Development of a Teacher Education Strategy Framework Linked to Pre- and In-Service Teacher Training in Myanmar

December 2013
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# Acronyms and Abbreviations

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<td>ASEAN</td>
<td>Association of Southeast Asian Nations</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>ATEO</td>
<td>Assistant Township Education Officers</td>
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<td>BEd</td>
<td>Bachelor of Education degree</td>
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<td>CTEd</td>
<td>Certificate in Teacher Education</td>
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<td>CPD</td>
<td>Continuing professional development</td>
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<td>DTEC</td>
<td>Diploma in Teacher Education Competence</td>
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<td>DTEd</td>
<td>Diploma in Teacher Education</td>
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<td>EC</td>
<td>Education College</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>INSET</td>
<td>In-service Education and Training of Teachers</td>
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<td>IoE</td>
<td>Institute of Education</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MEd</td>
<td>Master of Education degree</td>
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<td>OECD</td>
<td>Organisation for Economic and Cooperative Development</td>
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<td>PRESET</td>
<td>Pre-service Education and Training of Teachers</td>
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<td>SbTD</td>
<td>School-based Teacher Development</td>
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<td>TEO</td>
<td>Township Education Officer</td>
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<td>UNICEF</td>
<td>United Nations Children’s Education Fund</td>
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<td>United Nations Educational, Scientific and Cultural Organisation</td>
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Acknowledgments

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The study team comprised the following:

Dr Wan Aung
Professor Frank Hardman
Dr Daw Aye Aye Myint
Executive Summary

The President of Myanmar has made the improvement of education standards a top priority and teacher education has been identified as a critical area of concern and a key strategy for improving the quality of education\(^1\). In calling for such reforms, it is recognised that a motivated and well-trained teaching force is a prerequisite for quality education and that this can only be brought about by improving the status, quality, management, policies and training of teachers.

Purpose of the study

The main purpose of this study was to conduct a desk review of PRESET in Myanmar followed by a rapid analysis of Yankin and Mandalay education colleges (ECs) in order to propose a draft national teacher education strategy framework that included the design, capacity development and management of the teacher education system, teacher qualifications and continuing professional development (CPD). As part of the study, following on from a desk review of the teacher education literature and the ‘grey’ literature from Myanmar, 4 ECs were visited and interviews conducted with principals, tutors and student teachers together with observations of teaching. Interviews with key stakeholders in the Ministry of Education (MoE) at the national level, and with township education officers (TEOs), assistant township officers (ATEOs) head teachers and teachers at the level were also conducted. Following the college visits, a 3-day stakeholder conference on teacher education was held in Rangoon attended by college principals from all 20 ECs and professors from Yangon and Mandalay Institutes of Education (IoEs) to review the findings.

Findings

It was found that ECs are often the only teacher education institutions in many regions of Myanmar and thus the only potential source of advice and support to practicing teachers beyond the township education offices and school clusters. The centralised education college curriculum, while creating a uniformity in approach, appeared to be too general, overcrowded and in need of radical reform to develop specialism and expertise in the different phases of basic education (early years, primary, middle and secondary school). The academic day for students was also overcrowded with little opportunity provided for private study, reflection and the practising of teaching skills.

From the observations, interviews and review of curriculum documentation, it was found that the model of teaching the students were being presented with was essentially transmission-based, stressing a hierarchical learning of knowledge and conventional teacher-fronted classroom organisation. It was also evident that key areas in teacher preparation, such as multi-grade teaching, the teaching of languages other than Myanmar and inclusive education, were largely absent from the curriculum. The colleges also lacked specialist teaching areas and resources, and the current ICT infrastructure was in need of a major overhaul to effectively connect staff and students to the global information highway.

Partnerships with schools at the PRESET and INSET phases bringing together ECs, township education officers and schools were largely underdeveloped and EC staff played little role in the supervision of students on teaching practicum and with curriculum development at school level. Because the links were minimal, student teacher support and supervision was mainly the responsibility of school cluster heads and head teachers, with support from TEOs and ATEOs. However, they have received limited training in leadership skills, mentoring or classroom observation. Similarly in interviews with EC staff, it was found

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that the CPD of teacher educators had been largely neglected following appointment to the college.

Recommendations

In drawing up recommendations for reforms to teacher education in Myanmar, it is recognised that most will need to be implemented in the next three to five years. However, in the next academic year it is recommended that a review of the teacher education programmes in Yankin, Mawlamyine, Pakkoku and Hpa-an ECs is conducted to act as a pilot for reforming the PRESET curriculum in Myanmar. Building partnership arrangements with schools so they are actively involved in training teachers at the PRESET and INSET stages should also be a central feature of the review.

To enable curriculum reforms to be implemented, the four ECs will need a major investment in ICT infrastructure and in libraries, laboratories and other specialist teaching areas to facilitate interactive, problem-based learning and the practising of skills central to the act of teaching. The CPD of teacher educators needs to be given a high priority to enhance knowledge, understanding and practice of effective pedagogy, and to train teacher educators in the skills of supervision and mentoring of students while on teaching practicum. INSET units should also be piloted in the four colleges to enhance partnership arrangements with schools and clusters in the surrounding townships. They should also liaise closely with TEOs and ATEOs in the provision of PRESET and school-based INSET.

At the national level, over the next two-three years, a teacher education council consisting of a range of stakeholders involved in teacher education should be set up to oversee the reform of teacher education programmes at the PRESET and INSET stages, and to draw up a national teacher competency framework for newly qualified, experienced and expert teachers to guide programme design. ECs should be upgraded to Institutes in a phased role out with their own degree awarding powers. A new 4-year BEd degree and 1-year postgraduate diploma should be designed with specialist pathways for primary, middle and secondary school teachers.

Compulsory training and induction for all newly appointed EC staff should be introduced to raise the capacity of teacher educators and promote a culture of research and on-going CPD. A human resource strategy should also be drawn up to review the pay scales and promotion prospects of teacher educators to reward those who show the most competence in teaching, leadership and administrative roles. An active campaign to recruit staff and students from the full range of ethnic and language groups in Myanmar should also be launched to ensure the education colleges fully address the educational needs of all communities.
Introduction

Since the first general election in 2010 marking an important step in the transition from military rule to civilian democracy, Myanmar has been emerging from decades of international isolation and ethnic conflict. At a time when Myanmar is being welcomed back into the global economy and playing a key role in ASEAN, and is introducing reforms to expand trade and investment, it is recognised that there is an urgent need to rebuild capacity for political, administrative and legal reform, and for the delivery of key public services, especially education and health.

There are currently some 41,000 schools and about 276,000 school teachers in Myanmar, as well as 20 Education Colleges (EC) and 2 Institutes of Education (IoE) that produce around 10,000 teachers annually. According to official figures, 81 per cent of children complete the full cycle of primary education that ends at the fourth grade. However, it is acknowledge that there are disparities in access to education between states and divisions. For example, the net enrolment for primary schools in Kachin State is 94.8 per cent compared to 61.2 per cent in Shan State East and 59 percent in Chin State. Recent international figures suggest the overall completion rate to be lower with 45 per cent of children initially enrolled in school failing to complete the final primary grade, with the highest rate of dropout (19%) at the end of first grade. In terms of literacy rates, official figures state that adult is around 95 percent; however a recent UNICEF study of a 1000 Myanmar primary schools in 20 Townships found low levels of learning achievement with the majority of pupils completing the primary school cycle having mastered less than 50 per cent of the competencies set out in the curriculum for Myanmar language and mathematics.

In the face of these challenges, there is a growing recognition by the Government of Myanmar and its donor partners that a focus on pedagogy and its training implications needs to be at the heart of the commitment to improve student retention, progression and learning in Myanmar. Such a commitment to the development of teacher capacity will require professional development programmes that bring together PRESET and INSET so as to create a lifelong framework for teachers to upgrade their pedagogic knowledge and skills over a sustained period of time. As part of the commitment to develop the quality of education in Myanmar, a comprehensive education sector review (CESR) was approved by the President of Myanmar calling for a review of the whole teacher education and management system to improve the quality of basic education.

The current study was therefore commissioned by the Ministry of Education in partnership with UNICEF to feed into the CESR and to help in the development of a national teacher education strategy linked to PRESET and INSET in Myanmar. Its objectives, as set out in the Terms of Reference (Appendix 1), were to conduct a desk review of PRESET in Myanmar followed by a rapid analysis of Yankin and Mandalay ECs in order to propose a draft national teacher education strategy framework that included the design, capacity development and management of the teacher education system, teacher qualifications and CPD.

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Organisation of the report

Following this introduction, the report is divided into five sections. Section 2 presents a brief review of international developments in teacher education and recent studies into teaching and teacher education and their policy implications for teacher education reform in Myanmar. In section 3 a rapid review of the 4 ECs is presented followed by proposals for reforming PRESET and harmonising PRESET and INSET in section 4. The final section draws together the overall conclusions of the study and, based on the evidence of the rapid review, makes policy recommendations for reforming teacher education in Myanmar over the next 2 - 5 years.
International Developments in Teacher Education

Introduction

This chapter briefly reviews international developments in teacher education over the last 20 years and considers their implications for policy and institutional reform to develop the capacity of teacher educators and improve the quality of basic education in Myanmar.

Policy Reform in Teacher Education

In its most recent review of teacher education covering 65 countries from around the world, the Organisation for Economic and Cooperative Development (OECD) argued that much can be learned from high performing countries in terms of offering a quality education for their students. Countries like Finland, South Korea, Canada and Cuba place a high value on teacher education at the initial stage and through the provision of CPD. Further, teachers enjoy high status in all four of the high performing countries. In all high-performing education systems, teachers have a central role to play in improving educational outcomes, and are also at the centre of the improvement efforts themselves. Such systems are not driven by top-down reforms but by teachers embracing and leading on reform, taking responsibility as professionals, thereby developing a wider repertoire of pedagogic strategies for use in the classroom.

The OECD study also found that the most effective professional development programmes provide high quality initial training, induction and ongoing continuing professional development that upgrade teacher pedagogic knowledge and skills over a sustained period of time rather than through disjointed one-off courses. In other words, they bring together initial teacher education, induction and continuing professional development so as to create a lifelong framework for teachers. Some countries, for example Japan, South Korea, Singapore and the Shanghai province of China, also provide teachers with the research skills needed to enable them to be involved in collaborative research and peer coaching at classroom level so as to transform schools into learning organisations.

