



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



United Nations
Educational, Scientific and
Cultural Organization



Sustainable
Development
Goals



1. Introduction: Assessment Scope + Methodology
2. Findings
3. Conclusion
4. Recommendations



Institutional Participants

TEI Classroom Observations	<p>5 TEIs (3 TEIs/ECs primary teacher programme , 2 TEIs/ECs secondary teacher programme)</p> <p>20 Teacher Educators (8 M, 12 F)</p> <p>40 lessons</p> <p>Subjects: Myanmar, English, History, Social Studies, Maths, Science, Physical Education, Educational Theory, Educational Psychology</p>
TEI Surveys	<p>5 Surveys (2 M, 3 F)</p> <p><i>Head of TEI as respondent</i></p>



Curriculum Authority Representatives

School Curriculum Authority	1 Survey(s) (1 M) <i>The director of curriculum as respondent</i>
TEI Curriculum Authority	1 Survey(s) (1M) <i>Deputy Director General of Teacher Education as respondent</i>



Individual Respondents

School textbook writers	10 Surveys (0M, 10F) <i>School textbook writers as respondents</i>
TEI teaching & learning guide writers	10 Surveys (4M,6F) <i>Pioneers and current curriculum developers as respondents</i>



Teaching and Learning Materials

School textbooks	<p>Grade 4; Subjects: Myanmar, Life Skills, Maths, Social Studies</p> <p>Grade 8; Subjects: Myanmar, Life Skills, Maths, History</p> <p>Total = 8 Textbooks</p>
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Teaching and Learning Materials

<p>TEI teaching & learning materials</p>	<p>Pre-service: 8 sets Used by teacher educators and teacher trainees: 8 Subjects: Educational Psychology, Myanmar, Maths, History or Social studies</p> <p>Total = 8 T&L books/guides</p>
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Findings (by Domain)



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

Findings (by Domain)



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2. Findings at the Policy Level (TEIs)

ii. Budget allocation for gender support services

- No budget for gender



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)



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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



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 (7M, 15F)

Gender Profile of textbook writers at BE and TE

Subject	Male	Female
Myanmar	1	2
English	4	-
Mathematics	-	1
Science	-	1
Social Science	-	2
Life Skill	-	1
Physical Education	-	1
Chemistry	-	1
Physics	-	1
Biology	-	1
Moral and Ethics	2	-
Economics	-	2
ICT	-	2

Basic Education Curriculum development Committee

Subject	Male	Female
Myanmar	-	6
English	3	3
Mathematics	-	6
Education Studies (Psychology & Theory)	1	8
History	-	3
Geography	2	3
Chemistry	-	3
Physics	-	5
Biology	-	4
Economics	-	2
ICT	2	1

Teacher Education Curriculum development Team

3. Findings at the Policy Level (Curriculum & Textbook Development for Schools)

ii. School curriculum development policies

- National curriculum framework (2015)
- 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)



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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



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)



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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



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



ပန်းတော့

ပန်းတော့ဆိုသည်မှာ အင်္ဂတေဖြင့် ရုပ်လုံးများ၊ မြူးပန်းမြူးနွယ် အလှပန်းခက်များကို



ပန်းချီ

ပန်းချီဆိုသည်မှာ သက်ရှိသတ္တဝါပုံများ၊ သက်မဲ့အရာဝတ္ထုပုံများကို ဆေးရောင် အမျိုးမျိုးဖြင့် သရုပ်ပေါ်အောင်ရေးဆွဲသော လုပ်ငန်းဖြစ်သည်။



ပန်းတည်း

ပန်းတည်း ဆိုသည်မှာ ကြေးထည်ပစ္စည်းများကို ပြုလုပ်သောလုပ်ငန်းဖြစ်သည်။
 ပန်းတည်းတို့သည် ကြေးစည်၊ ဓောင်း၊ ကြေးနောင်၊ မြို့၊ ဆည်းလည်း၊ ခေါင်းလောင်း၊
 လင်းကွင်း၊ ဖလား၊ ကြေးဒိုး၊ ခွန်၊ ကြေးလင်ပန်း၊ ဟင်္သာအလေး၊ ကြေးသပိတ် စသည်တို့
 ကို ပြုလုပ်သည်။



ပန်းပွတ်

ပန်းပွတ်ဆိုသည်မှာ သစ်သားကိုလုံးချောအောင် ပွတ်ခံ၍ လွှာအသုံးအဆောင် ပြုလုပ်
 သော လုပ်ငန်းဖြစ်သည်။
 ပန်းပွတ်တို့သည် ထီးရိုး၊ ခုတင်ခြေထောက်၊ စားပွဲခြေထောက်၊ တန်ဆောင်းပွတ်လုံး၊
 လက်ရန်းပွတ်လုံးတို့ကို ပြုလုပ်သည်။

ထုလုပ်သည်။

ပန်းထိမ်

ပန်းထိမ်ဆိုသည်မှာ ရွှေထည်ငွေထည် ပြုလုပ်သော လုပ်ငန်းဖြစ်သည်။
ရွှေပန်းထိမ်တို့သည် နားတောင်း၊ နားဆွဲ၊ နားကပ်၊ ကြယ်သီး၊ လက်ခွပ်၊ လက်
ကောက်၊ ဆွဲကြိုးစသည်တို့ကို ပြုလုပ်သည်။ ငွေပန်းထိမ်တို့သည် ဆောက်ရေဖလား၊ စည်းခဲ
ဖလား၊ ဆုဖလား၊ ခိုင်း၊ ဓားပတ်၊ ဓားအိမ် စသည်တို့ကို ပြုလုပ်သည်။



အဆောက်အအုံများတည်ဆောက်သော လုပ်ငန်းဖြစ်သည်။
ပန်းရန်တို့သည် တိုက်အိမ်၊ ဘုရားစေတီ၊ တံတားစသည်တို့ကို တည်ဆောက်သည်။



ပန်းပု

ပန်းပုဆိုသည်မှာ သစ်သားကိုလည်းကောင်း၊ ဆင်ခွယ်ကိုလည်းကောင်း၊ အရုပ်များ
လုပ်ငန်းဖြစ်သည်။

Key Findings (Highlights)



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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

Key Findings (Highlights)



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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)



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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



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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

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)

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



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

