

UNESCO Management Response

Mid-Term Evaluation of the Phase II “Strengthening Pre-Service Teacher Education in Myanmar” (STEM) Project

The UNESCO Management Response to the mid-term evaluation of the “Strengthening Pre-Service Teacher Education in Myanmar” (STEM) project is provided below. The mid-term evaluation produced findings and recommendations across the OECD DAC criteria of effectiveness, relevance, efficiency, sustainability, and impact to date for STEM Phase II implementation, covering January 2017 to April 2019. In the Management Response, UNESCO has accepted or partially accepted all but one recommendation and addressed actions going forward, as well as clarifying any supporting findings as needed.

The completion and recommendations from the STEM project mid-term evaluation come at a time when STEM is developing Phase III of the project, to begin in 2020. While some recommendations are being addressed in 2019, many will be incorporated in the design of STEM Phase III. Critically, a strategy for a 6-year period is being developed to provide a longer-term vision for STEM’s support to the pre-service teacher education reform.

Recommendation 1
STEM to support the MoE to generate and use a working version of the TCSF, as it pertains to the beginning teacher emerging from the new EC degree program
Rationale: This key tool frames all the proposed developments in strengthening the teaching force for Myanmar. Its completion has been delaying commencement of key activities around CPD. The framework should be a living document that is regularly updated; it is counter-productive to strive for the perfect framework.
Supporting Findings: 2.1b: substantial risk that policy not in place time to enable or enhance effective implementation Table 1: CPD activities have not commenced in part because the TCSF has not been finalised 8.4: respondents often viewed the process of drafting both the curriculum and the TCSF as excessively lengthy *The tool has been in development since 2016 *TEs involved expressed frustration at the level of effort invested *CPD activities have not commenced because the TCSF has not been finalised *Other DPs urged that STEM not seek a perfect document and keep sight of the immediate benefits of a well-formed (even if not perfect) expression of what good teaching practice looks like

This recommendation is accepted.

- **The beginning level TCSF is expected to be finalized in early 2020 and subsequent levels of the TCSF will be developed beginning in 2020. The draft beginning level TCSF is already being used to inform the teacher education reform.**

It is expected that the beginning level Teacher Competency Standards Framework (TCSF) will be finalized and approved in 2020, following its validation in 2019. The validation, through expert review and teacher surveys and case studies, ensures the TCSF is fit to context following its development within the TCSF Working Group.

In the interim, the draft version of the beginning level TCSF is already informing teacher education reform, including use in the new Year 1 curriculum for the 4-year specialized degree programme being

introduced at Education Colleges. The TCSF is intended for use by teachers, while the continuing professional development (CPD) framework to be developed with support from the STEM project is for teacher educators. Regardless, development of the CPD framework for teacher educators will commence in Quarter 4 of 2019, while a seminar on a draft CPD framework for in-service teachers was held by UNICEF in August 2019.

UNESCO acknowledges the significant duration of beginning level TCSF development and its costs, but also recognizes the benefits to sustainability of a participatory and consultative process. The lessons learnt from the development of the beginning level TCSF will expedite the development of further levels of TCSF for more experienced teachers, to begin in 2020.

