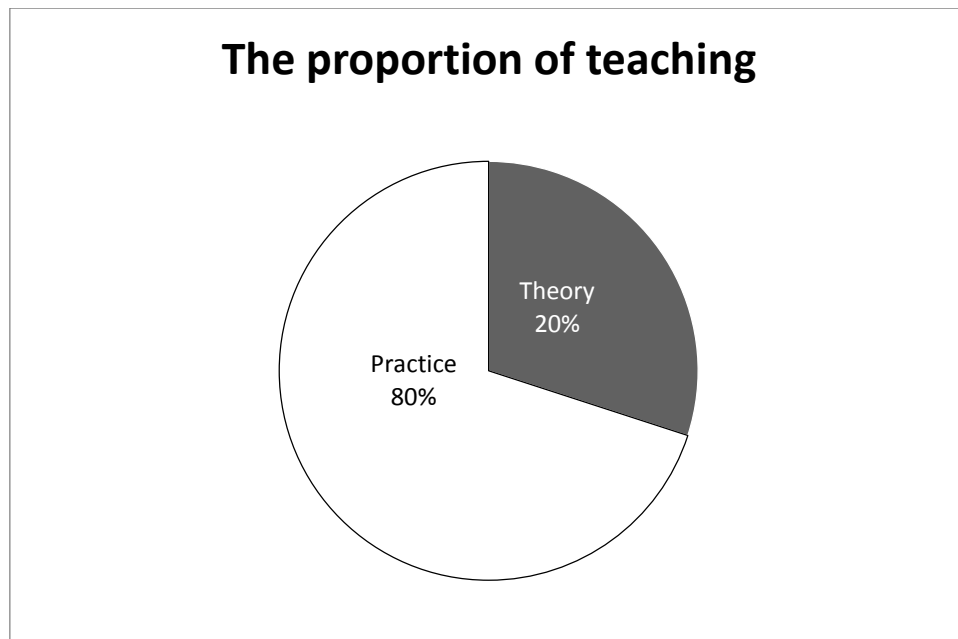


Figure 5.31 The proportion of teaching in Lao-Korea skills development institute

There are nine branches in the LKI curriculum: electricians, car mechanics, IT technicians, construction technicians, food technicians and hotel managers, tailors, carpenters, beauty salons and electronics technicians as shown below.

From Figure 5.32, nine programs are available that focus on industry and career, but the most popular program is IT.

As one of the participants LKP1 shared:

// the popular field is IT. There are over 20 rooms in the morning, afternoon, and evening // The IT field of electrical engineering, automotive mechanics needs to graduate high school with 3 years of training to be a high school technician or diploma. But in the food industry program there is no need to finish high school for 6 months to get a job.

The LKP1 informant also added that:

// class 6 months, flavors not graduated high school graduated high school if IT is a high school electric and auto//

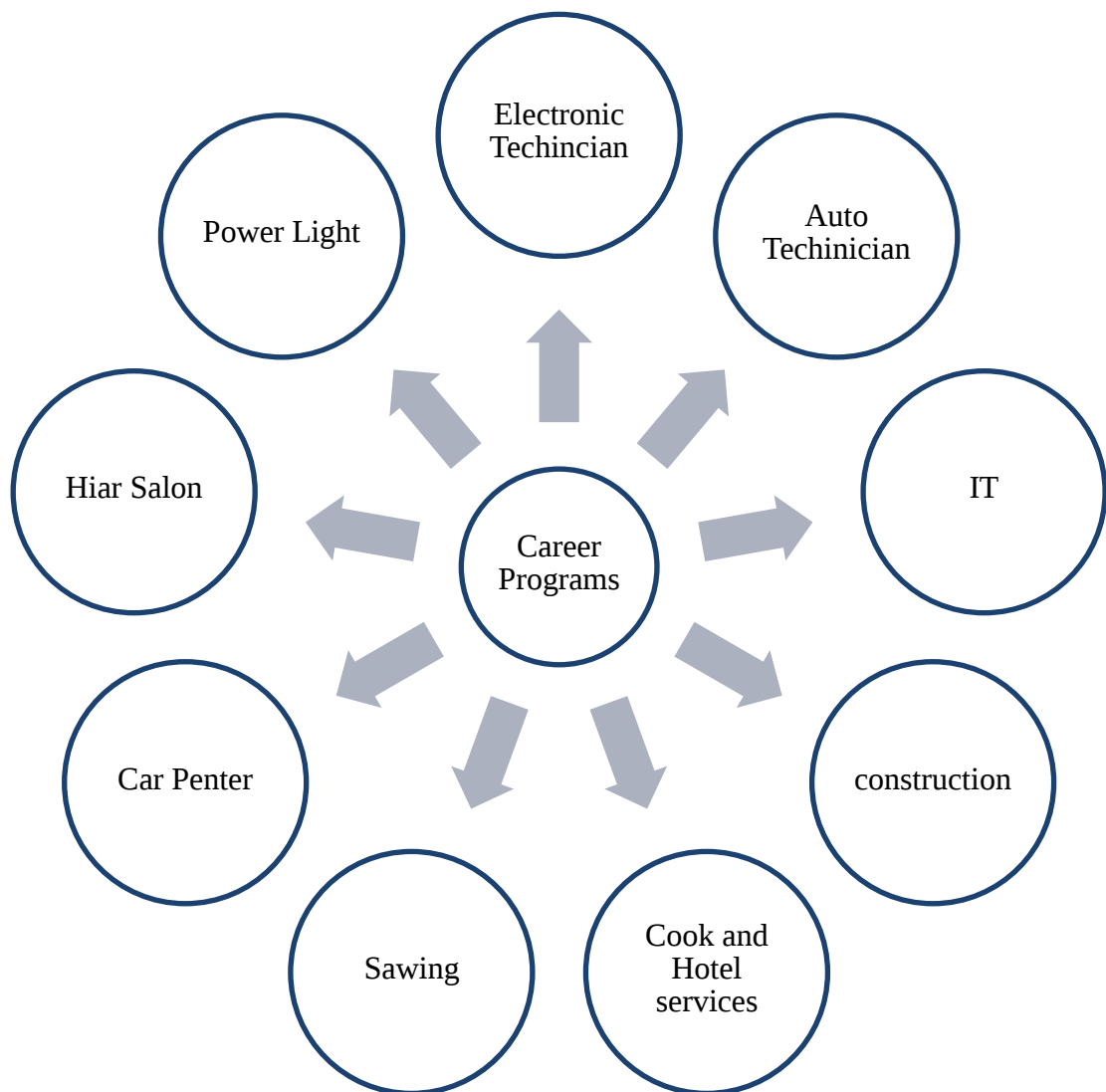


Figure 5.32 the career programs open for LKI training

The training is divided into 2 semesters per year. The initial enrollment fee is 500,000 kip per semester; the higher is an enrollment fee of 1,600,000 kip, divided into tuition fees. As the LKP1 stated,

// the course is divided into 2 semesters per year //...// initial enrollment fee of 500,000 kip per 6 months high six million for one year, paid every 6 months //

The training is conducted both in the institution and in the private and government sectors. As the LKP1 stated,

// Practice inside the center. Then train outside with a company like a computer company. IT training at the company. Go to a private state enterprise //

LKP2 said,

// Students graduate to a factory based company every 2 months // In order to improve the curriculum, the curriculum is updated every two years, with the institution joining the private sector.

As the LKP2 stated,

// Update courses according to company comments every 2 years to update the curriculum from the collected data. Complete the course to improve and invite the private sector to join //

Training is in the chosen discipline, but one of the subjects that is included in all disciplines is industrial habits. The Skill Development Center of Nong Khai Province has relayed to LKI to recognize mutual respect. And it's the only institution that has packed the industry habits in the curriculum, as LKP2 contributors have said.

// There is one lesson that teaches students to respect each other. Name of industrial habits Nongkhai Training Center helps students train their students //

// There is a center with industrial habits that makes children respect each other. Know how to live together peacefully. Put yourself in other people's shoes//

So the skilled trainees get the training in three areas, namely, skills, career skills and industrial habits, as LKP2 contributors have said.

// There are three things that students can practice here: one sector, two subject areas, three skills, and industry habits // This shown below in Figure 5.33.

Coach trainers

The trainer teaches theory and basic practice. Most teachers graduate from the Lao National University or other institutions in the metropolitan area. There are only few teachers from abroad. LKP1 and LKP3 stated:

//Most teachers graduate from the Laos Institute of Metropolitan or Metropolitan Institute But from abroad, it is part. No foreign teachers help me //

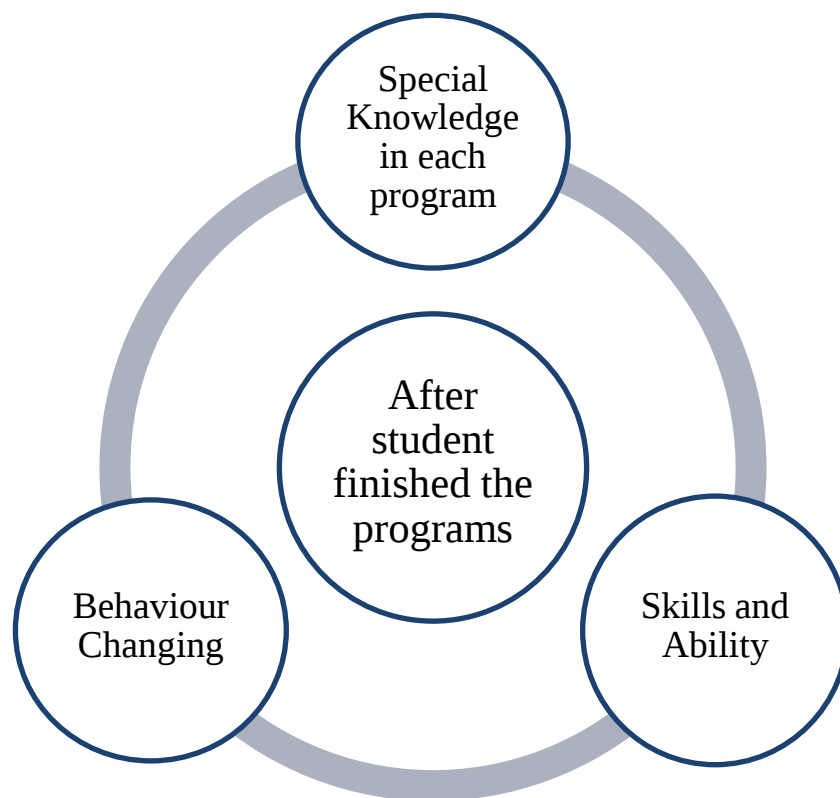


Figure 5.33 What to get when training in skilled labor at LKI

The IT department has 10 teachers in order to meet the most popular IT subjects. The training is divided into 3 sectors.

Morning at 8.00-11.30 am.

Afternoon session from 1 pm to 4 pm

Evening at 17.00-20.00 pm.

Skilled trainees

Because LKI is an institution that provides opportunities for skill training for the underprivileged. Therefore, most students or trainees who develop skills are from tribal and disadvantaged families, and so on.

//is a training institution for the underprivileged. Those who are far away prosper. //

LKP3 graduates from LKI and mentioned their family's characteristics as poor families, but are happy to have the opportunity to practice and become trainers.

//have to earn money yourself. A poor family with no money //

These trainees are mostly from rural and tribal areas. Their behavior may be different from urban people, but when trained, they have a developmental orientation towards social adjustment. As LKP2 stated,

//Most of the students come from different ethnic backgrounds, perhaps not the same concept. I did not study ordinary education; there is a culture of behavior different. //

//There are children from different parts of the north and some students in rural areas in the city through teaching. He developed the concept by socializing //. The majority of IT trainers are IT professionals, followed by the majority of those with electrical work. As the LKP1 contributor stated,

//People want to study IT the most, followed by electricity, 10 more rooms, most of the work done. //

But food science is not as popular as it should be. As the LKP1 contributor stated,

//Ingestion did not examine people who did not learn much for 6 months. One room for about 30 people to learn is more than 10 people //.

Skilled trainees increase their daily intake. This year, they recruited thousands of skilled workers. As the LKP2 contributor stated,

//to apply, but this year's enrollment plan is about a thousand students per student this year //

//Before the students are not thousands but now a thousand students. More students increased every year //

The cause of the increase in the number of trainees each year is the number of training centers in Lao PDR is small but needs more training. As the LKP2 contributor stated,

//Each year increases by about 20 percent. The classroom expands and new teachers are added. Students increase each year. The reason why we have more and more students is because the training institutes in Laos have only a few institutions, but demand is very high //.

Mostly, people prefer to practice their skills in long-term courses. But the basic course is not popular. As LKP1 and LKP2 states, //First class people do not attend long term children like to study //

2) Main category #2: LKI Organization support by outsiders corporate network

Based on the findings, the LKI is supported by four major network organizations: (1) Korea is a KOICA organization that supports the construction of buildings such as building the KOLAO Group Automobile Company, Da Han Company; (2) China supports large equipment; (3) Vietnam supports electrical system; and (4) Thailand supports training for knowledge practice by Chiang Saen International Institute Chiang Rai and Nong Khai Provincial Skill Development Institute as show below in Figure 5.34.

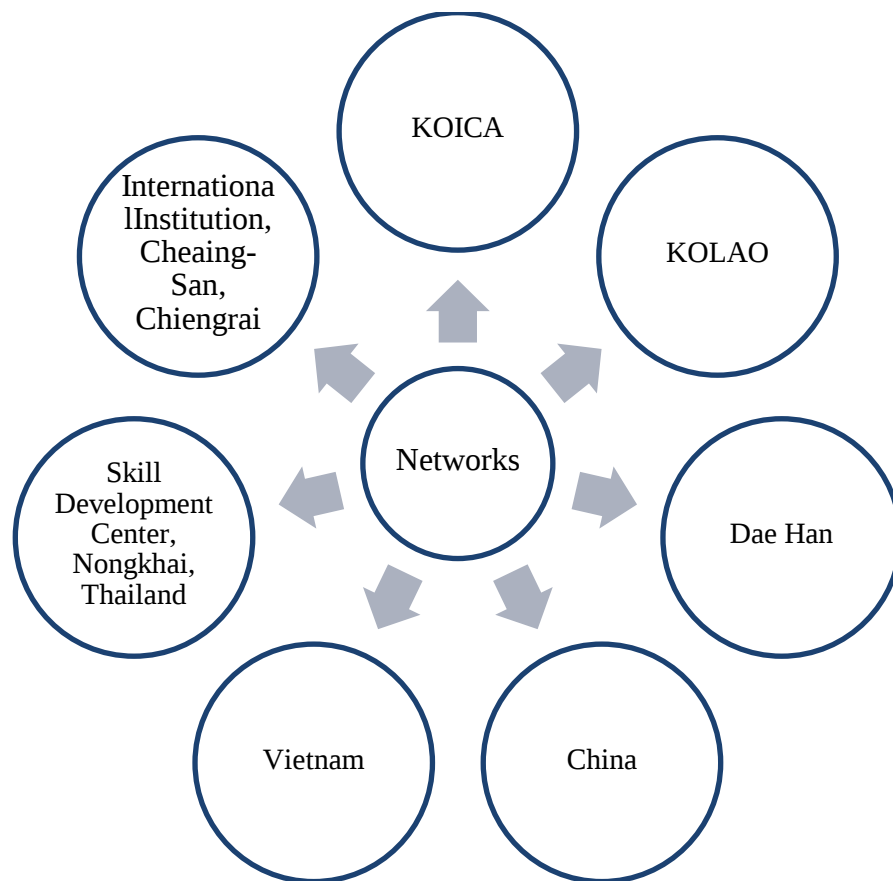


Figure 5.34 The LKI network organization

From Figure 5.34, Korea supports the construction of the building and Thailand supports training for skills and ability.

As the LKP2 stated,

//The Institute has been assisted by Korea KOICA, Korea's Coyote, Dae Han, Korea, China, and Vietnam //

The LKP1 informant said:

//Institution supported by Nongkhai Skill Development Center //

Support from network organizations

Network support LKI is supported by the entire government to allocate space or land for construction. The international organization KOICA of Korea helped build the building. LKP1 contributor stated,

//Korea provides basic support as a basic building outline of the tools the Lao government allocates for construction //

LKP2 informant also said that:

//Initially Korea helped build a classroom building, a \$ 200 million training aid facility, and helped to fund the toolkit for 2004 and 2009

LKP1 also mentioned support for volunteer trainers from Korea for a practice beauty salon.

//Korea supports volunteers for 2 years to teach a course that teaches about cars //

In addition, Korea also supports the curriculum and technological equipment for practice, as the LKP2 informant said.

//Korea helps with teacher training, purchasing woodworking tools, equipment and provided a building. The government has only land as a place, supplying teachers and salaries //

Private sector organizations from China and Vietnam, support the LKP3 training material. A provider informant shared:

//China has provided many machines. Vietnam helped with a PLC machine of a fire system for students to practice //

In addition to tool support, Technology Network organizations also signed a MOU contract together as a place to practice when graduation was accepted. These organizations include KOLAO, Daehan, Lao PDR, and Sewing Factory as LKP 2informant explained.

//Korea's Daedalus Daan signed a MOU cooperation agreement for students to go to work with him and he employs 20-30 per year. //

//Da Han in Savannakhet Lao Power Plant has signed a memorandum of cooperation that took students to work /

The Nong Khai Skill Development Center of Thailand supports training for sewing and industrial habits. Primary Computer and Chiang Saen International Institute of Chiang Rai supports welding trainee training. This is training for the trainer and the trainer to the students at the institute. As the LKP1 stated,

//Nongkhai Skill Development Center Thai came to train sewing class 2 to train teachers to train four sewing teachers for centers to train at a forest training center for women. There are about 16 other Lao women. //

//There is one lesson that teaches students to respect each other.
Nongkhai Training Center helps train their students.

//Chiang Saen International Chiang Rai trains Welders Teachers as standard welding instructors to practice at Chiang Saen //

Based on the findings, the researchers can write a table as shown below.

Table 5.1 Organization, network, and network support

Organizations/ countries	Supporting list
Loa Government	• Land and Building
KOICA from Korea	• Building
	• Equipment
	• Volunteer Trainers
	• Training Evaluation
China	• CNC Maintenance and Auto mission
Vietnam	• PLC Power System
KOLAO, Dae Hang ,Loa Power light, and Sawing factory	• MOU for practical training in their work place
Skill Development Center, Nongkhai, Thailand	• Provide sewing program
	• Provide industrial behavior program
	• Provide computer basic training program
International Institution, Cheaing-San, Chiengrai Thailand	• Provide welder Training

Table 5.1 shows that the LKI sponsored network is a Korean KOICA organization. The Korean car company investing in Lao PDR is Daehan, KOLAO. Thailand supports training, knowledge acquisition, skills training, and ability

3) Main category #3: LKI Organization obstacles/ problems Obstacles/ problems

LKI is a skill training institution that gives opportunities to the underprivileged tribes who live far away. Based on the findings of the workforce development training, LKI has found many obstacles and obstacles. The researcher has classified 4 issues and explains them one by one as shown in Figure .5.35

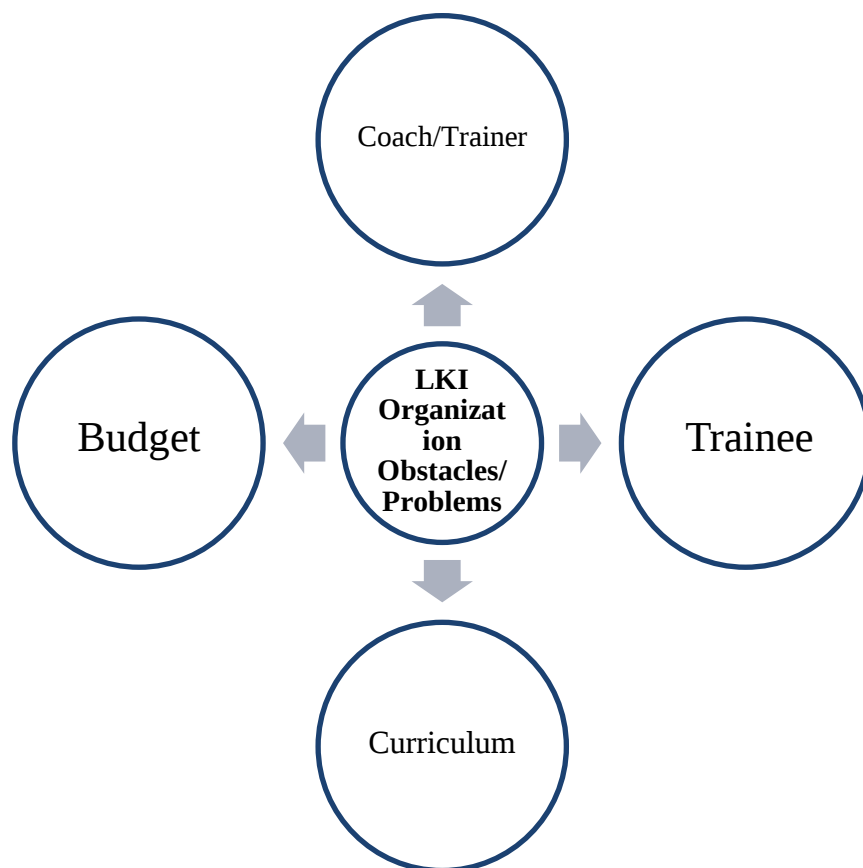


Figure 5.35 LKI barriers

1. Coach/ trainer

The small number of teacher trainers is unbalanced for the number of students received each year. In addition, teachers have not been elevated to increase

their knowledge for modern skills with modern scholarship As LKP1, LKP3 stated: //

There are not enough teachers //

As LKP2 informant also said:

// Teachers do not raise modern technology because the machines are not up to date. The response to the government lift is limited. //

2. Trainee

The trainees of the findings have a problem. LKI is an institution that gives everyone the opportunity to learn skills. Therefore, students will be dropped from other institutions. So the training time is hard because the basics are not there. It is more practical to do theoretical work than any other student or trainer. When going on an internship at an establishment or an industrial company I do not want to go to work and be blamed on the quality of work that the LKP2 contributor said.

// we accept students who fail because the training time is difficult. So I have to practice. Practical focus rather than theory//...// we accept a large number of students. The quality of training has decreased. //

// Students go to work. Industrial companies do not want to work in factories and do not want to go to practice //....// Especially blamed for not being able to do an internship //

3. Curriculum

The course is based on the findings of the LKI, there are people interested in training too many high-skilled craftsmen, but only limited. As the LKP1 informant stated,

// high class over 2000 subscribers get about 400 people //

Skill Development or Short Courses, which is a specific course for a particular profession. Not popular because businesses need skilled workers with a lot of knowledge, and the values of high school and high school.

As the LKP2 stated,

// Skill development course, practice is quite difficult, as in most businesses, they will accept many students with knowledge. However, this course is specific to a particular profession, such as a car repair technician. I rarely have students.

// the second system is not popular because it is about the values of society. Popular to upper middle-class Bachelor's degrees // There are also less popular courses such as carpentry, construction, sewing, and food processing. As the LKP2 added:

// We also provide programs for Carpenters, Construction, Sewing, Cooking, and Beauty //...In addition, when a skilled competition is found, the course is not the same subject for the competition, so students are not able to do so.

As LKP3 expressed:

// the course with the topic of competition is not compatible because each institute's curriculum is not the same. The topics of the race for some institutions have not studied. Students cannot do it //

4. Budget

From the findings of the shortage of budgetary constraints this is a major problem for LKI because the government has a budget of about Bt 400,000 per year, which is not enough, but other budgets do not support the LKI. Dormitory fees for students are only in management. This is not enough and affects the equipment supply, and teaching and learning tools When the budget is not enough, the LKI has a policy to get students to do more skills to get more money from the enrollment, but the problem is when we have students come to learn more skills, there is not enough equipment. There is also a shortage of trainers. So, the quality of skill training has decreased, as many contributors have said.

LKP1 and LKP3 stated,

// shortages of budget and inadequate instructional equipment. The computer program does not have enough budget. We have 2-3 projects that have not been started because of a small budget //

LKP2 informant said.

// The country must produce a labor force, but the government does not provide enough budget and it seem no one responds to this issue. So, we have to take responsibility for our management //

// If there are not many students, it will not survive, because the money collected from the students to manage. We took the money from the students and we

were okay because the government has no statements. I bought my own equipment to practice //.

// the lack of tools and equipment to train the students. Practice is gone, no skills //

// Government does not support statements lack of budget to practice. I must rely on myself, because there are no good tools. Coaching students will not get much knowledge. Get the volume but not the quality //

LKP3 informant also said:

//computer appliances are not quite enough // // we have many students. It is an average of 40 students per computer classroom. There are 12 projectors.

