



Education for All - Chin State, Myanmar

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Education for All

Project Overview:

Children in Chin State live in a neglected and impoverished region of Myanmar and face a myriad of challenges in their attempts to seek a basic education. The area is remote, the landscape rugged and the population scattered. These factors, alongside recurrent natural disasters and a chronic lack of investment have led to the highest rate of household poverty in Myanmar (73%), poor infrastructure, food insecurity and poorly functioning health and education systems.

The education system in Myanmar currently excludes rural, poor, ethnic minority children at birth due to location, language barriers, poverty, curriculum content and access to high quality teaching adapted to the local context and understanding. Lack of investment has fed into a cycle of poverty with many families unable to break out of a subsistence lifestyle due to vulnerabilities to seasonal trends, natural disasters and decreasing agricultural yields. The lack of local, skilled and educated leaders from the rural areas further exacerbates inequalities in the regional distribution of wealth and impacts opportunities for future generations, with many young adults having out-migrated from the region, leaving communities 'left-behind', vulnerable, and at greater risk of exploitation.

In rural areas of Chin State, only 8% of students undertaking year 10 exams passed in 2017. Specifically, in March 2017, only 8 out of 502 children (under 2%) passed the year 10 exams in Lailenpi town in western Chin State where Health and Hope Myanmar's (HHM) work is based. This dismal pass rate has contributed to weaknesses in local drivers for change, as only students who matriculate from year 10 are able to secure formal employment or go onto further education.

Furthermore, in 2019, the government of Myanmar are introducing a new question format to the Year 10 exam to 'encourage critical thinking'. Students have only been taught by rote in government schools, and teachers have been given little to no training to support students make the transition to the new format. As an example of the challenges facing students, the following are extracts from the 2019 Sample English Matriculation examination paper set by the Ministry of Education:

III. (A) Choose the appropriate word to complete each sentence. (5 marks)

- (1) Mg Mg will not be an outstanding student as he is completely ----- of ambition.
A. devoid B. empty C. lack
- (2) I don't know the exact meaning of the word. Can you give me a more ----- definition of the word?
A. basic B. careful C. precise
- (3) You could be ----- at how much our town has changed within two years.
A. surprise B. surprised C. surprises

(B) Write the appropriate words or groups of words to complete the lines of verse. (5 marks)

- (6) A railroad bridge
Where ----- slowly crawl;
- (7) I ----- into the air,
It fell to earth, I knew not where;
- (8) The shaft of beauty, -----;
He plants a home to heaven a-nigh
- (9) Whose ----- yield him shade,
In winter, fire.
- (10) A poor life this if, full of care,
We have no time to -----.

IV. Give complete answers to these questions. (10 marks)

- (1) How did Helen Keller become famous worldwide?
- (2) Why is there no air on the moon?
- (3) Why couldn't the advertiser fool the public with misleading advertisements for long?
- (4) Where are perishable foods kept in self-service stores?
- (5) What do these lines mean?
Till evening shut her deep blue tent
Over my private zoo.

Parents of students from the rural areas of Myanmar are often illiterate and lack comprehension, reading and writing skills in their mother tongue, let alone Burmese or English. Government teachers, while fluent in Burmese, often have a poor grasp of the English language and many mistakes are made in teaching the subject to students. Students in rural areas have no opportunity to practice English outside of the classroom nor do they have access to English medium. As a result, they are unable to make any progress in their basic understanding, let alone master subjects to the level required to tackle questions on the subtle variations of English words or answer complex open ended questions on subjects which are not taught in the curriculum. Similar challenges are found in other areas of the curriculum. Without intervention, they face a fraught future and are set up to fail.

The **Education for All project** will enable Health and Hope Myanmar (HHM) to launch a long sought-after education initiative aimed at tackling the year 10 pass rate among both current students and 'repeaters', those who have attempted to take the exam for many years and failed. The project will provide study support, complementary to the government teaching, to 300 students, with the aim of radically changing their life opportunities through at least a ten-fold increase in the Year 10 matriculation rate over the next 12 months.

