

**PARTICIPANTS**

- A week in March 2015
- Thone Htat Kyaung Monastery Training Centre, Yangon
- 16 trainers of trainers, non-state education (aka non-formal education), working in education and development NGOs and in monastic schools
- They work across the curriculum, not necessarily English specialists

e.g. 3 modes of questioning/thinking on water issues – factual, interpretative, critical

e.g. categorizing water pictures, brainstorming key words, word chains generating critical issues

e.g. values, mottoes  
'You've got to follow the learner'  
'Learning-teaching for world citizenship'

e.g. public meeting for making a funding proposal for water development in their community



**CONTEXT**

- Primary and secondary education in Myanmar
- 50% children do not complete secondary education
- Very few resources
- Many teachers from local communities, often not trained

e.g. picture files on water, women, the environment

e.g. creating stories (issue-based) – individual, community, society

**MYANMAR**

- In transition from military junta to some form of emerging democracy
- Seen as 'the last frontier' by corporate interests
- Education as key for sustainable grassroots development and social justice
- Education as central to local communities and the young generation

e.g. learning goals, goal-setting, journal reflections

e.g. social talk, fluency, multilingual (switching between Burmese and English)

**ANDY AND JENNY**

- Planning in Japan
- Met several times in February to build on previous work
- Plan and create resources
- Plan and discuss 30 hours of teacher education workshops