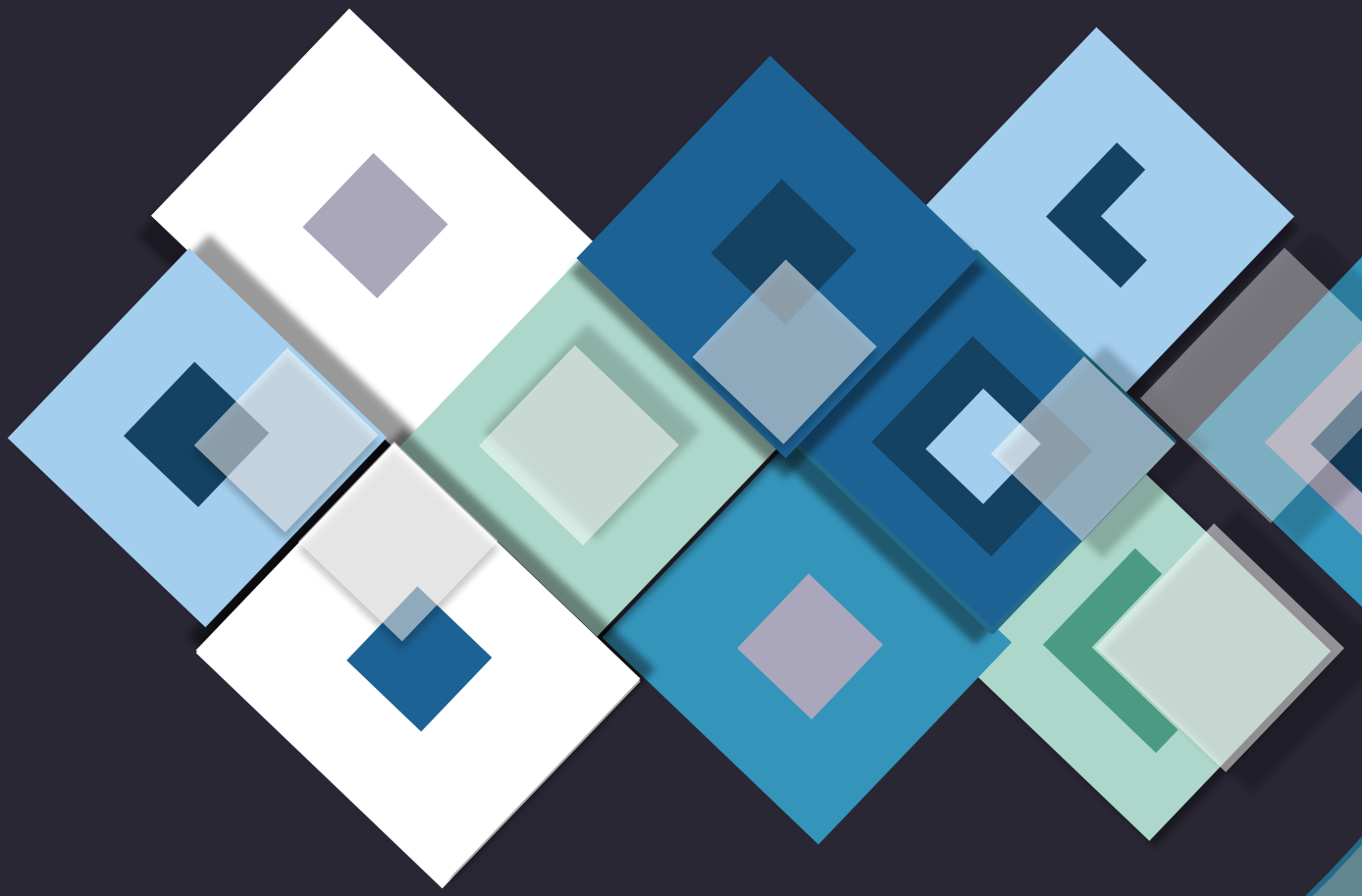
THE EDUCATION QUALITY FRAMEWORK

Summary Report 2018/2019



Documenting Education Quality in Migrant Learning Centers on the Thai-Myanmar Border

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THE EDUCATION QUALITY FRAMEWORK

Documenting Education Quality in Migrant Learning Centers on the Thai-Myanmar Border

The Education Quality Framework (EQF) was developed to provide consistent standards of educational quality in Migrant Learning Centers (MLCs), through a comprehensive process of consultations and workshops with migrant education stakeholders beginning in November 2015. Following a pilot of the tool in the 2016-2017 academic year, the EQF was implemented in 38 MLCs in 2017-2018 with the support of school headmasters. The EQF tool is available in Myanmar, Thai, and English languages and has been approved by the Tak, PESAO 2. The EQF specifically focuses on contextual issues faced by Migrant Learning Centers and focuses on systems-level structures in place within schools.