<p>Recommendation 2</p> <p>2a. Urgently discuss with the DDG of DHE the possibility of providing additional units of resource in her office, based in NPT, to assist work planning and prepare for the EC degree program</p> <p>2b. Appoint a STEM/MoE Communications Officer to support EC preparations and roll out of the new degree course – a Myanmar language speaker</p> <p>2c. STEM supports MoE to co-ordinate each EC’s creation and delivery of an action plan covering the next six months of preparation for the new program.</p>
<p>Rationale:</p> <p>2a. Critical period over next six months, getting the ECs geared up for the start of the new program, beginning from a low base (see next Recommendation). Additional resource could support development of short-term action planning for roll-out of EC degree course, and (partially) address capacity constraints in processing high volumes of work</p> <p>2b. It is highly probable that there will be widespread demand for information during the early roll-out of the new degree course. Assessment of communications needs, development of a communications strategy and support to the MoE’s implementation of that strategy will better ensure that all stakeholders receive the information they require for effective preparation and implementation of the EC degree. Shifting the perceived status of primary teachers will require a concerted and wide-reaching communications strategy, which will have to compete with DHE’s many priorities. External support may be used to generate evidence in favour of this and to address limited capacity to implement.</p> <p>2c. Failure to achieve sufficient preparation in ECs risks a weak beginning to the new programme. In addition to reducing the effective preparation of the first cohort(s) of EC degree course students, reputational damage could have longer-term consequences for the effectiveness of the reform. In large measure, the ECs will have to mobilise their internal leadership and innovation resources to create their own programs, with allocation of staff and resources</p> <p>STEM may be able to offer college-by-college support, possibly through ECs coming together in clusters, but ECs should not rely on external workshops.</p>
<p>Supporting Findings:</p> <p>1.1, 1.3: Concern about extent of preparation & readiness for EC degree roll-out</p> <p>10.3: the current modality is constrained by the human resource capacity of the MoE and the time available to work through the full range of activities entailed in the reform</p> <p>*The DHE (Teacher Education) is operating at full capacity and a high volume of additional work is anticipated</p> <p>*STEM’s support to date has been Yangon-based with travel to Nay Pyi Taw</p> <p>1.1, 1.4: Staff in ECs have very little understanding of what guidance or support will be provided in implementation of the new EC degree course</p> <p>13.1, 13.4: The perceived status of primary school teachers is low and is a fundamental barrier to achieving STEM’s intended outcomes. In addition to policy, this requires a shift in attitudes not just among prospective teachers but more broadly in the public domain.</p>

4.3: MoE has made progress with some communications initiatives, but interviews in ECs suggest these have not a sufficiently widespread impact. There is a need for ongoing communications as well as one-off pieces. STEM is now mobilising a communications consultant.

*All 25 ECs will be required to implement the new degree course from December 2019

1.1: ECs have not had essential tools (syllabi, tutor manuals, other resources) to allow them to engage effectively in planning

*Now that the BoS has approved the curriculum, plans are being developed to distribute draft materials to ECs

Recommendations 2a and 2b are accepted, and recommendation 2c is partially accepted.

- **STEM will discuss the possibility of assigning staff to support DHE teacher education and training in Naypyitaw with the Deputy Director General; however, this is the decision of DHE.**
- **An international consultant supported development of a communications strategy and communications products in interim and a national consultant for communications will join the STEM project team in October 2019.**
- **STEM is supporting DHE to discuss implementation of the reform and the necessary steps to take with EC Principals, and STEM worked with DHE to develop an action plan and milestones for implementation of Year 1 of the reform. However, it will take time to build capacity at EC level to take a lead role in implementation and therefore DHE will continue to have a role in coordination of the reform effort.**

UNESCO will discuss the possibility of assigning a staff in Naypyitaw to support the Department of Higher Education (DHE); this will be subject to the agreement of DHE. UNESCO has advocated the need for extra support in DHE Teacher Education and Training following the re-assignment of one of the two DDGs in 2018 with the view that sustainability would be better ensured if the additional resources were appointed by MoE. The STEM team leadership has frequent discussions with the remaining Deputy Director General (DDG) responsible for the pre-service teacher education reform.

A national communications consultant will join the STEM project team in October 2019. In the interim, a number of communications activities have occurred in Quarter 2 of 2019 and were planned for the remainder of 2019 and beyond. This includes development of communication products with key messages about the pre-service teacher education reform and orientations about Year 1 of the reform held by DHE with support of STEM at all Education Colleges. Other communications products, such as advocacy videos for various audiences, will be developed in Quarter 4 of 2019. Specific activities and outputs for improving communications will be included in the next phase of the STEM project, commencing in 2020.

An action plan and milestones covering implementation of Year 1 of the reform was developed between DHE and STEM project. The development of the action plan at DHE-level is due to their key role in coordinating the reform; the action plan called for discussion of preparations at EC level with each EC Principal. It will take time to develop the capacity at EC level to independently make preparations for the reform and their role in preparations will ultimately be the decision of DHE, but it is anticipated that capacity building for ECs in this regard would take place over the next year. Longer-term preparations include STEM support to DHE to develop a draft, costed resource plan for the upgrade of ECs.

