

Teacher training EfECT report for the British Council

Becoming a Teacher in Myanmar

Marie Lall

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1 Executive Summary

1.1.1 Objectives

The purpose of the research was to understand who chooses to become a teacher in Myanmar and why. As the country continues to undergo political and economic reforms, the professional conditions for teachers are deteriorating. Salaries remain low and postings in remote areas can make life difficult for young teachers. Yet, according to previous research involving interviews with State Education Officers, there is no shortage of applicants. At the start of the project little was known about teachers in Myanmar and nothing was known about teacher trainees.

The objective of the research was to uncover, in general, the background of the teacher trainees, their motivations to become a teacher, their expectations, satisfaction and difficulties faced during the process. Specifically the research also aimed to uncover any significant differences in how males and females responded, with hope to give the specific anomalies greater attention. The research was made possible by the joint VSO-BC project EfECT and was undertaken in all Education Colleges where the BC and VSO have staff.

1.1.2 Methodology

A quantitative questionnaire with two qualitative questions was administered by the Cluster Managers to around 100 teacher trainees studying in year 1 and 2 at 20 Teacher Education Colleges in Yankin, Thingankyun, Hle Kuu, Taungoo, Pathein, Myaung Mya, Sagain, Mandalay, Bogolay, Monywa, Taung Gyi, Myitkyina, Meith Hti Hla, Pakkokhu, Magway, Hpa An, Mawlamyaing, Dawai, Lashio and Pyay. The data was collected in Burmese, the results translated into English and evaluated.

The exercise was conducted between April and May 2015 and will be repeated in 2016. Results from both years will be compared to explore how perceptions have changed for those who take the questionnaire twice (i.e. those who were in year 1 and are now in year 2, for whom a double data set exists).

1.1.3 Main findings

General findings:

The first main finding is that overall the quantitative results show no significant gender differences, and very few differences with regard to ethnicity. A number of answers had a large majority of both genders that chose one option and then fewer respondents choosing amongst the other options. The only significant variance in gender was in the options that attracted fewer responses and this was the case in only three instances: motivation to become a teacher, location preferences and career goal.

The second most significant finding is that the qualitative responses do not always match the quantitative findings. This means that whilst respondents chose certain responses in the

quantitative sections, when they were given the chance to elaborate, their attitudes were often quite significantly different from what they had ticked in the quantitative section. This was particularly acute when asked the question about “what challenges the trainees expected once they became teachers”. The responses were incredibly varied and detailed. Trainees gave very frank and very personalised answers, revealing real anxieties and worries in light of starting their profession. The answers fell into several categories that include: lack of classroom experience, a real worry of implementing CCA, infrastructural issues that include everything from lack of transport to too many students in class, dealing with parents, living far away from home, being sent to a remote area, language issues and confronting student/ family poverty.

However in the section asking them how prepared they felt to start their career as a teacher, the trainees mostly said that they felt prepared enough to teach children at school. The interesting thing was that many who said they felt prepared or even well prepared in the quantitative section, said that they did not feel prepared for several aspects of the job in the qualitative answers.

Specific findings: We provide some specific findings focusing on anomalies in the responses between men and women. *Our Insights, commentary or corroborating facts with qualitative responses have been shown in italics.*

- **On motivation to become a teacher:** almost half of the students said that their main motivation in wanting to become a teacher was to serve their country or contribute to society. *It's unsurprising in a country where the youth is driven by a greater sense of responsibility vis-à-vis their mother country.*
- **On location preferences:** this differed between female and male respondents, with more females choosing large cities (almost a quarter more) over their male counterparts and fewer females being prepared to go to remote areas than their male counterparts. *This corroborated with the qualitative response that women found transport and general infrastructure in remote areas to be a real problem.*
- **On career goals:** these were fairly evenly distributed across the sector. However very few (36) wanted to join a private school and only 94 trainees envisioned a career outside of the education system. Women are 50% more likely to becoming secondary school teacher as a career goal. Women are also a third more likely than men to pursue the goal of becoming a teacher educator or a head teacher. On the other hand men are a 50% more likely to state their desire of becoming a TEO as a driver for being a teacher and a quarter more likely than women to state their desire of becoming a SEO as a career goal. *This is reflected in Myanmar's administrative reality where women are more prevalent in the teaching profession at every grade (including head teacher) apart from senior administrative posts such as township or state education officers, which are mostly held by men.*
- **On general satisfaction with the training received:** men are less generous in their ratings of the training received. More specifically, women are a third more likely than

men rate their trainers as excellent, whereas men are 58% more likely to give their trainers a satisfactory rating. Men are twice as likely, compared to women to rate their training as unsatisfactory.

- **On challenges they would expect to face:** More female trainees (34% more than men) are worried about having to cover too much material compared to their male counterparts. Women are also more concerned than men (approximately 25% more respondents) about the balance between administration and teaching. On the other hand for the 100 odd respondents who commented on the exam system, men expressed a greater concern by a third. *The qualitative responses shed more specific detail on the underlying concerns as mentioned above.*

Persistent Issues:

Across the research findings, two issues seemed to dominate: the lack of classroom experience and the fear of having to use/ practice CCA, given all the other practical issues which might hinder a child friendly teaching methodology. This could be missed when just looking at the quantitative data, although it is evident that both men and women of all ethnic groups felt that these were significant issues. However the qualitative data points to a real lack of confidence as trainees do not get the practical, in-classroom experience that they would need to be able to apply what they are learning at the Education Colleges. The fear of using/ practicing CCA is directly linked to a lack of classroom experience and the fact that often the trainees themselves are not taught with this methodology. In addition teachers expressed the fear of being overtaken by student knowledge. This is also linked to the issues with CCA as teachers fear that students might ask questions that they are unable to answer, leading to a loss of face.

This reflects issues that have been uncovered in previous research where teachers find CCA impossible to administer due to overcrowded classrooms, time and material constraints as well as the chapter end tests that dominate the pace of the syllabus. (Lall 2010; Lall 2011; Lall et al 2013) Since trainees are aware of the realities of the classrooms where they themselves have been taught not that long ago, they cannot see how without significant structural transformation of the system the teaching method can be significantly changed.

1.1.4 Recommendations

Our recommendations flow from the observations and analysis of the data collected.

1. The teacher training needs more practical classroom experience as an integral part of the training. The bloc teaching practice seems to be ineffective.

2. The teacher training methodology needs to use the CCA model, so that trainees can

appreciate how to use it themselves.

3. Newly qualified teachers need to be supported in the early years of their training, so as to improve their knowledge and not lose the newly learned pedagogy.
4. A course about teacher as 'researcher' should become part of the teacher training curriculum so that teachers learn how to stay on top of new or changing knowledge, and this will eliminate the fear of open questions from students.
5. Trainees need to get increasing access to IT so they feel they are on par with the younger generation.
6. Teacher training should include self-confidence training so as to help those who are shy. Trainees need to be 'taught' how to engage parents and deal with parents.
7. Ethnic language training needs to be made available for those who will (or want to) be posted in ethnic/ remote areas. Given the reform and peace process it might be good practice to have all teacher trainees take some ethnic language training although admittedly this could entail logistical issues.
8. The teaching profession needs to allow for more women to become TEOs and SEOs – at the moment a number of women cannot even imagine getting into these positions. The hierarchical structure is culturally determined, but if there was in-service leadership training for HTs and other education leaders, then some of these hierarchy issues might become less acute. A system of mentoring and role models by senior staff might also help as a part of supporting newly qualified teachers.
9. For the project design for the second year– more qualitative questions should be asked in round 2 to check and corroborate the quantitative answers. In addition the students completing the questionnaire were Diploma (DTED) students who have graduated with matriculation only. The PPTT students were not included. It would be good to compare them to the diploma students as their aspirations, desire for urban/rural locations etc. could be slightly different.

2 Objectives of the Project

2.1 Purpose of the Research

The purpose of the research was to understand who chooses to become a teacher in Myanmar and why. As the country continues to undergo political and economic reforms, the professional conditions for teachers are deteriorating as salaries remain low and postings in remote areas can make life difficult for young teachers. Yet, according to previous research involving interviews with State Education Officers there is no shortage of applicants. At the time of writing little is known about teachers in Myanmar and nothing is known about teacher trainees. The research covered the following areas:

- *What background do teacher trainees come from?*
- *What motivates teacher trainees to become teachers?*
- *What expectations do teacher trainees have of the training?*
- *How satisfied are teacher trainees with their training?*
- *What do they think of the English language training they are receiving?*
- *Challenges faced by teacher trainees during their training.*
- *What career aims do teacher trainees have?*
- *Challenges teacher trainees expect to face as teachers once they qualify.*

The research was made possible by a joint VSO-BC project that has placed VSO volunteers BC employees in all but one Education Colleges (ECs) around Myanmar to support the trainees with English language training. The project is called EfECT and works in every EC except Kyauk Phyu in Rakhine, where there is a UK FCO travel advisory in operation. In general the model is one VSO and one BC but there are 5 ECs where it's either 2 BC or 2 VSO, mainly due to placing trainer partners together. The research was undertaken in all Education Colleges where the BC and VSO have staff. It was not undertaken in the Universities of Education (UoEs).

2.2 Methodology

A quantitative questionnaire with two qualitative questions was administered by the Cluster Managers to around 100 teacher trainees studying in year 1 and 2 at 20 Teacher Education Colleges in Yankin, Thingankyun, Hle Kuu, Taungoo, Pathein, Myaung Mya, Sagain, Mandalay, Bogolay, Monywa, Taung Gyi, Myitkyina, Meith Hti Hla, Pakkokhu, Magway, Hpa An, Mawlamyaing, Dawai, Lashio and Pyay.¹ The data was collected in Burmese, the results translated into English and evaluated. The students completing the questionnaire were Diploma (DTED) students who have graduated only with matriculation.

The exercise was conducted between April and May 2015 and will be repeated in 2016. Results

¹ Chin State and Kayah State do not have their own Education College. There are also 2 Institutes of Education, one located in Yangon and one in Sagain.

from both years will be compared to explore how perceptions have changed for those who take the questionnaire twice (i.e. those who were in year 1 and are now in year 2, for whom a double data set exists).

Around 100 students were randomly selected by college principals and EfECT cluster managers asked to sit alone at separate desks, and were told not to discuss the questions or their answers with each other. The data was collected anonymously. 2003 filled questionnaires were returned.

3 Background

3.1 Teacher training in Myanmar

Teacher trainees in Myanmar are required to have graduated with a matriculation from high school. Many of them are younger than their peers in the region as school starts at the age of 5 and only runs for 11 years, meaning that many enter the Education Colleges (ECs) between the ages of 16 and 17.² The Diploma in Teacher Education (DTEd) is a two-year post matriculation course. There used to be a one-year qualification route to become a primary school teacher with a certificate, but the new Pre Primary Teacher Training (PPTT) is a four months course for graduates to become primary teachers has now replaced the DTEd. The DTEd allows teachers to teach at middle school level although they will start as primary assistant teachers when they graduate and then move up to middle school after 5 years when they can become junior assistant teachers (JAT).

If teacher trainees want to become secondary school teachers or move on to administrative posts in education, they need a B.Ed degree that they can acquire at the Institutes of Education (IoE) in Yangon or in Sagaing, for those in Lower and Upper Myanmar respectively. Students can either study at the IoEs straight after leaving secondary school for 5 years to get the B.Ed or after taking their diploma at one of the ECs. In that case they have to complete a 3-year course at the IoE.

More recently in 2013, and as a part of the education reforms and a way to increase the number of teachers in schools, uncertified teachers who have been working at monastic or private schools have been allowed to join government schools under a special scheme. These teachers receive a month of training and are then employed at a lower salary and without benefits. After a year they can become permanent staff.³ 'Since the start of the policy an additional 72,000 teachers (representing nearly a quarter of all teachers employed) had been recruited and deployed in this way.'⁴

According to JICA more than 80% of teachers are female. However only 60% of female teachers become head teachers and fewer make it to TEO positions.⁵ Recent reforms have tried to address the gender imbalance by raising salaries and lowering the selection criteria for men.⁶

There are fewer ethnic minority teachers than their Bamar counterparts⁷, in part because the

² The recent education reforms are lengthening Myanmar's education cycle to 12 years.

³ When this scheme was introduced it created a crisis at the monastic schools as some of the more experienced teachers left to join the government system.

⁴ Unpublished World Bank report on the impediments of effective teaching, Yangon 2015

⁵ Japan International Cooperation Agency (JICA) (2013). Data collection Survey on Education Sector. Final Report

⁶ According to JICA one IoE has now fixed percentages (60% male and 40% female) at intake Japan International Cooperation Agency (JICA) (2013). Data collection Survey on Education Sector. Final Report.

⁷ There is no hard data on this. According to the same JICA report UDNR course completion data suggests that between 1964 and 2010, only 12,493 ethnic teachers have been deployed into the system

matriculation exam is offered only in Burmese, which is not the mother tongue of the ethnic students. The ministry of border affairs runs the University for Development of National Races (UDNR) located in Ywathitkyi, Sagaing Region, that focuses on educating ethnic groups in the border areas.⁸ Around 200 students who leave their schools after grade 9 each year take a 3-year course to qualify for a PATC.

3.2 Education Reforms and reforms pertaining to teachers

Education reforms have been President Thein Sein's fourth priority after national reconciliation with the NLD, peace with the Ethnic Armed Groups and economic reforms that would bring international agencies and investment back to Myanmar. (Lall 2016)

In the summer of 2012 Myanmar embarked on a Comprehensive Education Sector Review Programme (CESR). The CESR was in 3 phases, producing a comprehensive education plan by the summer of 2014. The education consortium, was led by UNICEF, closely supported by donors and development partners (DPs) such as AUSAID and the World Bank amongst others. The MoE invited all interested DPs to take part, and many took the opportunity to engage with the ministry for the first time. Their focus was mostly on reviewing state education and the formal sector around the country.⁹

The CESR's responsibilities encompassed all sectors of teaching and learning, from Early Childhood Education to Higher Education and involved a wide range of ministries and departments that had a stake in education.¹⁰ After the first phase of work, proposals under consideration by the CESR included increasing basic education from 11 to 12 years, and changing teachers' career structures. The former could resolve the time crunch teachers face to cover the curriculum, although the practicalities of such a transfer are complex. The latter is particularly important as teachers who want to get promoted move to the secondary schools, resulting in large student teacher ratios in primary schools with the least experienced teachers teaching these classes. The CESR also reviewed language policies (including the teaching of English) and recommended the translation of textbooks into ethnic languages.¹¹

Finding that the CESR process was taking too long to feed into the legislative process, and wanting to secure a set of education laws well in time for the 2015 elections, the President's office constituted the Education Promotion Implementation Committee (EPIC).¹² To the surprise of all the development partners who were called at short notice to NPT on the 7th of

⁸ Japan International Cooperation Agency (JICA) (2013). Data collection Survey on Education Sector. Final Report.

⁹ Terms of Reference for Myanmar Education Sector Review (CESR), 4 July 2012

¹⁰ Ministry of Education (MoE), Ministry of Social Welfare, Relief and Resettlement (MoSWRR), Ministry of Religious Affairs (MoRA), Ministry of Science and Technology (MoST), Ministry of Labour (MoL), Ministry of Border Affairs (MoBA), Ministry of Defence (MoD), Ministry of Health (MoH), Ministry of Agriculture and Irrigation (MoAI), Ministry of Cooperatives (MoC), Ministry of Finance and Revenue (MoFR), Union Attorney General's Office (UAGO).

¹¹ The Comprehensive Education Sector Review Phase-1 Report

¹² Another factor (briefly mentioned above) was that the President's office was also fed up with the increasing influence of various development partners and wanted to return the process to Myanmar leadership.

October 2013, the Office of the President convened a National Seminar on Pragmatic Reforms for Education to announce that this new body would take the lead on education.¹³ EPIC took up residence only a few hundred metres away from the CESR in the Diamond Jubilee Hall on the Yangon University Campus. The three components included a task force of deputy ministers from the 13 ministries directly involved in education supported by their director generals, an advisory group consisting of retired MoE officials, academics and other national experts, and 18 working groups covering specific areas of education reform, with two co-leads—one from government and one from the group of experts totalling over 200 people. EPIC had limited contact with the CESR teams and the involvement of development partners was severely reduced, not least because all meetings were held in Burmese. The EPIC reports were submitted by end January 2014.

There is also the Parliamentary Education Promotion Committee that had been prompted by the speaker of the parliament U Shwe Mann and Daw Aung San Suu Kyi. The PEPC is comprised of ten USDP members, three NLD members and two MPs from the Shan Nationalities Democratic Party and was tasked to developing an overarching education ‘mother law’ to provide a framework for education reforms. In September 2014 the New Education Law was passed.¹⁴ The National Education Sector Plan (2016-21) is expected to introduce a new curriculum, reform student assessment and increase child centric approaches to education as the leading pedagogy. It is also expected that there will be a new school-level quality assurance system that will include the assessment of teaching standards. All this will of course deeply affect the teaching profession.

At the time of writing the most important reforms with regard to teacher policies include higher salaries for staff and the new hiring practice for uncertified teachers as contract teachers.¹⁵

According to the World Bank the whole wage bill of all civil servants had increased quite dramatically. ‘Specifically, during the period 1972-2013, nominal wages were only increased six times.’¹⁶ As of 2013, annual pay increases and allowances have also been increased where all civil servants receive a monthly bonus. A new ‘hardship pay’ has been introduced for civil servants (including teachers of course) who serve in ‘hardship’ areas, mainly remote border areas, to incentivise teachers and others to work there.

The new teacher hiring policy means that it is now much easier to join the profession. The uncertified contract teachers are supposed to have a bachelors or masters degree, but there are

¹³ The development partners were assured that this was not to replace the CESR nor to do similar work twice, but that EPIC and the CESR were complimentary to each other. In reality however this was a move to retake control of the process without having to shut the CESR down or make the development partners’ work redundant. (Conversation with relevant people in the President’s office)

¹⁴ And there have been mass protests led by students against it. It was revised, but not to everyone’s satisfaction in March 2015. See Lall (2016)

¹⁵ There have been other reforms such as the school grants and the stipend programmes that impact mainly head teachers, who for the first time now have some limited say in how to spend funds. See Lall (2016).

¹⁶ Unpublished World Bank report on the impediments of effective teaching, Yangon 2015 - The wage structure was fixed in nominal terms during the following periods: 1) 1972-88; 2) 1989-93; 3) 1993-2000; 4) 2000-2006; 5) 2006-2009; and 6) 2010-2013; and 7) 2013-2014.

also those who only have completed matriculation (but who have teaching experience in no government schools or who agree to work in difficult areas/ schools. This also means that SEOs and TEOs now have a greater say in which teachers they wish to hire or fire. This used to be the prerogative of the ministries in NPT.

4 The respondents and their backgrounds

4.1 Academic Background

Overall there were 2003 respondents, 1005 in their first year of study and 969 in their second year of study. 29 did not specify which academic year they were in. In year one there were 764 and in year two there were 725 Bamar students. In year one there were 241 and in year two there were 244 ethnic minority students.

Chart No. 1

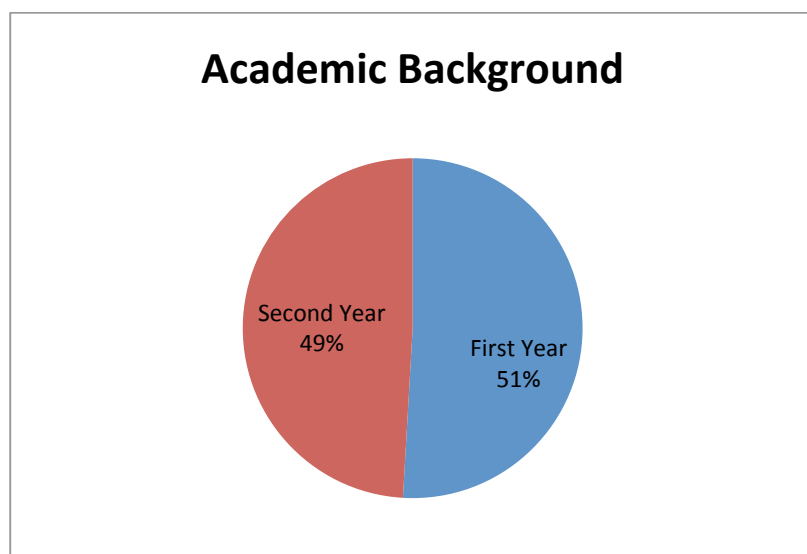
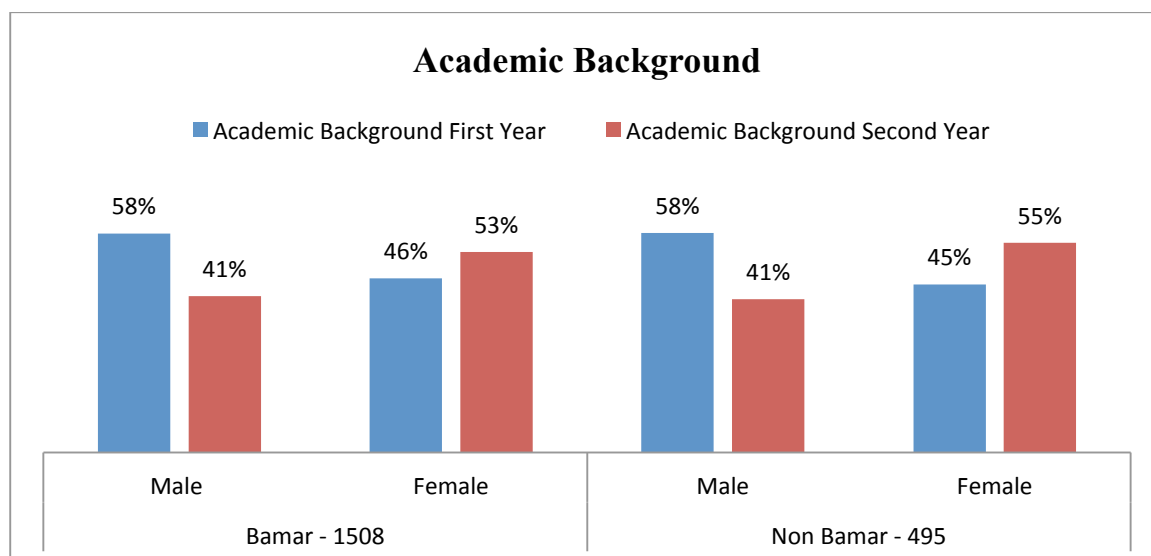


Chart No. 2



4.2 Gender

Table No. 1 Gender Classification

Male - 791	Female - 1196	Not Specified - 16	Total
791	1196	16	2003
39%	60%	1%	100%

Of the 2003 respondents 791 (39%) were male and 1196 (60%) were female. 16 did not specify their gender.

