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**Ministry of Education**



**Year 1 Semester 2**

**EDU1209**

**Curriculum and Pedagogy Studies:  
Local Curriculum**

**Student Teacher Textbook**



## PREFACE

The Myanmar Ministry of Education developed the four-year Education College Curriculum, in line with the pre-service teacher education reform as specified in the ‘National Education Strategic Plan’ (NESP) 2016-2021.

The Myanmar Education College Curriculum consists of several components: the curriculum framework, syllabi, Student Teacher Textbooks, and Teacher Educator Guides. This curriculum for the four-year Education College was designed and structured to align with the Basic Education Curriculum and to equip student teachers with the competencies needed to teach effectively in Myanmar’s primary and middle school classrooms. It is based on a Teacher Competency Standards Framework (TCSF) which articulates the expectations for what a teacher should know and be able to do in the classroom.

The curriculum follows a spiral curriculum approach which means that throughout the four years, student teachers return to familiar concepts, each time deepening their knowledge and understanding. To achieve this, the four-year Education College programme is divided into two cycles. The first cycle (Years 1 and 2) is repeated at a deeper level in the second cycle (Years 3 and 4) to enable student teachers to return to ideas, experiment with them, and share with their peers a wider range of practices in the classroom, with the option to follow up on specific aspects of their teaching at a deeper level.

The curriculum structure provides an integrated approach where teaching of subject knowledge and understanding educational theories are learnt through a supportive learning process of relevant preparation and practical application and experience. The focus is, therefore, not just on subject content, but also on the skills and attitudes needed to effectively apply their knowledge, skills, and attitudes in teaching and learning situations, with specific age groups. As the focus is on all components of a ‘competency’ – knowledge, skills, attitudes and their effective application – it is referred to as a competency-based curriculum.

Accordingly, a competency-based curriculum is learner-centred and adaptive to the changing needs of students, teachers and society. Where new concepts are learnt, they are then applied and reflected on:

1. Learn (plan what and how to teach);
2. Apply (practise teaching and learning behaviours); and
3. Reflect (evaluate teaching practice).

Beyond the Education College coursework, it is intended that student teacher graduates will be able to take and apply this cycle of ‘learn, apply, and reflect’ to their own teaching to effectively facilitate the learning and development of Myanmar’s next generation.

The Myanmar Education College Curriculum was developed by a curriculum core team which is a Ministry of Education-appointed team of Myanmar Education College teacher educators supported by the Ministry of Education, resource persons from the Universities of Education, University for the Development of National Races of the Union and a team of national and international experts. Overall guidance of the work was provided by the Department of Higher Education, Ministry of Education.

The curriculum development was also supported by the Strengthening Pre-Service Teacher Education in Myanmar project, with technical assistance from the United Nations Educational, Scientific and Cultural Organization (UNESCO) and financial contributions from Australia, Finland and UK Governments. Substantial input to the drafting process was also provided by Japan International Cooperation Agency and the primary education curriculum development team through the Project for Curriculum Reform at Primary Level of Basic Education (CREATE) team.



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# HOW TO USE THIS TEXTBOOK

## **Who will use this Local Curriculum Student Teacher Textbook?**

This textbook has been designed to guide you, as a student teacher, through Year 1 of the Local Curriculum subject. In this textbook, you will find foundational information about Local Curriculum. The textbook also includes learning activities and additional resources to help you develop the knowledge, skills and attitudes you need to be an effective teacher in Myanmar. You will use the textbook as a key resource in class; you can also use the textbook for independent self-study.

While the content in the textbook is addressed to you, as a student teacher, it is also a resource for your teacher educators, who will serve as your facilitators and mentors as you develop key competencies in Local Curriculum. Throughout this subject, you and your teacher educator will work together, using this textbook as a tool for learning.

## **When and where does Local Curriculum take place?**

The learning area of Local Curriculum has been allotted twenty-four periods of teaching for each year of your four-year Education College programme. Classes will be held on your Education College campus.

## **What is included in the Year 1 Local Curriculum Textbook?**

The textbook organisation and content align with the syllabus of the four-year Education College curriculum on Local Curriculum.

This textbook contains the following topics for Year 1 Local Curriculum:

- Introduction to Local Curriculum
- Ethnic Language and Culture
- Agriculture
- Career Skills
- Home Management Skills
- Assessment

For each unit, you will be working through learning activities, both individually and with your peers as well as teacher educator, to deepen your knowledge, skills, and attitudes on the topic. The Content Map below, highlights the expected learning outcomes and time allocations for each unit in this Student Teacher Textbook.

## Content Map

**Table A. Year 1, Semester 2, Local Curriculum Content Map**

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
4. Greenness Garden School	4.1. Planning and Designing a School Garden	4.1.1. School garden project planning	<ul style="list-style-type: none"> <li>Explain how to create a green and beautiful school campus</li> <li>Create a green school campus that can support the local community towards sustainable development</li> </ul>	A 5.1 B 1.1	1
		4.1.2. School garden as a business	<ul style="list-style-type: none"> <li>Explore local products that can be used for business initiatives for sustainable development and lifestyles of the local community.</li> </ul>	A 4.1 B 1.1	1
5. Career Skills	5.1. Learning Career Skills	5.1.1. Different career opportunities	<ul style="list-style-type: none"> <li>Explain some of the issues faced by children in Myanmar with regards employment and the effect that may have on their education.</li> </ul>	A 4.1 B 1.1	1
		5.1.2. Different career opportunities	<ul style="list-style-type: none"> <li>Explain topics of career skills to be taught for relevant region/state for primary school students such as handicrafts, production of commercial goods, and small medium enterprise</li> </ul>	A 5.1 B 1.1	1
	5.2. Teaching Career Skills	5.2.1. Employability and life skills	<ul style="list-style-type: none"> <li>Demonstrate basic career skills to be taught in primary school</li> </ul>	A 5.1 B 1.1	1
		5.2.2. Employability and life skills	<ul style="list-style-type: none"> <li>Discuss difficulties primary school students may have in learning career skills and how the teacher can help them</li> </ul>	A 5.1 B 1.1	1

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
6. Home management skills	6.1. Cooking and Nutrition	6.1.1. Teaching cooking skills (part 1)	<ul style="list-style-type: none"> <li>Explain topics of cooking skills to be taught for relevant region/state for primary school students</li> <li>Demonstrate basic cooking skills to be taught in primary school</li> </ul>	A 5.1 B 1.1	1
		6.1.2. Teaching cooking skills (part 2)	<ul style="list-style-type: none"> <li>Explain the importance of nutrition and the need for a healthy balanced diet</li> <li>Discuss difficulties primary students may have in learning cooking skills and how to support them</li> </ul>	A 5.1 B 5.1	1
	6.2. Sewing and Knitting	6.2.1. Teaching sewing and knitting skills	<ul style="list-style-type: none"> <li>Explain topics of sewing and knitting skills to be taught for relevant region/state for primary school students</li> <li>Demonstrate sewing and knitting skills to be taught in primary school</li> <li>Discuss difficulties primary school students may have learning sewing and knitting skills and how to support them</li> </ul>	A 5.1 B 5.1	1
	6.3. Event Decoration	6.3.1. An introduction to events and festivals decoration	<ul style="list-style-type: none"> <li>Explain topics of event decoration skills to be taught for relevant region/state for primary school students</li> <li>Demonstrate event decoration skills to be taught in primary school</li> <li>Discuss difficulties primary school children may have learning event decoration and how to support them</li> </ul>	A 5.1 B 1.1	1
	6.4. Time Management	6.4.1. Introducing time management to students	<ul style="list-style-type: none"> <li>Explain topics of time management skills to be taught for relevant region/state for primary school students</li> <li>Demonstrate time management skills to be taught in primary school</li> <li>Discuss difficulties primary school children may have learning time management skills and how to support them</li> </ul>	A 5.1 B 1.1	1

Units	Sub-units	Lessons	Learning Outcomes	TCSF	Periods
7. Assessment	7.1. Assessment of Local Curriculum	7.1.1. Assessment methods used in Local Curriculum	<ul style="list-style-type: none"> <li>Explain assessment approaches to be used in Local Curriculum at primary school level</li> </ul>	A 5.1 B 1.1 B 2.1	1
Total Number of Periods					12

The overall objective of Local Curriculum is for you to be familiar with the concept of Local Curriculum in the Basic Education Curriculum and how this curriculum is developed by and responds to local needs. You will acquire knowledge and skills in the range of topics identified for Local Curriculum, in particular agriculture. At the end of the course, you will have developed a deep understanding of the purpose and importance of Local Curriculum for the relevance of education in Myanmar local contexts and its contribution to inter-cultural respect and peace building.

The content of this textbook is based on the Myanmar Teacher Competency Standards Framework (TCSF), which articulates the expectations for what you should know and be able to do in the classroom. The teacher competencies in focus for the Local Curriculum module include:

## Teacher competencies in focus

**Table B. Teacher Competencies in Focus for Local Curriculum**

Competency standard	Minimum requirement	Indicators
A4: Know the curriculum	A4.1 Demonstrate understanding of the structure, content and expected learning outcomes of the basic education curriculum	A4.1.2 Prepare lesson plans reflecting the requirements of the curriculum and include relevant teaching and learning activities and materials A4.1.3 Describe the assessment principles underpinning the primary curriculum
A5: Know the subject content	A5.1 Demonstrate understanding of the subject matter to teach the subject/s for the specified grade level/s	A5.1.1 Describe the key concepts, skills, techniques and applications for the subjects covered in the grade levels taught
	A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context	A5.2.1 Describe ways to contextualise learning activities for the age, language, ability and culture of students to develop understanding of subject related principles, ideas and concepts A5.2.2 Explain how lessons are contextualised to include localised information and examples related to the subject content, concepts and themes
B1: Teach curriculum content using various teaching strategies	B1.1 Demonstrate capacity to teach subject-related concepts and content clearly and engagingly	B1.1.1 Clearly explains the curriculum content and intended learning outcomes
B2: Assess, monitor and report on students' learning	B2.1 Demonstrate capacity to monitor and assess student learning	B2.1.2 Use assessment information to plan lessons

Source: Myanmar Teacher Competency Standards Framework (TCSF), Beginning Teachers, Draft Version 3.2. (May 2019) (pp 30 – 36)



## How do I use this textbook?

You can use this textbook both for your own self-study and as an in-class resource for learning activities facilitated by your teacher educator. Each unit in the textbook includes:



**Expected learning outcomes:** These are listed at the beginning of each unit and at the beginning of each lesson. The expected learning outcomes indicate what you should know and be able to do by the end of the lesson or unit.

**Learning content:** The learning content for each unit is broken down into units and lessons that cover subject content knowledge that is **important** for teachers to know.



**Learning activities:** The learning activities included in the textbook are individual activities that you can do to help reinforce and deepen your knowledge and understanding of a topic. Your teacher educator will also facilitate learning activities during class. These may be individual, partner, small group, or whole class activities designed to help you achieve the learning outcomes for each lesson.



**Review questions:** You can use the review questions to test your own understanding of the unit content, or to help you study for an exam.



**Unit summary:** At the end of the unit, there is a brief summary of the main points of the unit to help you review and remember the most important information.



**Unit reflection:** Taking the time to deliberately think about, or reflect, on what you have learned will help you remember and apply that learning, and make connections with other subject areas and real-life. Each unit ends with some suggestions on how you can reflect and follow-up on what you have learned in the unit.



**Further reading:** Each unit lists suggestions of additional resources on the topic. You can look these up in the library, on the internet, or in your Education Degree College's e-library to learn more about the topic.

At the end of this textbook, you will find a **Glossary** with the definitions of words found throughout the textbook that might be new to you. These words are listed in alphabetical order. You will also find a list of all the **Bibliography**, which are the original sources of information used throughout the textbook.

Remember, your teacher educator is there to help facilitate your learning in this module. If there is material you do not understand in the textbook, be sure to ask your teacher educator, or your classmates, for help. As a student teacher, you are part of a community of collaborative learning within your Education College as you work – together with your peers and guided by your teacher educators – to earn your teaching qualification.

# Unit 4

## Greenness Garden School

This first unit in Semester 2 introduces you to the concept of a ‘green school’ campus and encourages you to explore the different plants that can be grown in a school campus and the different benefits they will bring to the environment. School gardening projects have been successfully established at schools all over the world and are a fun and inclusive way of introducing young students to the processes involved in growing and caring for plants. Decorating your future school with local products such as ornamental plants supports the local community, helps develop cohesions between the school and the local community, and encourages you to be more aware of local customs, traditions and locally sourced produce.

### Expected learning outcomes



**By the end of this unit, you will be able to:**

- Explain how to create a green and beautiful school campus;
- Create a green school campus that can support the local community towards sustainable development; and
- Explore local products that can be used for business initiatives for sustainable development and lifestyles of the local community.

# 4.1. Planning and Designing a School Garden

This sub-unit will introduce you to the benefits of creating a green and beautiful school campus, and covers the process involved in planning and preparing the garden. This unit will consider the different types of plants and their uses.

## 4.1.1. School garden project planning

### Expected learning outcomes

**By the end of the lesson, you will be able to:**

- Explain how to create a green and beautiful school campus; and
- Create a green school campus that can support the local community towards sustainable development.



## **Developing a school garden**

Developing a school garden is an excellent way of improving upon and using the agricultural skills that you attained during Local Curriculum Semester 1. The skills you develop during your Education College programme can be taken with you and transferred to the schools that you will teach. These skills can support you in developing real life school gardens and improving the school campus where you will be teaching in the future.

Developing a school garden at your future school will foster the knowledge and understanding of your student's responsibilities towards the environment. Knowledge about plants, a love for plants, and a concern for the plants should be imparted to the younger generations together with other educational activities. A good relationship and interaction with plants will have benefits that reach far beyond the school campus and can pave the way for a better local environment.

Through the development of a school garden, students will have the opportunity to become more mindful of their environment. They can recognise that a planned and properly landscaped school campus is a much more pleasant place to be stayed in. Moreover, a school campus with plenty of trees and greenery can help create a barrier against noise disturbance, reduce wind and dust, and provide much needed shade.

## **Landscaping a school campus**

Regardless of whether a school campus is spacious or not; the systematic introduction of plants will improve the environment; providing both protection and beauty. However, before one can begin to grow plants on a site, several considerations must be made. A site survey must be carried out as the topographic setting of the school campus and the architectural design has a high degree of influence over the types of plants you will be able to grow. For examples, large trees should not be grown in front of the school campus because the trees can hide the view of the school buildings. Other examples include the fact that plants that require a lot of sunshine should not be grown in a shady environment.

If the school campus has no open space for plants to be grown directly in the soil, it can simply be decorated with potted ornamental plants instead. Flowering plants and lawns should be prioritised when considering **landscaping**. When there is more open space, considerations can be made to include vegetable plots. Edible perennials should be planted along a fence. Plants that can be used in landscaping at a school campus are presented below:

- Windbreak trees
- Shade trees
- Background trees
- Framing trees
- Pillar plants
- Foundation plants
- Hedge plants
- Border plants
- Lawn;
- Vegetable plot
- Other food-producing plants

### **Windbreak trees**

Windbreak trees are perennials in that they retain leaves all year round. They are also known as evergreen perennials although they may flower once per year. Deciduous perennials lose their leaves seasonally, but do not die, as their leaves grow back the following year. Evergreen perennials are the preferred trees for windbreaks as they can be effective all year. When planted in rows, perennial trees can be used to block and redirect wind. Windbreaks can also protect lawns and gardens from moisture evaporation and soil erosion. This will also help to keep down severe heat and cold. Perennial hedges can also be used in the place of trees.

When planting windbreak trees in the school campus one should ensure that they are properly spaced (approximately 6 to 20 feet apart), depending on the species requirements, to ensure that they have sufficient space to grow and access enough soil. Trees that are planted too close together will not prosper, but trees that are planted too far apart will not fully block the

wind. Dense evergreen trees are most suitable for windbreaks. Suitable windbreaks include star flower trees, Ashoka trees, cassia trees and the Padauk trees.



**Figure 4.1. Windbreak trees**

### **Shade trees**

Shade trees are also perennials. They provide a cooling effect by blocking sunlight and increasing air moisture. Tree species with rough, dense foliage and light-coloured leaves provide the greatest cooling effects to their surroundings.

Shade trees should be planted in locations where students congregate outside, for example around the refreshment stand and nearby to the playground. However, shade trees can also provide much needed shade to the school building itself.

Plant the shade trees with a proper spacing depending on the tree species in a similar way to the windbreak trees. Dense evergreen trees such as Tamarind, Rain tree, Padauk, False Asoka tree (Indian fir-mast tree), and Indian almond tree are suitable for shade trees.



**Figure 4.2. Shade trees**

### **Background trees**

Background trees can be planted to provide a scene of beauty around the campus; they are also useful to hide ugly buildings or busy roads. A row of large flowering trees with different blooming seasons may be planted in the rear of school buildings. Trees such as the Padauk, jacaranda, or ornamental palms are most suitable for this.

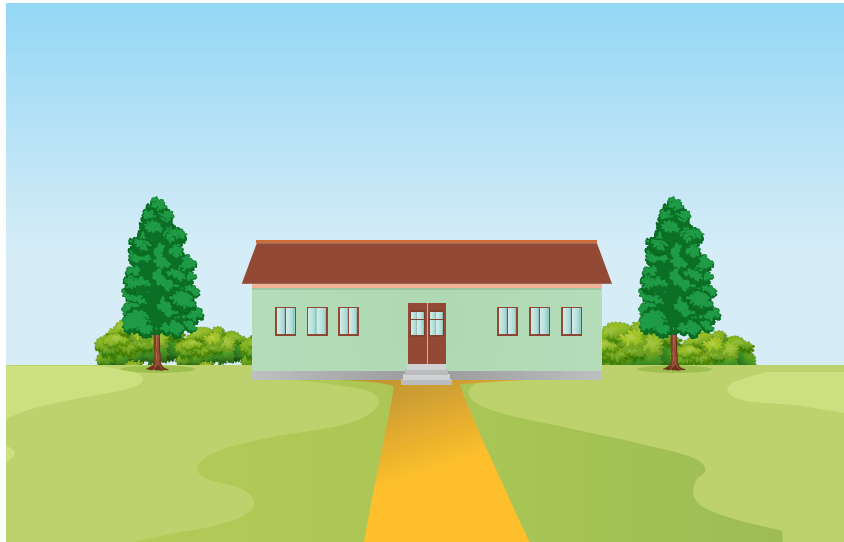


**Figure 4.3. Background trees**



## Framing trees

Framing trees are planted on either side of a building to frame the building to provide an aesthetically pleasing environment. Planting taller trees on either side of the building frames the view and allows the school buildings to pleasantly flow into the view. Suitable trees for this include star flower and Ashoka trees.



**Figure 4.4. Framing trees**

## Pillar plants

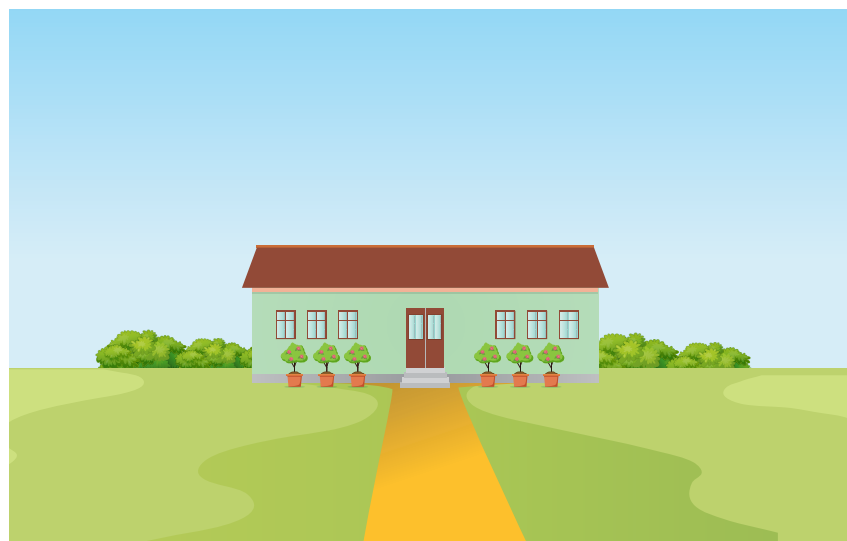
Ornamental plants such as sandalwood plants, Ashoka tree, beefwood, Eugenia, cypress plants can be grown in front of the school building, adjacent to the pillars. When planting pillar plants, make sure that plants that grow to a similar height are used, though the plant height can be determined through regular pruning. Potted plants can also be used as excellent pillar plants.



**Figure 4.5. Pillar plants**

### **Foundation plants**

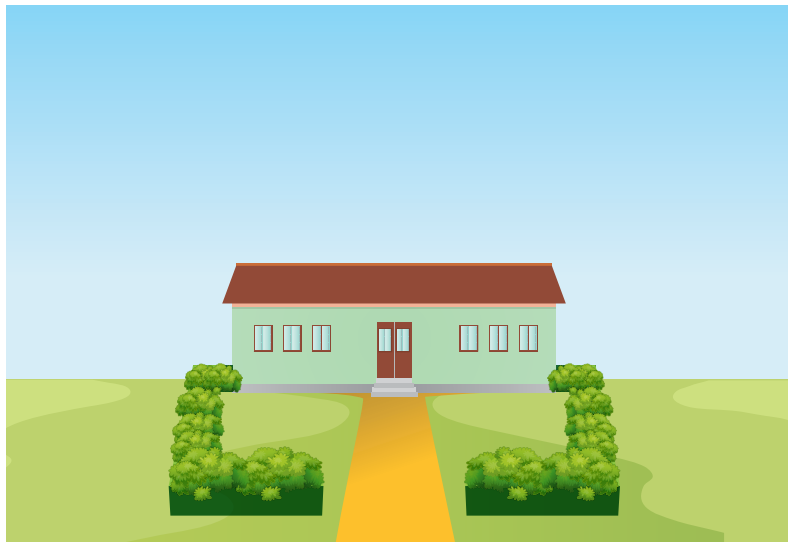
Foundation plants help to frame a building; they are stiff evergreen shrubs and seasonal flowering plants which are not more one metre tall. They can be planted on each side of the main entrance of school campus to provide ornamental value. The space between plants can be adjusted based on plant species and purpose. Good examples of foundation plants that can be grown include Ixora, forget-me-not, crotons, cypress plants and bougainvillea. Potted plants can also be used as excellent foundation plants.