2018-2019 RESULTS

72% ↑3% **TEACHER QUALITY AND SUPPORT**

73% ↑5% **STUDENT RECOGNITION**

69% ↑5% **CHILD PROTECTION**

72% ↓3% **SCHOOL MANAGEMENT**

63% ↑2% **PARENT ENGAGEMENT**

There are 54 indicators that make up the 5 domains of the EQF

In the 2018-2019 academic year there were 61 MLCs and 9 sub-schools listed under the Thai Ministry of Education enrolling 11,766 children and employing 700 (259 male and 441 female) teachers in Tak Province (MECC, 2018)

The overall average for all 54 Migrant Learning Centers that participated in the 2018 EQF evaluation was:

OVERALL SCORE 70%

CHANGE FROM LAST YEAR FOR PARTICIPATING SCHOOLS ↑3%

For migrant learning centers that participated in the EQF 2017-2018, **there was improvement in 4 out of 5 domains**

2018-2019 SUCCESSES IN MIGRANT EDUCATION

- Almost **12,000 children in 61 MLCs** in and around Mae Sot received stationery from HWF thanks to the support of the Autonomous Region of Trentino-South Tyrol
- **739 migrant students** were enrolled into Royal Thai Government schools, thanks to partnership with Save the Children and IOM, with a retention rate of **96%**
- **735 migrant students** enrolled in Myanmar Non-Formal Primary Education (NFPE).
  403 out of 507 students passed the NFPE exam
- MECC organized a Thai Language Skills Competition for **96 students from 20 MLCs**
- **48 teachers** trained and recognized as teachers in Non-Formal Education by the Department of Alternative Education (Myanmar Ministry of Education) and the Myanmar Literacy Resource Center (NFME)
- 42 migrant teachers were supported by BMWEC to attend Grade 2 curriculum upgrade training provided by the Myanmar Ministry of Education
- MECC hosted MLC All-Headmaster meetings once each quarter to foster increased coordination between MLC administrators, private educational organizations, NGOs, CBOs and government agencies from both Thailand and Myanmar
- MECC issued migrant teacher cards for all educators employed in MLCs
- **351 students** sat and passed the Myanmar National grade 4 exam
- **143 students** sat and passed the Myanmar National grade 8 exam
- **25 students** passed the Myanmar National grade 10 exam
- **491 students** sat and passed the Education Quality Assurance Board grade 3 Exam
- **199 students** sat and passed the Education Quality Assurance Board grade 7 Exam
- **154 migrant students** transferred from migrant learning centers in Thailand to government schools in Myanmar using a transfer certificate supported by cooperation between BMWEC and the Myawaddy Township Education Office

Curriculum Used in EQF Learning Centers	Total MLCs
Myanmar Grade 4, 8 & 10 Board Exams	**37**
Myanmar NFPE/NFME	**18**
Education Quality Assurance Board (EQAB) Grade 3, 7 & 9 exams	**15**
Thai NFE	**6**
GED/International	**3**
Karen Education Department (KED) Curriculum	**3**
Special Education	**1**

*Some schools use more than one curriculum at the same time

*6 schools use S'Gaw Karen or Mon Language as 1 of 2 languages of instruction

MAIN FINDINGS 2018-2019

TEACHER QUALITY & SUPPORT	Capacity building is available for both new and experienced teachers through Mobile Education Partnerships (MEP), TeacherFOCUS Myanmar, Cotton-On Foundation, the Myanmar Ministry of Education, the Myanmar Literacy Resource Center (MLRC), Save the Children and Pathumthani University in cooperation with the Myanmar Creative Institute. Over 400 teachers have received professional development during 2018-2019. MLCs provide human resource support for teachers including contracts, a transparent salary scale, a regular payment system, and routine teacher meetings. Migrant teachers remain unrecognized and therefore face uncertain futures. There is a high turnover rate among migrant teachers. Although teacher observations and in-service support is available, stronger record-keeping for teacher data is needed, including training logbooks.
STUDENT RECOGNITION	Multiple recognized educational pathways are available to migrant children: Thai Non-formal education (NFE), Myanmar Non-Formal Primary Education (NFPE), Education Quality Assurance Board (EQAB) exams and Myanmar grade 4, 8 and 10 standardized exams. 91% of MLCs assessed use a curriculum that provides a recognized educational certificate. There has been increased coordination with ministries of education: some teachers attended NFPE and grade 2 curriculum upgrade training in Myanmar. As families face uncertain futures, children need access to multiple recognized curricula to ensure they can continue their education regardless of their family's situation. Liaisons to help migrant families enroll into the Thai education system are lacking. Additional activities to raise awareness about the transition process and pathways available remains a gap.
CHILD PROTECTION	Fundamental child protection systems exist in all MLCs with all education staff required to sign annual child protection agreement forms. A child protection documentation and reporting system needs to be updated and put in place, regardless of the number of actual protection cases. All child protection services should be coordinated and more readily available at the school level. Parents and other caregivers of children in MLCs should be trained in child protection, child rights promotion at least once a year.

