

# Becoming a Teacher in Myanmar

Marie Lall

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## 1 Executive Summary

### 1.1.1 Objectives

The objective of the research was to identify the backgrounds of teacher trainees, their motivations to become teachers, their expectations, satisfaction and any difficulties faced during the training process. Specifically, the research also aimed to uncover any significant differences in how men and women responded, so as to identify what, if any, specific differences existed; and what differences may exist based on belonging to the major ethnic group (Bamar) or one of the many other ethnic groups where Burmese is not the first language. The research was made possible by the joint BC-DFID-VSO EfECT and was undertaken in all Education Colleges where the BC and VSO have staff. It should be noted that the EfECT project trains the teacher educators in the teacher education colleges, and does not directly engage with the teacher trainees that are the subject of this research, except through the agency of the teacher educators.

### 1.1.2 Methodology

A quantitative questionnaire which also contained three qualitative questions was administered by the Cluster Managers to around 100 teacher trainees in years 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 in April and May 2015 and was repeated in May 2016. Results from both years were compared to explore how perceptions may have changed. For those who had taken the questionnaire twice (i.e. those who were in year 1 and are now in year 2, for whom a double data set exists), results pertaining specifically to motivation and challenges were explored to see if there had been a significant change after an extra year of study.

Z-tests were used to analyse the data between two groups - Bamar/ Non-Bamar and Male/ Female to determine if the differences between the groups were significant or not. Where we stated that differences were not significant, the Z score was between +1.96 and -1.96 (i.e. p value was less than 0.05) giving us 95% confidence. Test such as Chi-square could not be used as there are no external benchmarks for the survey i.e. comparison of observation data with expected outcomes.

### 1.1.3 Main findings

#### General findings:

Repeating survey questions across a time period has the advantage of removing some biases that could have crept into the first set of responses. These could be: availability bias, where respondents declare preferences based on what comes to the forefront of their thinking, perhaps influenced by current public discussion; or “recency” and “primacy” biases based on either what has happened most recently or at the very beginning of the participants’ experience.

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Repeating the same questions after a year can help control for such biases, as participants are not easily able to recall their responses from the previous year. Additionally, the repetition of the survey after one year can identify shifts in perceptions and preferences that may have occurred as a result of the participants' extra experience and opportunity for reflection.

Perhaps the most notable finding was that the aggregate consistency of responses and trends that were found in 2015 were largely repeated in 2016 - with some shifts that are highlighted below. In 2015, the quantitative results overall showed no significant differences based on gender or ethnicity. This pattern persisted in 2016, where a number of answers had a large majority of both males and females choosing one option, and then far fewer respondents choosing amongst the other options. As requested by the British Council, the report now shows aggregate results and avoids further segmentation by gender and ethnicity (in charts) if there is no perceptible difference in response. There were only three significant variances in gender: motivation to become a teacher, location preferences and career goal.

Again, similar to the trend of response styles in 2015, the qualitative and quantitative responses did not always match in 2016 when it came to the section on "Preparation to be a Teacher". In the quantitative question, a majority said they felt well enough prepared for their work, while detailed answers of some in the qualitative section contradicted this response. As in 2015, most of the trainee teachers felt that the main difficulties they expected to face would be: lack of classroom experience; issues with using Child Centric Approaches to teaching and learning (CCA); exams; infrastructural problems; and hierarchical issues. Responses were varied and detailed, with most trainees revealing they had anxieties and worries regarding their commencing in their profession. A noticeable shift in 2016 was that not a single respondent declared that they expected to face no challenges, and no trainee specifically saw children as a problem.

The issues pertaining to the mismatch between using CCA in the classroom and the exam system based on chapter end tests and memorisation are not new and reflect not only last year's report but also previous research (see Lall 2010; Lall 2011; Lall et al 2013).

**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 matriculation marks:** In 2016, we asked for new data on self-reporting of matriculation marks. The results suggested a higher performance among the Bamar ethnic group with a majority of the respondents scoring in the range of 400-499. The performance of the non-Bamar ethnic groups was lower with a higher proportion of the respondents scoring in the range - 300-399. Women had higher scores than their male counterparts. (Data for this was not collected in 2015, and therefore no comparison can be made). *This discrepancy between the ethnic groups is not unexpected, as ethnic pupils often struggle to follow lessons in Burmese at government schools, and usually lag their Bamar peers throughout their academic life. Changes with regard to the language of instruction and the use of ethnic minority languages in government schools (now taught as a subject – albeit outside school hours - in certain states) is an on-going part of education reforms.*
- **On parental occupation:** In 2016, over 50% of the respondents' fathers were involved in

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manual labour or agriculture. This was a higher proportion compared to 2015 (40%). However, given the selection procedure followed in the ECs, we cannot deduce that there has been an overall shift in the SES background of the teacher trainees.

- On motivation in becoming a teacher:** As in 2015, the majority of the respondents in 2016 indicated that their main motivation in becoming a teacher is to serve their country and/or contribute to society. The second biggest motivational factor in becoming a teacher is to be able to get a stable job with regular income (16%). In 2016, the main significant difference was that women rated job stability and a regular income higher than men, and amongst female respondents it was Bamar women who gave this a greater importance than non Bamar women. *A sense of purpose, where young people are driven by a greater sense of responsibility vis-à-vis their mother country, continues to rank very highly. Rampant inflation has been a negative side effect of the recent social and economic reforms, making a stable government job more attractive. Whilst the teaching profession was traditionally poorly paid, the Thein Sein government (2011-2015) increased pay for public servants and teachers, also offering a bonus for those working in remote and conflict affected areas.*
- On location preferences:** In 2016 male respondents differed in choosing rural areas as their preferred location (>50%) compared to 30% last year. Women (21%) preferred to stay in urban areas (small cities) compared to their male counterparts (15%). *The change in the preference for rural areas can be attributed to the rising cost of living as well as better wage support in rural areas, where less money can lead to a better quality of life. For women, urban preference is most probably higher due to better transport facilities and security concerns.*
- On career goals:** Becoming a State Education Officer (SEO) was the most preferred goal last year (18%). This changed in 2016 where 21% of the respondents aimed at becoming a primary teacher compared to 17% in 2015. Also, the second most preferred career goal was to become a teacher educator (18% 2016 vs. 13% in 2015). *This seems to indicate that those who took the survey in 2016 were more interested in actually teaching rather than reaching a powerful administrative position.*

In 2015, women were 50% more likely than men to list “secondary school teacher” as a career goal. Women were 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 were 50% more likely to state their desire to become a TEO as a motivation for being a teacher, and a quarter more preferred becoming SEOs/ TEOs much more than their female counterparts. *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 have higher status and are usually held by men.*
- On general satisfaction with the training received:** Results between last year and this year were similar when trainees were asked to rate the quality of teaching of the Teacher Educators. This year, 47% of the students responded that the teaching was “good quality” and 35% said the teaching was “excellent quality”. Last year, 44% of the students had responded that teaching was “excellent quality” and 38% had said that teaching was “good quality”. Women generally rated the teaching higher compared to their male counterparts – 29% of males responded with “excellent quality” compared to 40% of females. *This is not*

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*surprising as the reverence held for teachers in Myanmar makes it impolite to criticise teachers. Therefore, one cannot expect even those who might think critically of their training to readily express this in a survey.*

- **On changes in teaching over the last 6 months (not asked last year):** A majority of the respondents (82%) felt that the teaching by the Teacher Educators had changed over the last 6 months. In regard to gender, males indicated significant changes, and between the ethnic groups, the Bamars indicated a significant change in the teaching method compared to their non-Bamar counterparts. Female respondents generally thought that teaching had changed less than their male correspondents. Quality, new teaching techniques, and CCA were indicated as the top three changes students liked. Lesson Management, Autonomy and Classroom Management were the least preferred changes. Games and Activities seem to be preferred by women but not men.
- **On challenges they would expect to face:** Both 2015 and 2016 showed that female trainees are more worried about having to cover too much material compared to their male counterparts. Women are also more concerned than men about the balance between administration and teaching. *The qualitative responses shed more specific detail on the underlying concerns, as mentioned above.*

#### 1.1.4 Recommendations

Our recommendations flow from the observations and analysis of the data collected and given the similarity of the results over two years, are essentially the same as last year.

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 be congruent with the methodology being promoted, whether this be CCA or otherwise.
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. 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 use of role models by senior staff might also help as a part of encouraging newly qualified teachers.

## 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.

The research covered the following areas:

- *What backgrounds 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.*
- *Did responses change for trainees who had taken the questionnaire last year and took it again this year?*

The research was made possible by a joint BC-DFID-VSO project that has placed VSO volunteers / BC employees to support the trainees with English language training in all but one of the Education Colleges (ECs) around Myanmar. 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 volunteer and one BC employee 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 years 1 and 2 at each of 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.<sup>1</sup> 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.

Around 100 students were randomly selected by college principals and EfECT cluster managers

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<sup>1</sup> 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.

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and asked to sit alone at separate desks, and were told not to discuss the questions or their answers with each other while completing the questionnaire. The data was collected anonymously. 2003 filled questionnaires were returned.

The research was first conducted in April and May 2015 and repeated in May 2016. Results from both years were compared to explore how perceptions have changed. For those who had taken the questionnaire twice (i.e. those who were in year 1 and are now in year 2, for whom a double data set exists), results pertaining specifically to motivation and challenges were explored to see if there had been a significant change after an extra year of study.

Z-tests were used to analyse the data between two groups - Bamar/Non-Bamar OR Male/Female. This gives the probabilistic value if the differences between the groups are significant or not. Where we stated that differences were not significant, the Z score was between +1.96 and -1.96 (i.e. p value was less than 0.05) giving us 95% confidence on our result. Tests such as Chi-square could not be used as there are no external benchmarks for the survey i.e. comparing observation data with expected outcomes.

### 3 The Respondents and their Backgrounds

The demographics below are intended to give a snapshot of the 2016 respondents. Their details differ in some respects from the respondents in 2015. Given that the selection of the respondents was controlled by the education colleges one cannot deduce from this data that the overall intake of 2016 teacher trainees is different from the 2015 intake.

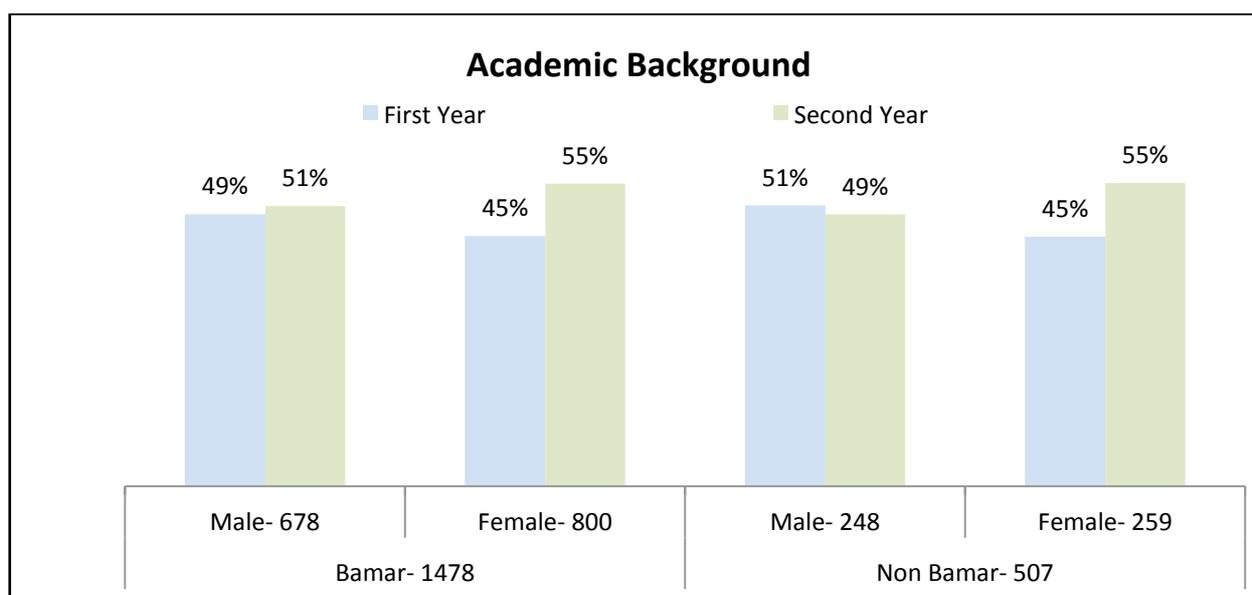
#### 3.1 Academic Background

Table No. 1

Particular Response & Classification		Bamar- 1478		Non Bamar- 507	
		Male- 678	Female- 800	Male- 248	Female- 259
Academic Background	First Year	49%	45%	51%	45%
	Second Year	51%	55%	49%	55%
	Total	100%	100%	100%	100%

Overall there were 2003 respondents, 951 in their first year of study and 1050 in their second year of study. Two did not specify which academic year they were in. In year one there were 460 male and 479 female students and in year two there were 466 male and 580 female students. In the 2016 survey, the male respondents were equally split among the first and second academic year. However, the majority of the female respondents were in their second year of study. This differs slightly from the 2015 survey where the majority of males were in their first year of study.

Chart No. 1



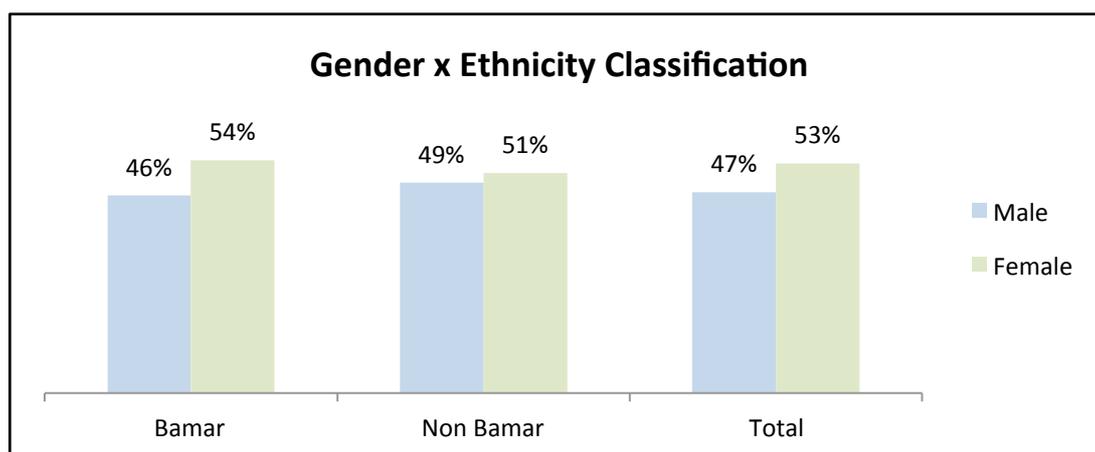
### 3.2 Gender

Table No. 2

Gender	Bamar	Non Bamar	Total
Male	46%	49%	47%
Female	54%	51%	53%

The table above shows the gender and ethnic group of the respondents across academic years. This year there was a higher male representation with 47% male respondents compared to 40% male respondents in 2015. The increase in the number of male respondents is due to the increase in male respondents belonging to the non-Bamar ethnic groups. In 2015, there were 36% non-Bamar male respondents compared to 49% non-Bamar male respondents this year. However overall the intake of men in Education Colleges is much lower than women, as teaching is seen as a less attractive profession for men. Across Myanmar schools there is a predominance of female teachers, although male teachers tend to move up the ranks more swiftly than their female counterparts.