Chart No. 3 Gender Classification

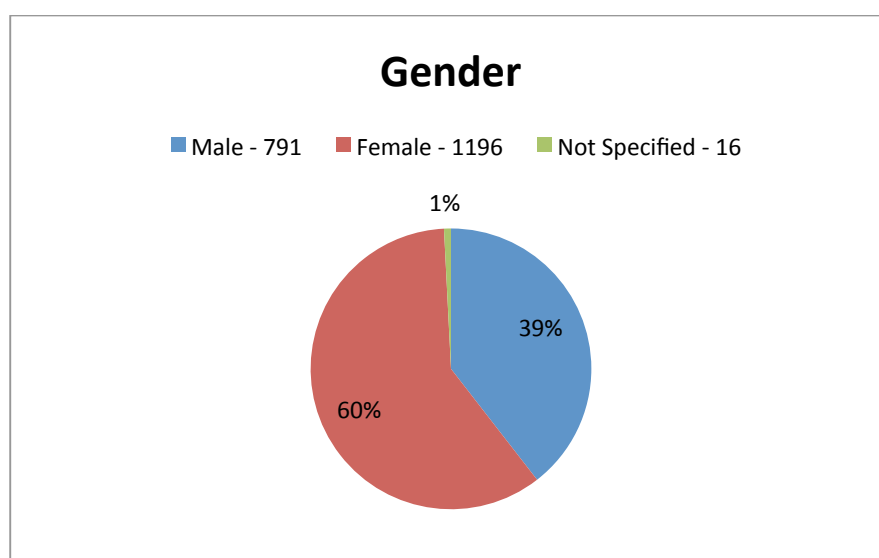
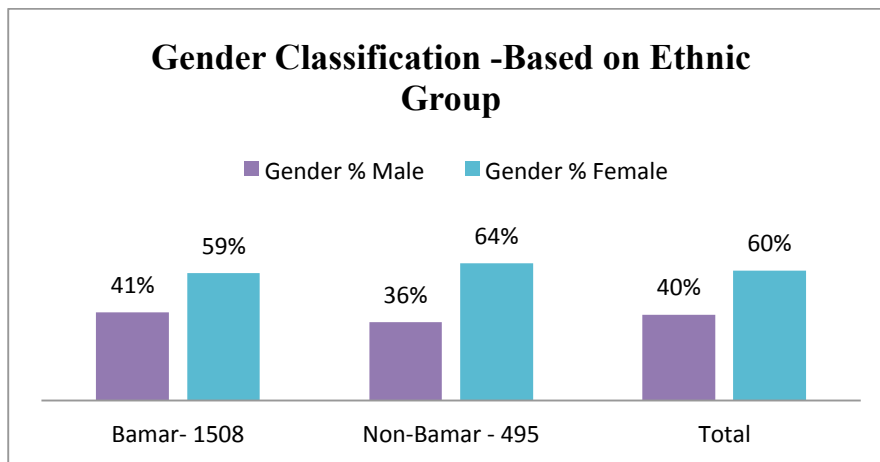


Table No. 2

Academic Background	Bamar - 1508			Non Bamar – 495		
	Male	Female	Total	Male	Female	Total
First Year	356	408	764	103	138	241
Second Year	254	471	725	72	172	244
Not Specified	4	7	11	2	0	2
Total	614	886	1500	177	310	487

The table above shows the gender and ethnic group of the respondents across academic years. The chart below shows that the respondents had the same percentages of males and females across ethnic lines, with 40% males and 60% females taking part in the exercise.

Chart No. 4

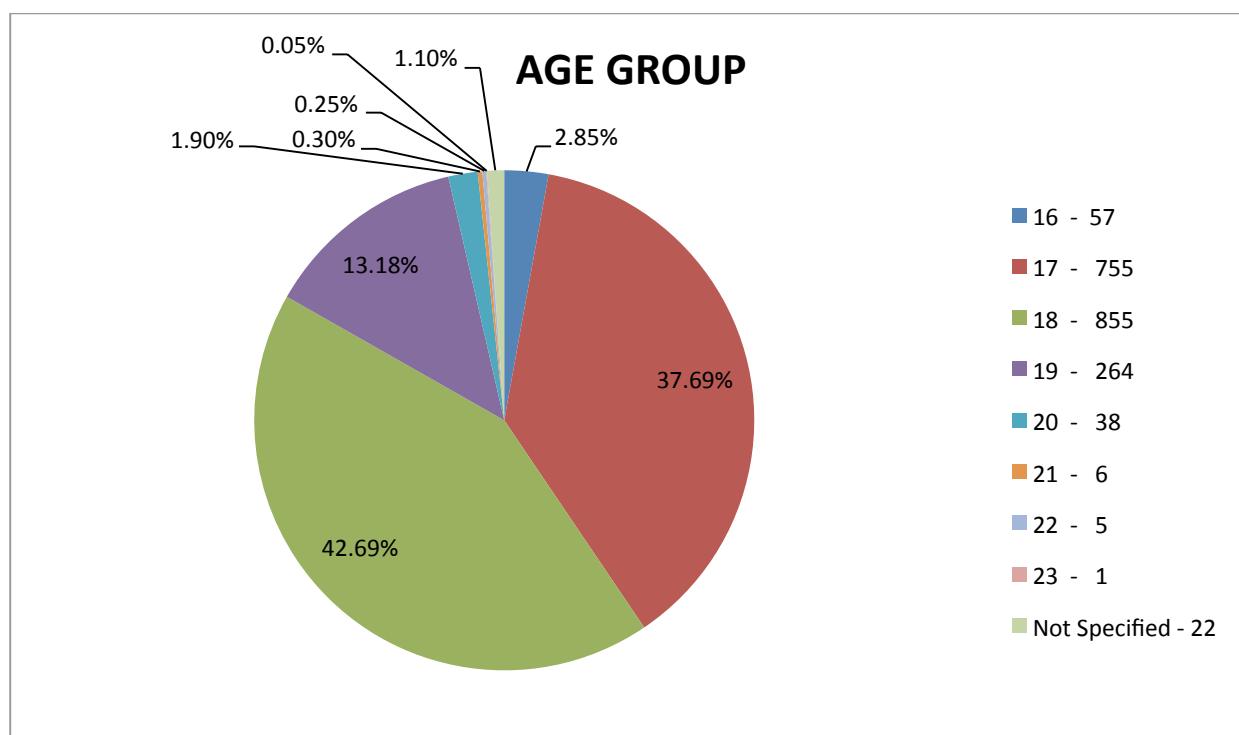
4.3 Age

As would be expected the majority of students were between 17 (37.7%) and 18 (42.69%) years of age. However there were 3% of young students at 16 years of age and a few older ones between 19 and 23.

Table No. 3 Age range

Age	No. of Response	Response %
16	57	2.85%
17	755	37.69%
18	855	42.69%
19	264	13.18%
20	38	1.90%
21	6	0.30%
22	5	0.25%
23	1	0.05%
Not Specified	22	1.10%
Total	2003	

Chart No. 5



4.4 Parental occupation

There detailed responses on parental occupation show that the students come from a wide range of class backgrounds. It also shows that students can overcome class boundaries as a large number of students had parents involved in manual or agricultural labour.

40% of respondents had a father involved in manual labour or agriculture and 57% had a father in a middle class profession (of which 6% had a father who was a teacher or employed by the education department).

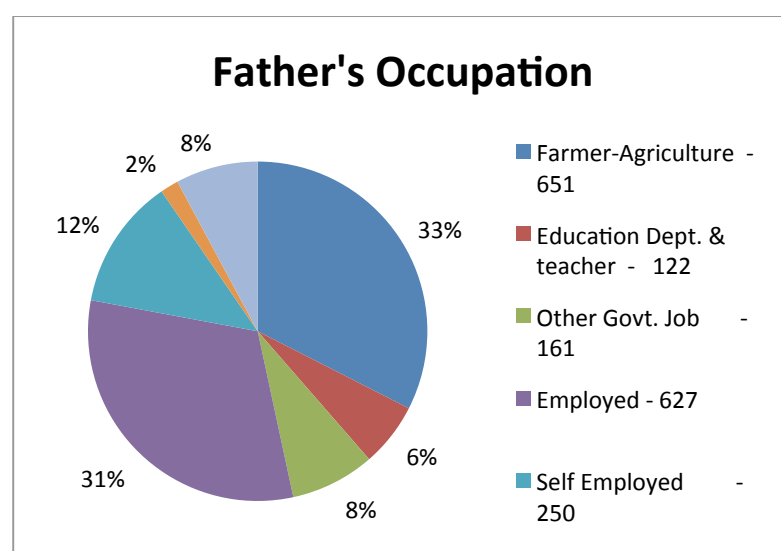
Of the 2003, only 35 had both parents who were either teachers or employed in the education sector. An additional 87 (6%) had a father and 124 (8%) had a mother who was a teacher or was otherwise employed in the education sector.

4.4.1 Father's Occupation

Table No. 4 Father's Occupation

Father's Occupation	No. of Respondents	Response in %
Farmer-Agriculture	651	33%
Education Dept. & teacher	122	6%
Other Govt. Job	161	8%
Employed	627	31%
Self Employed	250	12%
Not Specified-Dead	35	2%
Manual Labour	157	8%
Total	2003	100%

Chart No. 6



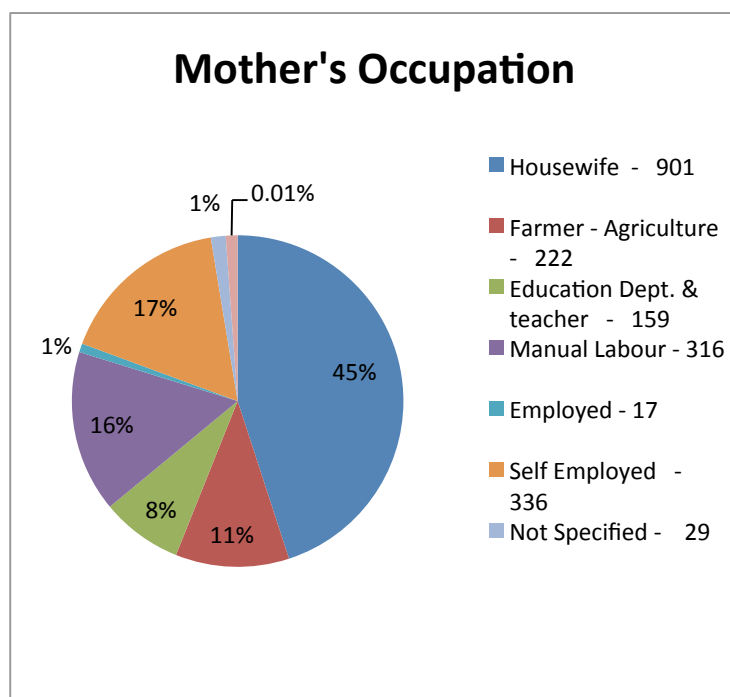
4.4.2 Mother's Occupation

Almost 50% of students had mothers who were housewives. 27% had mothers who were working as manual labourers or in agriculture. However there were 26% whose mothers were in a middle class job or self employed, of which 8% were teachers.

Table No. 5

Mother's Occupation	No. of Respondents	Response in %
Housewife	901	45%
Farmer – Agriculture	222	11%
Education Dept. & teacher	159	8%
Manual Labour	316	16%
Employed	17	1%
Self Employed	336	17%
Not Specified	29	1%
Govt. Employees	23	0.011
Total	2003	100%

Chart No. 7



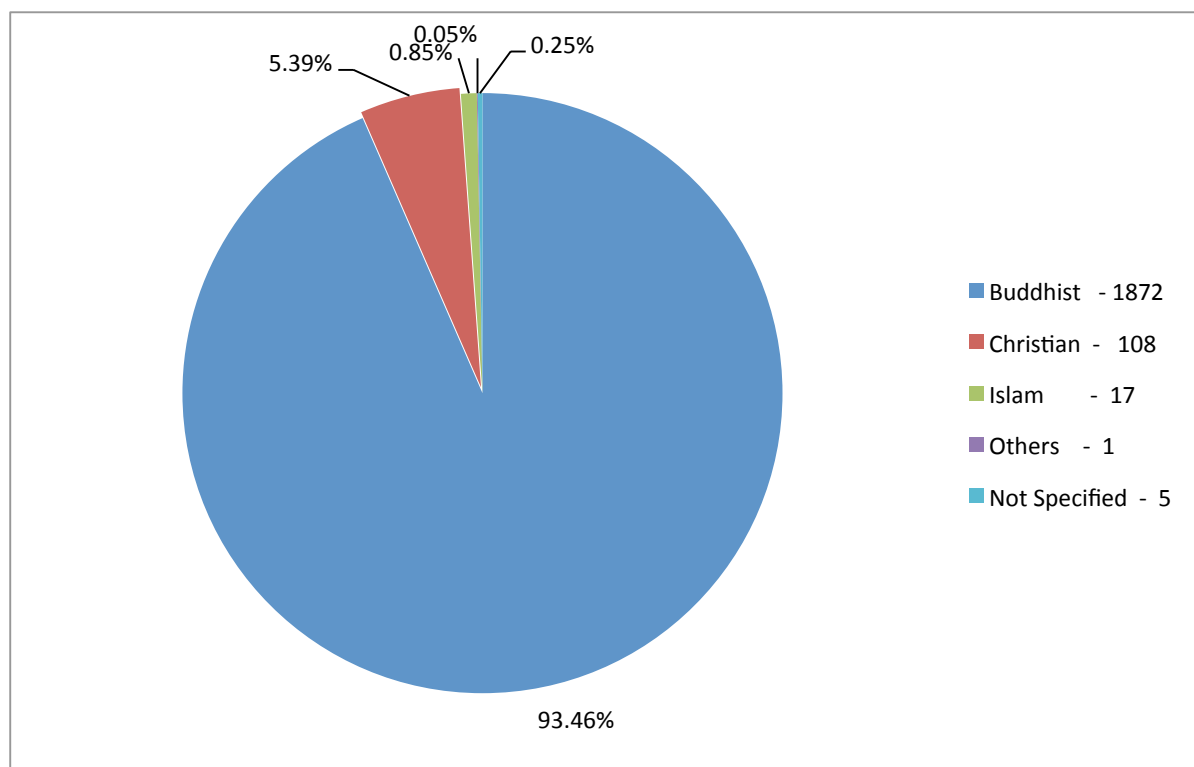
4.5 Religion

Just under 93.5% self identified as Buddhists, with 108 (5.4%) Christians and only 17 Muslims (>1%), signalling a sharp lack of religious diversity.

Table No. 6 Religion

Religion	No. of Respondents	Response in %
Buddhist	1872	93.46%
Christian	108	5.39%
Islam	17	0.85%
Others	1	0.05%
Not Specified	5	0.25%
Total	2003	100%

Chart No. 8 Religion



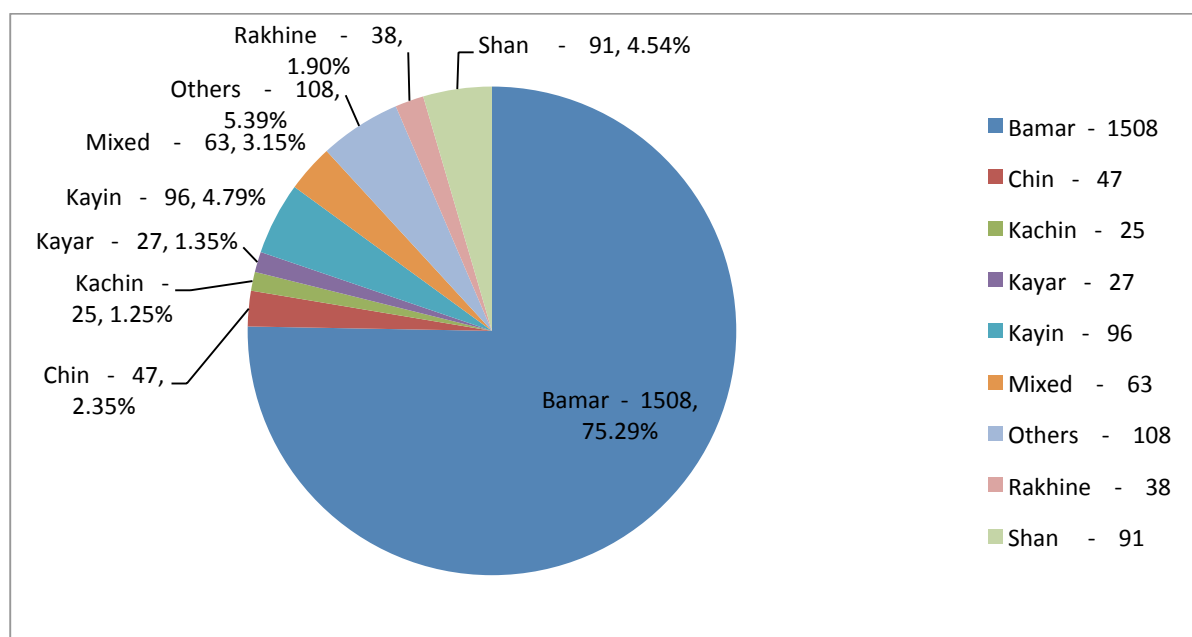
4.6 Ethnic Group

Almost 25% (487) of respondents self identified as part of an ethnic minority. There is a lot of diversity across this group of students including 47 Chin, 25 Kachin, 27 Kayah and 63 of mixed ethnicity.

Table No. 7 Ethnic Group

Ethnic Group	No. of Respondents	Response in %
Bamar	1508	75.29%
Chin	47	2.35%
Kachin	25	1.25%
Kayah	27	1.35%
Kayin	96	4.79%
Mixed	63	3.15%
Others ¹⁷	108	5.39%
Rakhine	38	1.90%
Shan	91	4.54%
Total	2003	100.00%

Chart No. 9 Ethnic Group



¹⁷ Others include Tayoke, Paoh, Naga, Muslim, KaYann, KaDuu, Inn, Thar-Inn, Inn, Dawei, Da Nu, Arr Khar as well as few who did not specify.

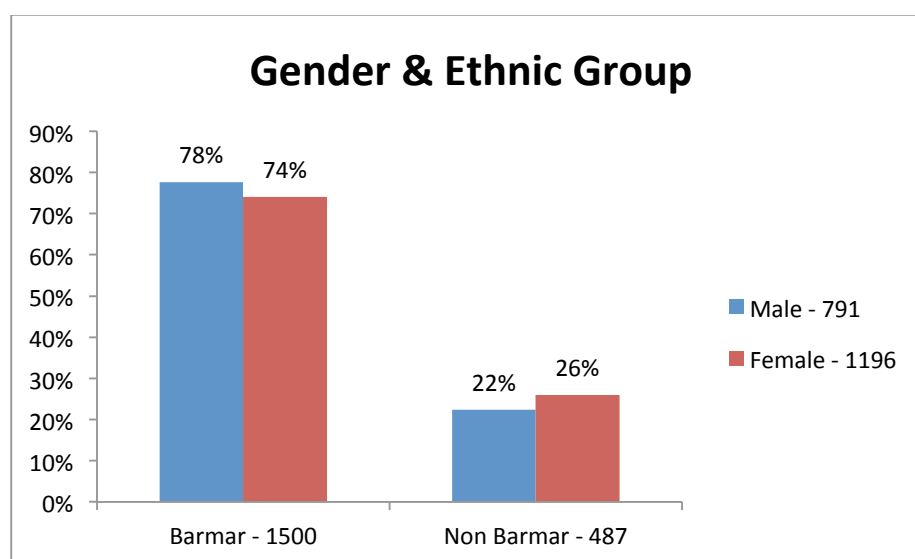
4.6.1 Ethnic Group Male and Female Classification

Of the 487 ethnic minority students, 177 were male and 310 were female.¹⁸

Table No. 8

Ethnic Group	Male - 791	Female - 1196	Total
Bamar – 1500	78%	74%	75%
Non Bamar – 487	22%	26%	25%
Total	100%	100%	100%

Chart No. 10



¹⁸ 16 had not indicated their ethnicity
September 2015 Co British Council

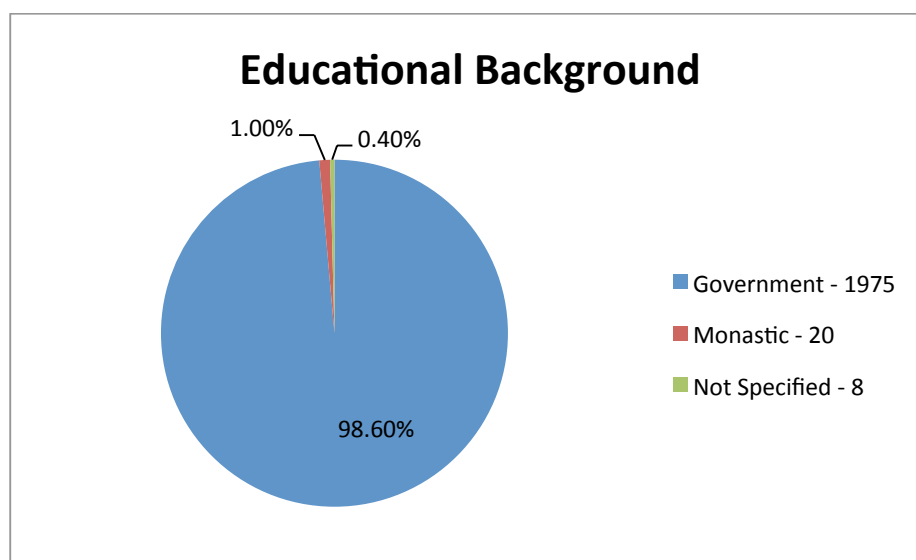
4.7 Educational Background

An overwhelming majority of students had been to government school, only 20 had attended a monastic school, showing that despite the large number of manual and agricultural backgrounds, a government education seems to be essential for entering the government teaching profession.

Table No. 11

School type	No. of Respondents	No. Respondents in %
Government	1975	98.60%
Monastic	20	1.00%
Not Specified	8	0.40%

Chart No. 13



5 The questions and the answers

This section gives a summary of the answers that were given to each of the 13 quantitative and 2 qualitative questions asked.