Recommendation 3 Strengthen STEM’s senior-level engagement, for example with the appointment of a senior education adviser.
Rationale: More regular engagement at the highest levels (DG, Minister) will improve STEM’s ability to engage with MoE thinking and move key policy issues up the agenda.
Supporting Findings: 14.2: STEM has a strong, highly responsive relationship with MoE; however: 2.1, 4.2: Key issues (TCSF development, CPD framework, EC curriculum) requiring senior engagement/sign-off have moved forward slowly or not at all 10.3: STEM’s engagement with MoE is funnelled through one highly capable but overworked DDG of DHE *STEM’s team is highly capable but at full capacity, and (with the exception of UNESCO’s Head of Office) lacks a senior leader with gravitas at high-level 8.6: STEM spends much less funding on its core team than on external consultants

This recommendation is partially accepted.

- **Senior-level engagement already takes place regularly but will be strengthened with a more strategic engagement plan. Frequent discussions occur between the STEM Senior Project Officer and the DDG leading pre-service teacher education reform, and the UNESCO Head of Office regularly meets with the DG of DHE and the Minister of Education. Further, recognizing the importance of human resources for the success of STEM, staffing will be increased and roles upgraded so that STEM project leadership can dedicate more time to working with DHE officials.**

Senior-level engagement already takes place regularly. Frequent discussions and a strong relationship exists between STEM project leadership and the focal point in DHE. The UNESCO Head of Office meets with the Minister of Education, including time spent during the Minister’s participation in the past two UNESCO General Conferences, the DG of DHE, and other senior MoE officials to discuss high-level policy issues on teacher education that are emerging from the STEM project. The STEM project team regularly holds internal meetings at the technical levels to discuss what input is needed from MoE, prioritizes items for discussion with MoE representatives, and identifies at what level the conversation needs to take place; this ensures the strategic use of MoE representatives’ availability for discussions. The STEM Steering Committee further facilitates discussion and advocacy on key issues affecting the pre-service teacher education reform, with consistent attendance by the Minister of Education and Directors General of DHE and other departments.

Because the STEM project requires intensive technical input and assistance to the pre-service teacher education reform, its success relies upon the human resources employed by the project. An additional two national staff will be recruited in leadership positions to add capacity for technical input to DHE and ECs. STEM strives to be efficient in its staffing and associated costs, but must also ensure that high-caliber staff are recruited to the team and sufficiently compensated; this will be considered in upgrading international positions as well. Strong leadership within the workstreams for each outcome area will also make more time available for the STEM Senior Project Officer to consult with the DHE focal point and other MoE officials.

<p>Recommendation 4 STEM/MoE to recognise the important skill-set of the Core Curriculum Team (CCT) cadre in the new EC program, identifying developmental roles for them within each EC, and reflect the intended outcomes of STEM’s support to the CCT in the Results Matrix</p>
<p>Rationale: Many CCT members have gained knowledge, skills and confidence, which if so directed would make them value resources to support preparation for and implementation of the new EC degree course. In some cases, this may simply mean institutionalising what is already informal good practice in the communication of new skills and knowledge. The leadership of each EC must use this unit of resource. Reviewing the format (number of people and the frequency, duration and nature of input) of CCT members’ involvement in development of Years 2-4 of the EC degree curriculum would have benefits for the efficiency of the process and likely for the quality of outputs. It may not be efficient for CCT members who are also senior college management to remain regularly involved in curriculum development. More intensive involvement (for example full-time) of a smaller number of CCT members might address some of the issues identified.</p>
<p>Supporting Findings: Table 1: CT members have experienced strong gains in capacity development and feel much more confident about their ability to implement the new degree course than their non-CCT colleagues 1.3, 9.4: Onward communication from CCTs to colleagues regarding the content of the new curriculum and plans for its implementation has been varied, and often limited to the CCT members’ subject peers. Lack of authorisation to do so is the most common explanation *Most CCT members expressed support for the idea of their taking on a role in roll-out of the degree course *Some CCT members identified that only when participating in workshops were they able to effectively contribute, whereas work on their remote ‘homework’ was difficult to balance with other commitments and required use of sometimes unreliable online facilities *Some CCT members commented on the increase to their workload as a result of STEM *The calibre of some subject authors was questioned by some CCT members *The localisation of some content was questioned by some CCT members *Some CCT members preferred the full-time model they have observed the CREATE team use; some individuals in DHE like that model, although resourcing is a major constraint *Teacher educators teach as little as two hours per week in some colleges and in some subjects</p>

This recommendation is accepted.