Chart No. 2



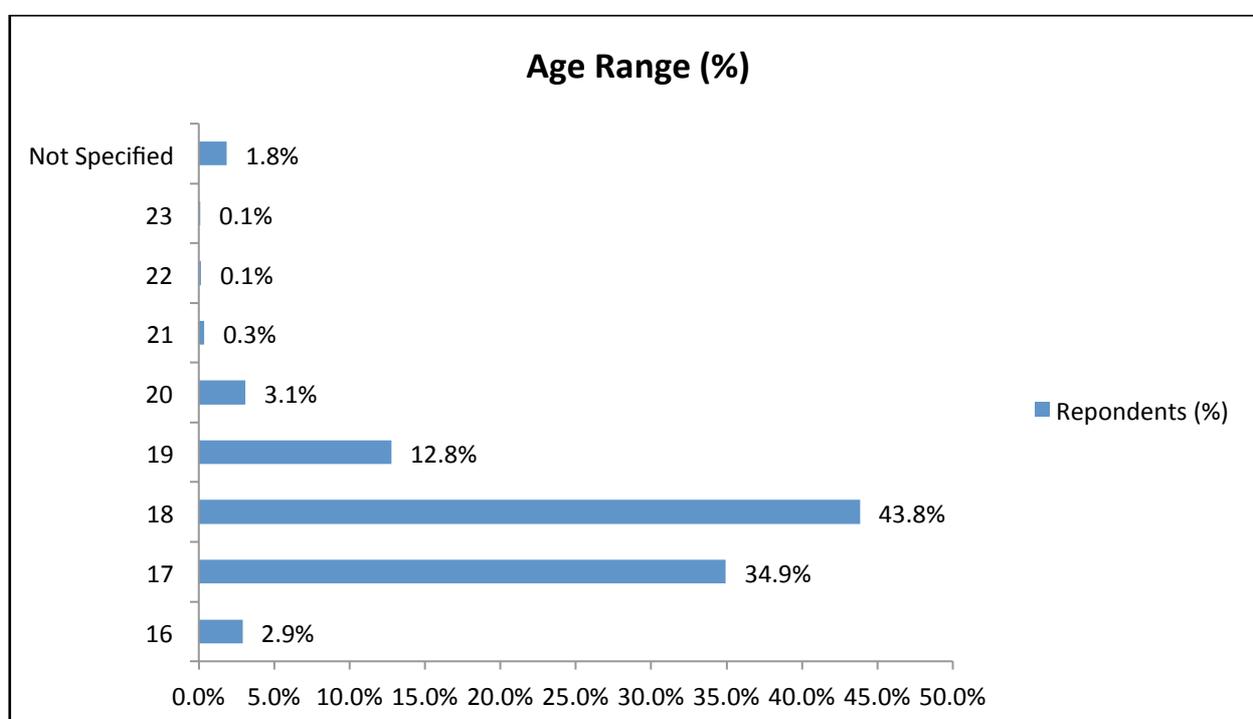
### 3.3 Age

Table No. 3

Age	# of Respondents	Repondents (%)
16	58	2.9%
17	700	34.9%
18	878	43.8%
19	256	12.8%
20	62	3.1%
21	7	0.3%
22	3	0.1%
23	2	0.1%
Not Specified	37	1.8%
<b>Total</b>	<b>2003</b>	<b>100%</b>

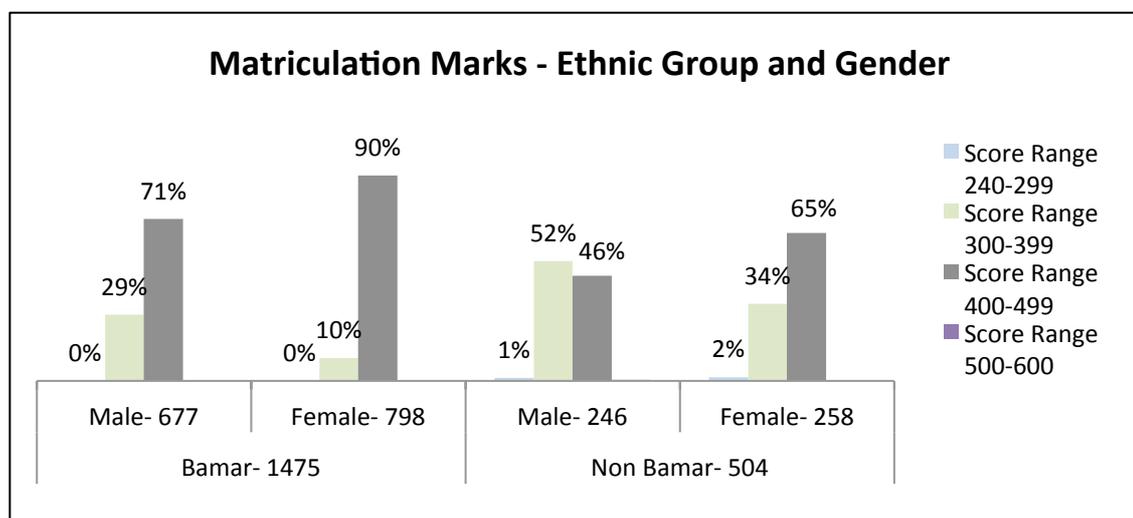
As would be expected the majority of the students were between 17 (35%) and 18 (44%) years of age. However, about 3% were younger (16 years of age) and there was a similar proportion of older students between ages of 19 and 23.

Chart No. 3



### 3.4 Matriculation Marks

Chart No. 4



The self-reported matriculation marks of the respondents suggest higher performance among the Bamar ethnic group with a majority of the respondents scoring in the range of 400-499. The performance of the non-Bamar ethnic groups is in the lower range - 300-399. Women perform higher than their male counterparts. The difference between ethnic groups is not unexpected as pupils for whom Burmese is not a first language struggle to follow the lessons in Burmese at government schools, and generally lag behind Bamar students throughout their academic careers. This has always resulted in a lower numbers of ethnic teachers, so that that the cycle of ethnic underperformance repeats itself. Changes with regard to the language of instruction and the use of ethnic languages in government schools (now taught as a subject after school hours in certain states) is on-going as part of wider education reforms. A recent development in Taunggyi has led to a collaborative project between the PaO National Organisation and the Shan State Education Office to set up a teacher training college for ethnic nationals in Shan and Kaya State. The college opened its doors in January 2016 with 113 ethnic students enrolled. It is hoped that this kind of development will allow more ethnic nationals to become teachers in government schools and support ethnic children who do not speak Burmese, finally overcoming the cycle of ethnic underperformance.

### 3.5 Parental occupation

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

Over 50% of the respondents' fathers were involved in manual labour or agriculture. This was a much higher proportion compared to 2015 (40%). In 2016, the fathers' occupation of the male respondents contained a higher proportion of farmers (>60%) compared to the father's occupation

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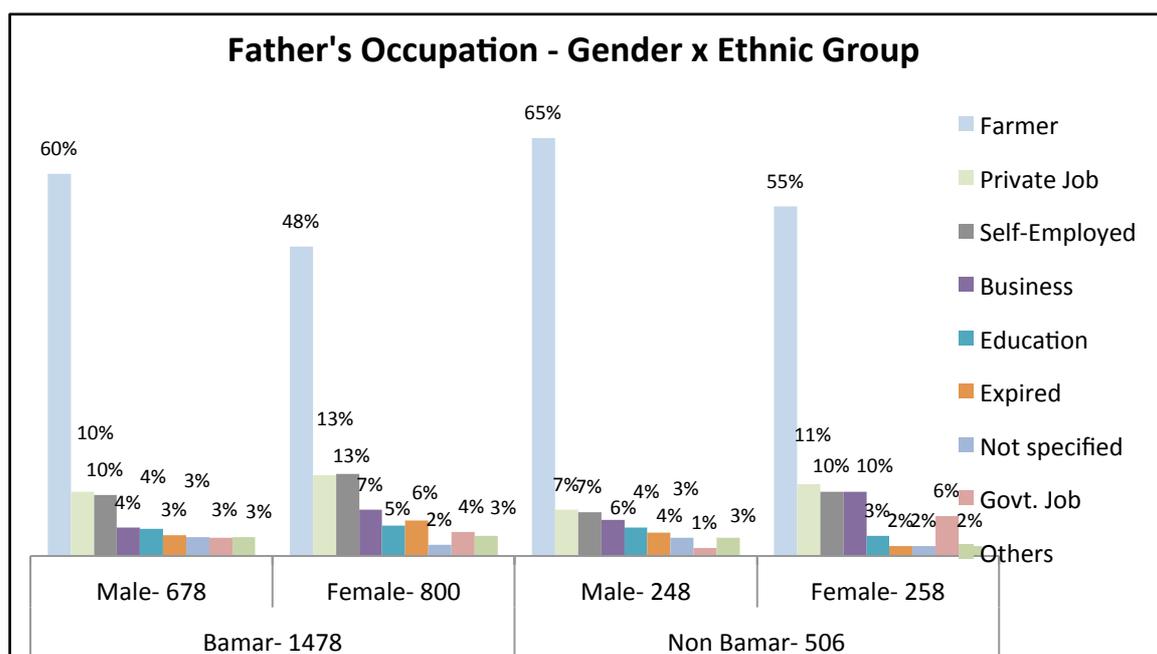
of female respondents (~50%). As in the previous year, mothers' occupation of respondents was predominantly classified as "housewife". A higher proportion of mothers belonging to the non-Bamar ethnic groups are involved in farming (~35%) compared to the Bamar community (~22%). Moreover, an increasing number of mothers are involved in education or are teachers (~7%) compared to fathers (4%).

## 3.5.1 Father's Occupation

Table No. 4

Particular Response & Classification		Bamar- 1478		Non-Bamar - 506		Total
		Male - 1478	Female - 678	Male- 248	Female- 258	
Father's Occupation	Farmer	29	387	162	141	41.4%
	Private Job	26	101	18	29	10.0%
	Self-Employed	26	103	17	26	9.9%
	Business	8	58	14	26	6.1%
	Education	4	38	11	8	3.5%
	Expired	4	44	9	4	3.5%
	Others	4	25	7	4	2.3%
	Not specified	20	14	7	4	2.6%
	Govt. Job	19	30	3	16	3.9%

Chart No. 5



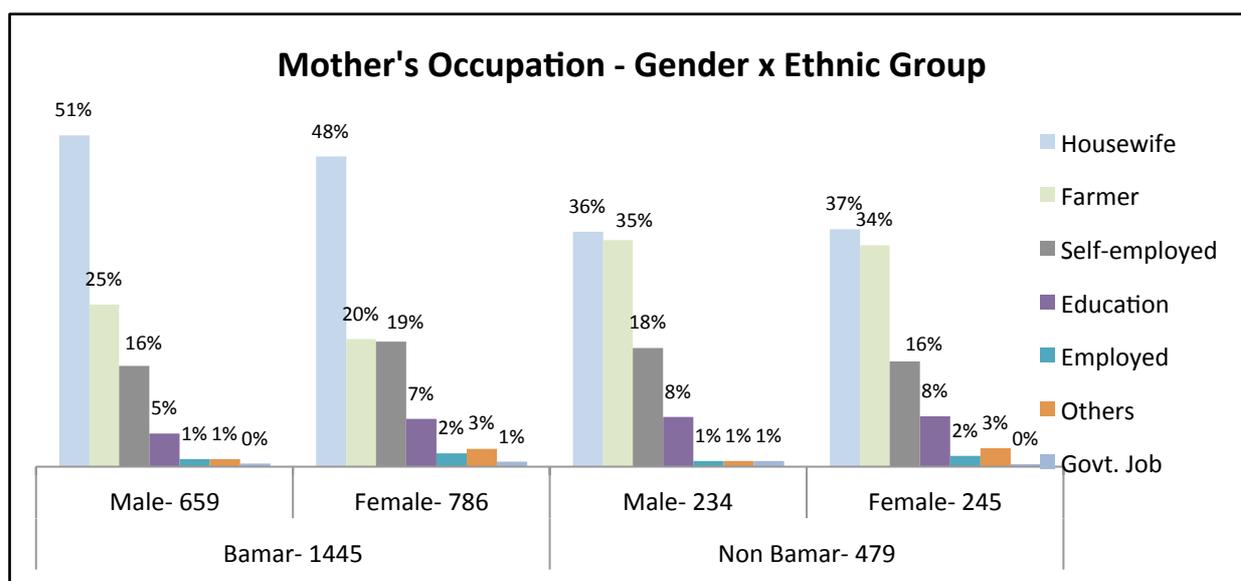
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## 3.5.2 Mother's Occupation

Table No. 5

Particular Response & Classification		Bamar- 1445		Non Bamar- 479		Total
		Male- 659	Female- 786	Male- 234	Female- 245	
Mother's Occupation	Housewife	338	377	85	90	46.3%
	Farmer	165	155	82	84	25.3%
	Self-employed	103	152	43	40	17.6%
	Education	34	58	18	19	6.7%
	Employed	8	16	2	4	1.6%
	Others	8	22	2	7	2.0%
	Govt. Job	3	6	2	1	0.6%

Chart No. 6



### 3.6 Religion

Table No. 6

As in 2015, almost 93% of respondents identified themselves as Buddhists, 6.2% as Christians and 0.7% as Muslims.

