

**THE MANAGEMENT OF ETHNIC COMMUNITIES'
ORGANIZATIONS PARTNERSHIP FOR TEACHER
PREPARATION IN MYANMAR**

ANUI

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OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
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entitled
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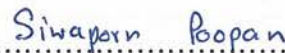
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ABSTRACT

Organizations partnership is a key to sustainable development in promoting effective education achieving common goals and solving problems with collaboration. With the tremendous political changes and considering equity among the ethnic groups, ethnic communities' organizations (ECOs) in Myanmar have promoted joint ventures in solving teacher shortage and education provision need. The purpose of this qualitative study was to explore the management process of the ethnic communities' organizations partnership for teacher preparation. The research was carried out through document reviews, observation, and interviews with 16 key informants from the Eastern Burma Community Schooling (EBCS). The research findings were interpreted based on the five variables shaping interagency partnership in terms of: climate, processes, people, policies, and resources. The study argued about the strategies of ECOs' partnership management process and the education provision concerning teacher training programs for the local volunteer teachers. The study found that climate was the key influence for ECOs partnership, communication was an integral part of the processes, commitment of the people who were involved was necessary for effectiveness in building partnership, policy making partnership strategy changes, and the initiative products of partnership became resources and sustained the relationship. The researcher recommended that ECOs partnership should move forward into a nationwide partnership with the certainty and comprehension of partnership strategies to provide adequate solutions to the issues of inefficiencies among teachers.

KEY WORDS: ETHNIC COMMUNITIES' ORGANIZATIONS, PARTNERSHIP
MANAGEMENT, EDUCATION PROVISION, TEACHER TRAINING
PROGRAMS, MYANMAR

188 pages

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LIST OF ABBREVIATIONS

ARCPs	Alternative Route to Certification Programs
ASEAN	Association of Southeast Asian Nations
ATPP	Alternative Teacher Preparation Program
BM	Board Member (EBCS)
CBOs	Community Based Organizations
CESR	Comprehensive Education Sector Review
CRs	Contested Regions
CSOs	Civil Society Organizations
CTEd	Certificate in Teacher Education
DTEC	Diploma in Teacher Education Competency
DTEd	Diploma in Teacher Education
EAOs	Ethnic Armed Organizations
EBCS	Eastern Burma Community Schooling
ECOs	Ethnic Communities' Organizations
EFA	Education for All
ENDO	Eastern Naga Development Organization
ISM	In-Service Manager
JICA	Japan International Cooperative Agency
KED	Karen Education Department
KIO-ED	Kachin Independence Organization-Education Department
KNGY	Kayan New Generation Youth
KNU	Karen National Union
KTWG	Karen Teacher Working Group
LDN	Lahu Development Network
LESC	Language, Education and Social Cohesion
MINE	Myanmar/Burma Indigenous Network for Education
MNEC	Mon National Education Committee
MoE	Ministry of Education

LIST OF ABBREVIATIONS (cont.)

MTB-MLE	Mother Tongue-Based Multilingual Education
MTT	Mobile Teacher Training
MTTs	Mobile Teacher Trainers
NCA	Nationwide Ceasefire Accord
NCATE	National Council for Accreditation of Teacher Education
NGOs	Non-governmental Organizations
OECD	Organization for Economic Co-operation and Development
PDSs	Professional Development Schools
PLC	Program Leading Committee
PLCC	Pa-Oh Literature and Culture Committee
PLE	Project for Local Empowerment
RDFSS	Rural Development Foundation of Shan State
SCAs	State-Controlled Areas
SEAMEO	Southeast Asia Ministers of Education Organization
SENG	Shanan Education Network Group
TEES	Teacher Establishing for Education Services
TM	Management Team
TPC	Teacher Preparation Center
TSYO	Ta'ang Student Youth Organization
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
VT	Volunteer Teacher
ZDF	Zomi Development Foundation

CHAPTER I

INTRODUCTION

The purpose of this chapter is to make introductory of the study that would be carried out throughout the chapters. The outlines of this chapter are as follow;

- 1.1 Background and Rationale for the Study
- 1.2 Research Question and Objective
- 1.3 Scope of the Study
- 1.4 Operational Definitions of Terms
- 1.5 Research Contributions

1.1 Background and rationale of the study

“A good number of partnerships have been created as part of a central government strategy to support the delivery of programs at the local level” (OECD, 2006). “Schools alone are not responsible for solving all of the problems. It is a shared responsibility” (Melaville and Blank, 1991). Through the partnership-building process, the organizations are empowered to bring about more effective and efficient programs, to increase communication among groups and create long-term social change. Ultimately, the end goal of ethnic communities for promoting teachers is achieved in large part through cooperative efforts. Shared the problems and interests among the organization's passion for change. The term partnership and related terms such as collaboration, coalition, network, task group, work group, cooperation and others, are used to describe a wide variety of relationships and structures. For, the purpose of this study, partnership refers to a group of organizations with a common interest who agree to work together toward a common goal. In Myanmar, many ethnic communities' organizations have been established since post-independence to protect rights, cultures, and their respective communities from the suppression of promoting languages and cultures. Later, from 2010, the significant political changes have happened in Myanmar

and opportunities more open up in many different areas of the development that had been closed for more than six decades. Many development programs have been carried out by the government agencies, NGOs, Civil Society Organizations (CSOs) and Community Based Organizations (CBOs). Noticeably, existing Ethnic Communities' Organizations (ECOs) come to work together to meet the needs of ethnic communities in various aspects of social development including education.

Myanmar is one of the most ethnolinguistically diverse countries in the world (Gravers, 2007); (Smith, 1994), (Lo Bianco, 2013), (Sakhong, 2012), with more than 135 ethnic groups. 38%-40% of 60 million population live in the remote area are mostly ethnic groups where education is relatively impaired. "Many schools, especially in remote areas, do not have enough teachers, another factor to lowered retention and completion rate, especially among priority target groups. Although on average there is one teacher per 30 students, many primary schools operate without enough teachers assigned to them throughout the school year" (Education T. M., 2008). UNICEF (2013) report also stated that there were 41,000 schools and about 276,000 school teachers in Myanmar, around 10,000 teachers were graduated from Education Colleges (EC) and Institutes of Education (IE) under MOE. But still insufficient, the classrooms are crowded and the lower achievement found in the rural areas especially in the subject such as Myanmar language and mathematics (UNESCO, UNICEF, and MOE 2008). MOE recommended that the local teachers be recruited and trained to work in their respective places. Most of the remote area, the schools are established and the teachers are employed by communities providing everything such as salaries, accommodations, transportation helps, and materials for teaching and learning. Those teachers are untrained but still useful in the communities' need than trained teachers that employed by the government. The national education report of Ministry of Education (2008) states that

"Self-help school, meanwhile, are established and managed completely by communities but often do not cover the full primary cycle. Usually not recognized by the Ministry of Education (MOE), these are typically located in the most remote area." (Education T. M., 2008).

Linguistically and culturally differences are one of the main issues confronting to teachers in communicating with students, parents, and community as well. The Ministry of Education (MOE) also stated clearly student dropout increased through language difficulties. “Language difficulties are perhaps contributing to increased dropouts, especially among various national groups” (Education T. M., 2008). As communication is fundamental to the education, meaningful education to the ethnic children can be provided through the teachers who shares common language and culture with the ethnic students. As a result, the local teachers are most appropriate for teaching ethnic children rather than teachers from the outside. According to the current researcher’s experience, the communities have raised schools and take care of all the needs of teachers in Naga area. Some villages have teachers that employed by the government and they are trained teachers who graduated from Education College. But they often do not complete the school year to stay in the village due to the challenges of cross-cultural and language difficulties. Most of the trained teachers come to our place, Lahe township, are from mainland of Burma such Mandalay and Monywa and often get the village (the posted school) lately and turn back to their home early – most of the trained teachers from urban area do not have commitment with full heartedly wherever they are posted. For example, the school supposed to start from first of June but the teachers arrive in July or August. Some of the teachers go back during the October vacation and never return to work as a teacher anymore. All these happened due to many challenges such as communication (language and culture), socio-economic condition and personal interest. Unfortunately, then the village had to stop schooling for that year or some villages have luckily volunteer teachers who can read and write have to continue teaching.

Ministry of Education (MOE) has developed Education for All (EFA) Plan (2003-2015) aimed implementing the Millennium Development Goal (MDG) that every child in the world should “complete a full cycle of basic education of good quality” (Lo Bianco, 2013b). “A good quality education, provided by trained and supported teachers is the right of all children, not the privilege of the few, and teachers are the central to all achievements of education, equity, quality education and learning for all” (UNESCO, Quality Education: Equitable and Inclusive Quality Education and Lifelong Learning for All by 2030 Transforming Lives Through Education, 2015); (UNESCO, World

Education Forum 2015: Final Report, 2015). Especially, teacher education is considered as the main sector to develop and to achieve EFA goal. UNICEF recommended that a critical issue “that needs urgent attention is pre-service teacher education and issues related to the status of teachers and teaching profession” (Aung & Myint, 2013). Therefore, teacher education has become a common focus in Myanmar education sector and recognized the improvement of teacher quality which is essential for quality education. Teacher education strategy and system is in need of reform to fulfill the shortage of human resource and provide quality education (Aung & Myint, 2013), and because teacher quality is taking the important role to student academic achievement (Boyd, Grossman, Lankford, Loed, & Wyckoff, 2009) as well. As Myanmar practiced centralized system all education programs are operated by MOE alone. In a real situation, the teachers who have been employed by government faced with various difficulties in the place where they are posted in terms of cross-cultural. For example, children’s culture and language could be seen as difficulties in terms of communication. Teacher preparation is a significant component of teaching quality and several of impact on the students’ academic achievement (Boyd, Grossman, Lankford, Loed, & Wyckoff, 2009). This situation requires the ECOs to come together to talk and share their situations to deal with the common goal of educational development issues with collaboration among the organizations. Eventually, ECOs have gradually been aware of working together and started partnership among the organizations to best serve their communities. As a result, Through the ECOs partnership, teacher education programs are coordinated as a strong force of promoting teachers in ethnic communities. “Partnerships are a key enabler for meeting global challenges and generating sustainable change and long-lasting impact” (UNESCO 2013). That statement has a consistency with the national or community level as well.

It is necessarily needed to make an attempt to study this kind of partnership management for extension and expansion in the setting of educational reform. In order to reach the educational goals and objectives of Inclusive Education (IE), Education for All (EFA), and Quality Education (QE), various teacher preparation programs are undertaken. Myanmar is now, launching quality education from various educational agencies in such way that providing teacher training in-service and pre-service training. There are teacher training programs in Burma given by Ministry of Education, 20

Education Colleges and 2 Institutions of Education. Also, there are other private sectors as teacher education program provided among some of the ethnic groups such as Karen ethnic has their own teacher college and many of non-profit organizations; NGOs and INGOs such as UNICEF, are working with different perspectives and different goals.

With the tremendous political changes and considering equity among the ethnic groups, ECOs and civil society organizations (CSOs) along with the government agencies has been trying to work together for the development programs. Cooperating with the different organizations is the key to the efficacy of teacher preparation in every corner of the whole country. Therefore, this study is urgently needed to be done for the policy formulation process in considering the issue of including ECOs representing local communities by building a partnership in addressing the insufficiency of teachers in ethnic communities. As it is essential to have the reliable information in policy making this study will provide the findings from the actual situation for policy makers as a guide. Therefore, the study intends to do research on building a partnership among the marginalized ethnic communities' organizations that fulfill the need of teacher insufficiencies in the ethnic areas. The study mainly focused on Eastern Burma Community Schooling Project which comprises of the 24 educational organizations including 12 Ethnic Communities Organizations (ECOs). Especially, joint services delivering including teacher training programs for the marginalized groups living in the remote area where the rarely reached by the government services.

1.2 Research question

What is the management process of ethnic communities' organizations' partnership for teacher preparation program?

1.3 Research objective

To explore the management process of ethnic communities' organizations' partnership for teacher preparation program

1.4 Scope of the study

The study focused on exploring the management process of ethnic communities' organizations' partnership for teacher preparation program. In this study, Ethnic Communities' Organizations (ECOs)'s building partnership and management process play an important part as concern sustainability of the programs, and advocacy. The study focused on ECOs' partnership developing process and also considered the voices from volunteer teachers regarding the ethnic long-term education provision and existing teacher training programs. Qualitative research design was applied for this research. The in-depth interviews are conducted as main research methodology, and training observation and documents reviews supported the study comprehending the issues. The key informants for this research are sixteen including seven Board Members (BMs) of program leading committee of Eastern Burma Community School Project, eight volunteer teachers (VTs) and one In-service training Manager (ISM). The data were collected in Pyin Oo Lwin Town, Mandalay Division of Myanmar where the office of EBCS is situated and also in Taunggyi where some informants live. Most of all information are collected during research interview by meeting face to face except only 2 participants were interviewed on phone. Training observation was done in Pyin Oo Lwin at teacher training center, and documents were collected during the data collection process and also preliminary research.

1.5 Research contributions

This study concerned the program management and partnership between the ethnic communities' organizations which provide services for the teacher professional development of the ethnic communities. The research contributions will be made as follow;

1.5.1 This study provided the useful information on the management of the ethnic communities' organizations partnership in particular that work on the educational partnership and effective educational leadership.

1.5.2 The data from this study was able to be used to further develop and define the concepts of the ethnic communities' organizations partnership.

1.5.3 The research findings would be a guideline for teacher education policy change.

1.5.4 The results of the study will be a source of information for the teacher education program institution as a provider to collaborate with government in the future for more coordination in many different areas.

1.5.5 This research also be beneficial to Eastern Burma Community Schooling (EBCS) and ethnic communities' organizations themselves to see the areas to promote collaboration and addressing the need for ethnic education provision.

1.6 Operational definition of terms

1.6.1 Management refers to the management process of the Ethnic Communities' Organizations Partnership. This includes relationship among the member organizations, communication, funding, human resources, rules and responsibilities, and partnership structure that controls the whole mechanism.

1.6.2 Partner Organizations refers to the member organizations of Eastern Burma Community Schooling (EBCS) project. On the other hand, the partners mean the Ethnic Communities' Organizations (ECOs) who gets involve in the project of EBCS.

1.6.3 Continuum of Partnerships refers to a style or different levels of working together or mechanism of working which continuous in sequence, and in which depends on conditions of partners. There are many styles in working together; coordination, cooperation, collaboration, and partnership based on the partners' interest.

Coordination refers to a working or action or leadership of any level of relationship between organizations. Many scholars have been used this "Coordination" as "a level" of organizations' relationship. But this study would stress more and use as "an action verb" that which being existed at any level of partnership effort. The study would not consider this "coordination" as a particular "level" of organizational relationship.

Cooperation refers to a beginning level of organizational relationship that organizations bring increased comprehension of target audiences and motivations to participate in a partnership. There might be a minimal agreement, and the organizations may still be defining their roles and contribution. There is usually a greater appreciation of resources and skills that the partnership can bring. Joint ventures strategies start to emerge throughout collaboration if the relationship becomes more entrusted at this level.

Collaboration refers to collaborating among the trusted organizations whereas increased recognition of the values of each organization, trust, respect, a clear understanding of the benefits for each partner, and innovative ideas are presented to meet a common problem. There can be challenges, but they are usually well worth the effort to benefit a group of clients or the community. At this stage, organizations are able to work together on a specific project to reach clients, provide education, or develop a marketing campaign. Often organizations in collaborative relationships start to put plans in writing.

Partnership refers to a relationship, that has different levels of relationship such as cooperation and collaboration. There might be shared space and staff, shared authority and decision making, and plans and agreements are in writing.

1.6.4 Ethnic Communities' Organizations refers to the organizations that have existed in each ethnic group of Myanmar, and it is local community based with the non-armed and non-governmental organization. At the same time, the ECOs are unlike NGOs that have normally existed in the country because they are ultimately formed of ethnic people. [For example, Pa'Oh Literature and Culture Committee (PLCC) which is made of only Pa'Oh people, and Eastern Naga Development Organization (ENDO) which is also organized by only Naga people, and ultimately community-based. Normally in NGOs, there are many different people who are being employed by considering their individual interest but in ECOs no other ethnic people mixed and it is formed for the particular purpose of those particular ethnic. These organizations are considered as one kind of the education providers and maintain their respective culture and language in Myanmar. Throughout ethnic regions of Myanmar, basic education has been provided by local ethnic organizations, including the education department of

ethnic armed organizations (EAOs) and religious organizations, and ethnic communities' organizations (ECOs) is also one of them.

1.6.5 Volunteer Teachers refer to the local teachers who works in their respective ethnic areas where there is no teacher. Most of them do not receive training from the ministry of education's teacher training program. Some adults are recruited as volunteer teachers at the state schools where the government teachers are not enough. The villagers support them basic living needs such as proving paddy or limited stipend. It also depends on the situation of the village's socioeconomic.