// Insufficient time to train the training budget. Need to use the old to rotate /

In addition, dormitories receive a limited number of 400 students, but students are more responsible for their own accommodation, as the LKP2 contributor said.

// Hostels in the institution are limited to 400 people //.

So, the budget problem is a government issue, because the government is the policy maker, but there is not enough budget for the LKI to manage itself, which is a problem. As the LKP2 informant stated: // the government has policy but must manage itself. It's a hassle //

4) Main category # 4: LKI Organization development plan

LKI development planning is based on the findings of the study. The research is divided into three parts: LKI development, ASEAN integration, and feedback. This is explained in detail below.

Development

LKI development planning is based on several discoveries. Researchers can divide their development into four areas:

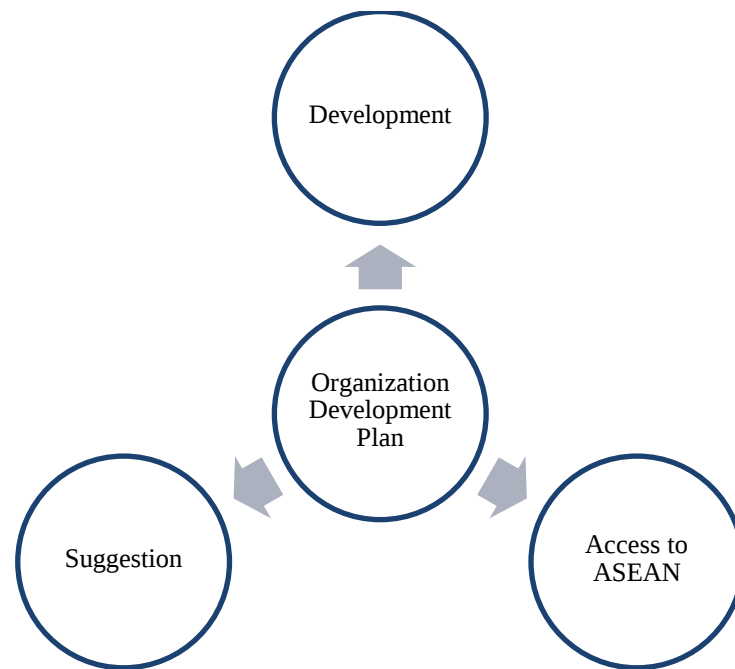


Figure 5.36 The LKI organization development plan

1. Teachers

Due to a lack of trainers, therefore it is necessary to promote teachers' potential by giving teachers the opportunity to study, and continue training and supporting teachers from Korea. As the LKP1 shared:

//Most teachers go to Vietnam. One Thai trainee had Korean training that was a short training week of one or two weeks using Machine Tools //...// ask a teacher from Korea to add 2 people to have auto training or cooking food //

2. Student or trainer

In the future, there will be offers for free learning or training without tuition. As the LKP2 contributor stated,

//Some people do not have money. The future ahead offers students a free quote //

3. Curriculum

For curriculum, the LKI has a five-year development plan to add welding to the curriculum and develop specific curricula that focuses on sending skilled workers to a factory. As the LKP2 contributor stated,

//Institutional development plan for 5 years will increase the field of welding.

4. Government

Based on the findings, recommendations related to the government, particularly the LKI budget, have presented problems for the government. The government then presented to an international organization for help. As the LKP2 contributor stated,

//issue was proposed by the government. The government has taken offers from international organizations to help //

Access to ASEAN Accession to ASEAN

Entering ASEAN begins the ASEAN Competitiveness Model, where 10 ASEAN countries have set common standards. Professional teachers in the professional field are the directors and set the topics for the competition. With the correctness and timeliness of the LKI, representatives will be selected to compete in the national skill competition, which the Ministry of Labor will hold every two years for workers at the ASEAN level. As the LKP2 contributor stated,

//Ministry of Labor is the competition manager. The medals will be sent to ASEAN races.

// 10 standard workmanship is set to have a board that is a teacher about the profession. Then takes the race timer. Accuracy by standard //

The LKP1, LKP2 informant said:

//Competition National Agency before Selecting the National to ASEAN National Competition for 2 years //

In the national competition, the LKI has sent skilled laborers on behalf of the institution to participate in the competition and won various medals. As the LKP2 contributor stated,

//national competition for 2 years are electricity, carpentry, construction 3, carpentry, gold medal, gold medalist, gold medalist, gold medal, silver medal, medal, medal, medal, and medal

The LKP3 said:

//Web Design has 3 awards, one, two, three, we are on level // 5

The 10th ASEAN skill competition will be rotated every two years. LKI has participated in Malaysia, Indonesia, Vietnam, Singapore and Thailand. As the LKP2 contributor stated,

//Asian rotational race depends on the availability of that country //... //

Going to Thailand, Malaysia, Indonesia, Vietnam, and Singapore //

The result is that at the ASEAN level, have never received any medals, as LKP2 said.

//ASEAN races we have never got a medal //... //

The carpenter's branch has never won, just a notification //

But the LKP1 has argued with LKP2 that electricians have won silver medals in Vietnam.

//We did an electrician last year in Vietnam for a silver medal //

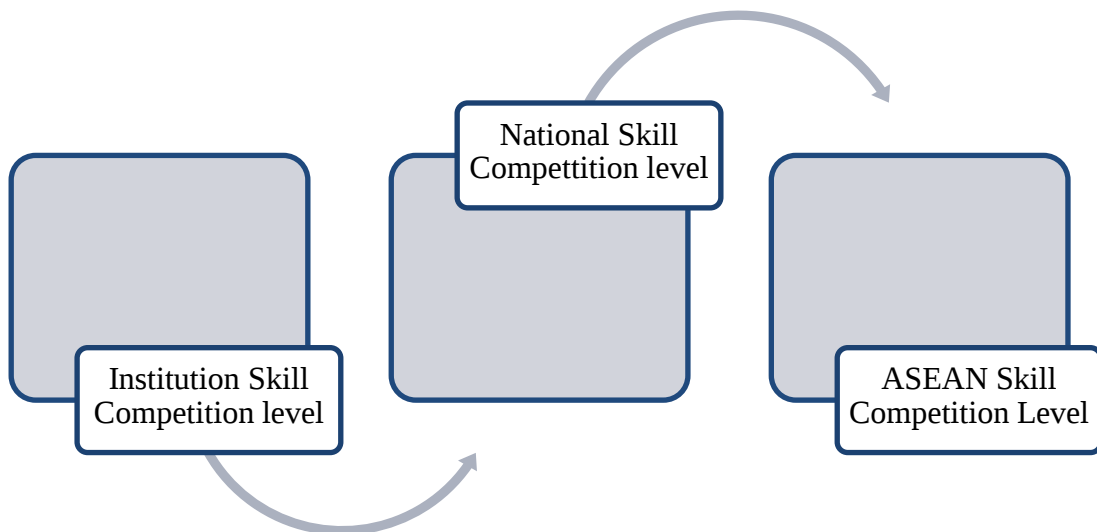


Figure 5.37 Skill competition response by the Ministry of Labor

Figure 5.37 shows that the skill competition starts with the Skill Development Institute, recruiting representatives from the institution by internal competition in order to be a representative for the institution in the national competition. Whoever wins the championship can move to the next level, it is an ASEAN competition level.

Suggestions

As for suggestions, the study found the need to accelerate improvement in various aspects of labor because the country is looking to produce labor. As the LKP2 stated,

// Urgent need to fix is the labor that people are looking for but there is no labor. He does not want to, but there are a lot of people // the research is divided into 4 sides as follows.

1. The trainer must have the knowledge and ability to endure for the teacher to practice abroad.

LKP2 stated that:

// Must be patience as a teacher must have knowledge. If we live in the same place and did not study. Students are not good //

The LKP3 added:

// Teachers have to go to training and learn more from abroad to gain experience to teach students to get quality //

// I want to go abroad, I want to practice, or go to study to teach students //

2. The student or trainer

The coach while practicing skills should be practiced as LKP2 informants shared: // Students have to practice to get skills when they go to work. //

3. Tools

There is a need for modern tools. In addition, there is a standard practice room. The LKP2 informant said: // we need advanced tools to practice // In addition, the LKP3 also said:

// Want to have a place for students, and have training equipment
There is a standardized training room for modern computer systems. I want students to know the current technology. //

4. Education System

The general education system should be guided by the students before the end of the line to know what they are doing. Raise consciousness for students and study to have more careers. As the LKP2 stated,

// An ordinary system should be introduced. Guidance for students before sending them to work //

// Raise consciousness for students on vocational education. I do not want to have the idea that I have to go to college at the National University only //

5) Main category # 5: LKI Other findings

Other findings from the study is an interesting reflection of the informants about skilled workers. The research is divided into four issues: country policies, general economic characteristics, labor demand, and labor characteristics of Laos as shown in Figure 5.38.

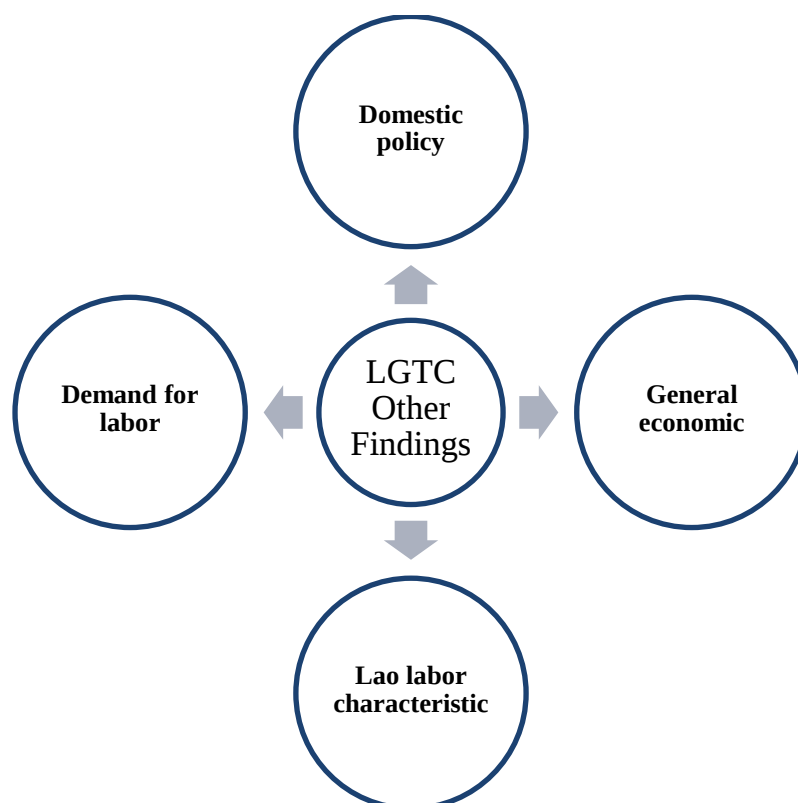


Figure 5.38 The views of the interesting information of LKI's other findings

Domestic policies

The development of skills to increase the labor force as the government encourages students to study for careers without paying tuition fees. But the problem is not getting as much attention as it should. As the LKP2 contributor stated,

// Government budget has students take care of their careers without paying tuition fees. Have a salary but no one came /

Another interesting issue is the government's policy to establish a tribal school in Vientiane. It is the first educational institution of Lao PDR for students from poor families, tribal children are boarding schools; students receive free allowances,

free dormitory meals, and free food from the 1st to 7th grades for regular classes, but this also includes vocational courses. The IT project was started in 2011 by the Korean government to provide assistance in building construction. The government allocates land, teachers, and staff to fund the financing, as LKP2 said.

// Tribal schools in Vientiane Students will have free allowances, free room and board for children from all over Laos to come study. //

// M 1 to 7 m. Have a professional electric sewing; IT is trying to apply for a career. Used in ordinary line //

// the government foresees the graduating students. 6 m 7 did not know what to do to do, so experimented at tribal schools in Vientiane. Living in Vang Vieng //

// starting in 2011 or 2012 is the first of Laos. Experimental Government of Korea Helped with the buildings //

// the government provides land, teachers, and capital. If the government does not fund the system will stop because each student who comes needs to eat //

// There are about 600 students from m 1 to m 7. It is a good project with good lessons. Growing good consciousness //

According to findings, the Labor Department has set a minimum wage of about nine hundred kip for labor costs. As the LKP1 stated,

// Department of Labor stipulates the minimum salary is about nine hundred //

Lao PDR has a shortage of workers, especially skilled workers. So, for foreign investment the government has allowed the import of skilled labor from abroad by 20 percent, as the LKP2 contributor stated.

// Government policy requires 20% of foreign workers to come but only at the level of executives and managers. Laborers are Lao people //

From the discovery of skilled workers, the executives are imported from abroad, but the laborers are Lao, but still face the problem of the policy that if they are a state or foreign aid project. Need skilled workers only. Unlicensed workers cannot work. As the LKP2 stated:

// If it is a building block. State or foreign aid projects need skilled workers with a certificate of time to apply for a job /

Other policies are the government is campaigning to use Lao as the lingua franca, and has a policy to create a new city.

// the government is campaigning to use the Lao language as a lingua franca, and to build a new city/

General economy

On the general economics, from the findings, Lao PDR is expanding overseas investment. Economic growth with people buying more. As the LKP2 stated,

// Lao PDR is developing more construction services //

// more cars because of the car association's policy. Entrepreneurs have conditions that buyers can afford. Ordinary family can afford it. Make more cars //

LKP1 also mentioned the countries investing in Laos.

// the number one investor is China / Vietnam

Lao labor characteristics

Mostly unskilled labor that does not meet standard workmanship there is no certificate of skill and knowledge. As the LKP1 states,

// Domestic workers are less qualified than non-certified. //...// mostly unskilled workers from Laos go to work in Thailand, As the LKP2 contributor states,

// Most of the Lao workers who work in Thailand go to work as laborers.

And the LKP1 states that

// Six million people in Thailand. Laos fled to Thailand to be a raw laborer //

When unskilled labor, wages are lower than skilled labor. As the LKP2 contributor states,

// Wage is not equal to those who passed school. The learners will get more labor. Lower than Thailand's two hundred or two hundred workers.

Lao workers are mostly unskilled. There is no certificate when applying for a job with a government organization. As the LKP2 states,

// make a career. No direct knowledge. Follow the habit. Follow the leader told to do //

// Time to get a worker, he needs a certificate, but the Lao proletariat did not go through school with his parents until his death. I do not have a time certificate to apply for a job. //

Demand for labor

Due to the expansion of economic growth, the demand for skilled labor in Lao PDR is very high. The population is small. And some people migrate to work in other countries, especially Thailand. And most of the workers in the country are unskilled. So, it is a crisis because of the shortage of skilled workers. As the LKP2 states,

// the demand for skilled labor needs more in practice. No workforce in Laos //

// Welder does not have 10 students to connect to, but needs four or five hundred people //...// There are lots of carpenters, cooks, and food makers //

The LKP1 states that

// Lack of labor for construction projects such as railroads //

The government has yet to set a minimum wage. The company and the staff agreed on their own. Maybe Laos is more than the Thai minimum wage, which is 300 baht, but there are still Lao migrant workers to work in Thailand. As the LKP1 contributor states,

// the government has not set minimum wage for the company and its employees agreed on a daily basis, seven hundred and eighty thousand a day. Work in Laos may be more than 300 baht, but people flow to Thailand, the labor is lacking, such as Suvarnabhumi. The factory needs a lot of employees //

When investing from abroad it is necessary that the country of origin invest in skilled workers from their own countries to replace the shortage of workers, such as China, Vietnam and Laos. Chinese investors and Vietnamese have to bring skilled workers from China. Vietnam came to work because of the shortage of skilled Lao workers.

As the LKP2 states:

// Today we have to import Vietnamese skilled labor and many Chinese laborers are involved in the construction and wood carpentry work //

// Laos has a lot of wood, but a lack of carpentry workers results in bringing Vietnamese laborers. //

In order to make a clear picture about the skill labor needed in Lao PDR the researcher presents the image as shown in Figure 5.39.

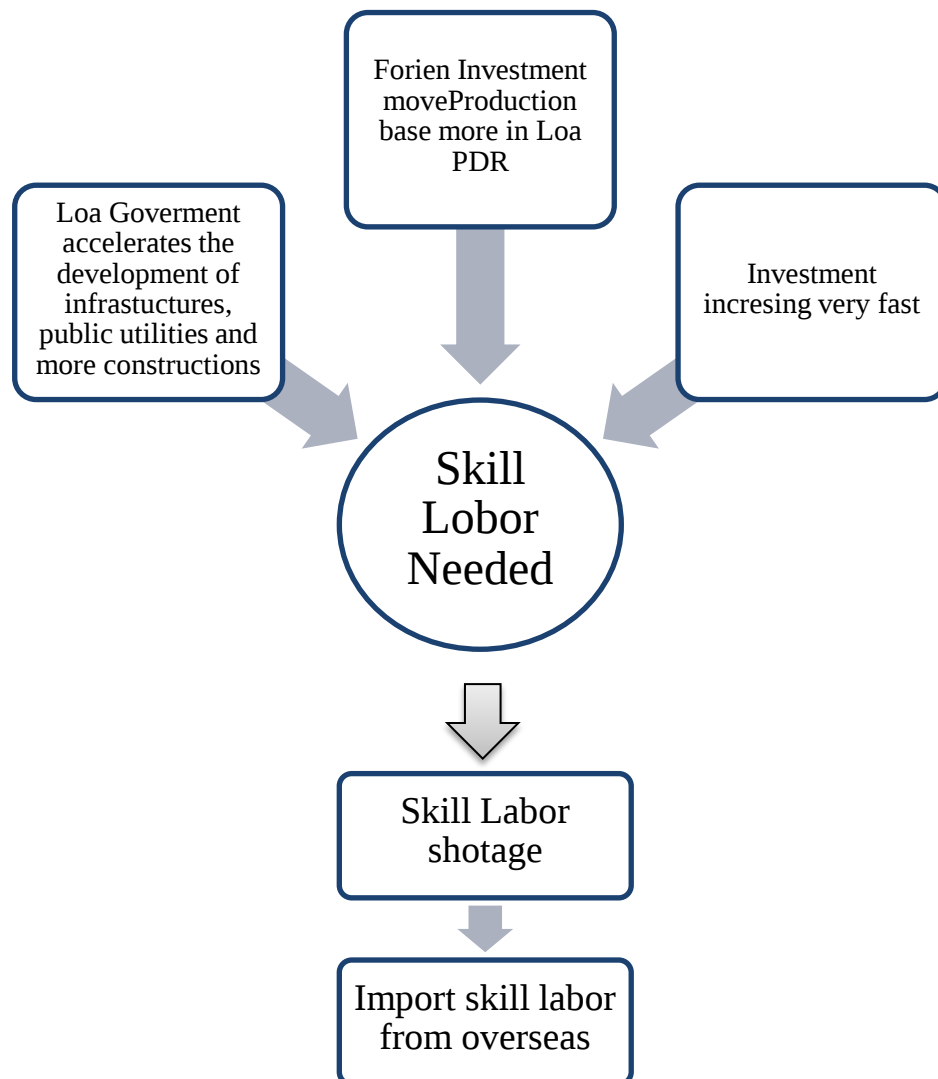


Figure 5.39 Demand for labor in the country

Figure 5.39 shows that the economic growth in Laos is very high. Government accelerates the development of public utilities. More construction overseas has moved production bases to invest in Lao PDR and more investment. Therefore, there is a higher labor demand but the country does not only have to import labor from abroad to replace the shortages of domestic workers.

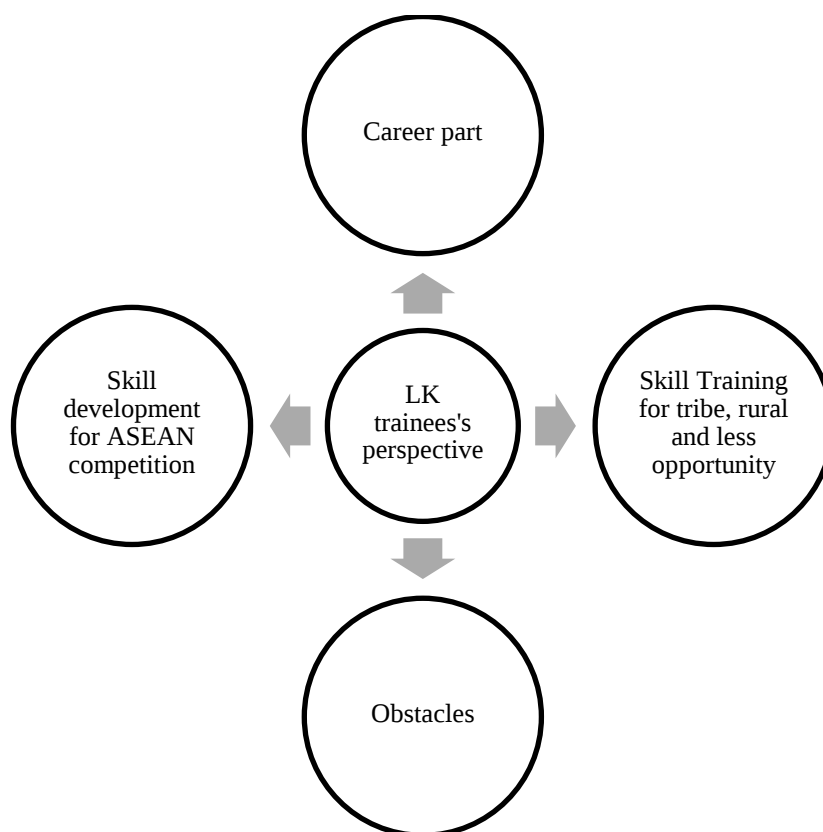


Figure 5.40 Trainees of LK's perspective

Findings from the focus group

The training at the Institute of Skill Development, Skill Laos – Korea a large portion of the district, including the district indoor sites, Luang Prabang, Bokeo, Xieng Khouang, Oudomxay, Xayaburi, Vang Vieng and Vientiane.

The reason for choosing to train skilled workers is skills that can be trained to have a professional skill development have put their knowledge and skills to use in everyday life. Business has provided opportunities for training skilled workers with good work. Scholarships and represent the country participated in the ASEAN Skill Standards also the training and the cheap labor and the importance of good skilled people who have been competing in ASEAN. There is also the opportunity to work in teacher training institutions. The electricity branch was awarded to one of the countries.

The process focuses on practical skill training courses, 3rd year apprentice per year 2 times per month for two years due to the need to train a lot of skill. The school is divided into three regions, namely the training courses at 8:00 to

11:30 pm; afternoon at 13:00 to 16:00 am; and 17:00 to 20:00 in the evening.

Problems found included a lack of funding, lack of teacher training, and equipment upon graduation in training skilled workers are needed to work with the electricity of Laos dam would be a teacher working with the company. Personal business does not need to go to work abroad due to a close family. But if necessary, and have the opportunity to work abroad, he went to the United States, Thailand, Vietnam, China and ASEAN countries.

Conclusions of Lao-Korea skills development institute

Lao-Korea Skills Development Institute of Skill Development Institute is the responsibility of the Ministry of Labor by finding support for the Korea government. The volunteer teachers provide opportunities to the disadvantaged and the poor tribal people have the opportunity to develop their knowledge skills in the profession. The mission of the Institute is composed of long-term training courses, training for Skill Development and training of teachers and standardized tests of skills. The prominent Lao-Korea Skills Development Institute is to test the skills of the operators.

The first test of skill is to work abroad and represent the country in the ASEAN Skills Competition standards that the areas of training include nine fields, which are: automotive, electrical, electronics, IT technicians, carpenters, garments, construction, food and hospitality. It focuses on the practical, rather than theoretical. Professional curriculum standards are approved by the Ministry of Labor to set standards for teaching the course. Due to high interest in the training, skill development training so many breaks in the third sector is the morning afternoon and evening. Government supports funds for the purchase of equipment per year, 100 million kip to 50 scholarships a year to get from the main budget money for tuition of trainees directly, which is not enough, the budget shortage in the country when the training is increasing. The number of teachers with less training. Equipment not adequate and the quality of production labor is reduced.

5.1.3 The Finding in Lao-Japan human resource development institute (LJI)

The findings present 5 main categories. The presentation is made in five parts:

- 1) Main category #1: LJI General characteristics of organizations,
- 2) Main category #2: LJI Organization support by outsiders,
- 3) Main category #3: LJI Organization obstacles/ problems,
- 4) Main category #4: LJI Organization development plan,
- 5) Main category #5: LJI Other findings.

1) Main category #1: LJI General characteristics of organizations

In presenting the findings the details are made under the caption heading of categories with authentication of exemplary quotations from the transcribed materials. See Figure 5.41.

