

Annual Report

EQF

THE EDUCATION QUALITY FRAMEWORK

2019-2020

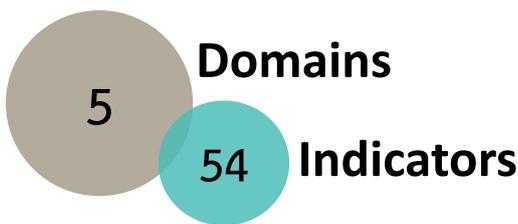


THE EDUCATION QUALITY FRAMEWORK

2019-2020

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 2015. Following a pilot of the tool in the 2016-2017 academic year, the EQF was used to assess systems-level educational quality in 38 MLCs in 2017-2018, 54 MLCs in 2018-2019 and 65 MLCs in 2019-2020. The EQF assessment tool is available in Myanmar, Thai and English languages and is annually reviewed by both participating MLC headmasters and partner organization staff to ensure continued relevance in the dynamic context of the Thai-Myanmar border. The EQF seeks to identify contextual challenges faced by Migrant Learning Centers and develop solutions to help MLCs mitigate them in the future. Specifically, the EQF focuses on systems-level structures and policies in place within the learning centers.



There are a total of **70 Migrant Learning Centers** (MLCs) in Tak Province registered under the Migrant Educational Coordination Center (MECC) and Tak Primary Educational Service Area Office 2 (Tak PESAO 2), enrolling **11,616** children from Myanmar and employing **665** migrant teachers. 65 (93%) of these centers were assessed using the EQF in 2019.

Education quality improved in all **5** domains, with an overall average of **87%** across participating MLCs.

87% Overall Score



1 Teacher Quality and Support

Domain Average Yearly Growth

85%

11%



2 Student Recognition

85%

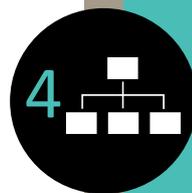
17%



3 Child Protection

85%

13%



4 School Management

85%

15%



5 Parent Engagement

85%

12%

2019-2020 SUCCESSES

665

100%
teachers

received migrant teacher cards from MECC.

93 participating students from 21 MLCs participated in the Thai language skills competition, organized by the Migrant Educational Coordination Center (MECC).

MECC hosted MLC All-Headmaster meetings once each quarter to increase coordination amongst MLC administrators, private educational organizations, NGOs, CBOs and government agencies from both Thailand and Myanmar.

651

migrant students transferred successfully into
Thai government schools.

216 migrant students transferred successfully into Myanmar government schools.

150 migrant students took the Myanmar national matriculation examination with 33 students passing (in partnership with IoM, representatives of the Karen State government office and the National League for Democracy.)

312 grade-4 migrant students took the Myanmar board exam with a 100% passing rate (in partnership with IoM.)

130 grade-8 migrant students took the Myanmar board exam with a 100% passing rate (in partnership with IoM.)

124 migrant teachers were trained to use the Myanmar updated curriculum in 2019 in partnership with the Burmese Migrant Workers' Education Committee (BMWEC), the Myanmar Ministry of Education and Cotton On Foundation.

308 migrant parents received training on the importance of education, child protection and PTA engagement.

MAIN FINDINGS

2019-2020

In the 2019-2020 academic year, over 600 migrant teachers received professional development training from either BMTA, BMWEC, Cotton-On Foundation, TeacherFOCUS, the Mae Tao Clinic and Reading and Writing for Critical Thinking (RWCT). These trainings included in-service, child protection and curriculum training. Overall, more than 124 teachers attended training on the updated curriculum by Myanmar's Ministry of Education.

At the same time, there is a continued need for further MLC funding for both the hiring and retention of teachers. If schools do not have the needed number of teachers, existing teachers' workloads become overwhelmed, lowering their ability to meet the diverse needs of students at their schools.