- **STEM in consultation with DHE is looking at strengthening and clarifying the role of CCT members. They will support implementation of the Year 1 curriculum, and continue to be increasingly independent in the development of EC curriculum for Years 2 to 4.**
- **The role of CCT members in achieving STEM outputs and outcomes will be made explicit in the revised STEM Results Matrix.**

The members of the Curriculum Core Team (CCT) are integral to the success of the pre-service teacher education reform, and their roles in the reform will be strengthened and clarified in consultation with DHE. CCT members will continue to take increasing leadership of the development of the EC curriculum in Years 2 to 4 while still being supported by the STEM project. CCT members will also support the implementation of the Year 1 EC curriculum; they will be facilitators in trainings for all teacher educators to take place in the two months prior to the launch of the Year 1 curriculum, and will further have a role in providing peer support and delivering feedback about the Year 1 curriculum to STEM and DHE.

STEM explored the possibility of having full-time CCT members with DHE. With the understanding that there is a lack of teacher educators in ECs, it appeared challenging to achieve this at the moment;

however, DHE has committed to look into the possibility of reducing the workload of teacher educators at ECs so that they can spare more time on curriculum development work.

In line with the revised theory of change, the role of the CCT will be made explicit and measured in the updated STEM Results Matrix.

Recommendation 5 STEM/MoE to ensure implementation of the comprehensive professional development plan for all teacher educators in ECs receives sufficient priority, so that teacher educators' capacity to deliver the new course is not left neglected in favour of the more visible aspects of EC preparation
<p>Rationale</p> <p>Beyond the urgent needs generated by the December 2019 launch of the new program, the substantial cadre (~2000) of TEs need systematic CPD experiences, as they will be treading on 'new ground' for four years at least. Failure to develop their capacity will result in ineffective delivery of the new degree course. As with any other professional group, they should have structured CPD options and opportunities.</p>
<p>Supporting Findings</p> <p>2.2c: The majority of teacher educators have not been supported to deliver the new curriculum either in terms of pedagogical skills or in knowledge or understanding of the new content and approaches</p> <p>14.3: The change in pedagogic practice required will, for some TEs, be very challenging</p> <p>Table 1: STEM has planned activities in professional development for TEs but these have yet to take place</p> <p>*Many of the present cadre have no (or only historic) experience of basic school teaching; they have weak links with partner schools; they have low credibility as practitioners with their own student teachers</p> <p>*The STEM project is well-placed to bring together interested stakeholders, under the broad aegis of the TCSF</p>

This recommendation is accepted.

- **The development of a Continuing Professional Development (CPD) Framework for teacher educators will commence in September 2019. Prior to the launch of the Year 1 EC curriculum in December 2019, all teacher educators will receive trainings to orient them to the new curriculum and practice the pedagogy required to deliver it.**

Recruitment of an expert to develop the CPD Framework for teacher educators in consultation with DHE, ECs, and STEM is in the final stages and development will commence thereafter, in September 2019. STEM will also explore collaboration with the TREE project throughout the national CPD framework development for teacher educators. The CPD Framework will identify the structure for teacher educators' professional development going forward, including the principles, areas for CPD, and modalities.

In the two months prior to the December 2019 launch of the Year 1 EC curriculum, all teacher educators will attend cluster-based trainings. The trainings will provide an in-depth orientation to the new curriculum materials and strengthen the capability of teacher educators to use the pedagogy required for competency-based curriculum.

Ongoing support for teacher educators during Year 1 of the EC reform will be provided, both through arrangements for peer support likely led by CCT members and through the placement of advisors in each EC through the recently-launched TREE project.

Recommendation 6 6a. STEM to ensure the Years 2-4 curriculum development process includes consultation with basic education subject authors and other actors in curriculum before developing first drafts 6b. Further clarify roles and lines of communication between all actors in curriculum development, particularly for curriculum development contractor(s) 6c. Clarify role and required use of CREATE’s Teacher Education materials	
Rationale: 6a. Prior consultation and greater clarity will ensure more effective alignment from the start and reduce inefficiencies involved in re-drafting 6b. While there is value in STEM’s team maintaining the primary relationship with key actors, the curriculum authors must have all relevant information to effectively; a greater degree of autonomy to engage directly with other actors may facilitate this. 6c. As above	
Supporting Findings: 5.4: Meetings between STEM and CREATE did not fully effectively result in integration into the curriculum. 5.5: STEM has not yet effectively responded to the new basic education ‘local curriculum’ 5.6: CSO’s want more meaningful involvement in STEM activities *Basic education curriculum authors feel they have had to push for engagement, and suggest Subject-Wise Committee meetings to take place at the beginning of the process 9.3: The role of the curriculum development contractor vis a vis engagement with other actors was initially unclear to both contractor and external actors and created some inefficiencies. This improved following a concerted effort to clarify roles and responsibilities 9.3: Effective integration of CREATE’s existing Teacher Education curriculum materials has been varied *Curriculum authors received mixed messages on how (if at all) CREATE’s materials should be used *CREATE team are not clear on what further support STEM would like from them for Years 2-4	