1.6.5 Five Variables Shaping Interagency Partnership refers to the variables; climate, processes, people, policies and resources which make ethnic communities' organizations come together to work for a common goal.

Climate refers to the situations of politic and socioeconomic, within and outside of ethnic communities' organizations that influence building a partnership for effective education service delivery.

Processes refer to the management processes of partnership and its member organizations' involvement in advocating, making decisions, including selecting a leadership position and problem solving within and outside of the organizations in delivering education services and making relationship strategy changes.

People refers to the human resource management which gets involved individually in terms of technical support or representatives of each organization for organizational development and to cooperate in succeeding teacher preparation programs.

Policies refer to the governing policies of ECOs partnership which to carry out the whole mechanism of collaboration for educational reform and teacher preparation program.

Resources refer to the teaching and learning materials, funding, and manpower that involves in teacher preparation programs, and concern the sustainable development of the organizational relationship and the programs.

1.6.6 Ethnic/Indigenous People refers to the people who originally inhabited in Burma with their own territories, own cultures, languages, the uniqueness of the histories. It is also known as the people in international or national legislation as having a set of specific rights based on their historical ties to a particular territory, and their cultural or historical distinctiveness from other populations that are often politically dominant. In Burma, there are more than 135 ethnic groups with different histories, different languages and different cultures. Indigenous people are identified by their historical continuity with pre-colonial and or any pre-settler societies. They have a strong link to territories and surrounding natural resources, distinct social, economic or political systems and the distinct language, culture, beliefs and the form non-dominant groups of society as well. Indigenous people have defined the same meaning but using different terms in the word. For example, in India, it is used as Tribes or Tribal while the United States of America use as Indigenous or Native Americans or Ethnic people, and then the Canada and Australia used First Nations and Aboriginal, and then New Zeland uses in their native language as “Mori” as well. Here, in Myanmar, usually defined as Ethnic or Indigenous people. The best definition was made by R. Martinez Cobo, “having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of the societies now prevailing on those territories, or parts of them. They form at present non-dominant sectors of society and are determined to preserve, develop and transmit to future generations their ancestral territories, and their ethnic identity, as the basis of their continued existence as peoples, in accordance with their own cultural patterns, social institutions, and legal system.” (UN, 2014)

1.6.7 Inter-organizational Communication refers to the communication that negotiate either between ECOs and village community or between ECOs and agency for the effective service delivery and to work together. In the processes, especially to communicate outside of ECOs that could join to this ECOs partnership. The communication is the instrument for delivering existing services and also developing system strategy among partners.

1.6.8 Intra-organizational Communication refers to the communication that discuss and evaluate the work task or making strategy within the organization. This can be found in individual partner organizations, agency, and also even in village community since they often discuss for new action and also to assess exiting work.

CHAPTER II

LITERATURE REVIEW

This chapter provides the context of Myanmar education, the theoretical overview, and the related research. The chapter is outlined as below;

- 2.1 Context of Myanmar Education System and Ethnic Education
- 2.2 Theoretical Overview
- 2.3 Related Researches

2.1 Context of Myanmar education system and ethnic education

2.1.1 Location, demography and sociolinguistic profile

Myanmar is the largest country in mainland Southeast Asia with a land area of 678,500 square kilometers, lies between China and India. It is also bordered by Laos and Thailand to the east and by Bangladesh and the Bay of Bengal to the southwest. Myanmar consists of seven states and seven divisions as is shown in the map, in Figure 2.1 Division and states of Burma

. Myanmar has a population of 51, 286, 253 (Report, 2015) consisting of different ethnic groups. The government recognizes 135 ethnic groups. Bamar is the majority group and the other main ethnicities are Kachin, Kayah, Karen, Chin, Mon, Rakhine, and Shan.



Figure 2.1 Division and states of Burma

Source: Oxford Burma Alliance Organization Website

The country was divided into 14 administrative divisions late 1948 based on 1947 constitution. Seven states, namely (Chin, Kachin, Karen, Kayah/Karenni, Mon, Rakhaing, and Shan) and even divisions (Irrawaddy, Magwe, Mandalay, Pegu,

Rangoon, Sagaing, and Tenasserim). See the map of States and Divisions in the figure (1). The majority Burmans live in the seven divisions on the plain while the minority seven groups mostly live in the mountainous areas. The terms majority and minority are used here in the sense of population.

Burma is linguistically and culturally diverse country. Since Burma is a multi-ethnic nation and its citizens entered into the land at different times and by different routes, it possesses a colorful setting of interesting myths, histories, and cultures. The people of Burma speak different languages and wear different designs of costumes; however, they all share the same identity of belonging to the same nation and claim as it is their homeland. Four large language families: Austro-Asiatic, Malay-Polynesian, Sino-Tibetan, and Tai (Allott, Okell, & Herbert, 1989).are representing linguistically. See the linguistic map in Figure 2.2 Linguistic map

. However Burmese, one language is used as official. There are 113 ethnic living languages (Khu Shee, N. 2012).

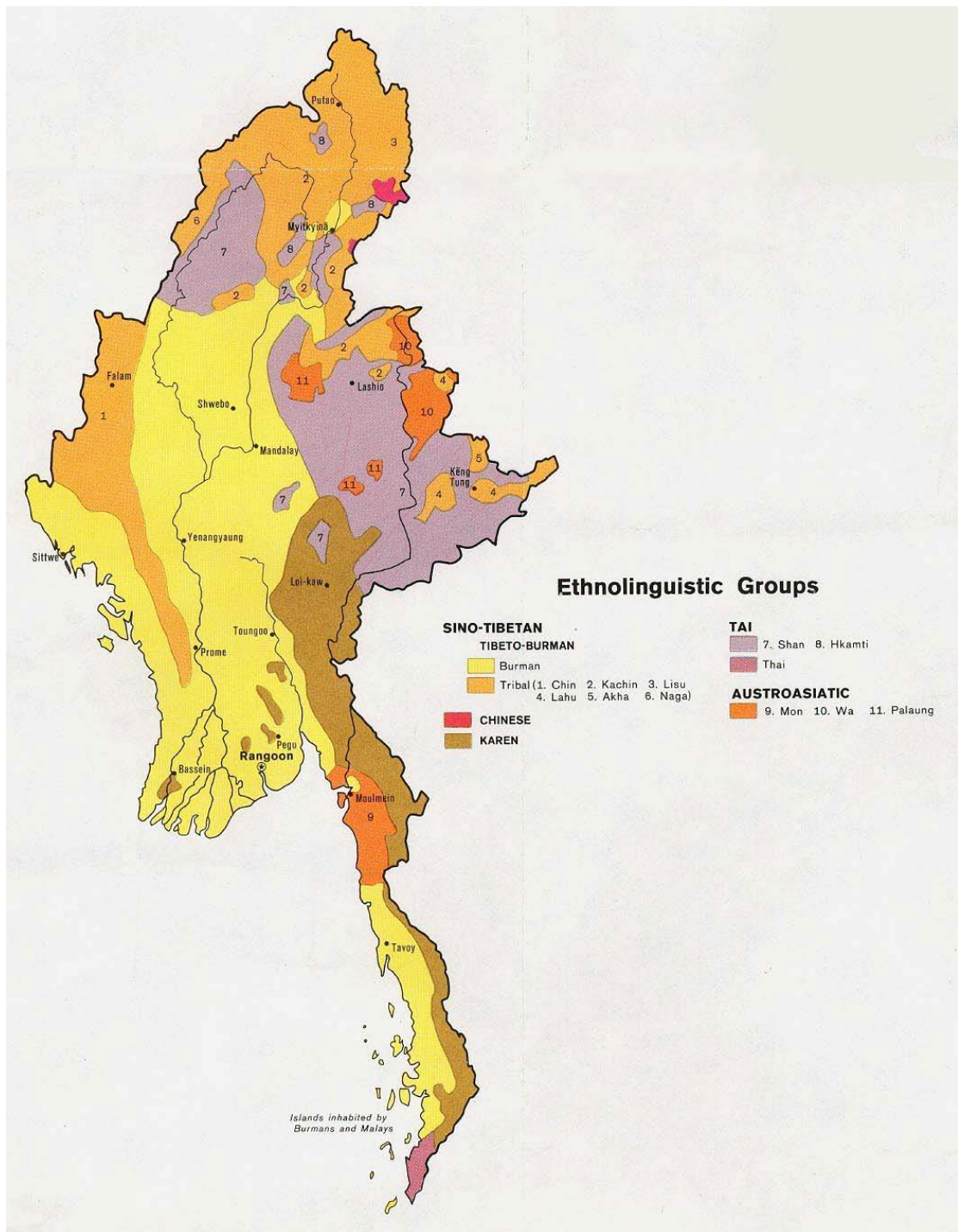


Figure 2.2 Linguistic map

Source: Language Maps and Ethnicity Maps (Lwin D. T., 2011)

2.1.2 Historical background of education system

It is impossible to assert or to make a change over the Burma's education without knowing the insight details and background history of it since the country had been passing overages and with different political administrations. The education system have been changing over time due to the political influences. In this section, the educational history will be presented.

Before Burma colonized by British, the education system in ancient time, was practiced village secular schooling in monasteries (Cheersman, 2003). Education was valued in the societies. Boys were traditionally encouraged for schooling since in Burmese “ah tat” which means “the skills” of a lifetime has to be learned every boy but girls had to stay with parents at home helping to them. Mostly royal sons had to study abroad however generally most of the ordinary people could not go to school.

During the British colonial, in 1885-1945, the education system of Burma was operated by the government. Higher education institutions such as university and professional development colleges from both upper and lower Burma were run separately based in Yangon and Mandalay as Department of Higher Education. The education system was based on British, and until the end of elementary schooling was compulsory.

Since the third Anglo-Burmese war took the whole Burma as a British colonized land completely during the reign of King Thibaw in 1885. Burma was ruled as a province of British-India. The indigenous minorities, such as the Shans, Kachins, and Chins, who collectively occupied approximately 45 percent of the country's area of Burma, were still then administered under the direct authority of the governor separately from the rest of Burma (Silverstein, 1977). The ethnic nationalities such as the Karens, who lived in the mainland Burma, were given reserved seats in the legislature to protect their rights. The education system was still continued in the ethnic areas and most of all rural areas accordance with their own practices. However, in the urban area of Burma, especially in higher education, the colonial education system was established.

In the earliest 20th century, the educated people Burma recognized themselves that British is ruling over them and they were put into second-class citizens in their own country, and the education system was just all ideology of colonization and slavery. Knowing that the "divide and rule" policies of British made losing unity among

people in every level and traditional structures were being exploited (Herbert, 1991). Therefore, in 1920, the university students called for a national strike to protest against the education plans (Lwin T., 2000) since they know that education is the key to every sector; political or social reformation.

Before independence of Burma, 1945-1948, the school types could be seen in Burma as following;

“Vernacular School in which the medium of instruction was Burmese or one of the recognized indigenous languages;
Anglo-Vernacular School in which English was taught as a second language and the media of instruction were English and Burmese or one of the recognized indigenous languages;
English School in which the medium of instruction was English, with Burmese as the second language. (Gartner, 2011)”

The vernacular schools were administered by local communities and were the only schools for the majority of children throughout the country. During the time, those who had a good knowledge of English could enter government service and the professions, vernacular schools became second-rate schools. The teachers in those schools were devoted to their work, but they were comparatively worse off than their colleagues in the other two types of schools in respect of training and academic background as well as in respect of scales of pay and chances of preferment (SUPDT, Octennial Report on Education in Burma (1947-47 to 1954-55), 1956).

From 1948-1962, a quite soon after the declaration of independence on the 4th January 1948, the Government of the Union of Burma announced a statement of Educational Policy which was based upon the ‘Report of the Educational Policy Enquiry Committee and upon other reports previously considered by Government’ (SUPDT, Education in Burma, before independence and after independence, 1953). Then the government confessed that the policy was not successful ‘due to factors beyond control’. One of the factors may have been the outbreak of civil war in the nascent Union of Burma and the fact that government was only in control of the main urban centers at that time.

On 1 June 1950, a new policy was initiated for implementation. The salient features of the scheme initiated were:

“Amalgamation of the post-primary and primary schools in places where the former exists, to form complete units teaching from the Infant to the Ninth Standard;
Revival of Middle Schools teaching from the Infant to the Seventh Standard;
Re-classification of primary schools’ teaching from the Infant to the Fourth Standard;
Insistence on the use of the Vernacular (Burmese) as the medium of instruction;
The introduction of English as a Compulsory second language at the post-primary stage, i.e., from the Fifth Standard (Office of the SUPDT, 1953).”

The new policy also initiated a scheme for free education for all pupils in state schools, from the primary to the university level. Private schools were allowed in their own school buildings under the registration of Private Schools Act 1951. A pilot project for compulsory primary education was introduced in the suburbs of Rangoon for two years. In 1953, the government launched the new education plan as one of the ten ‘Welfare Plans’. The aims of the new education plan (also known as five fundamental principles) for the Welfare State were:

“To ensure that every citizen of the Union of Burma shall have a basic foundation in the three R’s;
To train an adequate number of technicians and technologists for the rehabilitation;
To train and equip young men and women so that they can shoulder their responsibilities as citizens of the Union;
To eradicate illiteracy and imbue all citizens of the Union with the five ‘Strengths’ (National Health, National Education, National Wealth, National Character and National Unity); and
To perpetuate the principles and practice of democracy throughout the Union.”

The curriculum was also re-oriented in accordance with the new educational aims set forth in the education plan and graded for the primary, middle and high school

stages, with emphasis upon practical and prevocational subjects and activity programs. In this curriculum design, there was no consideration for religious education. This was remarkably different from the pre-independence period. In the 1947 Education Report, it was clearly stated that 'Buddhist monks and other religious teachers could play a part in the spiritual guidance and instruction of the people in the system, wherein children of all races and religions shall receive religious instruction as a compulsory adjunct to the secular curriculum'. To inculcate the spirit of co-operative living and to make the school atmosphere congenial, the new plan gave greater attention to school gardening and arts and crafts while general science and practices of other kinds including organized games were equally important. The new plan also launched the establishment of teacher training schemes to deal with the urgent need for trained teachers of all grades.

The school system in the new education plan is a 5-3-3 system as shown in the table below.

Table 2.1 The new education plan

School	Standard	Age
Nursery School	Nursery	3-5
Primary School	0-4	5-10
Middle School	5-7	10-13
High School	8-10	13-16
Agriculture and Technical High Schools	Vocational and Technical Institutes and university	16 onward

In the middle schools, the following subjects were introduced: carpentry and technical and commercial subjects for urban schools; and animal husbandry and agricultural subjects for rural schools. In the high schools, the following subjects were introduced in the curriculum to give a vocational bias in the ordinary high schools: pre-medical subjects, for both boys and girls; general workshop for boys only; domestic science (including Home Nursing) for girls; and business and commercial training for both boys and girls.

Another significant change was that modern textbooks were introduced in Burmese in all subjects. In 1958, the Ministry of Education announced the policy on the

medium of instruction, namely, that the medium of instruction was to be Burmese in schools and English was to be taught only from the Fifth Standard onwards (The Union of Myanmar, 1992). However, there was a broad spectrum of state, private, Christian and Buddhist monastic schools legally functioning around the country and private and Christian schools taught English from the beginning of primary education. These private schools also put emphasis on academic subjects without introducing pre-vocational knowledge. At the university, Burmese was also the medium of instruction for all subjects starting from Intermediate part A. English was the medium of instruction in the Honours and Masters classes.

The curriculum for the state schools introduced vocational subjects according to local needs rather than a unified qualification system. Education after independence may have brought about an academic-vocational divide, an urban-rural divide, and inequality of opportunity between girls and boys. There was also, as stated above, no provision for Religious Education for the spiritual development of pupils. Furthermore, no consideration was given to the use of indigenous vernacular languages when teaching pupils whose mother tongue was not Burmese.

Once again, the military had taken the ultimate power in 1962 until 1988. Burmese military rule can be classified into two phases: from 1962 to 1974 was the first phase of the absolute military rule; and from 1974 to 1988 was the second phase of 'constitutional dictatorship' (Silverstein, 1977). Following the 1962 military coup, all schools were nationalized. There were no longer Christian schools but Buddhist monastic schools could continue to function in rural areas. In 1964, the system of education was reorganized. The structure of the 'New System of Education' comprised: (a) Basic Education; (b) Technical, Agricultural and Vocational Education; and (c) Higher Education. In the Basic Education, school structure was changed from a 5-3-3 to a 5-4-2 system that consisted.