TEACHER QUALITY AND SUPPORT

Four recognized educational pathways are available to migrant students: Thai Non-Formal Education (NFE), Myanmar Non-Formal Primary Education (NFPE) and Non-formal Middle Education (NFME), testing utilizing the Education Quality Assurance Board (EQAB) exams and Myanmar government grade 4, 8 and 10 standardized exams. 97% of MLCs use a recognized curriculum with a clear route to Thai or Myanmar higher education. This academic year, 216 students successfully transferred to Myanmar government schools and 651 were supported to enroll into Thai government schools.

The transfer process between education systems is often unclear to migrant parents and additional awareness raising is needed at the community level. Transfer processes need to be further explored and clearly conveyed to both parents and students.

STUDENT RECOGNITION

A combined total of 708 teachers and parents received child protection training from BMTA, BMWEC, Mae Tao Clinic, HwF and other organizations in the 2019-2020 academic year. Overall, MLCs were assessed as safe, clean and functioning environments for student learning.

It is recommended that child protection services and training for all school personnel be coordinated and provided with increased standardization at the beginning of each academic year.

CHILD PROTECTION

SCHOOL MANAGEMENT

MLC management teams are maintaining consistent student attendance and academic records. 91% of MLCs have a designated person for coordinating data collection, and there is greater collaboration for the recruiting of out-of-school children to enroll in MLCs.

There is a need for a more resilient cloud-based database to store MLC educational data. With this, there is also a need to hold comprehensive trainings with school management. More qualitative data is required to understand the contexts of students that leave school.

PARENT ENGAGEMENT

Most Migrant Learning Centers hold PTAs meetings two to three times per year, have a formalized structure, and are increasing parental involvement. Many MLCs have income generation projects or locally-supported school funds which work to diversify funding streams.

It is important to continue expanding parental recruitment for PTAs. A strength of learning centers is that parents can more easily communicate with school staff allowing for informed decision-making about future education.

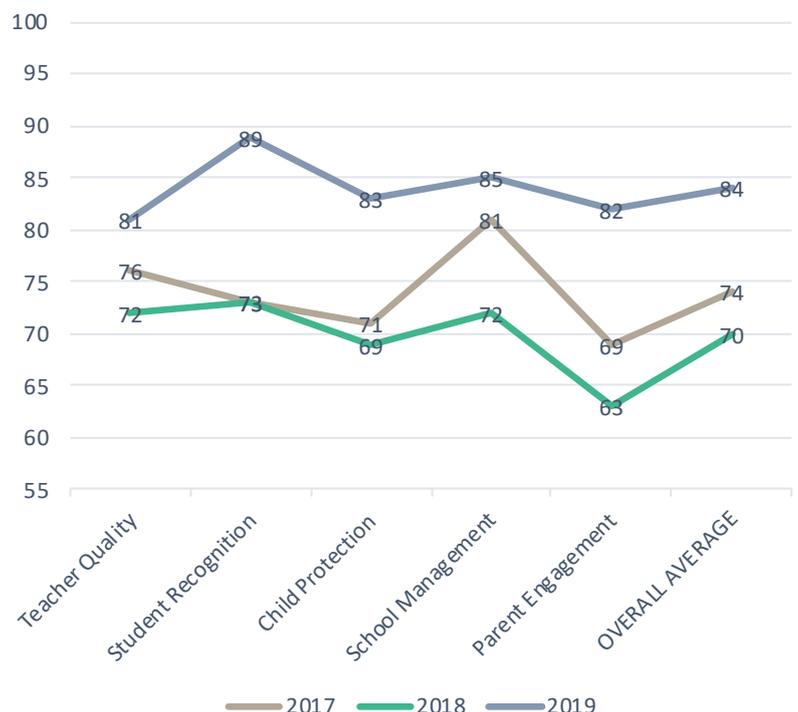
YEARLY GROWTH

In the 2017-2018 academic year the overall average EQF score was 74% among the 38 participating MLCs.

In the following academic year, 16 additional MLCs participated and the overall score across all 54 was 70%.

2019-2020 demonstrates clear growth in educational quality as the overall average increased to 84%. This improvement is a result of learning centers gaining traction from participating in their second or third year of education quality assessments.