5.1 Motivation to become a teacher

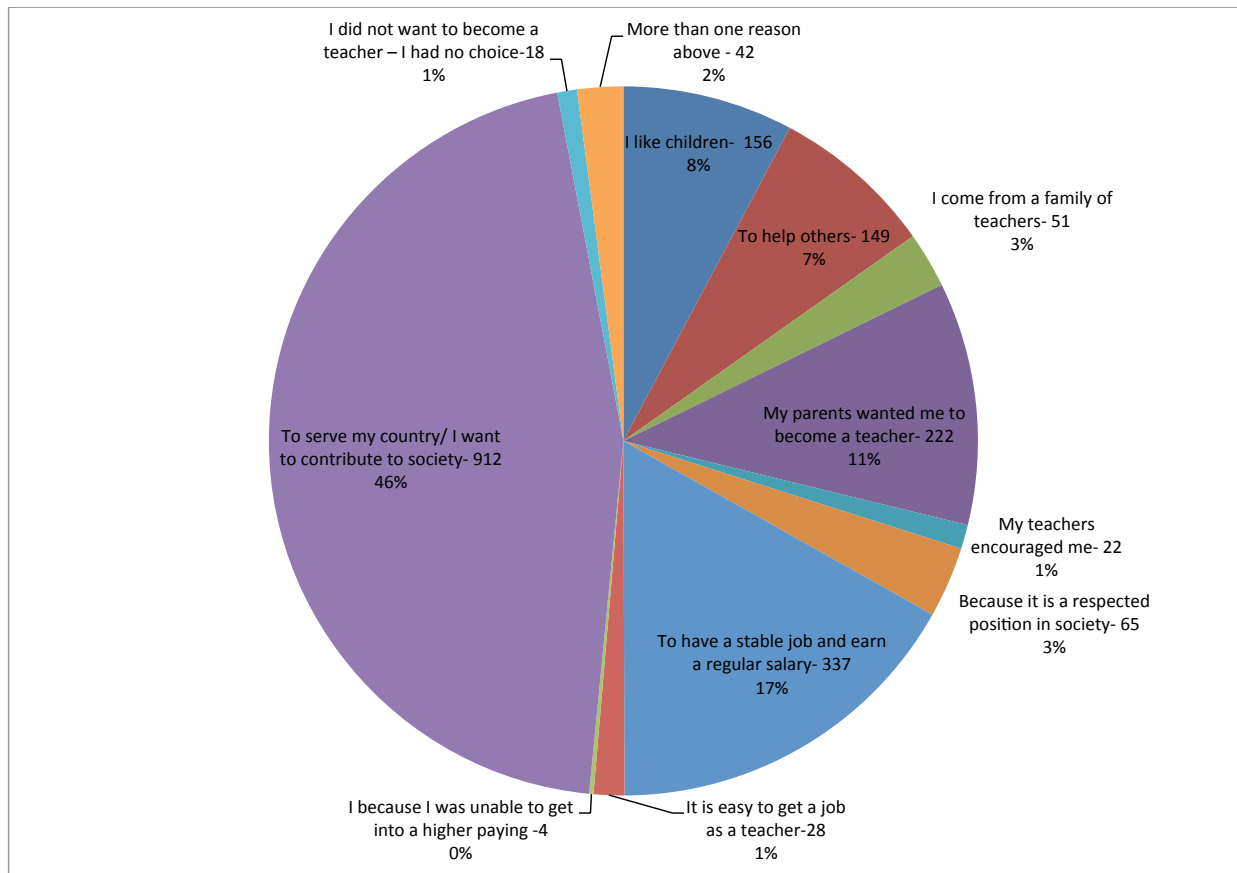
Almost half of the students said that their main motivation in wanting to become a teacher was to serve their country or contribute to society. The large number is a little surprising, reflecting a country where the youth is driven by a greater sense of responsibility vis-à-vis their mother country.

This was followed by 337 (17%) who wanted to earn a regular salary. In a country where much is changing rapidly and the economy has become more unpredictable, this seems to be the rational choice and it is surprising that not more selected this option.

Only 18 said that they did not want to become a teacher and had no choice.

Table No.

Sr. No.	Motivations behind Teaching Profession	No. of Respondents	Respondents %
1	I like children	156	8%
2	To help others	149	7%
3	I come from a family of teachers	51	3%
4	My parents wanted me to become a teacher	222	11%
5	My teachers encouraged me	22	1%
6	Because it is a respected position in society	65	3%
7	To have a stable job and earn a regular salary	337	17%
8	It is easy to get a job as a teacher	28	1%
9	Because I was unable to get into higher paying profession	4	0%
10	To serve my country/ I want to contribute to society	912	46%
11	I did not want to become a teacher – I had no choice	18	1%
13	More than one reason above - 42	42	2%



5.1.1 Ethnic Group and gender based classification of Motivation

The main significant difference between male and female students is with regard to a stable and regular salary, with more women (20% and 17% of Bamar and non-Bamar respectively) choosing that option vs. 13% and 12% Bamar and non-Bamar men respectively.

Looking in more detail at the responses and adjusting for sample size differences between men and women, it becomes clear that women are 50% more likely to become a teacher to have a stable job and earn a living and women are a third more likely to become a teacher based on parental wishes. On the other hand men are 50% more likely to express the reason 'To help others' than women.¹⁹

Table No.

Reason behind Teacher	Bamar – 1508			Non Bamar - 495		
	Male	Female	Total	Male	Female	Total
I like children	7%	8%	8%	10%	8%	9%
To help others	9%	6%	7%	11%	8%	9%
I come from a family of teachers	2%	3%	3%	2%	1%	2%
My parents wanted me to become a teacher	11%	12%	12%	5%	13%	10%
My teachers encouraged me	2%	0%	1%	1%	1%	1%
Because it is a respected position in society	3%	3%	3%	5%	3%	4%
To have a stable job and earn a regular salary	13%	20%	17%	12%	17%	16%
It is easy to get a job as a teacher	2%	1%	1%	2%	1%	1%
Because I was unable to get into a higher paying profession.	0%	0%	0%	0%	0%	0%
To serve my country/ I want to contribute to society	47%	44%	45%	49%	44%	46%
I did not want to become a teacher – I had no choice	1%	1%	1%	1%	0%	0%
More than one option choose	4%	1%	2%	3%	3%	3%
Total	100	100	100	100	100	100

¹⁹ We have ignored subtle differences from responses between men and women where the number of responses was too low to be statistically significant.

Chart No. Motivation for Bamar Ethnic Group

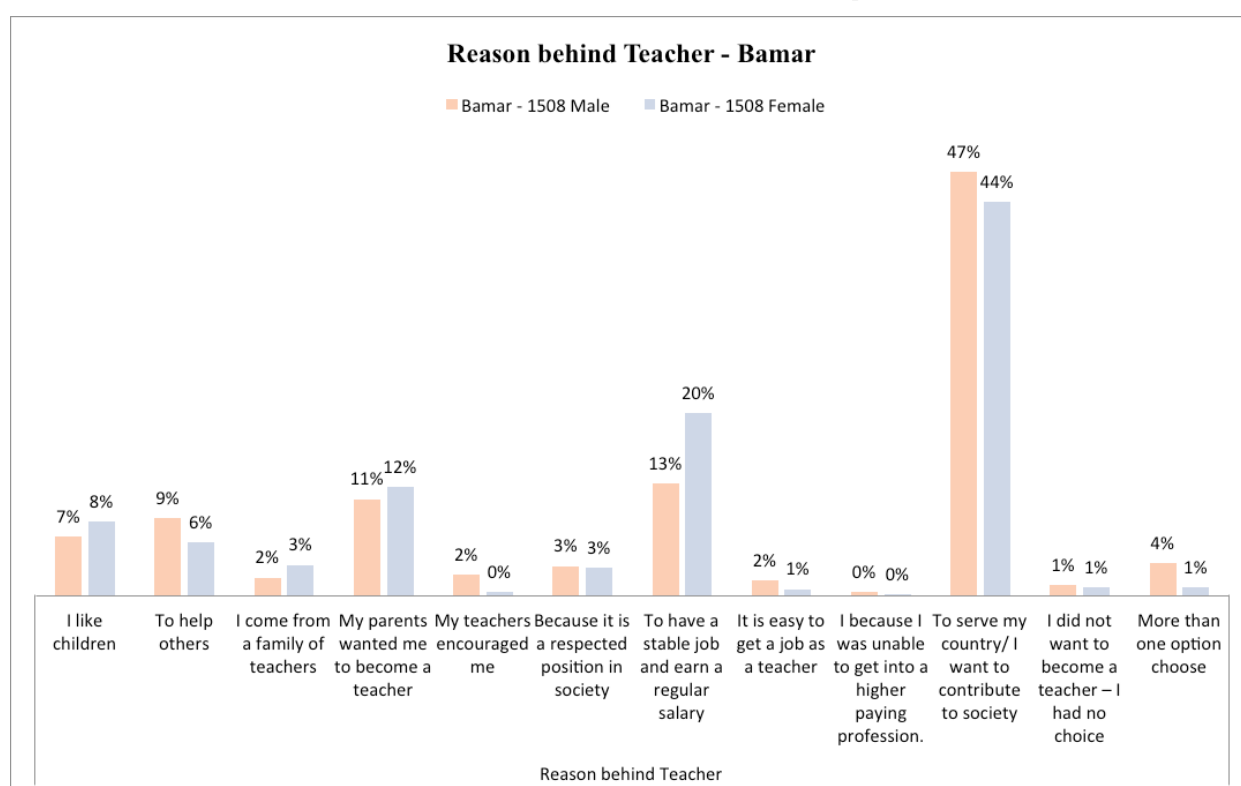
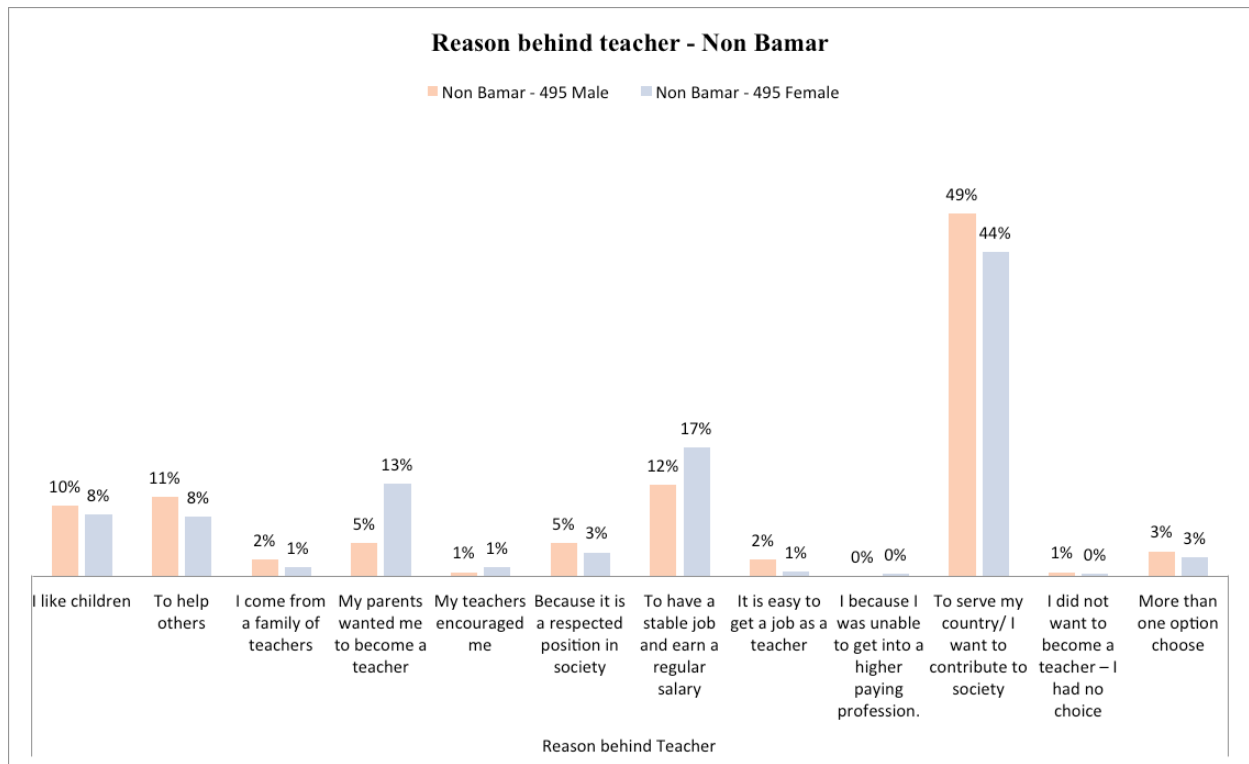


Chart No. Motivation for Non Bamar Ethnic Group



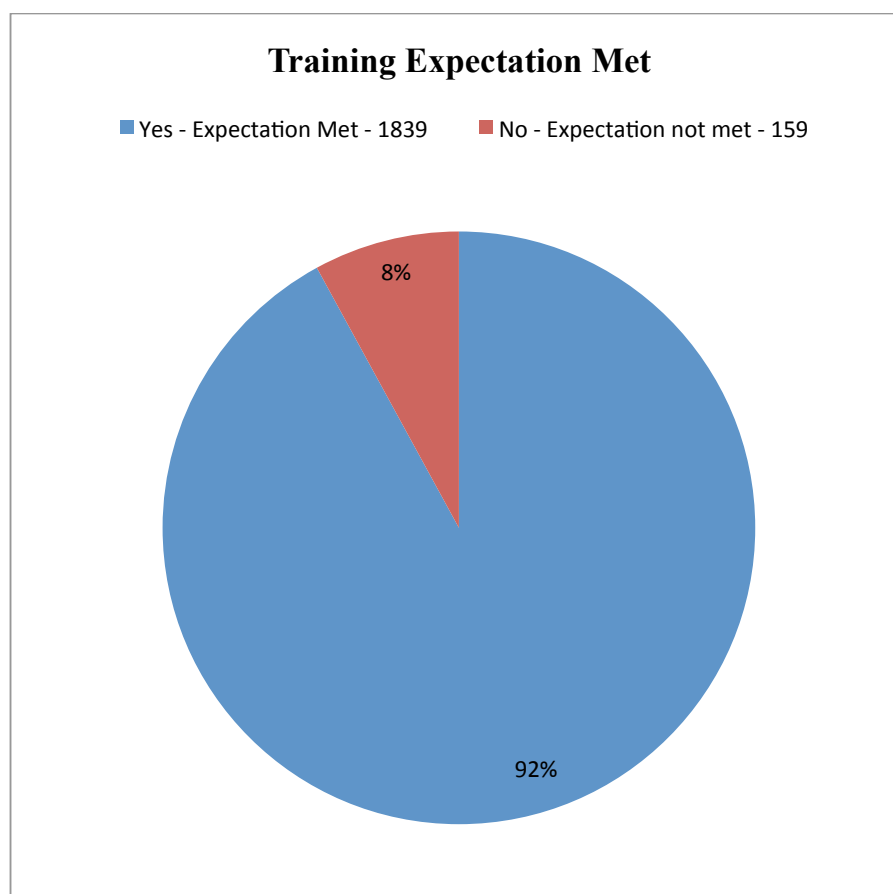
5.2 Course expectation

The students were asked if the course at the Education College had met their expectations. A vast majority (92%) said that it had met their expectations. Only 8% said that their expectations had been disappointed. 6 did not reply to that question.

Table No.

Respondents	No. of Response	Response in %
Yes - Expectation Met	1839	92.04%
No - Expectation not met	159	7.96%
Total	1998	100%

Chart No.



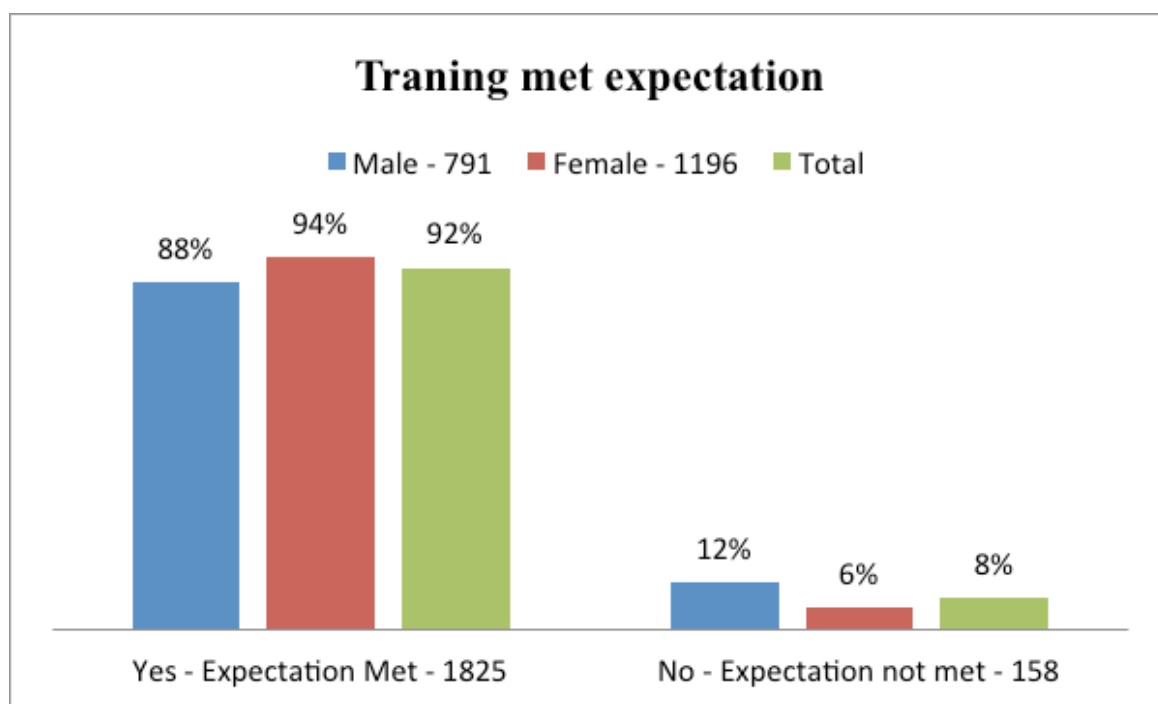
5.2.1 Course expectation – Gender classification

A few more male students (12%) were disappointed by the course, compared to their female counterparts.

Table No.

Respondents	Yes - Expectation Met	No - Expectation not met	Total - 1987
Male – 791	88% (695)	12% (92)	100%
Female – 1196	94% (1130)	6% (66)	100%
Total	92% (1825)	8% (158)	100%

Chart No.



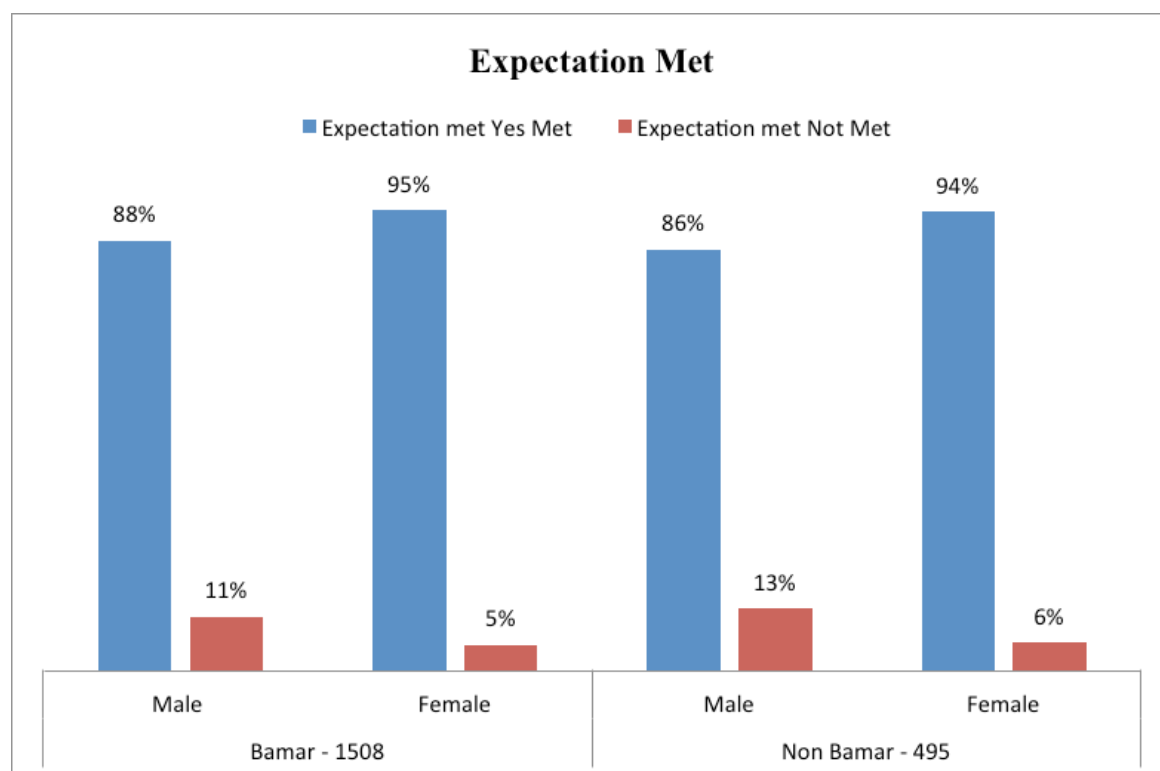
5.2.2 Ethnic Group Based Classification

There were no notable differences when looking at course expectations from an ethnic angle. More male students, both Bamar and non-Bamar found their expectations were not met compared to their female counterparts.

Table No: Training Expectation Met

Particular-Response- & Classification		Bamar – 1508			Non Bamar – 495		
		Male	Female	Total	Male	Female	Total
Expectation met	Yes Met	88%	95%	92%	86%	94%	91%
	Not Met	11%	5%	8%	13%	6%	8%
	Choose Both Option - Not Respond	0%	0%	0%	1%	0%	0%
	Total	100%	100%	100%	100%	100%	100%

Chart No.