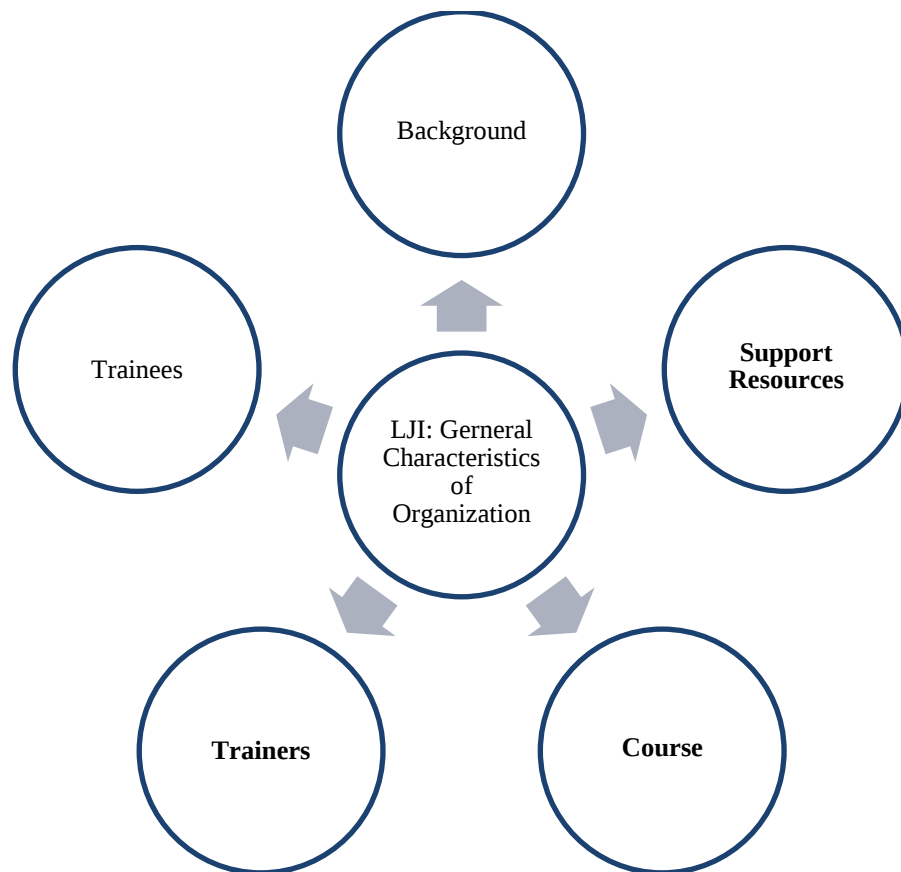


Figure 5.41 The general characteristics of organizations of Lao-Japan Human Resource Development Institute

Background

Lao People's Development Institute, Japan was established in 2001, formerly known as the Lao Human Resource Development Center and changed to the new name called. Human Resources Development Institute of Lao PDR, Japan in 2010, formerly Laos PDR as a network of the Soviet Union, the Lao PDR was liberated in 1975. The government uses a planned economy and uses the command from the center to the production unit. The state is the economic commander and directly controls the production.

Japan found that Laos as a cross-economy transitional economy called "*a planned economy*." Laos PDR has been cooperating with Japan to create and establish this center because it is a policy of Japan to allow these countries to cross into the market economy. The market economy mechanism is called "*Market Mechanism*" to stimulate the private sector to expand. The state protects the legal regulations and has a network of 9 countries with 10 institutions such as Laos, Vietnam, Myanmar, Mongolia, Uzbekistan, Vietnam charcoal has two centers in Hanoi and Ho Chi Minh.

As the LJP1 informant explained:

// previously, a cooperation project between Laos and Japan was called the Lao Human Resources Development Institute, Japan which was created from 2001 until April 2010 and changed to Institute //

// purpose is Japan sees Laos as a cross-economy transitional economy that is called an economic planner //

// formerly a Soviet network, Lao PDR was liberated in 1975 using a planned economy. Use the command from the central to the production unit, state protection as the economic commander. The state controls the production directly. //

// Since 1986 the market economy mechanism has been called Market Mechanism to encourage private sector to expand the state protects the law / regulation.

// Japan built this center because it is a policy of Japan to let these countries cross over into the full market economy. //

// It is a network of 9 countries and 10 institutes to develop the market mechanism for the development for Laos, Vietnam, Myanmar, Mongolia, and

Uzbekistan. Charcoal currently has 10 centers in 9 countries, and Vietnam has 2 centers in Hanoi and Ho Chi Minh City //

Resource support resource support

Getting support from the Japanese government helps Loa teachers make curriculum instruction. However, the budget for management in the center is responsible for the management itself. As the LJP1 explains, // Budget is mostly for maintenance projects. Self-Sustainable //

Course

There are three courses in LJI. There are 4 main missions: Business Training Course, MBA Program, Japanese Language, and Lao-Japanese Cultural Exchange.

As the LJP1 informant shared:

// The job to do is to develop one of two Japanese business management for three exchanges of cultures and exchanges between Laos and Japan /

In order to make an easy understanding of this issue the researcher did the picture as shown below.

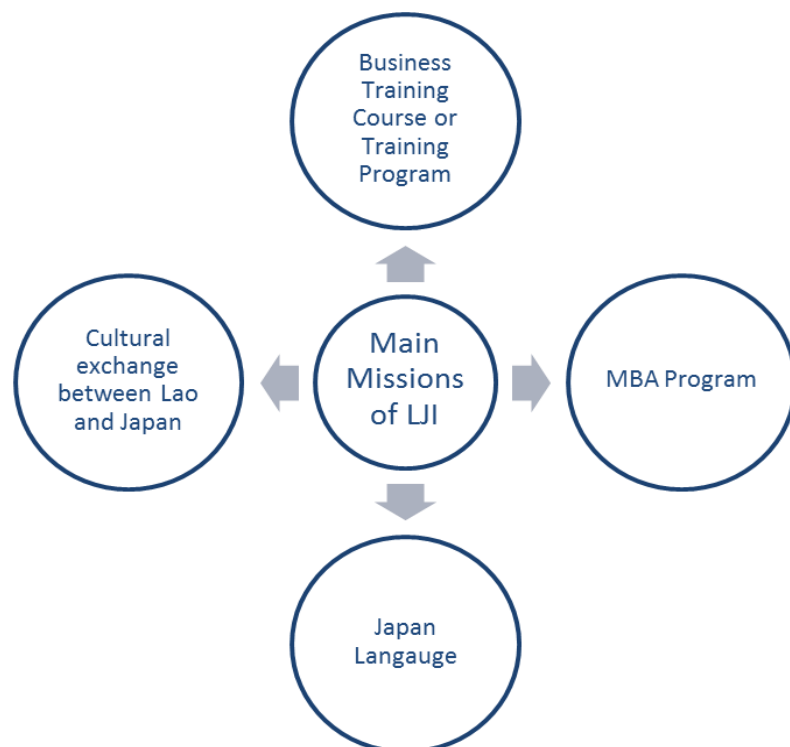


Figure 5.42 The main mission of LJI

1. Business Training Program is a course that is used in academic development for business administration. Lao teachers and teachers from Japan share experiences and transfer knowledge to each other and to trainees as well. Most of the trainees are entrepreneurs or businessmen. There are 5,000 people who are interested in training to develop their own business. As the LJP1 informant explain:

// The training course of business administration is a training course or training program. Many people are businessmen. Executive traders make it possible to improve the company. //

Training, in addition to practicing custom courses, is also required by the company or entrepreneur. As the LJP1 contributor explains,

// There are two training systems; one is the order entry system with some courses to teach staff at the company //

// Train LTC Lao Telecom Company, ETL Electricity Generation Project EDL GEN, EDL is Lao Electric Sector EDL GEN is Electricity Generation and Go Train to them //

// Course to Train is a project management course, Organization Development Protection, some companies choose Leadership //

2. MBA Program is a course for graduate students in business administration. Since its inception in 2008, 230 students have been enrolled, as described by the LJP1 contributor.

// MBA Program Master of Business Administration 2008 to present 230 students /

3. Japan Language Teaching focuses on learning the real experience. The training course is highlighted as described by the LJP1 contributor.

// Japanese language is currently around 3500 students, but the emphasis is on the training course.

4. Cultural exchange between Laos and Japan is a cultural exchange between the two countries. Examples of activities such as student exchange, and Academic dissemination of Japanese entrepreneurs. As the LJP1 contributor explains,

// Activity exchange program is the propagation of Japanese culture to the Lao people and to promote Lao culture to Japan //

// Students from Japanese universities exchange with Lao students //

// Business Manager is a Japanese company in Laos. We invited companies in Laos to come together. There are various academic publications. Research Results or Seminar //

There are also activities to recruit students from Laos to study in Japan by providing scholarships. As the LJP1 informant explains:

// Japan University Recruitment Admission to universities and institutions We organized Study in Japan for Japanese universities to lecture and Lao students to listen to and who is interested to talk to universities to raise funds to study.

Trainers

The trainer or instructor is a Lao teacher and a teacher from Japan who teaches a master's course and teaches Japanese. As the LJP1 informant shared:

// MASTER AND JAPANESE COURSES TO GET TO JAPANESE TEACHERS //

// Training course of business administration is a training course or training program.

Trainees

Most of the trainees focus on entrepreneurs. When the trainees get the knowledge about the business, it expands into a big business. As the LJP1 explain: // people who focus on entrepreneurship //

2) Main category #2: LJI Organization support by outsiders corporate network and the supporting

Based on the findings in the study, Japan is the main network of LJI, which supports teachers. Teaching courses are organized by Job Fair and Study in Japan to provide opportunities for students to study or to work in Japan. As the LJP1 informant explains,

//Japan provides support for teachers. Teaching courses //

//Job Fair Job Placement for Japanese companies is held at the Japanese New Year Festival together the same day as New Year's Japanese New Year and Japanese companies to boot and interested students to inquire. There are cultural activities of Laos and Japanese Culture //

//Study in Japan is held by Japanese universities to explain about Japanese universities. Then there are Lao students listening to the boot //.

//who completed the master's degree number one can have a chance to go to Japan //

It is also a network with the Thai Institute of Technology or Thai-Japan Institute of Technology. It is a network of the Thai-Japan Association of Technology (TNI). The Ministry of Economy and Trade of Japan invited former Thai students who graduated from Japan to create a technology promotion association to bring technology into Thailand. As the LJP1 informant explains,

//Every year, the Master's Degree Program is visited by the Thai Institute of Technology, Thai-Nichi Institute of Technology, TNI and Kasetsart University.

//TNI is the network of the Japan-Thailand Technology Promotion Association from 40 years ago, the Ministry of Economy and Trade of Japan // Nowadays, it is 40years old and in the period of 8-9years ago, it was established as a Japanese-Thai-Japan Institute. We have to try ourselves. //

3) Main category #3: LJI Organization obstacles/ problems

In terms of LKI obstacles, most training courses focus on entrepreneurs. Training needs are reduced because of increased competition and training to cost. Employees must strike. As the LJP1 informant explains,

//Obstacle Institute found that attendees are reduced. The competition has increased and many have already studied. Market training will gradually disappear //

//Requirements for the Degree Program are still in demand, but the Training Demand is a challenge.

//The training has to spend. Employees must strike and fix that at that point. //

4) Main category #4: LJI Organization development plan

In planning the development, LJI wants to create entrepreneurship opportunities for their own companies. The demand for the Business Training course is likely to decline. So, create a new course and develop something new. As the LJP1 explains:

//Want entrepreneurs to have the opportunity to enter the entrepreneurial self //

//need to create a new course to develop something new and want someone who is well. There must be enough teachers //

5) Main category #5: LJI Other findings

Other findings from the study are an interesting reflection of the informants about skilled workers. The research is divided into four interesting issues: country policies, general economic characteristics, labor demand and labor characteristics of Laos as shown in Figure 5.43.

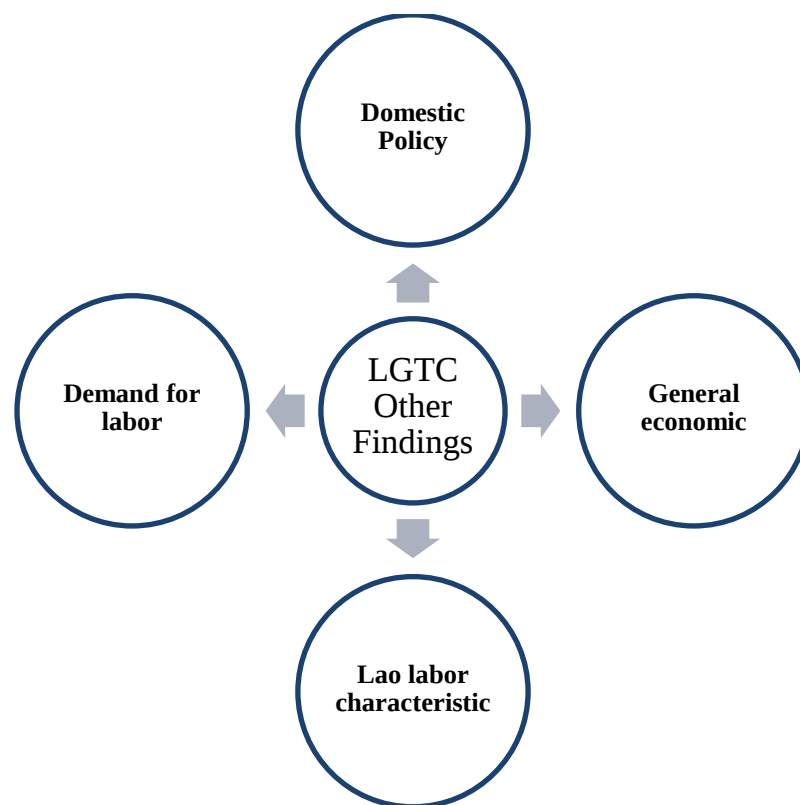


Figure 5.43 The views of the interesting information of LJI's other findings

Domestic policies

Government policy encourages more people to enter vocational education. Higher education is usually promoted as LJP1 contributors explain.

// Higher education normally // // Government policy encourages more people to enter vocational education //

General economic general economy

The economy of the country is growing. More expansion for foreign investment is increasing, such as China, Korea and Japan, as LJP1 contributors have described.

// Foreign investment in Japan, Korea, China, he will try to move production base to our area //

Labor characteristics

In the present situation, Lao workers are more likely to work in the country. Due to economic expansion, Special Economic Zones are a very labor-intensive industry. In the future, the chances of Lao migrants migrating to work in Thailand will be less. Because work in the country is close to family, and labor costs are not different. The LJP1 informant stated that:

// Opportunity to work within a little, he will go to Thailand, but now very inward opportunities //

// Low skill Lao people cross the border to work in Thailand. The future will be less because there is more chance inside. //

// Ten years ago in Savannakhet, most of the labor economy went to Thailand. But now there are not many because of the opportunity to work within the country as the Lao economy is now booming. There are lots of job available. They can work near the family and near the parents //

// Laos law set minimum wage for one month at 900,000 kip, but most of them will be more than that. Thailand may be slightly more but not close to my parents, friends and my spouse //

Labor demand

The demand for vocational labor has a high demand but few people study in this level. Many people want to study at foreign investment universities. Investment in Special Economic Zones makes the demand for labor high, but productivity is low. As the LJP1 informant explains:

// The demand for graduates from vocational education is very low. Laos's educational conditions, people will come to the university too. Imbalance with professional lines //

// Special Economic Zone has a great demand for labor but few people come to apply. The company needs a little more skilled people //

// high demand especially for foreign investment. The demand for labor is high in the Special Economic Zones because it does not produce enough. There is a high demand for labor in Laos //

Conclusion of Laos-Japan Human Resource Development Institute

Lao-Japan Human Resource Development Institute is part of the National University of Laos. It is supported by the Government of Japan in the four core missions, which include: Business Training Program, MBA Program, teaching Japanese language and culture exchange between Laos and Japan. Teachers from Japan help in the training of Japanese language teaching in the MBA program of the Business Training Program that focuses on the business sector. It can be used to expand the business from SME businesses to become big companies nationally and some joined the company in Japan. Each year, the Institute holds a Job fair and Study in Japan, which has students from Japan and Laos. Japanese exchange student learning and the Recruitment take students from Laos to study and work in Japan as well.

5.2 Private sectors

5.2.1 The findings of TACDO Human resource consulting center (TD)

This section of the findings presents 5 main categories. The presentation is made in five parts:

- 1) Main category #1: LGTC General characteristics of organizations,
- 2) Main category #2: LGTC Organization support by outsiders,
- 3) Main category #3: LGTC Organization obstacles/ problems,
- 4) Main category #4: LGTC Organization development plan,
- 5) Main category #5: LGTC Other findings.

In presenting the findings, the details are made under the caption heading of categories with authentication of exemplary quotations from the transcribed materials.

1) Main Category #1: TD General characteristics of organizations

The findings of the study in this part present the general characteristics of LGTC there are 7 of characteristics from this finding: (1) Background (2) Support Resource (3) Courses (4) Trainers (5) Trainees as show in the Figure 5.44.

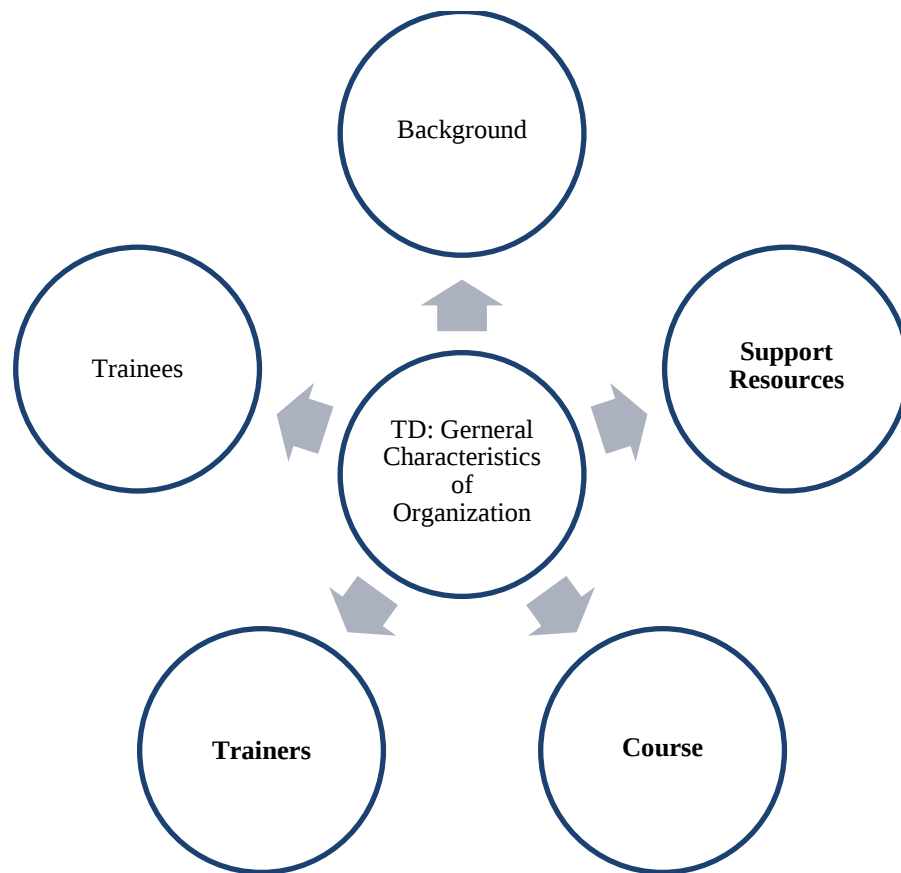


Figure 5.44 The general characteristics of organization of TACDO Human Resource Consulting Center (TD)

Background

TACDO Human Resource Consulting Center (TD) is a private training facility for skilled workers. The role in the training of short-term professional training, 3 months training can be put to work. In addition, training is provided to employees in various courses. As the TDP1, TDP3, TDP5 informants said the same thing.

// a place to practice skills development Practicing short-term vocational training for 3 months.

When the training is finished, the trainer must find a job. No jobs are available. As TDP5 informant added: // the trainees completed the course and need to find work by themselves //

Support resources

The budget resource is from two sources: 1) a government sponsored training center to produce labor for the country and 2) participants in the course pay for the training center. As a TDP1 contributor, TDP5 said.

// support state Government customers to make the government Build people for the government //

In the state support section, funding is not available to the training center. The training center has to invest first, then the government gradually uses the capital. As TDP1 contributors have said.

// If capital does not come, the government tells the trainer. The capital investment and before the government to return to //.

Courses

The TD's training consists of 6 mechanics courses: Truck, Excavator, Wheel Loader, Beauty Saloon, and Hotel. Management Customers are welcome, as the TDP1 informant stated.

// Open training courses on heavy machinery, repairing 6 mechanics branches //

And, as the TDP1 data provider, TDP3 also said.

// Trucks, excavators, loaders, beauty salons and hotels are the basic skills of training services. Management Customers are welcome //

There are also other courses, such as driving lessons, cars, trucks, construction, community development, etc. The TDP3 said:

// There is a heavy-duty car driving school, a light car, a speaking course on work, community development, and construction //

Coach trainers

There are trainers from the TD center and an outside trainer, including a trainer from the Lao National University, and a trainer from Thailand, who provided the TDP1 information.

// recruiting instructors From the Lao National University. A teacher is invited to share knowledge once a month //.

And there is a Thai person who has experience in teaching as a TD teacher.

// Job description is 3 HR job marketing with masters. SME entrepreneurs teach twice a month //

Some skilled trainees are selected as trainers in this training center. Selected from knowledge, skills, skills development, and customer service. As the TDP1 contributor states:

// training skills are then used in the organization as teacher teaching with other organizations to work diligently as patience is good after the training //

// qualifications for teachers at this center are knowledge, ability to speak to customers, development of car knowledge, and develop faster than any other motorcycle theories. //

The TDP4 said:

// was selected as a teacher here. Taught driving skills for a full 3 months. // // was selected as a teacher //

Skilled trainees

According to the qualifications of the trainee there is no need for any requirements. It gives people the opportunity to learn from the beginning to develop themselves. This is basic skill training for unemployed, impoverished, skilled trainees from around the country, who provided TDP1 information.

// illiterate people who do not have the chance to learn and some bad parents do not have the money to go to classes //

// the person who came to study was a northerner.

And TDP4 also added that // people from different countries come to school //

The TDP3 said: // Basic Skilled Workers with Unemployed People without Intelligence take care of our machines. This can help people suffering /

Main category #2: TD Organization support by outsiders

Based on the findings, TD is funded from the government budget. The government is funded by international aid organizations, including the Asian Development Bank (ADB) and the United Nations (UN). The students come to work training, no labor costs, free practice, and free of charge. As the TDP1 contributor states:

// Government grants ADB government to find students and pays tuition fees and the dormitory. //

// Approximately 1 year to project about 800 students, there are trucks, excavators, pickup trucks, beauty salon, and the hotel has 6 branches //

// Construction has free scholarships. Vientiane is the capital of the Lao People's Democratic Republic.

// UN support for English training at six to eight o'clock in the evening //

3) Main category #3: TD Organization obstacles/ problems

Although the labor market is still in high demand there is also government support, but TD is still experiencing problems ranging from recruiting skilled workers. They must have a team to find themselves in the outback, prosperity, and have sex problems. The female parent often does not allow children to leave home, then there are problems of fraud to deceive prostitution pseudo-working to oppress workers. And nowadays, the people who study the accounting profession make it hard for those who are skilled. As the TDP1 informant states:

// sexual problems as the females rarely let children out of the house // //
There are many criminals and latent labor Prostitution tricks them to work, but low salaries //

And in the present day, people are more popular with business management. As the TDP5 informant states, // People will learn accounting and business administration//

In addition, in the power structure, it was found that the number of trainers is insufficient, lacking, no trainers at the training center, and the number of skilled trainees remains low. As the TDP1 states:

// There are no permanent teachers, and there are not enough students //

Some skilled workers, such as the hotel department once trained, the skill is not used but vice versa. The labor market in this field has a great demand for labor in this field. As the TDP1 contributor states:

// the hotel does not produce enough people to study // // Hotel happens a lot of academic hotels in national universities are not yet full because there are few students //

The key issue is when the trainees go through skill training; the TD Training Center does not have a job placement. As the TDP5 informant states, // finished training and there are no jobs available. They have to find work by themselves//

4) Main category #4: TD Organization development plan

This study found that the major problem is no job requirement or any connection for skilled trainees in this training center. Therefore, there are future plans to establish employment agencies to provide job positions for skilled trainees. As the TDP5 states, // we may need to establish a recruitment department. It will have jobs available for the trainees //.

