

MODEL OF EDUCATION IN HARD-TO-REACH AREAS

Model of Education in Hard-to-reach Areas examines the education model overseen by KTWG since 2002 and its role in addressing significant gaps in education quality in areas throughout the South-Eastern Myanmar areas. It emphasizes the need to (1) Support ethnic teachers and students; and (2) Focus on teacher professional development.

To promote the recognition and acceptance of existing ethnic education systems that nurture and foster ethnic and linguistic dimensions critical to the maintenance and sustainability of ethnic minority groups in contexts such as these.

GLOBAL LEARNING CRISIS



250 million children are currently excluded from quality education.

123 million children and young people worldwide are illiterate.

“Teacher effectiveness is one of the most important school-based predictors of student learning, and several years of teaching by outstanding teachers can offset the learning deficits of disadvantaged students.”
 – WORLD BANK GROUP (2012)

“We need to invest in ‘qualified, professionally-trained, motivated and well supported teachers’.”
 – EDUCATION FOR ALL GLOBAL MONITORING REPORT (2015)

OBSTACLES

- Teacher shortage
- Teacher quality and training
- Lack of effective professional development offerings for teachers
- Lack of monitoring tools to measure teachers’ instruction and assess the quality of teaching

SNAPSHOT OF MYANMAR

Decades of disruption caused by ethnic tensions and civil conflict. In recent years, the Government of the Union of Myanmar (GoUM) has itself an ambitious plan to significantly reform the education system, and great strides have been made already to improve teacher quality and enroll more students in formal education.

CHALLENGES

- 1 Tensions** over contested areas in Myanmar and remoteness of mountainous rural areas challenge the provision of basic public services. Children from disadvantaged groups such as ethnic group students in remote areas face higher risks of dropouts (MOE, 2014).
- 2 Issue of accreditation:** Qualifications acquired in ethnic schools are not formally recognised.
- 3 Academic achievements:** Low matriculation and promotion rates



Yet despite significant resource constraints, ethnic education providers have existed in many of these areas for decades and have been providing strong teacher training programmes and teaching and learning support to ethnic and community schools. In Karen areas for instance, the Karen Education Department (KED) with support from KTWG has been servicing schools for many years and this year is enabling 160,000 children to attend school in seven Karen National Union defined areas in South-Eastern Myanmar.

Defining the model of education quality in Karen areas

THE CONTEXT

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| <p>International:</p> <ul style="list-style-type: none"> • Migration and internal displacement • Humanitarian crisis • Learning crisis • SDG focus on equity & inclusion | <p>National:</p> <ul style="list-style-type: none"> • Conflict sensitivity - long protracted crisis • National peace process • Remoteness • Poverty • Resource scarcity |
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The unique qualities in Karen community

- Strong sense of community
- Unique language culture & history
- Their own curriculum and ethnic education governance structure
- Strong commitment to education as a means of preservation of language and culture