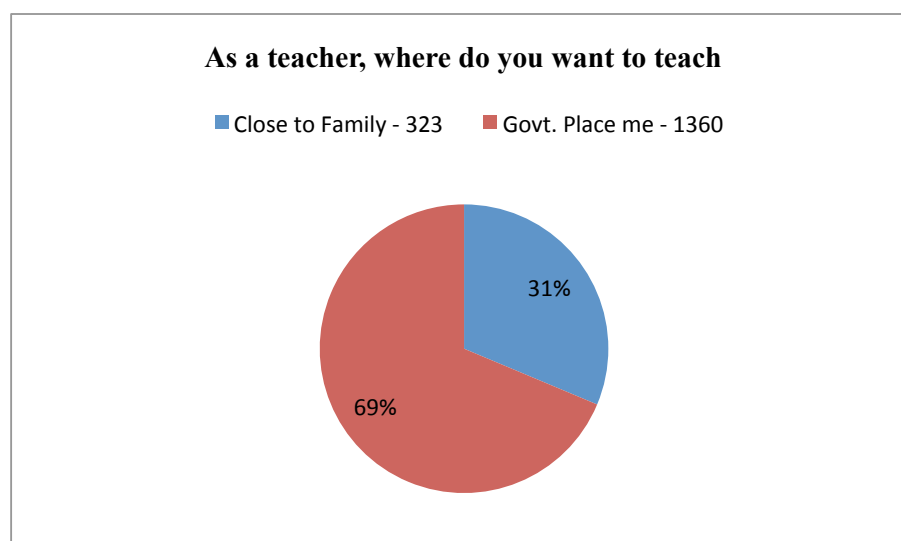
5.3 Location preference 1

Respondents were asked where they wanted to teach once they qualified and asked to choose between where their family was located and where the government needed them/ would place them. Reflecting the motivation of wanting to serve their country almost 70% were happy to accept the government's choice. This seems related to a great sense of nationalism and personal responsibility towards the development of their country.

Table No.

If you become a teacher, where do you want to teach?	Response	Response in %
Close to family	626	31%
Govt. needs me	1373	69%
Not Specified/Both Option	4	0%
Total	2003	100%

Chart No.



There was no significant difference between the two genders when it came to the answer above.

Table No.

If you become a teacher, where do you want to teach?	Male - 791	Female - 1196
Close to Family – 626	30.47%	31.94%

Govt. Place me – 1373	69.15%	67.98%
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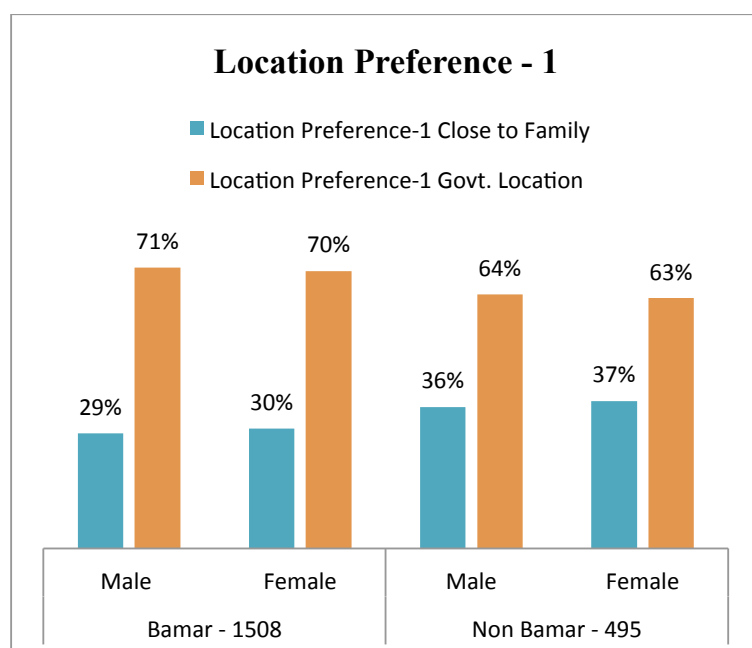
5.3.1 Ethnic Group based classification for Location Preference

A few more (7%) ethnic minority students of both genders preferred to be close to their families rather than where the government needed them, but there were no significant differences.

Table No.

Particular-Response- & Classification		Bamar - 1508			Non Bamar – 495		
		Male	Female	Total	Male	Female	Total
Location Preference-1	Close to Family	29%	30%	30%	36%	37%	37%
	Govt. Location	71%	70%	70%	64%	63%	63%
	Choose Both Option - Not Respond	0%	0%	0%	1%	0%	0%
	Total	100%	100%	100%	100%	100%	100%

Chart No.



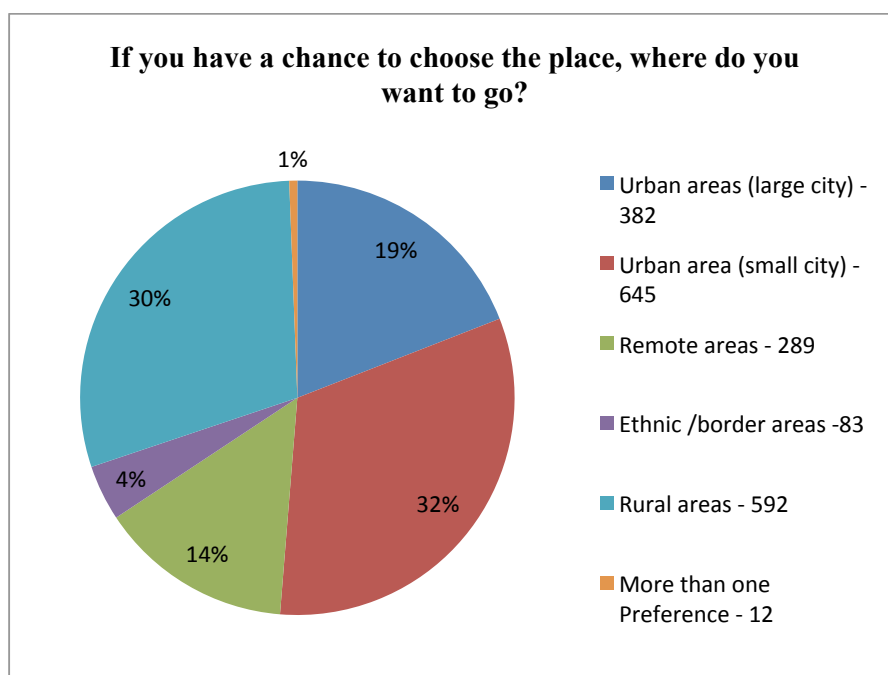
5.4 Location Preference 2

When asked to specify what their location of choice would be, one third chose small urban areas, one third chose rural areas. Only 4% were willing to serve in ethnic/ border areas.

Table No.

Location Preference	Response	Resp %
Urban areas (large city)	382	19%
Urban area (small city)	645	32%
Remote areas	289	14%
Ethnic /border areas	83	4%
Rural areas	592	30%
More than one Preference	12	1%

Chart No.



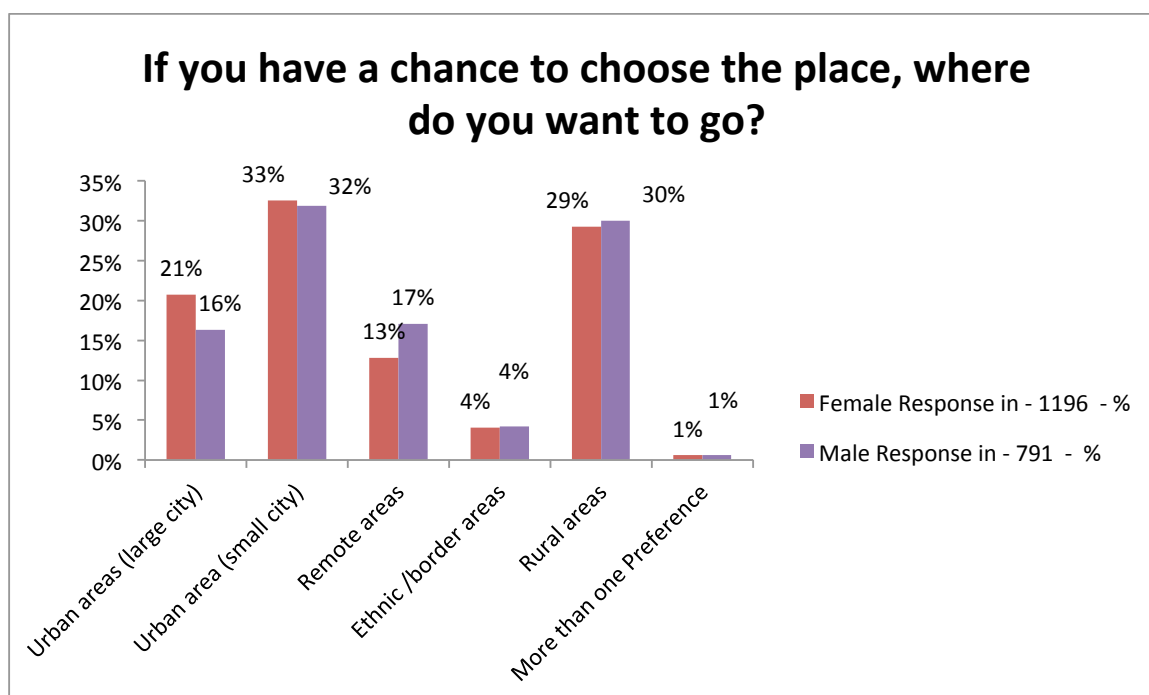
5.4.1 Male and female base classification for preference

There were some differences regarding location choice between female and male trainees, with more females choosing large cities (21%) over their male counterparts (16%) and fewer females (13%) being prepared to go to remote areas than their male counterparts (17%). This means that women are quarter more likely to choose urban cities as a location choice and for those opting for remote areas as their preferred location you are likely to find 33% more men expressing it as a preference. This is not surprising and reflects the answers to the qualitative question on challenges where many of the women pointed to the fact that in remote areas transport and general infrastructure were a real problem and they were worried as to how they would manage if they were sent there. There were no differences with regard to ethnic/ border areas (4% for both genders).

Table No.

If you have a chance to choose the place, where do you want to go?	Female - 1196	Female Response in %	Male – 791	Male Response in %
Urban areas (large city)	248	21%	129	16%
Urban area (small city)	389	33%	252	32%
Remote areas	153	13%	135	17%
Ethnic /border areas	49	4%	33	4%
Rural areas	350	29%	237	30%
More than one Preference	7	1%	5	1%

Chart No.



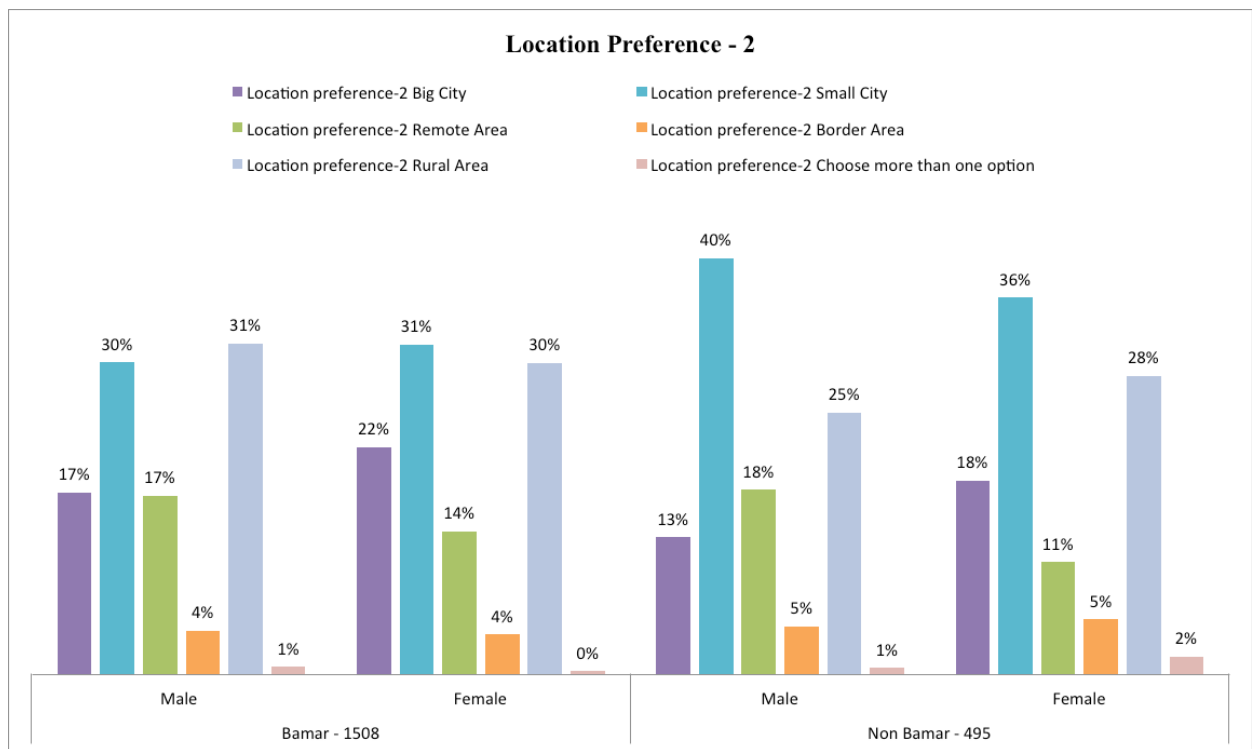
5.4.2 Ethnic Group based location preference classification

There were also some small ethnic differences when it came to location preferences with fewer ethnic students of both genders (16% vs. 20%) opting for big cities than their Bamar counterparts, and fewer of them opting for rural areas as well (27% vs. 30%). They were almost as unlikely to choose border areas as their Bamar counterparts (5% vs. 4%). However non-Bamar male students were more likely to opt for remote areas compared to their female counterparts (18% vs. 11%).

Table No.

Particular-Response- & Classification		Bamar – 1508			Non Bamar – 495		
		Male	Female	Total	Male	Female	Total
Location preference-2	Big City	17%	22%	20%	13%	18%	16%
	Small City	30%	31%	31%	40%	36%	37%
	Remote Area	17%	14%	15%	18%	11%	13%
	Border Area	4%	4%	4%	5%	5%	5%
	Rural Area	31%	30%	30%	25%	28%	27%
	Choose more than one option	1%	0%	0%	1%	2%	1%
	Total	100%	100%	100%	100%	100%	100%

Chart No.



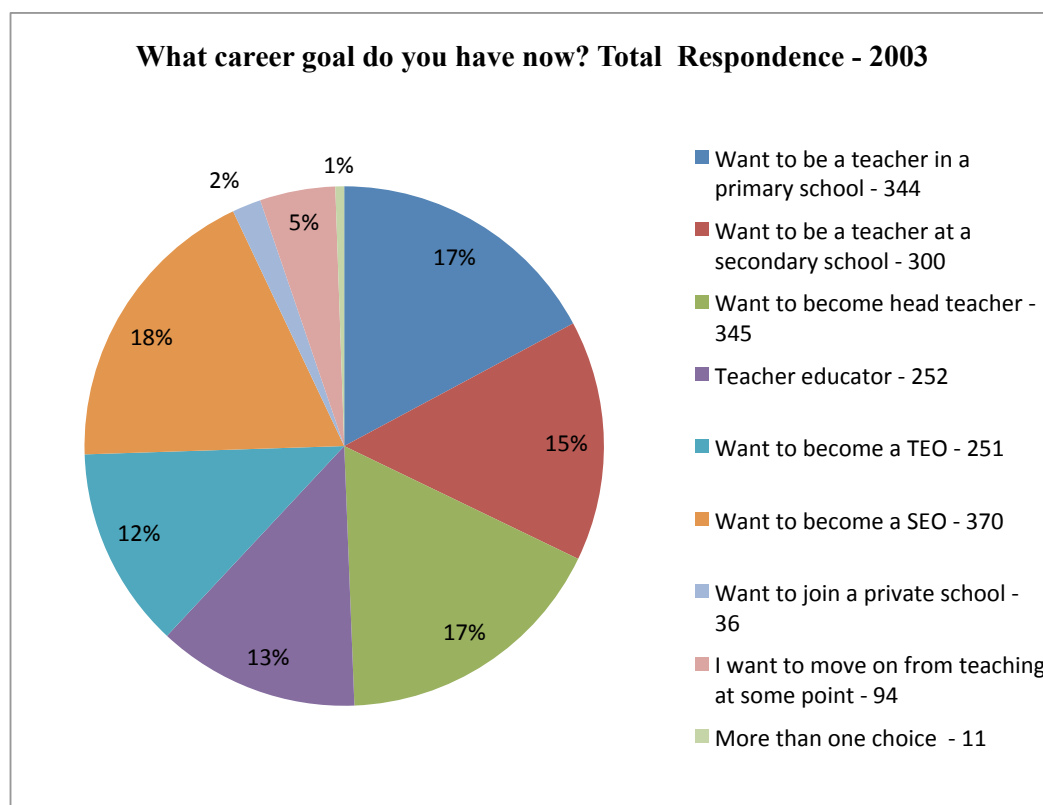
5.5 Career goal

Career goals were fairly evenly distributed across the sector. However very few (36) want to join a private school and only 94 envisioned a career outside of the education system.

Table No.

What career goal do you have now?	Female 1196	- Male - 791	Not Specified
Want to be a teacher in a primary school	208	133	3
Want to be a teacher at a secondary school	208	91	1
Want to become head teacher	225	115	5
Teacher educator	169	82	1
Want to become a TEO	125	122	4
Want to become a SEO	203	166	1
Want to join a private school	19	16	1
I want to move on from teaching at some point	35	59	0
More than one choice	4	7	0

Chart No.



5.5.1 Male and Female based classification

The responses below show that that career progression through the ranks does not seem to be viewed as difficult by either gender.

Table No.

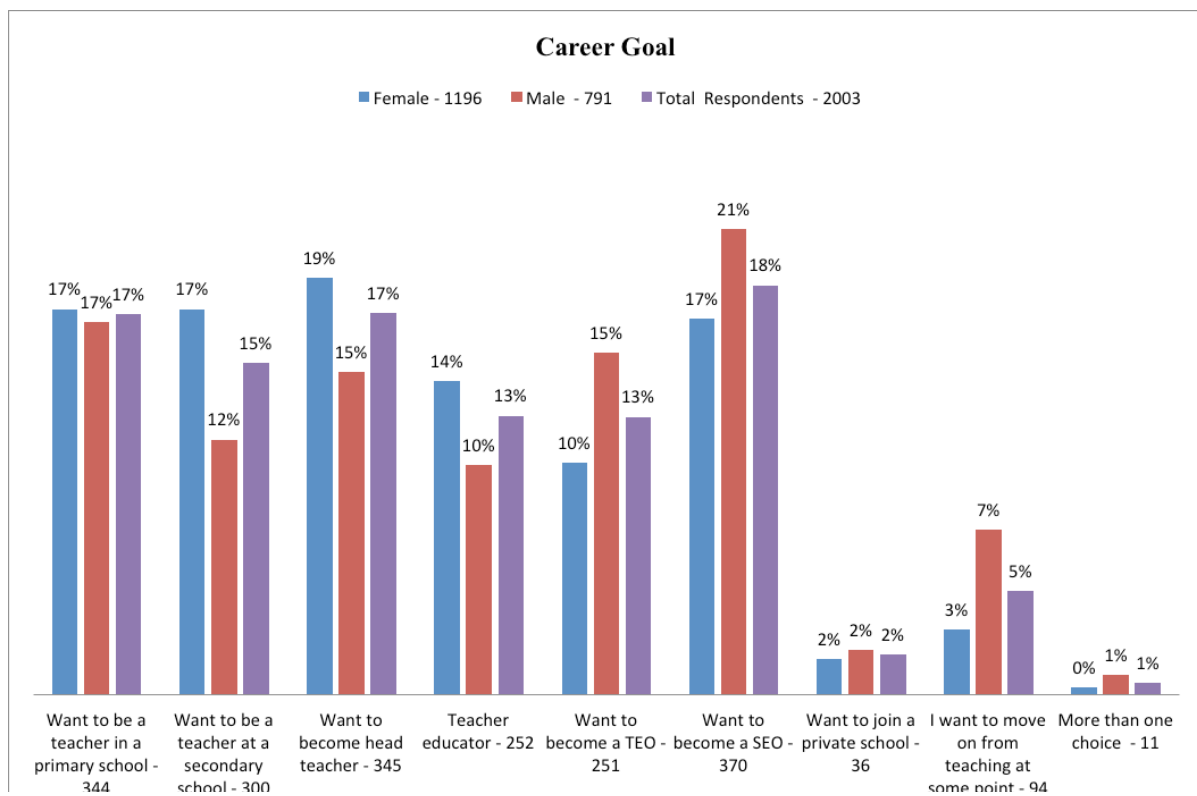
What career goal do you have now?	Female – 1196	Male - 791	Total – 2003
Want to be a teacher in a primary school – 344	17%	17%	17%
Want to be a teacher at a secondary school – 300	17%	12%	15%
Want to become head teacher – 345	19%	15%	17%
Teacher educator – 252	14%	10%	13%
Want to become a TEO – 251	10%	15%	13%
Want to become a SEO – 370	17%	21%	18%
Want to join a private school – 36	2%	2%	2%
I want to move on from teaching at some point – 94	3%	7%	5%
More than one choice - 11	0%	1%	1%
Total	1	1	1

The answers showed some significant variance in gender responses. Looking in more detail at the responses and adjusting for sample size differences between men and women it becomes clear that for those who expressed their career goal as being a teacher at secondary school, one would find that women are 50% more likely to state that as a goal. Women are also a third more likely than men to pursue the goal of becoming a teacher educator or a head teacher.

It is also evident that men are a 50% more likely to state their desire of becoming a TEO as a driver for being a teacher and a quarter more likely than women to state their desire of becoming a SEO as a career goal. This is reflected in Myanmar's administrative reality where women are more prevalent in the teaching profession at every grade (including head teacher) apart from senior administrative posts such as township or state education officers, which are mostly held by men.

For those who expressed their career goal as moving on from teaching as a profession (which has an impact on attrition), one would find men are one and a half times more likely than women to state that goal *before* completing their training, possibly because of salary issues.