In this way, high performing education systems provide opportunities for teachers to work together on issues of instructional planning, to learn from one another through mentoring or peer coaching, and by conducting research on the outcomes of classroom practices to collectively guide curriculum, assessment and professional learning decisions. The high performing education systems also benefit from clear and concise profiles of what teachers are expected to know and be able to do at different stages of their careers so as to guide PRESET, induction and INSET, and create a lifelong learning framework for teachers. The establishment of such benchmarks to assess progress in professional development over time means that appraisal and feedback are used in a supportive way to recognise and reward good performance.

Pre-service education and training

Over the past 20 years PRESET has undergone major reforms in many industrialised countries like Australia, United States of America and the United Kingdom. All have seen

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shifts towards a largely school-based system, guided by standards and competency frameworks agreed at the national or state level, with higher education coordinating partnership arrangements with schools. Such partnerships recognise the capacity of schools, and especially of the teachers who work in them, to make a major contribution to the professional education of those entering the profession\textsuperscript{10}. Similarly, within the Asia-Pacific region, Japan, Singapore and South Korea, for example, have moved towards school-based models of training at the PRESET and INSET stages by building enhanced partnerships arrangements between higher education and schools\textsuperscript{11}. Although in the developing countries it has proved harder to move towards school-based training due to a lack of resources and suitably trained teachers for supporting and mentoring student teachers and teachers\textsuperscript{12}, such reforms have acted as a catalyst for reforming teacher education\textsuperscript{13}.

\textbf{Continuing professional development}

Within the teacher education literature, teacher development is conceptualised as consisting of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It is designed to support individual needs and improve professional practice. As shown in Figure 1, there are three main sources of CPD: external expertise provided by universities, education colleges, subject associations, inspectors and advisors, and private providers; school networks and clusters that support interaction between teachers to promote professional activity through face-to-face meetings and online dialogue; and, school-based training where teachers work in self-study groups and receive feedback on their classroom teaching so that professional learning takes place through the sharing of dialogue with colleagues within the school context.


\textsuperscript{12} Mulkeen, A., 2010. Teachers in Anglophone Africa: issues in teacher supply, training and management. The World Bank, Washington DC.

Most importantly, observation, coaching and feedback on lessons to provide critical feedback and reflection on pedagogic practice are central to the process. According to the 2011 OECD study, the best performing education systems encompass all of these sources of teacher education and training at the PRESET and INSET stages with the school and classroom at the heart of the co-learning process to blend theory and practice\(^\text{14}\).

Focusing on the school as the site for training represents a fundamental shift away from the traditional training model of PRESET and INSET that was usually ‘delivered’ off-site to teachers and student teachers by an ‘expert’ from a higher education institute, and was often criticised for its lack of connection to the classroom context in which teachers worked\(^\text{15}\). In the case of INSET, the training often involved teachers attending ‘training events’ and then cascading or disseminating the information to colleagues back in school. The cascade model of training has been commonly found in situations where resources are limited and therefore has been a dominant model in the developing world. To its critics, it often lacks

\(^{14}\) OECD. Op.Cit.

transferability to the classroom and indicates a lack of respect for teachers by suggesting a lack of capacity for reflection and critical enquiry.

**Reflective practice**

Because teaching is a complex activity in which moment-by-moment decisions are shaped by teacher beliefs and theories about what is effective teaching, theory and practice must be carefully integrated. In effective teacher education programmes, theories of curriculum, teaching and assessment are developed alongside their application in the classroom. Such integration allows teachers to use their theoretical understandings as a basis for making ongoing, principled decisions about practice. Focusing only on skills will not develop the deep understanding needed if teachers are to change their beliefs and practices and meet the complex demands of everyday teaching. Conversely, merely teaching theoretical constructs to teachers without helping to translate them into classroom practice will also prove ineffective.

In order to bridge the theory-practice divide, research suggests subject content knowledge (knowledge and understanding of the subject to be taught in school) and pedagogic content knowledge (knowledge of how to teach the subject) need to be central to teacher training curricula both at the PRESET and INSET stages\(^{16}\). Research into PRESET in sub-Saharan Africa suggests that pedagogic content knowledge is best acquired through a mixture of theory and practice\(^{17}\). Therefore learning experiences in training that move trainees between principles to practice and back again may be more powerful in translating ideas into classroom competencies than lectures which precede practice with no subsequent feedback. However, research into PRESET in sub-Saharan Africa suggests that the dynamic linking of college-based learning to its application in the classroom is the exception rather than the rule with lecture-based teaching being the norm\(^{18}\). Similarly, the use of school-based INSET supported by distance learning materials, school clusters and classroom observation has been strongly advocated as a way of closing the gap between theory and practice in sub-Saharan Africa. School-based INSET is therefore designed to ensure activities are embedded in the school and teachers are supported to reflect upon their own beliefs and classroom practices in the classroom through observations, coaching and feedback by teacher educators to improve the quality of teaching\(^{19}\).

Because of their own experiences of being taught in primary and secondary school, student teachers and untrained and under-trained teachers usually have strongly formed images of good primary teachers prior to starting their training\(^{20}\). Often these models are essentially transmission-based which stress hierarchical learning of knowledge and conventional teacher-centred classroom organisation. These images can be contrasted with those found in much teacher development literature which promotes more reflective and dialogic (rather than knowledge-centred) methods of teaching\(^{21}\). Building reflective practice should therefore be a central component of PRESET as well as INSET. The images and beliefs of trainees and of practising teachers about teaching should therefore constitute a starting point for

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training at the PRESET and INSET stages and their qualities and diversity need to be appreciated and incorporated into the curriculum development process.

Challenging and changing beliefs and classroom practices requires the development of self-regulatory skills that enable students and teachers to monitor and reflect on the effectiveness of the changes they make to their classroom practice. Such change appears to be promoted by a cyclical process of professional learning in which teachers have their current assumptions challenged by the demonstration of effective practice, develop new knowledge and skills, make small changes to practice aided by classroom observation, and observe resulting improvements in student learning outcomes\textsuperscript{22}.

It also requires student teachers and teachers being brought together in professional learning communities at the school and cluster level and that their knowledge sharing and reflections are informed by external expertise provided by teacher training institutions, universities, advisors, inspectors and district level education officers\textsuperscript{23}. Through a process of identifying their own professional learning needs and those for their students through the conducting of action research, and taking control of setting goals and monitoring progress towards them, research has found that teachers become more motivated leading to improvements in their own and their students' learning\textsuperscript{24}.

**Reforming PRESET and INSET**

In its discussion of quality education in the developing world, the 2010 UNESCO EFA Global Monitoring Report calls for a commitment to policies that focus on the creation of an effective learning environment for all children regardless of background, through the provision of adequate facilities, well-trained teachers, and a relevant curriculum and clearly defined learning outcomes\textsuperscript{25}. Most importantly, the report acknowledges that educational quality is largely obtained through pedagogical processes in the classroom and that what students achieve is heavily influenced by the knowledge, skills, dispositions and commitment of the teachers in whose care students are entrusted. Therefore, provision for meeting the professional development of teachers needs to be focused on the school.

Many low income countries in sub-Saharan Africa, South Asia, the Arab States and Latin America have, therefore, introduced reforms in PRESET to build closer partnerships with schools. There has also been a move away from the cascade model of INSET towards ongoing support for teachers to improve generic pedagogic approaches together with a subject specific focus on the teaching of literacy, numeracy and life skills\textsuperscript{26}. Such reforms to teacher education at the PRESET and INSET level, as discussed in the previous section, have generally incorporated subject content and pedagogic content knowledge into the curriculum so that teacher training moves between principles to practice and back again as a way of translating ideas into classroom practice.

In line with global trends, school and cluster-based PRESET and INSET programmes, where a group of schools collaborate in providing training, have proliferated in recent years in the Asia-Pacific region. In India, for example, the Sarva Shiksha Abhiyan initiative, launched in 2003 in the Chennai District of Tamil Nadu, introduced activity-based learning in multi-grade classes. Drawing on a Montessori approach it aims to foster self-learning by allowing a child to study according to his/her aptitude and skill in the Tamil language. Under the system, the curriculum is divided into small units with each group of self-learning materials comprising of


attractively designed study cards for English, Tamil, mathematics, science and social science. When a child finishes a group of cards, s/he completes one ‘milestone’. Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence, do mathematics and science, or understand a concept. The child takes up an exam card only after completing all the milestones in a subject. If a child is absent one day, he/she continues from where he/she left unlike in the old system where the children had to learn on their own what they missed out on.

The programme was eventually scaled up into 37,000 government primary schools across the state of Tamil Nadu with teachers receiving 20 days training at the school and cluster level each year and new recruits being given 30 days of induction training. The training focuses on developing teacher skills in the use of whole class, group-based and one-to-one teaching, formative assessment and the production of learning resources. Teachers are also trained to use of cross-age peer tutoring within multi-grade classes. An evaluation of the programme using systematic classroom observation and tests of learning outcomes in Tamil and mathematics found a positive correlation with effective implementing of the activity-based approach. Head teachers, teachers, parents and children were also found to be generally positive about the programme.

Within high and low income countries in the Asia Pacific region more generally, countries such as Japan, Singapore, Cambodia and Vietnam have recognised that there is a need to strengthen PRESET and INSET, and to build much stronger strategic partnership at the national, regional, district and school level supported by teacher education providers. The general thrust of all the school-based INSET initiatives has been to bring together ministries, colleges, donor-funded projects, decentralized ministry functions, teacher resource centres and schools to ensure coherence, consistency and quality of training so that all children have access to teachers with minimal competences. Therefore, field-based models of school-based training supported by distance learning materials and school clusters has been strongly advocated as a way of closing the gap between theory and practice, and raising the quality of teaching and learning in basic education.

