INTERIOR DESIGN OF POP-UP LEARNING CENTER OF THREE SOUTHERN BORDER PROVINCES

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Abstract:
Underprivileged children can be defined as children who are in trouble because of encountering various barriers. The way of living of these children is far different from general children. They are in dearth of chances or never have a chance to be educated or developed in physical, intellectual, emotional, social and spiritual aspect. They need special assistance for a better life quality and better living; the appropriate developments given to their age are also required to achieve the highest potential. Building the future of a nation by developing children and youths with providing educational chances and learning thoroughly will be adjustment of life quality in society leading to self-development for the sake of living, working and developing national sustainability. It is found that there is a certain amount of children and youths who are still in dearth of being provided by proper education and self-development. They can be sorted in five target groups: non-formal education, disability, additional needs of education, skill enhancement of career, suburb children and prosecuted youths. As can be seen from the unrest situation at the southern border that has been long lasted for eight years, it definitely effects the existence of orphanages which have risen dramatically. This includes divorce problem and the decease from other causes. Currently, it has been found that the number of orphanages has gone from 9,000 up to 10,000. Furthermore, the amount of underprivileged children who are not from the city is still huge and these children have not been thoroughly developed. Therefore, the purposes of designing learning center for underprivileged children of the three southern borders can help orphanages and underprivileged groups to have a better life. The form of learning center is designed as active learning that enables us to reach to the suburb area in a short time. The learning center is designed for creating various activities with a proper mechanism, solutions, rehabilitation, development of these children and youths so that they can get back to the society neatly. Timing dimension will not be taking in consideration, yet practical time is mainly focused on the most out of benefit and self-development. The development is derived from the concept of “Sakai” or “Ngok pah” (Wild People Tribe) which is a minority group in the southern part of Thailand. The Sakai has an outstanding appearance, such as black skin and Negreto ethnicity. The physical appearance is likely short, black curly hair or wavy hair, black eyes, wide and flat nose, thick lips, black-read skin and a strong body. General personal habits of this group of people are tranquility and kindness. Hence, the clear characteristics of Sakai is derived for recreating new look for the better look, which is brighter and more suitable for the children. It means mobile learning resources enable sharing happiness to those underprivileged under the so-called name “Look ngoh”, which will bring happiness and assistance to everywhere.

Keywords: Underprivileged children, Pop-up learning center, Sakai or Ngoh Pah

INTRODUCTION
Thailand is currently facing a great number of underprivileged children, whose livelihoods are below the standard of normal children. They lack the opportunity and access to education, as well as physical, intellectual, emotional, and social developments. These children are in need of special aids if they are to achieve a better quality of life. As a result, they should be given accesses to age-appropriate development programs so that their highest potentials can be realized. The underprivileged children include these 10 groups: those in poverty (the largest group), those with drug addiction, those neglected, those physically abused, those affected by HIV/AIDS or other diseases stigmatized by society, those from ethnic minority groups, homeless children, those forced into or already engaging in child labor, those in sex trade or child prostitutes, and those in the Venue of Youth Observation and Protection. (QLF Quality Learning Foundation Thailand, 2014)

There are also a few interesting issues regarding orphan situation in the three southern border provinces. For instances, the last 12-year data of the orphan situation may hold a key to the South Thailand’s future peace. Since these children will eventually become the future southern population; is it possible for the authorities to use such a situation to dissolve the current unrest by preventing these children from participate in the violent cycle in the future? Moreover, some children that became
orphaned because of the southern insurgency have now relocated to their parents’ native provinces, meaning there are ‘orphans from the southern fire’ currently living throughout Thailand. (Thitinob Komalnimi, 2016)

As such, building a learning space for children in the three southern border provinces will create a space that offers both learning and experiences, and in the process the children will gain better life opportunities. The center is designed to be mobile so that it can actively reach out to the children in the three provinces. It will be equipped with tools suitable for children’s learning, with the underlying concept inspired by the Sakai people’s characteristics.