In addition to planning to establish a recruitment department, the TDP5 informant also has suggestions. There must be a strategy to maintain the workforce with quality education. As the TDP5 added:

// Reform must find a strategy to save labor to announce the quality of education in Laos, 6 months to work //

5) Main category #5: TD Other findings

Other findings from the study are reflections of the informants about skilled workers. The research was divided into four interesting issues: country policies, general economic characteristics, labor demand and labor characteristics of Laos, as shown in Figure 5.45.

Domestic policies

Although the government currently has a policy to encourage people to learn more vocational and limited undergraduate degrees, it still suffers from policy issues. The state encourages people to study undergraduate degrees. There is no promotion of vocational education or promotion of skill development. People have a lot but no workers. As the phrase of the TDP5 informant said, “there are not enough people” when the country is expanding its economic growth. There will be more investment and construction, especially the railway. There is not enough skilled labor. Skilled labor is scarce. There is a need to hire skilled workers from Vietnam for replacement.

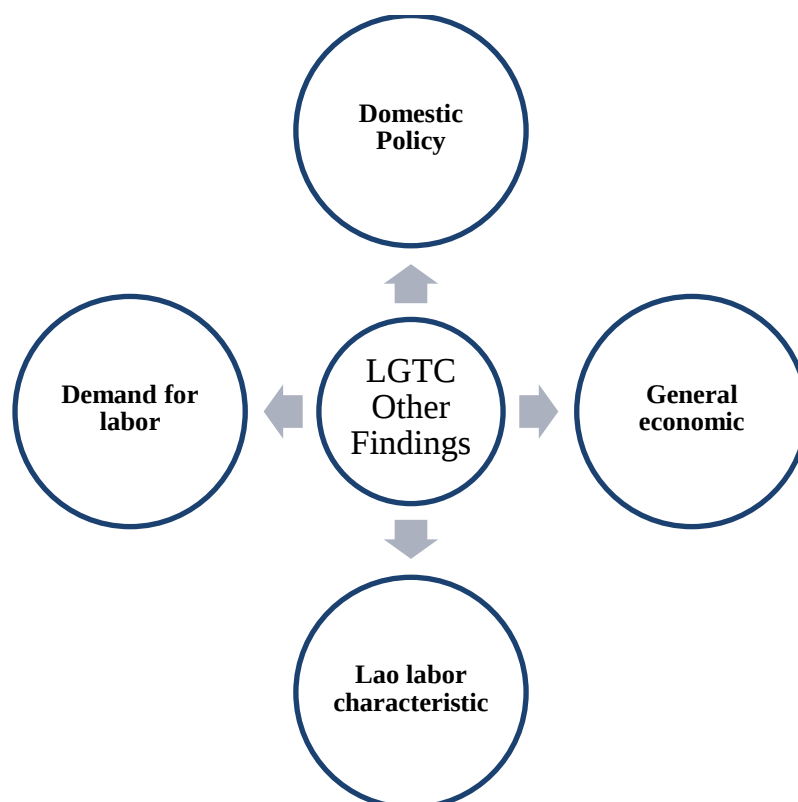


Figure 5.45 The views of the interesting information of TD other findings

As the TDP5 states,

// State goes wrong and encourages people to study for a bachelor's degree. The vocational training or promotion of skilled labor has not been promoted for 3 years. Limited to lower bachelor degrees //

// Laos will build a railroad. There will be a lot of investment. Labor from Vietnam.

There is a lot of labor demand. So, the government has a policy to increase skill training by allowing the private sector to participate in the practice.

As the TDP5 states,

// It takes a lot of manpower. The Lao government is hiring //

Labor characteristics

Most Lao workers are unskilled. There are workers on the border that migrate to Thailand. Illegal work was despised as oppressed by labor, as TDP5 and TDP1 said.

// Lao workers are not good. Not elaborate, no development, and no strong construction//

// Most is done in the country. To work in Thailand, most people who are bound by the border illegally, he is insulted, oppressed, and no discipline //

Labor demand

Due to the expansion of economic growth the demand for skilled labor in Lao PDR is very high. The population is small and some people migrate to work in other countries, especially Thailand. Most of the workers in the country are unskilled. So, there is a shortage of skilled workers. As the TDP5 states,

// Laos will build a railroad There will be a lot of investment. Labor from Vietnam.

// Laos population is 8% of Thailand //

// Laos is quite developed especially many construction projects with a lot of labor demand. //

Conclusions of TACDO Consulting Center

TACDO Consulting Center is a training facility for skill development in the private sector in Lao PDR with support provided by the central government especially in the budget. The government has the support of international organizations, including Asian Development Bank (ADB) assistance in vocational training, skill development, such as mechanical heavy electric machinery, and United Nation (UN) support in the English language. The recruiting process is from students who come to the center, and most of the officers in the field. Recruit training, especially those in rural areas to those who have no opportunity to study also illiterate for the unemployed who want to develop their careers.

The Coaches Part of a teacher training center in the field of heavy engineering machinery, electric cars, and partly teachers from the National University of Laos and Thailand. Courses include six fields: trucks, excavators, loaders, graders, beauticians and hotels. The goal of the project is to train skilled workers, some of whom were admitted to the training center because the center has a shortage of trained teachers. No rest for jobs. Make yourself find work some returned home to rural farmers intact. Problems found included a lack of trained teachers. Those with less training in spite of the demand for skilled workers in the labor market there. One

cause is Laos has abundant natural resources. People who do not have professional skills related to labor can survive. The people in the city prefer to study business administration and general accounting rule rather than vocational. The problem caused the TACDO Consulting Center to recognize the importance and future plans are to open an office job which focuses on jobs in order to support the production of skilled workers in line with the economic expansion only by expanding the infrastructure such as the construction of buildings, roads, railways and building dams. The expansion of foreign investment flowed into a special economic zone. Factories have more as a result, and the demand for labor has subsequently increased. Do not go to work abroad, especially as labor or raw, unskilled labor in Thailand. Not to be despised and oppressed workers that has a close family.

5.2.2 The findings of Lao Labor Promotion in Vientiane (LLP)

The findings in this study found that Lao Labor Promotion Ltd.'s main office is located in Vientiane. It is a private recruitment company registered legally that serves to recruit people to work in various positions, both domestically and abroad. South Korea and Japan provide people jobs by job postings in a branch office in Vientiane.

In order to learn more about how this company recruits workers, the research presents the general processes as shown in Figure 5.46.

LLP general process way

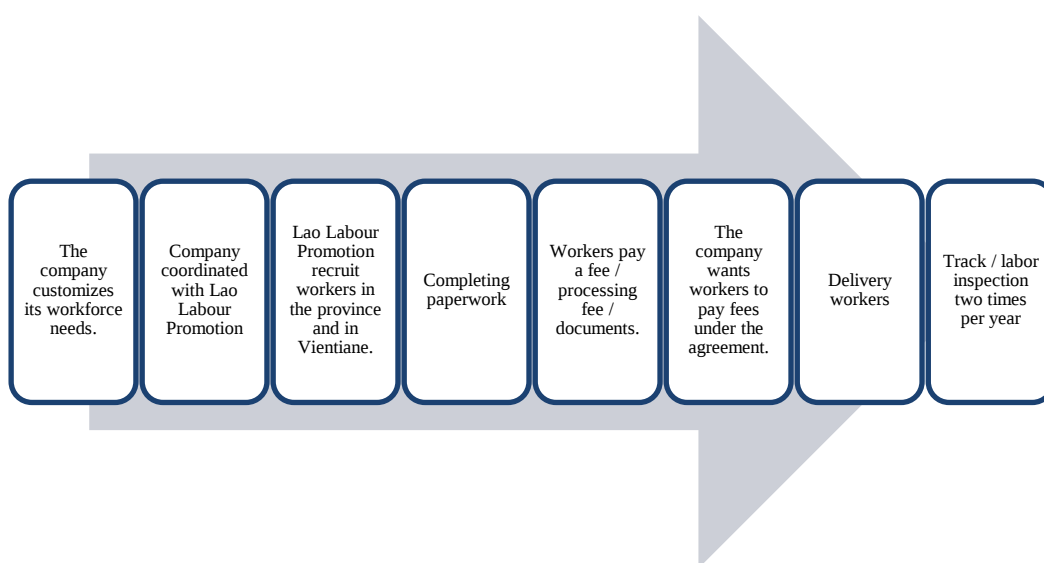


Figure 5.46 LLP general process way

Lao Labour Promotion (LLP) is one of the recruiting companies located in Vientiane, the capital of Lao PDR. This company has several branches expanding in many provinces. This company is registered legally and serves to recruit people to work in various positions, both domestically and abroad. From the findings of this study, this company has a challenge of strategic recruitment for both inside and outside. The inside strategy is for the company to open recruitment in their offices. For the outside strategy, this company has several activities for recruitment as it is difficult to find workers in Lao PDR. Therefore, LLP team tries to use door to door in every rural area to promote the positions and benefits.

The Companies both at home and abroad are determining the demand for office properties, welfare, salary and wage details for the Company. Lao Labour Promotion LTD and Lao Labour Promotion LTD are responsible for recruiting qualified candidates to meet its needs as well as facilitating the documents in order to provide information of the job positions.

The representative of the company visits workers who are sent to work two times a year to monitor how they live and how they work. In case, if the workers have any problems or face difficult situations the employer LLP team will try to help the employers and workers, including coordination with the Ministry of Labour. Before being sent out to the international practice, specifically to Thailand but faced with failure because of LLP facing problems with the financing of the training in the past. And another problem is because LLP did not have equipment and modern training tools. It does not meet the requirements of the Thai company. From this result, LLP is no longer running the training program. At the present time, LLP only recruits unskilled Lao workers to Thailand and also to other countries such as Korea and Japan. One important finding in this study is the Lao government policy does not allow any recruitment to send Lao workers abroad because of increasing demand in the Lao labor market and rapid national development, especially infrastructure and mega project construction.

5.3 Conclusion of Lao Labor Promotion

Lao Labor Promotion Ltd. is a recruitment company that is registered and legally serves to recruit people to work in various positions both domestically and

abroad, especially South Korea and Japan, to provide people jobs by a branch office in Vientiane and the provinces. In addition to waiting for a job at the company, but also it needs to find people who are interested to work in the position set in rural areas. Recruitment of families in the village is due to direct labor. Companies both at home and abroad determine the demand for office properties, welfare, and salary wage details to Lao Labor Promotion LTD and Lao Labor Promotion LTD which are responsible for recruitment, recruiting qualified candidates to meet its needs and interested to work as well as facilitating documents. The companies provide information to the job and visit the workers sent to work two times a year to monitor the work. The lives of workers and welfare have been the problems that have faced labor aid mediation between employers and workers including coordination with the Ministry of Labor in the past. Lao Labor Promotion LTD. was a training center for skill development before being sent out to international practice and specifically sent to Thailand but faced failure because of that. There are some problems with the financing of the training. The problem is not modern training tools although trainees were trained at the training center and when workers are being trained to work in Thailand. Companies also need to train these workers in Thailand again because the training is not standardized and the equipment and tools are not modern.

It should be noted that there are two private Thai companies, V.S.co. and Pack LTD and MitThai1994 LTD. The researcher provides more additional findings about the perspectives of Lao skills workers. The researcher provides additional findings in Appendix G.

CHAPTER 6

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This chapter interprets the findings by trying to support the emerging issues with evidence and other related research. This study was designed and conducted to answer the research questions about: (1) the process of developing unskilled Lao workers in Lao PDR; (2) the experiences of the trained Lao workers toward the training programs; (3) the perspectives of the owners of the training centers, trainers in Laos who are involved with training program; (4) the opinions of owners and managers of Thai companies toward the benefits of the human capital investment; and (5) the benefits of Thailand and Lao PDR for the human capital investment on the Laotian skills workers development

In response to each research question, this chapter discusses the current findings and the additional findings, which are described in the previous chapter. This chapter is structured into six sections:

- 6.1 Overview of the study
- 6.2 Response to research questions
- 6.3 Discussion of specific issues
- 6.4 Implications
- 6.5 Recommendations for future research
- 6.6 Limitations of the study
- 6.7 Final conclusion

6.1 Overview of the study

The topic of this dissertation is “*Human Capital Investment for Labor Free Flow: Lao Skill Worker Development between Thailand and Lao PDR Labor Market*”. Chapter one provides an introduction to the research topic, purpose of the study, research questions, significant of the study, delimitation, and the definition of terms. Chapter two provides a review of literature such as the meaning of migrant workers, types of migrant workers, and the importance of migrant workers in Thailand. Chapter three provides a guide of the methodology that involves the research paradigm,

research design, research strategies, data collection, data management, data analysis and the rationale of applying these in the study. Moreover, the author presents about rigor, trustworthiness, ethics issues for research, and budget including the schedule table for this research. Chapter four presents the process and results of the pilot study and setting selection that were done prior to the data collection. The purposes of the setting selection and pilot study were to check the possibility of gaining access to the setting, location and informants.

As a result of the pilot study experience, the researcher learned how to collect the data by using the gain access and gate keeper technique as a means to gain the information and also the unexpected problems that occurred during the pilot study. Moreover, the researcher realized the ethical issues that would be sensitive and carefully considered during the data collection. Overall, the researcher as an important instrument conducted the pilot study to check the possibility and obstacles in the setting by learning some advantageous experiences to continue the study.

In Chapter Five the researcher presented the results obtained from the interviews of 37 participants. The selection process of purposive sampling was mentioned earlier in Chapter Three. The findings from the in-depth interviews were systematically revealed through the initial coding and developing the concepts into categories. This study also used focus groups, observation; photos and video clips for analysis. Finally, the findings are described in this chapter.

6.2 Response to research questions

6.2.1 Research question one: *“What was the process of developing unskilled Lao workers in Lao PDR?”*

In order to respond to this research question, there are two forms of the findings which relate to the process of developing unskilled Lao workers in Lao PDR. It is described by the sequence of images shown below.

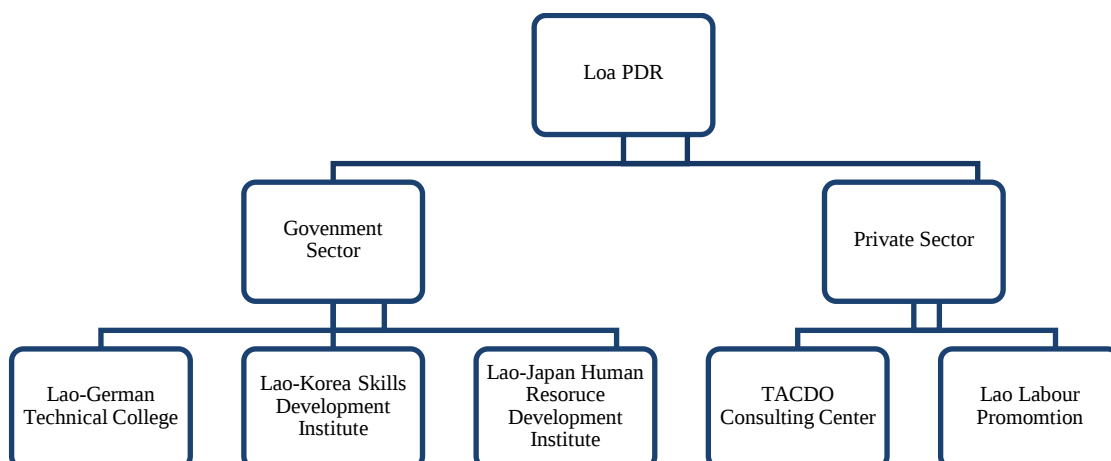


Figure 6.1 Two forms of the process of developing unskilled Lao workers in Lao PDR

Illustration of the linkage analysis of the findings of skill development in Lao PDR can be divided. Laos into two forms: (1) The public sector, which has been supported by the Lao-German Technical College, Lao-Korea Skills Development Institute and Lao-Japan Human Resources Development Institute; and (2) The private sector which consists of TACDO Consulting Center and Lao labor promotion.

In the public sector, there are findings from the three institutions, as mentioned previously. The Skill Development Training receives support from abroad. Institutions directly under the Ministry of the findings in the second part of the Lao-German Technical College and Lao-Japan Human Resources Development Institute, Ministry of Education directly to the Lao-Korea Skills Development Institute directly to the Ministry of Labor. An overview of the process of skill development institutions and three are similar in operation. The research presents the organizations to simplify as follows (see Figure 6.2).

As shown in Figure 6.2, the research found similarities and differences of three government sectors, LGTC, LKI and LJI in four important issues, as follows: (1) The Preparation (2) The issue of skill development courses at prominent institutions (3) The issue of getting the training/guidance to develop a skilled workforce in the future (4) The findings interesting in the workforce development training courses.

Government sector

Organizations	LGTC	LKI	LJI
1. Preparation	Trainers, tools, location, budget, curriculum	same	same
2. Prominent Course	DCT Siam Kubota TOYOTA Thailand (T-TEP)	Long course 3 years, short course, skill testing	MBA program, business program, Japan language
3. Getting the training	Limit 500 people	Give a chance for poor families, tribal groups	entrepreneur
4. Issues	Insufficiency	Insufficiency Competition in region, skill standard testing	Expand business from SME to be bigger company

Figure 6.2 Similarities and differences of government sectors in this study

1. The preparation

The implementation of preparedness on the part of teacher training, tools and equipment including location and budget and the curriculum in accordance with the plan the government has taken to develop the potential of the structure utilities.

2. The issue of skill development courses at prominent institutions

The course featured in the three institutions in the Lao-German Technical College is the dominant program in the agriculture industry with its support for Kubota engine heavy machinery and mechanical thread Mechanic and a Toyota for their support. Particularly interesting are the findings of teacher training to enhance their knowledge and expertise in advanced Toyota engine at the College of Technology Toyota Chachoengsao, Thailand. The findings of such a system about Dual Cooperative Training (DCT) is a bilateral education system that has been used in Lao-German Technical College and is equipped with modern tools of the Toyota Group of Thailand.

The Lao-Korea Skills Development Institute of Skill Development Program features a second training course which is long. It takes about three years, a total of nine branches and training courses for skill development which focuses on

sending workers into the industry. Short training workers who are striking, especially for those who do not attend school without any qualifications or can attend this course. The uniqueness of this program is aimed directly into the plant and training can contribute to personal careers.

The Lao-Japan Human Resources Development Institute offers courses for a masters class. The Institute is part of the National University of Laos and this research program is a business training program which emphasizes skill development courses. This course specializes in business to entrepreneurs. This is a short course.

3. The issue of getting the training / guidance and training to develop a skilled workforce in the future

The Lao-German Technical College is an institution of professional skills development in the country selected to receive training and are concentrated in a limited number each year. The training or learning is a competitive examination. Each year there are many 5,000 applicants, but the Institute can only accept 500 people per year due to obstacles of staff and coaches, the budget and equipment. The Institute is a private enterprise, both domestic and international support as well.

The Lao-Japan Human Resources Development Institute provides business training courses for entrepreneurs in order to gain more skill and knowledge. The apparent success has expanded the business to grow. The SME business case has become a big company.

The case of Lao-Korea Skills Development Institute is different from the two institutions as it provides opportunities for poor families, especially the disadvantaged tribal groups that live far away. So, the Institute gives special opportunities for free admission without taking any examination.

4. Workforce development training courses

The Lao-German Technical College has about 500 graduates each year, which is not sufficient to meet the needs of the labor market in the country. The certificate is a private company has been taken to recruit immediately, especially Toyota. It has expanded its business across the country. Students who complete the course can receive direct support through the training of Toyota in the Institute. A summary of the TOYOTA Training Education Program (T-TEP) projects between Laos-German Toyota are presented below.

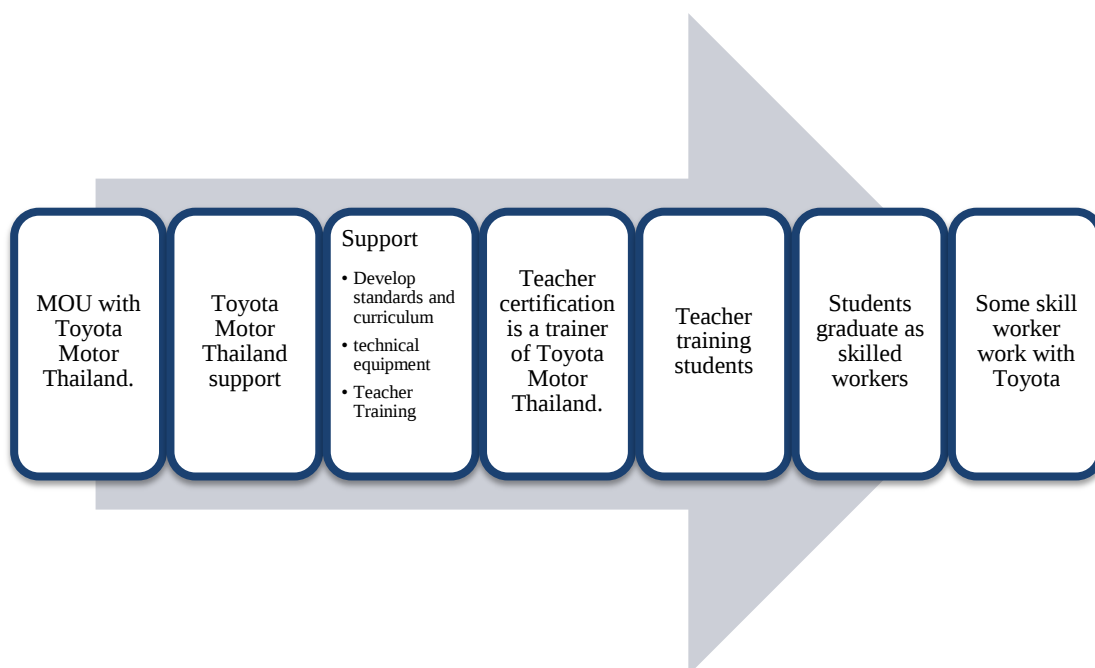


Figure 6.3 The TOYOTA Training Education Program (T-TEP) projects between Laos – German

The Lao-Korea Skills Development Institute by the end of this career and some private sector to enter the labor market in Laos. But it is important to train skilled workers to enter the race in the region which is the only institution in PDR. Laos under the Ministry of Labor and the Institute has become a test site of professional skill in PDR. Laos.

For Lao-Japan Human Resources Development Institute issues its findings after completing a training course at the Institute of Business training program, which is an interesting course for only those entrepreneurs. On completion of this training course operators have applied in their businesses. It has expanded its business to grow from SME's to expand as the company grows bigger. Of course, this is a very distinguished entrepreneur in the Lao-Japan Human Resources Development Institute.

In summary, there are three public institutes for the process of skill development in Lao PDR. The sequence of the findings of the data analysis, in depth interviews, the visual data analysis and video recording field of research. There are important issues as follows: (1) Preparation; (2) The preparation courses for skill

development of outstanding issues; (3) Each institution receiving the training / guidance and practice to develop a skilled future workforce and (4) the findings interesting are later for the workforce development training courses. All three have the same objective for the process of skill development. However, based on these findings, the difference obviously is the focus given to entrepreneurs. But on the opposite side another institution focused on getting the disadvantaged and tribal groups. This is interesting in this research, and that obviously is a development program that aims to produce skilled workers for the knowledge and skills to meet the needs of operators that direct the project TOYOTA Training Education Program (T-TEP) Program and Dual Cooperative Training (DCT).

For the private sector or the business sector, an overview of the process of two skill development institutions, TACDO Consulting Center and Lao Labor Promotion look different in operation. The research is presented in order to simplify it (see Figure 6.4).

Private sector

Organization	TD	LLP
1. Preparation	Trainers, tools, location, *budget from ADB, UN, curriculum	Agency Enterprise
2. Prominent Course	Heavily machinery Short course	-
3. Getting the training	Government pay 80% of trainees from rural	-
4. Issues	Some trainee get a chance to be a trainer, mostly find a job by themselves	-

Figure 6.4 Similarities and differences of private sectors

As from Figure 6.4, finally the research found similarities and differences of two private sectors, LD and LLP in four important issues (1) The Preparation (2) The

issue of skill development courses at prominent institutions (3) The issue of getting the training / guidance to develop a skilled workforce in the future (4) The findings for workforce development training courses.

1. The preparation

In the TACDO Consulting Center, a business sector has prepared a proposal to receive funding assistance from international organizations including ADB and the UN through government approval. The implementation of preparedness is on the part of teacher training, tools and equipment including location and budget. The curriculum is in accordance with the plan, the government has taken to develop the potential of the structure utilities as part of the government. On the other hand, the Lao Labor Promotion preparedness activities aimed at responding to the needs of enterprises, since the company is not a Lao Labor Promotion Training skilled worker as before. But the parties are obliged to send workers abroad, as has been stated to meet the needs of enterprises of Thailand.