Reforming teacher education in Myanmar

As Myanmar embarks on its own reforms to teacher education, recently commissioned studies of teaching quality and teacher education suggest the need for the building of stronger partnerships between the IOEs, ECs and schools at the PRESET and INSET stages to improve the quality of teaching and raise educational attainment in Myanmar primary schools. A 2010 study of pedagogic practices in 23 Myanmar primary lessons found that teachers relied on a single method made up of teacher-fronted ‘chalk and talk’ promoting the transmission of knowledge and rote learning and low levels of achievement in Myanmar language and mathematics. Similarly, a baseline study of pedagogical practices in 728 lessons from a stratified sample of 182 primary schools covering the teaching of mathematics and Myanmar language at grades 3 and 5 found Myanmar primary teachers

were mainly using a transmission model of teaching in which the teacher often used a chalkboard and/or textbook to transmit recipe knowledge for recall\textsuperscript{35}. The findings also suggest there was little difference in the way mathematics and Myanmar language were being taught across Grades 3 and 5. Pupils spent a great deal of time listening to the teacher explaining, asking questions, writing on the chalkboard, reading and managing the class.

The closed nature of the questioning and direction by the teacher meant that pupils were rarely given the opportunity to ask questions or contribute their ideas. It therefore limited the extent to which pupils could develop their oral skills and critical thinking, and take responsibility for their own learning. Because of the high use of closed questions, cued elicitations and choral responses, teacher feedback on individual pupil responses was rare offering very few opportunities for ideas to be developed or examined from other angles through the use of teacher probes, comments or questions that build on pupil answers. In addition to the lack of dialogic engagement between teachers and pupils in whole class teaching, there was very little paired or group work to promote problem solving activities. Where textbooks were present in the classroom, they were often not well used by the teachers to promote active learning through paired or group activities or individual research. Teachers appeared to largely work through the textbook exercises and set tests at the end of a chapter, thereby adding to the emphasis on rote and memorisation and passivity of the learning.

Research suggest that changing such a narrow repertoire of pedagogic practices by managing the quality of classroom interaction can be a cost effective way of improving classroom pedagogy and learning outcomes, particularly in contexts like Myanmar where learning resources are poor and teacher training is limited\textsuperscript{36}. Helping teacher educators and teachers transform classroom talk from the familiar rote, recitation and exposition to include a wider repertoire of dialogue and discussion in whole class, group-based and one-to-one interactions will require powerful training programmes at the PRESET and INSET stages\textsuperscript{37}. However, a comprehensive study of ECs in Myanmar conducted in 2007 suggests they are not currently equipped to provide such programmes\textsuperscript{38}. It found that teacher educators are not able to challenge the strong images that teaching students bring to their training shaped by their earlier educational experiences because many teacher educators generally hold the same beliefs and perpetuate a transmission mode of instruction. The review identified a number of challenges facing reforms to PRESET teacher education in the 10 ECs it reviewed, including inadequate skills and knowledge of teacher educators in pedagogies and subjects, an overcrowded curriculum, lack of supervision and poor facilities, equipment, and information resources. It concluded there is a need to move from a theoretical to a practical, learner-centred approach and that a clear strategy and plan are required for the expansion and transformation of the teacher education system in Myanmar. The recommendations included a major focus on developing the capacities of teacher educators to enhance knowledge, understanding and practice of effective pedagogy, and to train them in the skills of supervision and mentoring of students while on teaching practicum. As will be argued in the next section, very little seems to have changed in the ECs since the 2007 review despite the centrality of their role in reforming teacher education in Myanmar.


Rapid Review of Education Colleges

Design of study

In order to conduct a rapid review of education colleges, four colleges covering a wide geographical spread (Yankin, Mandalay, Ph- an, Taunggyi) were visited for a day and semi-structured interviews were conducted with principals (n= 4) and focus group interviews with teacher educators (n = 46) and students (n = 16) (Appendix 2). The interviews explored their perceptions of the effectiveness of PRESET in terms of preparing student to teach in primary schools and the role colleges could play in delivering INSET for practising teachers. Alongside the interviews, observations of teaching in the education colleges (n= 8) were carried out to investigate teaching, learning and assessment practices in the college sessions (Appendix 3).

Visits to four training schools attached to the ECs were also arranged to interview head teachers (n= 4) about the PRESET partnership arrangements and to observe a lesson. In addition to the colleges visits, interviews with township education officers (TOEs) and assistant township education officers (ATEOs), head teachers and teachers (n = 16) were conducted to examine current PRESET arrangements in the townships, clusters and schools for supervising students while on teaching practicum, and to explore their views on the potential role of education colleges for offering more systematic INSET (Appendix 4).

Findings

Curricula

As shown in Figures 3, each of the colleges offer four programmes: a 1-year Certificate in Teacher Education (CTEd), a 2-year Diploma in Teacher Education (DTEd), a 1-year Diploma in Teacher Education Competency (DTEC) for candidates with a first degree, and a 1-year correspondence course for junior assistant teachers. All of the programmes are seen as general courses of training to qualify as a teacher with the level at which teachers can work and financial remuneration determined by their qualification.

A centralised model of managing the colleges by the Department of Educational Planning, supported by the Institutes of Education (IoEs) in Yangon and Mandalay who approve changes to the curriculum, ensures a consistency of curriculum across the twenty colleges. The curricula of the four programmes concurrently cover:

- Subject Content Knowledge: knowledge and understanding of school subjects in the basic education curriculum (referred to as academic subjects);
- Pedagogic Content Knowledge: teaching methods and ways of assessing learning related to specific subject areas and matched to the capabilities of learners (referred to as methods and co-curricular courses);
- Professional Studies: understanding of how children learn, knowledge and skill in classroom management and pastoral care, craft knowledge of effective techniques to promote learning, acquisition of professional identities as a teacher, awareness of relevant educational legislation, responsibilities etc
- Teaching Practicum: opportunities to practice teaching under supervision from teachers, head teachers and assistant township education (ATOs) officers.
Teacher educators are appointed on 2 grades: tutor or assistant lecturer. Assistant lecturers are normally recruited from the teaching profession in order to teach the methods courses, whereas tutors are generally appointed straight from university to teach on the academic courses with little pedagogical experience. All of the colleges are preparing the trainees to teach across the primary curriculum, i.e. to be able to teach all subject areas. Those with a CTEd can work as a primary teacher and those who go on to do the second year DTEd or DTEC qualify as a primary teacher with the opportunity to move up junior and senior teacher at middle and secondary school level, often determined by length of service rather than an assessment of their teaching capability. According to IoE figures, 12% of students qualifying from the DTEd are allowed to go on to study a BEd degree offered by the two institutes, qualifying them to teach at secondary level. The academic courses studied as part of the DTEd therefore count towards the BEd degree. However, for the majority of students graduating from the DTEd, the academic courses do not carry any academic credit should they wish to study for a university degree and this was a major cause of concern for the majority of students interviewed. The CTEd is made up of seventeen subjects (Table 1). From the optional academic subjects, students choose two subjects from the sciences (chemistry, physics, biology) or social studies (geography, history, economics) to allow for greater subject specialisation.

![FIGURE 2: EDUCATION COLLEGE PROGRAMMES](image_url)

<table>
<thead>
<tr>
<th>CTEd (1 year)</th>
<th>DTEd (2 years)</th>
<th>DTEC (1 year)</th>
<th>CORRESPONDENCE (1 year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1st semester – 4 months</td>
<td>• 1st Year: CTEd</td>
<td>• First degree</td>
<td>• In-service option for primary heads and junior teachers without DTEd</td>
</tr>
<tr>
<td>• 2nd semester - 4 months</td>
<td>• Year 2: 1st semester - 4 months</td>
<td>• 1st semester of CTEd</td>
<td>• 1-year correspondence course</td>
</tr>
<tr>
<td>• 40-day teaching practicum</td>
<td>• 40-day teaching practicum</td>
<td>• 40-day practicum</td>
<td>• Practicum in first week of June at current school</td>
</tr>
<tr>
<td>• Work as primary teacher</td>
<td>• 2nd semester of DTEd</td>
<td>• Work as a primary teachers before being promoted to junior then senior teacher</td>
<td></td>
</tr>
<tr>
<td>• Need to attend correspondence course to become junior teachers</td>
<td>• 2nd semester of DTEd</td>
<td>• 15% allowed to continue on to B.Ed degree at IoE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work as a primary teachers before being promoted to junior then senior teacher</td>
<td>• 15% allowed to continue on to B.Ed degree at IoE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 40-day practicum</td>
<td></td>
<td>• Graduates are qualified to become senior teachers</td>
</tr>
<tr>
<td></td>
<td>• 2nd semester - 4 months</td>
<td></td>
<td>• Qualified to take entrance exam for B.Ed degree by correspondence at IoE</td>
</tr>
<tr>
<td>Method</td>
<td>Academic (2 X 45 minutes per week)</td>
<td>Co-curriculum (2 X 45 minutes per week)</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Educational Theory</td>
<td>Compulsory:</td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>Myanmar</td>
<td>Music and Dancing</td>
<td></td>
</tr>
<tr>
<td>Myanmar Language Teaching</td>
<td>English</td>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>English Language Teaching</td>
<td>Mathematics</td>
<td>Industrial Arts/ Domestic Science</td>
<td></td>
</tr>
<tr>
<td>Teaching of Mathematics</td>
<td>Optional: Chemistry/Geography</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Teaching of Science</td>
<td>Physics/History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching of Social Study</td>
<td>Biology/ Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(History, Geography, Life-Skills)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The DTEd is made up of eighteen subjects (Table 2). As with the CTEd, students can choose to study two subjects from the sciences (chemistry, physics, biology) or social studies (geography, history, economics) to develop a greater subject specialism.

<table>
<thead>
<tr>
<th>Method</th>
<th>Academic (2 X 45 minutes per week)</th>
<th>Co-curriculum (2 X 45 minutes per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Theory</td>
<td>Compulsory</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>Myanmar</td>
<td>Music and Dancing</td>
</tr>
<tr>
<td>Myanmar Language Teaching</td>
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<td>Fine Arts</td>
</tr>
<tr>
<td>English Language Teaching</td>
<td>Mathematics</td>
<td>Industrial Arts/ Domestic Science</td>
</tr>
<tr>
<td>Teaching of Mathematics</td>
<td>Optional: Chemistry/Geography</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Teaching of Science</td>
<td>Physics/History</td>
<td></td>
</tr>
<tr>
<td>Teaching of History</td>
<td>Biology/ Economics</td>
<td></td>
</tr>
<tr>
<td>Teaching of Geography, Life-Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The DTEC is made up of thirteen subjects as illustrated in Table 3. Students are exempt from taking academic subjects because of their university degree qualification.
Overall, the curriculums across the four programmes appeared to be very overcrowded resulting in little depth or focus in the study programmes and allowing little time for consolidation and reflection on what had been covered. As will be discussed in the next section, the overloaded curriculum also meant there is too much focus on lecturing and rote learning in the lessons observed, with tutors using closed questions and cuing choral responses from the students with little opportunity to practice important skills and concepts that are central to the practice of teaching.