Achievements to date:

Since 2009, Health and Hope's **Freedom to Education Project** (FEP) has supported 85 students from rural Chin State to undertake college and university education. The project identified young men and women who matriculated at Year 10 and who had a vision for the long term benefit of their people. These students were offered the opportunity to pursue further studies, taking Year 11-12 in colleges in India before going on to study an undergraduate degree. Health and Hope supported the students with accommodation, study guidance and ongoing pastoral care, in addition to financing tuition fees or linking students directly to partners who would provide financial support to their studies.

Successful graduates from this project have returned to Myanmar over the last few years, some taking up work as civil servants and in the private sector, however the majority of graduates over the last two years have returned to work with Health and Hope Myanmar. These include three doctors, three nurses, two teachers, two business management and three science graduates.

The success of these returning students from local villages, their fluent English enabling them to interact with international visitors, educational attainment, leadership qualities and commitment to serve their home communities has resulted in a wave of hope from families in the region, and has inspired younger students to become more dedicated in their studies.

Dipar, one of the returning FEP graduates, features in a short video describing the impact of the project along with her desire to use her experience to benefit others. This video can be viewed on our website at the following URL: www.healthandhope.org/education. Dipar is currently working as a Field Coordinator for Health and Hope's Sustainable Agriculture project funded by the Danish government (DANIDA), however will also be a part-time tutor, providing out-of-hours tuition for students supported by the Education for All project.

Similarly, Peter, an outstanding graduate of the FEP, has returned to take on the leadership of the Education for All project.



Name:	Peter
Age:	24
Degree:	Social work
Location:	India

My name is Peter. I have one younger brother and one elder sister. Unlike my peers, I was fortunate to be able to take my primary and middle education in my home town, as my father had a job as a teacher working in a high school in Matupi.

I was in a privileged position and able to attend high school in Kyauktu where I passed my matriculation examination with distinction in all four subjects: Biology, Chemistry, Physics and English. My dream was to continue to study, but my parents were unable to support further education as we did not have enough money.

I was desperate to study, so desperate to study and God answered the prayers of my family through the Freedom to Education Programme (FEP) of Health and Hope Society. I spent four months in Lailenpi where Dr. Sasa was training Community Health Workers. These young and determined students represented their villages, wanting to see the health condition of their communities across Chin State improved.

This was a very inspiring time for me. I learnt many basic life skills and through this time my confidence and personality grew stronger. The greatest thing I learnt were values, of how to love my people and serve my community, which I will keep with me for the whole of my life.

In Chin State there are many children, including many of my friends, who have big dreams and a vision to achieve many things, but who don't have the privilege to study due to poverty and the lack of schools and opportunities. I share their pain and frustration.

If it were not for the Freedom to Education Programme, I would have been in the same situation. It is my ambition to bring equality to Burma and to be the voice for the voiceless; that everyone either rich or poor and regardless of tribe, geographical area and religion enjoy the same rights and privileges, particularly in education.

In 2013, I came to India and studied in classes 11 and 12 at Sankerdev College. I passed my class 12 examinations in first division with a Distinction in Psychology. I went onto study Social Work at Martin Luther Christian University, and have now returned to Chin State with the offer of a job with Health and Hope to help lead the Education for All project.

I believe that through this work I will be able to help the people of Chin State and the least fortunate people of Burma, come out of the situation in which injustice, inequality, violations of human rights and exploitation of the poor are taking place. Moreover, Chin State, sadly, remains one of the least developed states among other states in Myanmar. The majority of Chin people are working as subsistence farmers which is one of the biggest obstacles, as many of the youths cannot study higher education at good colleges and universities.

I give thanks for the chance to be able to study, and I deeply desire to help others have the same opportunity as I have had. I know that today is the right time to make an effort for my people. Now I am working hard and will give my best to comfort the pain and the sorrows of my people.

Project Summary 2018-2019:

Leading on from the success of the FEP, the new Education for All project focuses on a long term aim of 'every child in school learning well'.