Chart No

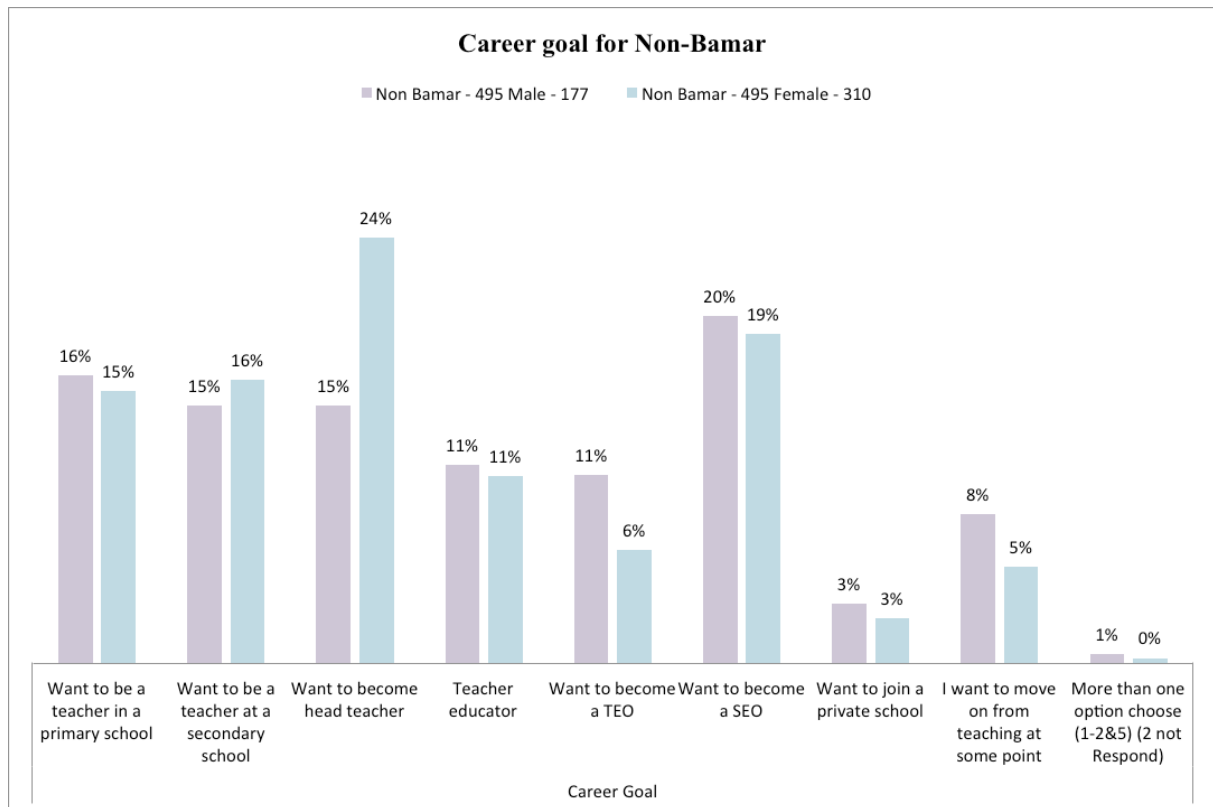


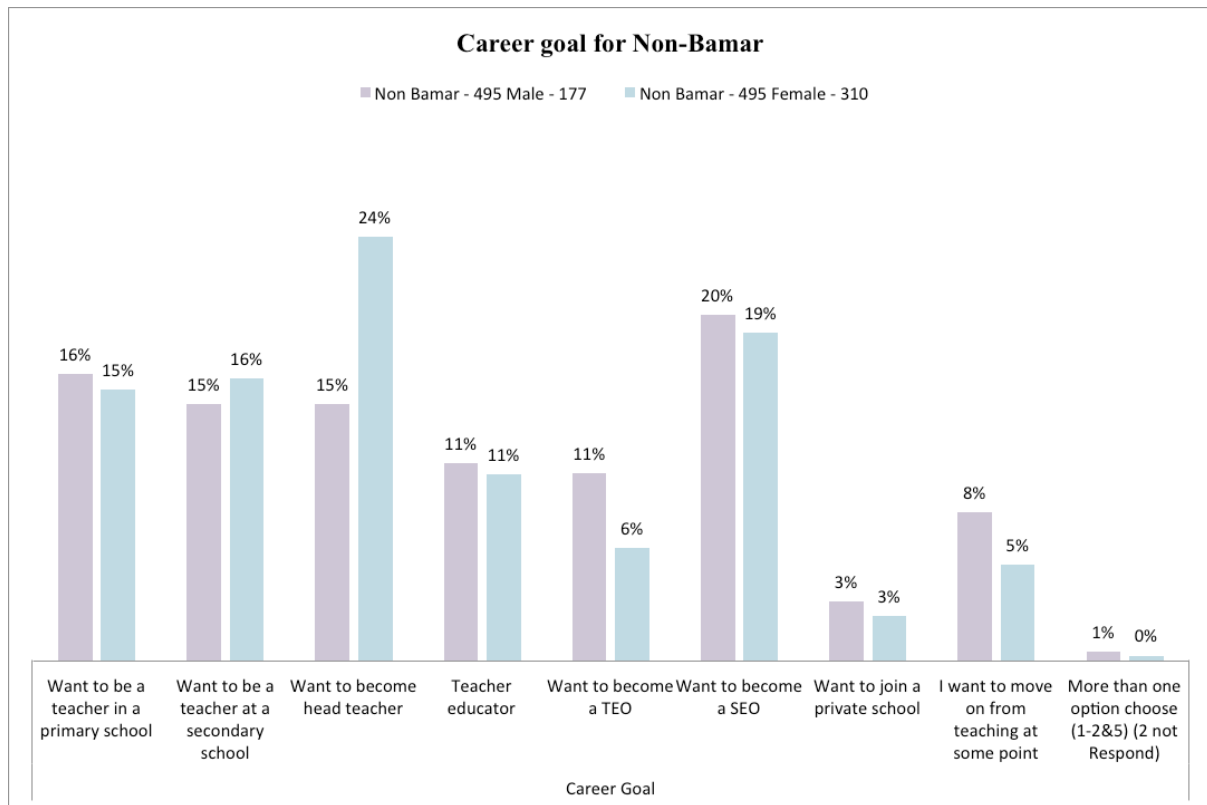
5.5.2 Ethnic group and gender based classification of Career Goal Preference

There don't seem to be any significant differences between Bamar and non Bamar trainees, although more female ethnic trainees aim to become head teachers than their Bamar counterparts (24% vs. 17%). The TEO job seems to be the least popular, no matter if the respondent is Bamar or of ethnic origin. 17% of Bamar males have a TEO position as a career goal, whilst only 11% of ethnic males aim for this type of post.

Table No.

Career Goal do you have	Bamar – 1508			Non Bamar - 495		
	Male	Female	Total	Male	Female	Total
Want to be a teacher in a primary school	104	160	264	29	48	77
Want to be a teacher at a secondary school	65	158	223	26	50	76
Want to become head teacher	89	150	239	26	75	101
Teacher educator	62	136	198	20	33	53
Want to become a TEO	103	105	208	19	20	39
Want to become a SEO	131	145	276	35	58	93
Want to join a private school	10	11	21	6	8	14
I want to move on from teaching at some point	44	18	62	15	17	32
More than one option choose (1-2&5) (2 not Respond)	6	3	9	1	1	2
Total	614	886	1500	177	310	487





5.6 Challenges

The responses to the question about what challenges the trainees expected once they became teachers were incredibly varied and detailed.²⁰ Trainees gave very frank and very personalised answers, revealing real anxieties and worries in light of starting their profession. The answers fall into several categories that include: lack of classroom experience, a real worry of implementing CCA, infrastructural issues that include everything from lack of transport to too many students in class, dealing with parents, living far away from home, being sent to a remote area, language issues and confronting student/ family poverty. A large number cited a list of challenges that fell across the different categories. Very few saw said that they expected to face no problems, or felt confident enough to deal with whatever came up. A handful of respondents also said that they really did not want to become teachers and therefore the profession itself was the main challenge.

The quotes below are a small selection of the large number of very different and articulate responses that were received. They indicate what trainees think in their own words.

5.6.1 Lack of classroom experience

Lack of classroom experience specifically and lack of experience in general were amongst the most important challenges described by the trainees. Some spoke of their shyness and their fear in dealing with students for the first time. A few also mentioned that children might have a better understanding of the new technologies than their teachers and they might not be able to respond to all questions, something which made them particularly nervous.

There isn't any job which is easy. We need practice to be good at something so, for me who has little experience, I think I will face difficulties in teaching as well as other responsibilities as a teacher. (89)

The difficulties might be with teaching. For an inexperienced teacher like me, the difficulties will be not understanding the nature of the students, not being familiar with the lessons, and the school situation. (109)

The difficulties are having little classroom experience and not being friendly with the students, being at the start of the career and being worried, and being tired of doing the teaching and admin stuff. (382)

When I become a teacher, I'd be younger than other teachers, so the students might not show respect. I'm worried that I can't overcome the new experiences and I can't put the teaching

²⁰ Only in Lashio there seems to have been some collaboration amongst some students when responding to the question, as similar answers were recorded by students with sequential serial numbers. In all other cases the answers are so varied and different from each other, that it is clear that the trainees did not discuss their answers with each other.

theories into practice. But I'll try. (384)

If I am a teacher, I won't dare to teach in public. My legs may shake and I might make errors in the lessons. (663)

I am still young. And I also respond quickly when other people blame me. I have little classroom experience, so I lack self-confidence. (1222)

I'll be a junior teacher so I may be afraid to meet children. I'll have some problems with teaching different kinds of students. If some students are weak in class, I think I might not manage properly. (1249)

Technology has improved now. The children are curious and inquisitive. I suppose only if teachers know about everything, they will be able to answer the children's questions. The children will expect teachers to be aware of the development changes. (1321)

The problems that I might have when I become a teacher is how to control and manage students. As I am the only son in my family and I don't have any siblings, I have never done baby-sitting. So it would be difficult for me to manage and monitor students. Teaching knowledge is pretty good through the training at this college. However, we still need to know how to monitor students. (1560)

I'm a little bit shy in front of people but I'll try to be a good teacher. I speak very quickly so I'm worried that students won't understand what I say. (1756)

5.6.2 Child Centred Approaches (CCA) to teaching

CCA seems to be a real worry across the responses of many trainees. This indicates that there might be issues with the way it is being taught, or simply again because there is too little direct classroom experience in applying it. The trainees point to the fact that CCA requires them to have a lot of knowledge, as students will expect them to answer questions on everything under the sun. The question of adequate communication came up multiple times, but is covered in more depth in its own section. It was however often linked to the fear of having to use CCA. They also point to the practicalities of overcrowded classrooms, short periods, lack of teaching aids and not enough time to cover all the material on the syllabus. Lastly they are aware that school cultures, older teachers and parents might not be supportive of what is a relatively new teaching method in Myanmar.

If CCA is used, I need to have a lot of knowledge to be able to answer the students' questions so I think I have to read so many books. I also need to guide them [the students] to develop right attitudes so that the standards of the education system of Myanmar will be upgraded. (97)

There might be delays in lessons because of not having enough time if we use CCA; we might not complete the lessons in time because individuals need to think and answer. These problems

are more common in schools where there are many students and just a few teachers. (219)

I will face difficulties in the rural areas because Myanmar is a developing country and so there aren't enough classrooms and teaching aids; [in those circumstances] I will have difficulty in teaching. Plus, there are not many schools that use CCA and it's difficult to use it. (340)

I would like to implement the Child Centred Approach with kindness for the children. But I suppose it is impossible as the old system of education still remains in action. I would like the children from remote areas to get advanced education but I will be disappointed if I cannot manage alone. (669)

As a teacher, the difficulty is to get understanding from society [the parents] as they have inadequate knowledge and CCA is strange to them. (751)

Approaching to CCA can be difficult as it is a new methodology and not widely used in Myanmar. I might not be able to answer the students' questions because of my inadequate general knowledge. (803)

When we teach students, we cannot adopt the child-centred approach due to inadequate use of teaching aids, lack of sound-proof classrooms and crowded classrooms. As a result, we tend to use only teacher-centred approach. (849)

I am weak in communicating with children. There are not enough teaching aids in rural areas. So I may not teach effectively using CCA. (1354)

Remote areas can be difficult. Since CCA is different from the traditional methodology TCA, the experienced teacher may not accept CCA and as it is culturally different. Short lesson times can also be a difficulty. (1512)

5.6.3 The exam system

The exam system was mentioned a handful of times, but did not figure as prominently as other issues. Maths is the only subjects that some mention as difficult and are worried about teaching; no other subject seems to worry anyone.

The difficulties are the exam system, the problems in the classroom (the result of the lack of preparation), tuitions (most teachers give priority to tuitions), the need to deal with the parents (some parents are likely to give a bribe), and private schools (those schools spoil the teachers and just focus on making their school famous). (224)

At grade (4) and (8), exams are held by the government for students. If I am responsible for grade (4), when students fail the government exam, I have to explain why this has happened to the superiors. That is why, starting from grade (1), students are allowed to pass exams only if they are qualified. (872)

5.6.4 Infrastructure

Infrastructure as a challenge is a broad category as it refers to inadequate textbooks, too many students in a classroom, a lack of teaching aids, too little time to get through the materials, but also practical considerations such as issues with public transport both for the students and themselves. Often these are cross cutting with other themes, mainly lack of experience, but also with being away from home or in an unfamiliar place that make things even more difficult.

The textbooks are not up-to-date, so I will have difficulty in adapting the text to the outside world, e.g. Science and Geography subjects are not practically useful subjects, they [the students] can't make a living with those. For the students, earning is more important than learning. I'll also face difficulty in using teaching aids. (226)

Difficulties include the inability to finish the lessons within a short time, and having not enough experience. One lesson period is not enough for getting the students' attention and for practicing the lessons. Also, concerning [the lack of] classroom experience, there might be a problem in building a rapport with the students and with teaching. (246)

The difficulties are having too many students and too many lessons to teach in a short time. The teacher will be stressed when the number of students and teachers not balanced. If there are many lessons to finish in a short time, there won't be any preparation time and we can't focus on teaching the key concepts. (342)

Because I want to teach in rural areas the difficulties are with transportation, food and accommodation, teaching, managing language and social dealings. (454)

Low salary, teaching tuitions, covering many lessons in little time, examinations that not systematic, schools that have not enough teaching aids. The current context of Myanmar means there is too little money for education. (523)

If there are too many students in a classroom I cannot know their individual abilities. Then there are too many lessons that have to be finished within a short period. So there should be enough time for students to understand the lessons. (620)

Many students with not enough teachers and the exam system are difficulties. For the exam, students just learn lessons by heart which [they know] are going to be asked in the exam. (857)

Because the number of classrooms and the number of students numbers are not matched, too many students gather in one classroom. This makes it difficult to teach them, to guide them and to teach them with the CCA approach. (921)

If it is in rural area we will face an untidy surrounding of the school, insufficient school benches, lack of parental support in education, a language barrier, and insufficient teachers. (988)

When I become a teacher, I have to face the problems of inadequate student teacher ratios, too

many lessons included in the monthly content of the curriculum and admin tasks. As I step into the field of teaching, I might not teach clearly at first due to not having enough teaching experience. And also I have to do office [admin] tasks I have never done before. (1287)

There could be a shortage of books, teaching aids and food if my post is in a remote area; there could be financial problems since the salary won't be enough and we will have to stay far from our parents; I might find it difficult cooking if there is not enough money or if there is no one who will take care of me there; I might be depressed because I am far away; or it might be difficult to cope with children's problems. (1820)

Transportation can be a problem. Although urban areas are very modern and developed, there are many children who are living in very far places and poor regions. It could be difficult to educate these children. (1901)

5.6.5 Communication/ social structure and hierarchy issues

Communication/ social structure and hierarchy issues that include worry about lack of respect, social communication with parents who are less educated and the fear of communication with superiors, was another set of themes that was very prominent across the responses. It shows that the trainees are very aware of how important communication issues are but that they feel unprepared to deal with this particular aspect of the job. Many have confidence problems and some are afraid of students and superiors alike. The status of a teacher here is important as well as they feel they will be young and inexperienced, yet expected to live up to a professional ideal by colleagues and parents alike.

There are many problems I might face when I become a teacher: I don't have enough confidence to teach the students and look at their faces. I'm also worried about not getting on well with the colleagues at my school. I'll try and teach. (19)

If I become a teacher, I might have difficulties in dealing with people because I haven't got much experience to face different kinds of challenges. (103)

There will be difficulties with social communication and human relations because in communicating with people there will be annoyance, hurt and jealousy. When dealing with the principal, a teacher might lose some rights, i.e. a teacher can't live freely [do as she likes] as before and she might not be allowed to explore the media. (258)

I will have social problems with the senior teachers and difficulties in the workplace because of my lack of experience - and I'm still learning. (305)

The difficulties are in teaching and social relations because I'm worried that I can't teach the students well, and I'm not confident enough to keep the good rapport with others. (467)

Communication with community elders, to know children's needs. Education will be good if we

have good communication with the community and if we know the needs of children we can make them interested in education. (545)

Different opinions among experienced teachers and inexperienced teachers is a difficulty. (770)

Firstly, teachers must deal with students' parents. Then, they have to associate with people from the community. As the social status of being a teacher is so high, teachers need to be very careful how to behave in society. When we meet naughty students, it is our duty to train them very well. (880)

As I am an ethnic person and a small and short person; I think I could face difficulties in getting respect from the children and to communicate well with children. (966)

To communicate with elders, parents and teachers, afraid to talk with elders, to be able to speak clearly to make elders understand. (989)

If I've got my position in a very far place, I'll have the usual problems like communication. It's hard for me to take responsibility for students. I'm not sure that students will understand my teaching. (1319)

To have not good relation with co-workers, because we have both friends who like us, and others who dislike us. To be technically weak in a subject and then handle this when I have to teach a subject that I am not familiar with. (1466)

5.6.6 Parents

Parents were also quite often seen as a challenge. In Myanmar parental involvement in education is rare, and usual only amongst the middle classes living in urban areas. Trainees understand that in rural areas parental priorities will be different and whilst all parents want their children to be well educated and do well, parents might not always be able to support their children adequately. In addition becoming a teacher gives the young trainees a respected social status that can complicate relations with parents. Some have prejudices towards rural populations referring to parents are less intelligent.

If I become a teacher, the difficulties are having problems with the parents. In some places, the parents have little knowledge and so they can't train their children. So the children might be spoilt, their thinking might not be creative and they might not listen to the teacher. (123)

The difficulty is that the village people don't encourage education since the parents dropped out from their middle school and there are no graduates. (317)

I need to understand the parents because they want their children to be educated and they rely on us for this. (369)

The problems are both students and their parents. It's difficult if students don't try hard to learn

their lessons and they just want to enjoy their time at school. And also it'll be difficult if parents won't accept the new education system and they still refer the old theory [TCA]. (686)

The relationship between parents and students; since parents want their children to meet their expectation this can be a difficulty. The children are dependent on other people, so it can be difficult. (750)

Misunderstandings can occur between teacher and parent for example with regard to extra time. If a student cannot understand the lesson and if the teacher asks the student for extra time, there can be difficulties and misunderstandings. (1119)

I might not adapt to the area I am posted to. I am unsure of dealing with the students' parents. If I am posted in a school with not enough teachers, I have to face such problems. (1390)

5.6.7 Living away from home

Living away from home and far away from parents was less prominent than the other issues detailed above, but it did worry quite a number of trainees. They are very young and till now have been able to rely on their families for help and support. The first posting is likely to be in a remote or rural area, far away from home where they have no support networks.

The difficulties are having to work in a remote area because my parents are old now. Plus I'm the youngest in the family and I won't be able to take care of my parents if I have to work in far away places. (388)

If I am assigned to a remote area, I may be disappointed due to distance to my parent's home. I might become depressed if my students cannot be shaped as I wish. (1235)

If the workplace is far away from my parent's place, it might be difficult for me. But wherever our government wants me to perform, I dare to say that I'll do my best and perform all of my responsibilities. (1534)

My parents will feel very sad if I'm away from them because my father loves me so much and he doesn't eat well without me, even when I'm studying in another town near to my place. (1738)

5.6.8 Being posted to a remote area

Being posted to a remote area, that could be a 'black' zone or conflict area was also a fear expressed by a large number. The trainees worry about shortages of water and food, not being used to local food and customs, lack of transport and not having family support. Serving in a school located in such an area also means that there is a shortage of teachers, resulting in multi-grade teaching and that sometimes students can't attend class due either to having to help their

families or the on-going conflict.

If the place is in a remote area at war, the education cannot happen with peace. I'd like to live with my mother. (17)

If I become a teacher, the problems I might face are having to stay away from the family, having difficulties in teaching, and having to eat the local food. This is because I don't want to work in my state, I'd like to go and serve in a place which is not as developed as my state. (156)

In remote areas there are problems of electricity, water, food and transportation. Because being away from the city, there are also transportation problems. (279)

The difficulty is food and accommodation because if I need to go to a remote area, there are no relatives, no place for me to stay, and if I have to stay in someone else's house, I won't be comfortable. (320)

In remote areas the students can't attend the classes regularly and I need to do lots of duties because there won't be enough teachers. (487)

I have to understand children's behaviour if the children are from different environments. Also I will have problems if I do not know the culture and customs of the posting area that is far away from my area. Only if I know child psychology, I will be able to teach well. (647)

If you serve in far-away places, it can be difficult to live and adapt to a different society. (868)

5.6.9 Language

Language is another overarching theme, often linked to being posted in a remote area where students don't speak Burmese. There were some respondents who were worried they would not be understood and then there were those who were more worried they would not be able to understand the students (or parents) where they were posted. These challenges were more prevalent with trainees who are being trained in ethnic states, and were not that often mentioned by respondents in Bamar majority regions. A few voiced fear of not being able to speak English well enough to teach at higher level. Another set said they were shy and therefore their voice did not carry, their language was not clear and that frightened them.

The difficulty is language as I speak with my native accent, which students may find difficult to understand, and I'm worried that some of the teaching might not be effective in some schools because of having not enough teaching materials. When I start teaching in class, I might not be able to teach well as I don't have much experience. (130)

I will have difficulty with the language, for instance, if I have to work in some states with ethnic groups, we might face the problems of not understanding each other's language. (182)

I will have problems in teaching students efficiently. I have got too little experience although I'm interested in English as a subject. I'm a bit worried to teach in English as it is not our mother tongue. (228)

If I become a teacher, the difficulty is that my voice is low but I will try my best because I'm really interested in a teaching career. I'm worried that the students might not understand the things I teach them. (308)

There will be difficulty in teaching English because it is not our mother tongue and there will be difficulty in pronouncing it correctly. (327)

The problem is that the students can't understand the things I explain because I can't speak their dialect if I have to teach the students from ethnic races. (362)

The difficulties are with languages in the border areas, if there are so many people who don't understand Myanmar, the teaching won't be effective. (448)

The government does not know how to assign teachers to several provinces. If you are wrongly assigned to work in a place speaking a different language, you have to manage to speak in a different language and to predict how children feel. All these are hardships faced by a teacher. (831)

Classroom management and language barriers. To attract children in the classroom because children are always playing. If we are assigned to the place of the 'Mon' people, I would face problems in teaching because I don't understand 'Mon' language. (963)

I will have to face different languages from local people because I would like to teach the children in remote areas who never learnt Myanmar and who do not get education. (1361)

5.6.10 Poverty

Very few thought poverty of the resident population at their posting was another problem they might face. Those who did, worried about not being able to solve the problems that the children and their families faced and somehow felt responsible. This links in with the status of the teacher in Myanmar society, who are seen as natural leaders in society representing wisdom and therefore possibly expected to solve community issues.