Critical issues facing students

- low student access to school
- high student drop out
- low learning outcomes



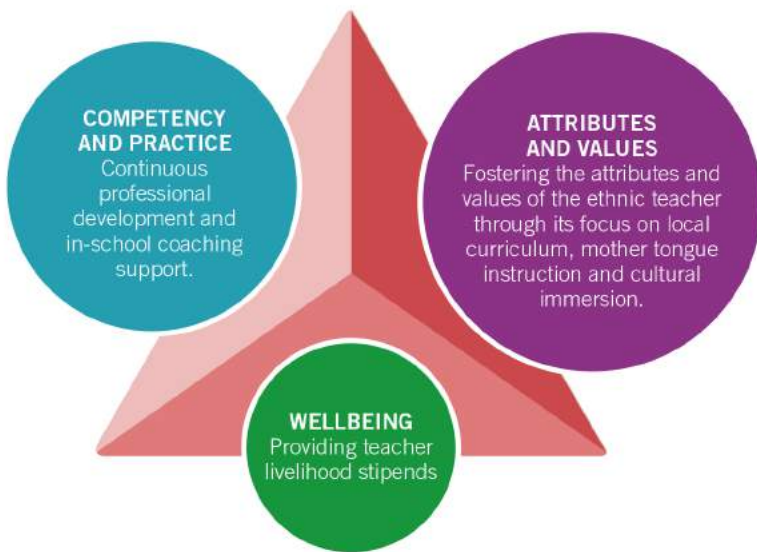
The results

- improved student & teacher retention
- partnerships with teachers & community
- successful local teacher recruitment
- trained teachers deployed to schools
- a reduction in out of school numbers
- effective teaching practice

KTWG Model is funded on the strength of Karen communities: The sense of community cohesion and the desire to preserve language, history and culture through local curriculum and Mother-tongue based education.

Principles			
<p>Child-focused;</p> <p>Different learning styles;</p> <p>Traditional ways of knowing and learning;</p> <p>Community-based; and</p> <p>Context sensitive</p>	<p>Alignment with KED (Karen Education Department)</p> <p>Preservation of Karen culture, language and tradition;</p> <p>Promotion of Karen language; and</p> <p>Harmonise school inputs (KSEAG)</p>	<p>Responsive</p> <p>A response to remoteness (deployment of MTTs, school-based training and coaching, local resource mobilisation);</p> <p>A response to poverty (teacher stipends and cost sharing in schools); and</p> <p>Community engagement to reduce drop-out</p>	<p>Focused on quality teaching and quality teachers</p> <p>2 year pre-service with classroom practice and orientation;</p> <p>Student teachers engagement with parents and community critical in pre-service;</p> <p>Regular and in school in-service training support coaching and mentoring by MTTs;</p> <p>Quality performance measures undertaken</p>
			<p>Community Based</p> <p>Engage actively with parents and community on all aspects of school management in Karen schools; and</p> <p>Regular parent education programmes</p>

TEACHER QUALITY IS THREE-DIMENSIONAL:



CHALLENGES FOR KTWG



ONGOING NATIONAL REFORMS



RESOURCE CONSTRAINT



RECOGNITION & ACCREDITATION

POLICY-RELATED ISSUES FOR CONSIDERATION

Teacher recruitment, professional development and management:

- Assess the impact of national government teacher deployment to areas with existing community systems
- Provide pathways to accreditation to teach in Myanmar
- Develop the MOE Teacher Competency Standard Frameworks in cooperation with ethnic education stakeholders

Decentralisation & Recognition of ethnic education systems:

- Empower and support ethnic education department to operate their own education systems in their areas.
- Give greater clarity to the procedures for effective coexistence and coordination between ethnic groups, religious education providers and the government system to mitigate the unintended sequences of increased government presence in ethnic areas.

Recognition of Karen Children's prior learning:

- Develop a competency-based system to recognise Karen children's learning and support transition to government schools.

Local curriculum development and MTB-MLE subjects

- Development of local language curriculum should involve Ethnic-based Education Providers such as KED.

As part of the education reform process it is critical that the government and education policy-makers understand local systems that already exist, as well as the comparative advantages and technical strengths that existing approaches may have for meeting the educational needs of children in these areas. At the same time, it is critical that organizations like the KTWG remain bold in their endeavor to certify and strengthen the professionalism of their teacher-training programme and continue dialogue with the KED on the future continuity of Karen education.

The National Ceasefire Agreement (NCA, October 2015) underlines GoUM's commitment to work "collectively to establish a common national identity that embraces the diverse ethnicities and languages by recognising the distinctive history, cultural practices, literature, language and national characteristics of all ethnic nationalities living within the Republic of the Union of Myanmar," and the interim arrangement mentions coordination with ethnic providers.

It is crucial today to recognise the importance and legitimacy of Ethnic Education Providers to enable a global and comprehensive national education reform.