

MONASTIC EDUCATION DEVELOPMENT GROUP
COMPREHENSIVE SCHOOL APPROACH (100 Model Schools)

What is the comprehensive school and why use this approach to building capacity to provide quality Basic Education in Monastic schools?

Introduction

Following review and analysis of lessons learned in year 1 of the interventions undertaken by the Monastic Education Development Group (MEDG) in 2013, a specific strategic approach to improving quality has been identified. Currently, MEDG interventions target four core areas for building capacity in the Monastic Education sector to provide quality Basic Education. These four components comprise building capacity to provide quality Basic Education through: 1) Leadership and management; 2) Teacher education; 3) School environments including Water, Sanitation and Hygiene (WASH); and 4) Parent/Community engagement.

Rationale

MEDG interventions target 265 schools over a two-year period 2013-2015. In 2013, MEDG enacted activities in the four key components, noted above. A principal lesson identified the opportunity for a concerted approach to capacity building to enhance quality of Basic Education provision. This outcome led to identifying the scope for developing 100 schools to receive a comprehensive package of capacity building initiatives in order for them to be capable of functioning as whole schools.

Approach

What is a comprehensive school? For the purposes of MEDG interventions, a whole school is one which receives a comprehensive package of capacity building initiatives in order to become a provider of quality Basic Education. A comprehensive package of initiatives entails: leadership and management training for Principals and second-line leaders; Administration Training for Principals and Administrators; Core Competency Training for Primary Teachers using the Yaung Zin modules; grants to develop school environments and to develop Parent/Community engagement.

Of the total of 265 schools targeted for interventions over a two-year period, the MEDG will identify 100 of these schools to become whole schools. One hundred (100) schools will receive this comprehensive package of training and infrastructure developments. In turn, these schools will serve as models for development of the Monastic education sector across Myanmar.

Strategy

The MEDG will develop a proforma and process for targeted schools to apply to become comprehensive schools. In this way, schools are empowered to develop their scope according to identified needs to qualify to become whole schools. Criteria for selection and process for applications to be lodged with MEDG will be devised to identify schools from Ayerawaddy, Bago, Kachin, Mandalay, Sagaing, and Thannantharyi to become whole schools. Numbers of schools to be selected from respective regions are: Ayerawaddy (10); Bago (15); Kachin (10); Mandalay (33); Sagaing (12); and Thannantharyi (10).

Criteria for Selection of 100 schools to receive comprehensive package of capacity building initiatives

1. A school must be registered by the Ministry of Religious Affairs or the Department of the Promotion and Propagation of the Sasana.
2. There must be a minimum three primary teachers working fulltime at the school.
3. The School must have at least 50 students enrolled annually.
4. Teachers nominated for CCT should have a minimum of three years teaching experience.
5. The Principal himself must accept and support the teaching and learning practices of CCT.
6. The school must have a second line leader in place.
7. Parents and communities must be engaged in school activities.
8. A school must have an organization chart which designates duties and responsibilities of personnel.
9. A school must have a minimum of 20 square feet as play ground.
10. A school must be able to identify its needs for grants to develop the following: a) school environment which may include: clean water supply, latrines and personal hygiene training; furniture for offices and classrooms or renovation and maintenance of school buildings; b) parent and community engagement, including income-generating planning and implementation; committee formation, structure and functions.

Schools which apply and demonstrate evidence of capacity to fulfil criteria and commitment to undertake activities to utilize grants to effect quality schools will be selected to become the targeted 100 schools for whole school development.

A Selection Committee comprising representatives of partners such as Burnet Institute and Pyoe Pin, together with the MEDG will be formed to appraise applications to identify schools eligible to be developed to become 100 whole schools. Upon selection, schools will be notified of receipt of the comprehensive package of initiatives to build their capacity to serve as model schools. Training and grants will be notified to selected schools.

Schools in receipt of a partial package of capacity-building initiatives

As stated above the targeted number of schools is 265 and this number will be met in terms of receipt of interventions. In addition to the 100 comprehensive schools, 165 will receive a partial package. Partial packages of capacity building initiatives will include training for Principals and Administrators plus CCT training and mentoring for primary teachers. Thus, all 265 targetted schools will receive interventions targeting building capacity to provide quality Basic Education over the two year period. Partial packages will equip schools with vital human resource capacity building initiatives. It is acknowledged that continuing developments will be needed within schools receiving partial interventions to build capacity. It is planned that targeting 100 schools to become buddies will contribute to capacity building that is effective and efficient for Monastic schools beyond the current planned two year period.

Targeted end result for Comprehensive schools

It is envisaged that whole schools will be able to function as model schools, acting as buddies to facilitate capacity building more schools in the Monastic sector. In this manner, the MEDG plans to continuously expand the network of schools using good practices to provide quality Basic Education to children in Myanmar.