**Figure 4.6. Foundation plants**

## Hedge plants

By growing a number of plants together in close proximity a live hedge can be formed that can be used in place of a fence as a 'green-wall'. The characteristics of a good hedge are that it should be sufficiently thick and dense to form a suitable barrier. A hedge should have foliage from the bottom to the top. Generally, shrubs are used for making hedges and common plants that are used in hedges in Myanmar include Ixora, forget-me-not, tamarind and bamboo, though the most suitable plants for hedging are very much dependent on the location of the school campus. Hedges can be both protective and ornamental, and hedges should be regularly trimmed to ensure that they are seen as one unit, rather than a collection of individual plants. Depending on the location of the hedge and its purpose, the hedge should be kept at the correct height, a good 'green-wall' would generally be around two metre high.

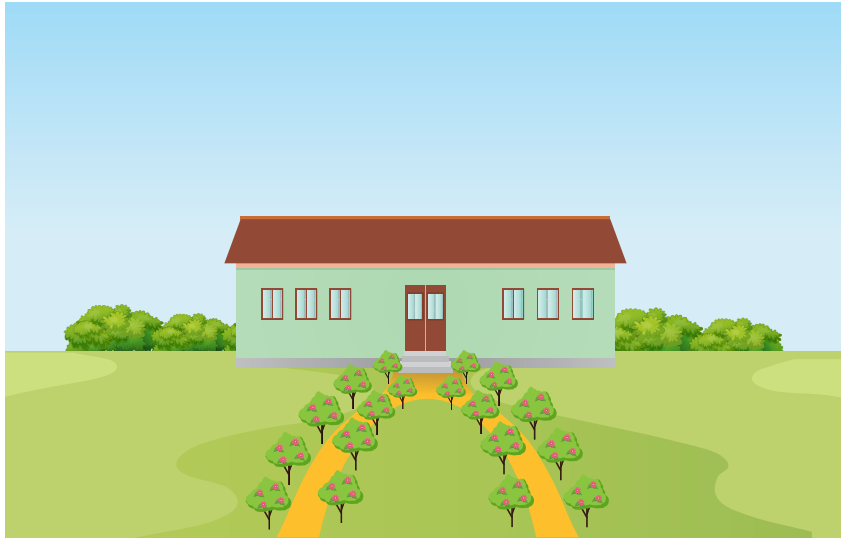


**Figure 4.7. Hedge plants**

## Border plants

Border plants are useful for bringing order and structure to the school campus; they can be used to highlight pathways and entrances. They can also be successfully used to ensure people walk in certain areas and avoid others. Some ornamental shrubs and flowering plants that can be used along the edges of walkways, porches and entryways in the school campus

are canna, crotons, oleander, crepe myrtle, kopsia, gardenia, jasmine, rose, acalypha, Eugenia, cordyline, hibiscus and bougainvillea.



**Figure 4.8. Border plants**

## **Lawn**

A lawn is an area of land of closely mowed grasses that is primarily developed for aesthetic and recreational purpose. A well-maintained lawn looks good in an educational institution and provides a professional and pleasant appearance. Any open spaces in front of the school buildings and between perennials and shade trees can be filled with a grass lawn. Playgrounds can also be planted with a grass lawn to provide a comfortable, pleasant and safe place for students to play.

Lawns do require a lot of maintenance, for example during the growing season they require cutting regularly. They also require a lot of water.



**Figure 4.9. Lawn**

### **Vegetable plot**

A school garden vegetable plot can be a useful learning tool in support your students to be more mindful about where food comes from and the efforts required to grow food. Most vegetable plants require a lot of sun (between six to eight hours per day if possible); however, some plants require a certain amount of shade. Depending on what you are going to be growing in your vegetable plot, you may need to locate some suitable land that is shaded by trees. The vegetables you can grow in a school vegetable plot depend greatly on the location of the school in the country and the type of soils available. It is likely, though, that you will be able to grow a wide variety of edible plants.



**Figure 4.10. Vegetable plot**

## **Other food producing plants**

Depending on where the school is in the country, there are a number of different plants, shrubs and trees that can be planted that can provide edible fruits and produce food. For example, in Kachin you could plant *Cydonia cathayensis*, which is a flowering quince. In the dry zone, you could plant the Hta Naung tree, the bark of which is used for medicinal purposes to treat a wide variety of ailments. In the Ayeyarwady region, you will find that rice paddy grows the best (if you have enough space).

## **Planning for a green and beautiful school campus**

Before you begin to develop a green and beautiful school campus there are a number of questions to answer:

### **When to start?**

When is the best time to establish the plants? Usually seeds and plants are planted in Myanmar between November and February in the south of the country, and between January and March in the dry zone. When to start depends to a great degree on your location in the country.

### **Where to establish the garden?**

Different plants require different types of soil, different amounts of sunlight and this will influence where you will be able to plant the different types of plants, and what you will be able to grow. With regards the vegetable plot, it is important to note that some plants require a great deal sunlight while others require a lot of shade. Mushrooms,<sup>1</sup> for example, require a cool dark environment. Not all plants grow well in all parts of Myanmar.

### **What to grow?**

Different plants, shrubs and trees will be best suited to the conditions, climate and location that are best suited to their needs. For example, some fruits and vegetables that will flourish in cool hills of Shan State will not grow so well in warmer parts of the country. The plants

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<sup>1</sup> Mushrooms are not actually plants as they do not contain chlorophyll. They are classified as fungi. Nevertheless, they are a very easy and interesting thing to grow in a school garden vegetable plot.

that you grow will primarily be determined by the location of the garden. Some plants can be quickly established to bear fruits, others such as avocado can take decades before they are fully mature. Some shrubs that would grow well in the ground in some schools, will only flourish in pots in others.

### **Who will be responsible?**

Maintaining a green and beautiful school campus garden is a big job. The work required to prepare the soil, sow seeds, plant trees and shrubs and the subsequent maintenance, upkeep, regular watering, pruning and trimming, sweeping leaves and in the case of a vegetable plot, harvesting all require significant human input. The garden will also need to be maintained during the school holidays.

### **Who can help?**

A green school garden is a great opportunity to involve members of the community. Local experts, farmers and interested members of the students' families can all contribute to the development of a green and beautiful school campus garden.



### **Learning activity 1**

Before your lesson in the classroom, it will be useful for you to take some time to consider the environment of the Education College campus. Either on your own, or with your peers, go out into the campus and look at different trees and plants that are already in existence. If your campus is completely void of vegetation, investigate outside of the campus. Talk to the local community. Try to find answer to the following questions:

1. What are the local or regional plants and trees that grow in the areas?
2. How do those plants serve the community? (shade, medicinal, drinks, food , and so on.)

### **Designing the layout**

A systematic layout plan for a green and beautiful campus should be prepared considering the size of space, the number of buildings, and the location of any existing plants and trees.

By properly designing the space and conducting some initial planning, the types of plant species, and the number of plant species can be determined. An estimation of cost and other provisions can also be properly arranged. The following points should be included in preparing a layout design of landscaping school campus:

Where are the boundaries, and what buildings make up the school campus? Where are the signboards, flag post, refreshment stands, and toilets? Are there existing trees and plants in situation, and where are the paths and walkways?

As Myanmar is located in the northern hemisphere, the south facing areas of the school campus will receive the most sunlight as sun travels across the sky from east to west. The parts of the school campus that have buildings to the south of them will be affected by shadow and shade, whereas an uninterrupted south-facing plot will receive the most sunlight. This is important to consider as it influences the location you will select for certain plants. You may need to observe the school campus at different times of the day to assess this.

Your teacher educator will ask you to draw a plan of your Education College to help you understand how to accurately map out a school campus. You will be asked to mark out all the relevant features such as:

- Boundaries
- Buildings
- Walkways
- Benches
- Existing trees, and their use: shade, windbreak, and so on
- Existing shrubs and plants and their use: hedge, boundary, pillar, and so on

An example of a completed school campus plan is included in Handout 1 and a blank plan is included in Handout 2 for you to complete.





## Learning activity 2

In this lesson in the classroom, your teacher educator will separate you into groups and ask you to work through the questions and information provided in Handout 3. You should make notes on the areas where you need to consider this information in the Education College. Subsequently, you will be asked to develop a plan of your Education College campus drawing, you map on the space available in Handout 2. Handout 3 provides some useful information that will help you draw your plan. Handout 1 is a good example of what a completed plan should look like.

### **Promoting and valuing local produce through a green school campus**

As mentioned earlier in this unit, a green school campus is a great opportunity to involve members of the community. Local experts, farmers and interested members of the students' families can all contribute to the development of a green and beautiful school campus. By involving the local community in the development of a school garden, it is possible to utilise their knowledge of local plants, and their uses. The value and importance of using locally sourced plants can be explained to the students, and valuable information shared between the school and local community building good linkages and cohesions between the school and community.

### **Creating a green school campus that promotes sustainable development.**

Establishing and looking after a vegetable patch in a green school campus is a very useful way to introduce students to the concept of food production and the need to be mindful of where the food on our plates comes from. Planting a vegetable patch is a fun and inclusive exercise that all students can be involved in – from planning and design to harvesting. Students who take part in the development of a vegetable patch will gain a vital understanding of the efforts required to grow food, and this will contribute towards a life-long approach to reducing food waste and make them more aware of the need to address **food insecurity** in the world.

## Sustainable Development Goals

In 2016, a series of 17 **sustainable development goals** (SDGs) were launched, by the UN that aim to eradicate global poverty and **hunger**; among other development targets. Several of these development goals are relevant to the subject of developing a green school campus. For example, SDG 2 specifically focuses on achieving global food security. This means that by 2030, the FAO aims to achieve zero hunger in the world. SDG 12 approaches the topic of responsible consumption and production. It highlights the need to be more mindful of how our food is produced and encourages a more local and sustainable approach to food production and consumption. SDG 15 covers the area of improving natural resource management reduce and lessen the negative effects of land use changes and deforestation.

### The 2030 Agenda for Sustainable Development

*The 2030 Agenda for Sustainable Development* includes 17 sustainable development goals (SDGs). These global objectives succeeded the millennium development goals on 1 January 2016.

The SDGs will shape national development plans over the next 15 years. From ending poverty and hunger to responding to climate change and sustaining our natural resources, food and agriculture lies at the heart of the 2030 agenda.

<http://www.fao.org/sustainable-development-goals/en/>

The FAO has proposed a number of ideas how this can be achieved, and they include integrated approaches from all stakeholders, especially from the governments in all the countries in the world. It has also suggested six simple ways of contributing towards a more equitable distribution of food through being mindful and respectful of the food that we have available. The development of a school garden is an excellent way of developing that knowledge in students at an early age.

## SUSTAINABLE DEVELOPMENT GOALS



**Figure 4.11. The FAO's 17 sustainable development goals**

Take some time to read Handout 5: Food is much more than what is on our plates, to learn more about sustainable food consumption, and how to develop a respectful attitude towards food.

This topic will be covered further in Unit 6.

It is also interesting to note the development of gardens in schools and the cultivation of plants is specifically mentioned in the Myanmar National Comprehensive School Health Strategic Plan (2017-2022).

## 4.1.2.

# School garden as a business opportunity

### Expected learning outcome



#### By the end of the lesson, you will be able to:

- Explore local products that can be used for business initiatives for sustainable development and lifestyles of the local community.

### What to grow in the school garden?

The fruits, vegetables, plants, trees, and shrubs that you will be able to grow in the school garden at your future school depend on a variety of variables. As you discovered in Lesson 4.1.1; there are a number of location related considerations to make; such as access to sunshine, and type of ground. However, there are also many other variables to consider regarding the plants that will grow that have more to do with the location of the school in the country.

A good way to understand what will and will not grow in a school garden is to investigate the local markets and talk to local food producers and farmers.



### Learning activity 1

Take some time to talk to your friends, family, local residents, or local business owners about what products grow well in the local area of your Education College. This includes trees, plants and vegetables.

Before your next class, take a trip to a fruit and vegetable market and ask the stallholders where their products come from. It is possible that many of the food products have been imported into the market from other parts of the country, or even from outside of the country. Try to develop a comprehensive list of products that can successfully be grown locally, and if possible, find out which are the easiest to grow. If you have time, and there is a nursery<sup>2</sup>

<sup>2</sup> A nursery in this context is a place that grows and sells young plants grown from seeds or cuttings.

conveniently located nearby then go and visit one as well and try to find out what trees and plants are growing there and what would be useful to grow in the school campus.

Complete the table presented in Handout 6.



### Learning activity 2

1. In class, you will discuss with the teacher educator and your classmates the findings from your investigations. You should be prepared to demonstrate that you have developed some useful local knowledge about the types of plants, trees, fruits and vegetables you could grow in the grounds of the Education College.
2. Collectively, develop a list of potential trees, plants, fruits and vegetables that could be grown. Evaluate the list for the ease that they could be grown. For example, the location of the Education College may be perfect for growing rice paddy, but is this realistic?
3. Once you have developed a list of the trees, plants, fruits and vegetables that can be grown, discuss with your classmates and teacher educator the possibilities of developing a business venture. Is it possible that in the future you could establish a business that could produce products that could be sold to raise revenue for the school?



**Figure 4.12. Example of market in Myanmar**



### **Review questions**

1. What are some of the benefits to primary students of developing a green school campus?
2. How can the development of a green school campus contribute towards sustainable development?
3. How can the development of a green school campus benefit the local community?

# Unit Summary



## Key messages

- School garden projects have been successfully established at schools all over the world, and are a fun and inclusive way of introducing young students to the processes involved in growing useful trees, plants, and even food.
- There are a number of different plants and trees that can be introduced to the school campus and each has their own use, including giving shade, creating a ‘green-wall’, providing protection from the wind and also introducing beauty into the school campus.
- The plants and trees that can be grown depend greatly on where in Myanmar the school is located, but are also influenced by the available space and existing infrastructure in place.
- A school garden project can support both yourself and your students in being more mindful about food waste and encourage you to take the necessary steps to help combat food insecurity.
- A school garden project can develop and support linkages between the school and the local community, and promote the use of local products.
- Teaching students at an early age to understand and respect how their food is produced and where it comes from is an important element of learning how to fight the inequalities of food insecurity.
- Establishing a school garden is not an easy task, but can be a fun and energising activity for all students and there are many online resources available to support the process of developing a school garden, this is a common activity for many schools all over the world.

- A school garden is an inclusive project and all students regardless of educational needs or disabilities can take some responsibility during the process.
- In some cases, a school garden project can even be used to generate an income for the school.



### **Unit reflection**

This unit has introduced you to the basic concepts around establishing a school garden, and the different types of plants that can be grown at a school campus and the different benefits for growing each type of plant or tree.

You have had the opportunity to develop a plan for your Education College campus, and you have considered where different plants and trees can be planted.

You have also had the opportunity to explore a local market or plant nursery and have been able to consider how the development of a school garden can be supported by the local community, and what possible positive influences that might have.

What learning did you acquire in Semester 1, Unit 3 that will support your learning in this unit?

You have also had the opportunity to learn and understand about the wider ramifications of a school garden project and how this can support students in becoming more responsible in their consumption of food, and more aware of food insecurity and sustainable development goals (SDGs).

Have a think about your own consumption and knowledge of food, and think about how your approach to food may change based on your learning in this unit.

The Agriculture Unit in Semester 1 introduced you to a lot of information that is relevant to the subject of establishing a school garden, from seed germination to the propagation of fully-grown plants. You also learnt about what is needed to be considered to keep a plant healthy, and what problems a plant has to contend with. It is worthwhile reviewing your leaning from Unit 3.



Now that you have had the opportunity to be introduced to the concept of creating a beautiful green school garden, you can see that this process is about much more than growing plant. The potential learning opportunities of students involved in the green garden project reach much further than the school campus. This includes building a relationship between the school and the community. The actual process of developing the garden also encourages you and the students to be more mindful about the environment and also of the food that is consumed, and in some cases wasted, and where that food came from and how it was produced.



### Further reading

#### 4.1

The UN website: <https://www.un.org/zerohunger/> has more information on the SDGs and the Zero Hunger Challenge.

Zero Hunger Challenge. (2019). Retrieved from UN website: <https://www.un.org/zerohunger/>

This very informative FAO webpage has more information about malnutrition and hunger: <http://www.fao.org/docrep/009/a0218e/A0218E15.htm#app2.1>

FAO. (2005). Nutrition Factsheets. Retrieved from FAO website: <http://www.fao.org/3/a0218e/A0218E15.htm#app2.1>

The FAO website: <http://www.fao.org/docrep/009/a0218e/A0218E02.htm> has lots more interesting information on some of the considerations that need to be made before establishing a school garden.

FAO. (2005). Setting up a School Garden. Retrieved from FAO website: <http://www.fao.org/docrep/009/a0218e/A0218E00.htm#TOC>

<https://www.schoolgardenproject.org> is an excellent online resource for learning more about school gardens, with manuals and guides and instructions and has lots of articles to read.

School Garden Project Website. (2019). Retrieved from School garden project of Lane County website: <https://www.schoolgardenproject.org>

To learn more about how a school garden can be an inclusive project for children with special educational needs, or children with disabilities look at this downloadable book:

<https://www.schoolgardenproject.org/download/increasing-inclusion>

Guerrero, A. (2016). Increasing Inclusion in the School Garden: A resource packet for garden educators. Retrieved from School garden project of Lane County website: <https://www.schoolgardenproject.org/download/increasing-inclusion>

For more detailed ideas about how to set up a school garden look at this downloadable book:

<https://www.schoolgardenproject.org>

School Garden Project Website. (2019). Retrieved from School garden project of Lane County website: <https://www.schoolgardenproject.org>

The FAO has put together an interesting list of ideas to consider when developing a school garden, it can be accessed here: <http://www.fao.org/docrep/009/a0218e/A0218E00.htm#TOC>

FAO. (2005). Setting up a School Garden. Retrieved from FAO website: <http://www.fao.org/docrep/009/a0218e/A0218E00.htm#TOC>

The FAO website has some interesting information on how to sell the products you grow in a school garden: <http://www.fao.org/docrep/009/a0218e/A0218E08.htm#ch7>

FAO. (2005). PART 7: WHAT SHALL WE GROW TO SELL? Retrieved from FAO website: <http://www.fao.org/3/a0218e/A0218E08.htm#ch7>

# Unit 5

## Career Skills

This unit introduces you to the concept of career skills. This subject area will cover a range of life skills that are necessary to establish in students at an early age, and provides some basic information about the different career opportunities that may be available in different regions in Myanmar.

### Expected learning outcomes



**By the end of this unit, you will be able to:**

- Explain some of the issues faced by children in Myanmar with regards employment and the effect that may have on their education;
- Explain topics of career skills to be taught for relevant region/state for primary school students such as handicrafts, production of commercial goods, and small and medium-sized enterprise;
- Demonstrate basic career skills to be taught in primary school; and
- Discuss difficulties primary school students may have learning career skills and how the teacher can help them.

## 5.1. Learning Career Skills

This first sub-unit introduces you to some of the considerations you must make about teaching career skills at primary school and the legal implications of children seeking employment. Local industries that offer employment opportunities are introduced, and other income generating activities and employment sectors are also covered.

### 5.1.1. Different career opportunities (part 1)

#### Expected learning outcome

**By the end of the lesson, you will be able to:**

- Explain some of the issues faced by children in Myanmar with regards employment and the effect that may have on their education.



Although the income generating activities and potential career paths of primary students are a long way in the future, the students that you will teach at primary school will have been exposed to employment and income generation activities from an early age through their parents, family and local community. Many of your students may even support their parents in income generating activities and take on tasks to contribute towards family income. This is especially prevalent in rural areas where children may be expected to take part in agricultural activities. In both rural and urban areas, you may find children have experience of working in teashops.

The introduction of career skills at such an early age is a delicate topic. It is an important concept to introduce to students as it will have a huge impact on their lives. Career skills are a kind of life skill and establishing the foundations of life skills in students at an early age can contribute greatly to their success in preparing for their future income generating activities.

Depending on the location of the school, there are a multitude of employment and income generating activities available to young people who have graduated (or left school). This will be determined, to a great extent, by the level of education the young person acquires prior to leaving school, as the potential options available to a student that progresses further through the education system are generally greater than those for a young person that left school without passing the matriculation exam.

In the foreword to the National Education Strategic Plan (NESP), State Counsellor Daw Aung San Suu Kyi says<sup>3</sup>:

*‘Education begins from the time of our birth and continues throughout our lives. It is a major contributor to the development of our social and economic capital. It inspires creativity and fosters innovation, it provides our youth with the necessary skills to enable them to compete in the modern labour market and it is a key driver of economic growth.’*

*‘Education plays a central role in reducing poverty and inequity, increasing household incomes, improving individual and family health, strengthening our communities, fostering lasting peace, expanding economic development and building national unity.’*

Having access to a quality education is without doubt the most important step in acquiring career skills that a young Myanmar person can have. So paradoxically, the less involved that children in income generating activities at an early age, the greater their opportunity to attend school and learn. Thus the greater student’s opportunities to generate income later in their lives.