Gender	Buddhist	Christian	Islam	Others	Total
Female	92.3%	7.0%	0.6%	0.2%	100.0%
Male	93.6%	5.4%	0.8%	0.2%	100.0%
Overall	92.9%	6.2%	0.7%	0.2%	100.0%

### 3.7 Ethnic Group

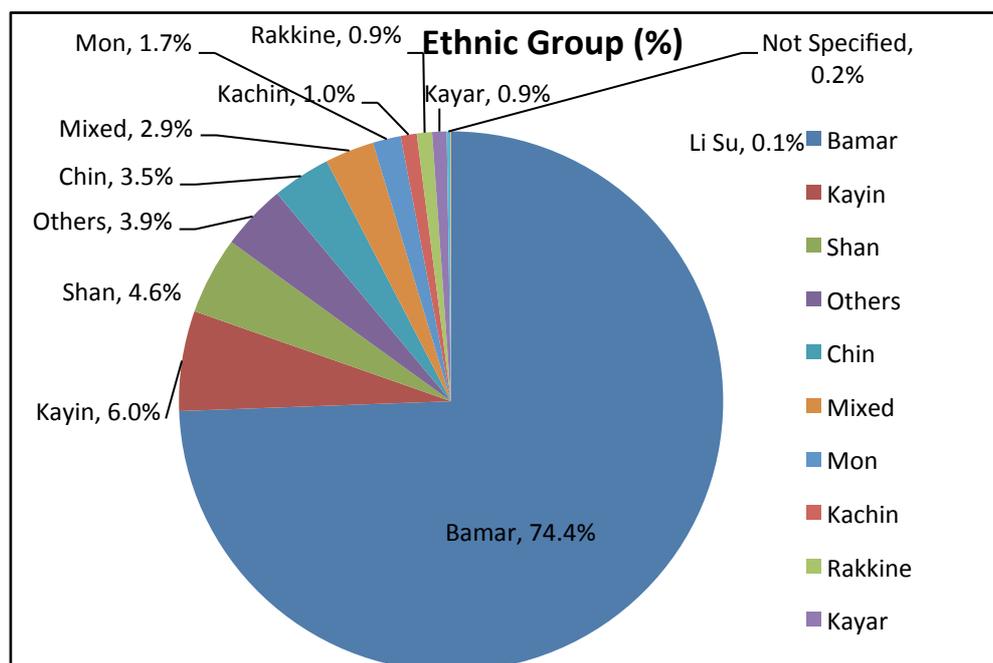
Table No. 7

Group	# of respondents	Response (%)
Bamar	1478	74.4%
Kayin	119	6.0%
Shan	92	4.6%
Others	78	3.9%
Chin	69	3.5%
Mixed	58	2.9%
Mon	33	1.7%
Kachin	19	1.0%
Rakhine	18	0.9%
Kayar	17	0.9%
Not Specified	4	0.2%
Li Su	1	0.1%

As in 2015, the Bamar ethnic group constituted 74% of the total respondents. Almost 25% of the respondents identified themselves as members of ethnic minorities. There is considerable diversity in this group, which included students from Kayin (119), Chin (69), Mon (33), Kachin (19), Rakhine(18) and Kayar (17). Only 4 respondents did not specify their ethnic group. Of the 503 ethnic minority students, there were 257 females and 246 males, indicating an equal gender split.

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Chart No. 7



### 3.8 Educational Background

Table No. 8

School Type	Bamar- 1477		Non-Bamar- 503	
	Male- 678	Female- 799	Male- 245	Female- 258
Government	99%	99%	99%	100%
Monastic	1%	1%	1%	0%

As in 2015, an overwhelming majority of students had been to government school, only 15 had attended a monastic school, showing that despite the large number of manual and agricultural backgrounds, a government education seems to be essential for those wishing to enter the teaching profession.

## 4 The Questions and the Answers

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

### 4.1 Motivation to become a teacher

Table No. 9

Sr. No.	Motivations behind Teaching Profession	Bamar- 1478		Non-Bamar- 498		Total
		Male- 678	Female- 800	Male- 239	Female- 259	
1	I would like to serve the country and others	42%	38%	46%	41%	41%
2	It is a stable job with regular income	15%	20%	7%	13%	16%
3	My parents pushed me to do this	12%	13%	10%	16%	13%
4	I love children	9%	12%	10%	9%	10%
5	I want to help other people	8%	4%	8%	11%	7%
6	I get respect from others	4%	6%	6%	2%	5%
7	My parent are also teachers	2%	2%	3%	3%	2%
8	My teachers pushed me to do this	1%	1%	3%	1%	1%
9	It is an easy job to get	1%	1%	0%	2%	1%
10	I don't want to be a teacher. I chose this job because I didn't have other choice	1%	1%	2%	0%	1%
11	I cannot get a job with a better income	0%	0%	0%	0%	0%
12	More than one answer - 43	3%	1%	6%	2%	2%

Similar to last year, the majority of the respondents indicated that their main motivation in wanting to become a teacher was to serve their country or to contribute to society. The second biggest motivation in becoming a teacher was to be able to get a stable job with regular income (16%). Love for children (10%) and parental wishes (13%) are the other largest motivational factors behind choosing the teaching profession. The numbers of those responding that their “parents pushed them” can probably be attributed to the young age of respondents.

The main significant difference between male and female students is with regard to a stable and regular salary, with more women (20% and 13% of Bamar and non-Bamar respectively) choosing that option as motivation vs. 15% and 7% Bamar and non-Bamar men respectively. Given the social and economic changes in Myanmar that include rampant inflation, a stable government job is quite attractive. Whilst the teaching profession has traditionally been badly paid, this has

Teacher training EfECT report for the British Council

recently changed, with the Thein Sein government (2011-2015) increasing pay for public servants and teachers, and offering a bonus for those working in remote and conflict affected areas.

Chart No. 8

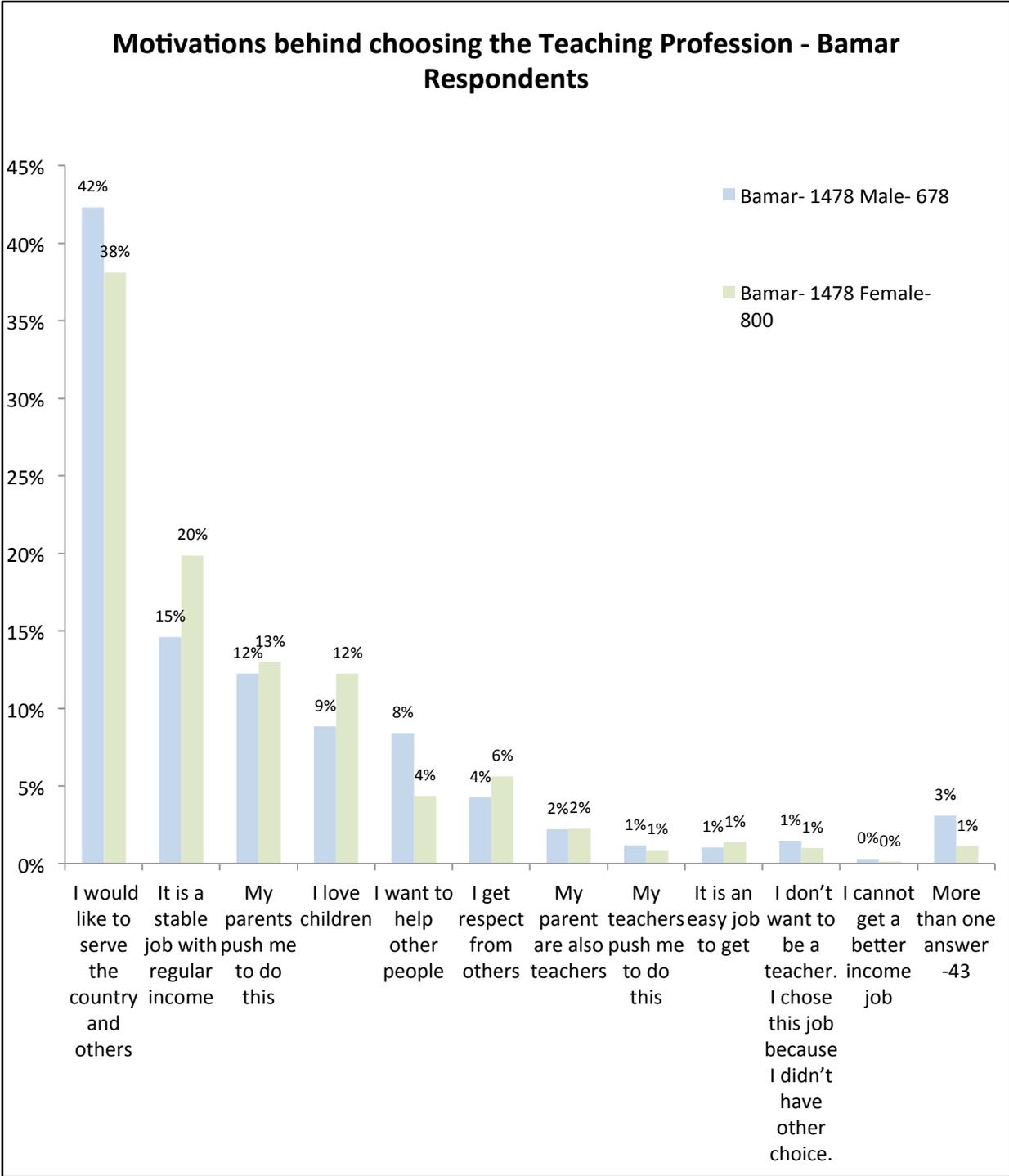
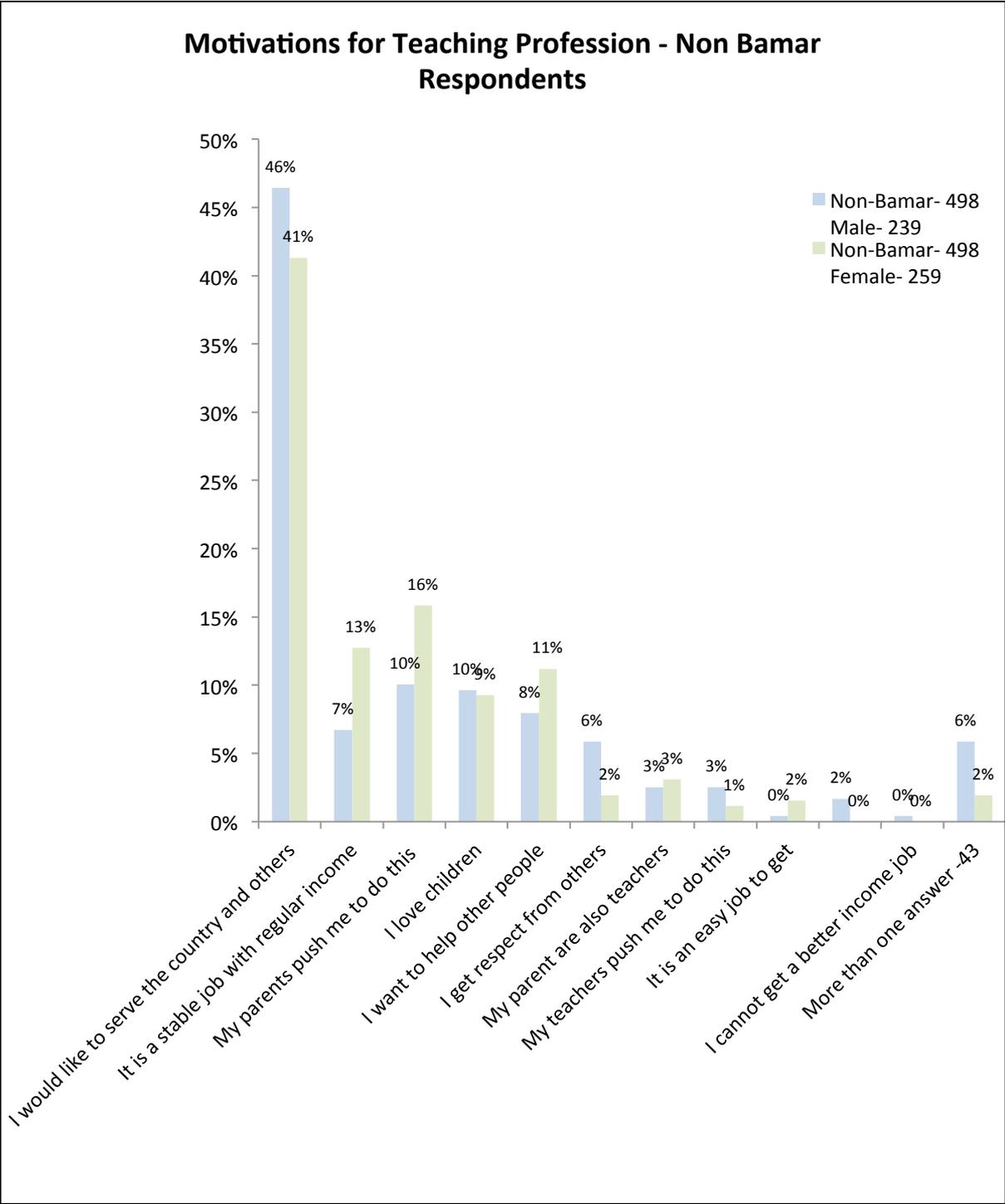


Chart No. 9



## 4.2 Course expectation

A vast majority of the respondents (57%) were somewhat satisfied with the teaching from their respective Education Colleges. 37% of the respondents said that teaching met their expectations. Only 6% said that the Education College did not meet their expectations. A few more male students were disappointed by the course compared to their female counterparts. There were no notable differences when looking at course expectations from an ethnic angle.

Chart No. 10

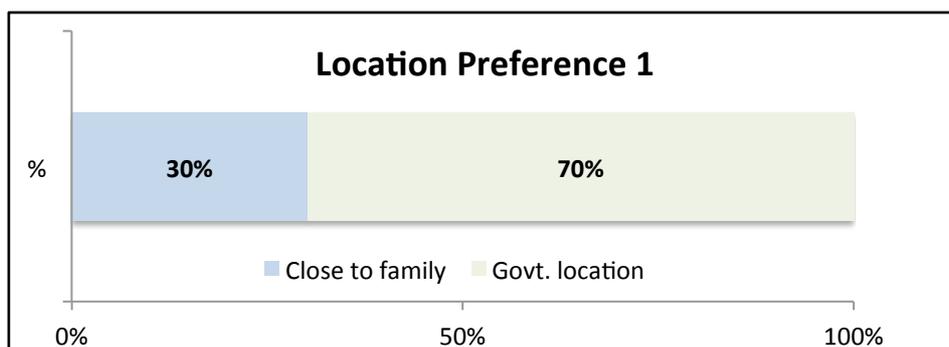


## 4.3 Location preference 1

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. Similar to last year, 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.

