Regional Meeting on Gender Assessment in Teacher Education in Asia

30 – 31 May 2017, Bangkok, Thailand

Preliminary Findings of Gender Assessment in Teacher Education in Myanmar
1. Introduction: Assessment Scope + Methodology
2. Findings
3. Conclusion
4. Recommendations
### Institutional Participants

<table>
<thead>
<tr>
<th>TEI Classroom Observations</th>
<th>5 TEIs (3 TEIs/ECs primary teacher programme, 2 TEIs/ECs secondary teacher programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 Teacher Educators (8 M, 12 F)</td>
</tr>
<tr>
<td></td>
<td>40 lessons</td>
</tr>
<tr>
<td></td>
<td>Subjects: Myanmar, English, History, Social Studies, Maths, Science, Physical Education, Educational Theory, Educational Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEI Surveys</th>
<th>5 Surveys (2 M, 3 F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Head of TEI as respondent</td>
</tr>
</tbody>
</table>
### Curriculum Authority Representatives

| School Curriculum Authority | 1 Survey(s) (1 M)  
| The director of curriculum as respondent |
|----------------------------|-------------------|
| TEI Curriculum Authority   | 1 Survey(s) (1 M)  
| Deputy Director General of Teacher Education as respondent |
**Individual Respondents**

| School textbook writers | 10 Surveys (0M, 10F)  
| School textbook writers as respondents |
|-------------------------|-------------------------------------------------------------------|
| TEI teaching & learning guide writers | 10 Surveys (4M, 6F)  
Pioneers and current curriculum developers as respondents |
<table>
<thead>
<tr>
<th>School textbooks</th>
<th>Grade 4; Subjects: Myanmar, Life Skills, Maths, Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 8; Subjects: Myanmar, Life Skills, Maths, History</td>
</tr>
<tr>
<td></td>
<td><strong>Total = 8 Textbooks</strong></td>
</tr>
</tbody>
</table>
## Teaching and Learning Materials

| TEI teaching & learning materials | Pre-service: 8 sets  
Used by teacher educators and teacher trainees: 8  
Subjects: *Educational Psychology, Myanmar, Maths, History or Social studies*  
Total = 8 T&L books/guides |

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Gender Assessment of Teacher Education in Asia (5-Country Study) | Presentation | Bangkok, 2017
2. Findings at the Policy Level (TEIs)

i. Enrolment, selection criteria

- Guidelines for the enrollments but no enrollment policy at EC
- Selection is based on academic performance in the matriculation exam and admission interview
- No specific requirement to ensure equal representation of male and female trainees although male are encouraged to apply for.
- No scholarship programme
2. Findings at the Policy Level (TEIs)

ii. Budget allocation for gender support services

- No budget for gender
Findings (by Domain)

2. Findings at the Policy Level (TEIs)

iii. Support services and facilities

- All ECs provide adequate sports facilities to meet the requirements of both male and female teacher trainees
- 4 out of 5 EC of this study, have career guidance and counseling services
- A sexual harassment policy does not exist but it is integrated in student disciplinary regulations (code of conduct)
- Separate lavatories for females and males at all ECs
- All ECs provide accommodations but not medical services, child care and support
Findings (by Domain)

2. Findings at the Policy Level (TEIs)

iv. Assessment in TEI

- Principal mode: written examinations & observation of teaching performance
- Others: tutorials, assignment and practical tasks
- Semester end test is exam administered in each EC
- After the period of bloc teaching, teacher trainees receive a score based against the monitoring checklists but it is not incorporated as separate credit into the overall assessments
- After two-year course, teacher trainees are evaluated by the Education College Board and approved by MoE
Findings (by Domain)

2. Findings at the Policy Level (TEIs)

v. Curriculum development policy (syllabus, programmes)

- According to National Education Law 2015, National Education Policy Commission (NEPC) was formed
- National curriculum committee was formed by NEPC
- Subject objectives, standards, learning outcomes and assessment for teacher training programme at ECs was approved by board of studies at Yangon University of Education
- Currently, the Curriculum Framework for 4 year degree programme is being drafted and curriculum development team was formed in 2016
3. Findings at the Policy Level (Curriculum & Textbook Development for Schools)

i. Curriculum developers’ and reviewers’ profile (gender makeup, expertise)