<sup>3</sup> MOE, 2016, National Education Strategic Plan 2016-21

According to a 2016 report by the Asia Development Bank<sup>4</sup> as many as one third of children in Myanmar are not enrolled in school, and as many as 50% of children drop out of school before completing their primary education.

In 2016, there were over five million children attending primary school in Myanmar, but it was anticipated that less than three million of them would progress onto lower secondary, with less than one million of them continuing onto upper secondary.<sup>5</sup>

The greatest help you can give the students under your care at primary school is to instil in them, from an early age, an understanding of the importance of completing their education to the highest level as possible. Unfortunately, many children have to drop out of school early due to many complex societal, family and economic reasons. However, encouraging the parents of your students to understand the importance of education and the opportunities that education can provide to their children in the future is a vital factor in combating the high levels of school dropouts. This will have a huge influence on the future career opportunities of their children.

**Ministry of Labour, Immigration and Population: Child Labour and School-to-Work Transition Survey (2015)**

1.13 million children aged 5 to 17 years (9.3% of children) are engaged in child labour.

616,815 – 5.1% of the child population – are involved in hazardous work likely to harm their physical, mental or moral development.

24.1% of the children involved in hazardous work are between 12 and 14 years old and 74.6% are between 15 and 17 years old.

25.8% of the children between 12 and 14 years old and 24.3% between 15 and 17 years old work 60 hours or more per week.

Key sectors in which child labour occurs are agriculture (60.5%), manufacture (12%), wholesales & retail trade (11%), and repair of motor vehicles. (11%)

<sup>4</sup> [http://themimu.info/sites/themimu.info/files/documents/Summary\\_Improving\\_Post-Primary\\_Education\\_Outcomes\\_in\\_Myanmar\\_Aug2017.pdf](http://themimu.info/sites/themimu.info/files/documents/Summary_Improving_Post-Primary_Education_Outcomes_in_Myanmar_Aug2017.pdf)

<sup>5</sup> MOE, 2016, National Education Strategic Plan 2016-21

<https://www.mol.gov.mm/en/child-survey-2015/>

In January 2016, the Child Law was updated in Myanmar and now states that: *‘Children have the right to engage voluntarily in work allowed by law, including the special rights provided in respect of hours of employment, rest, and leisure. However, no one under 14 years old may be employed, and all workers under 18 years old may only work if a certificate of fitness for work is granted by a certifying surgeon/medical practitioner and if the certificate is kept in the custody of the manager of the factory. All young workers must carry a token certifying his/her fitness for work while working.’*

More information on this can found in the *ILO Guide to Myanmar Labour Law*.<sup>6</sup>



**Figure 5.1. Example of child labour in Myanmar**

According to the International Labour Organisation (ILO):

*‘Child labour deprives children and adolescents from a normal childhood, exposing them to moral, health and social risks. It prevents them from education, studying normally and also from developing skills and abilities to their highest potentials. Child labour is a serious violation of human rights and fundamental rights and principles at work, thus representing a barrier to decent work.’<sup>7</sup>*

<sup>6</sup> [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-yangon/documents/publication/wcms\\_577563.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-yangon/documents/publication/wcms_577563.pdf)

<sup>7</sup> <https://www.ilo.org/yangon/areas/childlabour/lang--en/index.htm>



## Learning activity 1

This YouTube video prepared by ILO, called ‘I wanna go to school’ is an interesting investigation into the issues of child labour in Myanmar. You will have the opportunity to watch this video in your class, but it is short and it might be useful to take a moment to view the video prior to class. Watch the video and think about the circumstances of both children and how their lives could have been different had they attended school.

[https://youtu.be/p\\_bg0DZeJbg](https://youtu.be/p_bg0DZeJbg)

The region or state that you will eventually be teaching in will influence the different types of careers that will be available for your students when they have left school. A summary of the vocations that may be available is presented in the following lesson, although this is not an exhaustive list, and the unique market needs and income generating activities in each state or region should be taken into consideration when teaching this subject at your future school.



## 5.1.2. Different career opportunities (part 2)

### Expected learning outcome



#### At the end of the lesson, you will be able to:

- Explain topics of career skills to be taught for relevant region/state for primary school students such as handicrafts, production of commercial goods, and small and medium-sized enterprise

Having learnt in the first lesson of this unit about the negative effect that having to work can have on the education of children, this lesson looks into some of the employment opportunities that will be available to children in the future when they have completed their studies. Remember that the greatest career skill you can give the students under your care at primary school is to instil in them and their parents an understanding of the importance of completing their education to the highest level possible.

### Handicrafts

The handicrafts industry in Myanmar contributes massively to local economies. The 2014 census carried out by the Government of Myanmar suggests that the crafts and related trade workers sector employs over 2.4 million workers (11.7% of the working population) across the country.<sup>8</sup> In addition to this, the Ministry of Hotels and Tourism HRDSAP<sup>9</sup> reports that the handicrafts and souvenir sector<sup>10</sup> contributes US\$3-4 billion per year to the national economy. The lacquerware industry in Bagan region alone is estimated to be worth upwards of US\$9 million per year.

<sup>8</sup> GOM 2016: The 2014 Myanmar Population and Housing Census, The Union Report: Occupation and Industry Census Report Volume 2-B.

<sup>9</sup> Myanmar Ministry of Hotels and Tourism (MOHT), 2017, Myanmar Tourism Human Resource Strategy & Action Plan 2017-2020

<sup>10</sup> “Research Strand 4b: A Review of MSMEs in the Handicraft and Souvenir sector”

The traditional handicrafts and cottage industries in Myanmar are not solely dependent on tourism, although they are inextricably linked. Local demand for traditionally produced products is still high, although it faces stiff competition from cheap imports. There are 10 traditional Myanmar art and handicraft skills, (recorded in more detail in your Art textbook) which emerged in the Bagan era (1044 AD) and are known as the 10 flowers (*pann-se-myo*). These are<sup>11</sup>:

### **Pan-be**

*Pan-be* is the art of the blacksmithing, i.e. making things from iron and steel using a furnace. This ancient skill was originally developed to create weapons and armour; however, it also includes the forging of tools such as hand axes, hoes and knives, and ox cart wheel ‘tyres’ axles and irons.



**Figure 5.2. Painting of an example of pan-be**

### **Pan-pu**

*Pan-pu* is the art of sculpture and carving using traditional materials such as wood (and previously ivory). The sculptures were originally influenced by Buddhism and in addition to intricate sculptures of human figures, animals and floral designs. This art can be found in the elaborately constructed pagodas around the country.

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<sup>11</sup> Ancient Myanmar, Part I, Ministry of Education, Third Year Art Course (English version)

### **Pan-htein**

*Pan-htein* refers to the work of gold and silver smiths and includes the creation of items from gold, silver, and other precious metals. Items are generally more cosmetic and include jewellery such as bangles, bracelets, rings, necklaces and earrings.

### **Pan-towt**

*Pan-towt* refers to the art of creating stucco sculptures, (stucco is a form of plaster, traditionally made from lime, sand and water) that include decorative floral designs and animals such as lions and dragons. They are found both inside and outside buildings.

### **Pan-din**

*Pan-din* refers to the production of items from copper, bronze or brass. This includes functional items such as bowls, cups, pots, trays, weights and even cow-bells. Some of the items are directly connected to Buddhism and include gongs, bells and bowls.

### **Pan-yan**

*Pan-yan* refers to the art of construction using bricks, stones and cement. This includes houses, bridges and religious buildings such as pagodas and stupas.

### **Pan-tamawt**

*Pan-tamawt* refers to the traditional art of creating stone sculptures from stone such as marble. Traditionally, Buddha images and animals are created; however, this also includes more functional items such as mortar and pestle.

## Pan-put

*Pan-put* refers to the creation of wooden items using a lathe. Items included in this handicraft include table, chair and bed legs, bowls and cups and umbrella handles.



**Figure 5.3. Painting of an example of pan-put**

## Pan-chi

*Pan-chi* refers to the art of painting living animals, inanimate objects and scenery. Different types of *pan-chi* are present such as *pei-yei pan-chi* which is art painted onto palm leaves and *para-paik pan-chi* which is art painted onto paper folding books, and *thit-thar pan-chi* which is art painted onto wooden objects.

## Pan-yun

*Pan-yun* is the art of making lacquerware (*yun-de*), this is a material used to make a number of items including bowls, trays, plates, and boxes. Lacquerware is traditionally made by combining layers of bamboo strips with the resin from the *thisee* tree, though some of the finest lacquerware products also use horsehair and a clay mixture made from ash. Some lacquerware products can take months to create as the many layers are meticulously built up and polished.



**Figure 5.4. An example of lacquerware**

More information about all of these handicrafts can be found in your Art module Semester 2, and here:

[http://factsanddetails.com/southeast-asia/Myanmar/sub5\\_5e/entry-3087.html](http://factsanddetails.com/southeast-asia/Myanmar/sub5_5e/entry-3087.html)

There are many other handicrafts, which are also important in Myanmar that do not fall under the traditional handicrafts of the 10 flowers, although the opportunity for employment is often very much dependent on the region. For example, there are more than 200 independent cane-ware manufacturers in Sagaing region<sup>12</sup>, making everything from chairs to baskets, primarily due to the availability of the raw materials in the region.



### Learning activity 1

Consider how income was generated by people around you when you were young.

- Do these people still generate their income in the same way?
- Are those income generating activities still viable today?
- Make a list of the income generating activities you were exposed to as a young person and compare your list with your peers.
- Are their experiences the same?

<sup>12</sup> <http://myanmar.travel/sagaing/>

## Income generating activities and career landscape

Income generating activities and potential career pathways for your students in the future depend greatly on where in the country they are located, and whether that location is urban or rural. The income generating activities of your students' parents will also have a huge impact on the employment routes available to them – for example, the children of farmers will have much more experience with that line of work than other children, and the potential to continue in that line of work will be greater.

Agriculture, forestry and fishing are the largest contributors to the economy in Myanmar and account for over 50% of the country's GDP. These three industries collectively employ around two thirds of the labour force.<sup>13</sup>

Almost 50% of all the agricultural land in Myanmar is allocated to rice growing, but other important crops are grown in Myanmar depending on the region, including sugarcane, ground nuts, watermelon, plantain, corn, sesame and rubber. Forestry is also an important source of income for the country, with Myanmar being responsible for much of the world's teak. This will change in the future, as according to the Forest Department at the present rate of deforestation, the forests of Myanmar will have been completely eradicated by 2035 (NIIA 2018)

Fishing, in inland lakes, in rivers and in the sea, is a large industry in Myanmar, where there is a huge demand for fish and related products such as *ngapi* (fermented fish paste); an important ingredient in many Myanmar dishes. There is also a great potential for growth in the industry as only 20% of the fish consumed in Myanmar is currently home grown (CESD. Aquaculture is also growing in popularity and both sea aquaculture and freshwater aquaculture farms are being developed; although the potential of coastal and ocean fisheries is yet to be fully realised.

Other industries in Myanmar include manufacturing, which accounts for 7% of the workforce, construction (5%), and hospitality and tourism (including hotels and restaurants), which accounts for 14% of the total labour force of the country. Tourism is one of the fastest growing industries in the country and it is anticipated by the Ministry of Hotels and Tourism

<sup>13</sup> ILO, 2017, Annual Labour Force Survey 2017, Quarterly Report



that an additional 1 million workers in this industry will be required by 2020 (MOHT 2017) The majority of the Myanmar labour force is classified as working in the ‘informal’ and vulnerable economy, ‘own-account workers’ equate for 44%, with 17% of the working population classified as informally contributing family workers (61% of which are women) (DTCIDC 2016). A vulnerable economy is classified as one in which there is instability and uncertainty in the income generating activities. A vulnerable economy is heavily influenced by factors such as climate change, natural disasters and the fluctuation of exports.<sup>14</sup>

The garment manufacturing industry is a growing sector, and although it currently only accounts for a small percentage of the workforce (approximately 300,000 people) it is Myanmar’s second largest export sector. The value of exports from this sector is worth approximately US\$3 billion.<sup>15</sup> The industry is anticipated to grow to employ as many as 1.5 million people with an export value of US\$8-10 billion by 2020 (MGA 2015)

The economic and social situation will continue to change in Myanmar and it is very likely that when your students are old enough to enter the workforce the opportunities available to them will be vastly different from today. With increasing international investment in all industries and the continued growth of specific sectors such as banking, IT and telecommunications, retail, oil and gas, and manufacturing, it is more than likely that your students will have a greater number of opportunities available to them outside the traditional economic activities.

Predicting the future with any degree of accuracy is difficult, however, UK Trade and Investment (UKTI, a former UK government department) undertook a significant investigation and analysis of data<sup>16</sup> in order to prepare a growth forecast for Myanmar. Its 2015 report proposed the projected employment demands in Myanmar by 2030. Although the students you will be teaching will not be entering the workforce by 2030, it is still interesting to imagine the changing face of the Myanmar economy and consider the sectors that are expected to grow. Table 1, below, is reproduced from that report.

<sup>14</sup> <https://www.un.org/development/desa/dpad/least-developed-country-category/evi-indicators-ldc.html>

<sup>15</sup> <https://www.pri.org/stories/2018-05-29/true-cost-myanmars-growing-garment-industry>

<sup>16</sup> Growth forecasts and projected employment demands by 2030. Based on ILO analysis of Economist Intelligence Unit (2012), ADB (2012), McKinsey (2013), and, for agriculture, FAO (2012). (Wijesena & Hakemulder, 2014)

According to the UKTI analysis, 85% of the economic growth potential in Myanmar is from agriculture, manufacturing, tourism and hospitality, infrastructure and energy. However, despite an anticipated growth in agriculture, it is expected that improved mechanisation will reduce the number of labourers needed, so any growth in the sector will not be reflected in an increased number of job opportunities.

Manufacturing and tourism are both labour intensive sectors and the forecast is that these two industries could create a total of 9.9 million jobs by 2030. Myanmar is currently one of the most favoured destinations for manufacturing investment in the ASEAN community. The Coca-Cola Company, for example, has plans to continue its investment and has anticipated a potential 20,500 jobs will be made available in the future (Wood, 2014).

Construction is forecasted to create over two million new jobs by 2030, but this depends greatly on the skills development of Myanmar workers, as currently, many international developers are bringing in their own workforce due to a lack of skilled construction workers in Myanmar.

According to its survey, UKTI found that the greatest need in Myanmar to achieve the forecasted growth was the development of core business skills, ranging from ‘**soft skills**’, such as critical thinking and initiative, to specific skills such as administration, HR management, ICT and entrepreneurial skills.

One of the greatest opportunities that Myanmar has for the future is the opportunity to embrace technological advances, and despite falling behind in the technological progress experienced by much of the rest of the world in the last two decades, the future is bright in this regard. The Ministry of Science and Technology considers technology such an important industry for the future that they have implemented a five-year ICT master plan, which includes ICT human resource development.

Another important industry that requires investment and increasing numbers of trained employees is healthcare. In Myanmar, the ratio of trained healthcare workers to population is one in every 1,700 people (McKinsey, 2013).



**Table 5.1. Potential growth opportunities for industry in Myanmar**

<b>Sector specific skills for key growth sectors</b>	<b>AGRICULTURE</b> <ul style="list-style-type: none"> <li>• 4% annual growth.</li> <li>• Stable employment.</li> </ul>	<b>MANUFACTURING</b> <ul style="list-style-type: none"> <li>• 10% annual growth</li> <li>• Employment growth from 1.8 to 7.6 million</li> </ul>	<b>TOURISM AND HOSPITALITY</b> <ul style="list-style-type: none"> <li>• 17% annual growth.</li> <li>• Employment growth from 0.5 to 2.3 million.</li> </ul>	
<b>Sector specific skills for developing critical infrastructure and services</b>	<b>CONSTRUCTION</b> <ul style="list-style-type: none"> <li>• 8% annual growth.</li> <li>• Employment growth from 0.5 to 2.3 million.</li> </ul>	<b>ENERGY</b> <ul style="list-style-type: none"> <li>• 5% annual growth.</li> <li>• Employment growth from 0.1 to 0.3 million.</li> </ul>	<b>TELECOMS</b> <ul style="list-style-type: none"> <li>• 23% annual growth.</li> <li>• Employment growth from near zero to 0.2 million.</li> </ul>	<b>FINANCIAL SERVICES</b> <ul style="list-style-type: none"> <li>• 23% annual growth.</li> <li>• Employment growth from near zero to 0.4 million.</li> </ul>
<b>Core skills to support development</b>	<ul style="list-style-type: none"> <li>• EMPLOYABILITY SKILLS, ADMINISTRATION SKILLS,</li> <li>• ICT SKILLS, ENTREPRENEURIAL SKILLS</li> </ul>			
<b>Social sector skills to support human capital development</b>	HEALTHCARE SKILLS AND TEACHER TRAINING SKILLS			



### Learning activity 2

Take a moment to consider what employment opportunities were available to you when you graduated from school, and consider what influenced you to take the decision to study toward becoming a teacher.

- Is this a career you would recommend to your students?
- How would you support a student that asked you for careers advice in becoming a teacher? What advice would you give to a student that wanted to be a teacher?



### Review questions

1. How does education have an impact on reducing poverty and inequality?
2. Why is child labour considered wrong?
3. What is a vulnerable economy?

## 5.2. Teaching Career Skills

This sub-unit introduces the concept of teaching career skills to young students, although many of the skills that adults require to enter the labour force are specific to the particular work they are to be engaged in, there are a number of ‘soft-skills’ that will be useful for all income generating activities. This unit will introduce you to some of the most relevant life skills that you can teach to young students that will support them throughout the rest of their time at school and help them when they are old enough to be working.

### 5.2.1. Employability and life skills (part 1)

#### Expected learning outcome

**By the end of the lesson, you will be able to:**

- Demonstrate basic career skills to be taught in primary school.



#### What are career skills?

The concept of career skills is difficult to demonstrate accurately, as all careers have specific skill requirements. For example, the skills required to be a nurse are different to the skills required to be a soap manufacturer. However, there are certain qualities and soft skills that are relevant to many industries and these skills are becoming increasingly important in the recruitment of employees. As highlighted in the UKTI report, there is a need to develop employability skills in Myanmar.

There are many employability skills that a potential employee should be able to demonstrate. The Institute of Entrepreneurship Development carried out a survey<sup>17</sup>, which indicated that young people, generally, have a natural tendency to:

- Take the initiative
- Be confident
- Be able to multitask
- Be sociable and able to network
- Show a willingness to take responsibilities

These natural qualities should be nurtured and encouraged and are important employability skills; however, on their own they are insufficient for the competitive employment market. The report also noted that that young people, generally, have a natural tendency to:

- Be poor at time management and planning
- Have limited leadership skills
- Have difficulty problem solving
- Have high levels of stress

The natural gaps in the skills of young people need to be addressed too, and through support and development opportunities at school and at home, young people can develop the essential skills to support their transition into the workforce.

A study carried out by the Asian Development Bank (ADB)<sup>18</sup> listed the key employability skills that are required to meet the growing skills needs of industry and investment in Myanmar. These include:

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<sup>17</sup> <http://worthproject.org>

<sup>18</sup> Asian Development Bank, 2014, Myanmar: “Unlocking the Potential, Country Diagnostic Study”, Economics and Research Department.

**Flexible knowledge:** This means learning more than just facts and figures at school, but developing an inquisitive mind that can understand concepts. This is the opposite of learning through rote and memorisation, which has been standard educational practice for many years in Myanmar.

**Analytical skills:** This means that individuals are capable of solving problems using sound analysis of the available background information such as historical and contextual knowledge and understanding trends over time.

**Critical thinking:** This involves both flexible knowledge and analytical skills, and being able to view a subject, problem or issue from a variety of viewpoints to be able to establish suitable solutions.

**Soft skills:** These are defined by the ADB as communication and interpersonal skills. This includes demonstrating a high level of maturity in the workplace, the ability to present information, public speaking skills, and the ability to handle stressful situations in a professional manner.

The ADB highlights a number of additional skills that are essential in the workforce today, including language skills to be able to communicate with international business clients and customers. Currently the most common languages required are English, Chinese and Japanese, as well as Myanmar ethnic languages. In the 2017 Myanmar Tourism Human Resource Strategy & Action Plan,<sup>19</sup> the English language was highlighted as the most important requirement in the tourism and hospitality sector.

### **Soft skills**

It can be challenging to teach young students how to develop soft skills because these are more abstract, unlike **hard skills** such as reading, writing and Maths. Depending on their age, the basics you could introduce to your students include:

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<sup>19</sup> Myanmar Ministry of Hotels and Tourism (MOHT), 2017, Myanmar Tourism Human Resource Strategy & Action Plan 2017-2020

## **Communication skills**

Encouraging your students to communicate well can easily become a normal part of your teaching. Encourage your students to speak clearly, to enunciate their words properly and to engage a positive and open posture when speaking. If your students mumble their answers into their feet, it gives the impression that they are not confident. It is your role as a teacher to build their confidence and encourage them to practise speaking in front of their peers regularly. Communication skills do not end with speaking though, and listening is an equally important skill that many young students may struggle with. Ensure that your students are engaged in the lesson and listening to you and to each other.

## **Self-esteem and confidence**

Some students in your classroom may be full of confidence, while some may not. Too much self-confidence is not always a good thing, but a positive approach to teaching, positive approach to assessment and the use of positive and constructive feedback can contribute to the healthy development of confidence in your students.

## **Self-control and manners**

Social skills also include being respectful to others (to everyone) and using the correct polite language or appropriate actions when speaking or interacting with others. Good manners are a valuable skill that young students will need to learn and that will be equally relevant in their working life. Self-control refers to an individual's ability to regulate their behaviour depending on the situation they are in. It is often difficult for a young student to be fully in control of their emotions, but you can encourage and reward appropriate behaviour through positive reinforcement.