There was no significant difference between the two genders when it came to the answers. A few more (7% - 9%) ethnic minority students preferred to be close to their families rather than where the government needed them, but there were no significant differences.

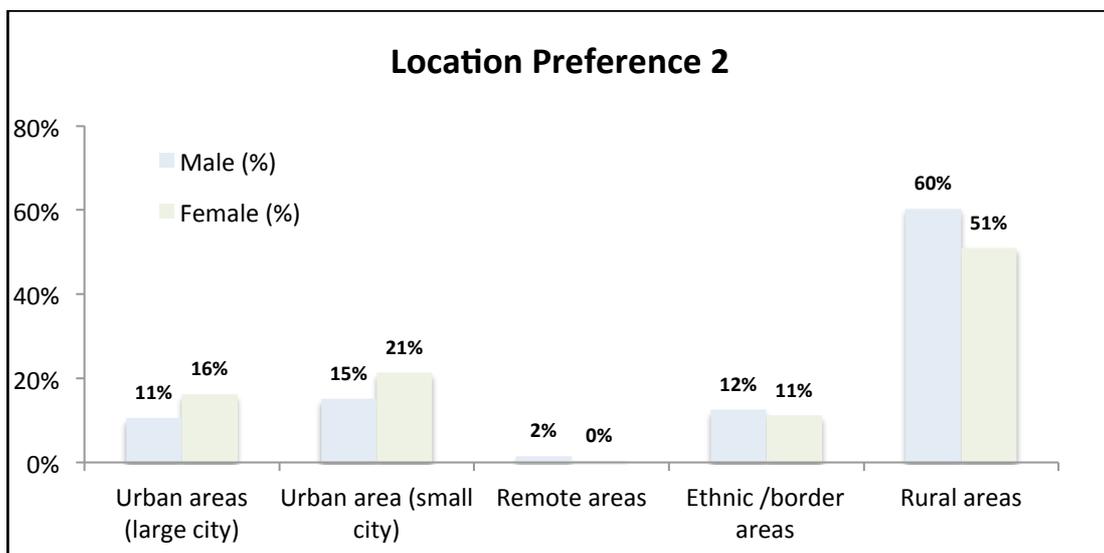
Chart No. 11



## 4.4 Location Preference 2

When asked to choose between urban, rural and remote areas, the majority of the respondents chose rural areas as the preferred location (>50%) compared to 30% last year. Women (21%) preferred to stay in urban areas (small cities) compared to their male counterparts (15%). This is most probably due to better transport facilities and security concerns. The change in the preference for rural areas can be attributed to the rising cost of living as well as the wage support in rural areas, where less money can lead to a better quality of life. There were also some minor (non significant) ethnic differences when it came to location preferences with fewer ethnic students of both genders (18% vs. 20%) opting for small cities than their Bamar counter parts. As last year remote areas were not a popular choice.

Chart No. 12



## 4.5 Career goals

Current education reforms are intended to alter the career paths for teachers. Previously a teacher started as a primary school teacher and worked their way up through post primary and secondary school to becoming a head teacher or an administrator. This resulted in a bulge of experienced teachers at post primary levels, and primary school teachers being less experienced. The new system requires teachers to choose a career path as either a primary or secondary school teacher and evolve and progress within that sector.

Unlike last year, 21% of the 2016 respondents aimed at becoming a primary teacher compared to 17% in 2015. The second most preferred career goal for 2016 was to become a teacher educator (18% vs. 13% in 2015). In 2015, becoming a State Education Officer (SEO) was the most preferred goal (18%). The SEO role is the top choice of only 15% of respondents this year.

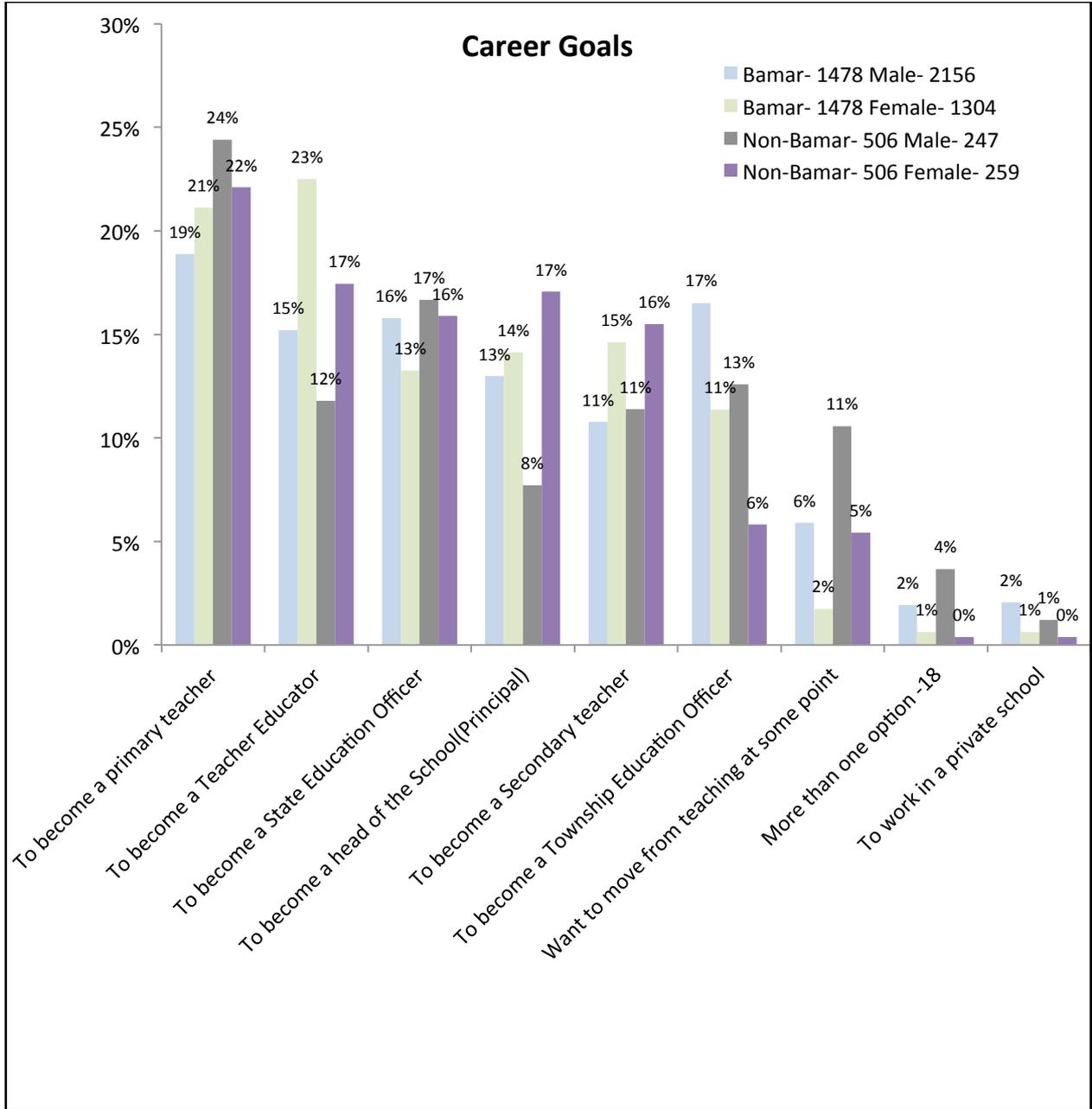
There was a significant difference in gender responses. Males preferred becoming SEOs/ TEOs much more than their female counterparts, with an average difference of 5%. This is perhaps because TEOs / SEOs are higher status positions, and at present are usually held by men.

**Table No. 10**

Career Goals	Bamar- 1478		Non-Bamar- 504		Total- 1982	
	Male- 678	Female- 800	Male- 246	Female- 258	No.	%
To become a primary teacher	128	169	60	57	414	21%
To become a Teacher Educator	103	180	29	45	357	18%
To become a State Education Officer	107	106	41	41	295	15%
To become a head of the School (Principal)	88	113	19	44	264	13%
To become a Secondary teacher	73	117	28	40	258	13%
To become a Township Education Officer	112	91	31	15	249	13%
Want to move from teaching at some point	40	14	26	14	94	5%
More than one option -18	13	5	9	1	28	1%
To work in a private school	14	5	3	1	23	1%

There are some minor differences related to ethnic groups. The Bamar group of respondents is more likely to want to become a Teacher Educator than their non-Bamar counterparts. Although the SEO career goal had similar responses from both communities, there was a significant difference when the career goal was to become a TEO (14% Bamar respondents and 9% non-Bamar respondents).

**Chart No 13**



## 4.6 Challenges

The responses to the question about what challenges the trainees expected to face once they became teachers were varied and detailed. The respondents were given a free hand to describe their expected challenges, with no pre-set categories. As in 2015, this year's answers fall into several categories that include: lack of classroom experience; worry in implementing CCA; infrastructural issues that include everything from lack of transport to too many students in class; dealing with parents of students; living far away from home; being sent to a remote area; language issues; and confronting student/ family poverty. Unlike last year there was not a single teacher trainee who felt that there were no challenges, and no one mentioned poverty (either their own or that of the community they would serve) as a big problem.

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

### 4.6.1 Lack of classroom experience

Lack of classroom experience as a practical part of the training was amongst the top complaints. The trainees realise that the reality that will face them when they are in schools will be very different from what they have experienced in the Education College. The block teaching in schools does not seem to make the trainees less anxious when they look into the future.

*"There will be problems with teaching as I have a little classroom experience."* – A Male Kayin student from Dawei (DWI-013)

*"Limited classroom experience, large number of students and too many lessons to cover in limited period."* – A Female Bamar student from Bogalay (BGL-077)

*"Inexperience in teaching, weak in classroom management, numerous students to handle and unfamiliar with the lesson."* – A Female Bamar student from Mawlamyine (MLM-08)

### 4.6.2 Child Centred Approaches (CCA) to teaching

Like last year the issue of using CCA dominated the responses. The difficulty of applying CCA in a Myanmar classroom given the exam system and the large teacher student ratios has been documented many times in other research reports (Lall, 2011; Lall et al 2013). One quote below indicates a belief that there will be resistance from parents and older staff to what is still perceived as a new teaching methodology.

*"[I] won't be able to use a Child-Centred Approach when we are in rural areas because of [constrained] classroom space and other conditions."* – A Female Bamar student from Bogalay (BGL - 070)

*"Problems with parents, colleagues and the education staff because of the difference in teaching techniques and not all the teachers use CCA."* – A Female Chin student from Hlegu (HGU-093)

*"There are difficulties in accomplishing CCA [objectives] because most students are used to rote learning and are not good at thinking on their feet."* – A Female Bamar student from Mandalay (MDL-094)

### 4.6.3 The exam system

In both 2015 and 2016 the exam system was perceived as a problem in determining how teachers can teach and its negative effects on CCA (see above).

*"Having lots of students, heavy workload and the exam system. As I can't pay full attention to the students, it leads to rote learning."* – A Male Shan student from Hlegu (HGU-068)

*"The system today is exam-oriented so we can't provide the knowledge they need... there is little time to teach all subjects. We can't help students reach their true potential."* – A Female Bamar student from Dawei (DWI-069)

*"Too many students, not seeing eye to eye with senior teachers who use traditional teaching methods, part time teachers who are not experienced, and disorganized exam systems that are being used now."* – A Female Bamar student from Magway (MGY-067)

#### **4.6.4 Infrastructure**

A number of quotes identified the infrastructural problems that teachers face in schools with lacking electricity, water, sanitation and other facilities. The difficulty of procuring adequate and relevant teaching aids was another issue mentioned again and again.

*"There will be problems with the school building, toilet, pure water, living and food."* - A Female Bamar Student from Dawei (DWI-021)

*"The problem with living, water, electricity, teaching aids, and having not enough teachers are prevalent in remote areas."* – A Female Bamar student from Pyay (PYY-027)

#### **4.6.5 Communication/ social structure and hierarchy issues**

Not as frequent as other comments, but still very much present, the challenges of hierarchy and being new in a school with difficult superiors and colleagues was seen as a worry.

*"When I become a teacher, I may face the problems of having less experience, social problems and dealing with my superiors."* - A Male Bamar student from Lashio (LSH-019)

*"I have to face many problems: communication, English pronunciation, not enough time for lessons, poor furniture in school, language barrier and oppressing superiors."* – A Female Bamar student from Lashio (LSH-045)

*"Problems with parents, colleagues and the education staff because of the difference in teaching techniques and not all the teachers use CCA."* – A Female Chin student from Hlegu (HGU-093)

#### **4.6.6 Parents**

Parents were seen as a problem in two ways – one, because the respondents felt they simply did not have the time to deal with them, and secondly parents were not seen as a part of the wider education process, supporting the children's education.

*"Dealing with students' parents as we are unable to take out time for parents-teachers affairs."*- A Male Bamar student from Monywa (MWA-050)

*"I have to face the problem of ill-disciplined children, lack of participation from parents of students, accommodation and food."* – A Female Shan student from Lashio (LSH-082)

*"I have to face the problem of lack of trust of students' parents and [constant blame on teachers for student's performance] because most of their parents think that teachers are greedy."* – A Female Bamar student from Lashio (LSH-099)

#### 4.6.7 Living away from home

More female than male students mentioned being away from home as their main challenge. Not being able to have their families' support worried a number of them.

*"The problems related to transportation, teaching and living associated with remote areas... the need to choose the right methods and the security issue."* – A Female Bamar student from Hlegu (HGU-045)

*"Difficulties in food and accommodation due to being away from home."* – A Female Bamar student from Magway (MGY-077)

*"There will be problems with the living and food because I need to stay away from my family to serve the duties."* – A Male Bamar student from Dawei (DWI-053)

#### 4.6.8 Being posted to a remote area

Both male and female trainees were worried about a remote area posting because of the infrastructure. A few mentioned conflict and "black/ brown areas"<sup>2</sup> where safety would be an issue.