2. The issue of skill development courses at prominent institutions

The short training course featured at TACDO Consulting Center is on engineering and heavy machinery. It creates opportunities for those who are unemployed or illiterate to help the unemployed with jobs and make a better living.

3. The issue of getting the training/guidance to develop a skilled workforce in the future

The TACDO Consulting Center is for training skilled workers, most of who come from outside the district, about 80 percent of the company's personnel will have their own area to search for the study. It provides opportunities to the unemployed illiterate without scholarships to acquire skill development training and a career in professional self-government policy by training at no cost whatsoever. The government pays for all.

4. The findings on workforce development training courses

The TACDO Consulting Center has trained people to get a chance to work as a trainer in the training area. The rest does not support the position clear to those trained. The trained return home. Some find work as aptitude. But the center has also recognized the importance of trained and unemployed. The future plans are to establish shipping agency workers for the labor market. The current training is for

skilled workers, but only train skilled workers and delivery workers have a future in the labor market. It will focus on the domestic market only.

The findings of the Lao Labor Promotion is the practice of labor skills before sending workers abroad, but faced with failure, because of many issues such as the costs of the training. The trainer is responsible for paying it. The family must be far away. When training and development are completed and then skilled workers are trained in Thailand. The workers also have to take these new training tools from the industrial sector as Thailand plants are using more modern equipment. Therefore, Lao Labor Promotion is canceled and switched to coaching skill workers who are not trained for the labor market in Thailand. After that, the industrial sector in Thailand trains skilled labor to meet the needs of the industry itself.

In summary, the training of skilled workers, the private sector has continued to perform well in practice and the failure is on the part of TACDO Consulting Center to conduct training skilled workers with support from international aid organizations through the government's approval. The center plans to send workers into the labor market in the future. Part of Lao Labor Promotion existing labor skills training center before sending workers abroad. Especially Thailand, but faced with failure, because of many problems. Financial issues are important and even the skill training before being sent to Thailand, but when those workers come to work in Thailand, it is necessary to train skilled workers due to more modern tools. The cancellation of the training and then changing to export labor to other countries instead. The export of labor is not skilled labor.

6.2.2 Research question two: *“What are the experiences of the trained Lao workers toward the training programs?”*

The responses to this research question, the major findings are four sections to this study as follows (1) Decision Making to Join the Training (2) Career (3) The View Point of Skilled Trainees toward Training Courses (4) The Special Courses of Skill Training.

1) Decision making to join the training courses

From the findings in this study, the reason for deciding to train skilled workers are the same for all institutions. When training is complete, they can put that knowledge to work such as self-employed, then there is employment which can

support the economic development of the country. The difference is that the Lao-German technical college will be modern since most training institutions train skilled workers for the Laos labor market. The Institute for Skill Development in the Lao-Korea Skills Development Institute is a place that provides opportunities to people who have less opportunity.

2) Career opportunity

On completion of training courses, some get the chance to work with the institutions that train skilled workers. By the end of the course the Institute was joined in training skilled workers that include TACDO Consulting Center, Lao-German Technical College and Lao-Korea Skills development Institute. In addition, the Lao-Korea Skills development Institute also provides opportunities for training skilled workers who have a high score and remained high skilled with more opportunity to join a competition of the labor standards in national and ASEAN. And get a better chance to work abroad. Most of which are needed to work in the country because it is close to home or family, but if the opportunity to work abroad, most want to work in Thailand as it is a similar language, the same culture and convenient for travelling. There are few who want to work in the United States, Singapore, Germany, China, Vietnam and other ASEAN countries.

It should be noted here that the findings are mainly for males. Currently, there are more and more women being trained in the motor mechanic field, especially when trained skilled workers, and the mechanics will have knowledge of the engine parts. Women work at the customer service desk smoother than males. They can reduce the problems; take good care and make the service flow well because the majority of customers are men.

3) The view point of skilled trainees toward training courses

The findings of the research show that skilled trainees, mainly on the process of training a skilled workforce were met with some problems during their practice such as in the Lao-German technical college in the training department of Agriculture, Engineering and Machinery. Kubota provided advanced tools with new machines, but the old tools and machines are still all over the country. The skilled trainees do not have the skills in these kinds of old machines. It will be one of the main problems for the skilled trainee as they have trained only on new tools and

machines. There is also limited space and they have little clinical practice. The Lao-Korea skills development institute found that there is a trainer shortage. Skilled trainees have little practice, not enough to meet demand.

4) The special courses of skill training

The experience of the skilled workforce training is practical, rather than theoretical. The majority, about 70 percent, will be in the hands of TACDO Consulting Center which is providing a short course on the budget allocated to international organizations, ADB Bank. However, the Lao-German technical college and the Lao-Korea skills development institute provide two year and three year training courses after completing the course they will have the skilled middle class level. Indeed, there are three levels, beginning level, middle level, and high level.

In conclusion, to responses to this research question, *“What are the experiences of the trained Lao workers toward the training programs?”* The researcher study found an important detail between two popular institutions of government sector, LGTC and LK that is shown in the figure below.

Findings	LGTC	LK
Decision to join	Popular Employed	Opportunity Employed
Career opportunity	Competition in ASEAN, work abroad	Competition in ASEAN, work abroad
The view point	Practice with new modern machine but it can not apply with old machine at home, limit area	Trainer shortage, low quality practice, equipment for practice not enough

Figure 6.5 The main focus of the trained Lao workers toward the training programs in LGTC and LKI

As from Figure 6.5, the research found the focus of LGTC and LKI, the two government sectors, on four important issues: (1) Decision Making to Join the Training Courses (2) Career Opportunity (3) The View Point of Skilled Trainees toward Training Courses (4) The Special Courses of Skill Training.

6.2.3 Research question three: *“What are the perspectives of the owners of the training centers and trainers in Laos who are involved with the training programs?”*

To respond to this research question, the major findings are two sections to this study as follows (1) The Perspective of administrators and trainers in the public sectors (2) The Perspective of Business Owners.

1) The Perspective of administrators and trainers in the public sectors

Laos has become a country which has continued to develop and the opening of Laos is a country involved in the ASEAN Economy Community (AEC) and this makes a high demand for labor. The demand is for skilled labor in the manufacturing sector, both in construction and industry. The delays in producing skilled labor could produce a demand caused by insufficient budget. Space is limited. It needs to be expanded for skill training must be more responsive to government policy. Barriers are the Lao-German Technical College is only able to accept 500 people a year for training skilled workers, but the demand for labor is over it several times. The Lao-Korea Skills Development Institute has forsaken the opportunity people and tribes. Many tribes are living in the country. The opportunity to train skilled workers and agents who are trained skilled labor institutions have participated in the National Skills Competition. It has represented the country to compete in the ASEAN Skill Standards but it still suffers from a lack of funding.

The government has a limited budget on the training course programs and the Institutions must manage to survive on their own to train more skilled workers. This result impacts in terms of decreased quality for trained skilled workers. The Lao-Japan Human Resource Development Institute has organized training courses for business entrepreneurs to expand their businesses, from small businesses to medium-sized businesses or larger. On this point, the demand for labor, especially skilled labor from Thailand at the executive level, are flowing into mission work related to investment, especially Japanese companies in Laos. Japan companies are trying to create success and opportunities for skilled workers in Laos to flow into Thailand, but it has little for Lao workers in Thailand to legally have more. To meet the demand for labor in the state's policy is to promote more vocational learning, but on the contrary.

There was not much attention to vocational education. As there are those who are interested to study more general educational system of vocational education in Laos is not conducive to a higher level.

2) The perspective of business owners

The TACDO Consulting Center is a training center for skilled workers, the largest private sector in the country. The perspective of the owner and his management teams mainly comment on the Lao labor market shortage, HR management and development issues including training course programs. The country's growing construction is making a labor shortage from importing workers from Vietnam, China, and Thailand. Many unskilled Lao workers along the Mekong River cross the border to work in Thailand. It makes oppressed workers a blasphemous insult to the country's labor and Laos must find a strategy to maintain a good outcome. The Lao government currently is discussing to bring workers back, the government acknowledges that went awry because of a policy to promote education about a common line. Making career has not been as popular as it should. So, the government has created a new policy on vocational education system by funding from foreign organizations. In addition, there are measures to create a skilled workforce and institutions.

The Lao government has been cooperating with the Swiss government and UNDP project labor mobility between Thailand and Laos, to be fair, accurate international cooperation between UNDP's Thailand with UNDP in Laos, which is currently in progress. Conducted research and endeavors to resolve the shortage of labor. The government has also built schools in tribal Vientiane. Vang Vieng is the first school which was a boarding school. To permit tribal children to have the opportunity to attend school was inserted into the curriculum of vocational subject's electricity. Mechanics and sewing give students a good idea to choose a study focus on the vocational education that can help them decide to choose a career.

In the past, Lao Labor Promotion Centre used to provide many training courses, but the failures were due to problems with the cost of the training. The changing role of the training is delivered by workers trained to Thailand according to the operator. Although trained in the craft of Lao PDR but still need to train again when they come to work in Thailand because of new modern instruments. From the

researcher's view point, this is an important issue for skill development in the Thai labor market that needs to find the improper way to manage such as save cost, save time, and get skill workers as it needed.

The findings can be summarized as that the Laos government is continuing to develop the county with several projects especially building infrastructure. So, the shortage of skilled workers in Laos is still in crisis. Because there is so much demand, but production is not enough, as pointed out at the pyramids stand which is tipped workers with fewer administrators. As a result, the economy will collapse if they run out of skilled labors so that the Lao government's policy is to decide to import foreign workers in the ratio of 20 percent, which would be the high skill labors including the executive level. An import of Thai skilled workers and Thai managers are involved in foreign investment by Japanese manufacturing divisions in the special economic zone of Laos. It's required by the business Laos as Thailand and Laos are similar cultures and language and it is easy to communicate with each other. On this point, the Thai Labor Market is less likely to have skilled workers from Laos, most will be unskilled Laos workers instead. There is no skilled labor of Laos; Thailand's labor market has been attracting skilled labor from Laos to Thailand. The perspectives of administrators and trainers in the government sectors and the perspective of owner business are shown below.

Government Sector	Private Sector
-Continue developing country	-The construction is growing
- High labor demand	-Labor shortage
- The skill producing is delayed	- Unskilled near border work in Thailand and they were oppressed wage and disdained
- Limit budget support	- How to bring Lao workers back
- Skill training quality decrease	- Endeavor to resolve labor shortage
- Import skill workers	

Figure 6.6 The perspectives of administrators and trainers in the government sectors and the perspective of owner business (private sectors)

6.2.4 Research question four: *“What are the opinions of owners and managers of Thai companies toward the benefits of the human capital investment?”*

To responses to this research question, from the findings and literature review are that Thailand is currently facing a shortage of workers. Limited is the human capital is vital. The knowledge is useful. It can produce a quality product that responds to customer demand and benefits the country of export. If products meet the quality standards, resulting in the export of goods has grown. Moreover, when an employee has knowledge and skills she or he can go to work for another because a certificate and the right staff in bringing this knowledge to use. It's worth the investment, but the investment is limited, it is human. Labor shortages come into the training system. The effort is to recruit workers from Myanmar, Cambodia and Laos. In the case of Laos in terms of recruited skilled workers from Lao-German technical college, which is a place to train skilled workers in the Laos PDR. There are several candidates, but the fact that no Laos skilled workers want to work in Thailand. This is one of the serious concerns of the opinions of owners, managers of Thai companies toward the benefits of the human capital investment. The knowledge, skills and abilities are what they can carry throughout their lives, and can create jobs and income for themselves.

6.2.5 Research question five: *“What are the benefits of Thailand and Lao PDR on the human capital investment on the Laotian skills workers development?”*

To response to this research question, from the findings in this study, Thailand can benefit from Lao Skill workers for a short period of time while they work in Thailand. These workers will return to their home country as the way they are. So, on this point Thailand will continue to have a lack of skilled labor. The recruitment of new workers coming into the workforce investment system and put on a new man that have to bear the cost of human capital increase, but on the other hand the Lao PDR has benefited greatly from the investment.

Furthermore, in the case of human capital investment Loa PDR has support from several international organizations, which are ADB, UN, international institutions, including German, Japanese, Korean, Chinese and Vietnamese companies.

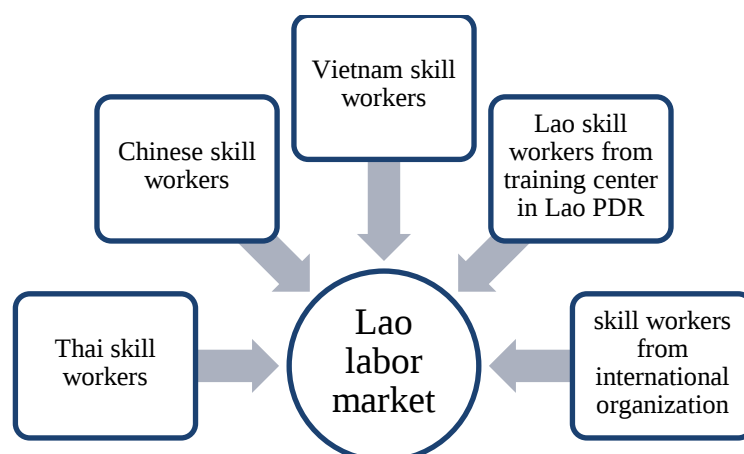


Figure 6.7 Human capital investment in Lao PDR has support from several international organizations

For the private sector, the TACDO Consulting Center has a budget from the ADB, UN practice is that the human capital Human capital investment, but the demand is still insufficient.

6.3 Discussion of specific issues

The discussion of specific issues includes the following topics:

- 6.3.1 Point of view about human capital investment in Lao PDR
- 6.3.2 High skill worker shortage in both the Lao and Thai Labor market
- 6.3.3 Obstacles of national development toward human resource
- 6.3.4 What's next, completing or sharing in the labor market?

6.3.1 Point of view about human capital investment in Lao PDR

The Index of the World Economic Forum (2015) measured 124 countries for human capital and the ranking of Lao PDR was 8 in ASEAN but 105 in the world. It shows that Lao PDR remained and needed to develop human capital. In 1989-2014, the country with the highest investment in Laos was China (33.14%), and next was Thailand (27.36%), followed by Vietnam (20.84%) and Korea (4.61%) (Investment Promotion Department, 2015). Lao has limited human resources, weak capacity, and skill shortages that represent critical binding constraints for the country.

The Technical and Vocational Education and Training (TVET) sector is poor but an important role in training skilled workers for industry and in meeting labor market needs (ADB, 2010).

From the findings in this study, Lao-German Technical College is an institution of vocational education. The Lao government has a policy to train more skilled workers to meet the needs of the labor market sector. Scholarships are available for free to students studying for women's line. Budget aid is not enough. It depends on the cooperation and support of the private network, but it also found many problems of institutional limited congestion, inadequate for use in training, both theoretical and practical. The numbers of candidates are numerous. Many applicants apply but only 500 are accepted, which meet only a small number of government policies and inadequate to the needs of the labor market.

In short, with the expansion of the economy, investment, and industry, especially the special economic zone, building infrastructure is increasing. But there is a shortage of skilled workers

From the measuring of human capital of World Economic Forum (2015), there are very important guiding concepts underlying the second edition of the Human Capital Index. *The first* is a focus on learning and employment outcomes. *The second* is a focus on demographics and *the third* is distance to the ideal. In the business world, human capital is the economic value of an employee's set of skills. To a policymaker, human capital is the capacity of the population to drive economic growth. To others it may include tacit knowledge acquired informally through experience, non-cognitive skills, such as inter-personal skills and the physical, emotional and mental health of individuals. The Human Capital Index aims to accommodate this conceptual diversity and takes a holistic approach, while keeping an overall focus on maximizing a nation's human potential.

However, as the World Bank (2014, p. 10) stated, "Training does not create jobs. Skills are a derived demand and that demand depends on policies for growth and employment creation." The population of Lao is projected to increase by 38 percent from 6.4 million in 2010 to 8.8 million in 2030. Expansion of the labor force and a decrease in the number of dependents present an opportunity for growth, particularly if Lao PDR can tap the potential of young workers through productive employment

opportunities (World Bank, 2014). Indeed, the Lao-German Technical College has a network with private sectors in many countries to support employment opportunity especially Toyota Motor Thailand which supports the TOYOTA Training Education Program (T-TEP) to develop standards and curriculums. Technical equipment and teacher training Teacher certification to be a trainer of Toyota Motor Thailand. And students are trained on some graduate work with Toyota. Siam Kubota is the same way. There were also teachers from different countries to help in the training of teachers from the Philippines, Thailand, Indonesia, Cambodia, Malaysia, Papua New Guinea, Africa and Australia.

One very crucial process in human capital investment from the findings in this study can be seen at the Lao-German Technical College upon graduation training. They become skill workers and are employed by private companies to support recruitment directly to the institution on graduation day. One of the outstanding is the Toyota Company. So, at the end of training skilled workers do not have any employment. Our students are able to create jobs and income for themselves and for their families. An one of informants said, “... *Toyota must train our teachers here before. To know the technology to teach students, so we updated the outside. This makes the study realistic with more students; we can say that 100% of the students have a job as our network private companies are already booked. This is what one key participant expressed...*” LGP3 (L256-262).

In summary, Laos's effort to develop skilled workers and have funding from international organizations such as ILO gives funds to support the goals of the Lao People's Democratic Republic to develop a modern, transparent and credible labor inspection system (Rynhart & Chang, 2014). Skill workers are very crucial for the Lao PDR. Kim (2006) and (Schuller, 2001) summarized that human capital refers to the knowledge, skills, and abilities (KSA) that exist within individuals. They can be one of the main concerns for human capital investment. Human capital enables individuals to increase productivity and earnings, which in turn improves the productivity of the organizations in which they work and the societies in which they live.

6.3.2 High-skilled worker shortage in the Lao and Thai labor market

1) Lao labor market

Laos PDR is a country sending labors to many countries such as to Thailand and Singapore. It is keen to develop technical and vocational education training systems and skills recognition arrangements quickly, and possibly in cooperation with others countries in ASEAN (Thailand and Vietnam). Thus their systems are on the verge of significant structural reform. The situation in Lao PDR at the start of the ASEAN Enhancing Skills Recognition project in 2004 about technical training, skills accreditation, training institutions accreditation and business involvement. The part of technical training, the government department response system of training in agriculture, labor, education, etc. and the growth of private training institutes in recent years especially in the business and IT sectors. There is a legal provision that employers pay a training levy, however, this has never been implemented. There are eight training ‘centers of excellence’: Lao Skills Development Centre, Vientiane Skills Development Centre (private), Pakpasak, Lao German, Technical College, Lao Korea Vocational Training Centre, Vocational Education Teacher development, Lao Union Training Centre, and Centre for Product Promotion. The part of skills accreditation, Laos had no national system of skills standard testing and certification. Standards for certificates were set by formal curricula and monitored by the Ministry of Education. There was no accreditation system for VTE institutions but there was official recognition of the need for such a system.

There was a serious shortage of trained VET trainers and no system for accrediting trainers. And the part of business involvement, on the whole, there was little awareness by industry of competency standards and the advantages of certifying workers under some national system. Many Lao workers fill low skill level positions in plantations, agriculture and fishing enterprises but at the same time Laos is keen to try to catch up as well as to ensure that its workers are hired and paid at levels commensurate with their skills. The pace of change has been rapid (Iredale et al., 2007). The Government of Lao PDR has decided the sets of competency standards and is fully supportive of a regional framework for the development of regional sets of competency standards. A regional qualifications framework needs to be put in

place, which will also become their national qualifications framework. It also means that mechanisms for accrediting workers who possess these skills must be developed and there must be processes for ensuring that standards are met by trainers, assessors and others bodies involved. When the mechanisms are developed, it is hoped that workers who go outside of the country to work will be hired and paid appropriately. This is the major motivation behind the changes and it is a case of the prospect of greater skilled migration driving the developments.

In 2012, approximately 200,000 Lao workers migrated to ASEAN countries; of which 190,000 went to Thailand, equivalent to 95% of Lao workers in ASEAN and 94% of total Lao workers working in foreign countries. In the same year, 110,000 workers from ASEAN countries migrated to Laos; 100,000 were from Vietnam, 5,000 were from Thailand, and around 5,000 were from other ASEAN countries. The estimated remittance was about US\$50 million. Most of the workers were employed in construction, industry, agriculture, trade and wholesale-retail sectors (Leebouapao, 2014).

Currently, most of the jobs that are available in Lao PDR are not very attractive; productivity and growth remains very low, and this implies relatively low wages, and relatively slow growth in those wages (World Bank, 2014). Lao PDR government announces and receives support investment from the other countries.

The demand is for skilled labor in the manufacturing sector, both in construction and industry. Because of delays in producing the skilled labor could produce demand caused by insufficient budget. Space is limited. It needs to be expanded to get skill training which must be more responsive to government policy. Barriers of Lao-German Technical College are able to receive the training of skilled workers for up to 500 people a year, but the demand for labor is over that every year.

In summary, the Lao labor shortage and most Laos labor are unskilled labor. The important problem of labor is the skills problem and Laos spurred an intense focus on skills development initiatives. Moreover, the problem about wages and a shortage of skilled workers has risen. The government and other partners have responded by channeling more resources to skills development, for example with investments in vocational training facilities to train more workers. Lao PDR faces problems in the education sector and only looks to skills development as a solution

which does not address the fundamental problems constraining economic growth, employment creation, and poverty reduction. Creating an environment conducive for farm and non-farm businesses to make investments and grow remains an essential first step for skills development.

2) Thai labor market

Thailand's shortage of workers is continuing. In addition, the potential need of laborers in Thailand have increased and expanded from 89.26 % to 100.47%. It shows that Thailand's labor market has been developed to increase. Although the employed in the Thai labor market and unemployment rate is low, the Thai labor market faces a labor shortage and relies on migrant workers to develop the economy especially from Lao, and Cambodia, thus how to manage these migrants to work for Thai labor market in high benefit.

However, as from the findings in this study, the Lao-Japan Human Resource Development Institute has organized training courses for business entrepreneurs to expand their businesses, from small businesses to medium-sized businesses or larger. This study found that the demand for labor, especially high skilled labor from Thailand at the executive level managers are flowing into mission work related to investment in Lao PDR. To meet the demand for labor is the state's policy to promote the teaching of vocational learning by more open admission every year. However, there was not much attention to vocational education. As there are those who are interested to study more general educational system of vocational education in Laos is not conducive to a higher level.

In summary, the Lao labor shortage and most Laos labor are unskilled labor. The Government and other partners have responded by channeling more resources to skills development. On the other hand, the Thai labor market still has a shortage of skill workers. It is insufficient to meet demand. It therefore became necessary to employ skilled migrant workers. Skills are a derived demand and that demand depends on policies for growth and employment creation. It is challenge to investigate the skill worker process as they are one of the components of Human capital investment for this study.

6.3.3 Obstacles of national development toward human resource

The skills problem in Lao PDR is even deeper and more severe than is generally recognized, being a problem not simply of vocational skills but of even basic reading and numeracy skills (World Bank, 2014). It is limited by the lack of alignment between the required skills in the labor market and those produced by the TVET sector, the poor quality of training, shortages of trainer teachers, the absence of teaching aids, and limited practical skills among teaching staff. Many TVET institutions lack modern facilities and equipment. Much of the training offered in the TVET sector is not relevant to labor market needs. The linkages between the public and private sectors are weak.

Private sector involvement in TVET, including finance, strategy and curriculum development, and delivery of training, can be increased and refocused on traditional trades. Many Laotian workers fill low skill level positions in plantations, agriculture and fishing enterprise but at the same time Lao PDR is keen to try to catch up as well as to ensure that its workers are hired and paid at levels commensurate with their skills. The Laos Government supports a regional qualification framework for development competency standards to be put in place and accredit skill workers. These mechanisms are for developed workers who go outside of the country for work to be hired and paid appropriately (ADB, 2010). Maruddin and Sanusi (2010 cited in Vann & Sakulkoo, 2012) explained that a fundamental step to achieve the objective of good practice of human resource for sustainable development is the assessment of the human resource development system involved in input, process, and output. The training model is a systematic approach that aims at continuously improving the employee and organizational system (Blanchard & Thacker, 2004 cited in Vann & Sakulkoo, 2012).

Swanson and Holton (2009) stated that training and development have constituted the largest realm of Human Resource Development (HRD) activity. HRD is the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness. They also defined training and development as the process of systematically developing work-related knowledge and expertise in people for improving performance. One of the main concentrations of HRD is the training and development

focus on changing or improving the knowledge, skills, and attitudes of individuals. In addition, McLean (2006) said training, development, and education were the three main roles to contribute to life-long learning goals. He argued that training was viewed as acquiring knowledge and skills to be applied directly and immediately to the job while education was more long term in application at some time in the future but still applied to the job.