If I become a teacher, I think I will need to solve the problems of the students and also their family problems indirectly because the children in the village need to help with the earnings for the family. The teacher should help them as much as possible. (66)

I can't solve the children's family problems. (390)

At the beginning we would not understand the condition of the children. I don't have money to fulfil the needs of all children. (1015)

Family's financial difficulty can be a reason of children from the rural area [having problems]. (1071)

If I am a teacher, I have to face the problems like the life and health conditions of children. If they are not healthy, they cannot learn well. If they are poor, they cannot go to school. When I meet those problems, I have to learn how to handle them well. (1340)

5.6.11 Mixed challenges

Many of the responses fell into **different categories**, and could not be clearly classified as above. Below are a few examples of 'laundry lists' of challenges expressed by the trainees. These responses show how there are no simple solutions to the problems that the trainees list.

If I become a teacher, the difficulties I might face are criticism from the parents, words from the superiors, different kinds of students and the delay due to the school being located in a remote area. This is because of the need to test the skills of a new teacher and the ability to serve dutifully where he's supposed to work. (128)

It is not easy to be a teacher. A teacher needs to be friendly with the students and manage the students. There are duties, responsibilities, and the moral duties and uprightness of a teacher. Plus, he needs to serve his country. (334)

The difficulties are not understanding the language and culture of a race, parents don't understand CCA, not having enough teachers and parents not encouraging the children's education. (501)

If I am a teacher, the problem I have to face is that my school is very far from home. Another problem is that I have to do a great number of tasks. Also I have to keep control of everything as I am a teacher and cannot live like other people. (633)

Sometimes students can get the wrong message that is not the one I would like to give them. As I have to finish the lessons during the limited time period, the students might not be easy to understand. Then I have to face their parents. My problems are having little experience, missing lesson plans and controlling them [the children] well. (1233)

Because we are still young [inexperienced] as teachers, teaching children could have some difficulties like when they don't get what we mean, we would be angry. Moreover, in accordance with the current situation, there are not enough teachers compared to the number of the students; therefore we must teach more classes than we normally should. In some schools, as there are insufficient numbers of teachers, teachers themselves have to take other responsibilities. (1545)

Since I'll be a government employee, I will not have the freedom and rights to vote for the party I like. This could be the first problem. My family members also look down on me for being a

teacher. I may also find it difficult to work in a remote area and I might not have enough experience at the beginning. (1915)

If I become a teacher, teaching the students is the most important thing and I need to solve the problems of the students. If I have weak students, it will be difficult to teach them. I need to pay attention to them. There will be problems with the lack of security, not being proficient in the subject, transportation problems and social problems because of the new environment. (1979)

5.6.12 Children

Some respondents tended to see students as part of the problem, saying that they were dirty, rude or less intelligent.

I'm worried about whether I could manage a large number of children since in some schools a large number of students are stuffed in one classroom like the schools I went to when I was young. I also find it annoying if the students do not care for personal hygiene. (173)

The students might be dirty, rude and they don't understand my language. (509)

I would not be able to be patient with students because I don't love children. I may feel shy in front of students, so teaching will be difficult at the beginning. I'll have to worry about my teaching skills that students might not understand. I'll also have difficulties with teaching aids. (670)

To face the parents of the students because now, government has a rule that we are not allowed to strike children if they become rude. If we strike them for their rudeness, parents will send a complaint letter to officials; in addition if we can't teach those rude children, the parents will blame us. (967)

I am excited as I don't know which place I will be posted to. There are lovely behaviours in each national race. But I am worried as a teacher because there are still rude people in some places. (1383)

The difficulties are many children and low numbers of teachers. Low intelligent students, children who are impacted by their family's problems because of their parents face economic problems. In Myanmar there is a big gap between the ratio of students and teachers and there are insufficient teachers. (1421)

Some were even **afraid of children**, but these were not the ones who admitted that they did not want to become teachers

I am so afraid of the children that I don't dare to face them. When I am in front of the classroom,
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I may be shaking. I don't like to be blamed. I am worried if the children will understand my teaching because I don't have enough experience. (623)

The problem is that I am afraid of children. Because of the fear of children, it could lead me to put in less effort in teaching comprehensively. (1539)

My problem is tolerance towards the students because I am short-tempered. (1698)

I might be overexcited when I first meet children. Explaining lessons to children until they understand might be a problem. (1857)

5.6.13 Not wanting to be a teacher

A handful said they were not interested in a teaching career and therefore it was the profession in itself that was the greatest challenge. As seen in the quant responses, these are very few and far between, however there are still a few who clearly are in the wrong career track.

Being a teacher, though I don't want to be a teacher, I have difficulties to do lots of reading, there are some issues with the parents and poor quality teaching (because of the teachers), so I have worries about these. (82)

If I become a teacher, the problems I might face are managing the class and the weakness in teaching because this profession doesn't match my interest and so I haven't prepared much for it. (101)

The problem is that I'm not confident enough whether I can dutifully perform the duties and the responsibilities for my country because I'm not interested in a teaching career. But now, I intend to complete my missions as best as I can and I assume that if I achieve that, I can also solve other problems. (216)

I need to write a teaching plan. A teacher is one of the five greatest people. So we need to be careful when we try to do something because I'm not interested in being a teacher. (298)

I haven't chosen this career as my desire, so classroom management and teaching skills will be difficult for me. (1254)

5.6.14 No challenges

The fewest responses came from those who did not see and challenges or problems ahead, or those who felt that they would be able to manage whatever came their way.

If I become a teacher, I don't think I will have difficulties because I will teach my students with as much effort as I can put. Plus, I will have prepared for the lessons. (139)

If I become a teacher, I believe that there will be almost no difficulties because I have confidence and a strong personality and I am interested in teaching children as well as training them to be decent. However many challenges there are, I wouldn't give up this job for the sake of the children and their parents. (159)

The problem just depends on my attitudes; I will try to find solutions to all those teaching problems because I have this desire to do my job for the best. (194)

A teacher needs to manage different students from different backgrounds, so we need to learn teaching and also to fulfil the needs of the students who have different natures and personalities. I'm confident enough as I am now in the second year at this Education College and I've learned the methods of teaching, those of motivating the students, and of tackling the difficulties from subjects like Psychology and Education Theories. (243)

There won't be big problems because I'm willing to serve my country. But I'll have a problem with my family because they aren't supporting my career choice. (907)

I chose a career in teaching to support and serve the State. [...] There are difficulties in any jobs. But I am ready with the spirit of teacher whatever problems I meet because my hobby is exactly the same as my career. (1707)

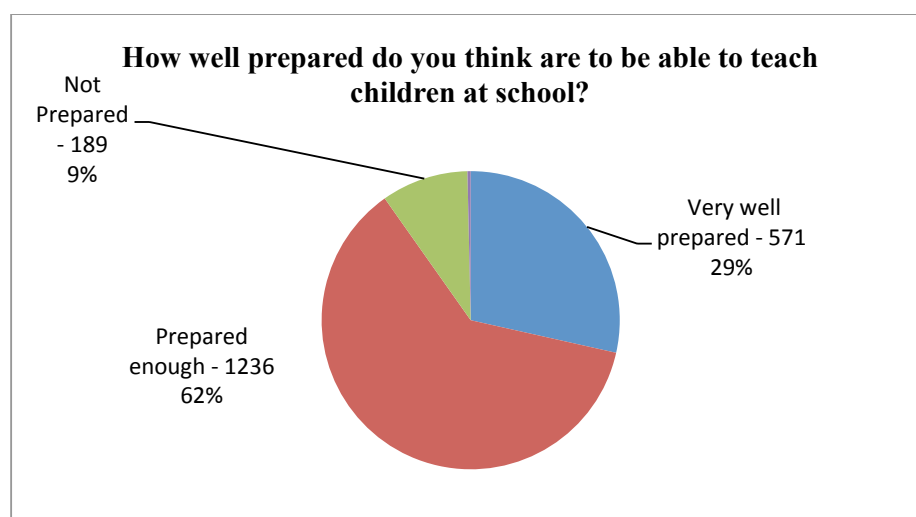
5.7 Prepared to embark on a teaching career

Despite the responses of the challenges expected as described above, the students mostly said that they felt prepared enough to teach children at school. The interesting thing was that any who said they were prepared or even well prepared, said in the qualitative answers that they did not feel prepared for several aspects of the job. It feels therefore as if the information below does not give the full picture and should not be taken at face value.

Table No.

How well prepared do you think are to be able to teach children at school?	Female – 1196	Male – 791	Not Specified	Total – 2003
Very well prepared	335	233	3	571
Prepared enough	740	483	13	1236
Not Prepared	118	71	0	189
No response	3	4	0	7
Total	1196	791	16	2003

Chart No.



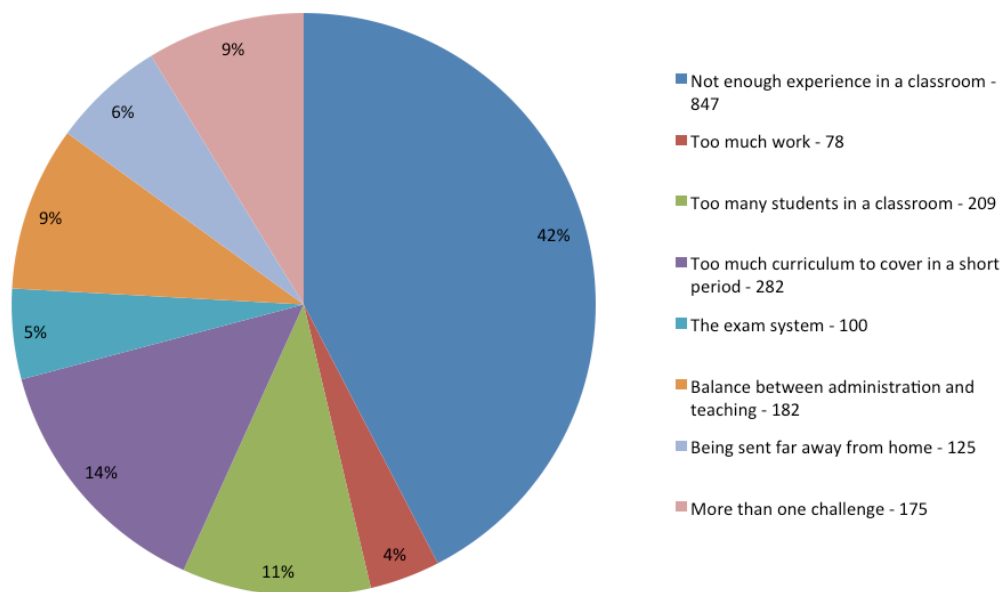
5.8 Expected challenges

The most important problem highlighted by the students is the lack of practical classroom experience that reflects the answers in the qualitative set. The lack of practical experience is a real problem that actually frightens quite a lot of trainees.

Table No.

Sr. No.	What challenges do you expect to face once you start teaching?	Male - 791	Female - 1196	Not Specified – 16	Total - 2003
1	Not enough experience in a classroom	352	487	8	847
2	Too much work	31	46	1	78
3	Too many students in a classroom	89	118	2	209
4	Too much curriculum to cover in a short period	92	189	1	282
5	The exam system	47	53	0	100
6	Balance between administration and teaching	62	119	1	182
7	Being sent far away from home	44	78	3	125
8	More than one challenge – 175	72	103	0	175
9	Did not Respond –	2	3	0	5
	Total	791	1196	16	2003

What challenges do you expect to face once you start teaching?



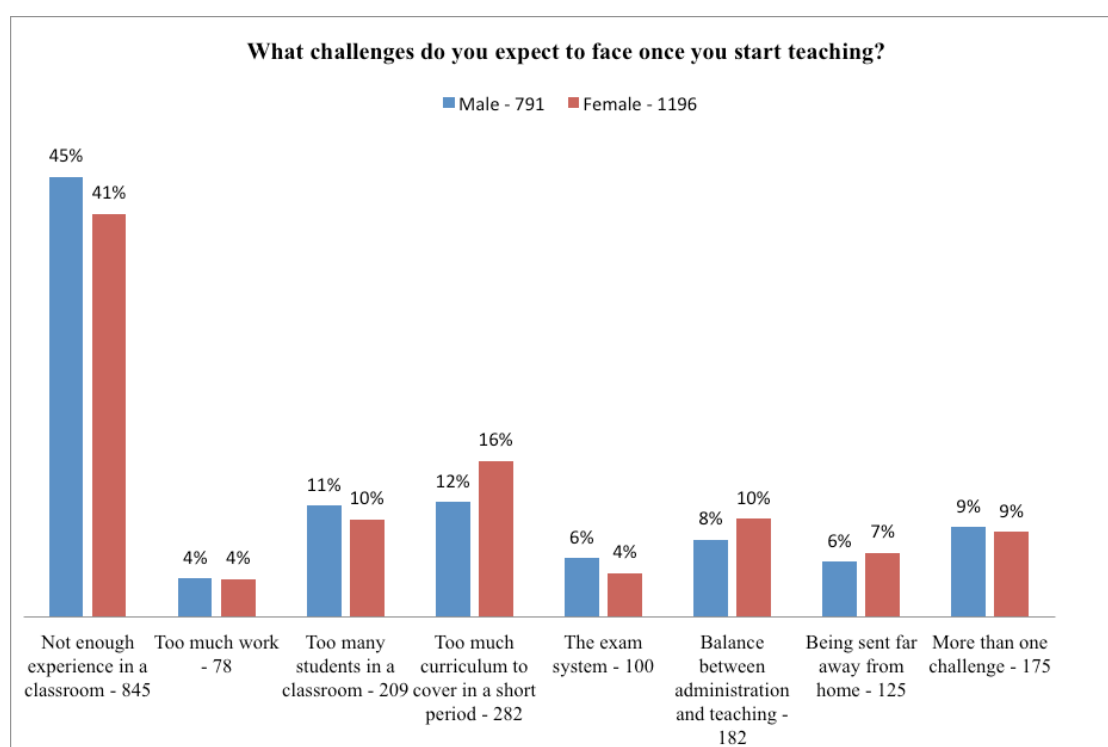
5.8.1 Gender base classification

There do not seem to be much difference in the expected challenges based on gender. A third more female trainees are worried about having to cover too much material compared to their male counterparts (16% vs. 12%). Women are also more concerned than men (approximately 255 more respondents) about the balance between administration and teaching. On the other hand for the 100 odd respondents who commented on the exam system, a third more men expressed a greater concern.

Table No.

What challenges do you expect to face once you start teaching?	Male - 791	Female – 1196	Not Specified - 16	Total - 2003
Not enough experience in a classroom – 845	45%	41%	50%	42%
Too much work – 78	4%	4%	6%	4%
Too many students in a classroom – 209	11%	10%	13%	10%
Too much curriculum to cover in a short period – 282	12%	16%	6%	14%
The exam system – 100	6%	4%	0%	5%
Balance between administration and teaching – 182	8%	10%	6%	9%
Being sent far away from home – 125	6%	7%	19%	6%
More than one challenge - 175	9%	9%	0%	9%
Did not Respond – 5	0%	0%	0%	0%
Total	100%	100%	100%	100%

Chart No.



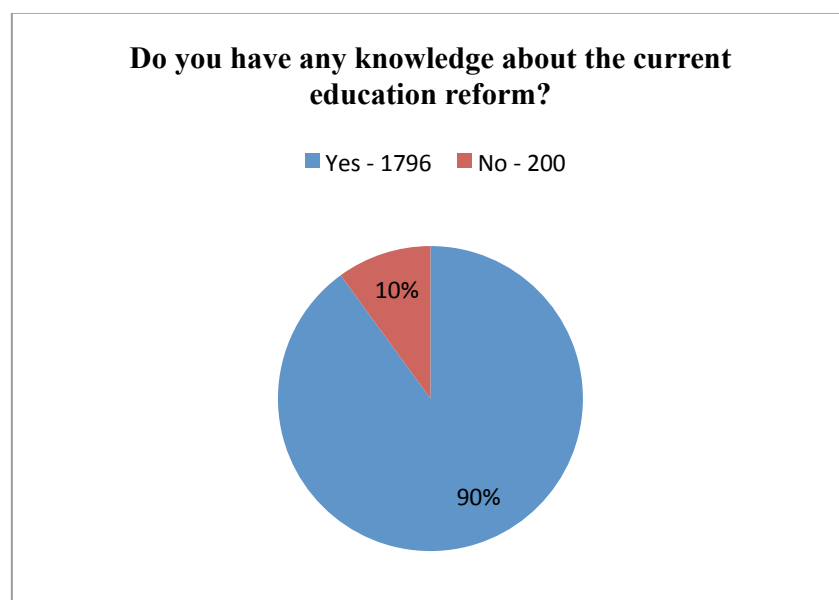
5.9 Education reforms

A reasonable majority of 1796 students had heard about the education reforms taking place. Just 2.6% more women than men knew about the reforms. They were however not asked what they knew about the reforms, so not much can be deduced.

Table No.

Do you have any knowledge about the current education reform?	Yes – 1796	No – 200	Not Specified- 7	Total
Male	698	92	1	791
Female	1084	106	6	1196
Not Specified	14	2	0	16
Total	1796	200	7	2003

Chart No.



5.9.1 Gender based Educational Reform Knowledge

Do you have any knowledge about the current education reform?	Male - 791	Female - 1196
Yes – 1796	88%	90.64%
No – 200	12%	8.86%
Not Specified- 7	0%	0.50%
Total	100%	100%

Men are 30% more likely than women to be unaware about the education reforms.

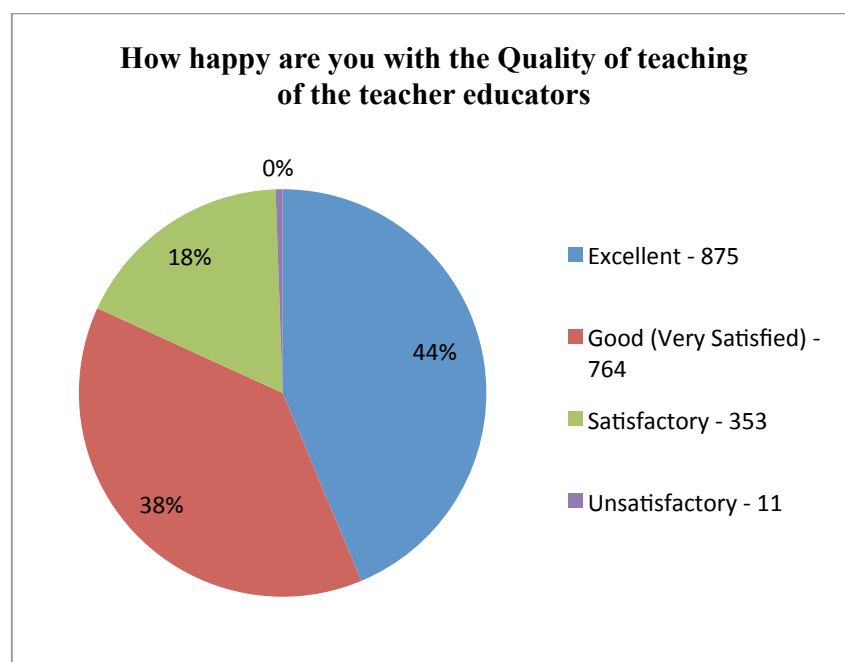
5.10 Teacher educators

The students were asked how happy they were with their trainers, the teacher educators. Given the respect that students have for their teachers in Myanmar it is not surprising that 44% rated their teacher educators as excellent and 38% as good. There were 18% who were only satisfied – which points to some issues that are elaborated upon in the qualitative question on satisfaction later on that allowed the respondents to really say how they felt. A lot more had issues or were unhappy than can be deduced from the quantitate data below.

Table No.

How happy are you with the quality of teaching of the teacher educators?	Male	Female	Not Specified	Total Respondents
Excellent	287	581	7	875
Good (Very Satisfied)	316	444	4	764
Satisfactory	178	170	5	353
Unsatisfactory	10	1	0	11
Total	791	1196	16	2003

Chart No.



5.10.1 Gender based classification

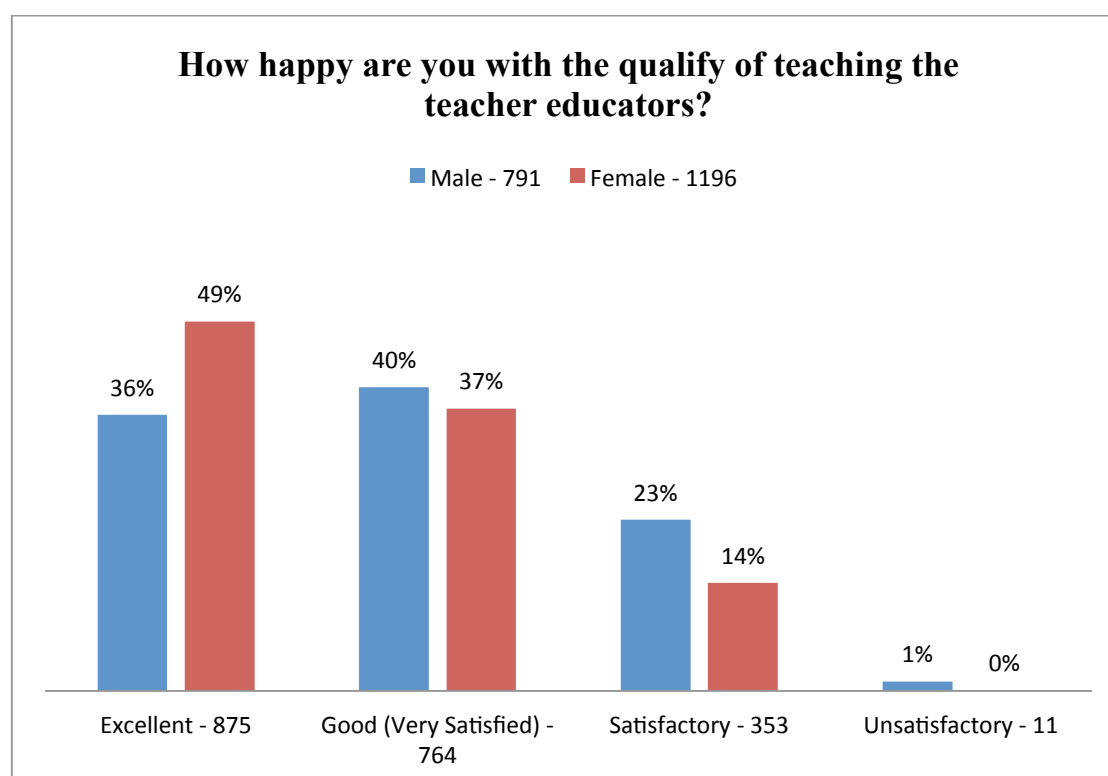
Female trainees seem happier than males, as almost a quarter of all male trainees express just being 'satisfied' as opposed to ticking 'good' or 'excellent'.