*"..and I have to face the problem of poor transportation if I am assigned in a rural area.."* – A Male Bamar student from Lashio (LSH-006)

*"I have to face issues such as no electricity, poor telephone network, food availability in a remote area."* – A Male Shan student from Lashio (LSH-013)

*"The problems with transportation, water shortage, parents, children from the different backgrounds, and having to work in brown areas."* – A Female Bamar student from Dawei (DWI -033)

#### 4.6.9 Language

Not surprisingly trainees were again worried that there would be language barriers between them and their students, especially in ethnic and remote areas. This reflects the lack of ethnic teachers who get posted back to their areas, and who would be able to support non-Burmese speaking children.

*"Problems with the language and living because the students in some border areas can't speak Myanmar very well, [as well as].. unrest in those areas and the conditions of the school building."* – A Male Bamar student from Dawei (DWI-052)

*"The problems with dialects and people living there, because of living in remote areas, they might not understand Myanmar language."* – A Male 'Others' student from Hlegu (HGU-006)

*"Problems with the dialect, having not enough contact with the students and students might not understand the classroom language when teaching English."* – A Female 'Mixed' student from Dawei (DWI-096)

#### 4.6.10 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:

*"The problems with teaching and adapting the teaching aids with the lessons and the interest of the*

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<sup>2</sup> 'Black or Brown areas' are border areas where there is ongoing conflict and where Ethnic Armed Groups operate

students." - A Female Bamar student from Dawei (DWI-006)

*"I might face problems related to the relationship between me and my students, their parents and my school, teaching, and the place I will work."* - A Female Bamar student from Dawei (DWI-001)

*"Less experience, weak in problem solving, teaching, lesson planning and less knowledge about answering students' questions."* - A Male Mon student from HPA-an (HPN-001)

#### **4.6.11 Children**

Unlike last year there were no quotes that really saw children as a problem/ challenge in themselves. The respondents that did mention children were more concerned with the circumstances and how they would be able to help children properly.

*"I need to try really hard to keep the students' interest because the students nowadays are more interested in their mobile phones."* - A Female Kayar student from Hlegu (HGU-020)

*"I'll have difficulties in taking care of the students and managing the class because of impatient students."* - A Male Bamar student from Dawei (DWI-088)

*"I may find the problems of inappropriate proportion between numbers of teachers and students and a great amount of lessons to be finished within a short time."* - A Female Bamar student from Lashio (LSH-044)

#### **4.6.12 Not wanting to be a teacher**

Some were not really enthusiastic about the teaching career, but unlike last year there were no quotes that directly said that the respondent had not chosen this as a career path and was co-opted to do so.

*"Every thing is a challenge to do with being a teacher."* - A Male Bamar student from Dawei (DWI 101)

*"I'm not mature enough to be a teacher so it will be a challenge for me."* - A Male Bamar student from Myaung Mya (MMA-073)

### **4.7 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. As in 2015, many who said they were prepared enough actually had a list of issues and challenges, so that in reality they were not really prepared for the job. The discrepancy between the quantitative and qualitative answers was again quite significant.

#### **Chart No. 14**



## 4.8 Expected challenges

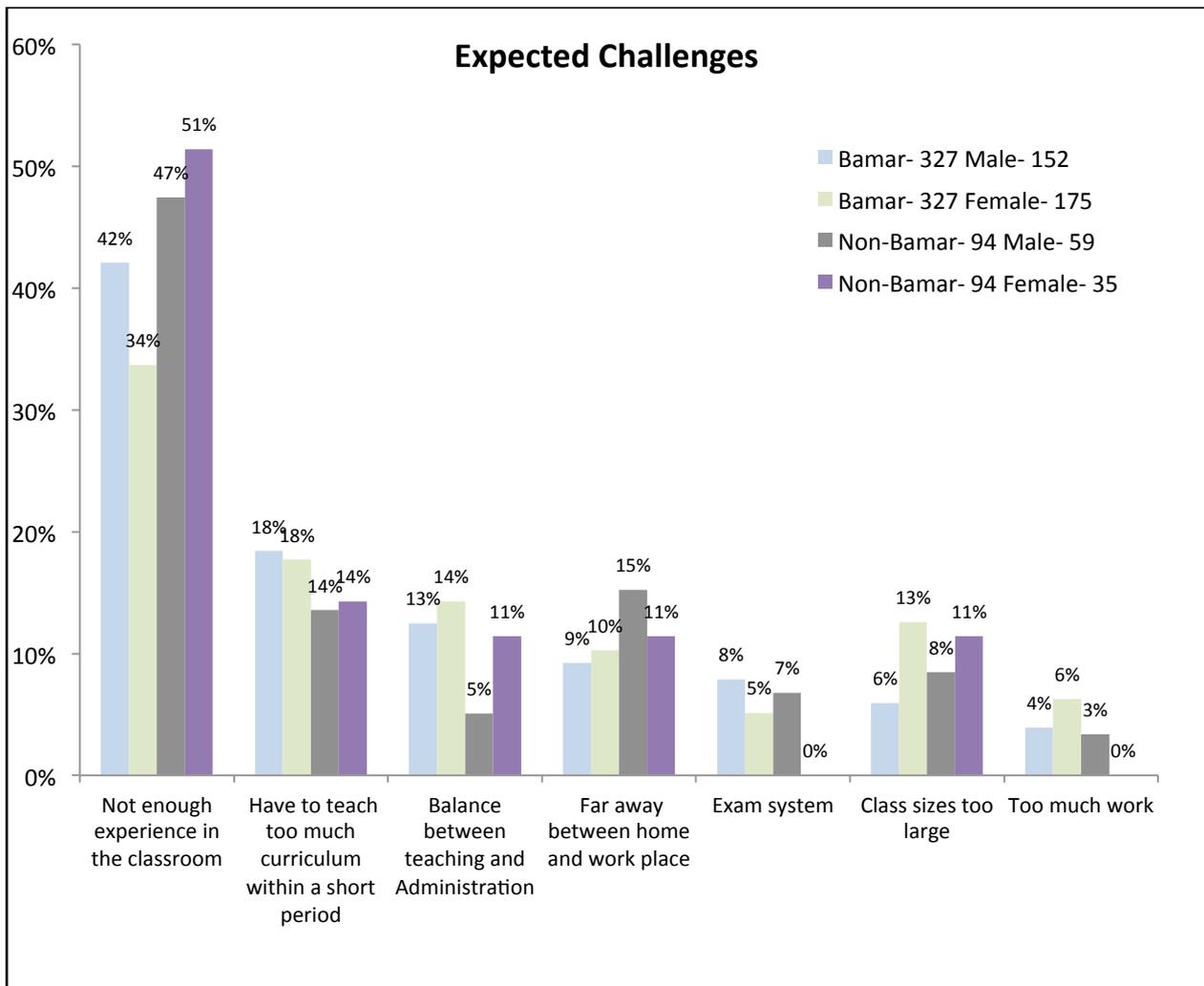
Similar to last year, the main challenge cited by the respondents (40%) is “not enough experience in the classroom”. “Having to teach too much curriculum within a short period” continues to be the second biggest challenge (17%). This concurs with the qualitative responses described above.

Table No. 11

Expected Challenges	Bamar- 327		Non-Bamar- 94		Total	
	Male- 152	Female- 175	Male- 59	Female- 35	Number	%
Not enough experience in the classroom	64	59	28	18	169	40%
Have to teach too much curriculum within a short period	28	31	8	5	72	17%
Balance between teaching and Administration	19	25	3	4	51	12%
Far away between home and work place	14	18	9	4	45	11%
Exam system	12	9	4	0	25	6%
Class sizes too large	9	22	5	4	40	10%
Too much work	6	11	2	0	19	5%

There are differences when looking at both gender and ethnic groups. Women from the non-Bamar communities feel that they do not have enough experience to teach in the classroom compared to their male counterparts (51% vs. 47%). The trend reverses in the Bamar community where the men feel that they do not have enough experience in the classroom (42% vs. 34%) compared to their female counterparts.

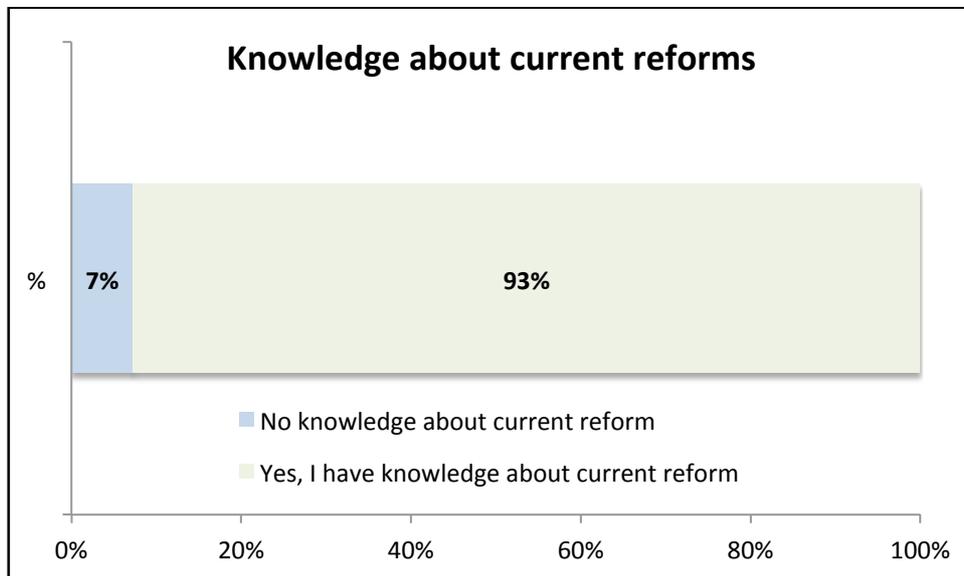
Chart No. 15



## 4.9 Education reforms

A reasonable majority (93%) had heard about the education reforms taking place. Just 2.1% 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.

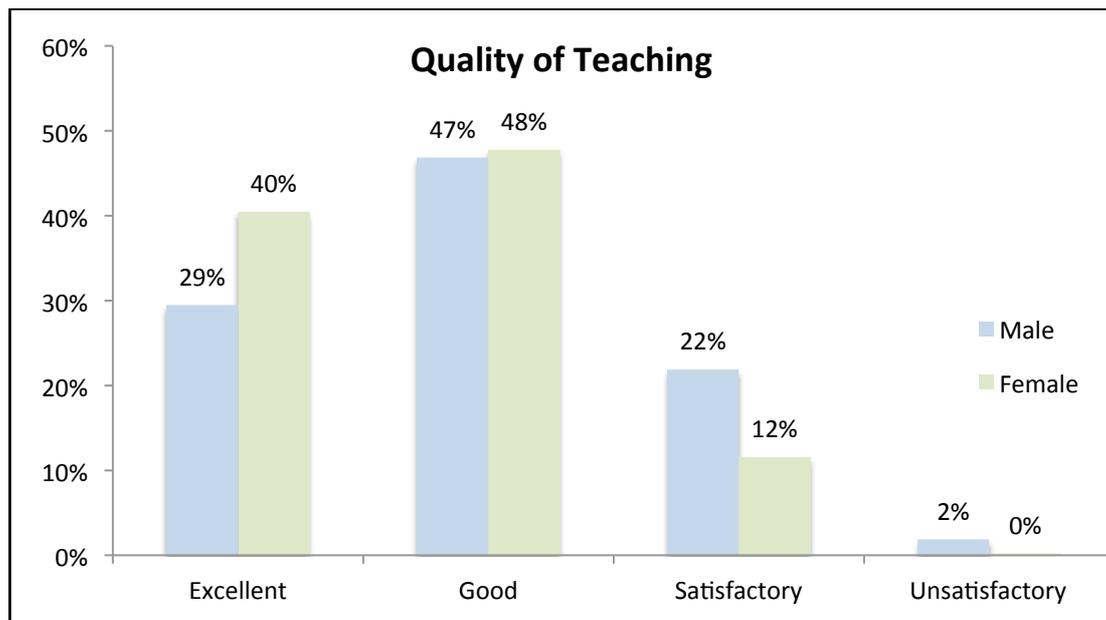
Chart No. 16



## 4.10 Teacher educators

The students were asked how happy they were with the quality of teaching of their teacher educators. This year, 47% of the students responded that the teaching was good quality and 35% said the teaching was excellent quality. Last year, 44% of the students had responded that teaching was excellent quality and 38% had said that teaching was good quality.

Chart No. 17



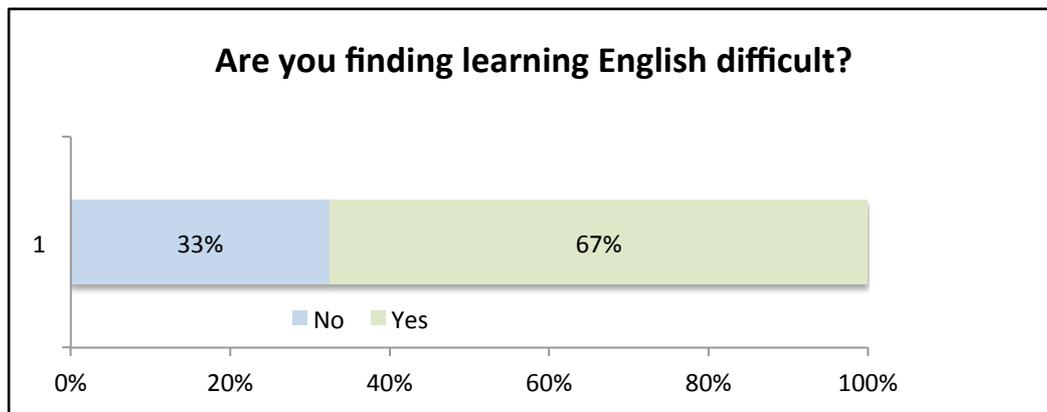
Women generally rated the teaching higher compared to their male counterparts – 29% of males responded with “excellent quality” compared to 40% females. There was no significant difference among the responses between Bamar and non-Bamar ethnic groups.

This difference is not surprising as the reverence held for teachers in Myanmar means it is difficult to criticise teachers. It seems that female respondents are more influenced by this social convention.