## **Higher-order thinking skills**

Encouraging your students to think for themselves, and to be able to solve problems are essential skills that promote higher-order thinking. Student-centred teaching encourages independent thinking and by encouraging your students to make decisions based on the information they are presented with; you can support their development in this area from an early age.

## SWOT analysis

A SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is used in business to assess the current situation of an organisation, to solve problems and plan for future growth and development, but it can also be a useful tool to conduct a self-assessment.

As a student teacher, and eventually as a qualified teacher, you will be expected to carry out regular self-assessment and self-reflection of your learning and skills. This is covered in great detail in the Reflective Practice and Essential Skills (RPES) module on this programme, however it is something that should become a habit.

A SWOT analysis template is included in Handout 7, and is a simple exercise to carry out. You must add information about yourself that fits under the four headings. Examples of questions you could ask yourself and information you could include are shown below.

**Table 5.2. SWOT analysis**

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• What are you good at?</li> <li>• What do you do better than others?</li> <li>• What achievements are you proud of?</li> <li>• What values do you hold?</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• What skills do you need to develop?</li> <li>• What are your bad habits?</li> <li>• What are you not confident about?</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Where can you get help?</li> <li>• Who can help you?</li> <li>• What ideas do you have that could help you improve?</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• What personal obstacles do you need to overcome?</li> <li>• What is holding you back from achieving your goals?</li> <li>• Could any of your weaknesses become threats?</li> </ul>



### **Learning activity 1**

Your teacher educator will guide you in completing a SWOT analysis. A template for this is included in Handout 7. Prior to the Lesson, it will be useful for you to begin to consider your own strengths and weaknesses. Read through the soft skills listed above and also consider the weaknesses highlighted by The Institute of Entrepreneurship Development. When you complete the exercise in class, remember to be completely honest in your self-assessment. The information you record in your SWOT analysis will not be shared with anyone.

Your teacher educator will direct you how to complete the exercise, but it will be useful to take a moment now to prepare yourself.



### **Learning activity 2**

You will have the opportunity to watch a video about an example of how soft skills can be demonstrated to contribute towards success. Look at the soft skills introduced above and think about examples for each of the soft skills that could be used in the workforce today.

## 5.2.2.

### Employability and life skills (part 2)

#### Expected learning outcome



**By the end of the lesson, you will be able to:**

- Discuss difficulties primary school students may have in learning career skills and how the teacher can help them.

#### An understanding of equality

Children are born without prejudice, and at an early age they do not recognise differences in ability, gender, ethnicity or religion. These differences are introduced to children by their families, community, society, and through their interactions with their peers and adults. An understanding of **equality** and equal opportunity are vital life skills that your students should be introduced to and encouraged to be mindful of. The United Nations International Children’s Emergency Fund (UNICEF) promotes a ‘rights-based and inclusive’ approach to education, which states that: ‘No child should be excluded from education because of his or her gender, race, culture, language, ability or social status.’<sup>20</sup>

Instilling this approach to equality in education at an early age is an important and vital step towards developing adults that are more aware of the inequalities of the world and more prepared to act in a positive and inclusive way to remove the barriers of inequality. **Gender inequality** is a big problem area on which you can have an impact in your teaching. You can ensure that your students are introduced to equal opportunities regardless of their gender as it will contribute towards the development of positive life skills that will support them throughout their careers and other aspects of their lives.

<sup>20</sup> [https://www.unicef.org/esaro/5481\\_child\\_friendly\\_schools.html](https://www.unicef.org/esaro/5481_child_friendly_schools.html)



## **Gender equality and inclusivity in the classroom**

In the introduction to the Teacher Educator Guide for all subjects in this programme, there is a section dedicated to the concept of gender equality in the classroom. This information has been adapted and is included here also for you to read as it is valid and important for you to consider when you become a teacher as it is for your teacher educators to consider when teaching you.

“Actively promoting gender equality in the classroom is an essential element of your teaching. Facilitating a safe and positive environment and atmosphere where all students feel that their contributions are equally valued, and have equal access to learning, requires you to be mindful of the teaching and learning strategies and resources you use.

As a teacher, it is your responsibility not only to ensure your students have equal access to learning, but also to ensure that they understand and value the importance of gender equality and take that knowledge with them into their own lives. The skills, knowledge, values and attitudes developed in the classroom with regards to gender, either implicitly or explicitly, can have a long-lasting impact on the future behaviour of your students.

Be aware of your own gender biases. Reflect on your actions and the teaching strategies you use. Consider these ways in which you can ensure gender inclusivity in your classroom:

- Ensure that there is equal frequency in the representation of male and female names and characters. When identifying characters whose gender is unknown, use alternating pronouns (he, she).
- When using quotes ensure that both female and male voices are heard.
- Ensure that females and males are represented equally in illustrations and that any existing gender stereotypes are not reinforced.
- Use equitable and gender-inclusive language in the classroom and ensure that your student teachers do likewise.

- Help and encourage your students to be gender-aware, highlight any perceived gender-biased attitudes and encourage your students to reflect on their own actions.
- Ensure that you interact equally with male and female students, addressing and engaging them both to the same degree in your teaching, across different subjects, for example, when asking questions, asking for volunteers, selecting activity leaders, giving complements, giving eye contacts, or even simply remembering the names of students.
- Encourage and support the participation of quieter student teachers, regardless of gender.
- Use teaching and learning strategies and assessment approaches that support equal participation from both genders, for example, group work, role plays and group discussions. Manage the activities in a flexible manner addressing different needs and learning styles of all students, to ensure that both female and male students have the opportunity to participate actively and that individuals do not dominate activities.
- Ensure to set an equal expectation for both female and male students on their performance across different subjects.
- Arrange the classroom setting in a gender-sensitive and equal manner, in terms of classroom decorations, seating arrangement, or group formation/division.

Gender stereotypes are often inadvertently reinforced in the classroom using language, pedagogical approaches and resources that support the preconceived culturally expected norms, roles, and responsibilities of girls and boys. By promoting a gender-inclusive environment in the classroom, you can support both male and female students in building a healthy understanding of gender equality and further mainstreaming of this gender-sensitive and inclusive practice into their lives outside of the classroom.”

### Peer Case Study - O-soji

In schools in Japan, students are expected to clean their classrooms, public areas and even the toilets! This concept of cleaning, known as *o-soji*, teaches the students to be respectful and responsible for their learning environment. Older students support the younger students in their duties, and collectively as a school the students are tasked with not only looking after the school, but supporting each other. The belief is that this approach is not about cleanliness at all, but the development of social respect for their environment and the ability to share a responsibility with others – valuable skills that will support them throughout their lives.

### Teaching soft skills

Ultimately, some of the soft skills that were introduced in the previous lesson are too advanced to introduce to young students with the expectation that they will produce great results straight away; changing habits or introducing complicated concepts to young students takes time. Issues that may arise which you will have to navigate include the fact that young students can have short attention spans, and may tire easily. You should be mindful to make their lessons fun, challenging and varied. Some of the concepts introduced in this lesson may be completely alien to your students, and to their parents, but their importance should be emphasised and should become an integral component of your teaching of all lessons.

One of the easiest ways to encourage your students to learn and understand the concepts of soft skills is for you to practise them yourself in the classroom. If you want your students to be better communicators, make sure you are demonstrating how to manage time effectively (this concept is covered in Lesson 6.4.1). If you want to instil in your students the importance of good body language in communication, make sure you maintain a positive and open posture yourself and remember to smile! If you want to encourage your students to be inclusive and non-discriminatory to others regardless of ability, gender, ethnicity or religion then you yourself must demonstrate equal treatment and equal opportunity in your classroom. For example, by avoiding the use of gender specific terminologies and discriminatory activities.



### **Learning activity 1**

Take a moment to review the skills and skill gaps introduced in this lesson, and think about your own skills and qualities. What are your strengths and weaknesses? Which soft skills do you need to work on? In the previous lesson, your teacher educator asked you to develop a SWOT analysis of yourself, have a look through that SWOT analysis and see if there are any areas you can add to or any weakness you feel that you can easily improve upon to overcome.



### **Review questions**

1. What are soft skills? How are they different to hard skills?
2. Why is equality and equal opportunity important?
3. What is the best method for teaching soft skills in the classroom?

# Unit Summary



## Key messages

- Many of your students may already have experience in income generating activities.
- The 2016 Child Law states that ‘no one under 14 years old may be employed’.
- The introduction of career skills at such an early age is difficult, although it is an important concept to introduce to students as it will have a huge impact on their lives.
- The greatest help you can give the students under your care at primary school is to instil in them, from an early age, an understanding of the importance of completing their education to the highest level possible.
- The handicrafts industry in Myanmar contributes massively to local economies, employing more than 2.4 million workers.
- Agriculture, forestry and fishing are the largest contributors to the economy of Myanmar and account for over 50% of the country’s GDP.
- The garment manufacturing industry accounts for a small percentage of the workforce but it is Myanmar’s second largest export sector.
- 85% of the economic growth potential in Myanmar is likely to come from agriculture, manufacturing, tourism and hospitality, infrastructure and energy.
- Manufacturing and tourism are both labour intensive sectors and the forecast is that these two industries could create a total of 9.9 million jobs by 2030.
- Construction is forecasted to create over two million new jobs by 2030

- In Myanmar, the ratio of trained healthcare workers to population is 1 for every 1,700 people.
- There are many recognised employability skills that a potential employee should be able to demonstrate.
- The key skills required to meet the growing skills needs of industry and investment include:
  - Flexible knowledge
  - Analytical skills;
  - Critical thinking
  - Soft skills
- Soft skills are less tangible than hard skills such as Maths, Science, English, and include:
  - Communication skills
  - Self-esteem and confidence
  - Higher-order thinking skills
  - Self-control and manners
- One of the easiest ways to encourage your students, to learn and understand the concepts of soft skills is for you to practice them yourself in the classroom mindfully.
- Carrying out a personal SWOT analysis is an excellent way of assessing your own soft skills and considering weaknesses that you need to work on or improve.
- Equality and access to equal opportunities (especially for girls) is vitally important in the classroom: the experience your students have in this area, and their understanding of the concept of equality, will influence them for the rest of their lives; particularly in regards to their careers.



## Unit reflection

This unit has introduced you to the basic concepts around career skills and introduced you to some of the legalities that influence the income generating opportunities of children.

You have had the opportunity to explore different industries, both local and national, that play a large role in Myanmar economy and seen some of the predictions made by business analysts on how influential those industries will be in the future.

You were introduced to some of the key qualities and skills that are considered important in the workplace, these included soft skills and communications skills and you had the opportunity of carrying out a self-assessment to consider your strengths and areas for improvement.

Finally, you were introduced to the concept of equality. It is useful to remember that the income generating opportunities that will be available to your students when they graduate from school in many years' time may be very different to the opportunities available to you when you graduated from school. It is difficult to predict the future, but regardless of your students' employment prospects, it is important that they are exposed at an early age to skills that will enrich their lives and contribute towards their working opportunities. An understanding of equality, and especially gender equality, is a vitally important component of these skills.



## Further reading

### 5.1

An interesting survey was carried out by the Central Statistical Organization Ministry of Planning and Finance in 2017 that investigated the micro, small and medium-sized enterprises (MSME) in Myanmar. This can be found here:

Ministry of Planning and Finance. (2017). *Myanmar Micro, Small and Medium Enterprise Survey 2017*. Retrieved from <https://www.wider.unu.edu/sites/default/files/Publications/Report/PDF/Myanmar-MSME-survey-2017.pdf>

Ministry of Labour, *Immigration and Population Child Labour and School-to-Work Transition Survey (2015)*: <https://www.mol.gov.mm/en/child-survey-2015/>

Ministry of Labor. (2015). *Immigration and Population Child Labour and School-to-Work Transition Survey*. Retrieved from <https://www.mol.gov.mm/en/child-survey-2015/>

ILO Guide to Myanmar Labour Law: [https://www.ilo.org/wcmsp5/groups/public/---asia/--ro-bangkok/---ilo-yangon/documents/publication/wcms\\_577563.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/--ro-bangkok/---ilo-yangon/documents/publication/wcms_577563.pdf)

ILO. (2017). *ILO Guide to Myanmar Labour Law*. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---asia/--ro-bangkok/---ilo-yangon/documents/publication/wcms\\_577563.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/--ro-bangkok/---ilo-yangon/documents/publication/wcms_577563.pdf)

ILO. (2016). *I wanna go to school*. Retrieved from YouTube website: [https://www.youtube.com/watch?v=p\\_bg0DZeJbg&feature=youtu.be](https://www.youtube.com/watch?v=p_bg0DZeJbg&feature=youtu.be)

Myanmar Ministry of Immigration and Population. (2016). *The 2014 Myanmar Population and Housing Census, The Union Report: Occupation and Industry Census Report Volume 2-B*. Nay Pyi Taw.

Myanmar Ministry of Hotels and Tourism (MOHT). (2017). “*Research Strand 4b: A Review of MSMEs in the Handicraft and Souvenir sector.*” In *Myanmar Tourism Human*



*Resource Development Strategy & Action Plan 2017-2020*. Nay Pyi Taw.

Myanmar Ministry of Education. (n.d.). *Ancient Myanmar, Part I. Third Year Art Course (English version)*.

## 5.2

Worth Project Website. (n.d.). Retrieved from Worth Project website: <http://worthproject.org>

Asian Development Bank Economics and Research Department. (2014). *Myanmar: Unlocking the Potential, Country Diagnostic Study*. Mandaluyong City, Philippines: Asian Development Bank.

Myanmar Ministry of Hotels and Tourism (MOHT). (2017). *Myanmar Tourism Human Resource Development Strategy & Action Plan 2017-2020*. Nay Pyi Taw.

UNICEF Eastern and Southern Africa. (n.d.). Reduce Stunting. Retrieved from UNICEF website: <https://www.unicef.org/esa/what-we-do/reduce-stunting>

This paper by the British Council interviews a teacher called Ahmed Attia who has experience teaching soft skills to young people in the Middle East and North Africa. There are some useful hints and tips available here:

Attia, A. (2017). A few techniques to teach soft skills in the classroom. Retrieved from British Council website: <https://www.britishcouncil.org/voices-magazine/few-techniques-teach-soft-skills-classroom>

This short video on gender equality in schools is an interesting introduction to UNICEF's girls' empowerment initiative.

UNICEF. (2018). *Girl Tech UNICEF*. Retrieved from YouTube website: [https://www.youtube.com/watch?v=cYJ\\_z04MHFc&feature=youtu.be](https://www.youtube.com/watch?v=cYJ_z04MHFc&feature=youtu.be)

UNICEF has lots of online material that cover the issues regarding gender inequality at school. This webpage is a useful starting place to learn more:

UNICEF. (n.d.). Gender Equality. Retrieved from UNICEF website: <https://www.unicef.org/gender-equality>

This website has some interesting information about carrying out a personal SWOT analysis:

PESTLE analysis Contributor. (2015). Why SWOT Analysis is essential in personal development. Retrieved from PESTLE Analysis website: <https://pestleanalysis.com/swot-analysis-in-personal-development/>

# Unit 6

## Home Management Skills

This unit gives a brief introduction to many subjects that are collectively taught under the title 'Home Management Skills'. These include cooking, which introduces you to the process of teaching students to cook and includes information about **health and hygiene** and nutrition.

### Expected learning outcomes



#### **By the end of this unit, you will be able to:**

- Explain topics of cooking skills to be taught for relevant region/state for primary school students;
- Demonstrate basic cooking skills to be taught in primary school;
- Explain the importance of nutrition and the need for a healthy balanced diet;
- Discuss difficulties primary school students may have in learning cooking skills and how to support them;
- Explain topics of sewing and knitting skills to be taught for relevant region/state for primary school students;
- Demonstrate sewing and knitting skills to be taught in primary school;
- Discuss difficulties primary school students may have in learning sewing and knitting skills and how to support them;
- Explain topics of event decoration skills to be taught for relevant region/state for primary school students;
- Demonstrate event decoration skills to be taught in primary school;

- Discuss difficulties primary school students may have in learning event decoration skills and how to support them;
- Explain topics of time management skills to be taught for relevant region/state for primary school students;
- Demonstrate time management skills to be taught in primary school; and
- Discuss difficulties primary school students may have in learning time management skills and how to support them.

# 6.1. Cooking and Nutrition

This sub-unit, made up of a two-part lesson, introduces you to the process of teaching students to cook and includes information about health and hygiene and nutrition. Teaching young students about cooking is not just about the process of preparing food, but includes many valuable life skills.

## 6.1.1. Teaching cooking skills (part 1)

### Expected learning outcomes

**By the end of the lesson, you will be able to:**

- Explain topics of cooking skills to be taught for relevant region/state for primary school students; and
- Demonstrate basic cooking skills to be taught in primary school.



### Teaching young students to cook

Cooking is a fun activity enjoyed by young students at schools all over the world. However, cooking is also a vitally important life skill that all students. Both boys and girls should learn as it provides them with a range of valuable experiences. Teaching young students to cook, you will be able to support their understanding of health, nutrition and the importance of diet. Students will also gain a vital understanding of hygiene and food safety. Cooking involves, among other thing, simple mathematics, attention to detail and manual dexterity. The benefits of teaching young students how to cook include the development of soft and hard skills such as:

### **Developing comprehension skills**

Cooking involves following step-by-step instructions which included in a recipe. If the instructions are not followed in the right order, or in the right way, then the food being prepared will not turn out as expected. The process that young students will go through in following a recipe is a good experience. They will also gain practice for comprehending and following processes in general.

### **Developing skills of inquisition and experimentation**

There are many variables involved in cooking. Following a recipe and cooking food is like a science experiment that has potential to go wrong. Through cooking, young students can be encouraged to be inquisitive and to experience the consequences (both positive and negative) of experimenting with ingredients and instructions, or getting things wrong.

### **Developing maths skills**

Cooking involves the use of measurements and ratios. Students use mathematical operations during cooking; often without even realising they are doing so.

### **Confidence of self-esteem**

Cooking allows young students to develop confidence, as the production of food from a recipe provides instant feedback on the process. This edible form of feedback can contribute positively to a student's self-esteem and confidence.

### **Inclusivity**

Cooking is an inclusive and non-discriminatory experience that all students can get involved in at an equal level with their peers. The range of practical and mental skills required is a natural way of incorporating a variety of learning styles.

## **Communication**

Cooking gives students the opportunity to communicate in a safe and friendly environment on a subject in which they have a common interest and experience. Cooking also provides an excellent opportunity for young students to communicate with their parents and can foster the strengthening of family ties.

## **Life skills**

The skills of being able to follow a recipe and cook food, and the knowledge of hygiene and nutrition, will support students throughout their lives. Understanding cooking provides a better awareness of food, food waste, and the need to be mindful of diet and the source of food.

## **Understanding and appreciating local cultures**

Introducing students to prepare local food by following simple recipes also provides them with an opportunity to learn more about and appreciate the local food in their community, and from other communities in different states and regions in Myanmar. The learning in the Life Skills subject around different ethnicities and their cultures, customs and specific foods can be integrated into this subject as well.

## **Health and hygiene**

By learning to cook, students will explore important information regarding the need to consider their own health and hygiene. This includes such areas as washing hands, food preservation, nutrition and avoidance of disease.

According to the World Health Organisation (WHO), of the 220 million children that contract diarrhoeal diseases, 96,000 of them die each year from a preventable problem.<sup>21</sup> Unsafe food practices and poor food hygiene pose huge health threats that are especially dangerous for infants, young children, pregnant women and the elderly.

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<sup>21</sup> <https://www.who.int/news-room/fact-sheets/detail/food-safety>

When teaching your students to cook, you should ensure that they understand the importance of hygiene which could be something as simple as washing their hands before touching or preparing food. According to UNICEF, washing hands with soap after going to the toilet or before eating or handling food can have a significant impact on children's health and can reduce the number of incidents of diarrhoea by as much as 50 percent.<sup>22</sup>

Handout 8 in Annex 1 shows the correct way to wash your hands to prevent the spread of disease and germs. Before engaging in any cooking demonstrations, you should take some time to teach your students how to wash their hands correctly, following the instructions given in Annex 5. Remind your students that they should develop good habits regarding hygiene and hand washing, so they should always wash their hands after using the latrine.