Table 2.2 School system in military ruled

School	Standard	Age
Primary School	0-4	5-10
Middle School	5-8	10-14
High School	9-10	14-16

The use of Burmese as the medium of instruction still remained. There was no consideration for indigenous vernacular languages for those whose mother tongues were not Burmese. There was also no provision for religious education in the curriculum. English was taught as a second language from the Fifth Standard. Children had to sit examinations at the end of each standard based on a 'pass-fail' system. National examinations were at Standard VIII and X. At Standard IV there was a township level examination.

In 1974, the military rule changed to constitutional dictatorship. According to article 152 of the 1974 constitution, 'every citizen shall have the right to education' and 'basic education' would be compulsory. Although the right to free education was theoretically available to all, in reality, it was a different story, as this chapter will show. The 1974 Educational Policies embraced the following areas: (a) Basic Education; (b) Technical, Agricultural and Vocational Education; (c) Higher Education; and (d) Educational Research. The curriculum for the Basic Education included only two subject routes: arts and science. There was no inclusion of vocational subjects into the Basic Education curricula. Skills acquired in technical, agricultural and vocational education are not relevant to the employment opportunities open to young persons.

In 1988, Burma changed from a constitutional dictatorship to absolute military rule again and the 1974 Constitution was abolished. A UNICEF report shows that almost 40 percent of children never attend school and almost three-quarters fail to complete primary education in Burma (Kyi, et al., 2000). The secondary school enrolment rate is also low and the dropout rate is very high. As a result, less than 2 percent of children who enter primary school complete secondary education.

Even given the low rates of enrolment, there is a serious shortage of educational facilities, such as the number of schools, the number of teachers and resources like textbooks, libraries, and laboratories (Kyi, et al., 2000). The number of primary schools ranges from one in five villages in the heartland of Burma, to as low as one in twenty-five villages in the border regions. It is particularly difficult for children in the ethnic nationality areas along the border to attend school, as there is instability due to civil war.

Community-related factors include poverty, malnutrition, and poor health care, as well as low expectations about the value of education, particularly in underdeveloped areas. The school environment factors are related to the lack of availability and the poor quality of all the inputs of the educational process: teacher and teaching methods, curricula, teaching and learning materials, facilities, as well as the organization and management of the school system.

Despite the present impasse, the United Nations organizations get involved in improving Burmese education. The apparent starting point for educational priorities in Burma was the World Conference on Education for All, held in Jomtien, Thailand, in March 1990. A Burmese delegation, headed by the Minister for Education, adopted the objectives of the World Declaration on Education for All (WCEFA, 1990). Subsequently, UN agencies (UNDP and UNESCO), together with the Ministry of Education, Burma conducted a joint effort, 'Education Sector Study Project' which started in mid-1990 (Bureau, 1992).

Structure of National Education System (adapted from JICA 2013)

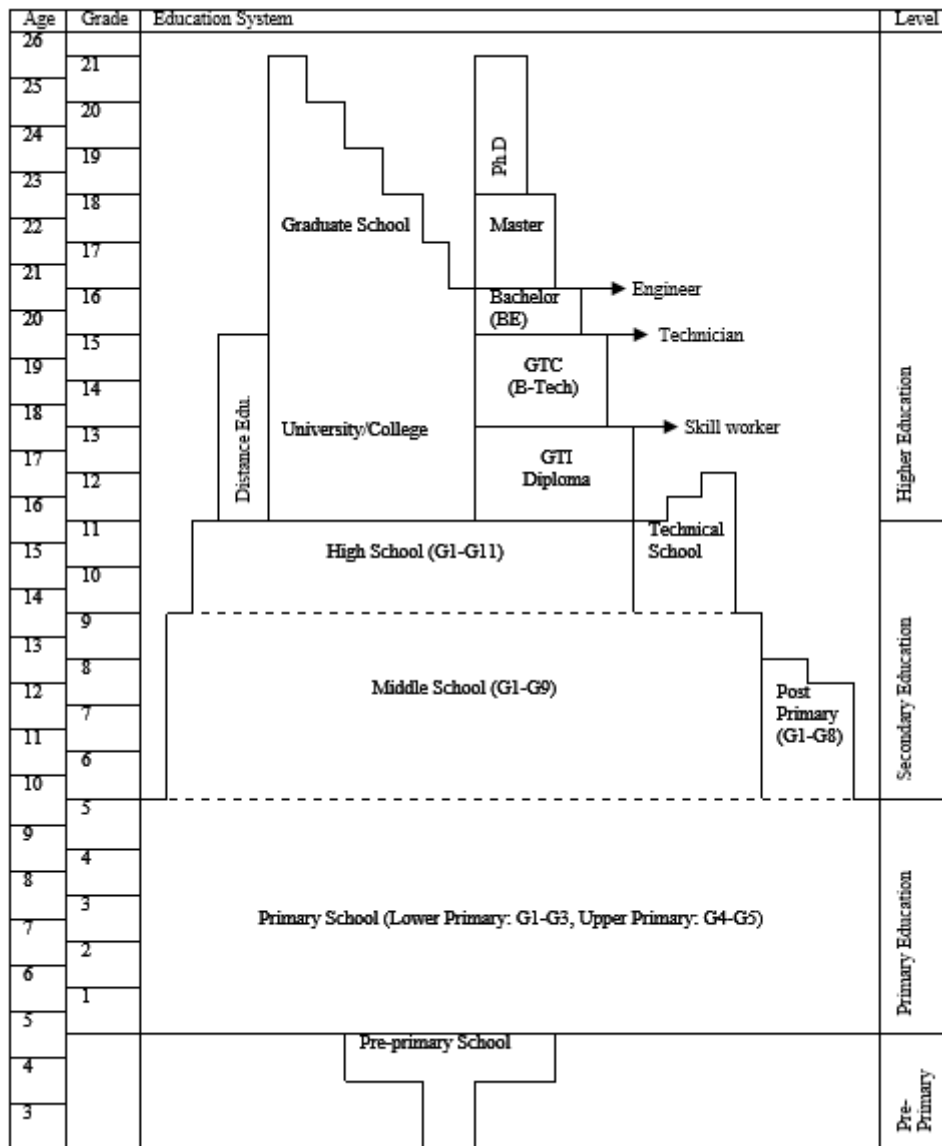


Figure 2.3 Structure of the education system in Myanmar

2.1.3 Teacher education

The teachers are basically respected by the people of Myanmar as they believe Buddha’s teaching; Buddha, parent, and teachers are the same to be highest and worthwhile. At the same time, the teachers believe themselves traditionally that they are who have to sacrifice for their pupils’ brighten future with goodwill, interest, and self-sacrifice which is used to bear in Myanmar terms "Three Na"; "saydāna, wadhāna, and ãnitna". Teachers enter the classroom with goodwill, interest, and self-sacrifice. Nevertheless, the status and role of teachers have declined due to the fact that teachers'

salaries are very low and that they lack material support such as housing and transport as well as academic support such as pre-service and in-service training (Bureau, 1992). The lack of trained teachers also affects the quality of teaching. In general, a university degree is a minimum qualification required to become a primary school teacher (The Union of Myanmar, 1992). In some places, where there are not enough university graduates, people who have passed only the Basic Education High School (Standard X) examinations are allowed to teach primary grades. These new recruits enter the classroom without initial teacher training. Some receive training after several years of teaching. In addition, over two-thirds of the primary schools are understaffed, especially in sparsely populated rural areas (Bureau, 1992).

In 1998, Ministry of Education reported that some 57 per cent of primary school teachers, 58 percent of junior secondary school teachers and 9 percent of senior secondary school teachers have never undergone teacher training. After years of neglect regarding the teaching profession, the regime is now planning to introduce pre-service and in-service teacher training. However, these training programs downgrade the level of primary school teachers. For example, after first year training, only qualified trainees can continue to attend the training for junior secondary school teachers. Those who fail to qualify go to primary schools to be teachers. This program, therefore, downgrades the importance of primary education as the foundation of social, moral and academic progress in that the system allows for unqualified candidates to teach primary school children. Again, after the second year training, qualified trainees can continue to attend the training for senior secondary school teachers, but those who did not do so well go and teach at junior secondary schools. In like manner, after another two-year secondary school teacher training, many have no other alternative but to go to senior secondary schools to be teachers due to unsatisfying examination results. The best-qualified graduates can move on to post-graduate courses and follow the master and doctorate degrees to become university lecturers.

2.1.4 Ethnic education

Before Burma independence and after a decade of independence, the ethnic nationalities were given to establish their own and teacher education for ethics are considered. Especially, such as Mon, Karen and Shan had their own recruitment and

those were employed in various places according to the communities' need (SUPDT, Octennial Report on Education in Burma (1947-47 to 1954-55), 1956). However, since then 1962, it was learned from local teachers and educators that:

1. Children in Burma have a little opportunity for their schooling. Especially, in the ethnic nationality areas where 20% of children attend school and 80% have no proper education.
2. School dropout rate is too high. Only 1% of students who enrolled at the primary school completed secondary education.
3. The reasons for children not attending school and dropping out at early age are mainly poverty; children need to help their parents for family income, poor health, shortage of schools and teachers, and unstable situation due to civil war. (Lwin D. T., 2002)

Since the 1960s, the suppression of minority languages within a centralizing, militarized state (associated with the Burman majority) has been one of the main grievances underlying more than half a century of armed ethnic conflict (Walton, 2012). In response to government suppression, ethnic nationality elites have sought to develop separate education systems in order to preserve and reproduce minority languages and cultures. Some of these alternative education actors have come from the civil society sector and, in particular, Christian and Buddhist associations.

Ethnic nationalities are the dominant populations in at least half of the territory now referred to as Burma and makeup over thirty percent of the country's total population. Because they have historically enjoyed their own policies in the plains or lived in mountainous areas untouched by Burman rule, the ethnic nationalities have sought political arrangements reflecting their independent identities. Burma's military regime, however, has insisted on political and cultural assimilation, with centralized control and a nationalist cultural agenda promoting the Burmese language and Buddhism at the expense of other languages and religions.

For over 50 years, ethnic peoples in Burma have been fighting for degrees of autonomy varying from the maintenance of their own states within a federal union to outright independence. They seek to sustain their own languages and cultures while retaining control over political and economic life in their regions. Some of the smaller ethnic groups have also called for autonomous areas within larger ethnic states.

However, the Burmese government has refused to devolve power to the ethnic regions, arguing that doing so would lead to the breakup of the union.

2.1.5 Current educational reform

With a series of wide-ranging political, economic, social and institutional reforms since 2011 by its new, civilian-led Government, Myanmar is beginning to emerge from decades of international isolation. The stated goal is to introduce “genuine democracy” and includes an ambitious agenda to heal the wounds of the past, rebuild the economy and ensure the rule of law, as well as to respect ethnic diversity and equality.

In turn, cautious optimism exists that the country will be able to consolidate and build on what has been achieved in a very short time, deepening an enabling environment for accelerated national development and increasing the likelihood that development benefits, including those in the education sector, will flow to all Myanmar’s people. As part of this overall process, the Government has drafted the National Comprehensive Development Plan 2011-2030, a long-term development perspective encompassing sectoral development frameworks.

Against this backdrop of far-reaching reform sweeping the country, as well, as the pressing demand for education system change from many sectors of society, the Government has launched its Comprehensive Education Sector Review 2012-2014. This reform, policy development, and planning process have the potential for bringing together diverse stakeholders in a national movement for education that builds a unified vision for the future which meets the aspirations of all people at this significant moment in Myanmar’s history. The 2008 Constitution broadly provides the fundamental framework for many of these recent developments. With regard to education, it commits in Article 28 to “earnestly strive to improve education and health of the people; to enact necessary laws to enable national people to participate in matters of their education and health; to implement a free, compulsory primary education system; and to implement a modern education system that will promote all-around correct thinking and a good moral character contributing toward the building of the nation.” In Article 366, it further reiterates the right of every citizen to education, establishing a foundation for future growth and improvement.

Global evidence demonstrates that education is the best investment governments can make, especially investment in girls' education. This has multiplier effects across sectors, and strong evidence links levels of education – particular levels of learning – to economic growth, improved health and nutritional outcomes, lower fertility, and social stability. To this end, recent doubling of the national budget for education after decades of low investment is encouraging, though funding levels remain significantly lower than those of regional neighbors, and well below the international benchmark of 20 percent of the national budget.

Despite the rapid recent changes, the challenges remain complex and numerous. For decades, Myanmar has faced overall serious obstacles to meet basic human needs: In the global Human Development Report 2011, it was ranked 149th out of 187 countries, with a Human Development Index of 0.483, well below the East Asia and Pacific regional average of 0.671. This put it in the upper ranks of low-human-development countries. Some political issues remain unresolved, and, crucially, national-level public institutions are still characterized by highly centralized structures for decision making, even as responsibilities simultaneously are fragmented.

Myanmar continues to be a poor country, with an estimated GDP per capita of US\$469 in 2010, among the lowest in South-East Asia. The country also remains significantly behind its neighbors on most socioeconomic indicators, although notable progress has occurred in areas such as poverty rates, at 25.6 percent in 2010 (urban, 15.7; rural, 29.2). While access to social services is generally expanding, the extent of provision of these services is still very low. In particular, the quality of these services also represents a major issue in all sectors, reflected, for example, in high repetition and dropout rates in schools.

Critically, national indicators also mask deep disparities in access to basic services, by rural-urban status, region, wealth, gender, ethnicity and other social dimensions such as remoteness, disability, conflict and post-conflict settings, and vulnerability to natural disasters. In large part as a result of high out-of-pocket payments for services such as education and health, poor and near-poor households – and particularly women, children, ethnic minorities and the chronically ill – face special difficulty in accessing quality services. Thus, the picture of disadvantage nationwide is

complex and multi-faceted, compounded by a decline in socioeconomic conditions over the last decades.

Policymaking likewise faces significant challenges, including the fact that many policies are not posted or budgeted and that overall Government investment, particularly in the social services, has been low. Human resource capacities at all levels likewise remain highly constrained. In many sectors, including education, too few trained staff with relevant professional skills must respond to numerous priority needs, so that continued and significant attention to capacity development is crucial. In particular, anticipated increases in both national investment and international assistance will require an overall workforce with a higher level of skills than are currently available.

Coordination and absorptive capacity are also key issues. At the same time, the newly formed, Ministry-led Joint Education Working Group, as well as the more established Education Thematic Working Group (ETWG), are beginning to bring together Government and non-Government actors in education, including international development partners, in a platform for advocacy and a mechanism for improved interactions and operational coherence. These fora require additional strengthening to increase the effectiveness of education investments and maximize education development results across the sector.

2.1.6 Background of ethnic communities' organizations

The ethnic communities' organizations (ECOs) refers to the organizations that have existed in each ethnic group of Myanmar, and it is local community based with the non-armed and non-governmental organization. These organizations are considered as one kind of the education providers in Myanmar. The ethnic community organizations led by the traditional or political leaders from respective ethnic communities for many years. In fact, those organizations are acting like de facto governance for the communities' improvement and protection against the suppression of military government on promoting ethnic language use and cultural heritage. Sometimes, they stand as an umbrella organization leading local Literature and Culture Committees or as for some ethnic groups having Education Departments those exist in every community. These organizations work with the local NGOs and INGOs for

mobilization, awareness-raising, and training of capacity building in many different social development programs. In some organizations, they have programs or working committees in different administrative levels such as Districts, Townships, and Village. Nowadays, the ethnic community organizations have more open opportunities to work with the Ministry of Education in conjunction with UN agencies on promoting ethnic language and culture in the national education system.

Ethnic communities' organizations in many different forms are supervising the education system for their respective ethnic people. And the education departments work together with other development organizations which run different development programs including educational related programs. They open the ethnic schools, provide training for the teachers, develop their own curriculum, and take care of the whole school system. ECOs were active more largely in ceasefire areas of Lower Myanmar and large areas of "border" territory are not under de facto government control, and these areas are poorly reached by government services in the past. However, an aspect of the ceasefires that has been negotiated, or is currently under negotiation, is bringing these border areas under greater central government control, or at least greater association with the government system and more collaboration among ECOs and central government.

By implementing partnership among themselves, the ethnic communities' organizations address the issue of the inefficiency of teachers providing a training program for the local volunteers. In fact, ethnic communities' organizations take a responsibility to fill the gap in the government service promoting teachers for the schools in ethnic communities. Thus, to produce qualified local teachers, ECOs recruit local volunteers to be trained despite having very limited resources and sometimes under severe restrictions because of the political situation. ECOs have been excited to give their own communities support in different social services especially education teaching their languages and cultures since the colonial period. Many ethnic national schools were opened and ethnic people enjoyed their own education system until the 1960s. Since then, ethnic communities have been in the suppression of opening ethnic schools in the time of military government. Consequently, they have far lagged behind their social development as it should have not. However, at this important moment of significant social-political change after about 6 decades in underdevelopment, ECOs

gain more strengths by collaborating with them to improve their development. In recent years, there has been a significant increase in the number of organizations partnerships focusing on community improvement. ECOs' partnership plays a key role in ethnic communities' development particularly in education in the context of current national education reform aiming comprehensive inclusive basic education.