A training process is an open system that has a relationship with the environment. The system is open to influences of its environment and depends on the environment input. Organizational inputs are translated by the training subsystem into usable input such as organizational and employee needs, training budgets, staff, equipment, etc. The input is utilized to produce the output of the training system for improving knowledge, skills, attitudes, and job performance. The effective training is about meeting organizational needs, not just conducting training programs. When training is viewed as a set of integrated processes in which organizational and employee needs are analyzed and responded to the rational, logical and strategic manner, the organization will improve and it is likely to invest in further training (Blanchard & Thacker, 2004 cited in Vann & Sakulkoo, 2012). Some of the benefits of training such as the unemployed, displaced and economically disadvantaged in the USA have long been supported in the Job Training and Partnership Act (JTPA) by the government, the JTPA was the largest federal skills training program and provides training opportunity to them. These activities help to permanently reduce unemployment (Desimone & Werner, 2012, pp. 261-263).

6.3.4 What is next, completing or sharing in the labor market?

From documents reviewed, Thailand and Laos have an agreement on the workers of the two countries that Lao authorities check and prove citizenship of the Laotians by the mobile establishment of a comprehensive registration services for migrant workers (One Stop Service) at Bangkok and Laotians will be issued temporary passports and Thailand will issue a license to work. The two countries jointly provide Laos workers benefits under Thai law and agree that workers can come to work in Thailand and go back home to border provinces (Matichon, 2014, p. 10). The main reason for getting migrant workers to work in Thailand is because of the shortage of labor and most migrant workers who work in Employment in Micro

and Small Enterprises in the north east in Thailand (EMSET) are Laotians (44%) (TDRI, 2009). As documents are reviewed, the population of Lao is projected to increase by 38 percent from 6.4 million in 2010 to 8.8 million in 2030. Expansion of the labor force and a decrease in the number of dependents present an opportunity for growth, particularly if Lao PDR can tap the potential of young workers through productive employment opportunities (World Bank, 2014).

Regarding other document reviews, the employment of high-skilled workers will certainly be a key factor, enabling sustainable economic growth in the long run. Therefore, it is important for Lao PDR to develop more local skilled labor. The Lao PDR government should support the education system, particularly at the university and technical education levels, to produce more high-skilled graduates in order to serve the rapidly increasing domestic demand. In addition, the employment of the high-skilled foreign workers should be encouraged to help serve the increasing demand. Barriers on the employment of high-skilled immigrants should be removed to facilitate more employment.

6.4 Implications

This section presents the implications for practice suggested by the researcher. The implications have been drawn from the findings of the research. The implications were divided into three aspects.

Implication for practice #1: For the Human Resource (HR)

Professionals/ Trainers and Skill Worker Development Training Institutes

Developing from unskilled to skills workers has led to the development of human capital which gives individuals the knowledge, skills, and ability to work. The individual is a part of the organization. When the organization knows that the individual has more skills, more experience, and more expertise, this gives good opportunity for organizational development. If the organization lacks skilled worker problems, such as broken equipment, then the organization cannot management because the individual in organization does not have the knowledge, skills, and ability, so the skilled worker is important to all organizations and for their self-employed.

LGTC provides learning programs for individuals as follows: (1) Skill Worker Level (9+2); (2) Technician Level (9+3); (3) Technician Level (12+2); (4) Higher Technician Level (9+3+1) or (12+2+1) and (5) Short Courses Regarding to industries need (see Figure 6.8).

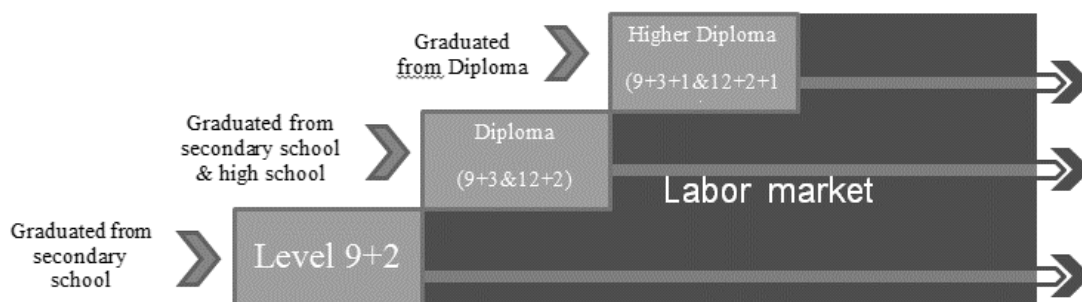


Figure 6.8 LGTC learning programs

However, as from the findings, this institution needs to expand and have more teacher training and include financial support for the near future to have more sites for admission. In addition, LK also provides more training programs for less opportunity people and tribes who live far from Vientiane, the capital of Lao PDR. LK is still having the same problems as LGTC. So, the stake holder, especially government, may need to take a serious look at this matter. The next implication provides more detail about the policymaker.

Implication for practice #2: For the policy makers

The findings of this study found that the strategy of the Lao government tried to move the country to be a “Battery of Asia”. The second implication is a need for increased accountability of government sectors including, private sectors and any other organizations in human capital investment. Based on the findings, most of the participants involved in skill worker development shared their experiences indicated that in order to invest in human capital, especially in skill worker development, all policy makers are required to become involved in the effort. All policymakers at every level should provide the means to promote motivation. For instance, providing some skill training program with the budget to support the unskilled to become skilled workers as Lao labor shortage as most Laos workers are unskilled labor. Furthermore,

all sources of obstacle/ problems that are avoidable such as the teacher training shortage, financial support obstacle, and complicated managerial system aspects should be eliminated.

Imagine if all unskilled people in the Lao PDR were convinced and become skilled workers, offering help to the nation. The whole country will not only gain benefits but also the quality of life. If the country has a lot of skill workers, productivity has increased and the country's income increases and is followed by the quality of life for Lao people. They also can pay more tax which means more revenue for the government. When skilled workers are high quality, the exportation will follow increasing and the economics of the nation will expand. The country's GDP will increase. It is therefore necessary to all policy makers to seriously be aware and concerned. It may help and sharing to the Thai labor market there still is a shortage skill workers. Skills are a derived demand and that demand depends on policies for growth and employment creation. This study provides the challenge to investigate the skill worker process as they are one of the components of Human capital investment.

In short, as mentioned above, all sources of obstacles/ problems that are found in this study can be useful information for the policy makers to look for how to solve the problems or look for possibilities to move further ahead.

Implication for practice #3: ASEAN community

Some very important purposes of ASEAN were to create a single market and production base which is stable, prosperous, highly competitive and economically integrated with effective facilitation for trade and investment in which there is free flow of goods, services and investment; facilitated movement of business persons, professionals, talents and labor; and freer flow of capital and to develop human resources through closer cooperation in education and life-long learning, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community. In 2015, 10 countries in ASEAN did not need a visa. The development of Lao workers is extremely important beyond the ASEAN level. Presently, ASEAN has determined eight careers free flow thus this study is more important for skills Lao worker in ASEAN.

The Lao-Korea Skills Development Institute is responsible to the Ministry of Labor by getting support from the Korean government. It is the place for skill testing

to work abroad and representing the country in the ASEAN Skills Competition standards that the areas of training include nine fields, electrical, electronics, IT technicians, carpenters, garment construction Knicks, food and hospitality. It is focused on the practical, rather than theoretical. A professional curriculum standards has been approved by the Ministry of Labor to set a standard for teaching the course. But the main problems are human resource and financial support with a good system. The Lao PDR government should support the education system, particularly at technical education levels, to produce more high-skilled graduates in order to serve the rapidly increasing domestic demand.

In addition, the employment of the high-skilled foreign workers especially the high-skilled workers from the ASEAN community should be encouraged to help serve the increasing demand by caring and sharing to each other instead of making more competition. Sakulkoo (2013) mentioned, “It seems like we ignore our commitment on the ASEAN Charter, “One vision, one identity, and one sharing and caring community”. In term of skilled worker that means a quality of life. The UNDP (2015) reported that Singapore experienced the highest level of growth (the first 11); followed by Brunei (31) Malaysia (62) and Thailand (93), the Indonesia followed closely (110), Philippine (115) and Vietnam (116), Laos (141) Cambodia (143) and Myanmar (148) will also need to develop their countries’ economies, quality of life and well-being of the people.

6.5 Recommendations for future research

In addition to the drawing of general conclusions and identification of specific applications of the study, there are several recommendations for future research which are outlined in this section.

First, this research was conducted by collecting data which was specific only to the five organizations in Vientiane, the capital of Loa PDR. Therefore, an opportunity is open for more research on other organizations’ stakeholders in other areas, such as in Leuang Bhabang in the North or Savannaket and Jumpasak in the South of Loa PDR. Studies should especially target rural areas to look for the possibility to conduct further research on how to deliver skill development training programs to rural areas instead of just only provide in the big cities.

Second, this research was focused on investigating the process of how to develop unskilled migrant workers and upgrade them to skill workers, and to explore the effect of the free flow of labor practice on human capital investment. Thus, the results describe only the process of the human capital investment, while it has also shown that there are other issues, which involve the human capital investment of the Loa PDR. Therefore, research conducted on other issues that are related to leading human capital investment toward the Laos upgrade to skill workers could be studied more. For example, government system issues, financial issues, and relevant factors that support human capital investment to achieve the goal in national development, as well as human capital investment in rural communities are recommended for further research.

Third, the results of this research were focused on the perspectives of a specific group of the government sector and private sector, which have specific conditions that are related to skill worker development. Thus, research can be conducted in other conditions such as financial issues, trainer shortage issues, and develop a new system to link between entrepreneurs and the skill worker development training program like Toyota's linkage from the findings in this study.

Fourth, the findings emerged in this study that several people still cannot get a job fit after finishing skill training programs due to lack of information or coordination with government agencies and enterprises for labor shortages. So, this issue may be very interesting for further research.

Fifth, this research was focused on investigating the process of how to transform unskilled migrant workers into skilled workers and to explore the effect of labor free flow practices on human capital investment. But another perspective in the findings emerged in this study that is very interesting is that there should be a study on the Vocational education system, which deals directly with the production of skilled labor.

6.6 Limitations of the study

First, this study intended to provide an initial understanding of the issues of the process of how to transform unskilled migrant workers into skilled workers and to explore the effect of labor free flow practice on human capital investment, rather than

making generalizations. Lincoln and Guba (1985, p. 289) stated, “the best advice to give to anyone seeking to make a transfer is to accumulate empirical evidence about contextual similarity; the responsibility of the original investigator ends in providing sufficient descriptive data to make such similarity judgments possible”. Although, the qualitative nature of this study, the researcher was unable to generalize the findings beyond this purposive sample of participants. It should be noted here that if there is to be transferability, the burden of proof lies less with the original investigator than with the person seeking to make an application elsewhere. The original inquiry cannot know the sites to which transferability might be sought, but the appliers can and do.

Second, all the transcriptions were translated into three languages. At the beginning, it was Lao. Then the transcriptions were translated into Thai as the researcher in a Thai native. Finally all the transcriptions were translated into English. The researcher realized such a difficulty is that often there is no equivalent word in English capable of capturing the subtle nuances of the world in the original language. This may be one of the main concerns in this study.

6.7 Final conclusion

This study was designed and conducted in response to the five purpose of the study: (1) the process of developing unskilled Lao workers in the Lao PDR; (2) the experiences of the trained Lao workers toward the training programs; (3) the perspectives of the owners of the training centers and trainers in Laos who were involved with the training program; (4) the opinions of the owners, managers of the Thai companies toward the benefits of the human capital investment; and (5) the benefits of Thailand and the Lao PDR on the human capital investment on the Laotian skills workers development. The results of this study support the relevance of important concepts which include establishing skill training programs, human resources, and government and agency systems. The results from the present study indicate the importance of the efforts of government policies and international funds to develop the human resources, especially the trainers and the new agencies may need to expand to rural areas.

The findings from the present study also indicate the significance of skilled workers as the Laos government is continuing to develop the county with several

projects, especially building infrastructure and so on. So, the shortage of skilled workers in Laos is still in crisis. In addition, the Thai Labor Market is less likely to have skilled workers from Laos, most are unskilled Laos workers. On the other hand, there are Thai skilled workers who have been looking in Laos. It is hoped that the conclusions and implementations of this study could be utilized for individuals, organizations, and nations in terms of human capital investment

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APPENDICES

APPENDIX A
WORKSHOP FOR QUALITATIVE RESEARCH
AT BUNGKHAE, NAKHONNAYOK

June, 2014 Workshop for qualitative research at Bungkhuae, Nakhonnayok



Figure A.1 ภาพแสดงการฝึกการสัมภาษณ์เป็นกลุ่มเพื่อเก็บข้อมูลที่บ้านของผู้ให้ข้อมูล



Figure A.2 ภาพแสดงการฝึกการสังเกต การนั่งฟังและการจดบันทึก

APPENDIX B
EXAMPLE OF PROGRESS REPORT

EXAMPLE OF PROGRESS REPORT

Table B.1 ตัวอย่างการจดบันทึกเรื่องราว เหตุการณ์ และสะท้อนคิด ในช่วงศึกษาวิจัย

วันเดือนปี	บันทึกเรื่องราว
1 ก.ย.57	-ได้มีโอกาสเดินทางไปที่ TACDO Consulting Center ที่นครหลวงเวียงจันทน์พร้อมกับทีมอาจารย์จาก HRD Center มหาวิทยาลัยบูรพา นำทีมโดยท่าน รศ.ดร.ฉลอง ทับศรี ,ดร.สารทิศ สกุลคู่ ,ดร.รอน และได้ทราบข้อมูลที่น่าสนใจเกี่ยวกับแรงงานลาวที่มาทำงานในประเทศไทยส่วนใหญ่มาแบบผิดกฎหมายและเป็นแรงงานที่ไม่มีฝีมือ ถูกกดขี่แรงงาน ดังนั้นถ้าแรงงานลาวต้องการจะทำงานที่ต่างประเทศ ควรจะได้รับการพัฒนาฝีมือแรงงานก่อนเพื่อไม่ให้ถูกกดขี่หรือดูหมิ่น จึงเป็นที่มาของการค้นคว้าและสนใจประเด็นแรงงานฝีมือของลาว และตั้งใจแน่วแน่ที่จะศึกษาวิจัยในการเรียนระดับคุณวุฒินิพนธ์ และเมื่อมี Assignment จากท่านอาจารย์ ผู้วิจัยก็จะเอาประเด็นแรงงานต่างด้าวมาประกอบ Assignment นั้นทุกครั้ง ทำให้ได้รับรู้ข้อมูลของแรงงานต่างด้าวมากขึ้น

APPENDIX C
DATA COLLECTION FIELD WORK

DATA COLLECTION FIELD WORK

22 มิถุนายน 59

การเตรียมความพร้อม

การเตรียมความพร้อมผู้วิจัยซึ่งถือว่าเป็นเครื่องมือสำคัญในการเก็บข้อมูลงานวิจัยเชิงคุณภาพ ได้จัดการแลกรถออกไม่ทำงานให้เป็นวันหยุด นอนพักผ่อนให้เพียงพอ ทำอากรรมให้ผ่อนคลาย แจ่มใส ไม่เครียด สมองจะได้โล่ง ก่อนเดินทางกันนอนพักผ่อนเต็มที่ นอกจากนั้นก็เตรียมวัสดุอุปกรณ์อื่นๆ ได้แก่ โทรศัพท์ลาว โทรศัพท์ไทยต้องชาร์ตแบตเตอรี่ให้เต็ม พร้อมใช้งาน บัตรประชาชนสำหรับทำบัตรผ่านแดน สมุดโน้ต ปากกา เงินเก็บ เครื่องบันทึกเสียง ใบนียอมให้สัมภาษณ์ และของที่ระลึกได้เลือกเอาพระเครื่องที่มีอยู่แล้วเป็นของที่ระลึก พระเครื่องที่เป็นตลับเป็นเหรียญหลวงปู่ทวด จากวัดห้วยมงคลบพิตร อ.หัวหิน จ.ประจวบคีรีขันธ์สำหรับอาจารย์และเหรียญหลวงปู่เหรียญ วัดอรัญญบรรพต ต.บ้านหม้อ อ.ศรีเชียงใหม่ จ.หนองคาย สำหรับนักเรียนที่เข้ากลุ่ม



Figure C.1 ภาพแสดงของที่ระลึกที่นำไปมอบให้กับผู้ให้สัมภาษณ์ที่ สปป.ลาว

การเดินทาง

เดินทางจากหนองคายไปยังกรุงเวียงจันทน์เพื่อไปเก็บข้อมูลที่วิทยาลัยเทคนิคลาวเยอร์มัน ได้ไปทำบัตรผ่านแดนที่อำเภอเมือง จ.หนองคาย แล้วไปขึ้นรถโดยสารที่ด่านตรวจคนเข้าเมืองไทยที่สะพานมิตรภาพไทยลาว ข้ามไปที่ด่านลาว ถึงด่านลาวที่รู้จักชื่อเกียจ ราคาต้องตอบคำถาม

คนขับรถรับจ้างไม่ประจำทางโดยเฉพาะรถตู้ รถแท็กซี่ บางคนก็ไม่รู้ไรแต่บางคนก็รู้ไร เดินตามก็มี ผู้วิจัยจะต้องนั่งบ้างก็ตอบว่าไม่ไป ไปเอง บ้างก็ใช้ภาษามือบอกสวัสดีลักษณะไม่ไป บ้างก็เงยบ ภายในเวลาอันสั้นแต่ผู้วิจัยต้องการไปขึ้นรถที่จุดจอดซึ่งเป็นรถประจำทาง รถบัสสีเขียว เขียนว่าไปท่า เตื่อ หรือตลาดเช้า รอรถไม่นานรถมาก็ออกเดินทางไป แต่ก่อนที่รถจะออกผู้วิจัยได้บอกคนขับรถว่า ถ้าถึงวิทยาลัยเทคนิคลาวลาวเยอรมัน



Figure C.2 ภาพแสดงสภาพการจราจร ชีวิตความเป็นอยู่ของวิถีคนเมืองหลวง สปป.ลาว

บรรยากาศระหว่างรอรถออก ที่บริเวณจุดจอดรถโดยสารตลาดเช้ากรุงเวียงจันทน์ แล้วให้จอดด้วย เขาก็ทำทางอ้อมด้วยดี ยิ้มแย้มเป็นมิตร เขาตอบว่า”ได้” ซึ่งแปลว่า ครบ ค่ะ รับทราบ แต่ขณะนั่งรถเดินทางไปที่พักก็ชวนคุยกับผู้โดยสาร ผู้วิจัยนั่งเบาะหน้าขวามือคนขับและ ติดประตู ก็ได้โอกาสพูดคุยถามเกี่ยวกับรถเพราะสังเกตเห็นป้ายสติ๊กเกอร์ JICA ติดที่ข้างรถทุกคัน เขา บอกว่า ประเทศญี่ปุ่นเอามาช่วยเป็นรถมือสองของญี่ปุ่นและก็จะเอามาอีก 23 คันในเดือนหน้า นอกจากนั้นก็ถามเส้นทางที่จะไปศูนย์ฝึกลาวเกาหลี บ้านหนองทา ต้องนั่งรถสาย”โพนต้อง” ซึ่งจอด

อยู่ที่ด้านข้างของ บขส.เพราะ บขส.กำลังปรับปรุง เป็นจุดเดียวกับที่รถบัสเขียวไปท่าเตียน) สะพานไทยลาว(จุด ส่วนศูนย์ลาวเวียดนาม อยู่บ้านนาไซต้องขึ้นรถสายดงคำซ่าง อยู่ไม่ไกลจากวัดธาตุหลวง และขึ้นรถที่ บขส.บริเวณที่ปรับปรุงก่อสร้าง

ส่วนการเดินทางรถบัสเขียวปรับอากาศจากสะพานไทยลาว ไปตลาดเช้า มีรถออกทุก 15 นาที เริ่มจาก 05.50-18.00 น .ถึงด่านประมาณ 7.00 น .ค่ารถเที่ยวละ 6,000 กีบ) เมื่อวานค่าเงินอยู่ที่ 230 กีบต่อ 1 บาท ก็ราว 26 บาท (คุยกันเพลินปรากฏว่าโซเฟอร์ขับรถผ่านวิทยาลัยเทคนิคลาว เยอร์มันเลยจนไปถึงตลาดเช้าที่เวลา 10.00 น .เลยปรึกษากับเขาว่าจะทันไหมอีก 30 นาทีเพราะนัดอาจารย์ไว้ที่ 10.30 น .โซเฟอร์ใจดีก็บอกว่าจุดที่นี้ 15 นาทีแล้วก็ออกรถ และบอกผู้วิจัยไม่ต้องไปลงรถไปขึ้นคันอื่นไม่อย่างนั้นจะได้เสียเงินอีก ให้นำรถคันนี้ไปอีกรอบ ฟรี ไม่เสียค่าโดยสาร ดูโฉมหน้ารถคันนี้ที่พาเราไปถึงตลาดเช้า ระหว่างที่รอก็มีคนขายของเดินมาขายของ มีขายขนมประเภทของทอด กับข้าว ผลไม้ Һมาฝรั่งและที่น่าอัศจรรย์ใจคือขายหนังสือเป็นเล่มส่วนใหญ่เป็นหนังสือตำราทำนา ฝืน หนังสือภาษาอังกฤษ-ลาวสำหรับเด็ก หนังสือภาษาลาว สำหรับเด็กและผู้ฝึกเริ่มต้น ผู้วิจัยเคยดาวน์โหลดอักษรลาวมาฝึกเขียนอยู่พักหนึ่งเพราะตั้งใจว่าจะฝึกเขียน อ่านภาษาลาวให้ได้ จึงขอซื้อหนังสือหนังสือฝึกเขียนภาษาลาวมาเล่มหนึ่ง แม่ค้าบอกว่าราคา 15,000 กีบ ผู้วิจัยมองหน้าและยิ้ม ถ้าอยากขายได้ดีต้องไม่ขายแพง แม่ค้าก็เลยลดราคาเหลือ 10,000 กีบ โดยที่ผู้วิจัยไม่ได้ต่อรองราคาสักคำ ก่อนจ่ายเงินก็เลยต้องขอถ่ายรูปคู่กับแม่ค้าบนรถ

เมื่อได้เวลารถออกผู้โดยสารก็เกือบเต็มรถ โซเฟอร์ก็นั่งประจำตำแหน่งคนขับ ขับรถไปแบบสบายใจ ไปเรื่อยๆช้าๆไม่มีเร่งรีบเหมือนบ้านเรา แอร์ก็เย็นๆสบายๆ โซเฟอร์เล่าต่ออีกว่า ระบบรถขนส่งเป็นส่วนหนึ่งของทางราชการ รถที่ขับเป็นรถหลวง คนขับได้เงินเดือนประจำเดือน แต่เวลาขับรถก็ต้องจ่ายค่าเช่าเหมาวันละ 1,300,000 กีบ) ประมาณ 5,652 บาท (ขับได้วันละ 5 เทียว เทียวละ 260,000 กีบ ถ้าวันไหนค่าโดยสารเก็บได้ไม่ถึงค่าเช่าก็ต้องจดบันทึกนำไปหักเงินเดือนแทน ยังเล่าต่ออีกว่าแต่ก่อนรถไม่เยอะ ค่าโดยสารเก็บได้แต่ปัจจุบันไม่เหมือนเดิมเพราะบางวันก็ขาดทุน บางวันก็พอได้จะให้รวยก็ไม่รวย พออยู่พอกิน เนื่องจากว่าตอนนี้ปริมาณรถมีมากขึ้นเป็นทวีคูณเพราะใครๆก็สามารถซื้อรถได้

อย่างไรก็ดีในการออกภาคสนาม ผู้วิจัยต้องเตรียมความพร้อมในทุกๆด้าน แม้แต่ความเสี่ยงในการนั่งรถสามล้อเครื่อง เพื่อไปสถานที่ต่างๆ