## Health and growth

According to a report prepared by the World Food Programme (WFP) 'approximately one third of all children under five years old in Myanmar are stunted'.<sup>23</sup> The WHO classifies stunting as:

‘...the impaired growth and development that children experience from poor nutrition, repeated infection, and inadequate psychosocial stimulation.’<sup>24</sup>

**Malnutrition** is caused by the body not receiving the right kinds of nutrients and can ultimately lead to death. Malnutrition is also responsible for a number of problems, including poor health, learning barriers, lack of employment opportunities and lower income. Providing your students with an understanding of nutrition and the dangers of malnutrition is a valuable component of teaching students about cooking and food. A guidebook on nutrition, created by a consortium of NGOs specifically for Myanmar, covers this information in great detail and it is useful to understand the issues faced by people all over Myanmar. The following diagram, taken from that guidebook, demonstrates the negative effects of malnutrition:<sup>25</sup>

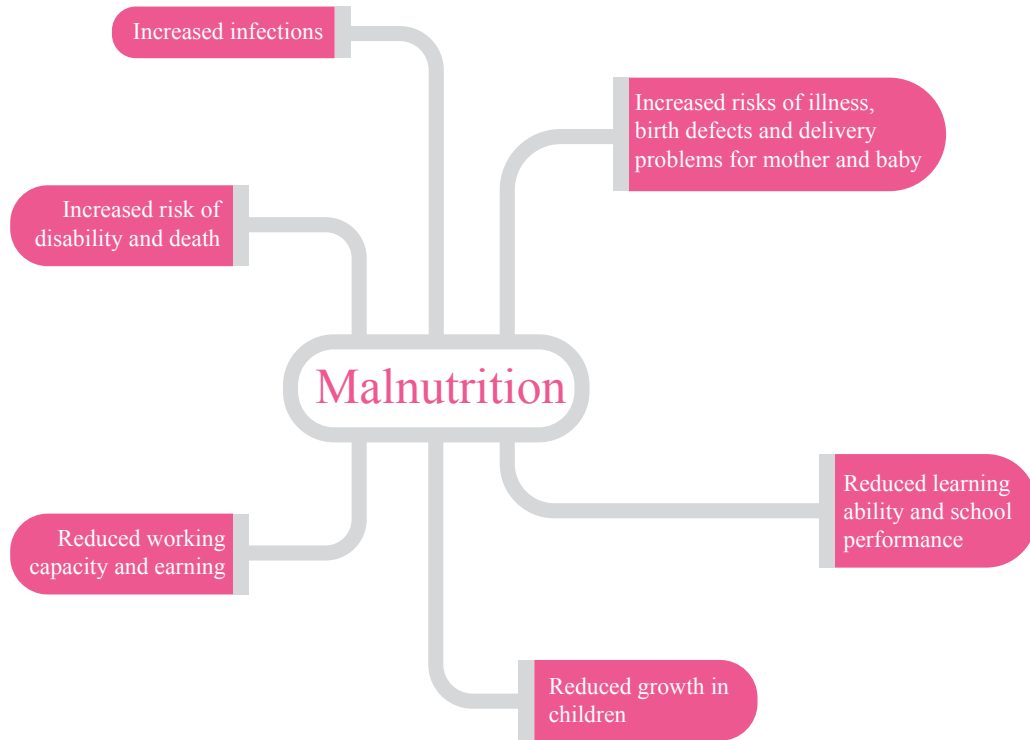
<sup>22</sup> [https://www.unicef.org/wash/3942\\_4457.html](https://www.unicef.org/wash/3942_4457.html)

<sup>23</sup> <https://reliefweb.int/report/myanmar/wfp-myanmar-nutrition-programme-april-2016>

<sup>24</sup> [https://www.who.int/nutrition/healthygrowthproj\\_stunted\\_videos/en/](https://www.who.int/nutrition/healthygrowthproj_stunted_videos/en/)

<sup>25</sup> LEARN (A consortium of ACF, Helen Keller International, Save the Children). (2015). Learning about nutrition: A facilitator's guide for food security & livelihoods field agents.





**Figure 6.1. Some consequences of poor nutrition**

Lesson 6.1.2. will investigate nutrition further and you will have the chance to explore the ways that young students can improve their diet to avoid malnutrition

## 6.1.2. Teaching cooking skills (part 2)

### Expected learning outcomes



**By the end of the lesson, you will be able to:**

- Explain the importance of nutrition and the need for a healthy balanced diet; and
- Discuss difficulties primary school students may have learning cooking skills and how to support them.

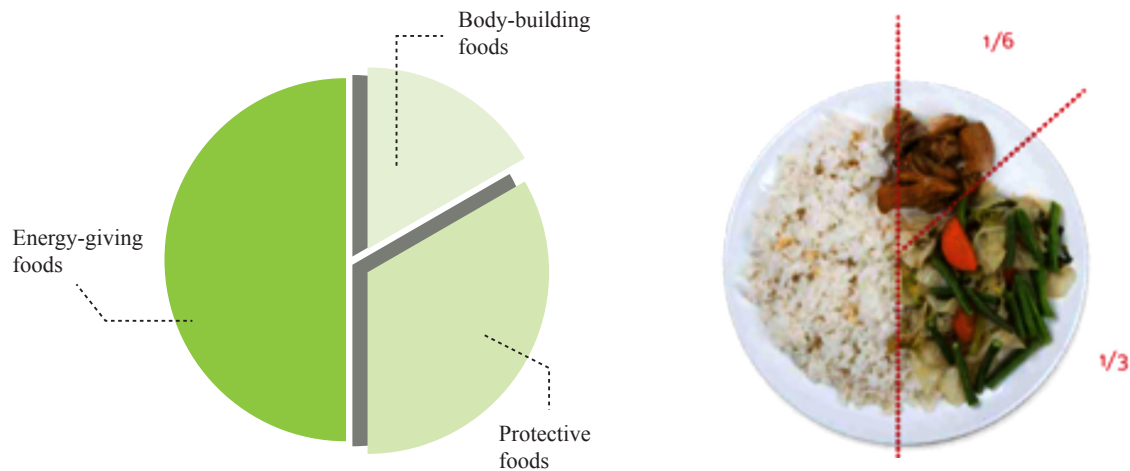
### Nutrition

By introducing basic cooking skills to students at an early age, you can support their understanding of the importance of nutrition and their need for a healthy balanced diet. Handout 9 includes a list of some of the foods available in Myanmar and demonstrates their importance in healthy balanced diet.

A healthy balanced diet is one that contains the right proportion of the foods. These are categorised in Annex 6 as three food groups:

- Protective foods
- Energy-giving foods
- Body-building foods

Ideally, a balanced meal will be made up of a mix of all three groups, with about half of the meal represented by energy-giving foods, one third of the meal represented by protective foods, and the remaining one sixth of the meal reserved for body-building foods. This is represented in the picture below taken from the guidebook.



**Figure 6.2. The proportions of different food groups in a balanced meal**



### Learning activity 1

Read through Handout 9 and make a list of the different foods that you eat on a regular basis. Are you on a healthy, balanced diet? Which foods do you not regularly eat, or which foods do you eat a lot?

### Teaching young students to cook

Teaching cooking at school will require specific resources such as cooking utensils, a stove and ingredients. You will not have the opportunity to practise those skills at your Education College. However, you can begin to prepare and plan how you will be able to teach some basic cooking at your future school.

When teaching young students how to cook, it is important to introduce them to healthy and hygienic food preparation and cooking methods, and this differs depending on the food product being prepared. For example:

## **Preparing meat and fish**

Raw meat and fish often contain bacteria, so these foods must thoroughly be cooked to ensure that the bacteria are killed. Meat and fish should be stored in a cool place and covered to prevent contamination. Cooking utensils, such as knives, plates and chopping boards that come into contact with meat or fish, must be thoroughly washed before being used with other foods.

## **Preparing vegetables and fruit**

Before eating or preparing fruits and vegetables, always make sure to wash them thoroughly in fresh water to remove dirt, bacteria and residue from any harmful pesticides or fertilisers that have been sprayed onto them prior to or after harvest.

## **Preparing rice**

Always wash rice in clean water prior to cooking to remove any dust, dirt or insects (and even small stones) which may be mixed with it. Be warned though, over washing rice can remove many of the essential nutrients and starches in it.

## **Beans and legumes**

Always soak beans or legumes in fresh water overnight before cooking. Some beans, such as kidney beans, contain small amounts of toxins that need to be leached out of the bean through soaking. If you eat kidney beans that have not been sufficiently soaked, it will make you very sick.



### **Learning activity 2**

Take a moment to consider what equipment and resources you will need in order to teach your students to be able to cook. Write a list of requirements and think about who will be able to help you teach cooking at your school. For example, it may be possible to engage the support of a local restaurant to provide the resources to your school.

## What to cook?

There are hundreds of simple dishes that you could teach young students to cook at their school. The difficulties you will find are more to do with the access to ingredients and resources. Depending on where you teach in the country, you may find some ingredients are more readily available than others. Additionally, the recipes you use will be depended on the local or regional cuisine. Some Myanmar dishes, for example mohinga, can take several hours to prepare and use a large number of ingredients whereas other dishes, especially salads, can be quickly and easily prepared with very few resources and no cooking.

One of the great things about preparing Myanmar salads is that you do not need to worry too much about measuring or equipment. If there is a salad recipe in your cooking class, you can encourage your students to experiment and add as much or as little as they like according to their taste. Also, the traditional way to mix all the ingredients in salads is by hand, so your students can have fun getting messy!

## Cooking activity

Pennywort salad (*myin kwa ywet thoke*) is a simple introduction to Myanmar cuisine and a great way for your students to cook. This tasty yet incredibly simple salad involves very few ingredients that are all easy to obtain. The method of preparation is simple too.

Here is a basic recipe for Pennywort salad:

## Equipment

- A clean bowl
- A clean plate
- A teaspoon

## Ingredients

- A bunch of washed and dried pennywort leaves;
- Two teaspoons of thinly sliced shallots (small onions);
- A teaspoon of peanuts;
- A teaspoon of sesame seeds;
- A teaspoon of gram flour;
- A teaspoon of peanut oil;
- A teaspoon of thinly sliced garlic;
- A teaspoon of thinly sliced chili pepper;
- Half a teaspoon of lime juice;
- Half a teaspoon of fish sauce; and
- Half a teaspoon of sugar.



**Figure 6.3. Pennywort salad**

## **Process**

Remember to wash your hands before cooking, and make sure that all your students wash their hands too.

Wash and dry a bunch of pennywort leaves, chop them roughly and then mix them in a clean bowl (using your hands) with the remaining ingredients.

To teach this recipe, you will need to provide every student one bowl, one plate and one teaspoon. You should write the recipe on the board, and then demonstrate the method to the students prior to them attempting it.

Place all the ingredients in the middle of a table and have the students follow the instructions of the recipe, adding the required amount of ingredients into their bowls before mixing it all up and serving it onto a clean plate.

The students can eat their creations immediately.



## **Assessment**

Assessment of this activity could be done immediately through self-assessment (eating!)

- How did it taste?
- Did you get the recipe right?

Students could be encouraged to consider whether they would make any adjustments to the recipe based on their own assessment of the food.



### Learning activity 3

There are hundreds of websites online that have simple and easy Myanmar dishes to cook. Take some time to research the different recipes available and think about the practicalities to teach your students to cook different recipes. Which recipes would you like to teach your students to cook?



### Review questions

1. What other skills do students develop when learning how to cook?
2. What causes malnutrition, and what are the effects of malnutrition?
3. What does a 'balanced meal' consist of?



## 6.2. Sewing and knitting

This sub-unit introduces you to the process of teaching students to knit and sew and includes information and ideas about the types of activities you could use within the classroom. Teaching young students about sewing and knitting is not just about the process of making things, but includes many valuable life skills.

### 6.2.1. Teaching sewing and knitting skills

#### Expected learning outcomes



#### By the end of the lesson, you will be able to:

- Explain topics of sewing and knitting skills to be taught for relevant region/state for primary school students;
- Demonstrate sewing and knitting skills to be taught in primary school; and
- Discuss difficulties primary school students may have in learning sewing and knitting skills and how to support them.

#### Teaching sewing and knitting

Many of your students may already have some experience of sewing and knitting; they may have seen their family members sewing or knitting, or they may have seen tailors and seamstresses making clothes on looms and sewing machines in their community. Teaching young students, both boys and girls, to sew and knit at an early age is useful because they can use these skills throughout their life. Sewing and knitting can be useful in income generating activities, but also can be useful simply in repairing and altering clothes instead of replacing them.

The basic skills of sewing and knitting can be easily taught, and require very few resources. Although advanced skills can require the use of expensive machinery; at this basic level, anyone can get involved.

Consider the benefits of teaching students to sew and knit: sewing and knitting develops **hand-eye coordination**, finger dexterity and fine motor skills. Through the process of sewing and knitting, students will be exposed to planning, preparation, maths, and remembering instructions. Sewing and knitting can contribute towards the development of self-confidence and will provide students with the opportunity to practise patience.

Teaching sewing and knitting at primary school is fun, interactive and inclusive and is something that all class members can take part in regardless of educational needs or disabilities. The subject is also the one that family members and members of the local community can get involved in to support the students both in the classroom and at home.

Teaching students how to sew and knit demonstrates the efforts that are required to make clothes, and helps them develop a respectful attitude to the items that are handmade, such as clothes, bags and bed linen.

It is important to realise that sewing and knitting is not just the responsibility of women and girls. Some of the finest tailors in the world and Myanmar are men: male sailors must know how to sew to repair their sails, and fishermen must know how to sew to make and fix their nets. When teaching sewing and knitting, it is important to engage a gender-neutral approach that encourages students to avoid gender clichés and stereotypes.

In this lesson, your teacher educator will show you a short video filmed in an internally displaced people (IDP) camp in Kachin State to introduce and explain how useful sewing skills can be for people living in difficult circumstances by supporting their development of income generating activities.



## Learning activity 1

To understand the simple concept of knitting, you do not need to use any equipment except wool or string. Teaching young students how to knit usually starts by showing them how to ‘finger-knit’. Before attending this class, it would be good for you to get some first-hand experience on how easy knitting can be.

This video on YouTube has been created for young students, and gives very simple instructions on how to knit without equipment.

<https://www.youtube.com/watch?v=NulgNzKp1LY>

Get hold of some string or wool (your teacher educator can help you with this) and practise this simple knitting prior to attending class, following the simple instructions given in the video. Although the lady in the video suggests that you should knit a short piece, it is up to you how long you knit for (though this may be determined by how much wool or string you have). Try to knit the longest piece in your class – it will be a good practice!

Written instructions and photographs taken from the website [www.stitchlinks.com](http://www.stitchlinks.com) are also included in Handout 12.

After your lesson on knitting, take some time to think about how you would introduce the subject to your students and how you could encourage them to take part in learning how to knit.

## Teaching young students to sew

To understand the simple process of sewing, there is no need for lots of complicated equipment or resources. In fact, to teach young students how to sew you can just use string and paper. There are many resources available online for this. Handouts 10 and 11 contain some printed templates <sup>26</sup> to help get you started although you can easily make your own.

<sup>26</sup> <http://www.auntannie.com/Textiles/SewingCards/>



## Learning activity 2

The following activity will simulate how you can teach your students to sew. The instructions have been written so that you can use them in your own lesson plans. For this activity, follow your teacher educator's instructions to simulate this activity as if you were a student.

### Example of sewing activity 1

#### Equipment

Templates in Handout 10, hole punch, some sticky tape and some string or wool.

#### Process

Print out the templates in Handout 10 and make holes where indicated on the templates using a hole punch. If you can print them on coloured card this is even better though not essential.

Tightly wrap sticky tape around one end of the string – this will act as the 'needle'. You can demonstrate this first as it is a bit tricky and some students may need several attempts to get it right.

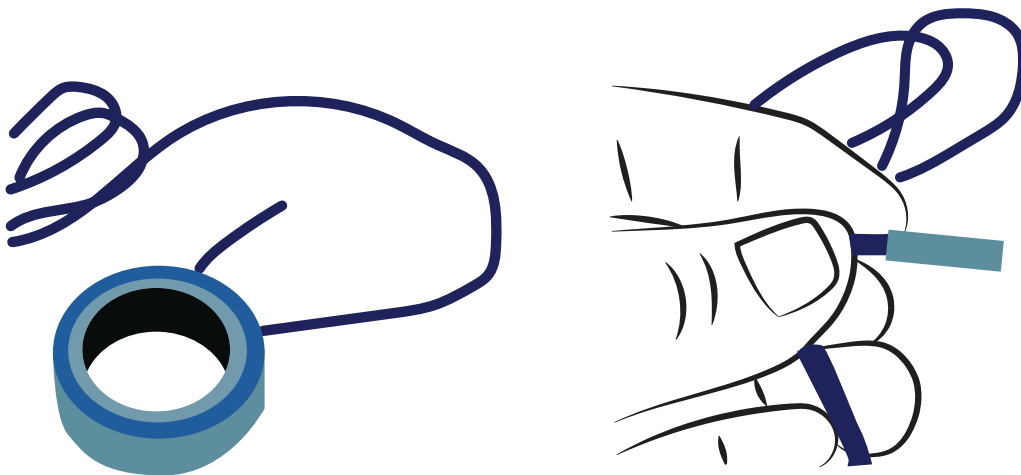


Figure 6.4. Example of making a needle with sticky tape

Once the students have prepared their ‘needle’, they can then sew the string in and out through the holes in the template. You can demonstrate the students different ways to do, for example, the students could just thread the string through the outside of the template. Once the students are confident, you could encourage them to be more imaginative with their sewing.



**Figure 6.5. Example of sewing with templates**

This is an excellent introduction to sewing for young students and it is safe and easy to follow the instructions without the danger of using sharp needles.



### Assessment

Your students can self-assess their work and compare it with that of their peers.

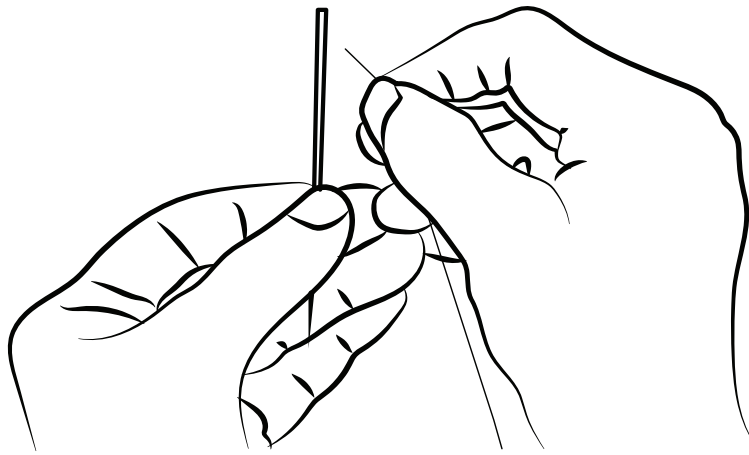
If you are confident in introducing needles into the classroom for your students to use, you must be careful to explain your students how to avoid injury. Large darning needles are the safest needles to use as they are not very sharp and are easier for small hands to manipulate.

## Example of sewing activity 2

The following activity will simulate how you can teach your students to sew. The instructions have been written so that you can use them in your own lesson plans. For this activity, follow your teacher educator's instructions to simulate this activity as if you were a student.

### Equipment

Templates in Handout 11, a large darning needle, some thick thread or wool.



**Figure 6.6. How to thread a needle**

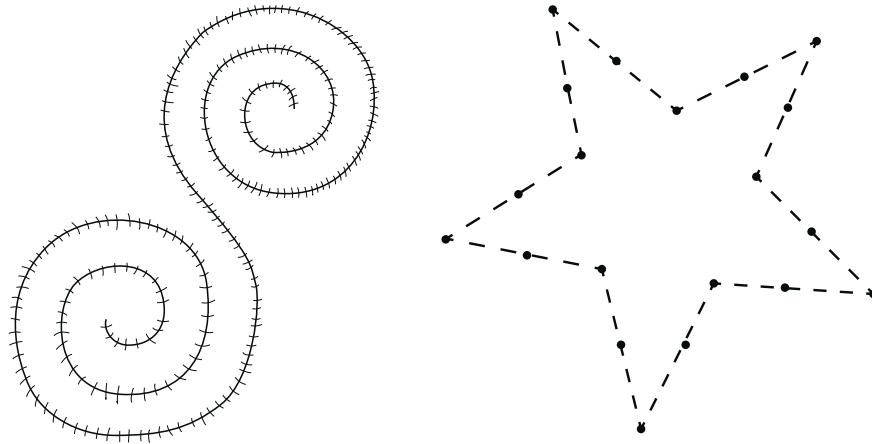
### Process

Print out the templates in Handout 11.<sup>27</sup>

Show your students how to put the thread or wool through the eye of the darning needle. It is quite tricky, so you may need to give your students a hand doing this for the first time.

Ask students to follow the patterns on the template worksheets and sew the thread through the paper. Your students can make as many stitches as they like between the dots, or follow the lines.

<sup>27</sup> <http://www.u-createcrafts.com/sewing-sheets-for-kids/>



**Figure 6.7. Example of sewing templates**

This is an excellent introduction to sewing for young students and it is a useful exercise in the level of eye-hand coordination required to manipulate a needle and thread along the lines of a pattern.



### Assessment

Your students can self-assess their work and compare it with that of their peers.



### Review questions

1. What benefits can young students have in learning how to sew or knit at an early age?
2. What other skills can students learn whilst knitting or sewing?
3. Why is knitting and sewing good for teaching about inclusivity?

## 6.3. Event Decoration

This sub-unit introduces you to the process of teaching students about event decoration and includes information about the different festivals and celebrations in Myanmar. Teaching young students about event decoration is not just about the process of decorating, but involves an understanding of the cultural and traditional reasons why decorations are used in Myanmar to celebrate different festivals of all religions.

### 6.3.1. An introduction to events and festivals decoration

#### Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain topics of event decoration skills to be taught for relevant region/state for primary school students;
- Demonstrate event decoration skills to be taught in primary school; and
- Discuss difficulties primary school students may have in learning event decoration skills and how to support them.



Myanmar has no shortage of national festivals, holidays and celebration days, and each region and state of Myanmar has its own specific festivals and celebrations in addition to the national ones. Each festival or holiday has a number of important elements and aspects that must be addressed and adhered to, and one of those is the unique decorations required for the events.



Event decoration is something that you may well be aware of, and something that you have taken part in numerous times over your life for different festivals. Introducing event decoration to students at an early age is a useful endeavour as it encourages them to consider the importance and relevance of the festivals of Myanmar and how to be actively involved in the preparations for that festival. Through this, they can understand and appreciate the role that celebrations have in the culture and history and traditions of Myanmar; especially in local cultures and traditions in each state or region.

The biggest festival of the year, and the one that you will undoubtedly have been involved in for as long as you can remember is Thingyan.



**Figure 6.8. Thingyan (New Year Water Festival)**

Thingyan, also known as the water festival, is held every April to celebrate the Buddhist New Year. Amidst all the revelry, loud music, heat, and water throwing, Thingyan is a very special, spiritual and beautiful time in Myanmar, and a time when many people take themselves away to meditate.