EQF Data 3-year Summary Chart



STUDENT RETENTION:

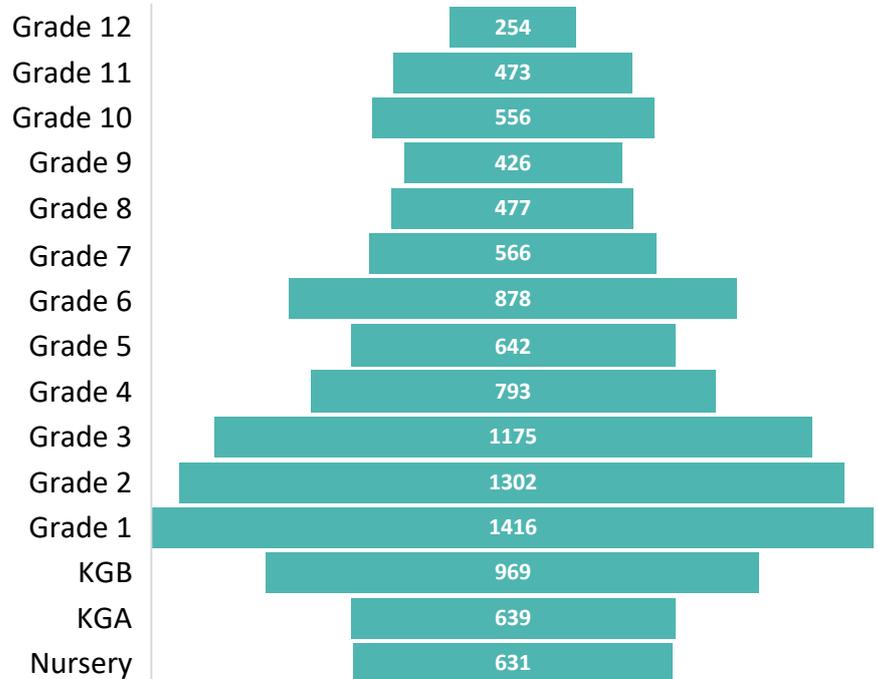
How Do MLCs Compare To Schools In Myanmar?

Completing a high school education opens both vocational and educational doors for migrant children and youth, however, many migrant children do not get the opportunity to complete high school. A characteristic of a healthy educational system can be seen in the year-to-year student enrolment numbers. If student retention is stable, the graph will resemble a rectangle with equitable enrolment across each grade. However, if there is marked decrease in enrolment numbers across grades it identifies that children are dropping out of school rather than continuing their education. In the case of migrant education in Tak province enrolment numbers resemble a triangle rather than a rectangle, revealing that student drop out begins as early as grade 1.

Migrant Learning Centers (MLCs) and Government Schools in Myanmar face a similar challenge: retaining students until the end of high school. Comprehensive research conducted with migrant children and parents in 2019 found that students are largely dropping out of school to either work to support their family or take care of younger siblings at home so their parents can work. This economic hardship has stifled the education of vulnerable migrant children. This multifactorial challenge needs urgent attention. Education is the key to breaking the cycle of poverty affecting migrant families.