2.2 Theoretical overviews

This section reviews the theoretical background of the study. It provides the key concepts of partnership. It begins by introducing the concepts of educational organization partnerships and management of organization partnerships and then proceeds to the studies of organization partnerships management. The last section gives the overview of teaching preparation programs.

2.2.1 Concepts of educational organization partnerships

This study has the main concern on the partnerships and management for the teacher preparation program in the context of the professional development of local teachers. The partnership is "a shift from individualism to social relationships" (Bezzina & Camilleri, 1998, cited in (Golan & Fransson, 2009) and (Bezzina, Lorist, & Velzen, 2009)). The partnership is literally mean the relationship existing between two or more persons or between two or more organizations to carry on the task together collaborating and supporting in agreement of the need-based. Each person or organization contributes financial, property, labor or technical skill, and expects to share in the profits and losses of the business. Independent Evaluation Group of World Bank Group also stated that "strong partnerships are about creating shared value—working collaboratively with other organizations to produce development results that the partners would not be able to create on their own" (Heider, York, Batra, & Heltberg, 2014).

A clear definition of partnership was given by Women and Girls Network (2012) in their 'a good practice briefing working in partnership introductory guide' as quoted in the bellow, and they also agree that "partnership is a type of collaboration".

A process in which two or more organizations agree to work together to achieve a common goal, or a set of compatible goals,

and doing so in a way that they achieve more effective outcomes than by working separately. They share resources and responsibilities and agree to work together in a co-operative and mutually supportive way (Council, 2012).

It is generally sound understandable which to describe the partnership. A partnership can be made in the way that organizations need whether they prefer to make collaboration between them because of what the dealing is needed. Pre-requisite is to undertake before they make an alliance. First, to raise awareness of other relevant organizations in such way that, organizations for example educational organizations come to think about their activities, goals, and objectives. The second, it is to raise themselves that awareness of gaps in organization and duplication of provision. The third is enables sharing of best practice. This leads to sharing the practices in terms of knowledge to interaction with them. Once each organization identifies where there are shared aims and objectives and where value could be added by working together, and that is a partnership. From there, work through the collaboration of partner organization to achieve the common goal. (Council, 2012)

In the educational context, the partnership can be understood in different ways; partner between school and family, school and community, and school-university (Rosenberg, et al., 2009) to be able to promote teacher quality and student achievement (National Council for Accreditation of Teacher Education) (NCATE) (Education N. C., 2009). The school-university partnerships are that working together in many ways to initiate preparation of professional development of teacher with local education agencies, local community-based schools, university or higher education institution (Rosenberg, et al., 2009). These collaborations make huge advantages of resources, expertise, and outcomes (Barnett, Hall, Berg, & Camarena, 2010), as cited in (Rosenberg, et al., 2009).

In this research, the partnership also is to consider as a network (Förschner, 2006) between ethnic organizations and educational organizations that work together for the educational reform process in Burma recruiting local community teachers. The teacher preparation program which focuses in this research is launched through the collaborative relationships of different ethnic groups and education organizations. It is a basic understanding of collaboration between partners – educators and receivers;

communities organizations. Nevertheless, building partnership is to “have some degree of cooperative involvement in the development and sustainability of teachers” (Rosenberg, et al., 2009), and partnership can be viewed as “one sustaining legacy of the critical report of teaching and teacher education” (Alleksaht-Snider, Deegan, & White, 1995, p. 219). Moreover, Förschner claimed that “bottom up” is a key principle in the partnership, and he frequently suggested that “it is good to remember that a good number of partnerships have been created as part of a central government strategy to support the delivery of programs at the local level (OECD, 2006)”, mentioned in the introduction.

2.2.2 Management of organization partnerships

2.2.2.1 The continuum of partnership

Partnerships can range from informal, minimal work between two organizations to very formal, contractual arrangements with the exchange of funds. There is an evolution with specific partners that grows into an active relationship of exchange and support. The continuum of steps that results in a partnership often starts with coordination, progresses to cooperation and collaboration, and ultimately results in partnerships. Each and every step is important and worth pursuing. One organization will likely work with organizations in each stage of the continuum outlined below. Sometimes, an organization will not necessarily work through all steps in the continuum to form a partnership with every organization it develops a relationship with.

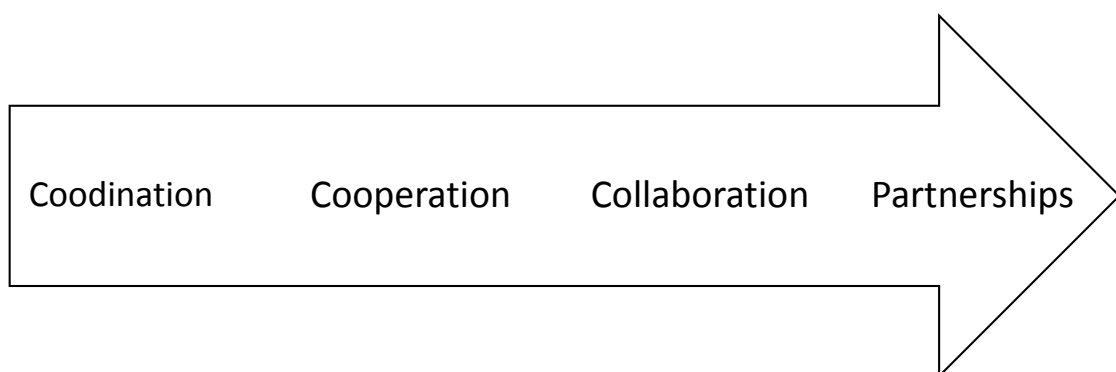


Figure 2.4 Continuum of Partnership (Snow, 2012)

According to John Snow (2012) an organization's efforts toward developing partnerships with other organizations will only progress through a couple of stages and result in cooperation among the organizations; whereas, others might result in a full partnership.

Coordination: At this level, organizations learn about the services and clients served by the other organizations. They also learn about each organization's motivation for participating in a partnership. There is a lot of organizational independence. Self-interests and resources are defined. Coordination may include an exchange of information and materials.

Cooperation: Cooperation among organizations brings increased understanding of target audiences and motivations to participate in a partnership. There might be a minimal agreement, and the organizations may still be defining their roles and contribution. There is usually a greater appreciation of resources and skills that the partnership can bring. Joint strategies start to emerge.

Collaboration: With collaboration, there is increased recognition of the values of each organization, trust, respect, a clear understanding of the benefits for each partner, and innovative ideas are presented to meet a common problem. There can be challenges, but they are usually well worth the effort to benefit a group of clients or the community. At this stage, organizations are able to work together on a specific project to reach clients, provide education, or develop a marketing campaign. Often organizations in collaborative relationships start to put plans in writing.

Partnership: In a partnership, there is a high level of trust and communication. Roles and responsibilities of each organization are well-defined and developed. There is a feeling of "us." There might be shared space and staff, shared authority and decision making, and plans and agreements are in writing. Overall, there is a vision. Challenges continue especially in the area of funding streams and support.

It is important to note that the continuum process may sometimes be cyclical due to changes in the nature, type, and extent of the partnership. For example, partnerships with school districts often require modification due to changing personnel at all levels and locations, as well as social and political factors influencing decision-making of administrators.

2.2.2.2 Rationale of building partnerships

The partnerships are usually made as responding to the erosion of teacher education effectiveness (Rosenberg, et al., 2009) – "in response to concern over the erosion of teacher education effectiveness – both at the pre-service and in-service levels – there have been numerous calls to restructure how teachers are developed, inducted, and ultimately retained in the profession." The partnership between local education agencies and institutions of higher education schools is well known in the academic collaboration sectors which repeatedly cited as one of the cases of educational intervention that improve the quality of personnel. It is, however, the same platform and regards of initiating in change and intervention to educational achievement also in multicultural and multilingual settings networking or partnering with different organizations getting involved in the reformation of education.

According to Michael Förschner the chairman of the OECD Forum on Partnerships and Local Governance, the partnership is a key instrument of local governance especially in the policy settings and partnership can provide a great mechanism for local organizations to work together and adapt their policies to better reflect the needs of people.

“-partnerships can be a great help in improving their performance: area based partnerships provide a mechanism for local organizations, in particular, to work together and adapt their policies to better reflect the needs of people and the economy at the local level. Partnerships are thus a key instrument of local governance (Förschner, 2006).”

Förschner stated that because "we are living in the complex societies where the policy frameworks in place often seem to fall short of providing satisfying solutions to a growing number of problems." The partnership is very important for sustaining the program and prospering each partner organization. “The partners are the stones on which to build a prosperous regional development and their adhesive mortar is the trust they can build among partners” (OECD, 2006). A partnership can make effort the development of high-quality teachers; creative and synergistic efforts, challenging the extreme shortage of qualified teachers (Rosenberg,

et al., 2009), recruitment, development, and retention of highly qualified personnel and sustained the best practices of the program.

Making a partnership is a work of building strong forces that can overcome the difficulties and solve the problem with the collaboration of a single soldier to the battalion. "Partnerships are democratically powerful by aiming to create a broadly based stakeholder consensus about the local authority" (Places, 2014). "Collaborating in a partnership is an opportunity to achieve more than what each partner might accomplish on its own (Heider, York, Batra, & Heltberg, 2014). Rosenberg and the scholars, at the National Center to Inform Policy and Practice in Special Education Professional Development, stated that "partnership allow individual organizations to leverage their assets as well as to expand and enhance their own knowledge base" (Rosenberg, et al., 2009). Plenty of benefits can be seen as the results of cooperation of a good partnership.

2.2.2.3 Frameworks of building partnerships

With many different educational organization partnerships devoted to enhancing teacher quality that there is a need for frameworks to organize these arrangements. Among the more prominent frameworks in the teacher education literature goal-focused and structure-oriented definitions.

Goal-focused: These definitions view partnerships as the cornerstone of collaborative educational reform efforts designed to improve the process of preparing teachers. A wide range of formative goals and contexts include;

Preparing pre-service interns employing activities that link the institute of higher education with practical school experiences.

Delivering relevant professional development activities to in-service teachers

Optimizing learning outcomes for all students

Providing leadership and organization needed to nurture and sustain new teachers

Integrating theory, research, practice, and evaluation in the school setting providing real school experiences for university faculty.

Structure-oriented: Structure-oriented definitions focus on organizational structures and partnerships range from simple limited working relationships to complex involved collaborative partnerships. Generally, there are three types of partnerships which focus "on organizational structures, and partnerships range from simple limited working relationships to complex, involved collaborative partnerships (Callahan & Martin, 2007) as cited in (Rosenberg, et al., 2009).

According to Rosenberg, Brownell, McCray, deBettencourt, Leko and Long, the Limited Partnerships (LP) focus on one entity providing a specific service to another in such way that deliver the realistic and rigorous field experiences to pre-service teachers (King-Sears, Rosenberg, Ray, & Fagen, 1992) and these are known as "the best characterized as coordination" (Lauer, et al., 2005) in these kinds of partnerships "the relationship involves specific projects and tasks, but there is limited interaction among the entities" (Rosenberg, et al., 2009).

Coalition Partnerships are a greater level of cooperation within organizations and parties come together to work on a project and usually divide the workloads. Coalition Partnerships (CoaP), the researchers argued that they found a disproportionate share of decision making (Rosenberg, et al., 2009).

The third one is Collaborative Partnerships (ColP). Callahan and Martin stated that Collaborative Partnerships are far more different from Limited and Coalition Partnerships. "Both partners share the labor and decision making throughout their efforts (Callahan & Martin). Rosenberg, Brownell, McCray, deBettencourt, Leko and Long also frequently put the statement that "partners are on equal footing, dividing the labor and decision making equally". Barnett, 1999; Lauer, 1999, 2005 adequately said that "partners provide support and assistance to each other and view their workmates as having strengths and resources that complement their own (Barnett et al., 1999; Lauer et al., 2005). Frequently, Allexsaht and Goodlad described Collaborative Partnerships as "the symbiotic: different types of institutions are conjoined for meeting mutually beneficial goal" (Allexsaht-Snider, Deegan, & White, 1995), Goodlad, 1998).

2.2.3 Organization partnerships management studies

According to Melaville and Blank (1991), the need for children's education is not somebody's problem, but "it is a shared responsibility." The shortage of teachers, lack of education provision and lack of technical which is seen as problems are neither the problems of school nor one's community. These are the problems of everyone so that everyone has to take responsibility to solve it as a common issue. Therefore, Melaville and Blank suggested that the organizations need to make joint workforce in order to solve problems quickly, and a chronic shortage of workers cannot be easily solved by a single institution's effort and unqualified joint ventures. In this case, the effective case management and comprehensive service delivery are essential to solving the problems. Melaville and Blank (1991) have proposed the framework with five variables that shaped the organizations join together.

2.2.3.1 Five variables shaping interagency partnerships

The following model of five variables shaping interagency partnership (Melaville & Blank, 1991) should be used to determine the situation of partnership management.

Climate: The social and political climate in a neighborhood or community.

Process: Communication and problem-solving processes participants use to establish goals and objectives, agree on roles, make decisions, and resolve conflicts

People: The vision, commitment, and competence of the people who lead participate in, and eventually implement the activities of the collaboration.

Policies: The governing policies that each organization brings to the table.

Resources: The resource availability that determines the permanence and size of the population that will eventually benefit from the collaboration.

2.2.3.2 Characteristics of successful partnerships

Generally, the intrinsic characteristics of successful partnerships can be contributed approaching to the sustainability and effectiveness of

the collaborative work. According to Rosenberg, Brownell, McCray, deBettencourt, Leko and Long, “general characteristic contribute to positive impact and sustainability is participants’ understanding of the evolutionary stages of partnership development as well as the purposes, directions, and outcomes of the relationship” (Rosenberg, et al., 2009).

Regina Brandstetter listed out the partnership structure characteristics and claimed that should be relevant to the actors and flexible (Brandstetter, 2006). Most of all the listed characteristics by Brandstetter (2006) are taken as checklist in this research which applicable to educational organizations’ partnership (EOP) as following;

Table 2.3 Characteristics of successful partnerships (OECD, 2006)

1	There is a strong sense of ownership
2	Agreements are based on identifiable responsibilities, joint rights, and obligations, and are signed by all relevant partners
3	The partnership takes an inclusive approach (relevant actors are involved in planning and implementation)
4	Strong commitment from each of the partners is reflected in the fact that all partner organizations are equally present and, where possible, represented by experienced persons who have influence within their organization
5	Responsibilities and the nature of co-operation are clarified
6	The coordinators of the partnership are nominated by the partners
7	Rules of conduct (e.g. good communication between actors, regular attendance of meetings, continuity of personnel, and regular transfer of information among the partners) are adhered to by the partners
8	Resources, knowledge, know-how and ideas are shared within the partnership
9	Equal opportunities within the partnership are secured (partnerships will not necessarily succeed if one or a small number of the partners are perceived as dominant)
10	Adequate financial and human resources are available for implementation
11	The partnership should be able to lever funding from a range of sources

Table 2.4 Characteristics of successful partnerships (OECD, 2006) (cont.)

12	There is a firm foundation of good practice in financial controls, accounting procedures, human resource management, etc.
13	Resources and energy are devoted to monitoring and evaluation, on the basis of realistic but demanding performance indicators and targets which are clearly defined
14	A “learning culture” is fostered, i.e. one where all partners are able to learn from one another by allowing new ideas to come forward in an open exchange of experiences
15	Resources, responsibilities, and tasks may differ, but the added value of the partnership to each partner is recognized

2.2.3.3 The benefits of partnerships

Cheminais highlighted the main benefits of collaborative multi-agencies working; evidence in everyday practice within a range of educational settings is as follows:

“leads to enhanced and improved outcomes for children and young people, through a range of joined-up services, advice and support being readily available and easily accessible

benefits teachers understanding of multi-agency practitioners activities, and knowing about the services to signpost pupils to, enabling them to focus on their core role of teaching

helps to build consensus, strengthen partnership voice, break down professional boundaries and parochial attitudes

helps to enhance the scale of coverage and sustainability when pooled budgets, joint bids, joint projects, and endeavors are put into action

can help to build a more cohesive community approach through united multi-agency practitioners taking greater ownership and responsibility for addressing local needs jointly, thus avoiding duplication or overlap of provision

promotes mutual support, encouragement and the exchange of ideas between staff, helping the sharing of expertise, knowledge, and resources for training and good practice, leading to more manageable workloads

the increased fit between the services offered and those required by children, young people and their families to meet their needs

improved coordination of services resulting in better relationships, improved referrals and the addressing of joint targets

offers a broader perspective or focus to working practice

helps to improve understanding and raise awareness of issues and agencies, and other professionals practice

increased level of trust existing between partners/providers in relation to everyone knowing each can and will deliver

facilitates joint planning for future multi-agency developments

increased staff morale knowing that they do not work in isolation and that issues and problems can be resolved collaboratively

more enthusiastic and committed staff who have high expectations of themselves and others (Cheminais, 2009)

Lauer, Dean, Martin-Glen, and Asensio, (2005), also cited from price, (2005) as essential for schools and teacher education reform as well as in Rosenberg, Brownell, McCray, deBettencourt, Leko and Long cited as the benefits of institutions (Rosenberg, et al., 2009).”