This recommendation is accepted, inclusive of 6a, 6b, and 6c.

- **STEM has been communicating closely with basic education authors regarding development of and their involvement in the Year 2 curriculum. The authors are attending CCT meetings for development of the syllabi, which precede development of the student teacher textbooks and teacher educator guides.**
- **STEM has recruited curriculum coordinators for different subjects to ensure sufficient human resources exist within the project team to address coordination of various stakeholders, and especially external stakeholder involvement with CCT. Additionally, meetings to clarify roles among stakeholders are being held earlier during Year 2 curriculum development, during the syllabi drafting stage.**
- **STEM continues to be in close communication with the CREATE team; however, they will have a limited role in Year 2 curriculum development given its focus on lower secondary education. STEM is already working closely with the EYE project and DERPT curriculum development team for alignment of the Year 2 curriculum with the new lower secondary education curriculum, and will continuing working with EYE, CREATE, and DERPT teams for Years 3-4 curriculum development.**

Meetings with basic education authors prior to Year 2 curriculum development began months before the first workshop with the CCT. Because Year 2 focuses on lower secondary education, the EYE project providing technical support to the lower secondary education development team under DERPT has met with STEM several times and both groups are attending the CCT workshops for Year 2. Early involvement

in Year 2 curriculum development – at the syllabi drafting stage – will facilitate the more efficient alignment of Years 2-4 EC curriculum with the basic education curriculum.

To ensure clearer understanding of roles and responsibilities of curriculum contractors at the beginning of Year 2 curriculum development, STEM has requested all authors among the curriculum contractors to attend an orientation and to meet with the CCT at the stage of syllabi development. During the CCT workshop for Year 2 syllabi, the subject authors with the curriculum contractors will discuss methods and modalities for curriculum development with the members of their respective CCT subject group, supported by STEM facilitation.

The CREATE team will have a limited role in Year 2 curriculum development given its focus on lower secondary education curriculum, whereas CREATE is supporting development of the primary education curriculum. STEM is already involving the developers of the new lower secondary education curriculum to ensure alignment with the Year 2 EC curriculum. Additionally, STEM continues to be in touch with the CREATE team to provide updates and prepare for the primary specialization track to be developed for the Years 3-4 EC curriculum.

Recommendation 7
Identify STEM’s intended changes (outcomes), reflect these in results matrix (with an appropriate measurement plan). Develop an operational MEL plan
<p>Rationale:</p> <p>Making explicit the implicit intended outcomes, and the assumptions these rest upon, will enable more effective strategic review of progress towards those outcomes and of which approaches are and are not working.</p> <p>An operational MEL plan, including disaggregated indicators, will ensure timely collection of the data needed to assess progress.</p> <p>Incorporating communication of results and good practices (particularly to regular participants in STEM activities) will enhance coordination, maximise the gains of good practices developed, and improve relationships with STEM participants.</p>
<p>Supporting Findings:</p> <p>11, 12: *STEM’s theory of change document is outdated and not used; the Results Matrix is the closest representation of the understood theory of change</p> <p>*STEM’s Results Matrix focuses heavily on outputs and does not accurately reflect all implicit outcomes or assumptions</p> <p>*STEM’s does not have a detailed results measurement plan (including frequency/timings, definitions of indicators, sources for data collection)</p> <p>*STEM’s M&E does not clearly delineate the impact of STEM’s inputs from those of MoE, and so does not generate information that enables analysis of how effective STEM’s approaches are</p> <p>*STEM does not sufficiently disaggregate data to allow fully effective analysis of progress towards mainstreaming inclusive education</p> <p>*STEM has not comprehensively communicated results and good practices to important stakeholders outside of the Steering Committee, such as CCT members</p>

This recommendation is accepted.

