

The Education Quality Framework (EQF)

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

Background

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 language, Thai and English and has been approved by the Royal Thai Government's Ministry of Education. The EQF specifically focuses on systems-level structures and contextual issues faced by migrant learning centers.

The EQF works to promote



Challenges in Migrant Education

Lack of coordinated strategic approaches to enhance education quality

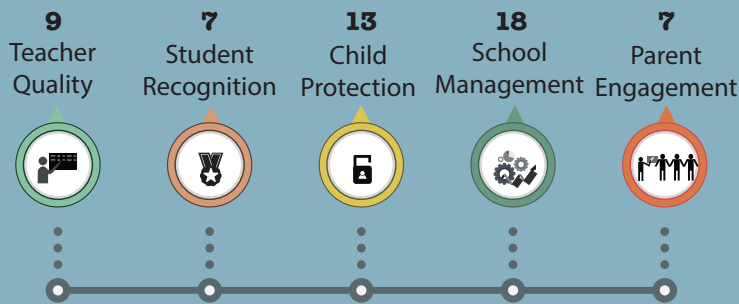
Inconsistent quality standards among migrant learning centers

Many migrant learning centers lack long-term sustainability plans

Lack of awareness of available educational pathways and opportunities

High dropout rates, poverty, and security concerns leave children vulnerable and at-risk

Absence of data on education quality makes it difficult to identify both school-based and systemic challenges



5 Domains
54 Indicators

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Centers Listed in the 2017-2018 Academic Year

61 MLCs, 9 Branch Schools



Enrolling 13,921 Children and 733 Teachers



Main Findings

Success

Remaining Challenges

Capacity building is available for new teachers. MLCs provide human resource support for teachers including contracts, a transparent salary scale, and regular teacher meetings



Teacher Quality

Teachers are unrecognized and therefore face uncertain futures. There is a high turnover rate among migrant teachers.

Multiple recognized educational pathways are available: Thai Non-formal education (NFE), Myanmar Non-Formal Primary Education (NFPE), and Myanmar grade 4, 8 and 10 standardized exams. There has been increased coordination with ministries of education: some teachers attended NFPE and grade 1 training in Myanmar.



Student Recognition

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. Increased parent awareness of educational options is needed as MLCs offer diverse recognition options

Fundamental child protection systems exist in all MLCs with all education staff signing annual child protection agreement forms.



Child Protection

Child protection and child rights training are still needed for parents and the children themselves. Strengthened monitoring and tracking of Out Of School Children (OOSC) is needed.

MLCs have accountability mechanisms in place including annual audits.



School Management

Improved school-based data management and record keeping is needed.

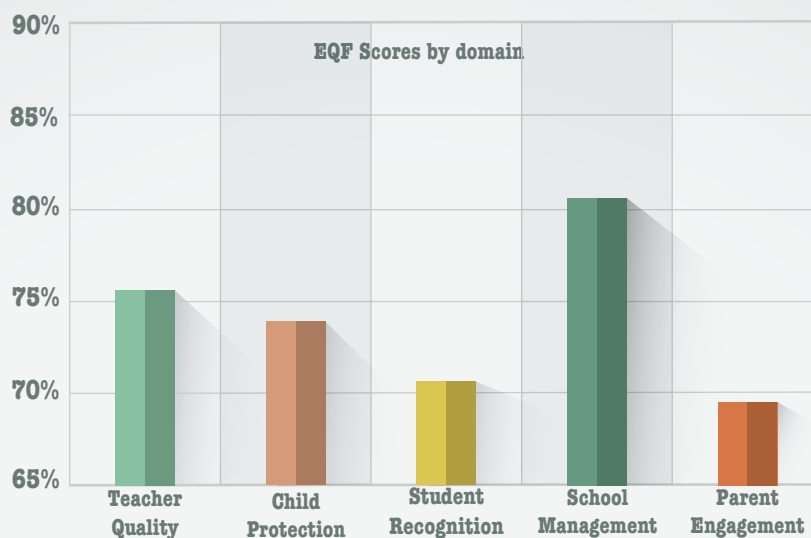
All schools have routine meetings to engage parents.



Parent Engagement

Parent Teacher Associations (PTAs) have varying levels of sophistication with most not able to raise necessary funds locally through Income Generation Projects (IGPs) and cost sharing initiatives.

The overall combined average among the 38 MLCs assessed is 74%
The student dropout rate is 4.3%



Recommendations

PARENT ENGAGEMENT

- In line with Thai national law on the rights of children, support local education stakeholders to provide coordinated Child Rights and Child Protection training to teachers, students, community members and the children themselves. This could include community-level awareness and outreach campaigns focusing on new or recently-settled parents

CHILD PROTECTION

- Strengthen existing child safety networks ensuring relevant information concerning case management is sufficiently reported with detailed follow-up

STUDENT RECOGNITION

- Support migrant education stakeholders to provide parents with information regarding available educational pathways in order to aid them in educational decision-making based on where they see their future
- 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

TEACHER QUALITY

- In order to address high migrant teacher attrition, migrant teachers require additional legal documentation allowing legally employment in MLCs
- Support coordination initiatives between migrant education stakeholders that promote government ownership of educational provision to migrant children. Continuous dialogue surrounding transparent criteria and flexible pathways for the recognition for teachers, students and MLCs is needed

FUNDING SHORTFALL

- To meet endemic MLC budget shortfalls, all learning centers require a sustainable means of obtaining or generating income. School-based income generation projects require associated capacity building

EQF Partners



The 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



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.



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.



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.



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.