The Sakai is a tribe of people whose existence possibly dated back to Stone Age (1,500-10,000 years ago). Their physical characteristics are short stature, dark complexion, thick lips, protruded belly, short and lean calves, with short curly hair. They are an ethnic group belonging to the Negroid or Negrito populations in the Austroasiatic language family. In Thailand, these people live in a small group scattered throughout the three southern border provinces. The Sakai call themselves “Mani”, while others call them Ngoh, Ngoh Pah, Chao Pah, Sakae, Orang Asli, and Goy. (Wikipedia, the Free Encyclopedia, 2017)

**Purposes of the Project:**
1. To research and study the behaviors of underprivileged children in three southern border provinces
2. To develop a pop-up learning center for underprivileged children in those three provinces
3. To design a pop-up learning center for underprivileged children in those three provinces
4. To create an interdisciplinary study that includes design analysis, media design for presentation, architectural and interior design drawing, as well design research methodology.

**METHOD**

The design is based on literature review on the topic of “designing a pop-up learning center for underprivileged children in the three southern border provinces,” incorporating the Sakai people’s wisdom into the concept. The design methodology is as follows:
1. Researching, reviewing literature, and examining theories and concepts related to the topic of “designing a pop-up learning center for underprivileged children in the three southern border provinces” so that the research can progress accurately according to methodology.
2. Researching the wisdom of the Sakai tribal people from journals, documents, textbooks, online articles, and other relevant literature; then analyzing the data to use to in the design concept.
3. Examining real case studies in designing orphanages and learning centers for underprivileged children to find design approaches.
4. Analyzing the collected data in order to improve the design process, the management design, as well as the physical environment of the pop-up learning center for underprivileged children in three southern border provinces.
5. Making a conclusion and writing a report.

**CONCLUSIONS AND SUGGESTIONS**

After researching, it is discovered that learning centers suitable for underprivileged children should be clean, built in appropriate size, able to move around, and have various functional spaces accommodating to different activities. Specific areas should be used exclusively as storage for donated things, and an office space for administrative staff. It should also include accessible entrance and exit for the disabled, good ventilation, light but strong furniture suitable for children’s stature, colorful decoration that stimulates child’s learning, and other amenities. The design should also be child-proofed, for example there should be no sharp edge or corner. The target users of the center are divided into 2 groups: 1. Visitors: children (underprivileged children), guardians, interested individuals, 2. Service administration: core staff, staff from other organizations, donors

After analyzing data and taking behaviors of target users into consideration, the diagram below is created:
Drawing a conclusion from data, the exterior of the center is designed to be able to fold and extend, making relocating convenient. It is designed to be the same size as standard shipping container, thus able to be stored and carried on a truck. The extension is done by an electronic, automatic system. Meanwhile, the exterior decoration incorporates graphic arts that show the characteristics of the Sakai, mainly using red color since it looks attractive and represents the tribe. The learning center is called “Look Ngoh (a little Sakai).” The catchy name (to a Thai’s ears) is inspired by small Sakai children whose curly hair resembles a small rambutan fruit, also called “Ngoh” in Thai language.
The automatic technology used in the design allows the pop-up learning center’s function management to be simple, swift, and agile. With an electronic system that helps in storing and extending the learning center, there are significantly less needs for time and manpower.

Figure 3: Storing and extending the shipping-container-sized pop-up learning center
Source: Designed and created by Jiraporn Kiadtinaruemol
Concepts behind the Interior Design of the Pop-Up Learning Center

The Sakai’s livelihood mostly depends on hunting and gathering. They are masters of medicinal herbs and hunting by using a cylindrical mouthpiece and poison darts. Their traditional shelters are made of bamboo with thatched roofs. These concepts are incorporated into the interior design by making the Sakai’s way of living more child-friendly, such as decorating bookshelves with colorful Sakai cartoon characters, using hibiscus flower motif both inside and outside the center, as well as using hibiscus to create a memorable logo for the “Look Ngor” pop-up learning center.
Figure 6: The 1st perspective interior view of the pop-up learning center  
Source: Designed and created by Jiraporn Kiadtinaruemol

Figure 7: The 2nd perspective interior view of the pop-up learning center  
Source: Designed and created by Jiraporn Kiadtinaruemol

Conclusion 
For the design process, the author started from researching and collecting data, and then proposed this research's objective to design a pop-up learning center for underprivileged children in the three southern border provinces. In the end, these results and design concept can be useful for architects, interior designers, students, interested and related individuals, as they can be used to improve or design pop-up learning centers for underprivileged children in other areas. With child-friendly atmosphere, such centers can create a new space or context in which these children can relax and engage in a variety of activities, and hopefully that can lead to their better opportunities or lives altogether.
REFERENCES
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