The first year of the project will provide an injection of support to 300 year 10 students from in and around Lailenpi town, in western Chin State, studying for their exams in March 2019. The project will be led by the returning FEP graduates providing them with leadership roles in the local community and new skills in teaching and project management, while also increasing their confidence and future capacity. The tutors will support the local teachers and children to address the challenges of the new curriculum introduced in 2018 and identify ways to best respond to the challenges.

The project aims to see at least a tenfold increase in the matriculation rate, increasing the future livelihood and economic prospects for the children and their families.

The project will provide:

- A range of well-equipped tutors that speak the local language and are able to contextualise the curriculum to the local students. Tutors will provide study support in-school and a comprehensive teaching programme out-of-school which complements the Ministry of Education curriculum.
- Translation of the Grade 10 curriculum into the local language
- A safe place to study after school
- Supplementary food to undernourished and malnourished children
- An accessible library of educational materials to support studies
- An education campaign to encourage families to support their children to complete high school

The project budget provides for two full-time teachers and ten part-time tutors covering the breadth of the curriculum.

An educational consultant from the UK will provide pro-bono in-situ support in early 2019 in order to review teaching standards, methodology and to provide support for development of the project beyond the first year. They will also look at the inclusion strategy to ensure gender balance and opportunities to improve access to education for children with disabilities.

The project team have already developed strong links with the government appointed school principal who has recently invited the Education for All project staff to use the recently completed school building. The new brick built classrooms provide the ideal opportunity for the team to interact with government appointed teachers and influence the rote teaching methodology prevalent in the region. Through the project, HHM staff aim to demonstrate the effectiveness of teaching methods which promote critical thinking through class discussion, reflective learning and promoting questions from students throughout the delivery of the lessons to model and influence educational provision at the school.

The photograph below shows the first lesson from HHM staff. The project budget will enable these lessons to continue, while also providing key teaching resources, text books for the students and expanding the work to 300 students in December 2018.



The project has the following *development objective*:

- **Young people from remote rural communities in western Myanmar experience improved educational prospects, long-term socio-economic wellbeing and are proactively contributing towards the development of their local community.**

The *development objective* will be achieved through the following *intermediate objectives*:

- Improved access to high quality tuition, educational resources, adequate nutrition and a safe and well-equipped learning environment
- Improved community awareness of the importance of education
- Built capacity of newly qualified local graduates in teaching and management
- Built capacity and expertise of in-country partner in education and operational delivery



Grant Request:

The cost per student for the Education for All project is £137. The budget below shows a breakdown of costs to deliver the project for the next twelve months, supporting:

- 300 students towards their exams in March '19. 100 from Lailenpi and 200 from surrounding villages.
- Review, learning and impact assessment of the pilot project in April 2019.
- Re-launching the project for the first three months of the 2019 academic year.

Funding has already been secured for the full time teacher salaries which has enabled two teaching staff to start work in a limited capacity from the 1st September 2018. .

Description	Total Cost	Cost / student
Teaching Staff		
Two full time teacher salaries	£ 4,800	£ 16
Ten part-time tutor salaries	£ 3,600	£ 12
Teaching equipment & Classroom		
Teaching aids and materials for creating educational resources	£ 1,456	£ 5
One laptop and printer	£ 971	£ 3
Educational textbooks for Health & Hope library	£ 4,144	£ 14
Study kits and exercise books for 300 students	£ 6,114	£ 20
Classroom maintenance & electricity	£ 1,105	£ 4
Nutrition		
Nutritious meal for each student each day for six months	£ 12,800	£ 43
Operational costs		
Water, teacher accommodation, transport, communications, staff management, finance, leadership and networking	£ 4,154	£ 14
Intervention monitoring		
Impact assessment and review	£ 1,829	£ 6
Capacity building, training, fundraising & reporting		
3.5% of project costs	£ 1,434	£ 0
Project Total	£ 42,407	£ 137

We are incredibly grateful for you taking the time to consider this application.