- **STEM is undergoing a full review and revision of its theory of change, and will develop a Results Framework and Monitoring, Evaluation, and Learning (MEL) Plan based on the revised theory of change**

During Quarter 3 of 2019, STEM has worked to revise its theory of change looking ahead to the next phase of the STEM project, to commence in 2020. The revised theory of change more clearly states expected changes with improved linkages between end outcomes, intermediate outcomes, outputs, and modalities. A draft revised Results Framework (previously called a Results Matrix) will be developed in September 2019 and an MEL plan detailing data collection, use, and communication of MEL findings will follow. An external MEL expert has reviewed the revised theory of change and will review the Results Framework and MEL Plan.

Recommendation 8 Define and agree Value for Money indicators
<p>Rationale: Analysis of costs in terms of the results they achieve will allow STEM to make more informed spending decisions and better enable the project's donors to assess the value of their investments. Given the project's emphasis on evidenced-based planning, introducing the MoE to VfM analysis could strengthen their capacity to critique the use of STEM's funds and also their own funds, and therefore would have benefits for the sustainability of MoE's reform efforts.</p>
<p>Supporting Findings: 8: STEM does not report on Value for Money in a sufficiently meaningful way to satisfy the requirements of some of its donors. Currently there is no real connection between costs and results in STEM's reporting *STEM's current financial reporting is constrained by the cost categories available from UNESCO financial management system. Currently STEM costs are broken down either by 'outcome' (i.e. the four work streams) plus categories such as Program Management, M&E and equipment, or by a broader set of general categories. With this system STEM and its donors cannot assess specific cost categories within work stream areas. For example, this means costs spent directly on the CCT are not clearly distinguished from costs spent on the contracted curriculum development supplier.</p>

This recommendation is accepted.

- **Initial work on Value for Money indicators will take place during Phase II, and a full set of Value for Money indicators will be developed and integrated into the next phase of the STEM project, commencing in 2020**

STEM strives to provide excellent value for money for the ultimate benefit of students and teachers in Myanmar, and will develop indicators to ensure value for money analysis. Such indicators will attempt to identify to what extent procured inputs are economical, the efficiency of STEM in converting inputs to outputs, and to what extent the inputs effectively lead to the intended STEM project outcomes. Initial work on indicators will begin during Phase II, with pilot indicator(s) for economy proposed to STEM donors. After agreement on the pilot indicator(s), a full set of indicators for economy, efficiency, cost-effectiveness, and equity will be developed for use in the next phase of STEM and integrated in the project document and project reporting.

<p>Inclusive Education Recommendations: Disability</p> <p>a. STEM to support inclusion of explicit mention of disability inclusion in the TCSF</p> <p>b. Develop Special Education Needs/disability awareness training for EC management</p> <p>c. Provide pathways & learning opportunities for educators wishing to specialise in SEN</p> <p>d. STEM to support greater emphasis on SEN in the curriculum</p>
<p>Rationale:</p> <p>a. The inclusion of this (alongside gender, ethnicity and language) would give it greater currency in curriculum and additional trainings and would bring the TCSF more in line with the NESP and national education law amendment- which explicitly mention disability.</p> <p>b. EC principals and management have different inclusion priorities and responsibilities to TEs, especially with regard to supporting staff with additional needs. Awareness training targeted specifically toward the them would help address discriminatory behavior and provide practical steps toward better inclusion for TEs and STs.</p> <p>c. A student teacher or tutor with an interest in Inclusive/Special education should be encouraged and supported to attend workshops or additional trainings on SEN throughout their pre-service training. While not every ST will have an interest in this, a select few will and they should be made aware of professional development opportunities and relevant talks/trainings. This can create an SEN 'specialist' in any given EC who has expertise in Inclusive Education which can be shared/used as a resource.</p> <p>d. Dedicate a chapter to this within Education Studies rather than a sub section. This would broaden existing topics such as language inclusion and allow for greater contextualisation of SEN terms.</p>
<p>Supporting Findings:</p> <p>3.3: Disability inclusion is not sufficiently mainstreamed in STEM activities. Disability was listed as the least important by CCT members</p> <p>3.1: Disability is not included in the TCSF, despite featuring in the National Education Law and NESP</p> <p>3.3: Highly discriminatory attitudes and practice towards student teachers with impairments were frequently observed in ECs</p> <p>7.2: Within the ECs there is a very low-level of capacity to support STs or students with disabilities</p>

This recommendation is partially accepted; components a., b., and d. are accepted while c. is partially accepted.