2.2.3.4 The challenges of partnerships

But it does not mean that it is an easy work to be done in a moment; it has lots of challenges since every individual and every organization has its own demand, vision, and objectives. Cheminais identified the challenges that could be faced with the multi-agency partnership, emerged of working with a huge number of agencies, make more complexities involved and tough in managing, communicating and competing when practitioners engage in collaborative ventures. The main challenges are reflected by Cheminais in multi-agency working in schools and children's centers as follow;

“Funding concerns in relation to sustainability, for example, conflicts over funding within and between different agencies; a general lack of funding for multi-agency training and development work and to cover accommodation and on-costs for service delivery.

Time – only a finite amount of time available to respond to many different priorities; some services have waiting lists, for example, CAMHS.

Communication – ensuring clear routes for two-way communication between the educational setting, agencies, and practitioners in order to exchange information and improve joined-up co-ordinated working.

The danger of a lack of clarity arising about the roles and responsibilities of practitioners in a wider and more diverse workforce.

Competing priorities placing multiple demands and expectations on educational settings and services, for example, Healthy Schools initiative, ECM, Building Schools for the Future (BSF), personalized learning, 14–19 agenda. The danger of initiative overload occurring if not well managed.

The management of different professional and multi-agency service cultures, for example, staff recruitment and retention, disparities in status, pay, conditions of service, working hours and working conditions. Health works 24 hours a day, seven days a week and education do not.

Understanding each other's professional language and protocols.

Territorial issues – overcoming the reluctance to share equipment and facilities, professional jealousy and inter-agency mistrust.

Preventing too much 'referring on' or 'passing the buck' becoming too regular an approach being adopted to give the illusion of effective action having been taken.

Finding mutually convenient times for managers and practitioners to meet.

Problems of cross-authority working where health authority (primary care trust – PCT) and the local authority boundaries are different.

Additional stress and pressures arising from unsuccessful or disappointing attempts at multi-agency working having an adverse effect on staff morale and turnover.

The assumption that multi-agency partnership working must be adopted at all times, even when it may be inappropriate in some instances.

Lack of coherence in the aims, intentions and joined-up thinking between different agencies, resulting in role overlap or duplication of services.

Staff resistance to change both within the educational setting and among multi-agency practitioners. A lack of understanding and appreciation about the reasons for the change, and what the change process entails and the benefits it can bring to improving the ECM outcomes for children, young people, and their families.

Engaging the 'hard to reach' parents/carers, families, children and young people with multi-agency service provision, education, and lifelong learning. (Cheminais, 2009)

IEG of World Bank claimed that partnerships can create challenges. Although the organizations start with the very soft relationship after some time many challenges come facing in working reality.”

The natural of partnership, barriers to the partnership, is analyzed by various authors agreeing with the same statement. The challenges often faced in the organizational partnership are because of combining different types of organizations, and sometimes, the hierarchy in managerial stages can also affect to collaboration. "Different types of organization have ways of working which are often difficult to combine.” While the Heider , Caroline; York, Nick ; Batra , Geeta; Heltberg , Rasmus and various scholars have frequently saying that working together is beneficial to every individual and every organization (Heider, York, Batra, & Heltberg, 2014) some scholars have also come up with strong analysis on partnership claiming that “joint working is difficult where there are perceived status differences between individual participants or occupational groups” (Glendinning, 2003; Freeman and Peck, 2006; Hudson, 2005; Improvement Network; Lloyd and Wait, 2006; Wistow and Hardy, 1991), cited in (JIT, 2009) However, it is, to make a better understanding barriers, focusing on common goal; primary goal, and relevant to each partner restructuring the cooperation framework of partnership (Förschner, 2006).

2.2.4 Teacher preparation programs

In this section, the Terms and Definition of Teacher Preparation Programme (DTPP) and Program Management (PM), Traditional Teacher Preparation Program (TTPP), Alternation Teacher Preparation Programme (ATPP) or Alternative

Certification Program (ACP) and Theoretical Concept of Teacher Preparation Program (TCTPP) will be explained substantially by various researchers and theoretical suggestions.

2.2.4.1 Concept of teacher preparation

Krishnaveni continued to describe teacher preparation that during the times of 1906-1956, “the program of teacher preparation was called teacher training.” The program prepared teachers to be technicians in the schools or education field. Krishnaveni indicates that it also “had narrower goals with its focus being only on skill training” (Krishnaveni, 2015). According to William Heard Kilpatrick (1871-1965), teacher education is teaching skills, pedagogical theory and professional skills that are substantially improved in the certain program, cited in (Yakkaldevi, 2016); (Jayakumar, 2016) and (Krishnaveni, 2015).

2.2.4.2 General types of teacher preparation programs

Krishnaveni (2015) defines that teacher education program is a program that develops the teacher skills, proficiency and competence that would enable to empower (Krishnaveni, 2015). Goods Dictionary of Education defined that teacher education means; “all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.” (Krishnaveni, 2015)

It is necessary to give an overview of program management first to consider the types of teacher preparation programs. Generally, program management could be defined as working or managing the process of particular project or program that is carried out by program stakeholders to achieve its goals and objectives. In Wikipedia, it is defined as "program management is the process of managing several related projects, often with the intention of improving an organization's performance." (Wikipedia & Prieto, Topics in Strategic Program Management, 2016). It has several key factors that are governance, alignment, assurance, management, integration, finances, infrastructure, planning, and improvement. Since program management is literally meant that the process of managing several related project (Wikipedia, Program Management) often with the intention of improving an organization's performance, and therefore, teacher preparation program management is to mean management processes

of teacher training carrying with the key factors as mentioned above, and considering the teacher quality and effectiveness of training technic and improvement of the program.

There are mainly two kinds of teacher preparation programs;

- Traditional teacher preparation (TTP)
- Alternative teacher preparation (ATP)

According to Erling E. Boe and Sujie Shin Lynne H. Cook, these are the aim to individuals with degrees who seek a fast-track route to full-time, paid teaching employment (Boe & Cook, Does Teacher Preparation Matter for Beginning Teachers in Either Special or General Education? 2007). Both Traditional Teacher Preparation (TTP) and Alternative Teacher Preparation (ATP) programs have a common, in terms of the provision of instruction in pedagogical training and supervision of classroom teaching experience. Both types of preparation programs and components included in preparation, such as teaching methods courses, field experiences, supervision, and mentorship are the same. (Sindelar, Daunic, & Rennells, Comparison of Traditionally and Alternately Trained Teachers, 2004), also cited in (Boe & Cook, Does Teacher Preparation Matter for Beginning Teachers in Either Special or General Education? 2007). In the United States of America, the individual states regulate the teaching profession through teacher preparation programs that serve as gateways into the field. Every state has its own procedures for certifying teachers, and every public school is expected to hire teachers certified by the state (Boyd, Goldhaber, Lankford, & Wyckoff, 2007). In detail of the traditional Teacher Preparation Programme (TTPP) and Alternative Teacher Preparation Programme (ATPP) will be discussing in the following sections.

Traditional teacher preparation (TTP)

Traditional teacher preparation (TTP) is the mainstream of teacher supply in most states (Boyd, Goldhader, Lankford, & Wyckoff, 2007). According to Linda Darling-Hammond (2000), Traditional Teacher Preparation Program (TTPP) includes the pressure of study in addition to an undergraduate degree for prospective teachers (Darling-Hammond, 2000). Ed Boe, Sunderland, and Lynne Cook have shown in their evaluation paper that Traditional Teacher Preparation

Program, by years of experience in both public and private teachers, is more producing than Alternative Teacher Preparation Program (Boe, Sunderland, & Cook, 2007). They also identify in conclusion that Traditional Teacher Preparation Programs are better prepared and qualified than Alternative Teacher Preparation Programs. However, attrition of beginning teachers is equivalent from both types; Traditional Teacher Preparation programs and Alternative Teacher Preparation Programs.

Dolores Carr has said in his doctor of education dissertation that Alternative Teacher Preparation (ATP) typically allows teachers to enter the classroom by postponing or bypassing many of the criteria required by traditional teacher preparation programs (Carr, 2013). It is also identified that teacher preparation program alternative approach is alternate routes to teacher certification (Boe, Sunderland, & Cook, 2007), also cited by (Carr, 2013) & (Quigney, 2010). The requirements of ATP vary greatly across states according to the National Association of State Directors of Teacher Education & Certification (NASDTEC, 2007). According to Dolores Carr, the professional teaching and preparing to be a teacher is to standardize in academic. The Education School Project (2005), the majority of school teachers are trained in the certain programs where there are low graduation and admission requirements (LEVINE, 2005), as cited in (Carr, 2013).

Alternative Teacher Program (ATP)

Teacher shortage is one of the most considerable issues in Myanmar. Many of the reports of the country have frequently stated about insufficiencies (MOE U. o., 2008) of teachers and the need to recruit local teachers but there never been looked at beyond the formal teacher institutions and colleges. As Myanmar is one of the most ethnolinguistically diverse in the world, the similar situation that found in the United States of America with numerous ethnicity today. The practice of alternative certification program in the United States emerged from nearly three decades to reduce the teacher shortages (Adams, 2014) and it is widely implemented across the country. "Alternative certification programs are becoming widespread" (Trojan, 2011).

Alternative teacher certification program is which differ from traditional teacher preparation favoring diversity of culture context. Trojan stated that

alternative certification programs (ACPs) have some wider characteristics that apply universally while there are diverse models in teacher preparation programs (Trojan, 2011). The statement explains that “ACPs provide a direct route to receiving teaching credentials” (Trojan, 2011). The trainees are “instructed in both pedagogical and professional matters through ACPs programs” (Trojan, 2011). According to Trojan (2011), Roth and Swail, and Leibbrand (2000), field-based instruction takes facilitation at the beginning of class, and candidates have to emphasize on their job training (Roth & Swail, 2000); (Leibbrand, 2000) & (Trojan, 2011). Furthermore, they examined in the context of United States, the “alternative certification programs can range from short summer studies followed by direct placement in classrooms to university or college program that grants master's degrees and recommends candidates for certification, and many of them require trainees to have bachelor's degrees and passing scores on basic skills tests” (Trojan, 2011); (Flores, Desjean-Perrotta, & Steinmetz, 2004).

2.2.4.3 Teacher preparation program for ethnic teachers

Unlike teachers who are not allowed to use their students' home language in school, ethnic teachers can incorporate modern learning theories and practices into all class activities. They can assign students to work in teams to do problem-solving activities that use higher thinking skills because the students are using a language they understand. Teachers are also able to begin effective literacy teaching earlier because the language and content of the reading and writing activities are familiar to the students. As the students build fluency in speaking, reading and writing their mother tongue, L1 (Ethnic Language), teachers introduce them to oral second language, L2 (National Language, Burmese) and help them gradually to build confidence in understanding and speaking that language, a key step toward the students' comprehension of official language texts. When the students have built a foundational vocabulary in Oral L2, teachers help the students transfer their knowledge and skill in L1 literacy to reading and writing the L2. As teachers and students use both languages for different learning tasks, the students have the added advantage of being able to compare and contrast the two languages in ways that develop and increase their verbal and cognitive abilities.

According to Dennis and Susan (2011), teacher preparation programs for the ethnic teachers should be necessarily considered for the effective teaching and learning leading towards the ethnic children's educational achievement. Based on the international research, Mother Tongue-Based Multilingual Education (MTB-MLE) is the best practice for the ethnic children education. In this regard, the important question, "What should be included in teacher training programs to equip teachers to be effective in MTB-MLE classrooms?" would be considered. Effective and sustainable MTB MLE programs require teachers who are fluent in speaking, reading and writing both their students' mother tongue and the official school language. A critical problem is that in most countries, there are too few certified teachers from local language communities who have the level of fluency needed to use both languages in the classroom. Without the advantage of MTB-MLE, many of the students who do not speak the school language have done poorly in primary school. Relatively few of them have been able to progress through secondary school and even fewer have qualified for tertiary education institutions. The reason that bilingual teachers are needed for MTB-MLE is the same reason they are not available.

Four types of teacher training programs for MTB-MLE

To help overcome the serious shortage of teachers for MTB-MLE, four types of teacher training programs are suggested. The first three programs are meant to prepare certified teachers for MTB-MLE classrooms while the fourth focuses on non-certified teachers who speak a local language. In those cases where there are not enough certified teachers who are bilingual, the teacher training programs would prepare certified teachers who speak only the official language to work with teaching assistants who are fluent in a local language. (Malone, 2011)

1. Regular 2, 3, or 4-year teacher certification programs

MTB-MLE incorporated into regular 2, 3, or 4-year teacher certification programs. In this program, pre-service teacher trainees would have the option of focusing on MTB-MLE. Individuals who are bilingual in one of the local languages and the official school language learn how to read and write the local language fluently and how to teach their students to do the same. They learn effective

second language acquisition (2LA) theories, how to apply the theories in the classroom and how to use the local language effectively as the initial language of instruction. On completion of the program, these pre-service teachers will have achieved the same educational qualifications as mainstream teachers with the additional qualification for teaching in MTB-MLE classrooms.

2. “Fast track” programs

“Fast track” programs for graduates with non-teaching baccalaureate degrees. This one-year certification program would provide trainees with the pedagogical knowledge and skills required for regular teacher certification as well as the theories, principles and practical skills that they will need in MTB-MLE classrooms.

3. MTB-MLE intensive workshops

MTB-MLE intensive workshops are for experienced certified teachers. These 2-4 week workshops would enable certified teachers with experience in mainstream schools to gain the additional theoretical and practical knowledge and skills needed to be effective in MTB-MLE classrooms.

4. Non-certification training programs

Non-certification training programs for paraprofessional teachers or teaching assistants. These intensive training workshops would be for individuals from local language communities who are bilingual in their home language and the school language and but lack the necessary educational background to qualify for regular teacher certification programs. Pre-service and regular in-service training workshops would build their capacity to work with certified classroom teachers who are fluent in the official language but do not speak the children’s L1. Paraprofessional teachers from non-dominant language communities have proven to be effective in situations where certified bilingual teachers are unavailable.

As Bartlett (2010) observes: “Extra para-professional support appears to be the most promising alternative [to single teacher classes of over 60 students] and experience in India has shown excellent results with the assistance of

minimally trained young women from the community to assist lagging members of the class.” As students achieve success in formal education as a result of effective MTB MLE programs, more of them will complete secondary school and hopefully, will have the desire to become certified bilingual teachers. The long-term result should be that this category of training will eventually be unnecessary. Existing teacher training institutions or teacher education departments of local universities could be sites for all four of these training programs.

2.3 Related researches

Melaville and Blank (1991), argued that; "strategic decision will depend, in large measure, on the character of the local environment and how far partners wish to move beyond the status quo."

Hawk and Schmidt (1989) examined the differences between two groups of teachers, one prepared through a traditional teacher preparation curriculum and the second prepared through an alternative teacher certification program. They found that alternative certification participants are as competent in the classroom and as successful on National Teachers Exam (NTE) as traditionally prepared students.

Lederman and Flick (2001), stated that “education coursework and training is more important than subject matter knowledge” cited in (Trojan, 2011).

Zeichner and Schulte (2001) stated one of the major goals of alternative routes to teacher certification is to recruit more minority teachers, especially in urban areas. Underrepresented, diverse candidates are entering teaching through alternative certification pathways at higher rates than Caucasian teachers. Fifty-three percent of Hispanic teachers, 39% of African-American teachers and 24% of teachers from all other ethnicities entered teaching through alternative routes to university-based teacher programs (Feistritzer, 2011). With the increase in popularity of alternative certification pathways, urban schools may be able to reduce teacher shortages and augment educational opportunities for marginalized students.

Berry (2001) conclude with the keys to successful alternative certification programs that are strong academic and pedagogical coursework, and intensive field experience (Berry, 2001), also cited in (Trojan, 2011)

Wayman, et al, (2003) noted that mentoring is often cited as a crucial element to quality ACPs because it increases participants' self-efficacy (Wayman, Foster, Mantle-Bromley, & Wilson, 2003).

Allen (2003) discovered, "overall, the research provides limited support for the conclusion that there are indeed alternative programs that produce cohorts of teachers who are ultimately as effective as traditionally trained teachers". These mixed findings have contributed to the debate regarding the effectiveness of alternatively certified teachers.