The Thingyan festival is also around the time when the padauk tree begins to flower. The striking padauk flower, often referred to as the national flower of Myanmar, cascades from the trees in the weeks running up to Thingyan, showering the ground below with its distinctive sweet-scented blossoms and covering the country in a carpet of gold.<sup>28</sup>

<sup>28</sup> <https://cliffonsdale.com/2015/04/01/the-flowers-of-thingyan/>



**Figure 6.9. Padauk flowers**

The flowers are said to delay their appearance until the first drops of rain arrive after the hot dry season, however this is not always the case you can imagine the relief the sight of its flowers must have brought to farmers over the centuries as they realised that the long-awaited rains were finally on their way.

The appearance of flowers is symbolic in many cultures. The arrival of snowdrops in the UK symbolises the end of a long hard grey winter, or as here in Myanmar, to celebrate the coming of the rains and the end to the dusty dry season.

The arrival of padauk flowers is referred to in Myanmar literature as a miracle: while other trees remain stubbornly dusty and dry, the padauk comes back to life, demonstrating that life does indeed go on. In the Myanmar month of Tagu, the magnificent sight of the delicate golden sprays of little flowers radiating through the bright green leaves are the perfect illustration of a new year – a new beginning.

The flowers of the padauk tree are an important component of the Thingyan festival, and they are used to decorate homes, pagodas, even trishaws and taxis. The first blooms are offered to Buddha, and then the rest are used as decorations or made into Thingyan crowns for young women to wear.

The Thingyan decorations, as with all the different decorations used throughout the festivals of Myanmar, are more than just a pretty adornment to the festivities; they are a symbolic and important component of the celebration.

Another important festival in Myanmar that involves symbolic decoration, and perhaps the second most important festival after Thingyan, is the October festival of Thadingyut, also known as the Lighting Festival of Myanmar. This festival celebrates the return of the Lord Buddha from his celestial home and marks the end of the three-month Buddhist lent. The festival spans three days and begins the day before the full moon day of the month of Thadingyut (Abhidhamma Day) and ends the day after.

During Thadingyut, pagodas and homes are traditionally decorated with candles and colourful paper lanterns to guide the Buddha back down to earth. In modern Myanmar, certainly in urban centres, strings of coloured lights are popular, as are fireworks. The festival is celebrated and decorated in different ways across the country. For example, at the Kyaikhtiyo Pagoda (Golden Rock) in Mon State, pilgrims offer 9,000 lit candles and 9,000 flowers to the Buddha. Moreover, in Shwe Kyin in Bago region, thousands of lotus-shaped oil lamps are lit and set afloat on the Sittaung river, and many families all across the country light candles outside their homes.



**Figure 6.10. Celebrations during Thadingyut festival**

Depending on where in the country you will be teaching, different festivals will be more important or more widely celebrated than others. When teaching students about event decoration, it is important to ensure that they understand different festivals, and understand the background history, traditions, relevance of the festivals, and why decorations are symbolically important.

Event decoration is a great Myanmar tradition, and whole generations of families have dedicated their working lives to preparing the decorations used to celebrate special days and festivals all over Myanmar. Sadly, many of the old traditional handicrafts closely connected to events decoration are dying out. For example, 40 years ago, the Baw Ga Ward, in Yangon's Kyeemyindaing Township, was home to around 30 lantern-making families. Now, there are only two lantern makers in the whole township who still carry out this time-consuming activity. A similar declining trend can be found across the country.

The popularity of coloured electric lights and the prevalence of cheap plastic lanterns imported from China have reduced the demand for the traditional bamboo and paper lanterns that were once ubiquitous during Thadingyut and the Tazaungdaing festival in November. Tazaungdaing is also known as the festival of lights, where people across the country release small paper hot-air balloons lit with candles, which drift into the sky giving off a wonderfully peaceful glow.

Although many of the traditional methods of preparing decorations for festivals are in decline, or being replaced by modern alternatives, it is still important to encourage students to appreciate the traditions. You may discover that students struggle to understand some of the old ways, never being exposed to them. Members of the local community around your school, especially elderly members of the community, could be invited into the school to give the students a talk on some of the traditions surrounding the local and national festivals. This connection with the community and with the past is important and should be encouraged.



## Learning activity 1

Investigate the festivals that are held this month across the country, or find out about the festivals that are specific to region where you are attending the Educational College. Try to discover what the specific decoration expectations of these festivals are. How can you find this information out? Who can help? Discuss your findings with your peers.

There are hundreds of different events celebrated locally across the whole country by different national groups in every months of the year, for example:

### January

- Ananda Pagoda festival in Bagan
- Manaw New Year festival in Kachin State
- Naga New Year festival in Lahe and Layshi in Sagaing Region
- Flag mast festival: Kutobo, Kayah State

### February

- Mann Shwe Settaw Pagoda Festival in Shwe Settaw, Magwe State, Central Myanmar
- Kyaik Khauk Pagoda Festival in Thanyin
- Mahamuni Buddha Image Festival in Mandalay
- Htamane Sticky Rice festival across the country
- Moe Byae Festival in Moe Byae, Shan State

### March

- Spiritual Being Ko Gyi Kyaw Festival in Phakhan, Yayzagyo

- Shwe Nattaung Pagoda Festival in Bago
- Maw Tin Zun Pagoda Festival in Laputta
- Inndawgyi Shwe Myinzu Pagoda Festival in Moehnyin, Kachin State
- Bawgyo Pagoda Festival in Thibaw, Shan State
- Zalun Pyi Taw Pyan Festival in Zalun, Ayeyarwady Region
- Pindaya, Cave Festival, Pindaya, Shan State
- Shwe Myet Hman Pagoda Festival in Shwetaung, Bago Region
- Kakku Pagoda Festival, in Taunggyi, Shan State
- Shwedagon Pagoda Festival, Yangon
- Shwe Sar Yan Pagoda Festival, in Patheingyi, Mandalay State
- Alaungdaw Khathapa Pagoda Festival, Sagaing Region
- Utram Panguni Festival in Yangon

### **April**

- New Year Water Festival: Thingyan, across the whole of Myanmar
- Shwe Maw Daw Pagoda Festival, Bago

### **May**

- Kason Watering Bodhi Tree Festival, across Myanmar

### **June**

- Pakokku Thiho Shin Pagoda Festival, Pakokku, central Myanmar

## **July**

- Waso Full Moon Festival, across the whole of Myanmar
- Waso Chin-Lone Festival, Mahamuni Buddha Image, Mandalay State

## **August**

- Taung Pyone Spirit Festival, Taung Pyone village, near Mandalay
- Yadana Gu Spirit Festival, Amarapura, Mandalay city

## **September**

- Manuha Buddha Image Festival, Myinkaba, Bagan, Mandalay city
- Phaung Daw Oo Buddha Images Festival, Inle Lake, Shan State

## **October**

- The Festival of Lights: Thadingyut, across the whole of Myanmar
- Kyauk Taw Gyi Pagoda Festival, Mandalay State
- Elephant Dance Festival, Kyaukse, Mandalay State
- Kaunghmudaw Pagoda Festival, Sagaing State
- Shwe Kyin Light Festival, Shwe Kyin River, Shwe Kyin District, Bago

## **November**

- The Full Moon Festival Tazaungmone, Shan State
- Shwezigone Pagoda Festival, Nyaung U, near Bagan



- Phowintaung Pagoda Festival, Monywa, Sagaing State
- Shwesandaw Pagoda Festival, Pyay, Bago Region

## **December**

- Mae Lamu Pagoda Festival, Yangon
- Popa Guardian Spirit Festival, Mount Popa, near Bagan
- 9,000 Lights of Candle Festival, Kyaik Htiyo, Mon State

It is worth remembering that although the population of Myanmar is predominantly Buddhist (87.9%), there are a number of other religions represented in the country. Christians account for 6.2% of the population, Muslims 4.3%, Animists 0.8%, and Hindus 0.5%<sup>29</sup>. Moreover, there are 135 officially recognised ethnic groups across Myanmar.

This sub-unit has introduced examples of traditional Buddhist festivals and national holidays that are celebrated in Myanmar, but each religion and ethnic group has its own unique festivals, celebrations and special days. It would be useful to investigate some of the other celebrations that take place annually across Myanmar and take some time to consider the decorations required for those celebrations.

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<sup>29</sup> GOM 2016: The 2014 Myanmar Population and Housing Census, The Union Report: Occupation and Industry Census Report Volume 2-B.





**Figure 6.11. Examples of some non-Buddhist festivals celebrated in Myanmar**



**Figure 6.12. Examples of ethnic festivals celebrated in Myanmar**



### **Review questions**

1. Why is an understanding of event decoration important in Myanmar?
2. Why has the demand for traditional event decoration declined in recent years?
3. Why is it important to learn about the traditional methods of preparing event decorations?

## 6.4. Time Management

This sub-unit introduces you to the process of teaching students about time management and includes information and ideas about the types of activities you could use. Teaching young students about time management is not just about the process of managing time, but involves an understanding of their own responsibilities towards time.

### 6.4.1. Introducing time management to students

#### Expected learning outcomes

By the end of the lesson, you will be able to:

- Explain topics of time management skills to be taught for relevant region/state for primary school students;
- Demonstrate time management skills to be taught in primary school; and
- Discuss difficulties primary school students may have in learning time management skills and how to support them.



As introduced in sub-unit 5.2, time management is an important skill to introduce to students at an early age. Time management as a subject is complex and is taught at schools all over the world to both children and adults. You can even obtain professional qualifications in time management. At its simplest roots though, time management is about planning, preparation and prioritisation, and these basic skills can quite easily be introduced to young students.

Learning about time management should be a fun opportunity for your students to assess their situation and environment, and take some ownership of their time. Students should be encouraged to become more engaged in time, and through the activities highlighted in this lesson, you should be able to introduce some fun time management activities into your lessons.

In the work environment, the management of time to meet deadlines and achieve objectives is an integral part of a good work ethic. Effective time management can contribute toward improved results, greater productivity and efficiency and less stress. As a student teacher and future teacher, you will need to be well practised at managing your time effectively. A good place to start with teaching young students about time management is familiarising yourself with time management.



### **Learning activity 1**

Honestly appraise your own time management. Are you on time for everything? Or are you sometimes late for class? Do you manage to plan your work properly for the different subjects you are studying or do you leave your assignments until the last minute? Do you spend too much time browsing on Facebook when you should be studying?

### **Teaching time management**

Teaching time management as a concept to young students is a difficult task, as they tend to live in the here and now. Youths tend to live life with the philosophy that what will be will be, and things that have happened in the past are easily forgotten. Young students also often have very little responsibility for their own time - they are told when to do something or when to go somewhere, or how long they should spend doing something. The time keeping responsibilities of students (especially young students) is often very much dictated by their family or teachers. Thus their control and ability to influence their time-keeping is often limited. In order for students to understand the concept of time management, they must first be encouraged to understand the concept of time.

You are not going to be able to teach your young students fully about the concept of time. Philosophers, scientists, theologians, astronomers all over the world have been trying to define time since time began, and they still do not fully understand it, or agree on the definition.

The ancient Greek philosopher Aristotle (384-322BC) said: ‘Time is the most unknown of all unknown things.’ Over 2000 years later, it still is.

So, when introducing young students to time, it is important not to get too involved in the details, young students do not have the capacity to consider or contemplate the complexities of the concept of time, but they can relate to the time that is relevant to them and their lives.

Using resources to introduce students to time will enable them to visualise time better. Tangible measurements of time should become a key component in all your teaching.

For example, most classrooms in Myanmar have a clock, usually this is situated at the front of the classroom above the board. Quite often, they do not work as the battery has run out. Make sure the clock in your classroom has a new battery and get into the habit of referring to the clock when instructing your students:

“According to the clock on the wall, it is now 9 o’clock, so the lesson will start.”

‘As the big hand is pointing to the bottom of the clock, and the little hand is pointing to 10, this means that it is half past 10, and time for break.’

‘You have five minutes left to complete this task, when the big hand points to here, you will have to stop.’

By involving the clock in your instructions, students will develop a better understanding of the passage of time. Even if they cannot tell the time themselves, they will associate the movement and positioning of the hands with time and key activities that are carried out at certain times.

Young students understand time through familiarity, sequence and routines. If you develop



a schedule or a regular occurrence of activities, then your students will understand the passing of time between the two fixed points of the schedule.

For example, introducing a visual aid such as a calendar into the classroom can enable students to be more aware of the schedule that they are following. The calendar can be referred to when discussing the past or the future.

It is a simple exercise to create a classroom calendar, and students all over the world are tasked with creating and maintaining a calendar in their classrooms. A classroom calendar does not need to be complicated to demonstrate time and the students can get involved in its creation.



**Figure 6.13. Examples of classroom calendars**

The calendar can be used to record the days of the week, the months of the year, even the seasons of the year. Students' birthdays, holidays, festivals and all manner of other relevant and interesting information can be incorporated into the calendar. At the start of each day, the calendar can be introduced to the students and any activities highlighted on it discussed.

In order to engage young students into the concept of time management, you must first establish some time management priorities that they can relate to. Young students should be encouraged to develop a list of activities that they carry out every day. For example, the list could include entries such as:

- Wake up
- Eat breakfast
- Set off to school
- School starts
- Break time
- Lunch time
- End of school
- Bedtime

Some students may be more specific, including details such as brushing teeth, feeding animals, or daily prayers.

Once the students have developed a list of their daily activities, you can encourage them to put them in order of when in the day they are carried out. You could also encourage more advanced students to try to allocate periods of time to those activities. A grid or a table like the one shown below would support this.

**Table 6.1. Routine activity list**

Activity number	Type of activity	Time carried out	Length of time
1	Wake up	6.00am	5 minutes
2	Wash	6.05am	10 minutes
3	Brush teeth	6.15am	5 minutes
4	Get dressed	6.20am	5 minutes
5			
6			

Using a blank grid like this, your students can complete the sections they understand. Some students may be able to list the activities but not the time carried. Other students may know the time they wake up, and how long each activity takes. Within the class, every student should be able to complete some part of this activity list, and you can assist them in filling this out.

With the activities and times visually recorded, it is now possible for the students to ‘see time’ and make decisions about that time. They can easily recognise that for example, there are  $x$  number of hours between waking up and starting school, and  $y$  number of activities to complete within that time. They should also be able to recognise that if they tried to insert additional tasks into that period of time, then they would potentially run out of time and be late for school.

The students can then be encouraged to come up with ideas as to how to solve this potential time problem.

Solutions may include:

- Get up early
- Do fewer activities
- Leave one or more activities until after school
- Spend less time on the activities
- Be late for school

If you carry out this activity with your students, you may get a mix of answers, and perhaps some of the activities are considered more important than others. For example, one activity some students may have to undertake is feeding the family animals before school. The student would have to consider the importance and urgency of that task when deciding which solution to follow.

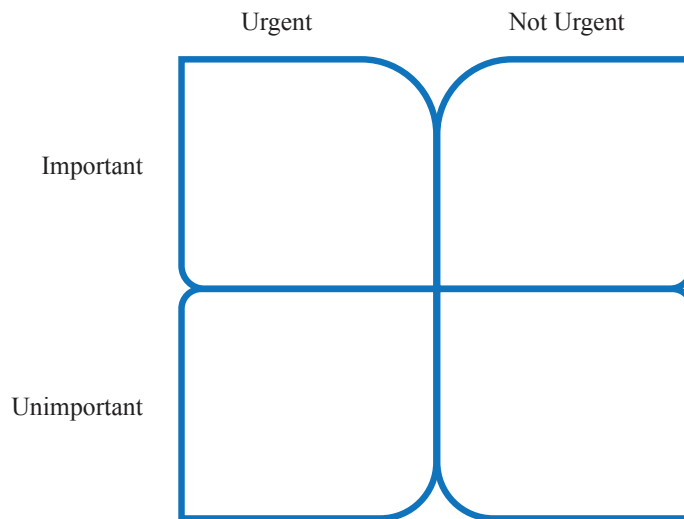


This is time management. These solutions are about prioritising time, and making decisions on the urgency or importance of different tasks in order to meet a deadline (attending school). Prioritising time is an essential element of time management and this simple exercise with your students will be a valuable activity for them for the rest of their lives.

### The Eisenhower matrix

Your own time management as a student teacher, and future teacher, is very important, and as a role model for young students, you will be expected to be a master of your own time. One concept that is regularly referred to and used in the teaching of time management is the Eisenhower principle, developed on the basis of a quote attributed to former US president Dwight D. Eisenhower. He is reported to have said: ‘I have two kinds of problems, the **urgent** and the important. The urgent are not important, and the important are never urgent.’<sup>30</sup>

The Eisenhower matrix is a tool that can be used to make decisions on the priority of tasks:



**Figure 6.14. Template of the Eisenhower matrix**

<sup>30</sup> <https://web.archive.org/web/20150402111315/http://www.presidency.ucsb.edu/ws/?pid=9991>

In the example of the Eisenhower matrix above there are four distinct boxes to be completed, labelled from the  $x$  and  $y$  axis thus:

1. Important / Urgent
2. Important / Not Urgent
3. Unimportant / Urgent
4. Unimportant / Not Urgent

You use this tool by assigning tasks into one of the four boxes based on your knowledge of the circumstances of that task. For example, if you had a list of jobs that you wanted to accomplish in the day, you would decide on their importance and urgency and enter them into the matrix, following this set of instructions:

1. Items that are important and urgent need completing first.
2. Items that are important and not urgent need to be scheduled for completion before they become important and urgent.
3. Items that are unimportant and urgent are tasks that can be passed onto others.
4. Items that are unimportant and not urgent are tasks that can be discarded or reduced.

**Important:** Something of great significance.

**Urgent:** Something requiring immediate attention.

As humans, we are quite good at internally prioritising important and urgent tasks, for example if your house was on fire and you had to finish your breakfast, you would probably swiftly allocate ‘put out fire’ into the important and urgent box, whereas ‘finish your breakfast’ could be moved into the important but not urgent box to be addressed later.

However, we are not as good at prioritising not important and not urgent tasks, for example we might watch television (unimportant, not urgent) before doing our homework (important not urgent).

We all need to be mindful of our management of time (even US presidents need to be mindful of the time), and getting into the habit of completing an Eisenhower matrix is a powerful and useful habit to have, even if this is just jotted down into a notebook every morning.



### Learning activity 2

Think of all the tasks that you have to accomplish this week, include schoolwork, personal appointments and social activities, family commitments and so on. Before your classroom lesson on time management, complete the Eisenhower matrix that is included in Handout 13, Annex 1. Be honest and allocate the tasks to the correct boxes by determining their urgency and importance. What tasks did you put into box 4 (unimportant and not urgent)?



### Review questions

1. What are the basic skills of time management?
2. Why can teaching time management to young students be a challenge and how can it be overcome?
3. What do the terms important and urgent refer to when considering time management, and can you give examples?

# Unit Summary



## Key messages

- Teaching young students about cooking is not just about the process of preparing food, but includes many valuable life skills including:
  - Developing comprehension skills
  - Developing skills of inquisition and experimentation
  - Developing Maths skills
  - Confidence of self-esteem
  - Inclusivity
  - Communication
  - Health and hygiene
  - Health and growth
  - Nutrition
  - Preparation and preservation of food to avoid disease
- Sewing and knitting provides young students with other skills development, such as:
  - Hand-eye coordination
  - Finger dexterity and fine motor skills
  - Planning and preparation

- Maths
- Remembering instructions
- Self-confidence
- Patience
- Teaching young students about event decoration is not just about the process of decorating, but involves an understanding of the cultural and traditional reasons why decorations are used in Myanmar to celebrate different festivals of all religions.
- Teaching young students about time management is not just about the process of managing time, but involves an understanding of their own responsibilities towards time.
- Time management is about planning, preparation and prioritisation.
- Time management can be taught using visual aids such as:
  - Clock
  - Calendar
  - Hourglass
- Young students tend to live in the here and now; things that will happen in the future will happen when they happen, and things that have happened in the past are easily forgotten.
- The time keeping responsibilities of students (especially young students) is often very much dictated by their family, or teachers, and thus their control and ability to influence their own time keeping is often limited.
- A good way to start teaching young students about time management is by teaching yourself.

- The Eisenhower matrix is a tool that can be used to make decisions on the priority of tasks. There are four distinct boxes to be completed and they are labelled:
  - Important / Urgent (need completing first)
  - Important / Not Urgent (need to be scheduled to be completed)
  - Unimportant / Urgent (tasks that can be passed onto others)
  - Unimportant / Not Urgent (tasks that can be discarded or reduced)



### **Unit reflection**

This unit has introduced you to a number of subject areas: cooking, sewing and knitting, events decoration and time management. Considered as separate entities, it might first seem that this is a strange collection of subjects to include in one unit, but collectively, they all contribute towards the development of essential life skills in students, and promote an awareness of their environment, their surroundings and of themselves and their relationship with others.

This unit contains learning far deeper than the simple titles of the units and as a future teacher there is much here for you to consider and learn from to improve yourself and to develop yourself as a role model for your students.