As shown in Table 4, the academic day for students is tightly scheduled with little opportunity provided for private study and reflection, or for the practising of teaching skills.

### TABLE 4: STUDENT TEACHER TIMETABLE

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5:00 am</td>
<td>Getting up</td>
</tr>
<tr>
<td>2</td>
<td>6:00 am – 6:45 am</td>
<td>Taking physical exercise</td>
</tr>
<tr>
<td>3</td>
<td>7:00 am – 7:45 am</td>
<td>Attending co-curriculum classes</td>
</tr>
<tr>
<td>4</td>
<td>7:45 am – 8:00 am</td>
<td>Taking baths</td>
</tr>
<tr>
<td>5</td>
<td>8:00 am – 9:00 am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>6</td>
<td>9:30 am – 12:30 am</td>
<td>Attending morning classes</td>
</tr>
<tr>
<td>7</td>
<td>12:30 am- 1:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>8</td>
<td>1:00 pm – 3:15 pm</td>
<td>Attending afternoon classes</td>
</tr>
<tr>
<td>9</td>
<td>3:15 pm – 4:00 pm</td>
<td>Attending co-curriculum classes</td>
</tr>
<tr>
<td>10</td>
<td>4:00 pm – 5:00 pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>11</td>
<td>5.00 pm – 7.00 pm</td>
<td>Leisure time</td>
</tr>
<tr>
<td>12</td>
<td>7:00 pm – 10:00 pm</td>
<td>Night-study</td>
</tr>
<tr>
<td>13</td>
<td>10:00 pm</td>
<td>Going to Bed</td>
</tr>
</tbody>
</table>

### Entry qualifications

The majority of students interviewed on the DTEd had entered the programme straight from school and EC staff reported they came from family backgrounds where the cultural and academic capital they bring with them to the training experience is constrained. Many are from households with low levels of parental education and non-professional livelihoods. In
comparison with high achieving countries like Japan, Singapore and South Korea where teaching is an all graduate profession, the academic level of many of the entrants on the Certificate and Diploma was weak, equivalent to a lower secondary school education in many high income countries. It is therefore deemed necessary to upgrade student subject knowledge through the teaching of academic subjects that in many systems would be taught in upper secondary school.

Models of teaching and learning

As discussed in the literature review, because of their own experiences of being taught in primary and secondary school, trainee teachers usually have strongly formed images of primary teachers prior to starting their training\(^39\). Often these models are essentially transmission-based which stress hierarchical learning of knowledge and conventional teacher-centred classroom organisation. These images can be contrasted with those found in much teacher development literature which promotes more reflective and dialogic (rather than knowledge-centred) methods of teaching\(^40\). The images and beliefs of trainees about teaching and teachers should constitute a starting point for training and their qualities and diversity need to be appreciated and incorporated into the curriculum development process.

As discussed earlier, international research also suggests that a concentration on pedagogic content knowledge (i.e. the knowledge skills and attitudes that are needed to teach subjects effectively) should therefore be central to teacher training curricula both at the PRESET and INSET stages with the goal of giving teachers skills in creating the conditions under which learning can take place\(^41\). Training that move trainees between principles to practice and back again is more powerful in translating ideas into classroom competencies than lectures which precede practice with no subsequent feedback\(^42\). While the colleges in their policy and curriculum documents suggest that a reflective practitioner teacher education model is envisaged, the design and delivery of the curriculum did not appear to be in line with this stated aims.

**TABLE 5: EDUCATION COLLEGE OBSERVATIONS**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Subject</th>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTEd</td>
<td>Myanmar language</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>DTEd</td>
<td>English</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>DTEd</td>
<td>Science</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>DTEd</td>
<td>Social studies</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>DTEC</td>
<td>Science</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

In the eight sessions observed, the dynamic linking of college-based learning to its application in the classroom was the exception rather than the rule, and training in the realities of teaching in Myanmar primary schools was largely missing from the lesson content. During the observed lessons, for example, no reference being made to multi-grade and multi-lingual classrooms and the managing of large classes, nor did they feature much in the student textbooks. The training content was derived from external sources (method


books published internationally), and was not based on grounded classroom-based research from Myanmar classrooms. This also provides a partial explanation as to why some key dimensions of (teaching large classes, multi-grade strategies for small schools, multi/bilingual teaching, social constructivist approaches to lesson planning) was not a feature of the curriculum materials reviewed. This cannot be an asset in tailoring curricular experience to a realistic appraisal of student training needs when a recent UNICEF baseline study suggests that over 70 percent of primary schools in Myanmar are multi-grade and 20 percent of classrooms in the border areas contain children for whom the Myanmar language is not a mother tongue. Nor can this approach be a basis for more responsive and reflective modes of training that recognise differences, address questions of motivation and commitment, and prepare trainees for their first appointment.

Because of the severe shortage of training materials and learning resources, the teaching we observed did not include substantial elements exploring, auditing, and trying out materials derived from school textbooks. Specific and systematic review of school work by age range, linked to possible teaching methods, questioning strategies, and learning tasks was rare. Much of the teaching we observed was general and abstractly treated without reference to the Myanmar classroom. Therefore a focus on pedagogic practice appeared rare. Though most of the tutors were aware of a range of widely promoted pedagogic approaches e.g. social constructivism, collaborative work, dialogic teaching, few seemed to practice it or apply it to lesson planning advice.

While pedagogic content knowledge was discussed in some of the lessons observed, it was rarely demonstrated. Teacher educators used a combination of methods—demonstration, whole class teaching using question and answer, lecture and some simulation. However, the main emphasis was on theoretical knowledge about teaching—how to structure lessons, what teaching activities to use, and the use of teaching learning materials—and less on understanding and pedagogical knowledge. Thus lecturing about the setting of learning objectives or safety in the science lab, both of which were observed in the visits, was sending out ambiguous messages to the students.

Learning objectives were rarely stated at the beginning of lessons and at various stages throughout the class. Tutor use of a range of instructional aides beyond the chalk board and textbooks, such as maps, tables, posters, pictures and charts, was rare. Tutors also rarely used plenary sessions to draw the whole class together, during and at the end of the lesson, to summarise, consolidate and extend what has been covered and direct students to the next stage of learning. The model of teaching the students were being presented with was essentially transmission-based, stressing a hierarchical learning of knowledge and conventional teacher-fronted classroom organisation. Such poor pedagogic practice, where large groups of trainees are lectured for much of the time, suggests that advocacy of new pedagogies was more in name than in practice. Not surprisingly, as the UNICEF baseline study of interactional and discourse practices shows, such practices are perpetuated in schools from which the students emerge and into which they will return as teachers, thereby maintaining the status quo.

**Assessment**

Effective teaching and learning should also be closely linked to assessment approaches as research suggests teachers must integrate their knowledge about the curriculum, and about how to teach it effectively and how to assess whether students have learned. Teachers need knowledge and skills in formative as well as summative forms of assessment to help

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identify what students know and can do as to inform future planning and teaching\(^7\). Such knowledge of assessment can only be developed alongside teacher pedagogical content knowledge. Teachers therefore need training in a variety of ways to assessing student progress that go beyond the end-of-unit teacher tests now dominant in many Myanmar primary schools and exerting a powerful influence on instruction because of the focus on memorisation and factual recall from the text books, leading to transmission forms of teaching. Such training should include systematic analysis of student work, classroom observation and interviews with students to supplement the current normative evaluation so that teachers have a thorough understanding of formative and competency-based assessment.

While Tables 6 and 7 shows a range of assessment techniques are used in the training programmes, developing expertise in assessment seemed to account for small proportion of the time in the curricula we reviewed. As shown in the tables, the use of examinations based on questions set on the textbooks, compared to tutorial, assignment and practical assessment where pedagogic content knowledge can be more effectively assessed, carried 66% of the marks for the award of the CTEd and DTEd, and 50% for the DTEC. Students on the DTEd also complained they had to submit 13 assignments over a 100-day period, suggesting they were being over assessed. Such summative forms of assessment therefore subverted the intentions of the curriculum by directing trainees to focus on demonstrating propositional knowledge (knowing what) knowledge rather than pedagogical knowledge and practice (knowing how). Good pedagogical practice is unlikely to be developed through examinations, but through innovative practices such as portfolio and performance-based assessment assessed through observations and assessment items that demand more open-ended responses based on typical classroom scenarios and problem-based approaches.

| TABLE 6: ASSESSMENT SCHEDULE FOR CERTIFICATE OF TEACHER EDUCATION AND DIPLOMA IN TEACHER EDUCATION |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| **1st Semester**                | **2nd Semester**                | **1st Semester**                | **2nd Semester**                | **1st Semester**                | **2nd Semester**                |
| **Tutorial**                    | **Assignment or Practical**     | **Exam (Written)**              | **Tutorial**                    | **Assignment or Practical**     | **Exam (Written)**              |
| 1                               | 1                               | 1                               | 1                               | 1                               | 1                               |
| 10                              | 10                              | 40 x 0.75                       | 10                              | 10                              | 40 x 0.75                       |
| 45 min                          | -                               | 2 hr                            | 45 min                          | -                               | 2 hr                            |

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Overall, our interviews with assistant lecturers appointed to teach the methods courses and tutors appointed to teach academic courses suggest they are aware of many of the shortcomings observed in the eight teaching sessions and in the review of curriculum documents. In the interviews, when asked about their professional development needs, they unanimously reported that many had been recruited without additional training for working with adults and that they lacked opportunities for continuing professional development. The lack of teaching experience, particularly amongst academic tutors, was identified as a major problem for enhancing the scholarship of teaching. Assistant lecturers and tutors stated that they would welcome the introduction of a recognised academic qualification for teacher educators, particularly the tutors who had often come straight from university with no experience of teaching in schools.