- **While the current indicators for the beginning level TCSF already mention supporting students with different abilities, learning difficulties, and special needs, STEM will identify opportunities to strengthen competency standards and indicators that advance disability inclusion**
- **A CPD Framework for EC management will be developed beginning September 2019, and STEM will work with the TREE project to ensure inclusion is mainstreamed, including disability inclusion. This will be the basis for the delivery of professional development on disability inclusion.**
- **STEM will take steps to ensure all student teachers graduating from ECs have the ability to support children with disabilities to achieve in classrooms; however, specialization in SEN should be carefully considered so it does not encourage a segregated education system.**
- **STEM will strengthen both direct teaching and mainstreaming of inclusive education, including SEN, in the Years 2-4 curriculum. This will be supported by an external expert review of inclusive education in the curriculum for all years of the new EC curriculum.**

STEM will identify further opportunities within the TCSF to strengthen standards and indicators that support disability inclusion. The current indicators for the beginning level TCSF already mention supporting students with different abilities, learning difficulties, and special needs; STEM will raise for

discussion with the TCSF Working Group the need to further integrate the expectation that teachers can fully involve and support the achievement of children with disabilities in their classrooms.

STEM notes with concern the evaluation team’s reports of problematic attitudes toward student teachers with disabilities in the ECs visited, and will address this concern throughout the development of a CPD framework for both teacher educators and EC management and administration staff. The terms of reference for CPD framework development call for a strong focus on inclusion and equity, and these will be key principles within the CPD framework, whose development will begin in September 2019. A key partner in addressing awareness, attitudes and practice for disability inclusion is the TREE project, which is expected to develop and deliver training and awareness raising for disability inclusion at EC level.

STEM agrees that learning opportunities should be provided for those wishing to improve their teaching for disability inclusion and will identify opportunities to do this for both teacher educators and student teachers, through CPD and within the curriculum. STEM will also support the TREE project’s plans to conduct action research for disability inclusion with teacher educators. However, creating a specialization for SEN should be carefully considered as this can create a system that actually encourages segregation, in part by fostering attitudes that children with disabilities can only be taught by teachers with SEN certification. If a specialization in SEN – particularly in teaching those with severe learning difficulties – is developed, it may best be achieved through a post-graduate certificate that comes with corresponding career incentives.

The evaluation team correctly identifies that while inclusive education is covered in a Unit of Education Studies and mainstreamed across a number of topics, the Year 1 curriculum only dedicates one lesson to special educational needs. STEM will facilitate discussions with the CCT and with curriculum contractor authors to significantly expand on this beginning level of knowledge for various forms of inclusion, including but not limited to disability inclusion, in the Years 2-4 curriculum. This will be reinforced through an external expert review of curriculum for direct instruction and mainstreaming of inclusive education, to occur for the Year 1 curriculum retrospectively and throughout the development of Years 2-4 curriculum. Further, in partnership with the TREE project, STEM will ensure inclusive education is a focus of student teacher practicum; for example, the lesson observation tool for practicum will have a strengthened section on inclusive practice. The aim of STEM’s work on inclusive education will not only be improving teacher educators’ inclusive education practice, but ultimately student teachers’ capacity to consistently apply inclusive education in their schools and communities.

Inclusive Education Recommendations: Ethno-Linguistic Inclusion

a. Develop practical strategies in the curriculum for teaching students whose mother tongue is not Myanmar language, such as introductions to speech/second language acquisition among children and on speech impediments

b. Strengthen institutional capacity to support language diversity

Rationale:

a. While the current curriculum does help teachers to address a wide range of student needs, it lacks specific and comprehensive advice on supporting students who do not have fluency in Myanmar language. This would allow teachers to better understand how children respond to a second language at different ages and what problems they are likely to have and how teachers can identify them.

Greater awareness of speech impediments would enable teachers to recognize the difference between a speech impediment and the difficulties second language learners face

b. EC management and TEs should maintain records on languages spoken by student teachers or teacher educators and actively use this information to better inform EC management to recognize and utilize the diversity and capabilities of staff.
Supporting Findings: 7.3: EC staff demonstrated low confidence in supporting students who have a low proficiency of Myanmar in the classroom 7.3: The education studies curriculum is not specific about practical instructions for how to support ethnic minorities lacking Myanmar fluency EC case studies: ECs did not maintain records of the mother tongues of students. There are examples of progress in this area, such as the quota implemented in Loikaw to ensure representation from all townships of the state; however, because data on language is not collected, it is not possible to be sure this initiative is resulting in more speakers of other ethnic languages taking places as student teachers

This recommendation is accepted.