## Further reading

### 6.1

This BBC website has some interesting and useful information on teaching children of different ages to cook, and includes a number of activities that they can get involved in:

BBC Good Food. (2019). A guide to cookery skills by age. Retrieved from Immediate Media Company Limited website: <https://www.bbcgoodfood.com/howto/guide/guide-cookery-skills-age>

This BBC video introduces the important subject of knife skills, which includes how to safely use a sharp knife in cooking. If you are going to be introducing children to cutting with a sharp knife then this video is very important:

Desmazery, B. (2019). *How to sharpen a knife and chop vegetables*. Retrieved from Immediate Media Company Limited website: <https://www.bbcgoodfood.com/videos/techniques/knife-skills>

This WHO website introduces 10 important facts on food security in a simple way:

WHO. (2016). 10 Facts on Food Safety. Retrieved from WHO website: [https://www.who.int/features/factfiles/food\\_safety/en/](https://www.who.int/features/factfiles/food_safety/en/)

### 6.2

This blog has been written with the aim of introducing children to knitting. It has some useful tips and some fun and interesting projects:

Pass it on! Teaching children to knit. (2018). Retrieved from Love Knitting website: <https://blog.loveknitting.com/pass-it-on-teaching-children-to-knit/>

This website has some interesting videos on how to teach children to knit, and also some interesting projects:

White, S. E. (2018). Teaching Children to Knit. Retrieved from Spruce Crafts website: <https://www.thesprucecrafts.com/teaching-children-to-knit-2116018>

This is the video from YouTube that introduces the UNHCR sewing training programme in IDP camps in Kachin:

UNHCR. (2014). *Myanmar Stitching Ties*. Retrieved from YouTube website: <https://www.youtube.com/watch?v=3aLHa8i7SJA>

This is a video on YouTube that has been created with children in mind, and gives very simple instructions how to begin knitting without equipment. If you didn't get chance to watch it before you can watch it when you have the chance to refresh your memory.

GoodKnitKisses. (2011). *How to Finger Knit for Kids*. Retrieved from YouTube website: <https://www.youtube.com/watch?v=NulgNzKp1LY>

### 6.3

This article in the *Myanmar Times* from 2015 introduces a traditional lantern maker from Yangon called U Htein Win who had been making paper lanterns for nearly 60 years. The article highlights his concerns for the future of the tradition:

Pwint, Z. P. (2015). The future of traditional lanterns. *Myanmar Times*. Retrieved from <https://www.mmtimes.com/lifestyle/17933-the-future-of-traditional-lanterns.html>

This short YouTube video interviews a traditional lantern maker called Htun Shein who explains the reasons behind the decline of the Myanmar traditional lantern:

DVBTVenglish. (2013). *Burma's Traditional Lanterns Lose Out to Chinese Versions*. Retrieved from [https://www.youtube.com/watch?v=8IPXUx4\\_vSY](https://www.youtube.com/watch?v=8IPXUx4_vSY)

This short YouTube video explains some of the story behind the Thadingyut festival and explains the importance of the decorations used during the three-day festival.



CNA Insider. (2015). *Myanmar Festival of Lights Thadingyut*. Retrieved from YouTube website: <https://www.youtube.com/watch?v=JdA7W8LvT1Y>

This tourism website lists all the festivals held throughout the different regions of Myanmar. Although the dates refer to 2018, the festival information remains the same. This is an interesting website to see just how many festivals are held in Myanmar in each region, every year, and discover how they are celebrated. Have a look at the website and see how many of the festivals you are aware of, and consider how decorations play a large part in each festival.

Golden Clover Travel and Tours Co., L. (2019). TRADITIONAL FESTIVALS IN MYANMAR IN 2020. Retrieved from <https://www.travel-myanmar.net/en/traditional-festivals-myanmar-2020>

## 6.4

This 10-minute video gives an interesting explanation of what the experts think time is:

Aperture. (2018). *What is Time?* Retrieved from YouTube website: <https://www.youtube.com/watch?v=7P3Ous2IjiQ>

# Unit 7

## Assessment

Assessment is an integral part of the teaching and learning process, and assessment is used by both teachers and students before, during or after a period of learning to measure the extent to which the learning outcomes of a lesson, or series of lessons, have been achieved. Assessment can be carried out by a teacher in a variety of ways that support the documentation and measurement of the level of knowledge, understanding, skills and competencies of their students.

### Expected learning outcome

**By the end of this unit, you will be able to:**

- Explain assessment methods to be used in Local Curriculum at primary school level.



# 7.1. Assessment of Local Curriculum

Due to the unique nature of Local Curriculum, it is likely that assessment methodologies used in assessing students in the attainment of the learning outcomes on this subject will differ from the methods used in other subjects. This unit reintroduces some of the concepts of assessment that you will have studied in Semester 1, Unit 5 of Educational Studies.

## 7.1.1. Assessment methods used in Local Curriculum

### Expected learning outcome

**By the end of the lesson, you will be able to:**

- Explain assessment methods to be used in Local Curriculum at primary school level.



### Introduction to the assessment of Local Curriculum

As explained in Unit 1 of Local Curriculum, the subject has been developed by senior officials, experienced educators, and local community members in each state or region to be specific to the region or state where the subject will be taught. In that regard, students in different regions of the country will receive different instruction on various subject areas contained in the primary syllabus.

It is worth remembering that you will not be responsible for the teaching of some elements of Local Curriculum – ethnic languages, for example. Specific ethnic language teachers will be appointed by the Ministry of Education for this. This does mean that the focus of your

learning on some areas of Local Curriculum has been to understand what will be expected from you, and to support you in developing a positive attitude towards the concept of Local Curriculum, and especially the teaching of ethnic languages. It is important to consider how you can support and collaborate with the ethnic language teachers.

You may remember the example given at the beginning of Semester 1, which explains the reasoning behind the development of the subject.

Imagine two villages. One village is by the sea and the people make a living from fishing. The other village is far inside the country and farming is the main source of income. If students at schools in both villages are provided with the same textbook that only focuses on knowledge and skills for becoming a fisherman, then the textbook will be more relevant to the students of one village and less relevant to students in the other village.

Local Curriculum has been developed in order to provide textbooks and a curriculum that is more relevant for different students from different parts on the country. The subject has been tailored to introduce disciplines that are relevant and important for students, their families, and their communities wherever they live in Myanmar. Whole parts or components of the curriculum have been determined at local community or school level instead of at national level (UNESCO-IBE, 2013).<sup>31</sup> This flexible approach to curriculum development gives the students across the country a more meaningful learning experience and increases their motivation for learning.

For example, in communities where farming is a main source of income, focusing on agriculture as a subject of learning in school is important, while this would be less important for other parts of the country. The teaching of relevant ethnic languages in the different states and regions of the country is another good example of the usefulness and relevance of the Local Curriculum.

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<sup>31</sup> IBE-UNESCO. (2013). Glossary of Curriculum Terminology. Geneva: International Bureau of Education.

A Local Curriculum, by its very nature is:

- About a place: making use of local context and resources to frame learning;
- By a place: designed at local level by state/regional governments and communities;  
and
- For a place: meeting the specific needs of children and local communities

The main objectives of a Local Curriculum are to:

- Create learning experiences that are engaging for children from all backgrounds;
- Increase children’s understanding of and attachment to the place where they live;  
and
- Connect schools more deeply within their communities and localities.<sup>32</sup>

Therefore, this unique concentration of teaching, and subject areas that are dependent on the location of the school, also requires the assessment methodologies to be different in each region, depending on the subject being taught, and the way that the subject is taught.

Although this may be the case, assessment remains a vital element of the teaching and learning process, and students at primary schools across the country will be assessed on their learning. IBE-UNESCO (2017) defines assessment as: “The process of documenting students’ acquisition and mastery of knowledge, skills, and competencies in order to make informed decisions about the next steps in an educational process.”<sup>33</sup> Therefore, it is important to reintroduce and consider the types of assessment that may be used to ensure that students’ learning in the Local Curriculum subject is comprehensively completed.

Unit 5 of Educational Studies introduced in great detail with various methodologies to be used in the assessment of primary students. It may be useful for you to revisit that is subject to assist in your understanding of the assessment methods that will be used in Local Curriculum.

<sup>32</sup> Evans W. and Savage J. (2015). *Developing a Local Curriculum*. Abingdon: Routledge.

<sup>33</sup> IBE-UNESCO. (2017). *Training Tools for Curriculum Development – Inclusive Student Assessment*. Geneva: International Bureau of Education.

Due to the variety of subjects introduced in Local Curriculum, a mixed assessment approach must be used to ensure that students are accurately assessed for each subject they are studying.

This will involve the use of three distinct viewpoints of assessment that are extensively covered in Unit 5 of Educational Studies.

**1. Assessment for Learning (AfL)** is a measure of learning that is carried out during the learning process and is used to inform the teacher what the students have learned so far. Effective use of AfL enables teachers to be more reactive to the learning needs of their students and is an integral component of student-centred teaching.

**2. Assessment of Learning (AoL)** is the assessment that is carried out at the end of a period of learning, and usually refers to **summative assessment**. An example of a formal assessment is an end of year exam. In this instance, summative assessment is considered to be evaluative, in that the exam is used to assign a grade, score or value to the student being assessed. An example of an informal summative assessment is a quick quiz at the end of a lesson to gauge understanding and learning. In this example, the assessment is not considered evaluative.

**3. Assessment as Learning (AaL)** is the assessment that is used throughout and in conjunction with the learning process. This usually refers to **formative assessments**, and can be both informal and formal. Formative assessment happens all the time, often unconsciously. An experienced teacher is continually, informally, and formatively assessing the students in their class.

For topics such as agriculture and the school garden project the use of **authentic assessment** is more than likely the best method of assessment. This is a type of formative AaL that requires students to demonstrate the skills and competencies in a real-life environment. The integration of knowledge and theory into practical application is a useful learning opportunity, but also an excellent way of assessing learning and the transfer of theory into practice.

Throughout the teaching of Local Curriculum, it is important to ensure that assessment is **balanced**. This means that **multiple methods of assessment** must be used and balanced throughout the learning and teaching process to ensure that the learning needs of students are met. By assessing students in different ways, you give them a better opportunity to demonstrate their knowledge and understanding, and you support their motivation. The variety of subjects and numerous teaching methodologies included in Local Curriculum require many different approaches to assessment.

Assessment methods used in local curriculum must be **inclusive**. **Inclusivity** in education does not necessarily refer to students with disabilities, but takes a broader approach to consider diversity. An inclusive learning environment aims to ‘eliminate social exclusion that is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability. As such, it starts from the belief that education is a basic human right and the foundation for a more just society.’ (IBE-UNESCO, 2016) with this in mind:

- Assessment **must** discriminate **between** students based on their ability or disability and their potential to demonstrate the attainment of learning outcomes.
- Assessment **must not** discriminate **against** students based on their ability or disability and their potential to demonstrate the attainment of learning outcomes.

The use of **self-assessment** and **peer-assessment** will be valuable (assessment as learning) tools to incorporate into the teaching and learning and assessment of Local Curriculum.

**Self-assessment** of learning by the students is a formative assessment that allows students to assess their own work. This means that they can be responsible for their own learning to a greater extent and allows them to establish areas where they can make improvements and carry out self-learning to address the gaps they have ascertained in their learning. This empowerment of students to take greater responsibility in their learning is integral to the concept of student-centred learning. Mary James highlights the importance of self-assessment: ‘Students need to learn for themselves how they move up to the next level, they need to internalise the process. Learning cannot be done for them by the teachers.’<sup>34</sup> Self-assessment was highlighted as the best method of assessment in the teaching examples given in the lessons on cooking and sewing and knitting.

<sup>34</sup> James, M. (1998). *Using Assessment for School Improvement*. Oxford: Heinemann.

Self-assessment supports:

- Increased self-awareness
- Knowledge attainment
- Knowledge gap analysis
- Greater engagement in the learning process

**Peer-assessment:** Feedback and assessment can also be given between students, and is also categorised as AaL. This peer feedback is useful as it supports students in developing independence and enables them to see the situation ‘through the eyes of their teacher’. Peer-assessment and feedback supports the development of critical and reflective thinking skills and can be used in conjunction with other methods of assessment and feedback.

Peer-assessment supports:

- A deeper learning and understanding of the subject
- Transparency and cohesion
- Effective assessment



### Learning activity 1

Look back through the subjects that are included in this semester of Local Curriculum and try to envision how you will be able to assess the learning of your students at primary school. Next to the subject areas below write a small statement about how you think the subject can best be assessed when you are teaching it at primary school.



**Greenness garden**

**Career skills**

**Cooking and nutrition**

**Sewing and knitting**

**Event decoration**

**Time management**



### **Review questions**

1. Why is self-assessment useful for assessing students studying Local Curriculum?
2. Why might assessment methodologies differ for this subject across the country?

# Unit Summary



## Key messages

- Local Curriculum has been developed by senior officials, experienced educators and local community members in each state or region to be specific to the region or state where the subject will be taught.
- Assessment remains a vital element of the teaching and learning process, and the students at primary schools across the country will be assessed on their learning.
- Due to the variety of subjects introduced in Local Curriculum a mixed assessment approach must be used to ensure that students are accurately assessed for each subject they are studying.
- Assessment for Learning (AfL) is a measure of learning that is carried out during the learning process.
- Assessment of Learning (AoL) is the assessment that is carried out at the end of a period of learning.
- Assessment as Learning (AaL) is the assessment that is used throughout and in conjunction with the learning process.
- Authentic assessment is more than likely the best method of assessment. This is a type of formative AaL assessment that requires students to demonstrate the skills and competencies in a real-life environment.
- Balanced. This means that multiple methods of assessment must be used and balanced throughout the learning and teaching process to ensure that the learning needs of students are met.
- Assessment methods used in Local Curriculum must be inclusive.

- Assessment must discriminate between students based on their ability or disability and their potential to demonstrate the attainment of learning outcomes.
- Assessment must not discriminate against students based on their ability or disability and their potential to demonstrate the attainment of learning outcomes.
- Self-assessment of learning by the students is a formative assessment that allows students to assess their own work.
- Peer-assessment of learning is given between students, and enables them to see the situation ‘through the eyes of their teacher’.



### **Unit reflection**

It is important to be able to effectively use the right method of assessment at the right time and in the right way depending on the subject being taught and the circumstances in which it is being taught. Although the assessment methods used in Local Curriculum may vary from region to region, the process of selecting the correct method of assessment is an important element of teaching and one that you will be supported in doing by those responsible for the development of the Local Curriculum.



## Further reading

### 7.1

Unit 5. Assessment. (n.d.). In *Educational Studies Student Teacher Textbook*.

*Assessment for Learning Effective Classroom*. (2013). Retrieved from <https://www.theguardian.com/teacher-network/teacher-blog/2013/aug/29/assessment-for-learning-effective-classroom>

This website from the University of New South Wales in Australia contains some interesting videos on peer review and assessment:

Student Peer Assessment. (2019). Retrieved from University of New South Wales Sydney website: <https://teaching.unsw.edu.au/peer-assessment>

This page from the same university has some interesting information on self-assessment:

Student self-assessment. (2018). Retrieved from University of New South Wales Sydney website: <https://teaching.unsw.edu.au/self-assessment>

This website from the University of Reading in the UK has a huge number of resources about carrying out assessment:

Engage in Assessment. (n.d.). Retrieved from University of Reading website: <https://www.reading.ac.uk/engageinassessment/>

# Glossary

Terms	Elaborations
<b>Authentic assessment</b>	A type of formative assessment that requires students to demonstrate the skills and competencies that have been learnt in a real-life environment.
<b>Employability skills</b>	Important abilities and attributes that a potential employee should be able to demonstrate.
<b>Equality</b>	A state of being equal, in regards to status, rights, or opportunities available to all, regardless of age, ability, gender, ethnicity or religion.
<b>Food insecurity</b>	‘A situation that exists when people lack secure access to sufficient amounts of safe and nutritious food for normal growth and development and an active and healthy life.’ <sup>35</sup>
<b>Formative assessment</b>	Assessment that is used throughout and in conjunction with the learning process.
<b>Gender inequality</b>	The idea that men and women are not equal. Thus, behaviour towards either gender is different/certain gender is afforded different opportunities based on their gender.
<b>Hand-eye coordination</b>	The ability to do something that involves using the hands and eyes in combination.
<b>Hard skills</b>	Teachable and measurable abilities, such as writing, reading, math or ability to use computer programs.
<b>Health and hygiene</b>	This includes such areas as washing hands, food preservation, nutrition, and avoidance of disease.
<b>Hunger</b>	Something that a person feels when they do not have access to enough food on a daily basis.
<b>Important</b>	Something of great significance.

<sup>35</sup> <http://www.fao.org/fileadmin/templates/ERP/uni/FIMI.pdf>

Terms	Elaborations
<b>Landscaping</b>	Modifying an area of land, usually a garden, to improve the visible features of the space.
<b>Malnutrition</b>	A condition affects a person who has a lack of food, or access to a poor diet. Malnutrition is an affliction that often impacts infants and young children.
<b>Peer-assessment</b>	Feedback and assessment given between students.
<b>Self-assessment</b>	Students assess their own work.
<b>Soft skills</b>	Personal attributes that enable someone to interact effectively and harmoniously with other people. These skills include communication, interpersonal skills, confidence, self-control, higher-order thinking skills, and an understanding of equality.
<b>Summative assessment</b>	An assessment that is carried out at the end of a period of learning.
<b>Sustainable development goals (SDGs)</b>	Otherwise known as the global goals, this is part of a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. <sup>36</sup>
<b>Undernourished</b>	Refers to children (and adults) who do not get enough food, or the right mix of foods. This leads to poor immune systems, stunted growth and tiredness.
<b>Urgent</b>	Requiring immediate attention.

<sup>36</sup> <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>



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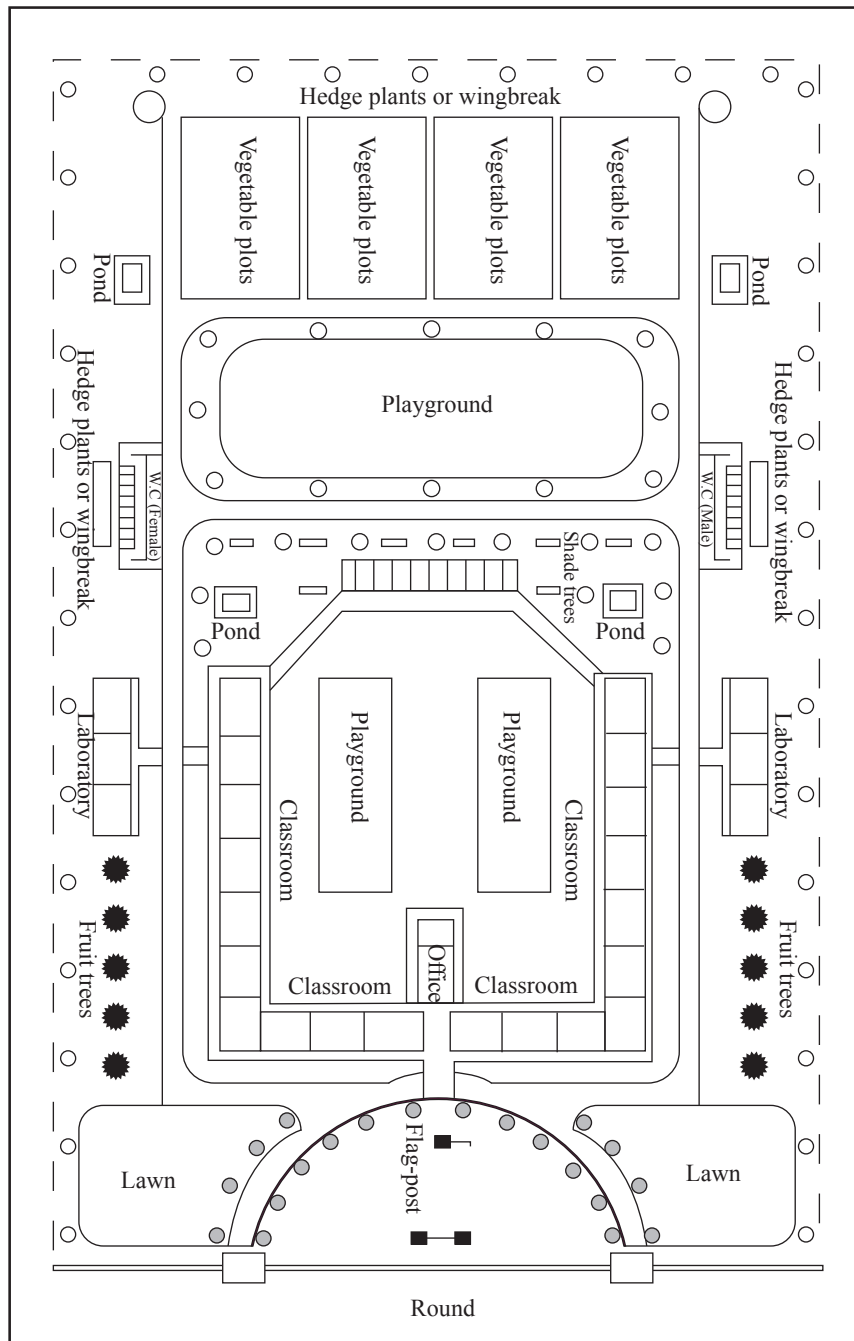
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# Annexes

# Handout 1: School Campus Plan (Lesson 4.1.1)



Example plan of school campus

# Handout 2: Designing a Green School Campus<sup>37</sup> (Lesson 4.1.1)

Where is North?



Following the example given in Handout 1, draw a rough plan of the EC campus below. Indicate on the plan where buildings and paths etc. are, where water can be accessed, where there are existing trees and plants. Highlight the areas where you think the different plants would be best situated. Try to locate North and indicate where it is on this page.


## Blank plan of school campus

<sup>37</sup> Handout based on School Garden Project of Lane County 2016

## **Handout 3:**

### **Site Considerations<sup>38</sup> (Lesson 4.1.1)**

Consider the following points, and answer the following questions when selecting the best site for the trees and plants you are proposing to grow on the school campus.

#### **Sunshine**

Most plants require a lot of sun, between six to eight hours per day if possible. As Myanmar is located in the northern hemisphere a south-facing plot will receive the most sunlight, as the sun travels across the sky from east to west. Look at the buildings and trees that potentially could block the sun out from the garden at certain times of day.

#### **Shade**

Some plants require a certain amount of shade. Depending on what you are going to be growing in the school campus, you may need to locate some suitable shade such as trees and buildings.