Table No. in %

How happy are you with the quality of teaching of the teacher educators?	Male - 791	Female - 1196	Not Specified - 16	Total - 2003
Excellent – 875	36%	49%	44%	44%
Good – 764	40%	37%	25%	38%
Satisfactory – 353	23%	14%	31%	18%
Unsatisfactory – 11	1%	0%	0%	1%
Total	100%	100%	100%	100%

Generosity of ratings: Women are a third more likely than men to rate their trainers as excellent, whereas men are 58% more likely to give their trainers satisfactory rating.

Chart No.



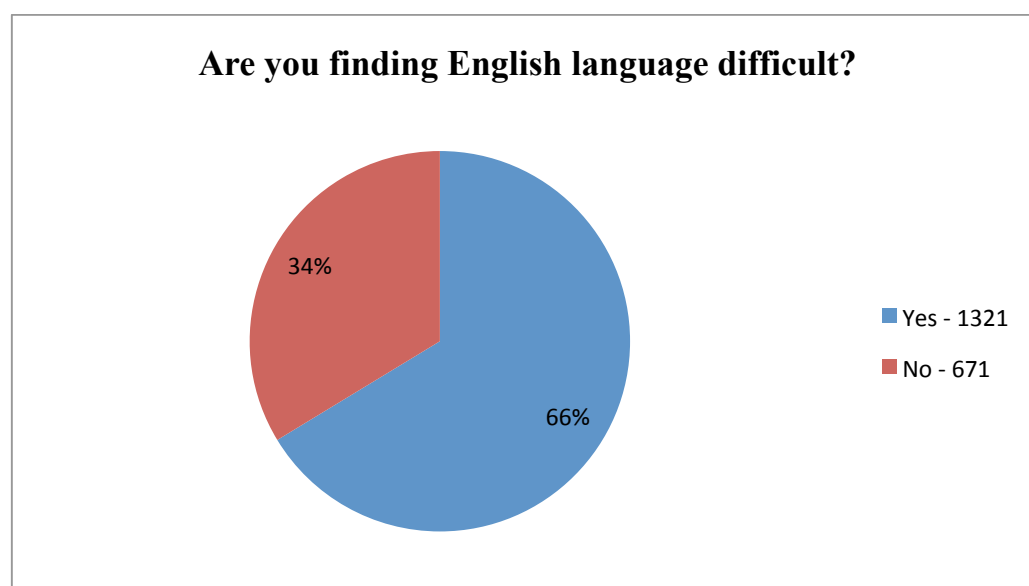
5.11 Learning English

Two-thirds find learning English difficult, but since this topic was not explored further in the qualitative section, little can be deduced.

Table No.

Are you finding English difficult?	Male	Female	Not Specified	Total
Yes	556	751	14	1321
No	232	437	2	671
Not Specified	3	8	0	11
Total	791	1196	16	2003

Chart No.



5.11.1 Gender based classification

Fewer female trainees (63%) find it difficult than their male counterparts (70%)

Table No. in %

Are you finding English language difficult?	Male - 791	Female – 1196	Not Specified – 16	Total – 2003
Yes – 1321	70%	63%	88%	66%
No – 671	29%	37%	13%	33%
Not Specified – 11	0%	1%	0%	1%
Total	100%	100%	100%	100%

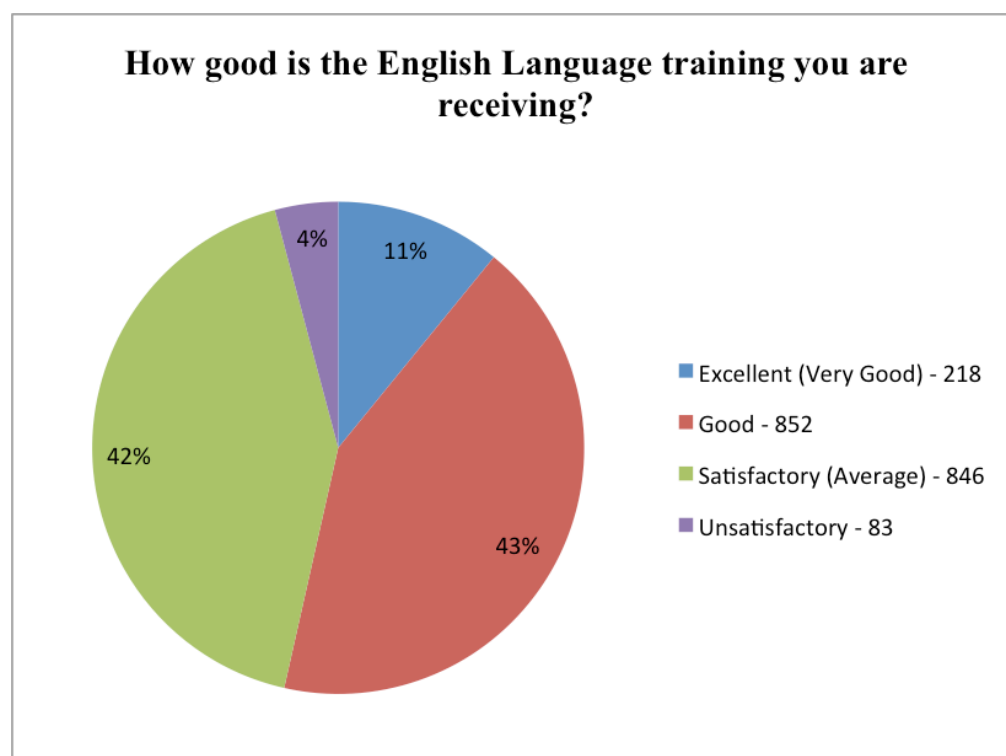
5.12 English language training

The next question did allow students to elaborate a little of what they thought about their English language training. Students are less glowing about English language training than about teacher educators. One third find it good and another third satisfactory. Only 11% find it excellent. There are hardly any gender differences apart from the fact men are a third more likely to give an unsatisfactory rating than women.

Table No.

How good is the English Language training you are receiving?	Male	Female	Not Specified	Total
Excellent (Very Good)	81	136	1	218
Good	315	530	7	852
Satisfactory (Average)	355	485	6	846
Unsatisfactory	38	43	2	83
Not Specified	2	2	0	4
Total	791	1196	16	2003

Chart No.



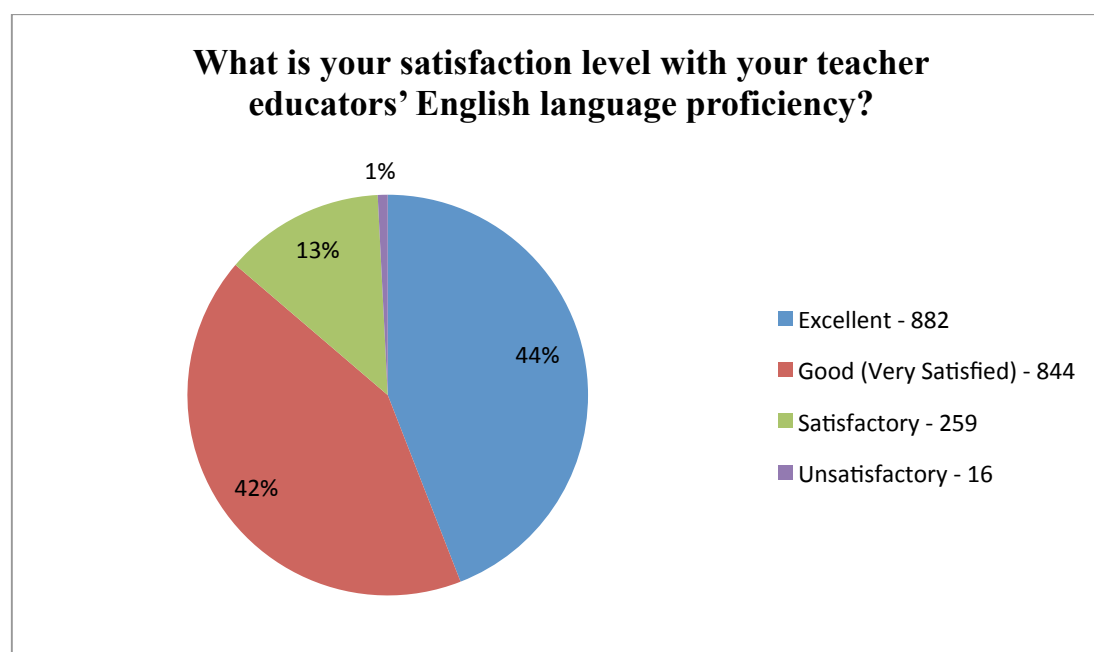
5.13 English proficiency of the teacher educators

However when asked about the teacher educators' level of English proficiency, they again will not be critical. It is therefore difficult to deduce what in particular it is that they find difficult about learning the language. However when the proficiency of the educator was marked as unsatisfactory, it was most likely to be men.

Table No.

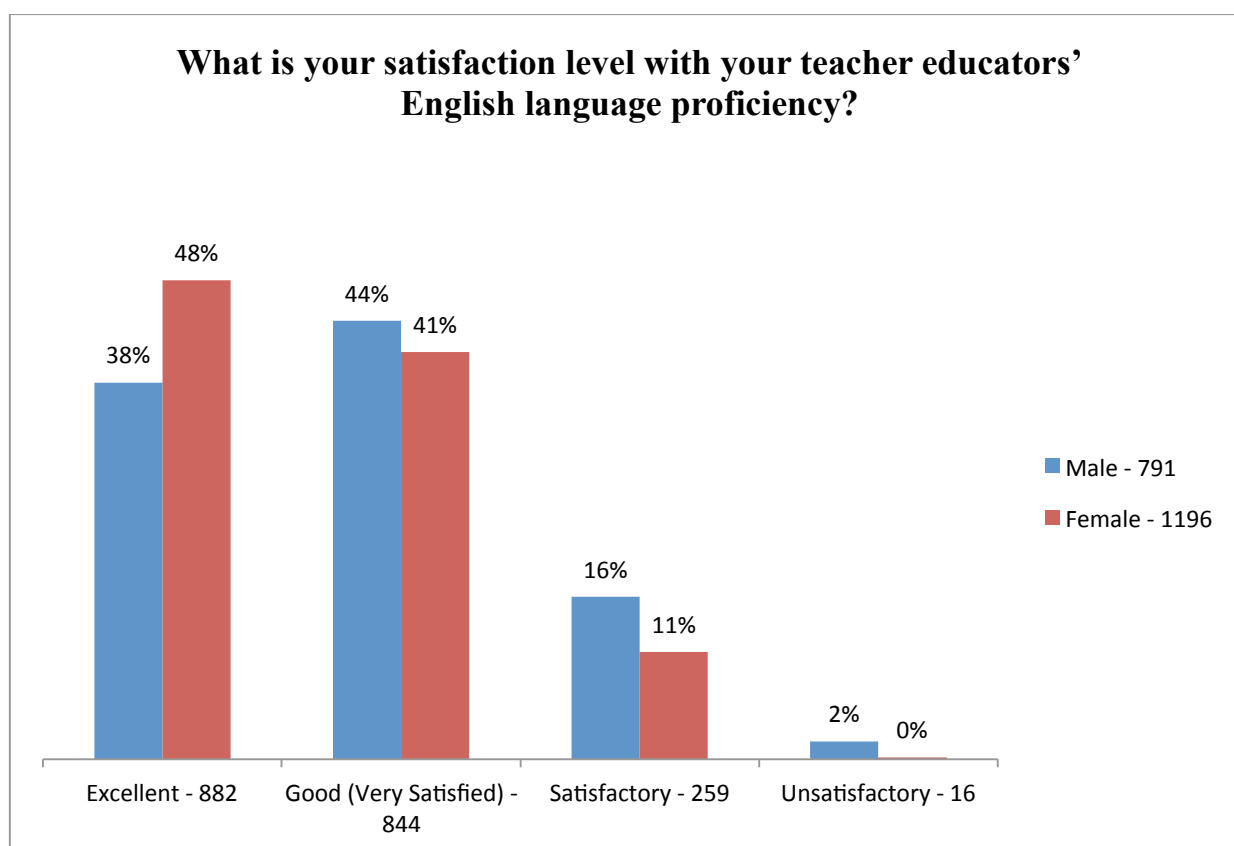
What is your satisfaction level with your teacher educators' English language proficiency?	Male	Female	Not Specified	Total
Excellent	299	575	8	882
Good (Very Satisfied)	348	489	7	844
Satisfactory	129	129	1	259
Unsatisfactory	14	2	0	16
Not Specified	1	1	0	2
Total	791	1196	16	2003

Chart No.



5.13.1 Gender based classification

Chart No.

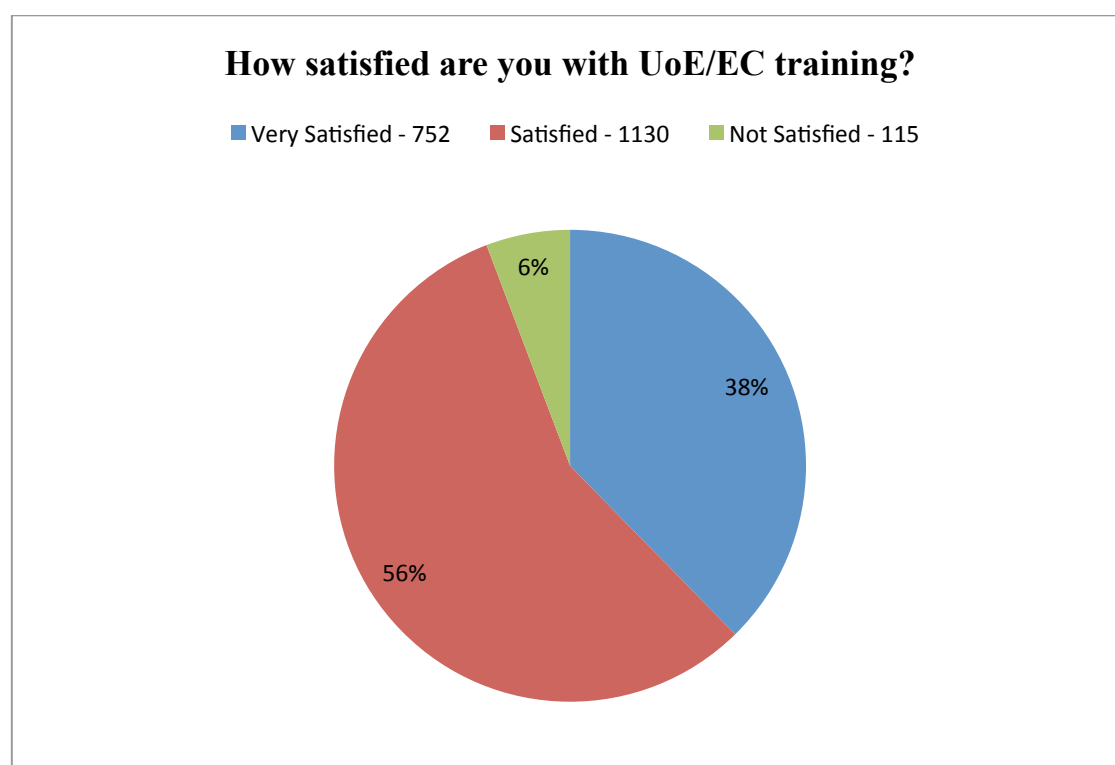


5.14 Satisfaction

Table No.

How satisfied are you with UoE/EC training?	Male - 791	Female - 1196	Not Specified - 16	Total - 2003
Very Satisfied	263	480	9	752
Satisfied	451	673	6	1130
Not Satisfied	75	40	0	115
Not Specified	2	3	1	6
Total	791	1196	16	2003

Chart No.



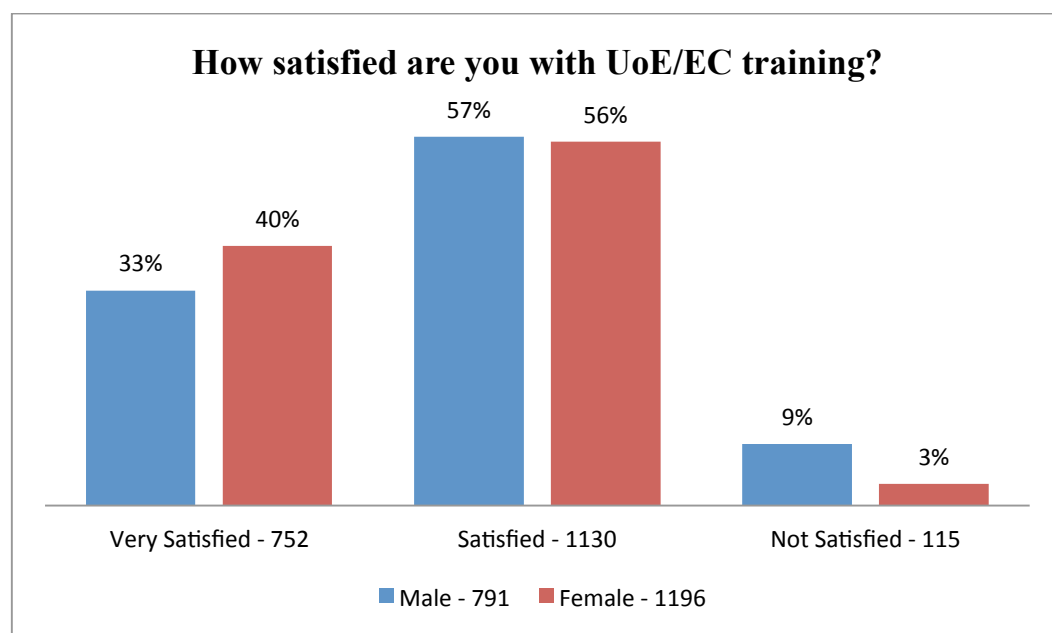
5.14.1 Gender based satisfaction level classification

Men are twice as likely, compared to women rate their training as unsatisfactory.

Table No. in %

How satisfied are you with UoE/EC training?	Male – 791	Female – 1196	Not Specified – 16	Total – 2003
Very Satisfied – 752	33%	40%	56%	38%
Satisfied – 1130	57%	56%	38%	56%
Not Satisfied – 115	9%	3%	0%	6%
Not Specified – 6	0%	0%	6%	0%
Total	100%	100%	100%	100%

Chart No.



5.15 Satisfaction – the detailed answers

Unlike in the section on challenges and feeling prepared to work as a teacher that was described above, the quantitative responses with regard to satisfaction of the course broadly match the qualitative explanations. When asked about how satisfied they were with the course, students fell into roughly three categories. Most are satisfied or very satisfied and explained in great detail as to what they liked and why. Few are dissatisfied, and those who are express the reasons clearly. It includes the number of subjects they have to take, teaching methods used in the training and having to learn certain subjects by heart. However when going through the detailed answers it seems that some who have ticked satisfied or even very satisfied actually have some critiques or criticisms that they feel confident in expressing in the qualitative section. The third and smallest category is those who express satisfaction but also express some drawbacks of the course or small issues that they feel need to be highlighted.

As in the previous qualitative section on challenges the answers are detailed, frank and reveal a depth that could not have been captured by the quantitative survey.²¹

Satisfaction is based on the efforts and kindness of the teacher educators, including that they treat their trainees like their children, the knowledge of the teacher educators, the variety of courses and learning new things, the strict and systematic training and the lifestyle at the Education College.

5.15.1 Comments from those who were happy

Because I need to know the things needed to be a teacher once I've decided to be a teacher. The training at the college teaches us those things very well, and train us to have experience both in theory and practice. As we are taught the things we need to learn at the college, I'm satisfied. The training of the teacher educators is very nice and I think I get great experience at the college. (2019)

The teacher educators at the college teach us using teaching aids and tell us jokes to increase our interest. They also teach us to have the skills of a teacher, so I'm satisfied. (1964)

Trainers from our EC care for us like for their children. They also explain lessons to us in great detail. (1848)

Our education college not only gives us teaching knowledge, but also child psychology, educational theory and other co-curriculum subjects. Thus, I'm brave enough to cope with any difficulties when I become a teacher. (1832)

Teachers from our Education College instruct teaching methods systematically. And they are not only proficient in subjects but also treat us like their own children rather than university students. It favours more practical skills. I am very satisfied with the training. (1778)

²¹ In Sagain there were some who worked together for this question

In this training, as I do physical exercise everyday, it supports me being healthy and to grow up. As I stay with others in the hostel, my communication has improved. As duties are carried out on time, the tasks get done quickly. Learning with games related to English subject makes it easy for me to understand. So I have learnt to rely on myself. (1695)

Most of the teachers I have are good-natured, broad-minded, are passionate and guide us whenever we are on the wrong way. I believe that I could be a good teacher when it's time to leave this college. I believe it will come true with the support of our teachers' benevolence and encouragement. (1547)

I am satisfied because the teachers are warm, kind and loving. They are systematic and good at teaching. Also they are skilful and good-hearted. (1378)

Very satisfied. I came to know things I'd never seen before. Training helps me to develop physically and mentally. Also it changed me: I now understand the spirit of unity and devotion to our traditional culture and nationality. (1330)

I am satisfied because I have learned games and rhymes to get [the students'] attention and using teaching aids to make teaching interesting. Also teaching methods are good. (1322)

Satisfied. I've been to Patheingyi and Chaung Tha beach because of attending this Education College so I'm very happy about that. I've learned the teaching approach for young learners so I can control the class properly. Teachers train us like their own children and I have become an independent person because of this training; before I was always dependent on my parents. In reality, I just want to be an education coordinator and I don't like teaching but I'll have a stable job with a monthly income after this training. Now I'm enjoying time with my friends so I feel satisfied. (1317)

Teachers teach the lessons by using the 21 methods. So we are not bored. Although there are too many subjects to learn, we don't have any difficulties. We have received experience from each teacher about how to teach when we become teachers. I am very satisfied because the training let us show our abilities by asking questions, teaching practically and discussing. (1292)

Teachers in the Education College are good at teaching. Even literature subjects teachers can teach in attractive ways not boring the class with lessons and methodology. The main point is the CCA method. I like so much it because I can participate in activities. I am so satisfied that I like to become a professional teacher. (1225)

The teaching method at the B.Ed college is not only suited for a teacher, but also for a human being. Especially, development studies and the quality of teachers are great. Good preparation with practical teaching will lessen our worry. (1205)

I am satisfied as this is a job I love. (1035)

Teachers provide us the methods of handling students and Child Psychology related with knowing their attitudes. They train us to become good teachers for practical tasks related with concepts of subjects and developmental subject. They make us responsible and accountable citizens for civil duties. They train us to become noble teachers through the University of Education and the Education Colleges in Myanmar to educate the children in remote areas. So I am very satisfied with the training by my teachers. (837)

Satisfied. The teachers teach us everything that they know and they try to explain things until we understand. They also train us to improve our critical thinking and they collect many of our questions for that. They also teach us all the teaching knowledge that a teacher should know. (675)

The more I know about the job of a teacher, the more I value it. This training makes us a better person with teacher qualities. The trainings are good too. But the teaching subjects are hard to understand and only teaching practice will give us the real experience. (290)

I'm very satisfied because since my childhood, my dream is to be a state education officer, so the Education College gives us the foundation for this; teaches us the basic education. (269)

5.15.2 Selected issues

Below are the quotes of trainees who were broadly happy but wanted to flag **some issues**. The respondents generally fell into the all satisfied or not satisfied at all camps, and few had balanced answers like the ones below. The issues vary quite widely between students, some complain that they don't like certain teachers, others that there are too many trainees in a class or too few teacher trainers for particular subjects, others again say that they feel they would need more practical experience and no matter how good the theoretical training is, they need to learn in the classroom.