### 4.11 Learning English

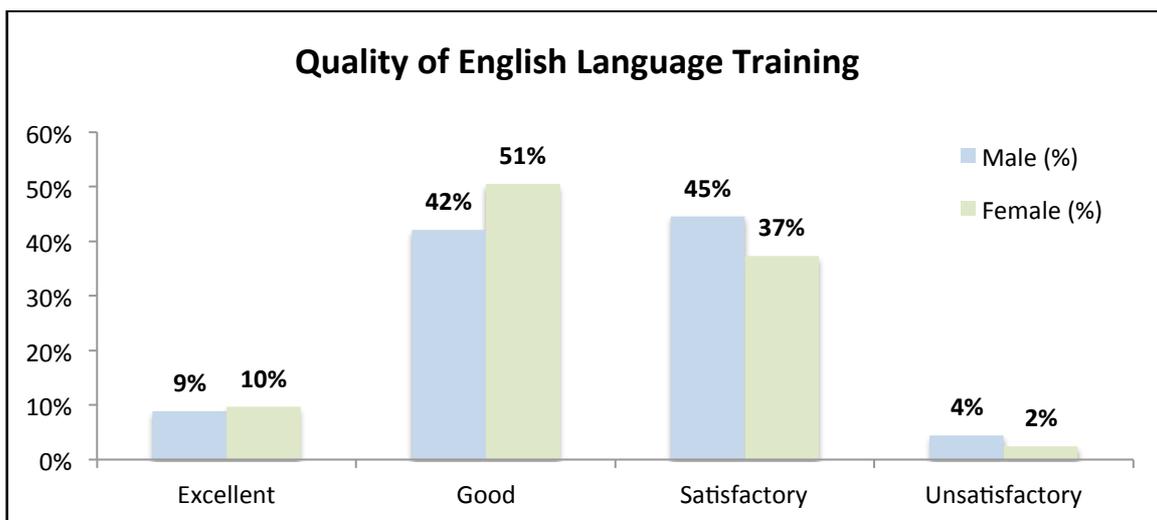
As in 2015, 67% of the respondents felt that learning English is difficult, but since this topic has not been explored further in the qualitative section, little can be deduced. There was no significant difference among gender/ ethnic groups.

Chart No. 18



### 4.12 English language training

Chart No. 19

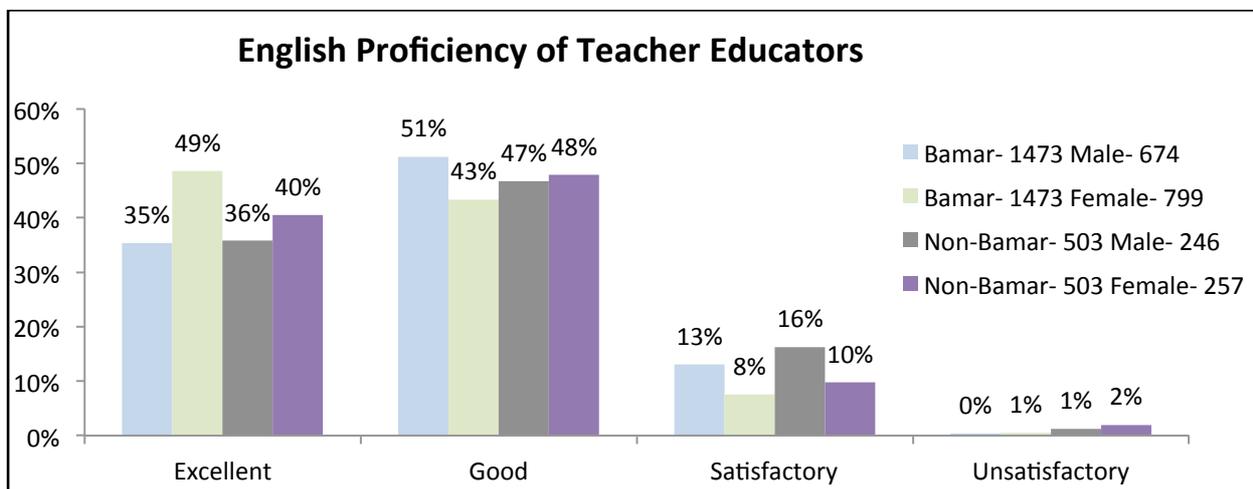


Similar to last year, most of the respondents rated the English language training Good (47%) and Satisfactory (44%). Very few respondents have claimed that they received excellent English

language training. A higher number of women rated the training as good (51%) compared to their male counterparts (42%). There is no significant difference when looking at the data from an ethnic perspective. (It should be noted that the EfECT training of English was to teacher educators, not directly to the teacher trainees.)

### 4.13 English proficiency of the teacher educators

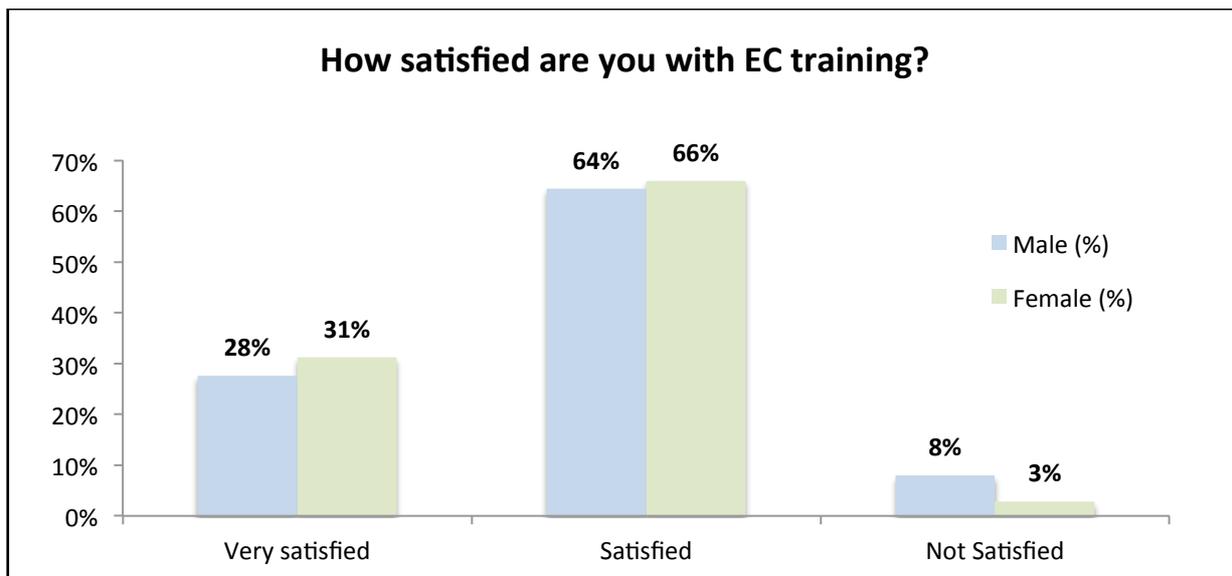
Chart No. 20



Similar to last year, almost 88% of the respondents found the English proficiency of teacher educators either excellent or good. A very high proportion of Bamar women (49%) indicated that they found their teacher’s English proficiency excellent compared to their male counterparts. There were very few respondents (1%) that expressed dissatisfaction at their teacher’s English proficiency. This is not unusual in Myanmar where it is not customary to criticise your teacher. The interesting fact is that students rate teacher proficiency higher than the actual quality of the teaching.

### 4.14 Satisfaction

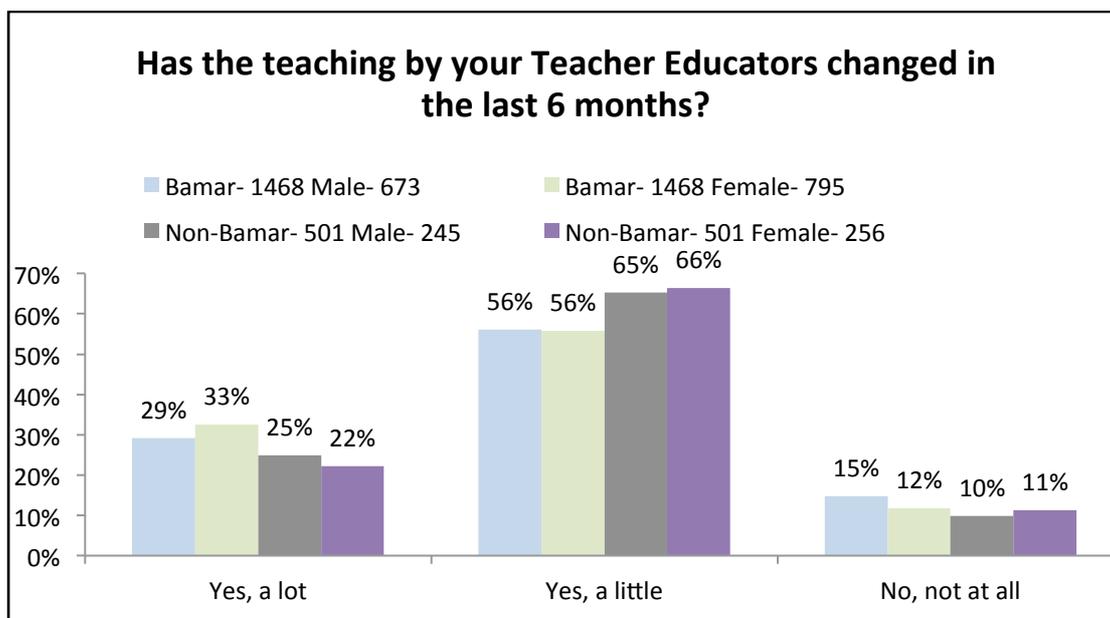
Chart No. 21



Like last year, the majority of the respondents (65%) were satisfied with the training. Moreover, the training had exceeded expectations for 30% of the respondents. There seems to be a minor difference based on gender. A higher number of males were not satisfied with the training compared to their female counterparts (8% vs. 3%). This supports the earlier point that perhaps female respondents are more responsive to those social conventions that discourage criticism. There were no differences between ethnic categories.

#### 4.15 Has the teaching by your Teacher Educators changed in the last 6 months?

Chart No. 22

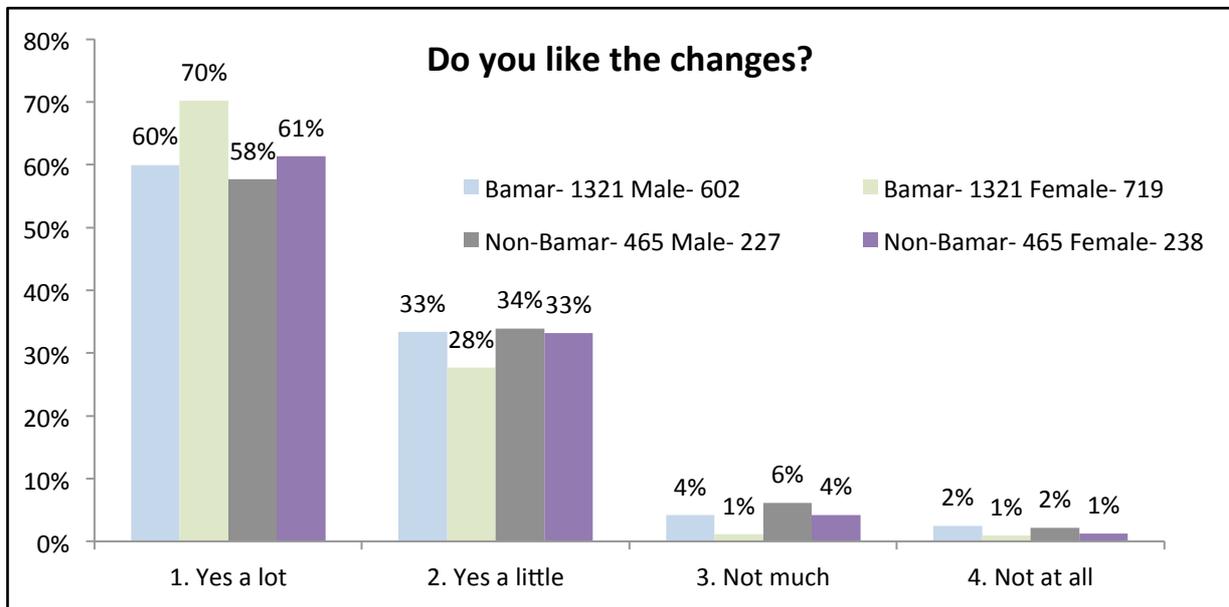


A majority of the respondents (82%) felt that the teaching by their teacher educators has changed a little over the last 6 months. Amongst the ethnic groups, Bamars indicated a significant change in the teaching method compared to their non-Bamar counterparts. Female respondents generally

thought that teaching had changed less than their male correspondents.

### 4.16 Do you like the changes?

Chart No. 23



64% of the respondents mentioned that they liked the changes a lot. Bamar women (70%) liked the changes a lot more compared to their non-Bamar female counterparts (61%). Overall women liked the changes much more than men.