Figure C.3 ภาพแสดงการจ้างสามล้อเครื่องเพื่อการเดินทางเก็บข้อมูลใน สปป.ลาว

August 22, 2016

ได้เดินทางไปที่เวียงจันทน์เพื่อไปสัมภาษณ์ที่สถาบันพัฒนาฝีมือแรงงานลาว-เกาหลี วันนี้ อากาศร้อนอบอ้าว แต่ช่วงนี้กรมอุตุนิยมวิทยามีแนวโน้มว่าน้ำท่วมฉับพลัน เนื่องจากว่าที่อำเภอศรีเชียงใหม่ น้ำโขงเริ่มซึมเข้าในท่อท่วมที่ถนนหน้าซอย 15-20 พอนั่งรถเมล์ข้ามสะพานมิตรภาพไทย-ลาว น้ำล้นตลิ่งท่วมพื้นที่ริมฝั่งบางพื้นที่ของไทย แต่ทาง สปป.ลาวทำที่กันตลิ่งพังค่อนข้างสูง น้ำไหลเข้าไม่ได้ ไปต่อรถเมล์สายสีเขียวจากด่าน ตม.ลาวเข้าไปในตลาดเช้าโดยรถบัสแอร์ค่าโดยสาร 6,000 กีบ หรือเงินไทยก็ประมาณ 30 บาท แล้วต่อรถจากตลาดเช้าสายโพนต้องไปอีก 3,000 กีบหรือประมาณ 15 บาท เดินทางออกจากบ้าน 9.30 น. ถึงสถาบันพัฒนาฝีมือแรงงานลาว-เกาหลีเวลา 13.00 น. พอได้เวลาสัมภาษณ์ ได้สัมภาษณ์ท่านอาจารย์คำสอนก่อนซึ่งท่านเป็นอาจารย์ผู้สอนไอที และเป็นหัวหน้าฝ่ายบริหาร และท่านมีประสบการณ์ในการไปร่วมพิสูจน์สัญชาติแรงงานต่างด้าวที่บางแสน 6 เดือนเมื่อ 5 ปีที่แล้ว ได้สัมภาษณ์ในห้องประชุม ดิดแอร์ อยู่ชั้นสอง และได้สัมภาษณ์ท่านอาจารย์สุกัน อาจารย์หัวหน้าฝ่ายวิชาการ ท่านอาจารย์ได้อธิบายแบบชัดเจน เหมือนพูดคุยกันธรรมดา ได้ประเด็นที่น่าสนใจเกี่ยวกับเรื่องแรงงาน เช่น แรงงานลาวที่ไปไทย ส่วนใหญ่จะเป็นแรงงานดิบ ตลาดต้องการแรงงานที่มีฝีมือแต่ไม่เพียงพอ

รัฐบาลกำหนดว่าแต่ละปีให้ผลิตจำนวนมาก เช่น 20,000 คน แต่ทางสถาบันผลิตได้ปีละประมาณ 400 คน เนื่องจากปัญหาการขาดงบประมาณ เพราะงบประมาณที่นำมาบริหาร รัฐบาลไม่ได้สนับสนุนแต่ได้เงินค่าเทอมจากนักเรียนที่มาเรียนเท่านั้น ค่าเทอมประมาณ 3,500 บาท และส่วนใหญ่จะเป็นเด็กที่ด้อยโอกาสมาเรียน คือ เด็กที่ไม่ได้เรียนหนังสือ อยู่ชนบทที่ห่างไกลความเจริญ ครอบครัวยากจน ทำให้มีปัญหาอุปสรรคหลายอย่าง สาขาอาชีพที่เปิดสอนมีทั้งหมด 9 สาขา คือ ช่างยนต์ ไฟฟ้า ไอที อิเลคทรอนิกส์ ประมง อาหาร เย็บผ้า ช่างไม้ ช่างก่อสร้าง เสริมสวย ทางสถาบันได้

มีการแข่งขันฝีมือแรงงานแห่งชาติ ทางกระทรวงแรงงานเป็นเจ้าภาพซึ่งจัด 2 ปีต่อครั้ง ปีที่ผ่านมา ช่างไฟฟ้าได้เหรียญค่า 1 เหรียญ) เหรียญค่าคือ เหรียญทอง (เหรียญเงิน 1 เหรียญ ช่างไม้ได้เหรียญค่า 2 เหรียญ ส่วนก่อสร้างยังไม่เคยได้เหรียญ นักเรียนที่เข้าแข่งขันแล้วได้เหรียญค่าจะได้รับสิทธิพิเศษคือ เวลาสอบภาคปฏิบัติไม่ต้องเข้าสอบ ถือว่าผ่านการประเมินแล้ว ได้รับการเสนอให้เป็นครูสอนอยู่ที่สถาบัน ซึ่งมีครูใหม่อยู่ 3 คนที่นั่งอยู่ในห้องทำการ จึงขออนุญาตสัมภาษณ์ในวันพรุ่งนี้ ส่วนการเข้าแข่งขันในระดับอาเซียนนั้นเข้าร่วมทุกครั้งแต่ยังไม่เคยได้รับเหรียญ เนื่องจากว่าขาดงบประมาณในการฝึกเพราะต้องใช้งบมาก รู้ว่ามาตรฐานอาเซียนต้องการอย่างไรแต่ไม่สามารถตอบสนองได้เพราะงบประมาณไม่มี ปีนี้จะจัดขึ้นที่ประเทศมาเลเซีย จบการสัมภาษณ์เวลา 16.00 น.ก็ให้อาจารย์ช่วยเซ็นใบอนุญาตให้เก็บข้อมูลและออกมารอรถสองแถว 15 นาทีเดินทางไปที่ตลาดเช้าและนั่งรถจากตลาดเช้ามาที่ด่านตม.ลาว ผ่านพิธีการตรวจคนเข้าออกเมืองแล้วเดินทางกลับบ้าน

August 23, 2016

วันนี้ได้เดินทางไปกรุงเวียงจันทน์เพื่อไปสัมภาษณ์อาจารย์ที่สถาบันพัฒนาฝีมือแรงงานลาว-เกาหลี ซึ่งได้นัดอาจารย์เวลา 10.00 น. .ตื่นเช้าตี 5 ออกจากบ้านเวลา 6.20 น.ไปถึงด่าน ตม.ไทยที่หนองคาย เวลา 7.30 น.ผ่านพิธีการตรวจคนเข้า-ออกเมือง เดินทางไปที่ด่าน ตม.ลาว โดยรถโดยสารข้ามสะพานมิตรภาพไทย-ลาว ค่าตัว 20 บาท) นอกเวลาทำการ ถ้าในเวลาทำการ 15 บาท (ไปถึงด่าน ตม.ลาวเวลา 7.45 น.ถ้าจะเดินทางเข้าเมืองเลยจะต้องจ่ายเต็มราคาเป็นเงิน 11,000 กีบ หรือประมาณ 50 บาท ผู้วิจัยจึงนั่งจิบกาแฟที่ซื้อจากฝั่งไทยและแสนวิสรองท้อง รออีก 15 นาทีจึงเข้าเมืองเวลา 8.00 น.ได้จ่ายค่าเข้าเมืองแค่ 1,000 กีบ หรือ 5 บาท และได้เดินทางไปตลาดเช้าโดยรถสาย 33 สีเขียว ค่ารถโดยสาร 6,000 กีบ ต่อรถบัสสาย 31 จากตลาดเช้าไปพอนตอง ค่ารถ 3,000 กีบ ไปถึงสถาบันก่อนเวลานัดประมาณ 15 นาที ได้นั่งรอเนื่องจากมีคณะรัฐมนตรีมาเยี่ยมสถาบัน หลังจากนั้นจึงได้สัมภาษณ์อาจารย์ (Ley) (ซึ่งเคยเป็นนักศึกษาที่สถาบันนี้และได้เป็นครูสอนอยู่แผนกไอที ตอนแรกนัดอาจารย์จะสัมภาษณ์ 2 ท่าน ก็เลยปรับเปลี่ยนเวลาใหม่เพราะว่าสัมภาษณ์เสร็จก็เป็นเวลา 11.30 น. เหลือเวลาอีก 30 นาทีก็จะเที่ยงวัน จึงได้รับกวนอาจารย์เล่พาเดินชมสถานที่และถ่ายรูป คุยกันไปมาจึงได้เชิญท่านอาจารย์เล่ อาจารย์คำสอน อาจารย์อีกท่านหนึ่งไปรับประทานอาหารกลางวันที่บ้านสถาบัน จึงได้โอกาสเป็นเจ้ามือเลี้ยงเผื่อ) กวядเดียว(อาจารย์ทั้งสามท่าน กินไปก็ชวนคุยไป จึงคิดถึงประเด็นที่น่าสนใจคือ การส่งนักเรียนไปแข่งขันฝีมือระดับอาเซียนที่อาจารย์เล่เล่าให้ฟัง

ตอนที่เดินชมสถานที่ได้พบนักศึกษาท่านหนึ่งกำลังทำงานอยู่หน้าเครื่องมือไฟฟ้าชิ้นใหญ่ อาจารย์เล่บอกเตรียมตัวไปแข่งอาเซียน 3 แผนก มีช่างไฟฟ้า ช่างไม้ ช่างซ่อมรถยนต์ ที่ประเทศมาเลเซียในเดือน ก็เลยตัดสินใจบอกอาจารย์ตามตรงว่าขอปรับแผนได้ไหม จะขอสัมภาษณ์น้อง

นักศึกษาทั้งสามแผนกในช่วงบ่ายเพื่อทำ Focus Group ซึ่งนักเรียนกลุ่มนี้เป็นตัวแทนระดับประเทศ เพื่อไปแข่ง ถือว่าเป็นความโชคดีที่อาจารย์ปรับให้ และนักเรียนที่จะไปแข่งนั้นอยู่พร้อมหน้ากันทั้ง 6 คน แต่อาจารย์จัดมาให้จริงๆทั้งหมด 7 คน แต่ละคนก็ใช้เวลาซ้อมเป็นปี แต่ติดขัดที่ปัญหาวัสดุ อุปกรณ์ไม่ค่อยเพียงพอและไม่ทันสมัย ส่วนใหญ่จะเป็นปีที่ 2 ปี 3 มี 2 คน แต่ก็ได้อบอมน้องๆว่า เวลาที่สัมภาษณ์อย่าเรียกว่าสัมภาษณ์ ให้ถือว่าเป็นการพูดคุยกันไปเรื่อยๆไม่ต้องเกร็ง ไม่ต้องซีเรียส ทำตัวสบายๆ ทำให้น้องๆหัวเราะ มีรอยยิ้มตลอดการทำกลุ่ม ซึ่งก็ได้ประเด็นเกี่ยวกับกระบวนการเรียนการสอน ปัญหาอุปสรรคที่พบ การเตรียมตัวไปแข่ง การประกอบอาชีพหลังเรียนจบ ซึ่งส่วนใหญ่ก็ตอบว่า จะทำงานในประเทศทุกคน แต่ถ้ามีโอกาสได้ไปทำงานต่างประเทศอยากไปประเทศไทย 2 คน นอกนั้นจะไปอเมริกา สิงคโปร์ แต่ละคนก็ฝึกเป็นปี แต่มีน้องก็ตำหนิแผนกไฟฟ้าที่ย้ายมาจาก วิทยาลัยเทคนิคลาว-เยอรมัน เนื่องจากเป็นตัวแทนของประเทศในการไปแข่งระดับอาเซียนและสถานที่ในการฝึกของประเทศอยู่ที่สถาบันพัฒนาฝีมือแรงงานลาว-เกาหลีและมีญาติทำงานที่เขื่อนไฟฟ้าหงสา เรียนจบจะไปทำงานที่นั่น และมีบางคนอยากเป็นอาจารย์สอนที่สถาบันนี้เนื่องจากว่าอยากเป็นเหมือนอาจารย์ อาจารย์ปิ่นเราได้ เราก็อยากปั้นคนที่มีฝีมือต่อไปให้ได้เหมือนเราให้ได้ เกิดความภาคภูมิใจ เสร็จจากการทำกลุ่มประมาณบ่ายสามโมงและเดินทางกลับหนองคาย

September 2, 2016

วันนี้ได้เดินทางจากศรีเชียงใหม่ไปที่สะพานมิตรภาพไทยลาว หลังจากทีลงเวรตึก ประมาณ 9.00 น. ไปถึงด่านไทยประมาณ 10.00 น. ผ่านพิธีการตรวจคนเข้าเมืองโดยใช้พาสปอร์ตในการข้าม ที่ด่านไทยต้องมีการเขียนเอกสารสำหรับแอสมป์เพื่อออกนอกประเทศ แต่พอไปถึงด่านลาวเขาพัฒนา ปรับปรุงใหม่ ไม่ต้องมีการเขียนเอกสารเพียงแค่นำพาสปอร์ตให้เจ้าหน้าที่ตำรวจ พาสปอร์ตจะสแกนผ่านเครื่องอัตโนมัติเลย ซึ่งที่ผ่านมายังไม่มีแต่ ณ ปัจจุบันถือว่าสะดวก รวดเร็ว ไม่ต้องเสียเวลาเขียนเอกสารและลดขยะ ลดภาวะโลกร้อน ซึ่งทาง สปบ.ลาวได้เริ่มนำเครื่องสแกนพาสปอร์ตมาใช้ก่อนประเทศไทย วันนี้ปรากฏว่ามีคณะทัวร์ ลูกทัวร์จากฝั่งไทยข้ามไปฝั่งลาวจำนวนมาก รสบัสหลายคัน จอดรอคิวข้าม ทำให้แออัดพอสมควร ต้องต่อแถวยาว พอข้ามมาถึงด่านลาวแล้ว เวลาประมาณ 10.30 น. ประเมินดูเวลาไม่น่าจะทันถ้าจะนั่งรถโดยสารประจำทางเพราะต้องนั่งรถสองต่อ

จากด่านไปที่ตลาดเช้า และจากตลาดเช้าไปที่โพนต้องเพื่อลงหน้าสถาบันพัฒนาฝีมือแรงงานลาว-เกาหลี น่าจะใช้เวลาเดินทางอยู่ประมาณ 2 ชั่วโมง เพราะรถวิ่งช้ามาก จึงตัดสินใจเลือกที่จะนั่งแท็กซี่แต่คนขับรถแท็กซี่ ชื่อเต็ง ไม่เคยได้ยินชื่อสถาบันนี้เลยและไม่เคยไป ผู้วิจัยจึงได้บอกเส้นทางเองว่าต้องไปยังไง ตอนแรกเขาบอกว่าจะขอค่ารถ 500 บาท ก็เลยบอกว่าถ้า 500 จะไม่ไปจะไปเอง เขาก็ต่อรองเหลือ 350 บาท ผู้วิจัยก็ไม่ยอม ถ้าจะไปก็ต้อง 300 บาท เขาก็ตกลงตามที่เราเสนอ จึงได้เดินทางโดยรถแท็กซี่ของนายเต็ง ขับรถไปที่สถาบันวันนี้รถติดมาก สอบถามได้ใจความว่า

มีทั้งรถเจ้านายเดินทางเพื่อเตรียมงานต้อนรับประธานาธิบดีโอบามาและผู้นำอาเซียน ในการประชุมสุดยอดผู้นำอาเซียนในวันที่ 6-8 กันยายน 2559 ณ กรุงเวียงจันทน์ ทำให้ไปถึงสถาบันฯ เวลา 11.30 น. เกือบเที่ยง ผู้วิจัยรู้สึกเห็นใจแท็กซี่ที่พยายามขับรถฝ่าฝูงชน ฝูงรถยนต์ที่เต็มท้องถนนและพาเดินทางโดยสวัสดิภาพจึงให้ทิปไป 100 บาท รวมจ่าย 400 บาท เขาดีใจมาก รีบให้นามบัตรกับผู้วิจัย ซึ่งเท่าที่ทราบมาถ้าขับจากด่านลาวมาตลาดเช้า ค่าโดยสารจากตลาดเช้าถ้าราคาถูกที่สุดน่าจะ 300 บาท บริเวณรอบนอกสถาบันฯ และภายในทางเดินตรงทางเข้าสถาบันฯ จะมีร้านขายตุ๊กตา ช่อดอกไม้ ช่อดอกไม้เพื่อถ่ายรูปเต็มฟุตบาทมาถึง 11.30 ไม่ทันพิธีการมอบใบประกาศ เขามอบใบประกาศเรียบร้อยแล้ว พอเดินลงจากรถเดินเข้าไปสังเกตเห็นกลุ่มคนท่าทางน่าจะเป็นผู้หลักผู้ใหญ่และเห็นชู้มของ KOLAO ผู้วิจัยมองไกลเห็นท่านผู้อำนวยการเดินเข้าร่วมขบวนด้วยจึงเดินฝ่าฝูงชนเข้าไปยกมือไหว้ท่าน และไหว้ท่านอื่นๆ ซึ่งสังเกตน่าจะไม่ใช่คนลาว น่าจะเป็นคนเกาหลี ท่านผู้อำนวยการจำผู้วิจัยท่านยิ้มพักและบอกว่ายินดี ดีใจที่ผู้วิจัยมาร่วมงาน

นอกจากนั้นก็เห็นอาจารย์คำสอนซึ่งอาจารย์ฝ่ายบริหารงานทั่วไปและสอนไอที และเป็น Informant ด้วย ทุกคนเดินเข้าไปในชู้มของ KOLAO ซึ่งวันนี้เป็นบริษัทเดียวที่มารับสมัครงาน ผู้วิจัยจึงได้ถือโอกาสถ่ายรูปกับคณะของท่านผู้อำนวยการ และถ่ายรูปกับทีมงาน KOLAO และได้สัมภาษณ์ฝ่าย HR ของบริษัทด้วย และท่านอาจารย์คำสอนได้มาถามผู้วิจัยว่า รู้ไหมว่าที่เดินไปกับคณะท่านผู้อำนวยการ รู้มั้ยว่าเป็นใคร ผู้วิจัยตอบหน้าตาเฉยว่าไม่รู้ “เป็นใครหรือคะอาจารย์” อาจารย์บอกว่าท่านคือรัฐมนตรีกระทรวงแรงงาน ผู้วิจัยออกอาการตกใจและก็ดีใจ ทั้งแปลกประหลาดใจตัวเองมาก ทำไมก้าวลงจากรถแล้วมาทันร่วมเดิน ถ่ายรูป อยู่ใกล้กับรัฐมนตรีกระทรวงแรงงานซึ่งเข้าใจว่าท่านเป็นคนเกาหลี เนื่องจากท่านเป็นคนร่างใหญ่ หน้าตาไม่เหมือนคนลาว หน้าตาเหมือนคนเกาหลีหรือคนต่างชาติเลยอะไรประมาณนั้น ชื่อท่านขุนคอง ราชสุกัน รมว.แรงงาน และยังมีท่านพูนวัน จันทะวง หัวหน้ากรมพัฒนาฝีมือแรงงาน หลังจากนั้นก็ได้ร่วมรับประทานอาหารกับท่านอาจารย์ที่ได้อาคารผู้อำนวยการ



Figure C.4 ภาพแสดง รัฐมนตรีกระทรวงแรงงานของลาวและคณะเยี่ยมชมการแสดงสินค้าของบริษัท KOLAO ในงานมอบใบประกาศนียบัตรแก่ผู้สำเร็จการศึกษาประจำปี 2558



Figure C.5 ภาพแสดงผู้วิจัยได้มีโอกาสเข้าร่วมกับคณะรัฐมนตรีกระทรวงแรงงานของลาวเยี่ยมชมการแสดงสินค้ายานยนต์ของบริษัท KOLAO



Figure C.5 ภาพแสดงการออกภาคสนามของผู้วิจัยและทีมงานบริษัท KOLAO ของประเทศเกาหลี

หลังจากร่วมงานมอบใบประกาศเสร็จสิ้นก็ได้สอบถามเส้นทางที่จะไปที่ Lao-Japan Training Center ได้ความว่าระยะทางที่จะไปศูนย์ลาวญี่ปุ่นห่างจากศูนย์ฝึกลาวเกาหลี ประมาณ 1 กิโลเมตร อาจารย์เล่าผู้ที่สอนไวยากรณ์ภาษาขับมอเตอร์ไซไปส่งที่ศูนย์ลาวญี่ปุ่นซึ่งอยู่ในมหาวิทยาลัย แห่งชาติลาว ซึ่งก่อนหน้านี้ได้โทรศัพท์นัดเวลาที่จะนำส่งหนังสือ ซึ่งได้ติดต่อกับคุณพิสมัยที่อยู่ เคาน์เตอร์ประชาสัมพันธ์ นัดเวลาบ่ายโมง ผู้วิจัยได้ไปถึงที่ Lao-Japan Training Center เวลาบ่าย โมงตรงพอดี ก็ได้ติดต่อกับยาม ยามได้ไปติดต่อกับคุณพิสมัย เขาบอกให้รอก่อน สักพักคุณพิสมัยก็ เดินออกมาด้วยใบหน้ายิ้มแย้ม เป็นมิตรที่ดี ก็รู้สึกยินดี และได้แนะนำตัว พร้อมกับบอกวัตถุประสงค์ อีกครั้งและคุณพิสมัยก็ได้รับเอกสารไว้ให้เอกสารที่ยื่นได้แก่ หนังสือขออนุญาตเก็บข้อมูลเพื่อการวิจัย โครงร่างวิจัยฉบับย่อ และแนวคำสัมภาษณ์ และได้ขออนุญาตถ่ายรูปกับคุณพิสมัยและได้เข้าไปใช้ ห้องสมุดที่ศูนย์ ส่วนใหญ่หนังสือจะมาจากประเทศไทย ภาษาญี่ปุ่นอีกส่วนหนึ่ง และส่วนน้อยที่เป็น หนังสือภาษาลาว

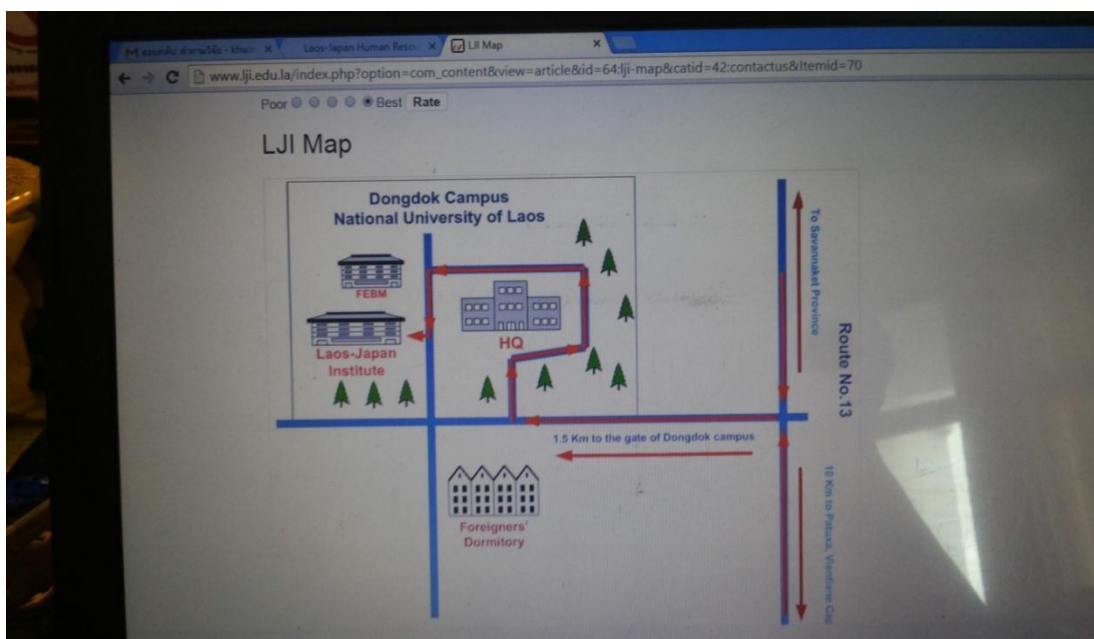


Figure C.6 ภาพแสดงแผนที่ Lao-Japan Human Resource Development Institute



Figure C.7 ภาพแสดงที่ตั้งของ Lao-Japan Human Resource Development Institute ในมหาวิทยาลัยแห่งชาติลาว