SCHOOL MANAGEMENT	MLCs maintain updated student lists, attendance records, and drop out data. The student dropout rate among the 54 MLCs assessed was 4.12%, a decrease of 0.18% compared to the previous year. Improved school-based data management and record keeping is needed, especially regarding job descriptions and contracts. All MLCs should be provided additional school management system strengthening. More comprehensive systems to coordinate enrolling out of school children into MLCs is a gap. Additional resources are needed to reach more out of school children on the border
PARENT ENGAGEMENT	Most MLCs have routine meetings to engage parents. A large portion of MLCs have income generation projects or methods for collecting in-kind donations. New methods and strengthened support are still needed to increase parent engagement, raise awareness about educational pathways, and collect funds locally.

KEY RECOMMENDATIONS

FUNDING SHORTFALL

Migrant education has made powerful strides forward in recent years. Renewed commitment from donors and additional funding is critical for ensuring quality education is provided to some of the most vulnerable children in Thailand.

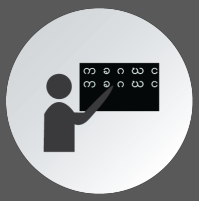
STUDENT RECOGNITION

Expand the delivery of Thai and Myanmar non-formal learning models for working, over-age, and out of school children by providing budget to educational stakeholders to hire and train necessary teachers

Additional awareness-raising is needed for parents about the enrollment process into Royal Thai Government schools. Additional liaisons and Thai language support are needed to facilitate this process.

Models where MLCs provide multiple recognized curricula ensures children can continue their education in both Thailand and Myanmar. Resources are needed to provide comprehensive options to students.

TEACHER QUALITY AND SUPPORT



Teacher profiles including education, skills and expertise should be collected in order to advocate with Myanmar Ministry of Education to enable migrant teachers to obtain dignified and meaningful employment should they choose to return.

In order to address high migrant teacher attrition, some migrant teachers require additional legal documentation allowing legal employment in MLCs

Strengthen and expand teacher training pathways that lead to accreditation of migrant teachers

MLCs require specific funding in order to hire Thai language teachers

PARENT ENGAGEMENT

Education stakeholders require funds to conduct outreach, training and raise parent awareness regarding available educational pathways in order to aid them in educational decision-making based on where they see their future

PTA guidelines are needed to ensure consistent standards are applied as well as MLCs learning from each other's best practices

CHILD PROTECTION

Strengthen existing child safety networks ensuring relevant information concerning case management is sufficiently reported with detailed follow-up by a third-party organization

All child protection services should be coordinated and available at the school level. In some cases, schools require updated information on the child protection services available

Coordinated child protection training is needed at the community level

Many MLCs have Student Committees to empower the voices of children. This model should be expanded to additional MLCs

SCHOOL MANAGEMENT

Examples of recordkeeping and information management training are needed at the school level to ensure data is recorded consistently among MLCs

Stronger coordination and collaboration are needed between migrant learning centers and Royal Thai Government schools

ACTIVITY PHOTOS

EQF PARTNERS

Migrant Educational Co-ordination Center (MECC) is an organization a part of TAK Primary Education Service Area Office 2 (TAK PESAO 2) and which makes coordination between MLCs, NGOs, CBOs and Government parties. All Migrant Learning Centers are listed under MECC. MECC is supported by the Child's Dream Foundation Thailand.

The Burmese Migrant Workers' Education Committee (BMWEC) is a community-based organization serving migrants from Myanmar in Mae Sot, Thailand. Founded in 2000, BMWEC is an administrative body for 23 migrant learning centers throughout Tak province. BMWEC is dedicated to providing quality education to migrant students, ensuring healthy, happy students with bright futures.

B.M.W.E.C
Release the Potential

Help without Frontiers Thailand Foundation (HwF) aims to fight the root causes of poverty and discrimination and violence through education, youth empowerment, health, protection and community development for long-term sustainability. We work along the Thai-Myanmar border giving children, youth and their communities a chance for a better future.

The Burmese Migrant Teachers' Association (BMTA) works to promote the rights of teachers through advocacy in collaboration with local and international education partners. BMTA promotes unity and the value of teachers by improving their status through school management training and teacher capacity building.

BMTA

TeacherFOCUS Myanmar aims to promote a flexible pathway for the recognition of marginalized teachers from Myanmar working in parallel education systems. Through contextual capacity building, media-based solutions, and data-driven advocacy we work to promote meaningful teacher integration to Myanmar. TeacherFOCUS is supported by the Child's Dream Foundation Thailand.