May, Katsinas and Moore (2003) have found that Alternative Certification Programmes (ACPs) have produced new teachers each year, which to solve the teacher shortage (May, Katsinas, & Moore, 2003). Most importantly, Alternative Certification Programmes have been noticeably identified by its components. Townsend and Ignash (2003) pointed to theoretical support that alternative certification branch out the populations of educator (Townsend & Ignash, 2003).

Laczko-Kerr and Berliner (2003) indicate that "traditional programs of teacher preparation results in low achievement of student academic in primary schools, and they pointed that both under-certified teachers and traditional teacher preparation programs could be harmful in teaching and learning. They claim that alternative certification programs could be most supportive in academic achievement because in ACPs the participants mostly come to attain certificate willingly, and with full commitment to work in rural areas (Laczko-Kerr & Berliner, 2002).

Laczko-Kerr and Berliner (2003), argued that there may be participants of ACPs who dissatisfied among them, and these can lead to a negative effect on student achievement (Laczko-Kerr & Berliner, 2002).

Allen (2003) have found that Because teachers certified through alternative routes are typically placed in culturally diverse, low-performing schools, studies show that deliberate efforts to prepare teachers to teach in urban, low-performing schools can be beneficial (Allen, 2003). Due to this distinction, alternative routes to teaching certification contribute to the diversification of the teacher workforce.

Coble and Azordegan (2004) suggested some of the strategies that Alternative Certification Programs should get involved with the public school, colleges

and university (Coble & Azordegan, 2004) because this strategy can increase the processes and develop professional ones in the educational field.”

Hollins and Guzman (2005) noted that student demographics are not the problem as it relates to student achievement. Teacher quality and preparedness to educate all students is the task facing educators. The challenge is providing a quality education for all students.

Zumwalt and Craig (2005) defined that teacher shortages are a major problem within urban schools (Ng, 2003). Researchers have noted that graduates from university-based teacher education programs often choose not to teach in high-demand fields or in urban or rural school districts (Zumwalt & Craig, 2005; Ng, 2003). Because traditionally certified teachers often choose not to teach in urban or rural districts, schools in those locales face teacher shortages.

Boyd, et al., (2005) have been noted that the teaching profession is highly localized. Teachers will generally work within 40 miles of where they graduated high school or attended college (Mitchell & Romero, 2010; Boyd, Lankford, Loeb, & Wyckoff, 2005).

Aron (2006) Notably, the research also proved that “a majority of men, minorities, and old-age students are taking an advantage of Alternative Certification Programmes instead of traditional routes to teacher certification. The “No Child Left Behind” defined that a big number of “individuals come into teaching from the various field; such business and military fields since they intended to attain a high qualification in teaching” (Aron, 2006), as cited in (Trojan, 2011).

Strizek, Pittsonberger, Riordan, Lyter, & Orlofsky (2006) study has shown that the students within the United States are more racially and ethnically diverse than in years past. This change in the student population has produced a greater need for a diverse teaching workforce equipped to meet the needs and challenges of this dynamic environment. The student population has racially and ethnically changed rising from 22% in the 1970s designated as minorities or culturally diverse to 39% in 2003, with 64% designated as minorities in urban schools, (Strizek, Pittsonberger, Riordan, Lyter, & Orlofsky, 2006).

Zumwalt (1996) noted how alternative teacher certification is steadily changing the face of teacher certification. Because alternative certification programs

could help to diversify the teaching workforce, this distinction could appeal to school districts seeking to diversify their teacher workforce and enhance educational opportunity for all students regardless of culture or ethnicity (Allen, 2003). This could lead to the recruitment of more individuals with underrepresented ethnicities into the teaching profession.

Chin and Young (2007) wrote regarding alternative certification (AC) programs. Diversifying the teacher labor force has been one of the most pressing goals in the preparation of new teachers and a major impetus behind the drive to create AC programs. To recruit people of color for teaching, policy makers and teacher educators will need to look beyond simple demographics that often mask a more complex set of factors guiding people's decision making. By doing so, they may be more successful in designing AC programs that recruit and serve the populations that are most needed as teachers in our schools. Teachers completing alternative certification will be placed in high-need schools overflowing with underserved students. These schools may be in urban or rural areas.

Maité Rago (2007), the study stated that teacher training program should be communities centered and let the teacher cooperate with the communities. Rago study was taken in the post-conflict situation in Sierra Leone proposing to bring peace in the area. Rago stated that teachers are key agents and hearts of communities. They are the right people to get involved in conflict resolution (Rago, 2007). It is the similar situation that most of the ethnic children are in the conflict zone where the political crises affect in Myanmar.

Tournaki, Lyublinskaya, and Carolan (2009) found teacher candidates regardless of their certification pathway demonstrated the same levels of teacher effectiveness and efficacy.

Cheminais (2009) suggested that the challenges could be faced with the multi-agency partnership, when emerged of working with a huge number of agencies, make more complexities involved and tough in managing, communicating and competing when practitioners engage in collaborative ventures (Cheminais, 2013).

Mitchell & Romero (2010) also suggested this localization restricts diversity, competition for teaching jobs, and it creates a shortage of qualified teachers in some lower income or urban districts while other districts never experience these

difficulties (Mitchell & Romero, 2010). There is a need to reduce the localization so all children can receive a high-quality education.

NCEI (2010) also examined the prevalence of ACPs, expressed that “it is relevant to examine how these programs compare to traditional preparation programs in their efforts to supply classrooms with prepared, effective teachers” (Certification, 2010).

Klipch (2011) considered that the management of different professional and multi-agency service cultures, understanding each other’s professional language and protocols, overcoming the reluctance to share equipment and facilities, professional jealousy and inter-agency mistrust were the main issues in which he was determining as climate however, the study does not found those things are as main causes. Klipch (2011) agreed with Milaville and Blank (1991) that the problems are the character of change.

Klipch (2011) gives more comprehensive on communication in the process of partnership management while Melaville and Blank (1991) stated that communication is the important in the partnership process for problem solving. Further Klipsch made more comprehension on the communication and argued that intra-organizational come first, and the next inter-organizational, and these led the organizations begun to communicate with the community (Klipsch, 2011).

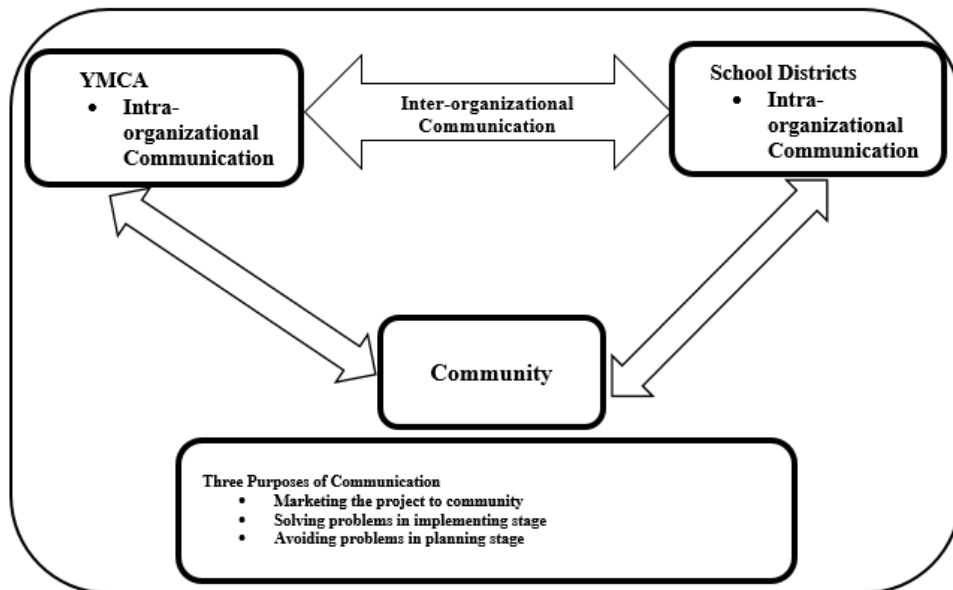


Figure 2.5 The Three Facets and Three Purposes of Communication (Klipsch, 2011)

Trojan (2011) indicated that these kinds of programs have “poor planning skills.” (Trojan, 2011) The need of ACPs is to build a quality system in alternative certification programs that would contribute well-trained teachers in rural and skillful and full commitment to teaching.

Anderson, Goodman, and Schlossberg (2012) noted, "The transition for African American and Latino young adults into the workforce can be substantially influenced by internal and external contexts including education experiences". Culturally marginalized students such as African American and Hispanic students face expectations of failure. This can lead to angst and fear amongst these students. The students become fearful of breaking traditional stereotypes. Without positive reaffirmation, diverse students could fear discrimination and racism. Additional challenges that Hispanic adolescents may face include psychosocial factors, such as acculturation stress, language barriers, the incongruity between cultural values and the values of educational institutions, academic isolation, and socioeconomic inequities. Exposure to positive racial messages and possessing high cultural self-esteem can influence perceived barriers and career-related outcomes. It is important for students to have the opportunity to experience teachers from multiple cultures or who are well equipped to facilitate multicultural learning. This contributes to building a culture of diversity and inclusion and to the enhancement of the quality of students' total educational experience.

Evans (2011) argued that it is a fundamental right that all students should receive a quality education. Research has shown that providing students in urban settings with quality teachers is important for student achievement (Evans, 2011).

Naw Khu Shee (2012) has found out the difficulties of Burmese speaker teacher who teach in the ethnic minority areas in terms of instructing lessons in the classroom. She presented that ethnic children could not understand what teacher says though the teacher was trying best to explain and illustrate by using many things. The teacher in class 1 found it hard to teach the academic knowledge in a language the children are not familiar with. She tried her best to explain those terms again and again to the children using easy everyday Burmese and many illustrations. In that case, the right teachers in their particular place connecting with their language and knowing how to illustrate and explain in their culture are most important. She studied comparing with

the Burmese teachers with Skaw Karen children and Skaw Karen (one of the ethnic minority) teacher with Skaw Karen children, and then the student achievement was extremely higher than the students who were taught by Burmese teacher in only Burmese.

Carr (2013) concluded his research findings with identifying that there are differences in terms of abilities between traditional teacher preparation products and alternative teacher preparation products. However, it depends on the accountability of the evaluation system and there may have been differences in these abilities based on teacher preparation programs in the past, the demand for highly qualified teachers.

Lall&South (2016) noted that the ceasefires have generally resulted in greater collaboration between state and non-state systems. And many ethnic nationality stakeholders remain concerned that MTB teaching is still largely absent from government schools.

LESC (2016) have found out that classrooms nationwide lack adequate teaching materials and school facilities.

CHAPTER III

METHODOLOGY

In this chapter, the research method is described. The outline of this chapter is as shown below;

- 3.1 Research design
- 3.2 Key informants
- 3.3 Research instrument
- 3.4 Research procedure
- 3.5 Data analysis

3.1 Research design

Qualitative research design was applied. Using in-depth interview, document reviews, and observation methods, the study utilizes different data sources to validate and cross-check findings.

3.2 Key informants

Key informants were selected using purposive sampling method. The total number of participants in the interview for this research were 16 people. They were seven of Board Members (BM) from program leading committee of the Eastern Burma Community Schooling Project, 1 In-Service Training Manager (ISM), and 8 of Volunteer Teachers (VT) who graduated from Teacher Preparation Center and working as teachers in their respective communities. The reliability is concerned Key informants are selected who have well experienced at least 1 to 2 years. Expecially, Board Members and In-Service Training Manager are who have been cooperating at least two year and active members.

3.2.2 Description of participants

The validity and reliability were concerned, the key informants were chosen based on their highest positions and well-experienced. The characteristics of key informants are shown in the table below.

Table 3.1 The Characteristics of participants

Informants	Numbers	Descriptions
Board Members (BMs)	7	The BMs are who acts as decision makers so-called program leading committee members. Active members with 2 year experienced are selected. Every program planning depends on these BMs' decision. Furthermore, they are the superintendent in their respective organizations which they represent for.
In-Service Training Manager (ISM)	1	ISM is who take responsibility for training program management and consultation of the program. Who have experienced for 2 years.
Volunteer Teachers (VTs)	8	VTs who have graduated from TPC, and experienced at least one year in the field work as a mobile trainer or student teachers in the village.

3.3 Research instrument

During this research in-depth interview is utilized as the main instrument, observation method and document reviews were used to support for cross-checking of the data as triangulation method. This section provides how the instrument was applied in this research.

3.3.1 In-depth Interviews

As described in the table, there were sixteen people in total participated in the interview. Out of sixteen, seven were Board Members (BMs), and out of this, 4 BMs presently participate as partners and 3 BMs are the former partners those who recently

paused for a while due to a little conflict arise regarding further network extension. Nevertheless, the inclusion of both former partners and present partners gave outstanding information for this research. This provided a lot of information for especially considering climate. One from project management team, who has responsibility for managing teacher training and technical support. The last eight participants are volunteer teachers who really work in the community as teachers or mobile teachers or as education staff.

In-depth interviews were carried out one by one. Most of all interviews were conducted face to face meeting in Pyin Oo Lwin where the office of EBCS and the Training Center is situated. Only 2 participants from board members who recently have paused involving in the project were interviewed on phone. It was extremely helpful to making understanding of the initial policy formulation in partnerships and selecting partnership strategies as well as recruiting local volunteer teachers.

The interviewees were being purposefully selected in ordered that they could demonstrate different aspects concerning the ethnic communities' management. To be able to capture all facts that the interviewees speak out multiple media technic was used as supporting instruments. HP5 recorder, phone auto recording, and notebook were used for the whole voices, facts, and all stories to be captured. Notes were always been taken before and after interviews. Moreover, camera and phone are certain to be used during the interview to capture the pictures or voice recording if necessary.

For the in-depth interview, the Semi-structure interview guidelines are applied, and that are developed accordance with the research questions and objectives of the research. As the interview guidelines are developed based themes as those are the basis of research objectives, and these are included in the appendices. The seven board members and ISM could give the whole answer including policy structure, strategies in making partnership, teacher training program management, funding, and human resource. Volunteer teachers could give their experiences in TPC, working field and ethnic education provision conditions. Furthermore, the entire participants contributed their positive views on experiences in joint ventures regardless of differentiation among partners.

3.3.2 Documents

The documents were reviewed including research reports, the published meeting proceedings; such as the declaration of Myanmar Indigenous Network for Education (MINE), training syllabus, and training manual. Most of documents, especially, research reports and policy statement were collected through internet while during preliminary research. As this method was used in order to support, confirm and cross check with the interviews regarding policy goals and objectives of Ethnic Communities' Organizations partnership. The syllabus and training manual confirmed that the outcomes of the partnership project as well.

3.3.3 Observation

An observation was conducted at in-service teacher training during the data collection. This helped to confirm the program and partnership is the local community-based. The entire volunteer teachers are from the different ethnic community which linguistically and culturally diverse. They are those who serve in the very remote areas.

Table 3.2 Collected data sources

Interviews	Documents	Observation	Location
7 BMs 1 ISM 8 VTs	-Research Reports -Published meeting proceedings -Training manual and syllabus	In-Service Training -MTT	EBCS Office, Training Center, Pyin Oo Lwin, Mandalay Division, Myanmar

3.4 Research procedure

This section presents the research procedure how it carried out. This section provides the steps of the work that are carrying from preliminary research until the results presentation. Thesis proposal development, data collection, data describing the process, data analysis and findings, and thesis presentation are included.

Confirming and disconfirming sampling (Creswell, 2005) which is a purposeful strategy is used. Preliminary research had been done during the end of the first semester of the first year when the researcher started preparing for master thesis proposal. The preliminary research was done by studying from related websites, reading reports, visiting Teacher Preparation Center, conducting informal interviews with current students, some partner organization leaders, principal of TPC and co-coordinator of MINE by using the phone during December 2015 and February 2016. During the preliminary research, it was a chance to get informal permission for this research.