- National Education Policy Commission (NEPC) - (19 M, 2 F)
- National Curriculum Committee (NCC) - (9 M, 6 F)
- More women at EC textbooks development teams (6 M, 44 F)
- More women at Basic Education curriculum development committee (7 M, 15 F)
### Gender Profile of textbook writers at BE and TE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myanmar</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Life Skill</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Moral and Ethics</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Economics</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>ICT</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myanmar</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Education Studies (Psychology &amp; Theory)</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Biology</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>ICT</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Basic Education Curriculum development Committee

Teacher Education Curriculum development Team
3. Findings at the Policy Level (Curriculum & Textbook Development for Schools)

ii. School curriculum development policies
- No textbooks review committee
- ‘Relevant qualifications’ as the criteria to identify/select text books writers
- Gender equality is not included in 13 overarching principles of curriculum framework
- No policy requirement to ensure equivalent representation of male and female curriculum developers/textbook writers
4. Findings on Teaching and Learning (TEI Classrooms)

i. TEI classroom culture & practices

- 3 ECs- desks and chairs are not flexible or movable to allow trainees to do group work or other activities but 2 ECs have flexible seating arrangement
- Main delivery mode: lectures, questions and answers, group work, discussion
- Others : demonstration/practical work by the teacher educators, demonstration/practical work by the teacher trainees, solving problems on the blackboard, engaging trainees in individual work
- Teacher educators clearly and properly use of board and writing on the board could be read by all trainees
- Teacher educator allows time to trainees to copy the material (in some classrooms).
Findings (by Domain)

4. Findings on Teaching and Learning (TEI Classrooms)

i. TEI classroom culture & practices

- 3 EC- Male and female trainees are seated separately (segregated)
- 2 EC- Male and female trainees are mixed (no segregation)
- 3 out of 5 ECs, teacher educators establish collaborative groups composed of both male and female trainees
- Teacher educators ask questions to both male and female trainees
- Apart from 1 EC, class monitor has been selected by trainees themselves
- Day-to-day cleaning is assigned to both male and female trainees
Findings (by Domain)

4. Findings on Teaching and Learning (TEI Classrooms)

ii. Access to learning (ICT and other resources)
- ICT use is not very common in all ECs
- 1 out of 5 ECs uses computers and CD-Rom (both male and female teacher educators)
- 1 out of 5 ECs uses CDs
- 1 out of 5 ECs uses recording device (both male and female teacher educators)
Findings (by Domain)

4. Findings on Teaching and Learning (TEI Classrooms)

iii. Assessment in TEIs (classroom assessment, feedback giving, teacher’s support of learning in class)

- The main mode: Oral questions
- Others: Short written questions (objective type), Practical demonstration

- Teacher educator praises and encourages to contribute equally female and male trainees
- Teacher educator does not make any references to female trainees’ appearance and/or physical attributes
5. Findings on Teaching and Learning Materials

i. TEI materials used (reviewed syllabus, textbooks, teacher guides, suggested readings, etc.)

- No specific teacher educator guides or supplementary teaching resources at ECs, use the same textbooks (educators & trainees)
- Current textbooks date back to 1998 and 1999. Minor revision was made in 2002
- Mostly presentation of the material is through text with less visual supports
- Exercises, project activities or assessment tools provide equal opportunities both male and female trainees
5. Findings on Teaching and Learning Materials

i. TEI materials used (reviewed syllabus, textbooks, teacher guides, suggested readings, etc.) (Cont’d)

- Less than 25% of the review material depicts gender equality
- 75% of the materials do not have gender neutral roles in activities
- Gender roles of the characters are prioritized more to male and more professional/career choices for males than females
- Positive and negative attributes are used for both male and female characters but positive attributions are significantly made for male
- 67% of teacher educators’ textbooks reviewers mentioned that the materials are not gender neutral
5. Findings on Teaching and Learning Materials

ii. Textbook materials (schools)

- Less than 25% of text depicts gender equality.
- Out of 88% of text characters are male and only 12% of text has female characters with men occupying 88% of professional and occupational roles.
- Mostly textbooks provide predominately narrative text, mainly text dense with minimal illustrations or tables.
- All the textbooks have a table of contents at beginning of textbooks.
- Apart from life skills textbooks, activities are not considered to be interactive.
Findings (by Domain)