#### **Water**

All plants require a huge amount of water to grow and survive. Access to water is a key consideration to make when deciding to plant trees and plants in the school campus.

#### **Ground**

You will need to consider the ground that you will plant your trees and plants into. Is it flat or on a slope? Is there a risk of flooding? Is there good drainage? Is the ground rocky or sandy? Make sure that there are no wires or pipes below the ground that could be damaged by digging.

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<sup>38</sup> Handout based on School Garden Project of Lane County 2016

### **Access**

Will you easily be able to access the plants and trees? For example, will you be able to access them when the school is closed? Is the location you have selected suitable for maintaining them without negatively affecting others? Will you be able to bring tools and equipment easily to the location?

### **Visibility**

Will the plants and trees be visible from the classroom, or for the rest of the school? Beautiful plants, flowers and trees can brighten up the school campus and everyone can enjoy looking at it.

### **Security**

Is the school campus secure? Animals or people from outside of the school should not be able to access the plants and trees that you are growing. Do you need to erect a fence around the campus?

### **Soil**

Is the soil at the location suitable for growing plants? Will you need to bring in new soil?

### **Location**

Depending on the type of plants you will be planting, the reason for planting them influences the location that you plant them. For example shade giving trees should be planted in a location where the shade is beneficial to the students and users of the school campus.

## **Handout 4:**

# **Planning for the Green School Campus Project<sup>39</sup> (Lesson 4.1.1)**

As the main beneficiaries of the green school campus will be primary students it is important to remember that they must be involved in the design, development, management and maintenance of the green school campus. However, as you are designing a hypothetical green school campus at your education degree college you can make the decisions, as ultimately you would be the main beneficiaries, if it were ever to be developed.

### **What resources will be required to develop the green school campus?**

Although it is wise to start small when developing a green school campus project, regardless of the size of the campus there will have to be some initial expenditure, and a number of resources will be needed, although it may be possible to obtain some or all of the items from the local community, it will be necessary to access a pool of funds to support the initial phase of the development. What resources do you think you will need to set up the green school campus? For example, will you need tools, seeds? fencing?

### **Who will be responsible for the maintenance?**

There needs to be someone who is ultimately responsible for the maintenance of the plants and trees, a workforce will need to attend to the watering and cutting etc., experts who are able to give advice and guidance may also need to be sought out. Who would you recommend to take responsibility and support the green school campus? What other roles do you think are important? It is anticipated that much of the work will be done by the students, but remember that the green school campus should not impinge on their studies or life outside of school. Perhaps parents could be involved as well?

<sup>39</sup> Handout based on <http://www.fao.org/docrep/009/a0218e/A0218E02.htm>

**What training do you need?**

There are a lot of skills and knowledge to acquire prior to commencing a green school campus project, and it would be wise to engage the services of a professional to support the process at the beginning. Who might that be? A member of the local community? An international NGO? A local farmer? What skills might they need to share with you and the students?

**What support will you need?**

Who can support the development of the green school campus? There will be a wealth of knowledge and experience to access in the local area. From farmers, local business owners, market sellers and parents. But in addition to this, who else in the school can support the green school campus?

**What will you decide what to grow?**

This depends on a number of variables about what the needs of the school campus are. For example it may be that there are already plants and trees located in the school campus. Will you be developing a vegetable patch as a business venture or will you just be growing flowers to make the school more beautiful? Will you be growing shade trees to provide relief from the sun in the playground? Will you be creating a hedge to provide a ‘green-wall’ between the school and the main road? Whatever the reasons for the garden and the plants you are intending to plant, you will need to make informed decisions on the types of plants to grow, and where to grow them to ensure that the garden flourishes under the conditions of the school.

**How can the garden be a positive project?**

Ultimately the development and maintenance of a green school campus is a time consuming and labour-intensive process, so it is important to consider how the project will be viewed by all stakeholders and students as a positive contribution to their learning and a positive contribution to the school and wider community. How will you encourage that positive attitude? What benefits can you highlight

## **How can the green school campus be an inclusive project?**

How can you ensure that all students will be able to participate in the project in an equal manner? What issues can you anticipate for equal access and inclusivity to the project for all students, regardless of their gender, background, physical or learning disability?

Complete the table below based on your answers to the points raised above.

**What resources will be required to develop the green school campus?**

**Who will be responsible for the green school campus?**

**What training do you need?**



**What support will you need?**

**How will you decide what to grow?**

**How can the green school campus be a positive project?**

**How can the green school campus be an inclusive project?**

**What other important considerations should you make?**

## **Handout 5:**

# **Food Is Much More than What Is on Our Plates<sup>40</sup> (Lesson 4.1.1)**

In a vast world of 7 billion people where all you hear about are our differences, there are some important things that connect us, and one of these is food. Food connects us all. We all need it, depend on it, survive because of it and derive happiness from it.

In fact, food is part of who we are. It's part of our habits and cultures. Hundreds of TV shows, movies and podcasts revolve around the topic of food, and cookbooks always sit among the bestsellers. Food is even part of how we interact with others. Foodies promptly and amply share recipes and dining experiences. And who has not posted a photo of their favourite dish on their social media channels? The talk of food is all around us.

So if we love food so much, why do we let so much of it go rotten in our fridges, get left behind at our parties, get thrown out in our stores or dumped off of our plates? One third of all food produced globally is lost or wasted. We love food, but we do not take care of it. We do not respect it. We all want the respect that Aretha Franklin sang about and to get it we should give it.

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<sup>40</sup> This article is from the FAO website: <http://www.fao.org/fao-stories/article/en/c/1157986/>

Here are six ways to help us love our food better and grow respect for the world behind what we eat:

**1. Reduce your food waste** - Buy only the food you need, learn to love ugly fruits and vegetables, keep your portions realistic, be mindful of expiration dates, store food wisely, donate excess and turn leftover food into the next day's meals. When we waste food, all the resources used for growing, processing, transporting and marketing that food are wasted too. Food is so much more than what is on our plates. Find more tips on stopping food waste.

**2. Support your local food producers:** Chefs get awards, stars and recognition for their creations. But what about our farmers? Without them, we would not have the fresh food we need on a daily basis and the food to make any of our cherished dishes. Are not farmers the real heroes? Shop at your local markets and get to know your farmers. Giving them your business is giving them your recognition and respect.

**3. Appreciate the workmanship in producing it:** Agriculture is not just work, it is art. There is so much that goes into making our food. It takes seeds and soil, water and work, protection and patience. Did you know that it takes 50 litres of water to produce one orange? Our food choices affect the health of our planet and our future of food. When you eat, you are taking in natural resources and the hard work of the farmers, bees, harvesters and others who got the food to your plate. Appreciate food like you would do to a piece of art.

**4. Adopt a healthier, more sustainable diet:** Our bodies run off calories and nutrients. We get our energy and maintain our health from good food. We normally do not pay attention to the power that food and nutrition have over our bodies. We need to respect that food is fuel. Too much of it, or too much of only one kind of it, can lead to obesity, deficiencies or diet-related diseases.



**The story of food begins with a farmer. Why do we give our chefs stars and awards, but we forget about the part our food producers play?**

**5. Learn where food comes from:** Do kiwis come from trees or bushes? Are tomatoes a fruit or vegetable? By learning more about our food, where it comes from, when it is in season and what it takes to produce it, we grow in our knowledge of and respect for what we are eating. Follow the FAO Instagram account (<https://www.instagram.com/fao/>) to test your knowledge on different fruits and vegetables grown around the world!



**Do you know where your foods come from? And do not say the market! Growing in our knowledge of food means growing in our respect for it. Learn for yourself and then teach future generations.**

**6. Have a conversation** - By treating each meal with pride, we respect the farmers who produce it, the resources that go into it and the people who go without. Respect can be passed on. Talk to the people around you and to the next generation about making informed, healthy and sustainable food choices.

For many people on the planet, food is a given. But for many, food is scarce or elusive. For the staggering 821 million people who are hungry, food is not a guarantee. It is a daily challenge.

Respecting food means appreciating the back-story of food. When we know the full picture, it is easier to see what our food really stands for and how precious it really is.

Find out more about how your actions can shape our future of food here:

<http://www.fao.org/3/CA0964EN/ca0964en.pdf>

## Handout 6: Mapping Local Products (Lesson 4.1.2)

Product available in market / nursery	Where was it grown?	Is this suitable for a school garden project at the EC? If not, why not?




# Handout 7:

## Personal SWOT Analysis Template

### (Lesson 5.2.2)

Strengths	Weaknesses

<b>Opportunities</b>	<b>Threats</b>

# Handout 8: Hand Washing Technique (Lesson 6.1.1)

## Hand washing technique with soap and water

- 1 Wet hands with water
- 2 Apply enough soap to cover all hand surfaces
- 3 Rub hands palm to palm
- 4 Rub back of each hand with palm of other hand with fingers interlaced
- 5 Rub palm to palm with fingers interlaced
- 6 Rub with back of fingers to opposing palms with fingers interlocked
- 7 Rub each thumb clasped in opposite hand using a rotational movement
- 8 Rub tips of fingers in opposite palm in a circular motion
- 9 Rub each wrist with opposite hand
- 10 Rinse hands with water
- 11 Use elbow to turn off tap (if no elbow tap available use paper towel to turn off tap)
- 12 Dry thoroughly with a single-use towel
- 13 Hand washing should take 40-60 seconds

Issued by [www.debgroupp.com](http://www.debgroupp.com)  
 Adapted from World Health Organization Guidelines on Hand Hygiene in Health Care 2009  
 UKLIT0477/0216

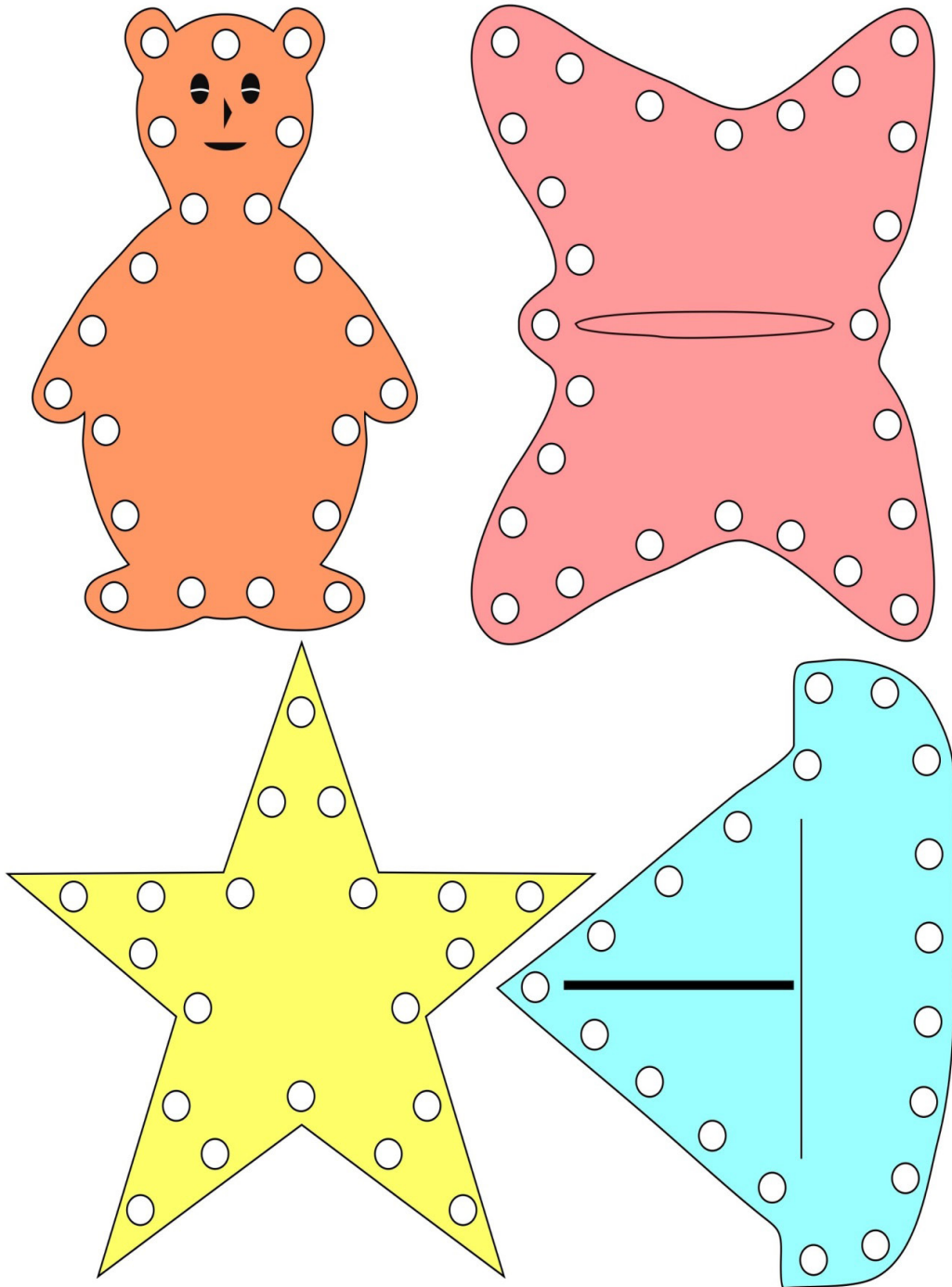
### Hand Washing technique

# Handout 9: Health and Nutrition – Food Groups (Lesson 6.1.2)



## Health and nutrition: Food groups

## Handout 10: Sewing Templates <sup>41</sup> (Lesson 6.2.1)



### Sewing Templates

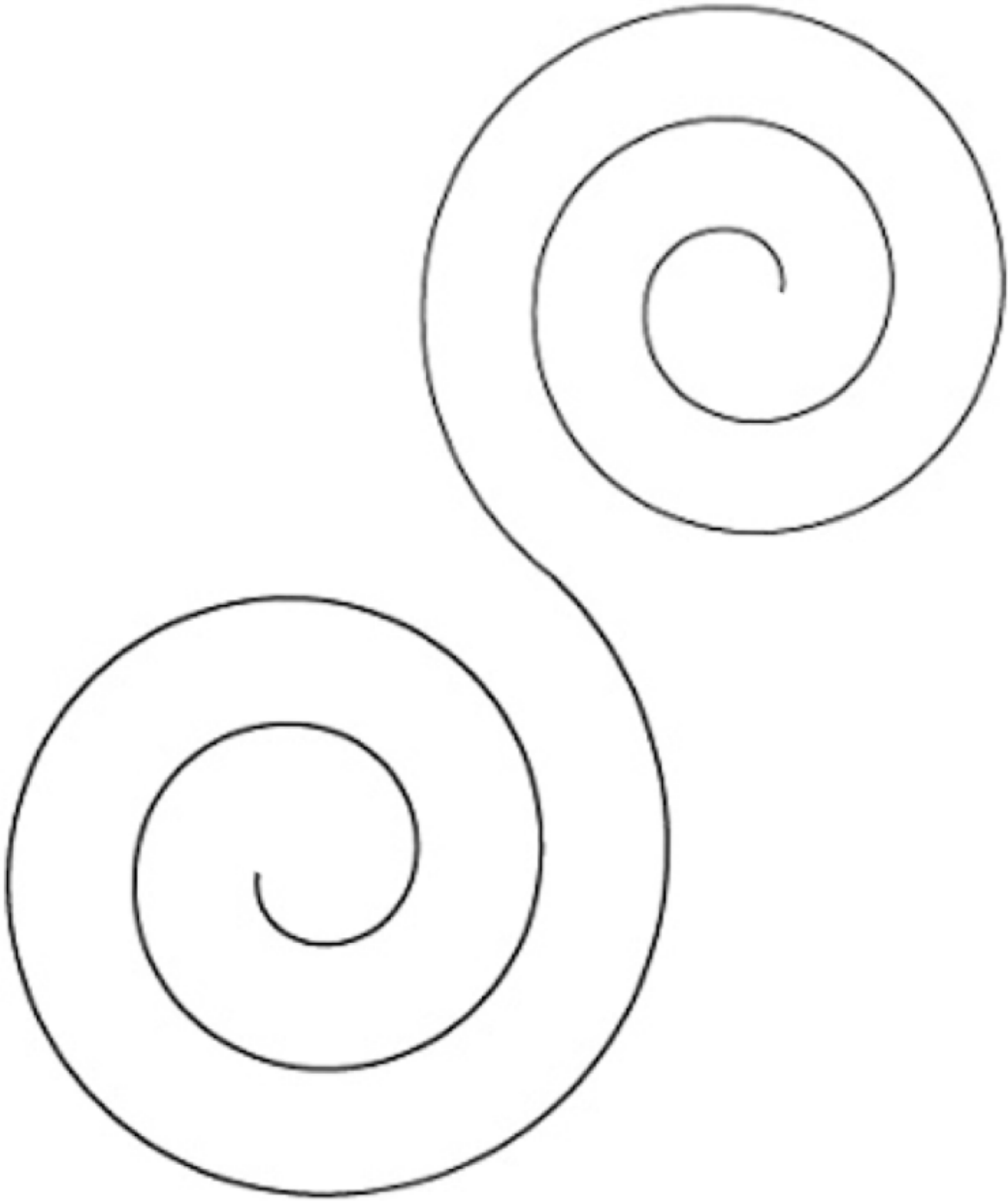
<sup>41</sup> Handout taken from:  
<http://www.auntannie.com/Textiles/SewingCards/SewingCardsSetof4Clr.pdf>

## Handout 11: Sewing Patterns<sup>42</sup> (Lesson 6.2.1)



### Sewing patterns

<sup>42</sup> Handout taken from: <http://www.u-createcrafts.com/sewing-sheets-for-kids/>



**Sewing patterns**

# Handout 12: Finger Knitting <sup>43</sup> (Lesson 6.2.1)

## Cast on and get started

Practise with a plain chunky yarn, then move onto more fancy threads.



**1**

Start with a regular slip knot, but keep the loop big enough to slip a thumb through. If you're unsure of how to do this turn to page 84.



**2**

Place the slip knot over your thumb with the tail end of the yarn lying to the left and the working yarn to the right.



**3**

Loosely weave the yarn between your forefinger and middle finger, in front of the ring finger and then behind the little finger.



**4**

Now complete the line of foundation stitches, by bringing the yarn to the front of your hand to sit in front of your little finger, behind the ring finger, in front of the middle finger and behind the forefinger.



**5**

Next, bring the yarn back around to the front of the hand, placing it loosely across the front of all four fingers from left to right, ready to start your first row.



**6**

Now hold the bottom loop of yarn on your forefinger between ring finger and thumb of right hand, and pull it up and over the yarn that's lying across the fingers. Continue in this way across all four fingers.



**7**

Now bring the yarn back to the front of your hand and place across your fingers from right to left, ready to start your next row.



**8**

Starting with your little finger, bring the bottom loop over the top of the working yarn to create a stitch. Continue this all the way to your forefinger.



**9**

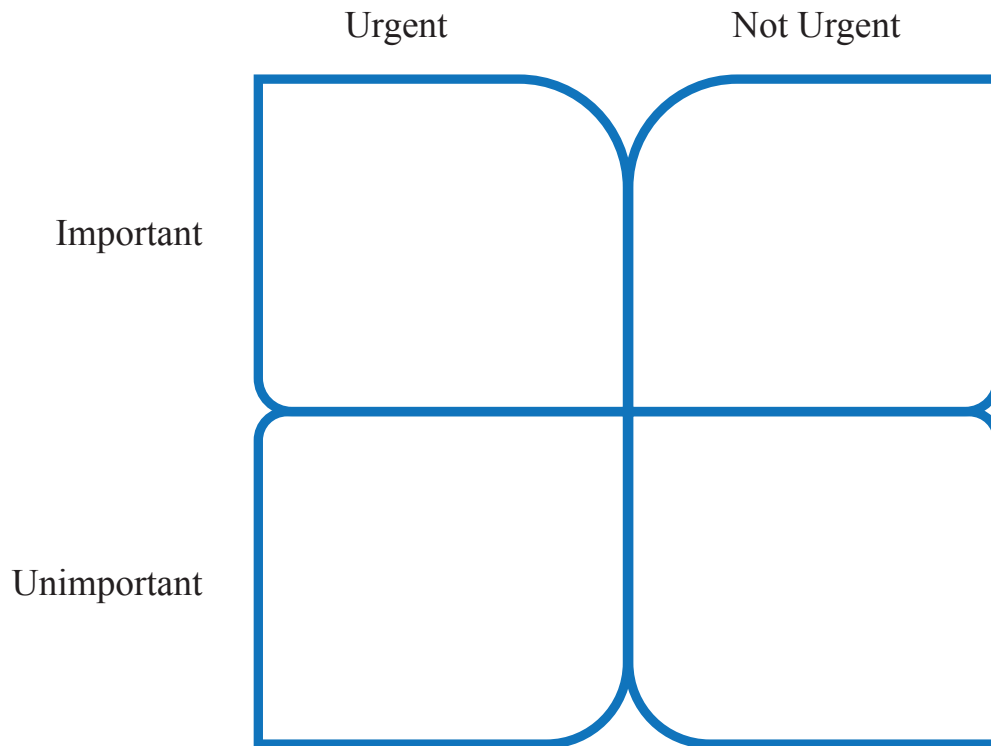
Repeat steps 5 to 8 until you have the length you require, then follow the cast off instructions below. The piece of finger knitting will look like a piece of stocking stitch that will curl in on itself.

## Finger knitting

<sup>43</sup> Handout taken from:  
<http://stitchlinks.com/pdfsNewSite/Beginners%20Guides/finger%20knitting.pdf>



## Handout 13: Eisenhower Time Management Matrix Template (Lesson 6.4.1)



**Eisenhower Time Management Matrix**

# Notes

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The Government of the Republic of the Union of Myanmar  
Ministry of Education