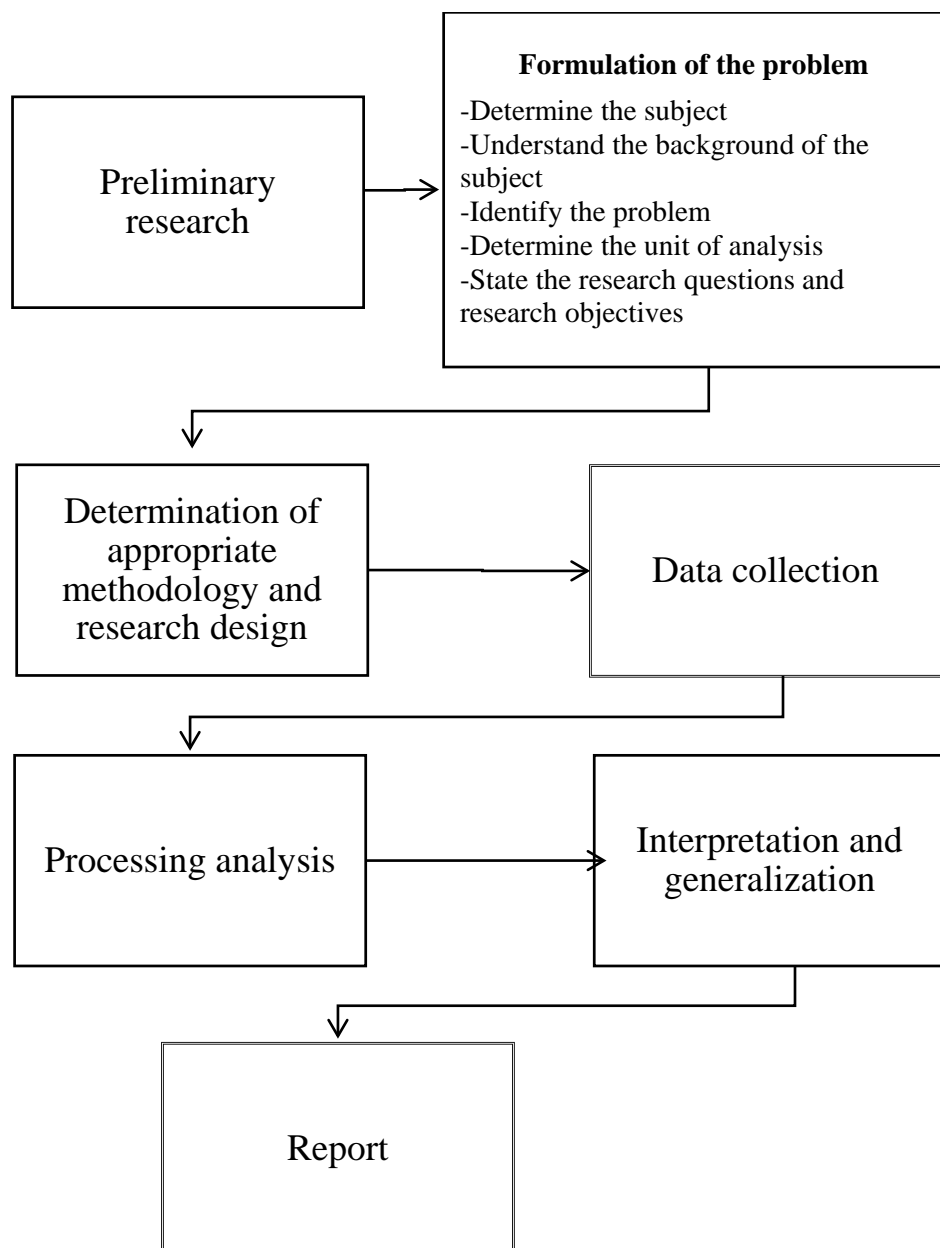


Figure 3.1 Research procedure

After getting the preliminary information started working on the literature review that would be supported by research theoretically and empirically. Determining the research subject and making understanding on the situation of Myanmar – identifying the research problem, the researcher developed the research questions and objectives. Based on the research questions and objectives the research to determine the appropriate research approach and design for the effectiveness of the research and with the concern of research outcomes. Designing the research, meanwhile, designing the participant in this research as a big part of the proposal development and research process. As decided to apply qualitative research, multiple instruments to be selected accordingly. While the proposal development process is ongoing, the interview guidelines developed.

After all processes of proposal development are done, the journey began to collect data. The key informants were not in the same location at the same time to interview, and therefore, traveled to Taunggyi, Shan State, to get some of the participants face to face and Pyin Oo Lwin, Mandalay Division where the office of EBCS and Training Center is situated.

Table 3.3 Research procedure

Stage	Activities		
Preparation	Developing research questions Identifying research instruments	Sampling participants and numbers	Organizing meetings with the participants and class to observe
Collecting Data	-Interviewing key persons -document reviews -meeting observation	Synthesizing and debriefing data	Transcribing data

Table 3.4 Research procedure (cont.)

Data Analysis	Thematic Analysis	Coding Interpreting Sort data into key headings	Evaluation of Findings
Reporting	First draft of thesis chapters	Proof Reading Checking Revising	Final draft

Training observation was done during in Pyin Oo Lwin at Training Center. Although it was expected to observe the meeting of program leading committee of ECOs, was not allowed because of their situation. However, the opportunity was that most of all interviewees gathered at the same time and the same place, and the participants were willing to give information as they made the decision at the meeting. The course manual and syllabus were collected during that time although the meeting minutes are not shared. Data transcribing and some run through analysis were done during interviews and observation. In the next, to follow by checking raw data, analyzing, discussing the findings and reporting the results were carried out accordingly.

3.5 Data analysis

Based on the main research question, the data analysis was done. As the main objective was to explore the management processes of ethnic communities' organizations' partnership for teacher preparation program, this involves many factors that influence making partnership among ethnic communities' organizations. Therefore, in order to capture all facts and easy to analyze, Five Variables Shaping Interagency Partnerships which was developed by Melavile and Blank (1991) was used as analysis framework.

Table 3.5 Five variables shaping interagency partnership

Variables	Descriptions
Climate	The social and political climate in a neighborhood or ethnic community.
Process	Communication and problem-solving processes participants use to establish goals and objectives, agree on roles, make decisions, and resolve conflicts.
People	The vision, commitment, and competence of the people who lead participate in, and eventually implement the activities of the partnership.
Policies	The governing policies that each organization brings to the table.
Resources	The resource availability that determines the permanence and size of the population that will eventually benefit from the partnership.

3.5.1 Data analysis procedure

The thematic data analysis is applied and was carried out manually step by step. As soon as an interview was done, the data were transcribed into words in the computer. During and after transcribing and transferring the data into key- in the research also kept coding, categorizing data. If unclear information or repetition of information was occurred, the issues were taken into a note for rechecking or to reconfirm with other data sources. Extract the interpretive comments that have been written on the data, sort the data into key headings/areas, list the topics within each key area/heading and put frequencies in which items are mentioned. And then go through the list generated in previous stage and put the issues into groups (avoiding the category overlap), comment on the groups or results in previous stage and review their messages, and evaluate the findings. Furthermore, the findings were interpreted using Five Variables Shaping Interagency Partnership Framework: climate, processes, people, policies, and resources.

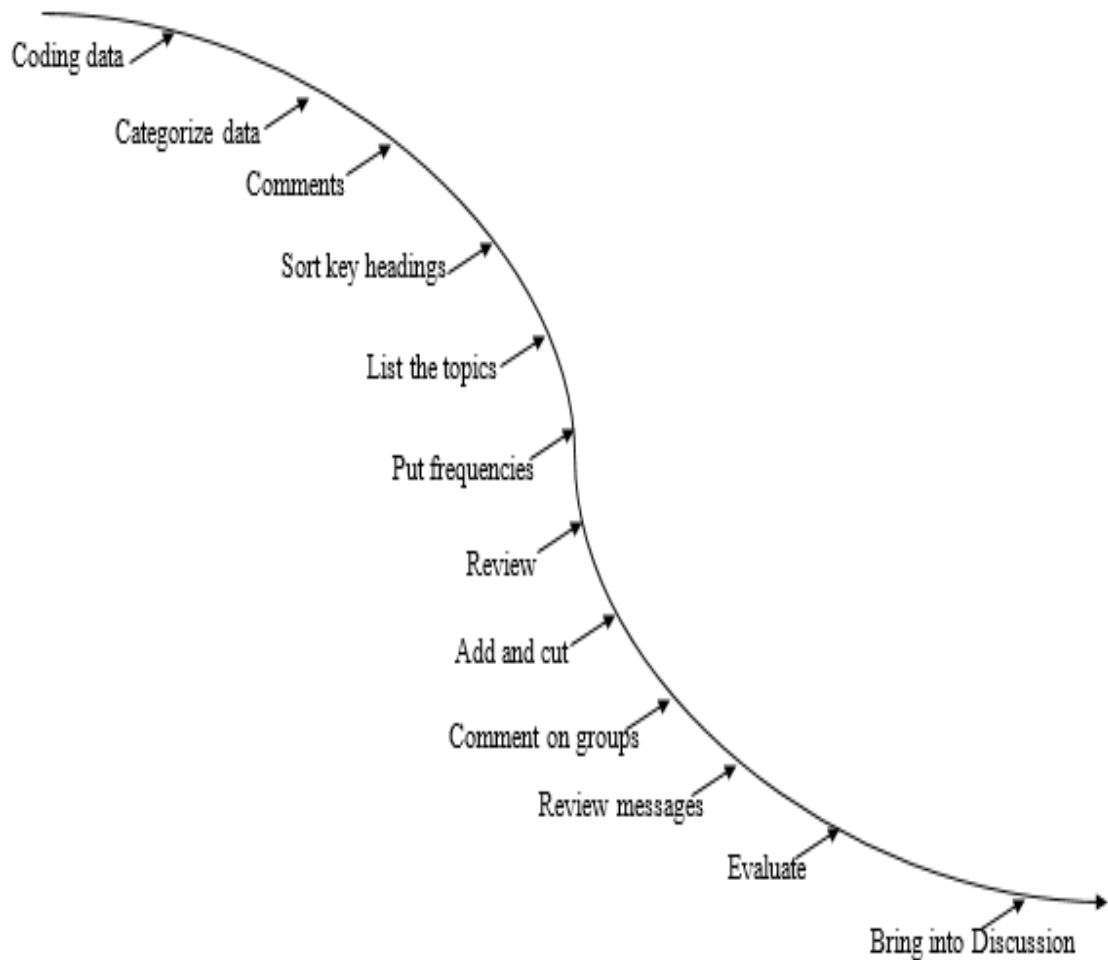


Figure 3.2 Data analysis procedure

Adopted from Creswell (2005)

3.5.2 Summary of the research

The sources of data were collected from mainly interviews, and supported by documents and observation. The board members of the program leading committee of Eastern Burma Community Schooling project, volunteer teachers, and in-service training manager of teacher training programs were interviewed. The interview guidelines, voice recorder, notes books for documents reviews, phone and observation were used as research instruments. The data were manually analysed using thematic analysis. Further discussion on the finding were made using five variables shaping interagency partnership to be able to comprehend the processes of building relationship and the matter of joining together.

Table 3.6 Summary of the research

Research Objective	Source of Data	Data Collection Methods	Instruments for Data Collection
<p>To explore the management processes of ethnic communities' organizations' partnership for teacher preparation program</p>	<ul style="list-style-type: none"> - Board Members of Partnership - Volunteer Teachers - In-service Manager of Training Programs - Documents (Reports, course manual, and syllabus) - Training observation 	<ul style="list-style-type: none"> -In-depth interview -Document reviews -observational method 	<ul style="list-style-type: none"> -Interview guidelines -Voice recorder - Note Book - Phone observation

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings from the data. The chapter provides two phases. The first phase presents the raw data from interviews and also from documents with quoting from informants which significant statements that have made during the interviews. The second phase gives analysis on the presented data. This phase involves identifying the core findings that could be bringing into discussion chapter. The entire data presentation and analysis follow the interview guidelines. The research was mainly undertaken an in-depth interview with three different types of participants to give an adequate answer to research objective. They are Board Members (BM)/ the program leading committee representatives, In-Service Training Manager (ISM) who is also technical in charge of the programs, and with volunteer teachers (VTs). The interview guidelines were separated into two categories; for Board Member and In-service Manager, and for Volunteer Teachers. In order to confirm those information documents, reviews and observation were conducted. The data are presented and analyzed based on interview guidelines, and these are cropped into the key topic. The outlines of this chapter are as follows;

- 4.1 The Management of ECOs Partnership for Ethnic Education
- 4.2 Perspectives of Interview Participants on ECOs' Partnership
- 4.3 The Summary of the Findings

4.1 The management of ECOs partnership for ethnic education

4.1.1 Rationales of building partnership

Describe the social and political climate of the ethnic communities prior to the partnership. What impact did the climate have on the creation, development, and implementation of the partnership?

The interview questions were asked to ECOs Board members (BMs) including In-service Training Manager (ISM) during data collection. All informants stressed on the political conflicts that affect ethnic children's education. And the prior demand for education system reform is expressed by BM1, BM2, and BM4. Three of participants also stressed on the organizational capacity needs as the reason for making a partnership with other organizations. The meaning of abbreviation that were presented here as below.

Table 4.1 Abbreviation of informants

BM	Board Member of program leading committee
ISM	In-service Training Manager
VT	Volunteer Teacher

The quotes from BMs' interviews are presented as following.

“Recently our country's political situation come to make open and every sector can create for human development. We (KTWG) actually have been work for many years but in I think 2011, we initiate a project as multi-ethnic network and give teacher training. At the beginning, we did produce mobile teachers and trainer but later it comes as today. Jointly working is something good for ethnic people of Burma. We as Karen can do alone just for themselves independently. But working alone is somehow not strong enough to stand for ethnic people. If we can work together then that is better and we feel like strong. And our voice can go effectively for the nation. Only one and two is not really effective in advocacy. For example, our national movement also talking by only one or two groups is not effective. If we could go as MINE then there will be a lot of strength and we are also encouraged a lot.” [BM1]

“It is a common spirit that we want to work together for our children's education is the common spirit. I mean not just

providing project but further, we need to invest our ability for whole system change. That is why we made it” [BM2]

“We need teacher assistance in our areas and some area we don’t have teacher enough. And most of the young people are jobless as well. So we don’t want them to loose in meaningless way as we have many high school dropouts” [BM3]

“We cannot just solve our entire problem by alone since it is the common problem. But one thing I can tell you that ethnic organizations come together for a common goal that is to work for ethnic education.” [BM4]

“As we are not a strong organization financially so we cannot provide all but we do support stipend for volunteer teachers once in three months or four months and it depends on our fund. For food and accommodation, we deal with village leaders before we send the volunteer teacher by sending pioneer mobile observers. We ask the village to take responsibility for accommodation and food and if the village agrees that they are able to provide food and accommodation then we send volunteer teacher. We support them financially and technically as we make a partnership. Because the volunteer teachers need to receive in-service training, and this is given through MTT. At least we send education coordinator to confirm with the village before we send volunteer teacher. If there is no education coordinator then we send the mobile team. We do this pioneering trip for negotiation because we cannot reach every time and every village so we cannot know the volunteer teacher’s needs. Only villagers are key to take care them.” [BM5]

“The reason why we come to make partner with EBCS is that we are newly formed organization and then we do not have the capacity. This is why the first reason we make as a partner is to send volunteer teachers to TPC in order to recruit our men as a

human capacity building. The second reason is only our one organization working alone is not strong.” [BM6]

“The other problem is language communication problem. Mostly the grade 1 and 2 faced difficulties. The teacher cannot understand the child language so grade 4 and 5 help teachers to understand child’s language. So if the teachers are the common speakers with children then that would be very easy to learn.”

BM7

“MINE is national level to lead policy for advocacy. We are planning to change EBCS into MINE but we have difficulties to make quickly. We have the idea to change it since the beginning but we cannot do yet. We need to have all agreement and also go step by step.” [ISM]

BM1 stressed on the current political situation in Myanmar which has more opportunity for civil society to work for development including education. He also expressed the initiative project that has been undertaken with the cooperation of other ethnic community organization. The initiative project was created for a multi-ethnic network that would serve ethnic children’s education. Before this initiative, KTWG has been working for many years according to BM1. He also is stressing on the ECOs partnership effectiveness which takes place today. Regarding cooperation among ECOs is the only solution for the need. The similar statements were made by other BMs such as BM2 and BM4 expressed that working together for children’s education is the common spirit. It was very clear reason contributed by participants that they have come together to solve that problem and provide education services, teacher education as well as a claim for ultimate solution of teacher inefficiencies in ethnic areas. BM2 bravely stressed on the system change which means to educational reform that could happen in Myanmar through the collective efforts of ECOs. BM3 and BM7 expressed on the fundamental issue which is language diversity in Myanmar. The need of teacher assistants and teacher insufficiencies are concerned which influenced by language and cultural. This was stated also in the LESC (2016) as the local knowledge and indigenous language and culture. BM4 was expressing the phenomenal reason that ECOs jointly work for, and this also supports the long-term vision and system change perspective of

BM1 and BM2. The needs of teacher education and the need of ethnic education services to be fulfilled the primary focus of a nationwide partnership is spoken by all participant. But noticeably, BM5 and BM6 stressed the organizational capacity which motivates them to make a partnership with other ECOs.