Professional Studies

In many initial teacher training programmes, professional studies is featured in the timetable to cover aspects of becoming a teacher that extend beyond subject expertise and teaching methods specific to subjects. Professional studies should therefore critically address general assumptions about the role of the teacher as a professional and role model for children based on a reflective practitioner model. It should, for example, cover educational psychology, sociology, philosophy, history of education, national legislation, health and safety, classroom management and pastoral care, discipline and extra curricula activities. Such topics are needed to locate children’s learning in the social world and sensitise new teachers to features of cognitive and affective development (not least the stages of growth that children pass through), social aspects of learning within the classroom (motivational strategies) and beyond the school (home background and family status), underlying pedagogic assumptions about the nature of knowledge and skill (subject and more objective perspectives), and recent educational developments (the introduction of new curricula, minimum standards). All these aspects are generic and need coherent learning materials and systematic curricula focused on what new teachers need to know and do. However, in the programmes we looked at it was difficult to tell where such crucial aspects of teaching training were being covered in the programmes beyond the educational psychology and educational theory courses as professional studies does not feature as a distinctive subject on the timetable.

Teaching Practicum

Teaching practicum is the most expensive part of initial training because of the costs of travel, subsistence, supervision, and assessment. If the teaching practicum is to be a constructive, supportive and enlightening experience, it must be well organised and
supported. Currently, assistant township education officers and head teachers are charged with the responsibility of supervising, supporting and assessing the students while on teaching practice. Teacher support is seen as mainly the role of school cluster heads and head teachers, with support from ATEOs and TEOs. Therefore college tutors have little direct contact with schools. Where the demonstration schools were used, the experience was largely atypical of the multi-grade schools and large classes in which the trainees will work.

Though many trainees interviewed valued their experiences on teaching practicum, many also noted that they had been left largely to their own devices to accumulate teaching survival skills. Many of the placements in schools appeared ad hoc rather than designed to ensure that teaching practice was undertaken in situations where there was good practice. Students also reported that theory and practice are taught and learned largely separately and the assumption was that they would go into the schools and apply theory. Many of the student teachers interviewed reported that they were faced with many confusing situations which they did not know how to deal with, such as having to teach more class at the same time, and that they had limited support to help them solve problems.

According to the student teachers, the head teacher and ATO visits tended to be badly timed, rushed, irregular, and mostly orientated to assessment of teaching using summative numerical scores. Sustained formative feedback geared to the student’s own development appeared to be absent. Learning to teach effectively requires that trainees integrate the insights and concepts derived from the propositional knowledge taught in college, with the contextual and situated knowledge of specific classrooms and pupils. This implies that the theoretical and practical elements of the curriculum should be intertwined and presented in a dialogic relationship, rather than as discrete elements. The same is also true for INSET.

**Some curriculum priorities**

It is clear from our review of the curriculum that a systematic review of the teacher education curriculum at PRESET is needed. The dominant pedagogical stance in much of the material we reviewed remains one where trainees are largely regarded as ‘empty vessels’ and who need prescriptive advice and guidance from lecturers about how to teach, whether or not the prescriptions appear to suit the local school contexts where trainees work.

As discussed above, although new pedagogic approaches were often advocated by tutors and included in course aims (e.g. learner-centred lesson development, group work, role play, project assignments, reflective debate) there was little evidence of their application to the training we observed. The overcrowded curriculum, teaching group size, the format of teaching and assessment, and the presentation of text materials often seem to militate against methods which diverge from chalk and talk. It seems to be the case that teaching in the education colleges in Myanmar is delivered to passive learners in large groups and seems unlikely to encourage independent learning amongst trainees. Therefore many of the pedagogic practices advocated for primary school teaching are not modelled, though this could be achieved within the existing resource constraints.

More systematic ways to evaluate and judge the effectiveness of teacher training must be found. The use of recall tests, grading of lecture notes written up on the chalk board and from textbooks, and the numerical grading of teaching practice are not fit for purpose in assessing the pedagogical competence of trainee teacher. To address this issue many countries have adopted a competency-based framework against which to judge the effectiveness of those who have completed their PRESET and which can be used to induct teachers into the profession and ensure on-going professional development.

**Infrastructure**

All of the colleges we visited had poor physical facilities and infrastructure, and under-utilised space (sometimes because of its quality) as a result of periods of neglect. Impoverished facilities compromise the effectiveness with which teacher education can be conducted and have a depressing effect on morale. In the four ECs visited, staff and student teachers did
not have regular access to online resources and ICT teaching did not often go beyond word processing, power point and spreadsheets. If infrastructure improves to the point where connectivity at sustainable cost can be assured, then ICTs clearly have a complementary role to play in teacher education. The problem of ICT resources in the ECs is more readily resolvable than supplying such resources to primary schools in Myanmar since the numbers are much smaller. Concentrating ICT resources in the twenty education colleges would make sense in the medium to long term and provide value for money given their extensive geographical reach. Relatively small investments in ICT infrastructure, libraries and specialist teaching areas could transform at least some of these institutions into much more vibrant, accessible and attractive professional development nodes with outreach capabilities for district primary schools. Where ECs are not available, it would make sense to create regional teacher resources centres with a concentration of ICT resources for use by districts, clusters and schools.

**Learning resources**

Until the ICT infrastructure is developed in Myanmar, regular face-to-face contact with teacher educators is likely to remain an essential component of teacher education, albeit supplemented by other methods as and when these become available at sustainable and attractive levels of cost. This situation may change over the next decade in Myanmar, but until it does it will remain the case that print material offers far more durable opportunities for support for training at a distance. Print materials in the form of training modules are relatively cheap, durable and can be immensely helpful to those starting or already teaching in school environments where good practice may not be common and informed advice is difficult to come by. ECs could and should be a major source of such training materials. There is a need to flood the ECs and schools with quality support materials to inform the professional development of teachers and ensure greater continuity between PRESET and INSET.

**Capacity development of teacher educators**

A major finding of the rapid review of ECs shows that as a group the training needs of teacher educators are often overlooked. Without the stimulus of further professional development and an environment that encourages reflective practice and research capacity through links with IoEs and universities, it will be difficult for teacher educators to pioneer various instructional and assessment practices, and to develop the mentoring skills necessary to bring about effective teaching and learning in schools. Many of the tutors we interviewed expressed frustration with the lack clear policies on teacher education, poor remuneration, uncertain promotion prospects, and poor working conditions.

Research into the training needs of teacher educators in many developing countries suggests that as a group they are often overlooked, thereby minimising the effectiveness of their contribution to the education of teachers at the PRESET and INSET stages. Some of the key issues that emerged from the research were also evident when we interviewed staff in the education colleges. It appears there are no clear policies for the recruitment and career development of teacher educators. Some staff we interviewed had been school teachers who were posted so that it was just a further step up the civil service ladder which brings benefits in terms of salary. Some applied for the job, sometimes for reasons of status and pay rather than interest and commitment.

As discussed above, where tutors espouse theories of ‘student-centred’ learning, few put these into practice in their teaching of the students suggesting the need for further training and first-hand experience of teaching in the primary school. Though many of the college lecturers we met are dedicated and hard-working, we found there was frustration and low

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morale for reasons connected with a lack of policy on teacher education, poor remuneration, uncertain promotion prospects, and poor working conditions. A major issue to emerge from our visits to the ECs was that it is difficult for teacher educators to access international developments in teacher education. The intellectual horizons of many of the college staff we met seem out of date and parochially constrained for reasons of lack of professional development, access to the internet and teaching and learning resources. While there has been much borrowing of ideas from high income countries, but there is little evidence that the key constructs and theories of professional learning are critiqued and adapted to local circumstances where multi-grade classrooms and large classes are common. Without the stimulus of further professional development, and an innovative working environment, it will be difficult for tutors to pioneer more effective teaching and learning strategies, and to create models of teacher education appropriate to the local environment.
Reforming Pre-Service Education and Training in Myanmar

The coming of the 21st century has seen the development of knowledge driven economies, rapid information exchanges and fast-moving communication technologies which have created new demands on education systems worldwide. In this changing landscape, education must focus on nurturing the whole child—morally, intellectually, physically, socially and aesthetically. Students need to acquire new knowledge, skills and dispositions to ensure their survival and success as individuals, as members of the community, and as citizens of the Myanmar nation. To achieve this, institutional-based PRESET in Myanmar must develop teachers who are able to undertake greater responsibilities as they are at the forefront of educating its youth. It is now universally accepted that the quality of the teaching force determines the quality of education. As Myanmar raises the quality of its basic education it will need teachers with the right values, skills and knowledge to be effective practitioners who will bring about the desired outcomes of education. To achieve this objective, Myanmar needs strong institutional-based PRESET programmes that will provide the theoretical foundation for producing ‘thinking teachers’ whilst concurrently having strong partnerships with key stakeholders at the national and sub-national levels and schools to ensure strong practical application and to inject the reality of professionalism in teacher development. This will come about by ensuring ECs provide a strong base in subject matter and pedagogical content knowledge, as well as a strong connection to educational research.

In order for teaching to become a highly regarded profession capable of attracting the best calibre of student, requires the award of a degree as a pre-requisite for joining the profession. For this to happen, ECs will need to be upgraded to IoEs with their own degree awarding powers and the development of specialist pathways in early years, primary, middle school and secondary through the BEd degree. Figure 6 provides an example of what such a BEd degree programme with specialist pathways could look like to develop knowledge for teaching. Such a degree programme could cover subject matter content knowledge, general pedagogical knowledge, pedagogical content knowledge, curricular knowledge, knowledge of learners and their contexts and other professional knowledge. A 1-year teaching diploma for university graduates could also be designed building on modules from the third and fourth year of the BEd degree. This in turn will necessitate a major review of the current curriculum using a nationally agreed competency framework setting out of what newly qualified teachers should know and be able to do in terms of knowledge, skills and attitudes, overseen by a teacher education council with representation from all the major stakeholders in teacher education.

Research from the baseline study of teaching and learning practices in Myanmar primary schools\textsuperscript{49} and the rapid review of ECs\textsuperscript{50} presented in the current report suggests PRESET in Myanmar needs to:

- Place a greater emphasis on pedagogic content knowledge;
- Develop in student teachers an understanding of the nature of the disciplines they teach;
- Develop in teachers the capacity to initiate their students into the knowledge and practice of the subjects they teach; and
- Develop in teachers an understanding of the fundamentals of lesson planning, questioning and feedback, differentiated instruction, effective peer work and problem-based approaches.

\textsuperscript{49} Hardman, F. Stoff , C. & Elliott, L. Op.Cit
\textsuperscript{50} Redden, E. Op.Cit.
Together these key areas suggest a re-think of the content and pedagogy employed in education colleges so as to ensure PRESET is to be able to produce teachers with the skills necessary for raising the quality of basic education.