- **STEM will strengthen existing content on second language instruction in the Myanmar and Local Curriculum subjects in the Years 2-4 curriculum, and will include information on speech impediments within its curriculum for literacy instruction.**
- **The launch of EMIS use in Education Colleges to take place by end 2020 will support collection of student teacher data disaggregated by language and ethnicity, providing key information to support language diversity. In the interim, an assessment of equity and inclusion in pre-service teacher education will attempt to identify baselines and recommendations to strengthen language diversity.**

Strategies when teaching students whose mother tongue is not Myanmar language is included in Year 1 of the Myanmar language subject, and further information on mother tongue based learning as well as the appreciation of ethnolinguistic diversity is part of the Year 1 Local Curriculum subject. STEM acknowledges the importance of supporting second language learners in Myanmar, and will strengthen the content and provide practical strategies on teaching those not learning in their mother tongue. Supporting student teachers to develop solid literacy instruction will also include information on identifying and supporting students with speech impediments.

The use of EMIS in ECs, to take place by end 2020, will systematize disaggregated data collection, including data on ethnicity and language among student teachers. STEM will support those responsible for EC management to use disaggregated data to strengthen equity outcomes within pre-service teacher education, including equity among those who do not speak Myanmar as their first language. More immediately, STEM is also beginning an assessment of equity and inclusion in pre-service teacher education in September 2019; this assessment will, as much as possible, establish baselines for the different backgrounds and abilities present in the ECs and how institutions support diversity, including linguistic diversity.

Inclusive Education Recommendations: Gender
Expand and coordinate gender mainstreaming
Rationale: The current gender mainstreaming trainings have shown to be effective and to have had a positive impact on participants but are so far limited in scope. Future trainings should be broadened to invite a wider range of participants and/or open to those teachers wishing to gain a greater specialist knowledge in gender.
Supporting Findings: 3.1: Gender ranks among the highest priorities for inclusive education, according to CCT members 7.1: Trainings on gender mainstreaming had a positive response 3.2: Key stakeholders in the curriculum process expressed concerns that trainings on gender were not fully harmonised with other parts, having been designed and developed by a separate agency

This recommendation is accepted.

- **STEM will develop and deliver a module on gender mainstreaming for all ECs. Ensuring gender sensitivity in the new EC curriculum will continue.**

As noted in the evaluation report, STEM has made significant progress on gender sensitivity in pre-service teacher education. This includes training for CCT members on gender mainstreaming and a gender review of the Year 1 curriculum, and ongoing support to ensure gender sensitivity in the Years 2-4 curriculum. A gender sensitivity training manual was also developed, and will be the basis of a gender sensitivity training module to be developed as part of CPD for teacher educators. The focus on inclusion and equity in development of the CPD framework for both teacher educators and EC management will include gender sensitivity; for example, STEM will advise that areas for CPD noted in the framework for EC management must include gender sensitive budgeting and human resource management.

Inclusive Education Recommendations: Communications
Create a coordinated communication strategy between CCT and ECs to influence transfer of knowledge and attitudes
Rationale: Formalize the transfer of inclusion-specific updates and workshops from CCT members to the ECs/management team. While some ECs had a more defined approach to communicating, others did not.
Supporting Findings: 7.5: The extent of knowledge sharing on inclusive education topics between CCT attendees and ECs is unclear, as the process for communicating varied from EC to EC

This recommendation is accepted.

- **As part of an overall strategy to clarify and strengthen the role of CCT members and their key role in the EC reform, STEM will work with DHE to ensure strengthened knowledge and attitudes for inclusion among the CCT is more likely to be transferred to others in their ECs**

As noted in Recommendation 4, STEM will work with DHE to strengthen and clarify the role of CCT members, including recognizing their key role in the reform. This will include better identifying how CCT can communicate and transfer knowledge, attitudes, and skills related to inclusive education as well as the overall reform. Further, the development of the CPD framework for teacher educators will initiate the development and delivery of CPD for inclusive education among all teacher educators.