The teacher educators teach us the teaching methods very well and how to use the teaching aids. But there are too few teachers, especially in chemistry, there is only one teacher. Teaching with CCA, learning all co-curriculum subjects, having competitions in each subject, writing lesson plans, and teachers being patient in teaching. But sometimes we need to learn so many subjects in a short time, having lots of boring subjects in a timetable, sometimes the fast pace of the teaching, and not having interest in extra teaching is a problem. English speaking and Computer skill should be taught to the trainees. Instead of Korean, we should be taught English speaking effectively. (2017)

The teaching methods taught at the college are beneficial for us for teaching practice, but the school I teach in, the teaching practice used is IEP and we are taught CCA at the college, so I have a few problems. CCA is difficult to use in practice and it is hard to manage the class if CCA is used, because there are too many students in a class. So I think the approach we learn widely at college, CCA is hard to use in real class teaching. (1998)

The trainers not only teach us course book lessons but also arrange some development activities and competitions, ask us to think ourselves, and give us hope. But, it would be better if we could get more practical training. (1845)

I'm satisfied with most trainers' teaching in our EC, but I don't like some trainers' teaching. (1843)

I'm satisfied because of our teachers' kindness and hard work. But I'm not satisfied with our education system. Examinations are the only way to measure students' capacity. We prefer to get more teaching experience than to learn the lessons by heart. Thus, I'm not that satisfied. However, I'll need to try to develop our nation's education system. I'll step forward starting with my township's education development. (754)

Normally I am satisfied with training provided by teachers and there are few teaching aids. But I am not so satisfied because there are a lot of trainees in one classroom. (654)

The teacher educators are skilful and good at teaching but there are too many trainees in a class and they lose concentration. There are not enough teacher educators and they can't give much attention to the trainees. There are rules to be followed in exams but the trainees still need to follow the rules. (479)

The knowledge they give us at the training is indispensable for our life. The teacher educators also try hard when teaching us; there are altogether 18 subjects, all of which are interesting, but I admit that I can't study all the subjects in detail. Although the teachers teach us everything they know and those subjects are beneficial for us, but it is true that I can't learn all of them in detail. Therefore, I'm satisfied with the teacher training of the teacher educators at the college, I'm not satisfied with myself though, I'll try. (384)

5.15.3 Quotes from those who were dissatisfied

Overall there were not that many who were dissatisfied. But those who were unhappy did express the reasons very clearly. This included not liking the teaching method including rote learning, the gap between the theory and the practical reality, the strictness of some teacher educators and the course, the lack of time to learn properly, the lack of breaks, the out-dated curriculum and in some ECs the lack of co-curricular subjects.

The teacher educators at the education college are not good at teaching. (2008)

For teaching, writing lesson plans is important but now we can't write it with our own ideas. We need to follow the fixed pattern of the teacher and it won't be effective if we teach like that. We are taught educational psychology in order to understand the mind of the students, but now the teacher educators don't know our mind as if they didn't learn that subject. Plus, though we are college students, we have lots of stress. We need to finish the assignments every four months. There are also tutorials and many activities. As there is a final exam, we can't learn the lessons for four months in detail, there isn't much time. (2005)

The lessons for each day are too many and some subjects are tough. As there isn't enough self-study time, I can't learn all the subjects in detail and so I learn them by heart. There are so many lessons a day and it is hard to catch up. Although I'd like to remember all the things, because of time, I just focus on them for the exams. (1963)

I don't like the rote learning system. (1833)

What the college teaches us is just exam-oriented and will be useless in practice when the exam is finished. Studying in the education college is just to step forward for B.Ed (1820)

I am not satisfied about some teaching in the College, because there are vacancies for some developmental subjects. So only a few experienced teachers with a degree are assigned. As a result, we do not get enough ability. (1697)

Not satisfied because teaching methodology is theoretical more than practical. After a lesson is

explained by the teacher, the teacher lets us do a presentation but it is such a short time to instruct what we still need more. So we may have a problem in practice due to only theoretical experiences. I am afraid of the reputation that I cannot do anything even after the training. (1276)

No recreation time when we change classrooms. Some teachers give students no chance for questions and answers. This will cause poor thinking skills for some students. (1177)

There are too many subjects and too little time. The subjects we have to learn are good. But it does not fit the time. So both trainees and trainers are very busy and tired. I am not satisfied because I am not able to remember the facts I write down although I finished writing them in a book for tasks. (865)

I'm not satisfied because there are not enough teachers, students are not able to think enough, the trainees need to work during the co-curriculum periods, instead, we should learn the things needed for our daily life. At the Education College, we are not taught the co-curriculum subjects well and we are asked to do the cleaning. We should be taught effectively and have competition, so I'm not satisfied since we are not taught the co-curriculum subjects well though they teach the [other] subjects well. (291)

Very few speak about practicalities, such as problems of transportation, food or the life at the EC. In fact the two comments below are examples of just a handful of issues related to the daily lives of the trainees.

It's ok with transportation and living as we stay at the college's hostel. But food is not good. They do not provide lunch and give 500 kyats food allowance. If we eat at outside, we can't even buy a good meal with 500 kyats. (1520)

Not satisfied. Because they [the trainers] do not support our hobby (eg. playing the guitar); we always have to listen to what the teachers say; we do not dare to speak what we think even if it is right; sometimes I know there is corruption among some teachers; some teachers have less skills in teaching; there is insufficient water to use at the dormitory; although demonstrations are allowed there would be revenge by them [the trainers]; the communication and management by the dormitory supervisor is very bad. As the dormitory is hall type it is very hot and difficult to read and to sleep. And the teaching is not perfect because of insufficient teachers. (933)

5.15.4 Comments on CCA

Some commented on the training methodology and in particular TCA and CCA. It seems that in some colleges CCA is used for example by allowing trainees to work in groups. In other colleges or subjects this is not the case and trainees comment on how they are supposed to implement CCA when they are being taught themselves in a TCA way. The comments therefore vary widely between different ECs.

We are able to learn CCA not only theoretically but also practically, and classroom management strategies and teaching methods. We are also well trained to be able to overcome problems and to confront any difficulty. Since we can learn every quality that a teacher has, I'm very satisfied. (1863)

All teaching methods are very useful and people who are future teachers, must know about those theories. They [the trainers] use CCA teaching and that is very good for us. We've learned their methods and they train us to create our own teaching techniques. So, I'm satisfied with everything from the Education College. (1646)

Teachers are emphasising their teaching and using the teaching aids systematically. Trainees can state their opinions in group discussion and demonstrate their abilities individually. (1477)

The headmistress, the department head and all teachers have good will with the students when teaching. They use CCA and let us participate to find answer to make the teaching effective. Students have to learn the lessons not only by teaching but through practical works also. They taught us not only literature, but development subjects also. Students have to do things themselves so that they can remember well and they can apply what they have learnt here when they teach to the children if they become a teacher one day. (582)

In basic schools, we can use the CCA approach and we are trained to be skilful in teaching, so I'm satisfied. But in some subjects, there are some deviations with the real life. There are so many lessons in some subjects and it is hard to understand all the details. Practical teaching is more effective and we can't do practice in all subjects. (2013)

I'm not satisfied because there are too many subjects that we have to learn. Besides, although most teachers recommend the Child Centred Approach, they themselves don't use that approach and they still follow the Teacher Centred Approach. Last, the materials can provide only theory, most of which does not seem useful in practice. (1828)

Trainers teach only the general facts from the course books. They should relate lessons with real life. There are insufficient teaching aids for science lessons. We all just need to learn by heart. The practical training is not satisfactory. We are not given time to ask what we don't understand in the lessons. Even when we can ask, we don't get satisfactory answers. (1841)

When learning about the five developing subjects, we got only basic knowledge. We don't have the chance to study these subjects in detail. And one of the well-experienced senior teachers said that there is not sufficient time to teach various teaching methods to trainees. The studying of some subjects which are not related with teaching methodology is just a waste of time. The curriculum which future teachers at the Teachers Training College study was created 20 years ago when the colleges were established. Thus, this curriculum is not fit for today's changing era. And the exam style is more likely to focus on paper test examination and marking systems based on by-heart learning details information of lessons rather than testing the actual talent of a trainees teachers. The curriculum for how to teach Myanmar subjects is quite boring and does not match with the practical teaching methods. (1583)

We have grown up with rote learning since our primary student days until now. I would like to be free from that life. In our EC, students who are weak at lessons are looked down on. We should be encouraged to try harder. I would like to suggest not to look down on weak students and to encourage and motivate them. (722)

6 Research Findings

6.1 Gender and ethnic response differences

The first main finding is that overall the quantitative results show no significant gender differences, and very few differences with regard to ethnicity. A number of answers had a large majority of both genders that chose one option and then fewer respondents choosing amongst the other options. The only significant variance in gender was in the options that attracted fewer responses and this was the case in only three instances: motivation to become a teacher, location preferences and career goal.

6.1.1 Motivation to become a teacher

Almost half of the students said that their main motivation in wanting to become a teacher was to serve their country or contribute to society. The large number is a little surprising reflecting a country where the youth is driven by a greater sense of responsibility vis-à-vis their mother country. However the motivation to serve ones country contradicts strongly with the career goals, where the motivation seems to be more income and status based than serving the nation's children.

This was followed by 337 (17%) who wanted to earn a regular salary. In a country where much is changing rapidly and the economy has become more unpredictable, this seems to be the rational choice and it is surprising that not more selected this option.

Looking in more detail at the responses and adjusting for sample size differences between men and women it becomes clear that women are 50% more likely to become a teacher to have a stable job and earn a living and women are a third more likely to become a teacher based on parents wishes. On the other hand men are 50% more likely to express the reason "To help others" than women. We have ignored subtle differences from responses between men and women where the number of responses was too low to be statistically significant.

6.1.2 Location preferences

There were some differences regarding location choice between female and male respondents, with more females choosing large cities (21%) over their male counterparts (16%) and fewer females (13%) being prepared to go to remote areas than their male counter parts (17%). This means that women are a quarter more likely to choose urban cities as a school choice and for those opting for remote areas as their preferred location you are likely to find 33% more men expressing it as a preference. This is not surprising and reflects the answers to the qualitative question on challenges where many of the women pointed to the fact that in remote areas transport and general infrastructure were a real problem and they were worried as to how they would manage if they were sent there. There were no differences with regard to ethnic/ border areas (4% for both genders).

There were also some small ethnic differences when it came to location preferences with fewer ethnic students of both genders (16% vs. 20%) opting for big cities than their Bamar counter parts, and fewer of them opting for rural areas as well (27% vs.30%). They were almost as unlikely to choose border areas as their Bamar counterparts (5% vs. 4%). However non-Bamar male students

were more likely to opt for remote areas compared to their female counterparts (18% vs. 11%).

6.1.3 Career goals

Career goals were fairly evenly distributed across the sector. However very few (36) wanted to join a private school and only 94 trainees envisioned a career outside of the education system.

Looking in more detail at the responses and adjusting for sample size differences between men and women it becomes clear that for those who expressed their career goal as being a teacher at secondary school, one would find that women are 50% more likely to state that as a goal. Women are also a third more likely than men to pursue the goal of becoming a teacher educator or a head teacher.

It is also evident that men are a 50% more likely to state their desire of becoming a TEO as a driver for being a teacher and a quarter more likely than women to state their desire of becoming a SEO as a career goal. This is reflected in Myanmar's administrative reality where women are more prevalent in the teaching profession at every grade (including head teacher) apart from senior administrative posts such as township or state education officers, which are mostly held by men.

For those who expressed their career goal as moving on from teaching as a profession (which has an impact on attrition), one would find men are one and a half times more likely than women to state that goal *before* completing their training, possibly because of salary issues.

6.1.4 General satisfaction with the training received

Again looking in more detail at the responses and adjusting for sample size differences between men and women it becomes ore evident that men are less generous in their ratings for the training received. More specifically:

How happy are you with the quality of teaching of the teacher educators? Women are a third more likely than men tor rate their trainers as excellent, whereas men are 58% more likely to give their trainers satisfactory rating.

How good is the English Language training you are receiving? There are hardly any gender differences for responses that are satisfactory or better, however fact men are a third more likely to give an unsatisfactory rating than women.

Satisfaction with EC training: Men are twice as likely, compared to women rate their training as unsatisfactory.

6.1.5 Other variances

What challenges do you expect to face once you start teaching? More female trainees (34% more than men) are worried about having to cover too much material compared to their male counterparts. Women are also more concerned than men (approximately 25% more respondents) about the balance between administration and teaching. On the other hand for the 100 odd respondents who commented on the exam system, men expressed a greater concern by a third.

Education reform: Men are 30% more likely than women to be unaware about the education reforms.

6.2 Qualitative and quantitative responses

The second most significant finding is that the qualitative responses do not always match the quantitative findings. This means that whilst respondents chose certain responses in the quantitative sections, when they were given the chance to elaborate, their attitudes were often quite significantly different from what they had ticked in the quantitative section.

6.2.1 Expected challenges

The responses to the question about what challenges the trainees expected once they became teachers were incredibly varied and detailed. Trainees gave very frank and very personalised answers, revealing real anxieties and worries in light of starting their profession. The answers fall into several categories that include: lack of classroom experience, a real worry of implementing CCA, infrastructural issues that include everything from lack of transport to too many students in class, dealing with parents, living far away from home, being sent to a remote area, language issues and confronting student/ family poverty. A large number cited a list of challenges that fell across the different categories. Very few saw said that they expected to face no problems, or felt confident enough to deal with whatever came up. A handful of respondents also said that they really did not want to become teachers and therefore the profession itself was the main challenge.

However in the section asking them how prepared they felt to start their career as a teacher, the trainees mostly said that they felt prepared enough to teach children at school. The interesting thing was that many who said they felt prepared or even well prepared in the quantitative section, said that they did not feel prepared for several aspects of the job in the qualitative answers.

6.2.2 Satisfaction

Unlike in the section on challenges and feeling prepared to work as a teacher, the quantitative responses with regard to satisfaction of the course broadly matched the qualitative explanations. However the qualitative answers gave light to a lot more depth to the answers given in the quantitative section and showed that even satisfied respondents had many issues they wanted to highlight. When asked about how satisfied they were with the course and why, students fell into roughly three categories. Those who are satisfied or very satisfied and explained in great detail as to what they liked and why. Few are dissatisfied, and those who are express the reasons clearly. It includes the number of subjects they have to take, teaching methods used in the training and having to learn certain subjects by heart. However when going through the detailed answers it seems that some who have ticked satisfied or even very satisfied actually have some critiques or criticisms that they feel confident in expressing in the qualitative section. The third category is those who express satisfaction but also express some drawbacks of the course or small issues that they feel need to be highlighted. This was totally independent to what they had ticked in the quantitative section. It seems that respondents only felt able to be critical in the qualitative sections.

6.3 The two big issues: classroom experience and CCA

Across the data two issues seemed to dominate: the lack of classroom experience and the fear of having to use/ practice CCA, given all the other practical issues which might hinder a child

friendly teaching methodology. This could be missed when just looking at the quantitative data, although it is evident that both men and women of all ethnic groups felt that these were significant issues. However the qualitative data points to a real lack of confidence as trainees do not get the practical, in-classroom experience that they would need to be able to apply what they are learning at the Education Colleges. The fear of using/ practicing CCA is directly linked to a lack of classroom experience and the fact that often the trainees themselves are not taught with this methodology. In addition teachers expressed the fear of being overtaken by student knowledge. This is also linked to the issues with CCA as teachers fear that students might ask questions that they are unable to answer, leading to a loss of face.

This reflects issues that have been uncovered in previous research where teachers find CCA impossible to administer due to overcrowded classrooms, time and material constraints as well as the chapter end tests that dominate the pace of the syllabus. (Lall 2010; Lall 2011; Lall et al 2013) Since trainees are aware of the realities of the classrooms where they themselves have been taught not that long ago, they cannot see how without significant structural transformation of the system the teaching method can be significantly changed.

7 Recommendations

Our recommendations flow from the observations and analysis of the data collected.

1. The teacher training needs more practical classroom experience as an integral part of the training. The bloc teaching practice seems to be ineffective.
2. The teacher training methodology needs to use the CCA model, so that trainees can appreciate how to use it themselves.
3. Newly qualified teachers need to be supported in the early years of their training, so as to improve their knowledge and not loose the newly learn pedagogy.
4. A course about teacher as 'researcher' should become part of the teacher training curriculum so that teachers learn how to stay on top of new or changing knowledge, and this will eliminate the fear of open questions from students.
5. Trainees need to get increasing access to IT so they feel they are on par with the younger generation.
6. Teacher training should include self-confidence training so as to help those who are shy. Trainees need to be 'taught' how to engage parents and deal with parents.
7. Ethnic language training needs to be made available for those who will (or want to) be posted in ethnic/ remote areas. Given the reform and peace process it might be good practice to have all teacher trainees take some ethnic language training although admittedly this could entail logistical issues.
8. The teaching profession needs to allow for more women to become TEOs and SEOs – at the moment a number of women cannot even imagine getting into these positions. The hierarchical structure is culturally determined, but if there was in service leadership training for HTs and other education leaders, then some of these hierarchy issues might become less acute. A system of mentoring and role models by senior staff might also help as a part of supporting newly qualified teachers

For the project design – more qualitative questions should be asked in round 2 to check and corroborate the quantitative answers. In addition the students completing the questionnaire were Diploma (DTED) students who have graduated with matriculation only. The PPTT students were

not included. It would be good to compare them to the diploma students as their aspirations, desire for urban/rural locations etc. could be slightly different.

8 Acronyms

BC – British Council

B.Ed – Bachelor in Education

CCA – Child Centric Approaches to teaching and learning

CESR – Comprehensive Education Sector Review

DPs – Development Partners

EC – Education Colleges

EPIC – Education Promotion Implementation Committee

IOE – Institute(s) of Education

JAT – Junior Assistant Teacher

JICA – Japan International Cooperation Agency

MOE – Ministry of Education

NLD – National League for Democracy

NPT – Nay Pyi Taw (Myanmar's Capital)

SEO – State Education Office/ Officer

TCA – Teacher Centred Approach to teaching and learning

TEO – Township Education Office / Officer

UDNR – University for the Development of National Races

UNICEF – United Nations Children's Fund

VSO – Voluntary Service Overseas

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10 Appendix

According to a UNICEF report pre-service training for teachers is reportedly plagued by a whole host of issues²² including but not limited to:

- ‘Teacher preparation programs are too short in length, especially for primary and middle school teacher preparation, and most teacher trainees start training at a very young age immediately after matriculation from high school;
- Entry qualifications into the profession for teachers and principals (or graduating certification from teacher colleges) are set too low compared to high performing systems. Further, those with disabilities or even experienced teachers from monastic schools do not have clear pathways for admission into ECs;
- ECs in general do not have established links with other education systems, i.e. monastic schools, ethnic school, etc. Further, ECs do not work with schools and TEOs, forging in-school experience for trainees, or keeping track of graduates, and their professional development;
- Projections of teacher needs are not linked to teacher training colleges’ selection and admission criteria;
- Most teacher educators have received no training above secondary level certifications; specifically, they receive no training to become teacher educators. Although, most are reportedly motivated, they also express frustration with issues ranging from the rotating deployment policy, staffing shortages, the effects of an aging cohort, and retirement issues, etc.;
- An overloaded curriculum results in lecturing and rote learning, and as well, does not reflect on the ground realities of teaching in Myanmar (teaching large classes, child-centered pedagogies - currently official policy, multi-grade strategies for small schools, multi/bilingual teaching). Further, opportunities for private study and reflection are limited;
- Lack of preparation with regards to English language, Myanmar Language Enrichment programs, and Ethnic language programs means that teachers are frequently under prepared to deal with teaching across/with different languages;
- Although teacher competencies exist (CCA integrated competencies for child-friendly schools), these are not integrated well into teacher preparation programs;
- The teaching practicum (on-the-job training) procedures demonstrate ad hoc placement in schools for too short a period (compared to high performing systems) and theory-practice integration is not supported. Teachers find themselves dealing with issues that do not come up in their curriculum. Their teaching practicum is supervised by ATEOs or Head Teacher, not college faculty, making it hard to use the practicum as a learning opportunity;
- Lack of preparation with regards to issues related to disability, diversity and cultural

²² Aung, W., Hardman, F., & Myint, D. (2013). Development of a teacher education strategy framework linked to pre-service and in-service teacher training. A UNICEF Report for CESR Phase 1 & Phase 1 CESR Teacher Education Review: Technical input for CESR Working Group. (2013). JICA Study Team.

difference. Teacher training curriculum does not reflect inclusiveness;

- Focus on formative assessments to improve teaching practice and learning at ECs is low;
- There is a dearth in professional development for college teacher educators and no clear policies on recruitment and career development for them;
- There are severe shortages in good training materials and learning resources, poorly stocked libraries, as well as poor physical infrastructure at ECs;
- There is a gender gap in the number of men serving as faculty at the ECs; and No special accommodations are made at SIOE for the ethnic minorities during classes taught mainly in the Myanmar language.’