Suggested pathways through B.Ed. degree

**Year 1: Student as learner**
Language and literacy, multilingual education, introduction to mathematics and its teaching, introduction to science and its teaching, introduction to Myanmar and its teaching, English and its teaching, schools and society, contemporary issues in education, child as learner, developmental psychology, becoming a student teacher, school placement 1.

**Year 2: Student as teacher**
Language and literacy, mathematics and its teaching, science and its teaching, Myanmar and its teaching, English and its teaching, social studies, social, personal, health, and physical education, inclusive education, creating a positive classroom environment, teaching and learning with ICT, Social Studies, Schools and Society, Creative Arts, multi-grade teaching, school placement 2.

**Years 3 & 4: Primary/middle specialism**
Teaching of Myanmar language, mathematics, science, English, multilingual education, social studies, creative arts, inclusive education, life Sills, multi-grade teaching, physical education, class management skills, ICT, research methods, undergraduate dissertation, school placements 3 & 4.

**Years 3 & 4: Secondary specialism**
Teaching of specialist subject and second subject, ICT, inclusive education, class management skills, research methods, undergraduate dissertation, school placements 3 & 4.

**Years 3 & 4: Early Years specialism**
Early childhood education curriculum and pedagogy, teaching of early literacy and numeracy, multilingual education, learning through play, creative arts, ICT, research methods, undergraduate dissertation, early childhood placement.

Such reforms will also require a major investment in raising the capacity of teacher educators to effective deliver the curriculum. It is recommended that a training programme specifically for teacher educators be developed and piloted before it is rolled out nationally to all 20 ECs. The first year could consist of a Diploma in Teacher Education that should be compulsory for all newly appointed staff, followed by an optional second year leading to a Masters of Education (MEd) degree. It is proposed that the diploma/MEd programme makes use of blended learning: face-to-face teaching, supported self-study and support groups. Online
resources and activities could also be made available to supplement the published modules and an annual conference for teacher educators could also form an important part of the programme. Table 8 sets out the proposed content of the first and second year of the diploma/masters programme.

TABLE 8: PROPOSED PROGRAMME FOR TEACHER EDUCATORS

<table>
<thead>
<tr>
<th>Year 1: Diploma in Teacher Education</th>
<th>Year 2: Master of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core modules:</strong></td>
<td></td>
</tr>
<tr>
<td>How adults learn</td>
<td>Research training methods</td>
</tr>
<tr>
<td>Learning, teaching and assessment in HE</td>
<td>Quantitative approaches</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Qualitative approaches</td>
</tr>
<tr>
<td>Supervising student teachers on practicum</td>
<td></td>
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<tr>
<td><strong>Options:</strong></td>
<td></td>
</tr>
<tr>
<td>Course design and evaluation</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Influencing change: Contemporary issues in HE</td>
<td></td>
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<tr>
<td>Enhancing professional practice</td>
<td></td>
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<tr>
<td>Using technology to enhance learning</td>
<td></td>
</tr>
<tr>
<td>Leadership and management for middle managers</td>
<td></td>
</tr>
<tr>
<td>Teaching English to speakers of other languages</td>
<td></td>
</tr>
</tbody>
</table>

Such a programme, as discussed above, will necessitate a major investment in the ICT infrastructure of the ECs to give teacher educators access to the latest online resources and thinking on teacher education, and to build a virtual network linking up teacher educators across Myanmar.
Harmonising PRESET and INSET in Myanmar: Options and Possibilities

Introduction
As discussed earlier in the review of international trends in reforms to teacher education, many high and low income countries have recognised that reforms to PRESET need to be harmonised with reforms to INSET. The need to reform INSET, particularly in low income countries where there has been little systematic provision, has often acted as a catalyst for reforms to PRESET\(^{51}\). It is generally recognised that PRESET is only an initial stage of training and that there needs to be a long-term INSET provision that systemically up-dates the key competences that teachers require in the classroom\(^{52}\). The emphasis has been to bring together PRESET and INSET to ensure coherence, consistency and quality of training so that all children have access to teachers with minimal competences. Such trends represent a clear strategic shift away from institutional-based primary teacher education towards more flexible school-based provision and the decentralisation of teacher education to increase governmental responsiveness to regional needs, greater community participation, more flexible planning and implementation and more efficient and less expensive provision. Such developments have major implications for policy and institutional reform to teacher education in Myanmar.

As we have discussed throughout this review, the current teacher education curricula suffer in varying degrees from overcrowding and fragmentation (e.g. lack of integration of subject-based and professional studies, uneven and sometimes contradictory pedagogic assumptions), disjunction with learners' characteristics (non-recognition of prior experience, little emphasis on problems of teaching multi-grade and large classes, teaching with few learning materials, language issues), and inappropriate assessment schemes (ritualised assessment of teaching practice, recall-based written examinations). High quality teaching and learning materials and ICT resources, beyond the standardised textbooks for trainers and trainees, are in short supply. A revitalised teacher education system based on a competency-based framework setting out the standards expected of a newly qualified teacher, supported by nationally agreed training materials and continuing professional development for teacher educators could make a major contribution in transforming this situation.

Enhancing partnerships with schools
None of the colleges we visited had strong professional links with schools. They play little role in curriculum development and implementation at school level, and seldom provide resources for INSET. With a different mandate, managerial commitment, and appropriate resources ECs could become developmental institutions with a substantial outreach to schools at both the PRESET and INSET stages. Their staff could acquire responsibilities to improve learning and teaching at school level directly as well as through the training of teachers.

In developing a teacher education strategy framework that is linked to PRESET and INSET in Myanmar it is recommended that an enhanced partnership model is developed characterised by the tripartite relationship between the MoE, ECs and schools (Figure 7). This model suggests that PRESET needs to be a joint enterprise allowing each partner to


exert a certain level over the teacher education agenda while emphasising their needs to be a much closer collaboration between ECs and schools than currently exists, in order to strengthen the theory-practice nexus. It also suggests there needs to be an increasing decentralisation of PRESET to townships, school clusters and schools and provides for clearly defined accountabilities for each partner, which may be more prominently weighted at different points in the teacher education continuum, starting with EC-based delivery in the early stages of a teacher’s career and moving towards school-based further into their professional development.

![Enhanced Partnership Model](image)

**FIGURE 4: ENHANCED PARTNERSHIP MODEL**

The tripartite partnership model sets out the roles and responsibilities of each stakeholder at the relevant stages in the teacher education continuum, and provides an overarching framework for closer collaboration between the MoE, IoEs, ECs and schools in the interest of teacher learning, as well as education research. In particular, the enhanced partnership between the ECs, TEOs, ATEOs, clusters and schools will further help to bridge the current gaps between theory and practice, and strengthen the theory-practice relationship. A stronger tripartite partnership will also support beginning teachers in making more effective transitions from the ECs to schools, while enhancing the CPD of practising teachers.

Schools and teacher educators will need to take on a bigger, more active role in the student practicum so as to bridge the gap between college-based learning and ‘real classroom settings’. As discussed in the next section, they will also need to become sites for the provision of INSET through the development of specialist units supported by TEOS, ATEOs, school clusters and schools. Transforming teacher education is a task that the ECs cannot achieve in isolation. It is an endeavour that requires a major commitment from all key stakeholders—MoE, TEOs, ATEOs, ECs, school clusters and schools—while recognising that there should be mutual respect for the differing roles, beliefs, perspectives, experiences, expertise and knowledge of each. A partnership model would promote shared responsibilities from all stakeholders working in tandem to provide teachers with the best support at different stages of their careers.
School-based training INSET
As discussed in the literature review, school-based training at PRESET and INSET has become increasingly common in high income country systems and is also being adopted in many low income countries. There are many good pedagogic and professional development reasons why teacher education and professional learning should be located in the school environment. However, the basic assumptions of school-based training at the PRESET and INSET stages—namely that there are sufficient schools to offer appropriate training environments and enough qualified teachers to act as professional mentors to trainees—are often difficult to meet in low income countries like Myanmar. Most schools may not be appropriately resourced as training sites, lacking suitably qualified teachers with supervision and mentoring skills and enough teaching and learning materials. Nor do teachers necessarily see their role including the training of new teachers as they are unlikely to have received any training as trainers.

However, research does suggest that with enough support, some elements of school-based training are possible even in very resource-poor circumstances. But expectations of what can be achieved have to be realistic: serious investment has to be made in print-based modules for trainees and for trainers, and school-based mentors and curriculum leaders have to be trained in supervision and support. Distance education methods supported by face-to-face teaching and local clusters offer a realistic and cost-effective way of training teachers because they allow teachers to be trained while on the job, which saves the costs of replacement teaching.

However, the problems of distance learning are well known. For primary teachers in the rural areas of Myanmar there are particular problems. The materials have to be at the right language level for second language learners and cover a wide range of topics. Motivation is difficult to maintain in isolated circumstances. Aural media such as radio programmes or audio-cassettes may be attractive if the technology is available. Video DVD is much more expensive, and unlikely to be as cost-effective.

The commitment from all key stakeholders required to transform PRESET will also be necessary to enhance a strategic partnership for the successful implementation of school-based INSET. The tripartite relationship between the MoE, TEOs, ECs, clusters and schools in order to deliver more effective PRESET will also be necessary to promote a synthesis of approaches and efforts at the INSET stage to provide practising teachers with the best support. The school-based partnership model is therefore intended to promote a collaborative framework of shared values and goals built round the development of teacher competencies expected of an ‘experienced’ and ‘expert’. Such a partnership will ensure long-term and sustained co-operation and collaboration along the whole continuum of teacher education from PRESET to INSET. As with PRESET college-based provision, the model will strengthen the theory-practice nexus and help build clear roles and responsibilities for each partner at different points in the teacher education continuum.

Figure 8 shows the proposed system for delivering INSET to address the professional development needs of teachers at different stages of their careers and places the teacher and the school at the heart of the professional development process. The school-based partnership model is therefore intended to promote a collaborative framework of shared values and goals built round the development of teacher competencies expected of an ‘experienced’ and ‘expert’. Such a partnership will ensure long-term and sustained co-

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operation and collaboration along the whole continuum of teacher education from the PRESET to the INSET stages.