### 4.17 Which changes did you like?

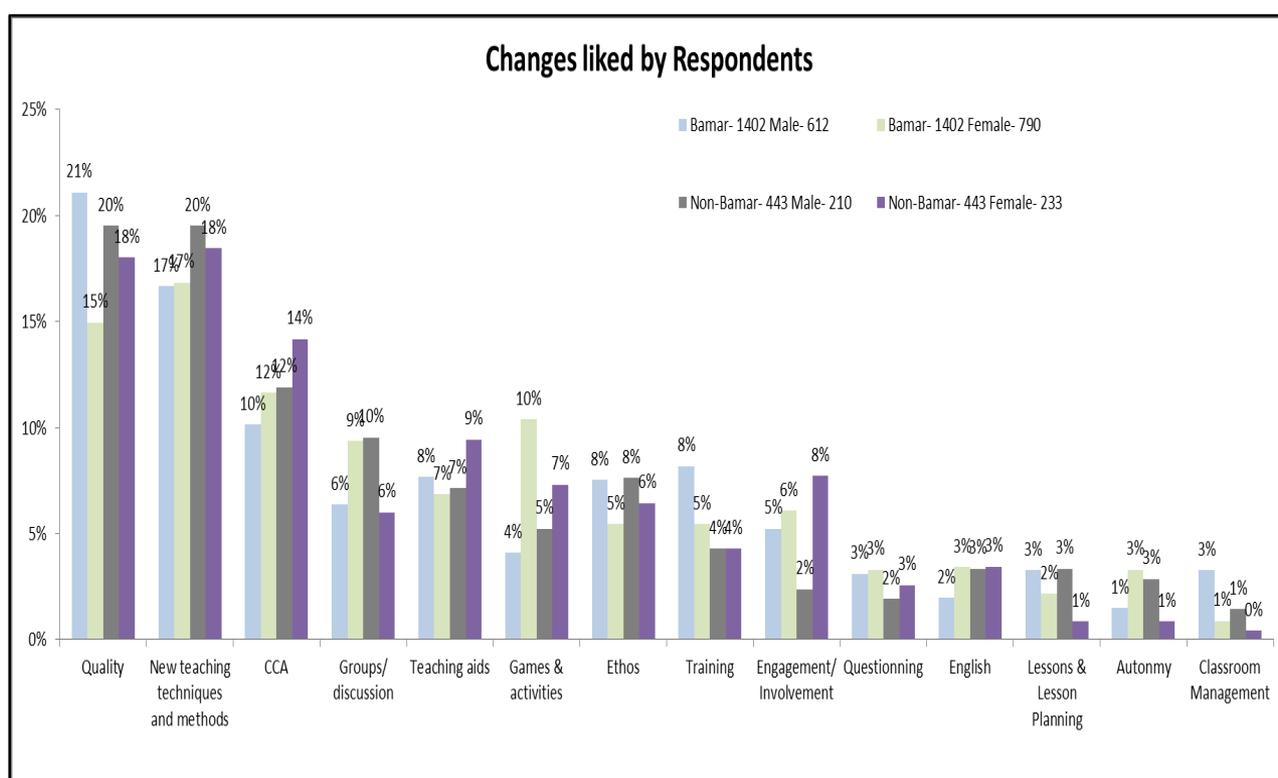
Table No. 12

Which change you like?	Bamar- 1402		Non-Bamar- 443		Total	
	Male- 612	Female- 790	Male- 210	Female- 233	Number	%
Quality	129	118	41	42	330	18%
New teaching techniques and methods	102	133	41	43	319	17%
CCA	62	92	25	33	212	11%

Groups/ discussion	39	74	20	14	147	8%
Teaching aids	47	54	15	22	138	7%
Games & activities	25	82	11	17	135	7%
Ethos	46	43	16	15	120	7%
Training	50	43	9	10	112	6%
Engagement/ Involvement	32	48	5	18	103	6%
Questioning	19	26	4	6	55	3%
English	12	27	7	8	54	3%
Lessons & Lesson Planning	20	17	7	2	46	2%
Autonomy	9	26	6	2	43	2%
Classroom Management	20	7	3	1	31	2%

Quality, new teaching techniques, and CCA have been indicated as the top three changes students liked. Lesson Management, Autonomy and Classroom Management were the least preferred changes. Games and Activities seem to be preferred by women but not men. Bamar women seem to like changes with regard to quality less (15%) compared to their male counterparts (18%-21%). Bamar males seem to prefer training (8%) compared to others (4%-5%).

Chart No. 24



#### 4.18 Satisfaction – the detailed answers

Unlike the earlier section on challenges and feeling of adequate preparation to work as a teacher, October 2016 Co British Council

in this section the quantitative responses with regard to satisfaction of the course broadly match the qualitative explanations.

#### **4.18.1 Comments from those who were happy**

*"When teaching, the teachers trained us well to write the lesson plans, to effectively use teaching aids, to make lessons more interesting, and to pronounce correctly. We also had the opportunity to ask questions."* - A Bamar Female student from Dawei (DWI-006)

*"Training are systematic, practical and can make students understand easily using Child-Centric approach."* - A Bamar Female student from Bogalay (BGL-071)

*"I am satisfied because I have learnt not only the subject that I need to teach but also subjects for multi - purpose development for the school I will be assigned."* - A Bamar Male student from Lashio (LSH-002)

*"I am satisfied because teachers explain very clearly the topics that we do not understand. They teach us to do calculations using various methods. They also ask questions before teaching a lesson. And they take note of points raised in the classroom. They use variety of teaching methods. So we learnt not only from lessons but also from practical experience."* - A Bamar Female student from Lashio (LSH-020)

*"We learn all the skills that a teacher needs. They [Teacher Educators] emphasise on the needs of a teacher. They also help us take practical tests relevant for Primary and Middle school lessons. Moreover, they motivate us in teaching."* - A Bamar Female student from Myaung Mya (MMA-084)

*"Subjects include lessons on child psychology and other relevant topics needed for teaching children. However, there are only few experiments for teaching of new modern subjects."* - A Bamar Female student from Sagaing (SEC-042)

#### **4.18.2 Selected issues**

Below are two quotes from 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, some complaining about the co-curricular subjects, some about the lack of teaching aids or the lack of time.

*"They [Teacher Educators] are skilful at teaching and I learn a lot so I can do well, but I am not quite satisfied with co-curriculum subjects. There is less practice and greater focus on learning things by heart. In those subjects, there are a few teachers and teaching aids."* - A Female Bamar student from Dawei (DWI-033)

*"I'm satisfied because learning in this college is perfect for me. Teachers teach us literature, practical lessons and other subjects but we have many subjects to study so we couldn't do well. We couldn't do properly in practical either because we didn't get enough time."* - A Female Rakkine student from Taungyi (TGY-101)

#### **4.18.3 Quotes from those who were dissatisfied**

Overall there were not many who were dissatisfied. But those who were unhappy did express the reasons very clearly. Taken together with the challenges and the responses on teaching and teacher quality, these responses give a much clearer picture as to what the trainees really thought of the course and their trainers.

*"The teachers teach us the techniques systematically but not all teachers use CCA approach. There aren't*

*many teachers in co-curriculum department as well. Also, the management seems weak.”- A Male Bamar Student from Dawei (DWI-009)*

*“There are too many subjects (18) to digest that leads to less depth of learning in each subject.”- A Female Bamar Student from Bogalay (BGL-074)*

*“I'm not satisfied as only a few teachers can make the lessons interesting. Also, the teachers are weak in English. This results in less time dedicated to English teaching time.”- A Male Shan student from Hlegu (HGU-002)*

*“Too many subjects to learn in a short period of time and emphasis is more on theory than practice.”- A Female Shan student from Sagaing (SEC-001)*

*“Due to out-dated lessons and textbooks, teachers are not expert at their subjects and emphasize on facts, rather than on thinking skills.”- A Female Mixed student from Sagaing (SEC-097)*

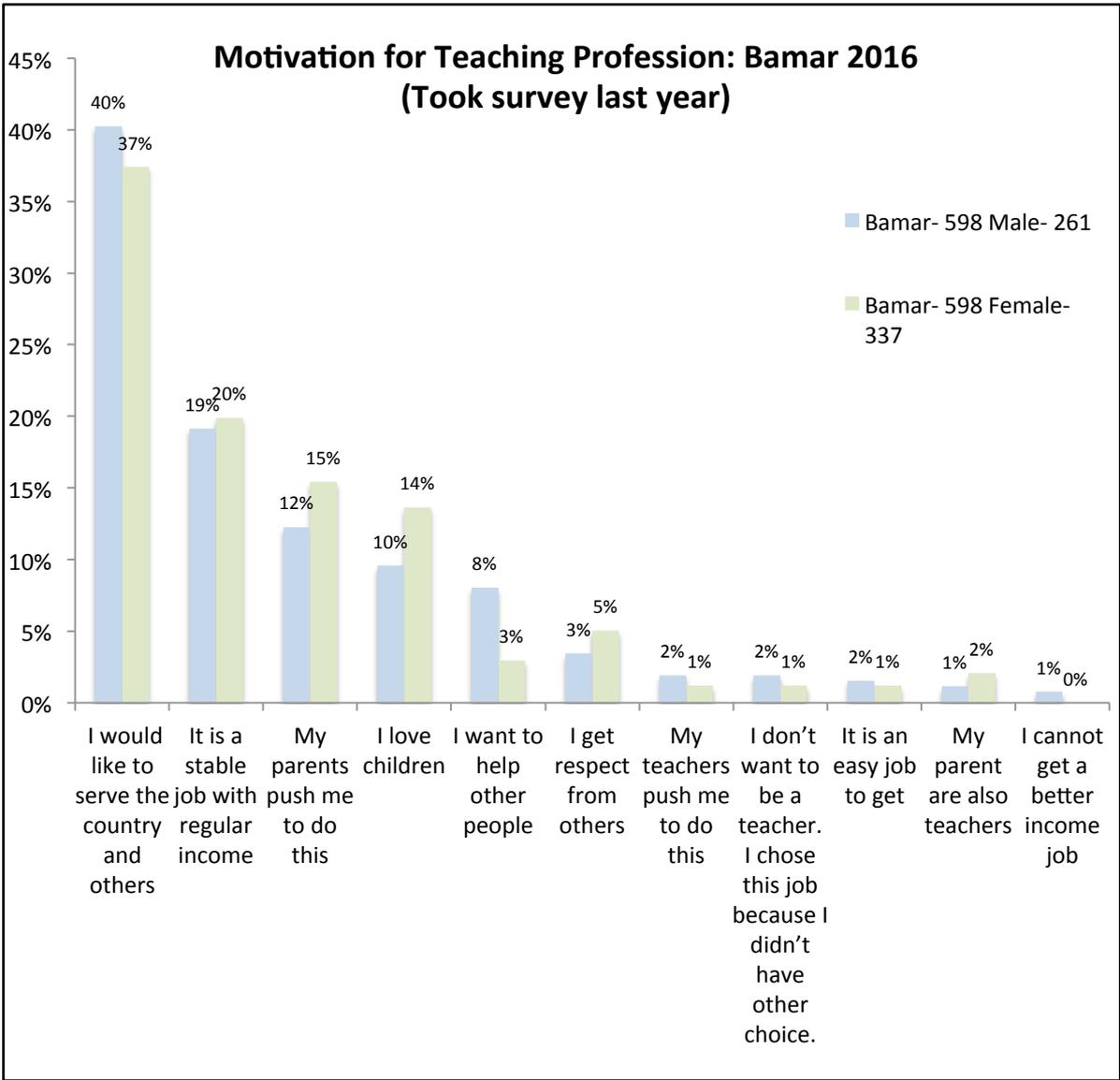
*“I'm not satisfied because teachers use old teaching methods. I want to learn with electronic materials like using mobile phones or computers.” - A Bamar Male from Taungoo (TGO-085)*

## **4.19 Did you take the survey last year?**

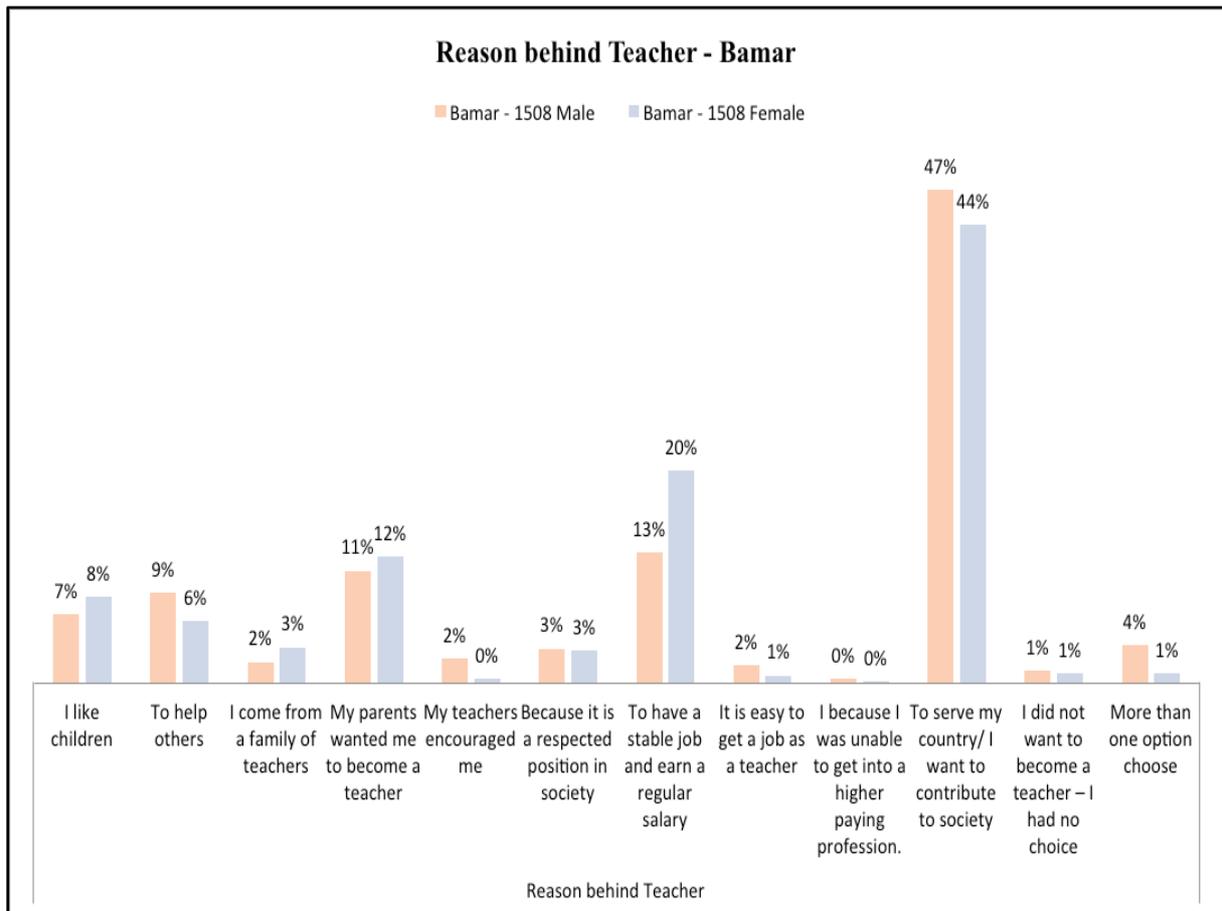
There were a total of 796 respondents in 2016 had also taken the survey in 2015. A comparative analysis between the responses regarding their motivation and expected challenges both this year last year was done to see if there is any appreciable difference.

### **4.19.1 Motivations**

#### **Chart No. 25**



**Chart No. 26 - 2015 (last year) Results**



The top three choices for motivation remained the same as this year: 1) I would like to serve the country 2) It is a stable job with regular income 3) My parents pushed me to become the teacher.