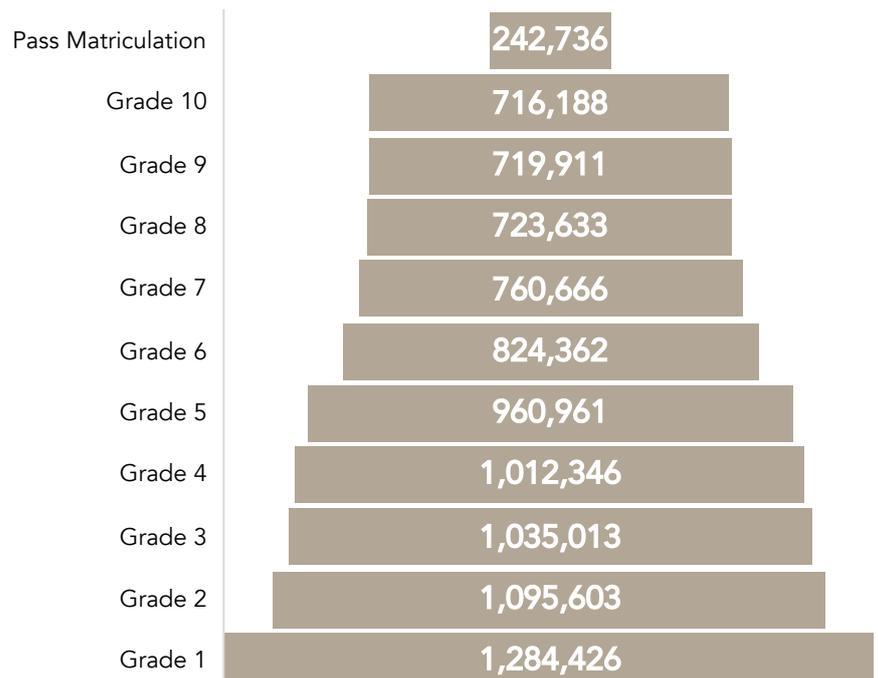
Migrant Student Enrolment by Grade

December 2019



Myanmar School Enrollment by Grade

2016-2017



Sources:

<https://tradingeconomics.com/myanmar/enrolment-in-grade-5-of-primary-education-both-sexes-number-wb-data.html>

<https://www.teacherfocusmyanmar.org/advocacy-resources>

Migrant Educational Coordination Center. (2019). MLC Educational Data. Available upon request.

OVERALL RECOMMENDATIONS



Diversify Funding for Sustainability

It is vital that migrant students have access to recognized education that provides them with options for their future. Education at Migrant Learning Centers does just that: migrant children obtain recognized certificates allowing them to continue their studies in Myanmar. MLCs need continued and broadened donor support to ensure teacher retention, safe school infrastructure, and sustained capacity. With diversified funding, MLCs can continue providing quality, recognized education for thousands of marginalized migrant students.



Strengthen Government Linkages

Further collaboration with Myanmar and Thailand's Ministries of Education is needed for migrant teacher accreditation. Additionally, specific funding is required for teachers to attend more recognized professional development opportunities. The official recognition of qualified migrant teachers provides avenues, not only for teachers, but also for migrant students to integrate as productive members of society.



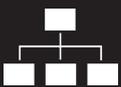
Comprehensive Educational Awareness Raising

Methods for student transfer between different educational systems needs to be documented and communicated to parents and students. Multilingual assistance is needed for migrant children to enroll, transfer and remain in the education systems of their choice. Advocacy for those students without official documentation to enroll in either Myanmar or Thai education is critical.



Expand Child Protection Coordination

Existing child protection networks can be strengthened through standardized Child Protection trainings at the beginning of each academic year. Additionally, educational stakeholders need designated funding to to expand child protection training in more MLC communities in order to reach greater numbers of parents and guardians.



Update Educational Data Management

Allocated funding is needed to create cloud-based educational data storage. A centralized database that coordinates all data from MLCs would enable better tracking systems for student information, thus allowing for clearer understanding of student educational progress and retention. Training for database management would be required to ensure quality recording of student and MLC data.



Increase Parent Engagement

More resources are needed to promote PTA engagement. Educational stakeholders need to expand outreach centered around awareness of educational opportunities and pathways that match student and family needs.



The Migrant Educational Co-ordination Center (MECC) is an organization under Tak Primary Education Service Area Office 2 (TAK PESAO 2) which leads coordination between MLCs, NGOs, CBOs and Government agencies. All Migrant Learning Centers in Tak Province are listed under MECC. MECC is supported by Child's Dream Foundation Thailand. <https://www.facebook.com/Migrant-Educational-Coordination-Center-TAK-PESAO-2-217234099046282/>

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. <http://www.bmwec.org>



Help Without Frontiers Thailand Foundation (HwF) aims to fight the root causes of poverty and discrimination and violence through education, youth, health, protection and community / capacity work for long-term sustainability. We work along the Thai-Myanmar border giving children, youth and their communities a chance for a better future. <https://help-withoutfrontiers.org>

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. <https://www.facebook.com/migrant.teachers>



TeacherFOCUS 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 Child's Dream Foundation Thailand. www.teacherfocusmyanmar.org