As regards the implementation modalities, the teacher strategy framework is adopting the approach to empower the existing roles of each actor as well as drawing from good international practices as long as it fits the Myanmar educational context. The key objectives of the school-based INSET should be to:

- Develop a system where teachers study in a variety of ways and reflect upon their own beliefs and classroom practices
- Embed school-based INSET activities in the school and township yearly development plans
- Design a system where teachers and their colleagues engage in peer observations and discussing of outcomes to improve the quality of teaching
- Build on the cluster/school family system so teachers can work together on in-service working theme groups where necessary – for example Myanmar, mathematics and science teachers
- Design a system where teachers can plan together investigations in the classroom (action learning)
- Develop a system of local support using ATEOs and teacher educators to provide broader perspectives on quality education and teaching and learning

The teacher education strategy should build on the basic school-based INSET provided by ATEOs and school clusters so that the most effective and motivated teachers are encouraged to build on the core INSET modules by following more advanced modules in, for example, mentor training, curriculum leadership, middle management. At school, cluster and township level the training needs of teachers will be annually reviewed to determine INSET provision. Developing a system of mentors at the school level would see expert teachers taking responsibility for the professional development of student teachers and newly qualified teachers. The mentoring process should put emphasis on helping teachers to improve the quality of their teaching by choosing appropriate methodological approaches that fit the specific conditions of their school. Mentors would be expected to support and guide teacher
efforts to implement child-centred approaches at the class level. Mentors would also guide the process of reflection and ensure the sharing of best practice among teaching staff and clusters of schools. In addition, they would encourage group discussions at school level and encourage school-based decision-making on implementing changes. In particular they could provide sustained support for student teachers and newly qualified teachers undergoing induction after their PRESET.

Long term developments in PRESET and INSET in Myanmar

Conventional PRESET is heavily front-loaded in terms of the investment of resources i.e. most if not all the current teacher education resources are committed to full-time PRESET residential training. This has several disadvantages: it leaves few resources for investment in managed induction and subsequent continuing professional development; a proportion of those who enter training may qualify but seek and find other jobs; some kinds of professional skill and competence may be best acquired after experience in the classroom rather than before.

In principle PRESET is an initial stage and not a terminal stage in a teacher’s career. However, for many primary teachers in Myanmar it is a terminal stage because of the lack of INSET. The balance between the time and money spent on PRESET and INSET is a critical policy question for the MoE. If most investment is frontloaded (i.e. at the beginning of a teacher’s career), if teacher attrition is high and rising, if career lifetimes as primary teachers are shortening, and if substantial effort is to be directed at changing school practice through school-based INSET, then it may make sense to shorten periods of college-based PRESET in favour of more school-based provision. Amongst other things this has the benefit of directing more investment of training resources towards those teaching in the classroom.

Alternatives which provide shorter periods of introductory training, followed by periods of work as assistant teachers, interspersed with subsequent training inputs back in the ECs building on the base acquired from school experience, could be both more efficient (those who are trained are on the job, therefore costs are lower), and more effective (theory and practice are placed in dialogue, college-based work has to respond to real problems and skill needs). It is therefore possible to conceive of training which is ‘drip fed’ over time rather than provided in a single 3-year period pre-career. There are many possibilities that include short intensive (e.g. 3 months) residential training, vacation workshops, complementary distance learning support, local cluster groups to support trainee teachers on the job etc. If this were linked to a competency framework and incremental progression up the career structure—e.g. trainee teacher, assistant teacher, junior teacher, fully qualified teacher—it could provide real incentives for teachers to stay with the programme and accumulate skills and competence.
Conclusions and Recommendations

Overall, the findings of this study suggest that ECs have a key role to play in the reform of teacher education in Myanmar at the PRESET and INSET stages as they are often the only postsecondary institution in areas with a concentration of educational professionals, and thus the only source of advice and support to practising teachers beyond the township education offices and school clusters. However, as the 2007 review concluded, they are in need of radical reform if they are to deliver teacher education appropriate for the 21st century and produce teachers with the right values, skills and knowledge to be effective practitioners to bring about the desired outcomes of education 57.

The findings of the rapid review suggests little has changed since the 2007 review: the centralised EC curriculum is too general and overcrowded; the academic day is overcrowded giving student little opportunity for private study, reflection, or practising of teaching skills; the model of teaching the students are being presented is essentially transmission-based, stressing a hierarchical learning of knowledge and conventional teacher-fronted classroom organisation; the professional development of teacher educators and opportunities for research has been neglected. The infrastructure of the ECs also remains in a poor state and there is a lack specialist teaching areas and resources for science, technology and other co-curriculum subjects and ICT infrastructure also needs a major overhaul to effectively connect staff and students to the global information highway. Partnerships with schools are also largely underdeveloped and teacher educators currently play little role in curriculum development and implementation of teacher training at the school level.

Recommendations

In drawing up the recommendations, it is recognised that many will need to be implemented in the next 3 – 5 years. However, in the next academic year it is recommended that a pilot study be conducted in Yankin, Mawlamyine, Pakkoku and Hpa-an ECs.

The pilot should include:

- An immediate review of the teacher education curriculum and of the partnership arrangements with schools to ensure a central focus on equipping trainees with content knowledge, pedagogical knowledge and pedagogical content knowledge.

- A major investment in the colleges ICT infrastructure and in the continuing professional development opportunities of college tutors to enhance their knowledge, understanding and practice of teaching those who are going to teach in the schools.

- The setting up of units to provide school-based INSET and to enhance the partnership arrangements with schools in the surrounding townships.

Policy on Teacher Education

- A national teacher competency framework for newly qualified, experienced and expert teachers be adopted to guide a major review of PRESET and development of INSET.

- A teacher education council set up under the direction of the MoE to oversee PRESET and INSET.

- Education colleges upgraded to Institutes with their own BEd degree awarding powers.

57 Redden, E. Op.Cit
INSET units set up in the education colleges to support district and township education offices in the provision of school-based INSET and build stronger partnerships with schools and clusters.

An active campaign to recruit students from the full range of ethnic groups launched to ensure the education colleges fully reflect the ethnic and linguistic diversity of Myanmar and address the educational needs of all communities.

Teacher Education Curriculum and Practice

- A 4-year BEd degree and a 1-year postgraduate diploma in education with specialist pathways for primary, middle and secondary school teachers introduced together with salary equivalence for teachers teaching at each phase of schooling.

- Key issues such as multi-grade teaching, the teaching of languages other than Myanmar and inclusive education integrated into the teacher education curriculum.

- ICT, library, laboratory and other specialist teaching areas upgraded to facilitate interactive, problem-based learning the practising of important skills central to the act of teaching and learning.

- EC staff involved in the supervision of student teachers while on practicum and trained in the skills of mentoring, supporting and evaluating students.

Capacity Development of Teacher Educators

- Compulsory training and induction for all newly appointed staff teacher educators introduced through the development of a Diploma/Masters degree in Teacher Education to raise the capacity of teacher educators and promote a culture of research.

- Teacher educators provided with on-going continuing professional development to update their pedagogic skills and knowledge.

- A human resource strategy drawn up to review the pay scales and promotion prospects of teacher educators to reward those who show the most competence in teaching and take on curriculum leadership and administrative responsibilities.
Appendix 1: Terms of Reference for Consultant for Development of a Teacher Education Strategy Framework Linked to Pre and In-service Teacher Training in Myanmar

1. Purpose of Assignment

Background

With the approval of the education sector review (ESR) by the President of Myanmar, the Government, as part of its comprehensive ESR has included a study and review of the whole teacher education and management as part of its review process.

At the same time, the multi-donor education fund programme (MDEFII) also aims to support the pre-service teacher education programme in two teacher education colleges (EC) in Mandalay and Yangon as a pilot to transform pre-service teacher education in Myanmar. Teacher education is highly prioritised in principle by the Department of Educational Planning and Training (DEPT) and the MoE, seen as a key strategy for improving the quality of basic education. A recent Teacher Education Review has shed light on many of the issues facing teacher education and made 64 recommendations as to how it could be reformed. There is an urgent need to train more teachers and to a higher standard and there is a need to consider more cost effective options for achieving this, including a slight rise in target pupil-teacher ratio (PTRs)\(^58\), and a shift from focusing on teachers’ formal qualifications to their classroom competencies\(^59\). A number of challenges in ECs include inadequate skills and knowledge of teacher educators in pedagogies and subjects, an overcrowded curriculum, lack of supervision and poor facilities, equipment, and information resources. There is a need to move from a theoretical to a practical, learner-centred approach. A clear strategy and plan are required for the expansion and transformation of teacher education system in Myanmar.

In Teachers’ Continuing Professional Development (CPD), links between ECs and schools are minimal. School clusters (families) have been identified, and teacher support is seen as mainly the role of school cluster heads and head teachers, with support from ATEOs and TEOs. However, there is as yet very limited training\(^60\) in leadership skills, mentoring or teacher observation, and no established system for teacher support. This is likely to be a key reason for the low and uneven uptake of child-centred approaches in the classroom as well as inconsistencies in monitoring children’s learning. A teacher support system is the missing link that would help to ensure that teacher training translates into sustainable improvements in teaching and learning.

The education system in Myanmar faces a number of challenges. A critical area of concern and one that needs urgent attention is pre-service teacher education and issues related to

\(^{58}\) Every year 8-9000 teachers are trained but only 7,500 go into schools. Given high rates of teacher attrition, the numbers of teachers trained each year might need to almost double if Myanmar is to achieve UBE by 2025 with its current target PTR of 28:1. More effective teacher training, especially for multigrade teaching, might allow for a raising of the PTR with no loss of quality. Indeed, quality could be increased through freeing up of resources for other vital quality inputs.

\(^{59}\) GoM has the intention of eventually upgrading all teacher training to the BEd, level. Since this is at the moment is only attained by 8.8% of teachers the investment would be huge; however qualification upgrading alone will not guarantee improved teacher performance.

\(^{60}\) School cluster heads and TEOs/ATEOs (along with secondary head teachers) are included in periodic in-service trainings given by Education Colleges which to a some extent cover quality issues but are not linked to any follow-up support.
the status of teachers and teaching profession. In the recent national level discussion on the education sector, the challenges underlying teacher education have come into sharper focus and it has been recognized that improvement in the quality of teachers is essential to quality education and the promotion of educational standard of students. The President of Myanmar has made the improvement of education standards a top priority and has identified teacher education as a critical area of concern and a key strategy for improving the quality of education. In a recent government document on Education Development in Myanmar (October 2011) one of the top priorities for educational policy as directed by the President of Myanmar is to improve the capacities of teachers in both the basic and higher education sector.

