Myanmar Education Sector Planning & Reform

Comprehensive Education Sector Review (CESR)

National Education Sector Plan 2016-2021

2015 Elections & Changes in Government

MoE Re-Structuring
The Karen Education Department

- Administer and provide education services in Karen State in recognition of the rights of indigenous children
- Support for over 167,000 students in over 1500 schools
- Roughly 20% of these schools are using only the KED Mother-Tongue Based curriculum
- Support includes training, curriculum, administration, policy, material resources and teacher subsidies
The KED’s organizational structure

Central

↓

District

↓

Township

↓

Village tract

↓

Village
EDUCATION SYSTEMS IN KAREN STATE

• Shaped by decades of conflict & competing governance structures

• Education provision and recognition of role of ethnic education service providers has not yet been addressed in detail as part of the peace negotiations or national planning

• Issues of legitimacy are key to understanding current education systems and community engagement with these systems
RESEARCH METHODOLOGY:

DIMENSIONS OF COMMUNITY ENGAGEMENT IN EDUCATION

- Economic and material dimensions
- Pedagogical dimensions
- Developmental and socio-political dimensions
THE SCHOOL COMMITTEES AS MECHANISMS FOR SCHOOL-BASED MANAGEMENT
ECONOMIC & MATERIAL DIMENSIONS: SCHOOL COMMITTEES ACT AS COMMUNAL SUPPORT MECHANISMS AND SOCIAL SAFETY NETS

1. Mobilize community support for the schools
2. Promote access to education
3. Provide support mechanisms and safety nets for vulnerable families
4. Act as a key link between the communities, the schools and the KED.
Weak community engagement in the teaching and learning aspects

“I take them to school and I just ask my children to go to school because I don’t understand, so I leave it in the teacher’s hands to educate my children.”

(Parent, Mutraw District)
High value assigned to education **YET** No value to staying in school

High value on ethnic Mother Tongue and the preservation of Karen language, culture, and identity **YET** State Education as provider of greater opportunities
Socio-political environment plays a role in community engagement in Karen State.

Wider range of complexities in mixed administration environments results in weaker community engagement.
## Enabling and Disabling Factors in Promoting Community Engagement

<table>
<thead>
<tr>
<th>Disabling</th>
<th>Enabling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instability, conflict and ongoing uncertainties</td>
<td>Programs supporting teachers’ stipends and school running costs</td>
</tr>
<tr>
<td>Lack of official recognition for community education systems, students and teachers</td>
<td>Parent involvement trainings and community outreach programs</td>
</tr>
<tr>
<td>Rolling out of national-level education programs and systems that do not take into account community systems or preferences</td>
<td>Capacity building for teachers and School Committees and recognition of skills</td>
</tr>
<tr>
<td>Livelihoods difficulties (parents &amp; teachers, poverty, and lack of opportunities)</td>
<td>Livelihoods training and support programs for community members</td>
</tr>
<tr>
<td></td>
<td>Programs supporting education and employment opportunities for students who finish school</td>
</tr>
</tbody>
</table>
CONCLUSIONS: Building Upon Existing Mechanisms for Community Engagement
KED LEARNINGS AND PLANS

• Updating our policy and guidelines on School Committees

• Strengthening KED support and monitoring of local systems for school-based management and school-community linkages

• Work with the MoE to coordinate for education planning in Karen State
RECOMMENDATIONS to the GoRUM and the International Community to Enhance Quality and Access

- Ensure **conflict sensitivity** in education provision by enabling non-state education service providers to engage in the education reform process and education planning that is reflective of the diversity across Myanmar.

- **Recognize the role** of non-state actors in education service provision, including existing service delivery mechanisms and support and fund programs and initiatives that further strengthen the capacity of non-state actors to enhance different dimensions of community engagement in education.

- Support the development of **clear policies for engagement**, coordination and collaboration between GoRUM and non-state education service providers, such as for example flexible pathways to accreditation and recognition of ethnic teachers and students.

- Develop and roll out clear policies and guidelines for **Mother-Tongue Based Multi-Lingual Education** in recognition of the rights of indigenous and marginalized communities in Myanmar.
Find out more at:

http://thailand.worlded.org/

www.facebook.com/WorldEducationThailand

https://www.kedtl.org