#### 4.19.2 Challenges

The key challenges faced by the students have also remained the same this year. The top three challenges faced by the students include: 1) Not enough experience in a classroom 2) Too much curriculum to teach, and 3) Too many students in the classroom. It can be deduced that the challenges have remained the same overtime and stem from core issues – lack of trained personnel and a low teacher-student ratio.

Chart No. 27

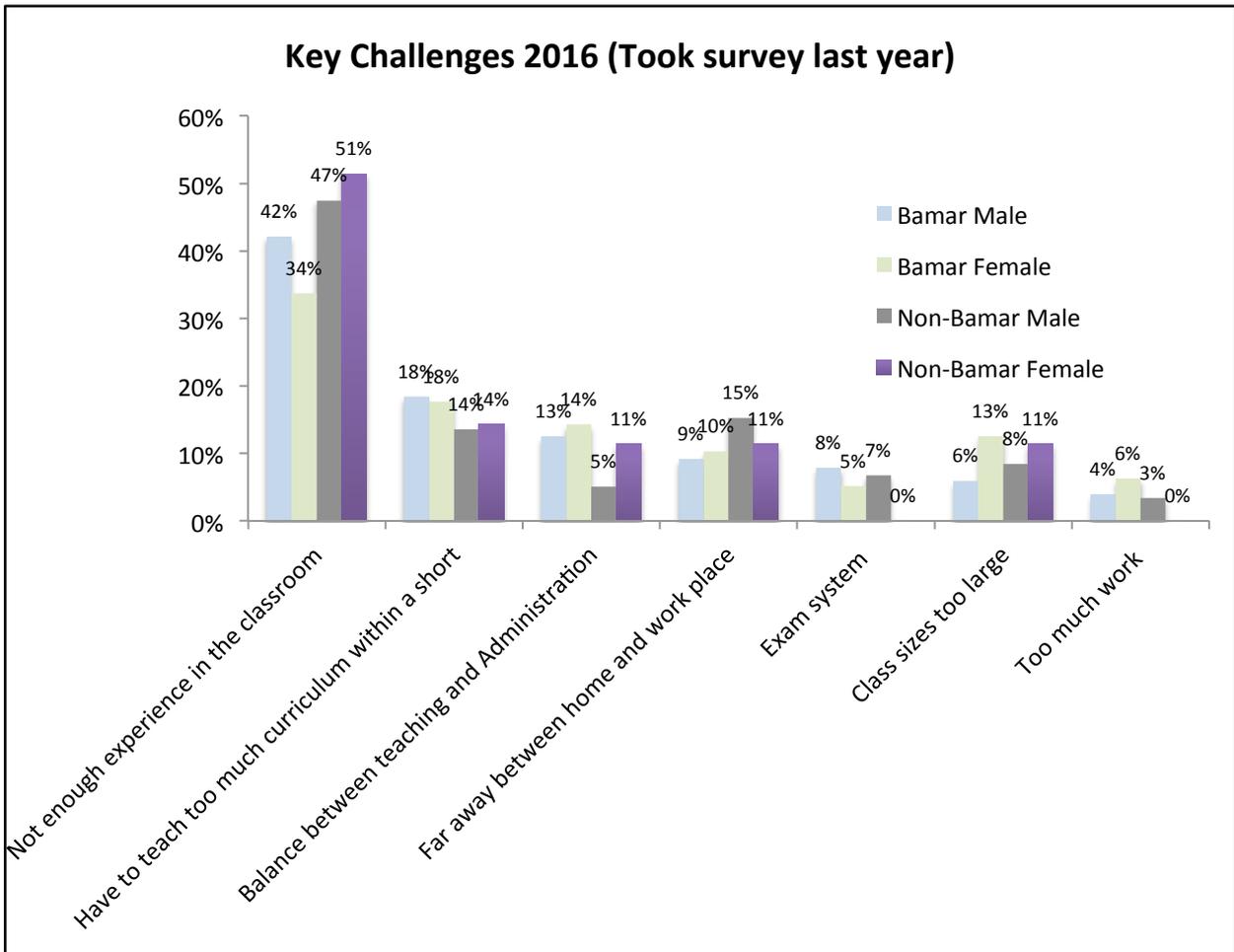
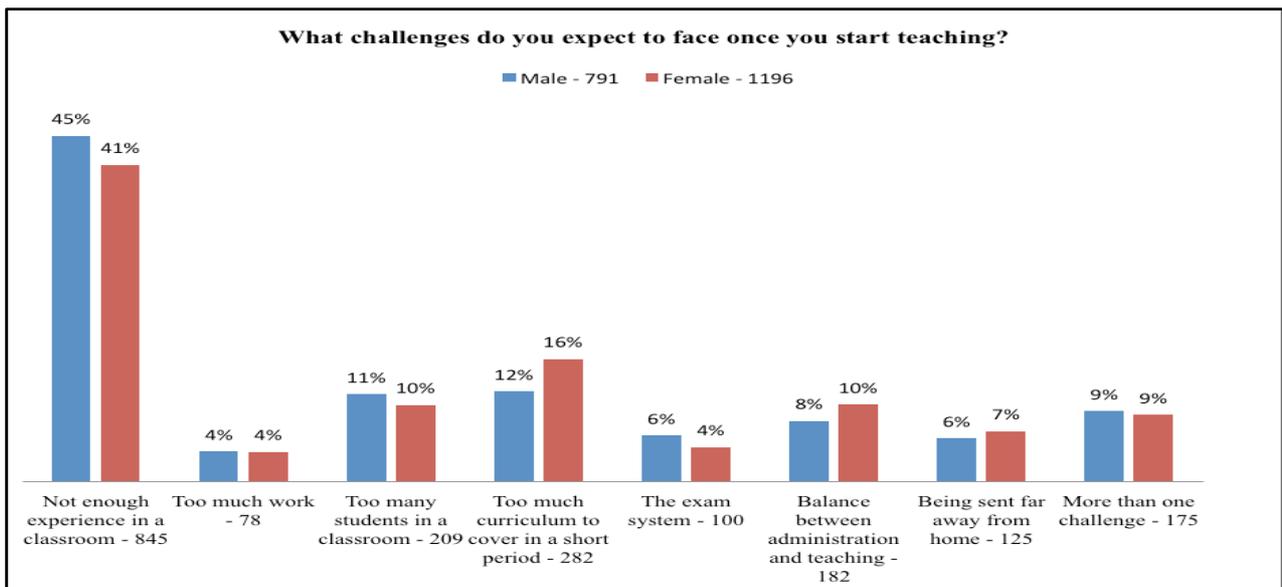


Chart No. 28 - Survey Results from Last Year



## 5 Research Findings

### 5.1 General findings

Repeating survey questions across a time period has the advantage of removing certain biases from that could have crept into the first set of responses. These could be availability bias, where respondents declare preferences based on what first comes to mind, influenced for example by current events; or the classic “recency” and “primacy” biases (based on what has happened most recently or at the very beginning of the participants’ experiences).

Repeating the same question after a year helps control for these biases, as participants are usually unable to recall their responses from the previous year. It also serves the purpose of allowing examination of any shifts in perceptions and preferences.

Perhaps the most revealing finding was the “aggregate” consistency in responses and that the trends that were noted in 2015 reappeared in 2016, with some shifts that are highlighted below. In this section we summarise the 2016 findings and comment on any shifts - along with discussing potential causes.

In 2015, the most significant finding was that the quantitative results overall showed no significant differences based on gender or ethnicity. This trend continued in 2016, where a number of answers had a large majority of both genders that chose one option and then fewer respondents choosing amongst the other options. As requested by the British Council, the report now shows aggregate results and avoids further segmentation by gender and ethnicity (in charts) if there is no perceptible difference in responses. There were only three significant differences with gender: motivation to become a teacher; location preferences; and career goal.

Similar to the trend of responding styles in 2015, the qualitative and quantitative responses did not always match in 2016, when it came to the category “preparation to be a teacher”. In the quantitative question (asking if they felt prepared enough for their work as a teacher), a majority said they felt well enough prepared, even those whose detailed answers in the qualitative section would contradict this response. As in 2015, most of the trainee teachers felt that the lack of classroom experience, issues with using CCA, exams, infrastructural problems and hierarchical issues would be difficulties they would encounter. The responses were varied and detailed. Trainees gave frank and personal answers, revealing anxieties and worries they have in light of starting their profession. The noticeable shift in 2016 was that not a single respondent (trainee) declared that they expected to face no challenges, and no trainee specifically saw children as a problem.

The issues pertaining to the mismatch between using CCA in the classroom and the exam system based on chapter end tests and memorisation are not new and reflect not only last year’s report but also previous research (see e.g. Lall 2010; Lall 2011; Lall et al 2013).

### 5.2 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 matriculation marks:** In 2016, we asked for new data on self-reporting of matriculation

marks. The results suggested a higher performance among the Bamar ethnic group with a majority of the respondents scoring in the range of 400-499. The performance of the non-Bamar ethnic groups found a higher proportion of the respondents scoring in the lower range - 300-399. Women performed higher than their male counterparts in 2016. (The question was not asked in 2015 and therefore the data cannot be compared.). *This is not unusual as ethnic pupils for whom Burmese is not a first language struggle to follow the lessons in Burmese at government schools and generally lag behind their Burman peers throughout their academic life. This has always resulted in lower numbers of ethnic teachers, perpetuating a vicious circle of ethnic underperformance. Changes with regard to the language of instruction and the use of ethnic languages in government schools (now taught as subjects outside of school hours in certain states) is on-going as part of wider education reforms.*

- **On parental occupation:** In 2016, over 50% of the respondents had a father involved in manual labour or agriculture – higher than last year (40%). However, given the selection procedure followed in the ECs, this cannot lead to a conclusion that there has been an shift in the SES background of the teacher trainees.
- **On motivation to become a teacher:** Similar to 2015, the majority of the respondents have indicated that their main motivation in wanting to become a teacher was to serve their country or to contribute to society. The second biggest motivation was to be able to get a stable job with regular income (16%). In 2016, the main significant difference was that women rated job stability and a regular income higher than men, and within female respondents it was Bamar women who gave this a greater importance than non-Bamar women. *The sense of purpose, where young people are driven by a greater sense of responsibility vis-à-vis their mother country, continues to rank very highly. Rampant inflation has been a negative side effect of the recent social and economic reforms, meaning a stable government job is becoming more attractive. Whilst the teaching profession has traditionally been poorly paid, the Thein Sein government (2011-2015) increased pay for public servants and teachers, also offering a bonus for those working in remote and conflict affected areas.*
- **On location preferences:** 2016 saw a greater shift where male respondents chose rural areas as the preferred location (>50%) compared to 30% last year. Women (21%) preferred to stay in urban areas (small cities) compared to their male counterparts (15%). *The change in the preference for rural areas can be attributed to the rising cost of living as well as better wage support in rural areas, where less money can lead to a better quality of life. For women, urban preference is probably due to better transport facilities and security concerns.*
- **On career goals:** Becoming a State Education Officer was the most preferred goal last year (18%). This changed in 2016 where 21% of the respondents aimed at becoming a primary teacher compared to 17% in 2015. The second most preferred career goal was to become a Teacher Educator (18% vs. 13% in 2015). *This seems to indicate that those who took the survey in 2016 were more interested in actually teaching rather than striving for influential administrative position.*

In 2015, women were 50% more likely to list secondary school teacher as a career goal. Women were 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 were 50% more likely to state their desire of becoming a TEO as a motivation for being a teacher, and a quarter more preferred becoming SEOs/ TEOs much more than their female counterparts. *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. It is not surprising as TEOs and SEOs hold greater social status, and at present are usually held by men.*

- **On general satisfaction with the training received:** Results between last year and this year were similar when trainees were asked to rate the quality of teaching of the teacher educators. This year, 47% of the students responded that the teaching was good quality and 35% said the teaching was excellent quality. Last year, 44% of the students had responded that teaching was excellent quality and 38% had said that teaching was good quality. Women generally rated the teaching higher compared to their male counterparts – 29% of males responded with “excellent quality” compared to 40% of females. *This is not surprising as the reverence held for teachers in Myanmar makes it impolite to criticise teachers. Therefore, one cannot expect even those who might think critically of their training to express this readily in a survey.*
- **On changes in teaching over the last 6 months (not asked last year):** A majority of the respondents (82%) felt that the teaching by the teacher educators had changed over the last 6 months. In regard to gender, it was males who indicated significant changes, and amongst the ethnic groups, it was the Bamars who indicated a significant change in the teaching method compared to their non-Bamar counterparts. Female respondents generally thought that teaching had changed less than their male correspondents. Quality, new teaching techniques, and CCA have been indicated as the top three changes students liked. Lesson Management, Autonomy and Classroom Management were the least preferred changes. Games and Activities seem to be preferred by women but not men.
- **On challenges they would expect to face:** Both 2015 and 2016 revealed that female trainees are worried about having to cover too much material compared to their male counterparts. Women are also more concerned than men about the balance between administration and teaching. *The qualitative responses shed more specific detail on the underlying concerns as mentioned above.*

## 6 Recommendations

The recommendations flow from the observations and analysis of the data collected and are similar to last year.

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 be congruent with the methodology being promoted, whether this be CCA or otherwise
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. 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.

## 7 Acronyms

AUSAID - Australian Agency for International Development  
BC - British Council  
B.Ed - Bachelor in Education  
CCA - Child Centric Approaches to teaching and learning  
CESR - Comprehensive Education Sector Review  
DFID - Department for International Development  
DPs - Development Partners  
EC - Education Colleges  
EfECT - English for Education College Trainers  
EPIC - Education Promotion Implementation Committee  
EU - European Union  
IISS - International Institute for Strategic Studies  
IMG - International Management Group  
IOE - Institute(s) of Education  
JAT - Junior Assistant Teacher  
JICA - Japan International Cooperation Agency  
MOE - Ministry of Education  
NBR - National Bureau of Asian Research  
NLD - National League for Democracy  
NPT - Nay Pyi Taw (Myanmar's Capital)  
SEO - State Education Office/ Officer  
SES - Social and Economic Status  
TCA - Teacher Centred Approach to teaching and learning  
TEO - Township Education Office / Officer  
UDNR - University for the Development of National Races  
UK FCO - United Kingdom Foreign & Commonwealth Office  
UNICEF - United Nations Children's Fund  
VSO - Voluntary Service Overseas

## 8 References

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