Figure C.8 ภาพแสดงห้องสมุดใน Lao-Japan Human Resource Development Institute

หลังจากนั้นได้เดินทางออกจากมหาวิทยาลัยแห่งชาติเพื่อเดินทางไปตลาดเช้า รถบัสเขียว ในรูปภาพเป็นรถที่นำพาผู้วิจัยไปที่ตลาดเช้า และจะไปยื่นหนังสือขออนุญาตเพื่อเก็บข้อมูลที่ ADB in Laos ซึ่งอยู่บริเวณถนนล้านช้าง อยู่ใกล้กับตลาดเช้า เมื่อเดินทางไปถึงตลาดเช้าลงจากรถแล้วเดินไปที่ ADB อาคารร้อนอบอ้าวมาก ไม่นานฝนก็ตกแต่ผู้วิจัยมีร่มติดกระเป๋าเดินทางไปด้วย ได้ไปติดต่อที่ ป้อมยามของ ADB เขามีขั้นตอนการติดต่อคือ ต้องลงบันทึกชื่อ สกุล ที่อยู่ เบอร์โทร ในสมุดพร้อม บอกรายละเอียดประสงค์ หลังจากนั้นเจ้าหน้าที่รักษาความปลอดภัยจะเอาป้ายคล้องคอหมายถึงเป็นผู้มา ติดต่อราชการ หลังจากนั้นเขาถึงได้เปิดประตูรั้วเข้าไป พอเดินเข้าไปข้างหน้าจะเป็นสำนักงานประตู ไม้ น่าจะมีอายุการใช้งานนานพอสมควร เคาะประตูก่อนเปิด พอเปิดประตูเข้าไปก็พบกับผู้หญิงคน หนึ่ง ทราบชื่อว่า นางแขก นั่งอยู่โต๊ะหน้าประตูเป็นผู้ที่กลั่นกรอง รับหนังสือ ผู้วิจัยได้แนะนำตัวและ บอกรายละเอียดประสงค์ พร้อมกับยื่นหนังสือขออนุญาตเก็บข้อมูล โครงร่างวิจัยฉบับย่อ พร้อมทั้งแนบ สัมภาษณ์ หลังจากนั้นเขาได้รับเรื่องแล้วบอกว่าจะติดต่อกลับไป ผู้วิจัยจึงขออนุญาตถ่ายรูปคู่กับนาง แขก แต่เธอไม่อนุญาต เธอบอกว่าเธอจะเซ็นชื่อใส่กระดาษให้)เศษกระดาษ(ว่าได้รับเอกสารพร้อมกับ ใบหน้าที่ไม่มีรอยยิ้มของเธอ ผู้วิจัยจึงบอกว่า “ถ้าไม่สะดวกก็ไม่เป็นไรนะคะ ขอบคุณมากนะคะ” แล้ว ก็ลากลับ ยกมือไหว้ เมื่อออกมาจากห้องนี้แล้วก็ต้องคืนบัตรกับเจ้าหน้าที่รักษาความปลอดภัยก่อน เมื่อเดินออกมาหน้าป้อมยามจึงขออนุญาต รูปถ่ายรูปป้ายและได้รับกวนให้ รูปถ่ายรูปให้ หลังจากนั้นก็ได้เดินทางกลับ เนื่องจากเหนื่อย หดแรง และถือว่าวันนี้เป็นวันที่ได้ทำงานตามที่ได้วางไว้ ครบ



Figure C.9 ภาพแสดงการออกภาคสนามของผู้วิจัยเพื่อติดต่อเก็บข้อมูลที่ ADB



Figure C.10 ภาพการออกภาคสนามของผู้วิจัยกับผู้อำนวยการสถาบันและนักศึกษาที่
Lao-Japan Human Resource Development Institute

APPENDIX D
PILOT STUDY

PILOT STUDY

First Round การเดินทางครั้งแรกไปที่ลาว

การเดินทางติดตามที่ปรึกษา รศ.ดร.ฉลอง ทับศรีกับคณะเพื่อฝึกภาคสนาม

On September 1, 2014 ร่วมเดินทางกับคณะอาจารย์ IGHRD BUU ไปเยี่ยมเยียนที่ ม.ราชภัฏอุดร ,มหาวิทยาลัยแห่งชาติลาวและศูนย์พัฒนาทรัพยากรบุคคลที่เวคโด ลาว TACDO Training Center at Vientiane, LAO PDR



Figure D.1 ภาพแสดงการออกภาคสนามของผู้วิจัยร่วมกับอาจารย์ที่ปรึกษาในการประชุมที่มหาวิทยาลัยแห่งชาติลาวและการเยี่ยมชมสถาบันพัฒนาทรัพยากรมนุษย์ TACDO Consulting Center

APPENDIX E
EXAMPLE OF OFFICIAL DOCUMENTS FOR DATA COLLECTION

EXAMPLE OF LETTER ASKING PERMISSION FOR DATA COLLECTION



ที่ ศธ ๖๖๒๑.๗/ว๐๗๓

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ตำบลแสนสุข อำเภอเมือง
จังหวัดชลบุรี ๒๐๑๓๑

๑๓ มิถุนายน ๒๕๕๙

เรื่อง ขออนุญาตเก็บข้อมูลเพื่อทำดัชนีพนธ์

เรียน ผู้อำนวยการ Lao-Korea Vocational Training Center

สิ่งที่ส่งมาด้วย โครงร่างวิจัยเรื่อง "Human Capital Investment for Labor Free Flow: Lao Skill Worker Development for Thailand and Lao PDR Labor Market"

ด้วยนางขวัญกัลยา ปุณนา นิสิตปริญญาเอก สาขาการพัฒนาศักยภาพมนุษย์ ภาควิชาบัณฑิตศึกษานานาชาติการพัฒนาศักยภาพมนุษย์ คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา ขณะนี้ได้ทำดัชนีพนธ์เรื่อง "Human Capital Investment for Labor Free Flow: Lao Skill Worker Development for Thailand and Lao PDR Labor Market" และมีความสนใจเก็บข้อมูลภาคสนามที่ Lao-Korea Vocational Training Center เกี่ยวกับการพัฒนาฝีมือแรงงาน เนื่องจากทาง Lao-Korea Vocational Training Center มีข้อมูลที่น่าสนใจ ศึกษาค้นคว้าและเป็นประโยชน์ต่อตลาดแรงงานในภูมิภาคอาเซียน และได้ส่งโครงร่างวิจัยมาให้ท่านจำนวน ๑ ชุด ตามสิ่งที่ส่งมาด้วย

จึงเรียนมาเพื่อทราบและพิจารณาอนุญาต

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร. นง ทักษรี)
อาจารย์ที่ปรึกษาหลัก

สำนักงานภาควิชาบัณฑิตศึกษานานาชาติการพัฒนาศักยภาพมนุษย์

โทรศัพท์ ๐ ๓๘๑๐ ๒๐๔๖

โทรสาร ๐ ๓๘๓๙ ๓๔๔๘

EXAMPLE OF THANK YOU LETTER FOR DATA COLLECTION



ที่ ศธ ๖๒๑๘.๗/ว๐๗๒

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ตำบลแสนสุข อำเภอเมือง
จังหวัดชลบุรี ๒๐๑๓๑

๒๙ สิงหาคม ๒๕๕๙

เรื่อง ขอขอบคุณ

เรียน ผู้อำนวยการ Lao-Japan Training Center

ตามที่ท่านได้กรุณาอนุญาตให้ นางขวัญกัลยา ปุณนา นิสิตปริญญาเอก สาขาการพัฒนา
ทรัพยากรมนุษย์ ภาควิชาบัณฑิตศึกษานานาชาติการพัฒนทรัพยากรมนุษย์ คณะศึกษาศาสตร์ มหาวิทยาลัย
บูรพา ซึ่งขณะนี้อยู่ระหว่างการทำวิทยานิพนธ์ เรื่อง "Human Capital Investment for Labor Free Flow:
Lao Skill Worker Development for Thailand and Lao PDR Labor Market" และได้ทำการเก็บข้อมูล
ภาคสนามเกี่ยวกับการพัฒนาฝีมือแรงงาน ที่ Lao-Japan Training Center ทำให้ได้ข้อมูลที่น่าสนใจและเป็น
ประโยชน์ต่อการศึกษาค้นคว้า ทางสาขาการพัฒนาทรัพยากรมนุษย์ ภาควิชาบัณฑิตศึกษานานาชาติการ
พัฒนทรัพยากรมนุษย์ คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา จึงขอขอบพระคุณเป็นอย่างสูง ในความกรุณา
ของท่านในครั้งนี้ ขออาราธนาคุณพระศรีรัตนตรัยและสิ่งศักดิ์สิทธิ์ทั้งหลายในสากลโลก ได้โปรดดลบันดาล
ประทานพรให้ท่านและครอบครัว ประสบแต่ความสุขสิริสวัสดิ์พิพัฒน์มงคล สมบูรณ์พูนผลในสิ่งอันพึง
ปรารถนาทุกประการ

จึงเรียนมาเพื่อกรุณาทราบ และหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านใน
โอกาสต่อไป

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร. ฉลอง ทับศรี)
อาจารย์ที่ปรึกษาหลัก

สำนักงานภาควิชาบัณฑิตศึกษานานาชาติการพัฒนทรัพยากรมนุษย์

โทรศัพท์ ๐ ๓๘๑๐ ๒๐๔๖

โทรสาร ๐ ๓๘๓๙ ๓๔๙๘

EXAMPLE OF PERMISSION LETTER FOR DATA COLLECTION

Ethic 04



ใบยินยอมให้เก็บข้อมูลเพื่อการวิจัย

อนุญาตให้ นางขวัญกัลยา ปุณนา นิสิตหลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการพัฒนาทรัพยากรมนุษย์ คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา ขณะนี้อยู่ระหว่างการทำวิทยานิพนธ์ เรื่อง Human Capital Investment for Labor Free Flow: Lao Skill Workers Development for Thailand and Lao PDR Labor Market โดยมี รองศาสตราจารย์ ดร. ฉลอง ทับศรี เป็นประธานกรรมการควบคุมวิทยานิพนธ์ เพื่อให้การวิจัยดังกล่าวเป็นไปด้วยความเรียบร้อยและมีประสิทธิภาพ คณะศึกษาศาสตร์ จึงมีความประสงค์ขออนุญาตเก็บข้อมูลเพื่อการวิจัยกับบุคลากรในสถาบันของท่าน

- ☒ อนุญาต
☐ ไม่อนุญาต

ลงนาม *สมิณ วิจิตร*

(.....)

ตำแหน่ง *อธิการบดี*

วันที่ *21.06.2016*



สมิณ วิจิตร

APPENDIX F
INTERVIEW GUIDE

INTERVIEW GUIDE

This interview guide was developed from the Patton (2002) and Kvale (2007) technique. It has been generated from key words, research questions and adjustments from three cases of interviewing that the researcher did in a pilot study. Patton (2002) suggested six categories of interview guides for the data collection: (1) Behavior/ Experience Questions, (2) Opinion/Value Questions, (3) Knowledge Questions, (4) Feeling Questions, (5) Sensory Questions, and (6) Demographic Questions. In this study, the researcher has related the six categories to the time sequence of past, present, and future to see the different dimensions by time order. However, this interview guide was adjusted for each respondent, depending on their answers to previous questions.

แนวคำถามสัมภาษณ์ของงานวิจัยนี้ ได้สร้างขึ้นจากหลักการและแนวคิดของ Patton (2002) and Kvale (2007) ทั้งนี้เพื่อให้ครอบคลุมประเด็นต่างๆตามแนวทางวิจัยเชิงคุณภาพ

แนวคำถามสัมภาษณ์กลุ่มแรงงาน

1. กรุณาเล่าประสบการณ์ก่อนที่ท่านจะตัดสินใจมาฝึกพัฒนาฝีมือแรงงาน
2. ท่านฝึกพัฒนาฝีมือแรงงานโดยผ่านหลักสูตรโปรแกรมการฝึกด้านไหน ช่วยกรุณาเล่าให้ฟัง
3. ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการพัฒนาฝีมือแรงงาน
4. มีกระบวนการขั้นตอนอะไรบ้างในการฝึกพัฒนาฝีมือแรงงานในศูนย์ฝึก (สปป.ลาว)
5. ท่านประสบอุปสรรคหรือปัญหาอะไรบ้างในการเข้าร่วมการฝึกพัฒนาฝีมือแรงงาน
6. ก่อนฝึกและหลังฝึกการพัฒนาด้านฝีมือแรงงานแตกต่างกันอย่างไร
7. ท่านมีมุมมองอย่างไรเกี่ยวกับศูนย์ฝึกฝีมือแรงงานที่ท่านสังกัด
8. ท่านมีความสนใจจะไปทำงานในประเทศไทยหรือไม่อย่างไร ช่วยกรุณาเล่าให้ฟัง
9. ท่านรู้สึกอย่างไรกับการไปเป็นแรงงานในประเทศไทย
10. ท่านต้องการความช่วยเหลือเพิ่มเติมอะไรบ้าง
11. ท่านมีอะไรเพิ่มเติมที่จะเล่าสู่ฟัง ช่วยกรุณาเล่าให้ฟังด้วย
12. มีใครที่ท่านเห็นว่าผู้วิจัยควรจะไปสัมภาษณ์เพิ่มเติม

แนวคำสัมภาษณ์กลุ่มเจ้าหน้าที่ศูนย์ฝึกแรงงานฝีมือใน สปป.ลาว

1. กรุณาเล่าประสบการณ์ที่ท่านได้มาเกี่ยวข้องด้านการฝึกพัฒนาฝีมือแรงงาน
2. ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการพัฒนาฝีมือแรงงาน
3. ท่านมีความคิดเห็นอย่างไรเกี่ยวกับหลักสูตรโปรแกรมการฝึกพัฒนาฝีมือแรงงานช่วย
กรุณาเล่าให้ฟัง
4. มีกระบวนการขั้นตอนอะไรบ้างในการฝึกพัฒนาฝีมือแรงงานในศูนย์ฝึก (สปป.ลาว)
5. ท่านประสบอุปสรรคหรือปัญหาอะไรบ้างในกาดำเนินงานด้านการฝึกพัฒนาฝีมือ
แรงงาน
6. ในมุมมองของท่านก่อนฝึกและหลังฝึกการพัฒนาด้านฝีมือแรงงานแตกต่างกัน
อย่างไร
7. ท่านมีมุมมองอย่างไรเกี่ยวกับศูนย์ฝึกฝีมือแรงงานที่ท่านสังกัด
8. ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการส่งแรงงานลาวไปทำงานในประเทศไทย
9. ท่านมีอะไรเพิ่มเติมที่จะเล่าสู่ฟัง ช่วยกรุณาเล่าให้ฟังด้วย
10. มีใครที่ท่านเห็นว่าผู้วิจัยควรจะไปสัมภาษณ์เพิ่มเติม

หมายเหตุ! แนวคำสัมภาษณ์เป็นเครื่องมือหนึ่งในการเข้าถึงข้อมูลความรู้ความจริง (Knowledge and Reality) ดังนั้นแนวคำสัมภาษณ์จึงจำเป็นต้องปรับตามบริบทและเงื่อนไขต่างในภาคสนาม ส่วนผู้วิจัยถือเป็นเครื่องมือหลัก ซึ่งจำเป็นต้องฝึกทักษะและได้รับการอบรมฝึกภาคสนามเพื่อให้เข้าใจสถานการณ์ เพื่อยืนยันคุณสมบัติของผู้วิจัย จึงได้นำเสนอไว้ในส่วนการศึกษานำร่อง (Pilot Study) กราบขอบพระคุณมากค่ะ

APPENDIX G
COMPANY'S BACKGROUND

COMPANY'S BACKGROUND

ข้อมูลเดิมของบริษัทจัดหาแรงงานประเทศไทย

V.S. Co. and Pack เป็นบริษัทที่เป็นนายหน้าจัดส่งแรงงานให้กับบริษัทในประเทศไทย ตามคุณสมบัติ ข้อกำหนดที่ตกลงกัน ความต้องการกำลังแรงงานในประเทศไทยมีมาก ประกอบกับรัฐบาลไทยมีนโยบายกวาดล้างแรงงานต่างด้าวที่เข้ามาแบบผิดกฎหมาย บางส่วนถูกจับดำเนินคดี บางส่วนหนีเอาตัวรอด ยิ่งส่งผลทำให้แรงงานในประเทศไทยขาดแคลน ต้องได้ Recruit แรงงานต่างด้าวซึ่งมีทั้งแรงงานลาว กัมพูชา พม่า บ้อนให้กับบริษัท โดยจะต้องเป็นแรงงานที่ขึ้นทะเบียนแรงงานต่างด้าวถูกต้องตามกฎหมาย เท่านั้น เมื่อไปดำเนินการขึ้นทะเบียนแรงงานต่างด้าวด้วยตนเองจะพบปัญหาว่าต้องใช้เวลานานในการติดต่อขั้นตอนต่างๆ ทำให้เสียเวลาจึงได้วางแผนไป Recruit ผู้สำเร็จการศึกษาที่ Lao-German Technical College ปรากฏว่ามีผู้กรอกใบสมัครอยู่จำนวนหนึ่งแต่ความเป็นจริงไม่มีใครมาทำงานในประเทศไทยด้วยสักคน สาเหตุจากความไม่ชอบส่วนตัวที่ต้องทำงานกับแรงงานต่างด้าวจากประเทศอื่นและรายได้ไม่แตกต่างจากรายได้ในประเทศลาว และได้เชื่อมประสานสร้างสัมพันธ์มิตรกับ Lao-Labour promotion L.T.D. เพื่อจัดส่งแรงงานลาวไปทำงานในประเทศไทย

APPENDIX H
AN ARTICLE AND PRESENTATION OF RESEARCHER

AN ARTICLE AND PRESENTATION OF RESEARCHER

บทความวิชาการที่ได้รับการตีพิมพ์และร่วมเสนอผลงานของนิสิต

December, 2014 ร่วมทำวิจัยเรื่องแรงงานต่างด้าว ตีพิมพ์ในหนังสือ HR Journal Thailand

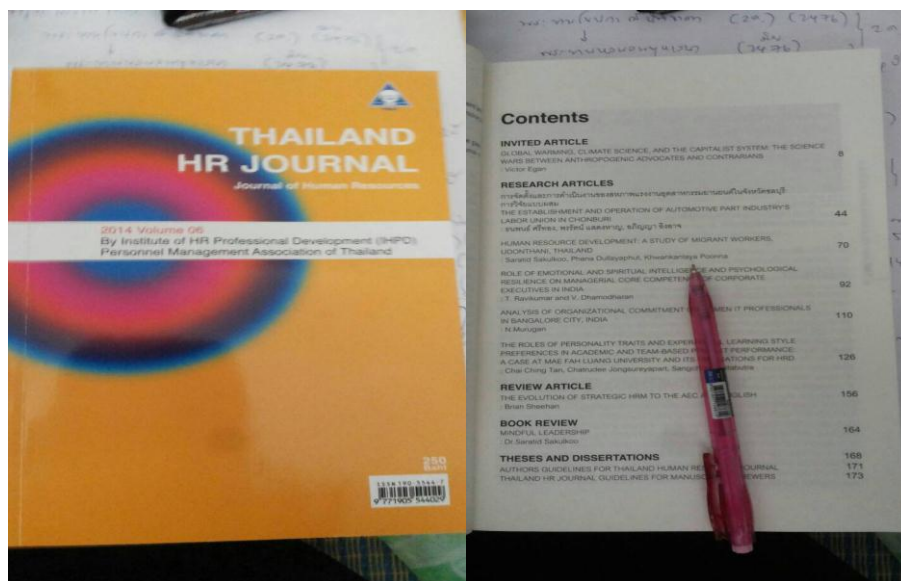


Figure H.1 ภาพแสดงผลงานบทความวิชาการที่ผู้วิจัยร่วมตีพิมพ์อยู่ในวารสารวิชาการ Thailand HR Journal



Figure H.2 ภาพแสดงการร่วมนำเสนอผลงานวิชาการกับผู้เข้าร่วมนำเสนอผลงานชาวต่างประเทศในงาน I-SEEC 2014

APPENDIX I

ACCEPTANCE E-MAIL TO BE PEER REVIEWER OF RESEARCHER

ACCEPTANCE E-MAIL TO BE PEER REVIEWER OF RESEARCHER

11-Jun-2014 Peer review about WLB & WLH of Sage Online, USA

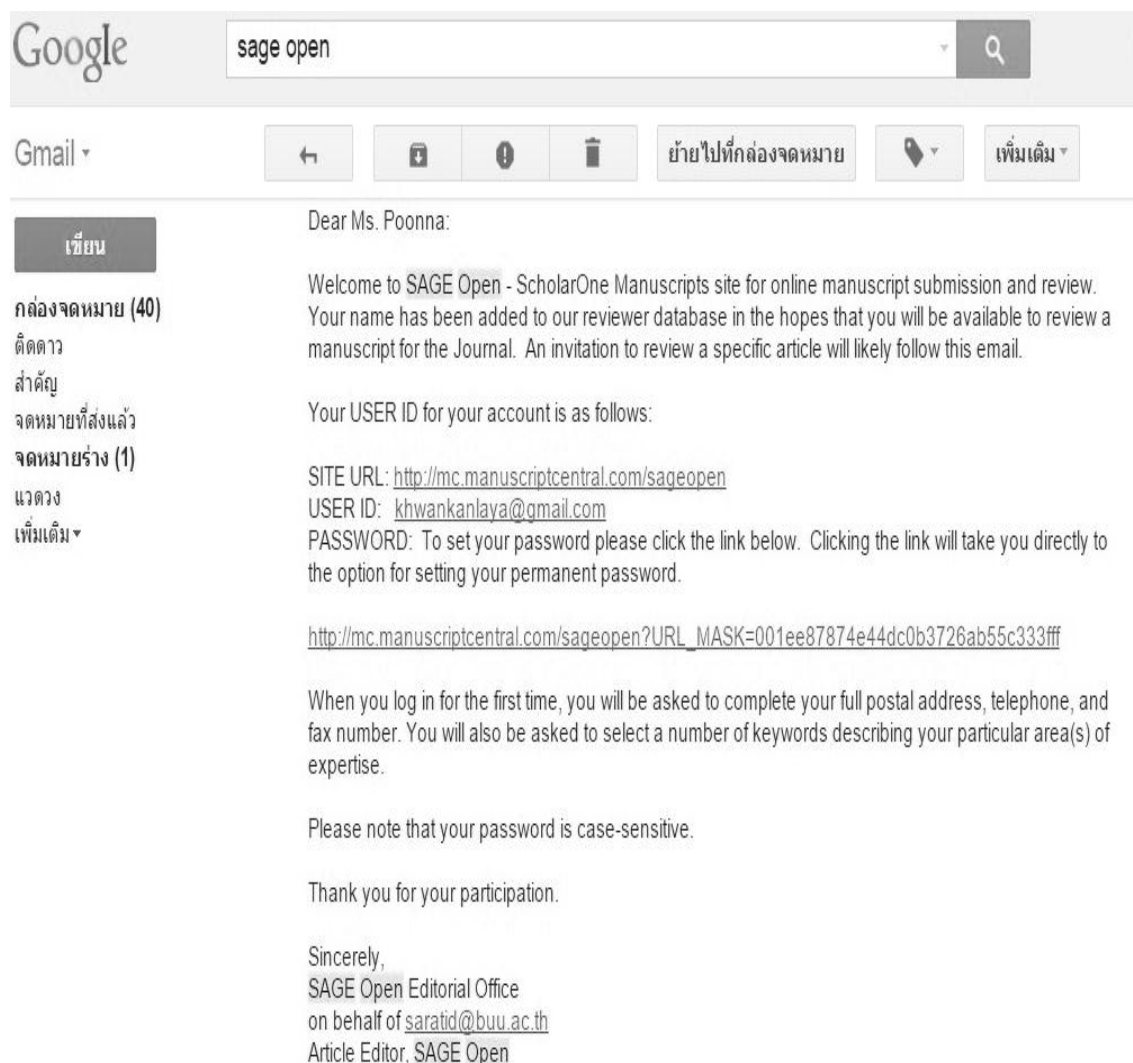


Figure I.1 ภาพแสดงการตอบรับการเป็น Peer Reviewer ของสำนักพิมพ์ SAGE ของประเทศสหรัฐอเมริกา

หมายเหตุ

นิสิตได้รับความอนุเคราะห์จาก อาจารย์ที่ปรึกษาในการฝึกเป็น Peer reviewer โดยได้รับหนังสือเชิญจาก Sage Publication ในวันที่ 11 มิถุนายน 2557 ถือเป็นการเรียนรู้และฝึกปฏิบัติในการเรียนระดับปริญญาเอกตามที่อาจารย์ที่ปรึกษาได้แนะนำ

BIOGRAPHY

Name:	Khwankanlaya Poonna (ขวัญกัลยา ปูนนา)
Date of Birth:	January 04, 1969
Place of Birth:	Nongkhai Province, Thailand
Address:	Srichiangmai Hospital, Srichiangmai, Nongkhai, Thailand 43130 E-mail: khwankanlaya@gmail.com Tel: 042 451125 ext.110
Personal Experience	
1991-Present	Professional Registered Nurse
2015-2016	Teaching Assistant (TA) in Change Management and Organization Behavior for master students at Ratchabhad Udonthani and Trainer Assistant in contemplative education apply program
2015	Peer review of Sage Publication
Education	
2014-2017	Doctoral of Philosophy in Human Resource Development Department of International Graduate Studies in Human Resource Development Faculty of Education, Burapha University, Thailand
2009-2013	Master of Political and Administrative, Western University, Thailand
1994-1996	Bachelor of Public Health, Sukhothaithamathirat University
1989-1991	Bachelor of Nursing (Second class honour), Srimahasarakham Nursing College

BIOGRAPHY (Continued)

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