Underlying issues of teacher competence and motivation are systemic issues that need to be addressed. Across the board, teacher status and salaries are low. Secondary teachers are afforded somewhat higher status, and pay and promotion generally means a move from the primary to secondary systems (and perhaps from there into a headship or an Assistant TEO posting). There is therefore no incentive for teachers to develop a specialism and expertise in primary education, or to keep good teachers working at the primary level, particularly in the early grades. There are few incentives for teachers to work in challenging and remote schools. ECD teachers are not yet included in the system.

As a preliminary step, in the context of Myanmar, it is important to distinguish between traditional approaches and the application of interactive methods in child-centred class teaching. Traditional whole class teaching in Myanmar is teacher centred and didactic because there is little verbal and conceptual interaction between teachers and students during the course of a lesson. Few questions are asked of students to probe their understanding and to stimulate thought. Closed questioning is more common than open questioning. Consequently there is little stimulus for the child, few opportunities to develop verbal and reasoning skills, restricted dialogue between teachers and students, and little continuous assessment by the teacher during the course of the lesson.

There are 20 Education Colleges (EC) in 12 of the States/Regions. In general, each EC offers four types of teacher education courses. In addition, there are two Institutes of Education (IOE) under Department of Higher Education offering BEd degrees for qualification for teaching at the Upper Secondary Level. The University for the Development of National Races offers a three year course with lowered admission requirements (G9 pass), from which students can proceed to a BEd or MEd.

Overall, the whole teacher education system is in dire need of reform in order to be able to meet the human resource demand in the country and provide quality education.

**Purpose**

A motivated and well-trained teaching force is a prerequisite for quality education. Improving the status, quality, management, policies and training of teachers is considered to be an effective tool for social development in Myanmar. To address these issues a sound strategy is needed to outline the approach to the teacher education systemic change in the context of Myanmar’s current proposed sector reform.

The purpose of this consultancy is to provide the basic framework for a national strategy for teacher education (linked to pre and in-service teacher training) in Myanmar. It will also provide the basis for informing reform in the teacher education management system.

**2. Programme Area and Specific Programme Component result (PCR) involved:**

**Programme**: Basic Education and Gender Equality

**PCR 907**: Support the Government in improving the quality of basic education nationally through the child-friendly initiative.
3. What is the basic programme Intermediate Result(s) to which the consultancy is related?

IR 46: Improved quality of teaching and learning practices in basic education in targeted townships in government and monastic schools and in both mono and multi grade schools.

4. Major Tasks to be accomplished:

Under the supervision of the Chief Education Section, the consultant will work closely with UNICEF Myanmar Education team and the counterparts from MoE to:

1. Conduct a desk review of situation of pre-service teacher education system in Myanmar with rapid analysis of teacher colleges (Yangon and Mandalay Teacher Colleges)

2. Based on review and rapid analysis, propose a draft national teacher education strategy framework including the following components:
   - Teacher education system (design, capacity and management)
   - Teacher qualifications and profession
   - Continuing professional development

3. Other areas to be considered/addressed are:
   - Qualification and training needs of teacher educators in Teacher Colleges (TC)
   - New teaching methodologies
   - Entry qualifications
   - Review of teacher education curriculum of TCs and its alignment to pre-service training of trainees to ensure quality preparation and support to future teachers
   - Relevance, effectiveness and efficiency of approaches to the practicum (teaching practices)
   - Range of offerings for teacher education to meet the needs of the system.
   - Identify linkages with Higher Education Institutions in their provision of Teacher Education Programmes.
   - Identify key evaluation/assessment of teacher education programmes and system
   - Teacher assignments (rural-Urban)
   - Language issues
   - Inspection system
   - Financing of TCs
   - In-service and school-based training
   - Minimum quality standards for TCs (national standards and guidelines for preparing teachers)

4. Finalize the draft national strategy framework for teacher education in consultation with key stakeholders (MoE, UNESCO, JICA).

5. End product(s) and delivery dates and details (how the work must be delivered, i.e. electronic submission, hard copy, on what computer programme etc.

<table>
<thead>
<tr>
<th>No</th>
<th>Deliverable</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>1</td>
<td>Draft Desk review/Rapid analysis</td>
<td>By Week 3</td>
</tr>
<tr>
<td>2</td>
<td>Draft strategy framework</td>
<td>By week 5</td>
</tr>
<tr>
<td>4</td>
<td>Final report with recommendations incorporated</td>
<td>By week 7</td>
</tr>
</tbody>
</table>

- All products should be an electronic submission.
6. **Contract Supervisor and frequency of performance reviews:**
   Chief of Education Section

7. **Estimated duration of contract:** 35 working days (20 days in country, 15 from own base) spread between 1 September - 30 October 2012

8. **Official Travel involved, if any:**
   Visit to Yangon and Mandalay Teacher Colleges and selected schools to interview teachers.

9. **Estimated Cost of Consultancy: (in US$) P5 Level**
   Consultancy fees:
   Airfare:
   DSA :
   Terminal:
   Miscellaneous: $50

   Total:

* TAs for in-country travel will be raised and travel cost will be paid on actual basis.

10. **Payment schedule & Fee**
    1st Payment: Upon delivery of the draft strategy framework by week five
    2nd Payment: Upon delivery of the final strategy paper with comments incorporated

11. **Amount budgeted for this Activity and Chargeable Budget Code:**
    Chargeable Budget Code: MDEF (Norway)

12. **Qualification or Specialized Knowledge/Experience Required:**
    The Consultant should:
    - Advance university degree in Education with focus on Teacher education and development
    - Expertise in this area of research in particular teacher education
    - Experience in strategic design for teacher education system
    - Proven ability to conceptualize, innovate, plan and execute ideas;
    - Good analytical, negotiating, communication and advocacy skills;
    - Computer skills, including internet navigation and various office applications;
    - Demonstrated ability to work in a multi-cultural environment and establish harmonious and effective working relationships, both within and outside the work place;
    - Previous working experience with UNICEF education programmes will be an asset.

13. **Confidentiality:**
    The documents produced during the period of this consultancy will be treated strictly confidential and the rights of distribution and/or publication solely resides with UNICEF.

14. **Recourse:**
    UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines.
Appendix 2: Education College Interviews

Questions for Principals
1. What PRESET programmes do you currently offer in the college?
2. What are the main challenges you face in meeting the needs of your staff and students?
3. What reforms to teacher education would like to see being implemented over the next 5 years?
4. What INSET programmes do you currently offer in the college? How could they be developed?
5. Should ECs be upgraded to IoEs with their own degree awarding powers? What would you need to put in place for this to happen?

Questions for Teacher Educators
1. What programmes do you currently teach on?
2. What are the main challenges you face as a teacher educator?
3. What training were you given when you were appointed to the EC?
4. What reforms to teacher education would like to see being implemented over the next 5 years?
5. What role do you think ECs could play in the provision of INSET?

Questions for Students
1. What programme are you currently following?
2. How effective is your programme in developing you as a teacher?
3. What could be improved in your programme?
4. Who observes and supports you while on teaching practicum? How effective is the support?
5. What are the main challenges you face as a student teacher?
6. What could be done to support you in school once you qualify as a teacher?
Appendix 3: Observation Schedule

CLASSROOM OBSERVATION SCHEDULE

A. General Information

Name of Education College/School:  
Programme:  

Subject:  
Date:  

No. of male students:  
No. of female students  

Start time:  
End time:  

Lesson topic:  

B. Judging the quality of teaching and learning

1 = behaviour never observed  
2 = behaviour rarely observed (i.e. once or twice)  
3 = behaviour occasionally observed (i.e. 4 or 5 times)  
4 = behaviour consistently observed  

Section 1: Demonstrating skills in lesson introduction and development

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<tbody>
<tr>
<td>1. States objectives and provides overview of lesson</td>
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<td>2. Checks for prior knowledge</td>
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<td>3. Explains material accurately and clearly</td>
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<td>4. Emphasises key points of the lesson</td>
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<td>5. Uses a range of instructional materials</td>
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<tr>
<td>6. Makes effective use of chalk/white board</td>
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<tr>
<td>7. Creates positive classroom climate</td>
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<td>8. Knows and uses student names</td>
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<td>9. Uses paired or group work</td>
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<td>10. Arranges classroom to facilitate learning</td>
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<td>11. Uses plenary to summarise, consolidate and extends learning</td>
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Section 2: Demonstrating skills in questioning

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<tr>
<td>12. Uses cued elicitation for repetition and drilling</td>
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<td>13. Asks closed questions</td>
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<td>14. Asks open-ended questions</td>
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<td>15. Calls on students individually to answer questions</td>
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<td>16. Asks students to demonstrate in front of class</td>
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Section 3: Demonstrating skills in feedback

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<tr>
<td>17. Acknowledges student answers</td>
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<td>18. Probes student answers</td>
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<td>19. Comments on student answers</td>
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<td>20. Builds student answers into subsequent questions</td>
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<tr>
<td>21. Encourages students to ask questions</td>
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<td>22. Moves around room to interact with students to provide spoken and/or written feedback</td>
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Section 4: Demonstrating skills in classroom management

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<td>23. Relates well to students</td>
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<td>24. Effectively manages the class</td>
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<tr>
<td>25. Effectively manages timing of lesson</td>
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Appendix 4: Township Interviews

Questions for Head Teachers
1. What is your current relationship with the EC closest to your school? How could they be improved?
2. What INSET provision is there for teachers in your school?
3. How effective is the support you receive from TEOs/ATEOs?
4. How effective are the cluster/school family networks?
5. How could the provision of INSET for your school be improved?
6. How are your own professional needs being addressed?

Questions for Teachers
1. What are your current teaching responsibilities?
2. What are the main challenges you face as a teacher?
3. How effective was your PRESET programme?
4. What INSET have you taken since qualifying as a teacher?
5. What INSET would like to see provided to enhance your effectiveness as a teacher?

Questions for TEOs/ATEOs
1. What roles do TEOs/ATEOs play in the provision of PRESET?
2. How does the township liaise with the local EC?
3. What INSET is currently provided in the township?
4. How effective are the school/family cluster arrangements in supporting schools and teachers?
5. What enhanced role could ECs play in the provision of PRESET and INSET?