5. Findings on Teaching and Learning Materials
   ii. Textbook materials (schools)
   - Men are depicted as roles of teacher, village headman, soldiers, business men, artists
   - Women are portrayed as housewives and teachers
   - Male characters are mostly attributed as intelligent, responsible, courageous or bold, powerful, active, clever, helpful, hardworking, well-mannered, innovative
   - E.g, Grade 4 Geography and History text book, there are altogether 14 illustrations of 12 men leaders but no women
   - 100% of school textbooks reviewers reported that school textbooks are non-gender neutral
1. Findings Highlights At a Glance

i. Most prominent data trends and what that suggests

- Female outnumbered male (teacher educators, teacher trainees, administration staff) but more men at the policy level (NEPC, NCC)
- No gender course to prepare teacher educators, no gender assessment of teaching and learning materials at ECs and no gender focal points
- TLM has shown that male are predominantly out of the home and engaged in higher-status economic activities, politics, ruling, adventuring and doing heroic deeds
- In contrast, females are generally underrepresented in images and text, and predominantly engaged in stereotypical domestic tasks related to home and family. Female characters have more negative attributes
1. Findings Highlights At a Glance

ii. Findings that is predictable (what was not surprising)

- No separate teacher policy in Myanmar to define specific goals and expectations of the teacher education system
- No written policy or guidelines to ensure/promote gender equality and mainstreaming in textbooks
- No dedicated gender budget
- Concerning co-curricular subjects, industrial science course is offered only to male teacher trainees while domestic science course is offered only to female teacher trainees.
- Total enrolment rate of female teacher trainees are outstanding in all ECs
Key Findings (Highlights)

1. Findings Highlights At a Glance

   iii. Findings that surprised the team (the most unexpected)

   - Gender mainstreaming is not in policy at all level of education
   - Gender equality is not regarded as one important overarching principle of the compulsory school curriculum while it is not also laid down as one of the main goals in education legislation
   - As yet, gender responsiveness is not a priority for effective teaching at ECs
Conclusions

1. **Good Practices Showing Gender Equality**
   
   I. All ECs provide adequate sports facilities to meet requirements of both male and female teacher trainees
   
   II. When ICTs are available, these are available for all students (both male and female teacher trainees)
   
   III. Male are encouraged to apply for ECs
   
   IV. Punishment on sexual harassment is integrated in student disciplinary regulations (code of conduct)
   
   V. A practice on providing gender awareness in new curriculum development for basic education (MoE with the support of JICA, ADB)
Conclusions

1. Areas for Improvement
   i. Law, Policy, Programme to make gender responsive teacher education
   ii. Limited gender awareness, gender knowledge and expertise within ECs
   iii. Gender mainstreaming at all level of education
Recommendations

Nation Education Policy
- Revision of the Myanmar Education legislation from a gender perspective and legislation should include certain requirements for governments
- National education policies on gender and gender perspective should permeate whole curriculum and should be taken into consideration throughout all subjects and areas
- Gender budget is substantively resourced in teacher education and in school practices
Recommendations

Teacher Education Policies and Systems

- The overarching gender equality goal needs to be framed not only in the main education legislation but is also expressed in teacher education and curriculum framework of teacher education

- Ministry of Education should develop gender responsive teacher education policy

- Teacher education policy makers should ensure that gender equality is a key priority and all related policies, programs, interventions of teacher education needs to be gender responsive
Recommendations

Teacher Education Policies and Systems

- All efforts related to educational policies promote gender friendly and safe environment for all male and female students.

- Strategies should be developed to encourage a more balanced situation in terms of gender in teacher education by attracting more men into teaching

- Industrial science and domestic science subjects should be open for all students (without making any restrict against gender)
Recommendations

Teacher Education Policies and Systems

- Educational system needs to be gender sensitive and gender friendly.
  ➢ This should be reflected in sports, games and activities for male and female teacher educators and students.
  ➢ Leadership also needs to be granted using a gender lens.

- Gender neutral language needs to be promoted at all levels and throughout the institutions for students, staff, faculty and management levels.

- Pre-service teacher education programme should assess the teachers in their equality practices. Appraisal of qualified teachers should include appraisal of their equality practices.
Recommendations

Improving Capacity and Accountability

- Increase awareness of relevant stakeholders about prevalent gender disparity in teacher education and importance of male teachers to the enrollment at ECs
- Offer a systematic and well-targeted programme of gender sensitisation capacity development for key officials in MoE/DoE
- Consider appointment of gender focal points in all ECs.
- Strengthen Gender Focal Points (GFPs) at national and district levels
- Strengthen accountability mechanisms regarding achievement of gender-related objectives
Thank You