The political situation in Myanmar evolve nowadays, and every civil society has an opportunity to extend their work for community education and social services. In recent years, therefore, it has been a significant increase in the number of organizations partnerships focusing on community development. Thus, the ethnic communities' organizations (ECOs) have also more opportunities to seeking for coordination among ECOs. To be able to reach the quality education to ethnic remote areas, ECOs have taken a key role to fill the gaps in government education services, taking a responsibility to promoting teachers and providing education provisions.

Meanwhile, in 2011, Karen Teacher Working Group (KTWG) has initiated the fundraising which is "Project for Local Empowerment (PLE)."

"EBCS is the project that is launched by KTWG and TPC is one of the programs of EBCS. Fund for TPC mainly come from PLE. PLE is Project for Local Empowerment. That project is led by KTWG. KTWG is taking the overall role to connect with national and international agencies." [ISM]

ISM expressed that KTWG is the key agency for funding and overall management. This was also expressed by all board members, and then ISM.

"The reason of TPC is that we have teacher training provided by KTWG to solve teacher shortage but it is only in Karen state. The teacher shortage happens over the country. That is why all ethnic people should come together to have a voice for ethnic education and train local volunteer teachers. We cannot stand alone but together. In the beginning, we started as Eastern Burma Community Schooling which is only for eastern of Burma but now there are from Sagaing Division and others so we become stronger and wider than before. So the main purpose of TPC and MINE is to collaborate for ethnic education. Before we move here the members of partners are more than 10 but now

we have 6 partners' organizations, and they are Ta'ang, Naga, Zomi and so on." [ISM]

In-service Manager expressed the primary purpose of Teacher Preparation Center initiated by KTWG, and this was mainly to solve teacher shortage. He continues to express that, in the beginning, TPC was only for Karen people, taught in Karen. Later, some ECOs from the eastern region of Myanmar have come to work together as "Eastern Burma Community Schooling Project". As being a Multi-Ethnic Network, ECOs have extended their activities through collaboration creating opportunities for many ethnic groups to get involved, make partners for the education services, sharing knowledge and common issues. There were more than 20 educational organizations get involved as network members. However, currently, six ethnic communities' organizations (ECOs) remain as partners taking the role of program leading committee (PLC). The office of this project situated in Pyin Oo Lwin, Mandalay Division of Myanmar.

All participants from board members addressed address the issue of the inefficiency of teachers as one of the common issues to provide training programs for the local volunteers. Aiming that locally owned education system to be promoted in the ethnic communities' areas including comprehensive inclusive basic education. Strengthening their organizations in the individual through learning each other at the same time strengthening the network for further approaches which would carry out the voices of whole ethnic communities for the benefits of all children in Myanmar.

The following section presents the problems confronted in the ethnic communities from the research setting are presented as the data contributed in three main settings such as 1) schools in ethnic communities' areas, 2) teachers and training services 3) problems confronting ECOs, and 4) Current Socio-Political Situation Affecting Education Provisions. These are the phenomenon of the research setting participant addressed during the interview and also described in the various research reports.

4.1.1.1 Schools in ethnic communities areas

Ethnic communities' areas in this research particularly refer to the area mostly in the remote and frontier regions where the population is predominantly respective ethnic people. In those areas, mostly conflict-affected where ethnic

communities' groups and associated networks have been the primary social service providers for decades. As such, having an immense socio-political influence and geographical effect in the ethnic communities, different types of schooling have been evolved with diverse forms of education provisions. Schools use different education systems organized by the different education providers, state government, monastics and ethnic education department under the de facto governance of the ethnic communities in accordance with the situation in the area.

“It is difficult to say that we have some problem and still having a dialogue between government and ethnic groups. The government of Myanmar is now sending the school teachers in some place on the other hand mother tongue-based education is going – only the teachers who can deliver mother tongue selected. Karen has our own curriculum in the mother tongue. Burmese is only one subject. The other area use government curriculum. The most difficulty and confusion is in the gray area, wherein the junction; neither ethnic arm's control area nor the government of Burma's control areas. They are using government curriculum mostly but teaching in Karen. The government has the school but the stipend for teachers are provided by our community. There is a various problem. In fact, if it is official to do we need to adjust timetable to teach Karen and Burmese. Mostly the ethnic curriculum is taught in out of the school hour. After we had many dialogues the mother tongue teaching allowed in school hour as a subject. The government curriculum content is not relevant to us so that is a problem. But we need teachers. There are many teachers that government sends them. We stop but cannot. That is the present situation in our area. So what I mean is it is impossible in long terms. We, the TPC will continue to produce teachers. We need many teachers. Teacher shortage is still there and there must be a stable teacher. Many of teacher who comes from government are not stable because of political situation mostly. They come

and easy to turn back so that is not good. That is why we have the plan to produce new teachers.” [BM1]

“They are working in the remote where there is no government teacher, community school and some are working in the school that we build up particularly. Not many criteria but the volunteer teacher who wants to attend TPC must be who interested to work patiently in our community as a teacher, especially a person who can instruct in child’s mother language in the school where there is difficult teaching and learning in Burmese.” [BM5]

BM1 expressed the current issues that arise in the Karen ethnic areas. Karen ethnic education system is opposite to government of Myanmar education system, and this is one the issues often stated by researchers. Because KED (Karen Education Department) in under the governance of Karen National Union (KNU). Their education system is bilingual education that Karen student learns mother tongue based. The curriculum and all learning materials are differently developed (South 2015; Khu Shee, 2016). Though the ethnic communities' areas are fraught with the political complications, based on the interview data, focusing on the issues of teacher availability and school provisions, the areas can be divided into three main areas: 1) State-Controlled Area (SCA), 2) Contested Regions (CR), and 3) Ethnic Armed Organizations (EAOs) Controlled Area.

“Regarding the teacher college, there are teacher colleges provided by the ethnic people themselves. For example, Karen has Karen Teacher College and Kachin also have their teacher college. However, those are only based on local context curriculum and difficult to apply in the school where there is government curriculum is using. In the school mostly government curriculum is used and difficult for teachers at the same time children faced difficulty in learning. Therefore, this makes difficult to other community teachers to get involved and difficult to collaborate and employ in the government school. So I think the government needs to recognize the ethnic education and the ethnic community-based school and college should be

recognized by the government. We have partner organizations in EBCS more than 20 but there are active members. The active members are 6 organizations that are selected according to the activities that they involve in mobile training, and other activities.” [ISM]

“EBCS is the project of KTWG and through the EBCS we ethnic organization get the opportunity to come together in one table. And there we come to think and discuss our opinion concerning ethnic education. We agreed that we do need to come up a platform network which will be able to make a voice for the whole country since EBCS works for eastern Burma but there must be representing the nationwide coordination. That is why MINE become to be a network group among the ethnic communities’ organizations. So when we say the purpose of uprising MINE is to make voice representing ethnic people for education which is an indigenous right.” [BM5]

ISM expressed on the need of recognition of community-based school by the government in terms of curriculum contents and materials that schools could be used based on their respective communities context. He also expressed the importance of teacher training program for different ethnic relevant. While BM5 also highlights the benefit of working on the same platform with other ethnic communities’ organizations. BM5 stressed that collaboration can achieve an ethnic education. And encourage ECOs to cooperate as a nationwide network so that the demand of children could be answered adequately. Schools in the ethnic communities are mostly community-managed schools in which community members provide the supports for everything for operating schools including hiring teachers. While the state government ministry cannot reach enough to meet the needs of the schools, those schools operated with the help of villages providing teachers and teaching and learning materials as well. Thus, the villages take much of the responsibilities in taking care of the schools. In this situation, practically the schools are initiated by the ethnic community members in providing school building, basic needs of teachers; stipend, accommodation, training etc. They make concerted efforts by taking ownership and sometimes with the help of

local NGOs and INGOs and CSOs especially in technical supports and financial supports. Teacher training and other human resources such capacity building are totally supported by ECOs with the coordination of village communities (e.g. KTWG, MNEC, ENDO, TSYO, KED).

“The reason of TPC is that we have teacher training provided by KTWG to solve teacher shortage but it is only in Karen state. The teacher shortage has happened over the country. That is why all ethnic people should come together to have a voice for ethnic education and train local volunteer teachers. We cannot stand alone but together. In the beginning, we started as Eastern Burma Community Schooling which is only for eastern of Burma but now there are from Sagaing Division and others so we become stronger and wider than before. So the main purpose of TPC and MINE is to collaborate for ethnic education.” [ISM] “No sufficient teachers are employed and no relevant teachers who could teach in children’s language and culture are employed. No school in many of ethnic area. Most of the school in the remote areas are built with bamboos and thatch-roof. The classes are in one hall in the community school, no different rooms are separated per class due to the lack of financial.” [VT8]

ISM expressed on the success of teacher training program as well as the impact of ECOs partnership. The word teacher shortage frequently occurs during all participants’ interviews. Therefore, the volunteer teachers who graduated from Teacher Preparation Centre (TPC) are useful in ethnic remote areas. ISM also underpins the expansion of ECOs partnership that has been provided for ethnic volunteer teachers, which primarily organized by a Karen civil service organization. Later this has extended networks with other ethnic communities to operate teacher training. After completing the training, volunteer teacher returns their communities and work as teachers teaching in the classes or also leading in building the school in some communities.

Schools in state controlled area

This kind of schools is usually located in a little closer to the towns. These schools are basically the government schools as they used the government curriculum organized by Ministry of Education. At least one or two teachers are appointed for the whole primary school which consists of 5 classes from Grade 1 to Grade 5. As it is mentioned above the community members anticipated in the parts of opening schools the village leaders apply for the official recognition of school from the government to send teachers. Nevertheless, the provisions for schools in infrastructures, environmental care and other needs of teachers are continuous to be supported by village communities themselves. If there were no buildings ready for the schools in the village that need to be proved to show the government, the government would not guarantee to send teachers or officially recognized as state schools. Then the village would not be able to give their children proper education as the government does not post the teachers and deliver the instructional materials. Moreover, the head of the village has to promise the government that they would take care of teachers with their basic needs as the teachers got a low amount of salary. Then, the schools are also known self-initiated schools and self-help schools in the villages. Sometimes, some villages hire teachers from local communities and those local volunteer teachers never had proper teacher training. The schools sometimes faced the problem of not having enough teachers. In that case, only one or two teachers have to take care of the whole primary school with 5 classes from Grade 1-5. One of the stories of volunteer teacher is quoted as following.

“So as soon as I was graduated I had to give training to the teacher in our community, 12 -15 days. I was posted in Donghi Township. by ENDO. In Thamyong village they don't have school so villagers asked to build a school. There was school in their village but the government stop (took off the building). Because the school was not properly built, and when the government official came the school supposed to be cleaned but there was not. So that is why the school banned. When there is no school anymore the students have to go Donghi Town to attend the school. 1 hour to walk between the village and Donghi Town. I was a teacher in Thamyon for 2 years. At the first year

when we start to open the school, there were grade 1 to grade 3. In the second year, I promote till grade 4. I tried to promote till grade 5 but we don't have teacher enough. And also community do not have enough source to build a school, means no space enough. Before we build the school in their village, the children have to go to Donghi Town which for one hour. The parent want children to go school but children did not reach the Donghi School they were just disappeared on the street. Like some children at the age of 5-6 cannot go to Donghi Town for school, they go one day but cannot repeat next day. Only on foot to go school about one hour is difficult. The children used to say their parents that they don't want to go school but just stay at home. Young men can walk 45 minutes to get that Donghi School from Thamyong village but children and women used to take for one hour. As we know parent don't have time to drive them to school, the children are going themselves. When we start the school in Thamyong village was 65 students and in the year second, over 100. Now, about 80 percent student don't continue their study due to the difficulty of traveling. So the villagers know that there are many children who want to study but they don't have school. When ENDO start setting the school again in the Thamyong village they are happy. And there were many students some are the age of 13 and 14 to study grade 1 and they are who stopped going Donghi school. We also requested to local government and they accept the school in 2015, to be a government school. Now Thamyong School is running as a government school. First time when we talked to the local government they did not consider our proposed but later they accept it." [VT3]

The above quote is the story of a volunteer teacher who graduated from TPC as the third batch. She was talking her work field experiences and this illustrates the situation of schools in ethnic remote areas. VT7 and VT8 also expressed the same

situation from their experiences as they have been working for several years as a volunteer teacher and monitoring the schools.

“Yes, there many villages where there is no school. And also some schools have only two teachers in the primary school. Even in my village only about 16 miles away from Taunggyi does have enough teachers and the north side of my village also come and study in my village because they don't have school. Some area, only one school and 2-3 villages combining so it is very difficult. There is no such systematically managed the classroom. Like some schools have 20-30 or 10-20 but some schools have more than 60 in each class.” [VT7]

There are also some areas where monastic schools are available. The monastic schools use the supplementary subjects of Buddhist religious teaching, mother tongue languages, cultures and local history as well in addition to the subjects in the MoE curriculum. In fact, the main medium of instruction is learner's mother tongue and ethnic monastic schools are claimed to be the student-centred rather than teacher-centred which is still practiced in state schools. Basically, the monastic schools are registered to the ministry of religious affairs and have associated with Buddhist religious institutions. On the other hand, the monastic schools are mainly organized by the ministry of religious affairs and individual monastery. These schools are like shared-managed schools located in both near cities and remote areas (e.g. KIO-ED, MNEC, PLCC, PNO, KBC, and Mon Sangha).

“In Pa-Oh, the number of community-based schools are less. Because the community cannot support the materials, salaries. The main thing we do is that when the number of students is 30 to 40 then we hand over to the government so that government takes care all the need of the school. Yes, some are working in the government's school. One of my friends also teach in the monastery school and later she applied the government teacher training and then she totally become a school teacher; government personnel. Some become the teachers in the community-based hostel school.” [VT8]

The other type of schools provided in some regions is known as mixed schools. They are mostly hybrid schools system, using both curriculums as both authorities; the government of Myanmar and Ethnic Arm Organizations, existed, and sometimes neglected by both authorities. It can generally be described that the schools use parts of the curriculum designed by education departments associated with the respective ethnic organizations and parts of the MoE curriculum. For the parts of the ethnic education department curriculum, it is ethnic cultural relevant including History, Social Studies and the main medium of instruction is the mother tongue language as it is used in monastic schools. Teachers from these schools are necessarily recruited by the ECOs and they are certainly the local teachers. This kind of school is full of complications and significantly different from other schools that need to be done for further study. Regarding this, the researcher didn't go deeper for the details to include in the analysis per the purpose of the research.

Schools in EAOs-Controlled Areas

EAOs-Controlled Areas refers to the areas that are totally under the administration of Ethnic Arm Organizations. These areas usually have schools following only the respective education system. Some of which have their own education system from Primary School to Secondary School using mother tongue throughout the levels of schools which are running as a parallel education to the state education system. On the other hand, the other schools have their own curriculum until Lower Secondary and Higher Secondary use the state school curriculum in which the main medium of instruction is still in the learners' mother tongue (E.g. KED, MNEC, and KIO-ED).

“Karen has our own curriculum in the mother tongue. Burmese is only one subject. The other area use government curriculum. The most difficulty and confusion is in the gray area, wherein the junction; neither ethnic arm's control area nor the government of Burma's control areas. They are using government curriculum mostly but teaching in Karen. The government has the school but the stipend for teachers are provided by our community. There is various problem. In fact, if it is official to do we need to adjust timetable to teach Karen

and Burmese. Mostly the ethnic curriculum is taught in out of the school hour. After we had many dialogues the mother tongue teaching allowed in school hour as the subject. The government curriculum content is not relevant to us so that is a problem.”

[BM1]

The schools are categorized into two types and teachers are employed in different ways accordingly from the communities. They do not have recognition and accreditation from the government. The students who completed the basic education from these schools are possible to go to other neighboring countries or other Western countries for their higher education, for instance, Thailand, Nagaland and the United States of America transferring for higher education where they made a partnership. Nonetheless, it is not possible to join the government institutions in the country yet as long as the bilateral negotiations between union government and the ethnic armed organizations which have been in the process. School infrastructures and equipment such as teaching and learning materials, teacher’s salary, and accommodation for teachers are provided by EAOs with strong support from the communities.

Schools in contested regions

The contested regions are in the very situation since those are the conflict-affected areas. These areas are also known as “the Grey Areas” or “Conflict Zone”, in which the situation is very much worse than the other areas. Despite facing many difficulties, all four types of schools can be found in these areas.

“The most difficulty and confusion is in the gray area, wherein the junction; neither ethnic arm’s control area nor the government of Burma’s control areas. They are using government curriculum mostly but teaching in Karen.” [BM1]

“Triangle area is the most problem. Both governments of Myanmar and ethnic arm’s organization power do not reach. The big problem is sometimes these two group often fight in this kind of area, and then people have to move from their home. So not stable every time even though the school is built in that area.” [BM6]

All the responsibilities for taking care of operating the schools are taken solely by the community members with very few supports from the government and ethnic armed groups. Besides, as these are in the conflict-affected areas, sometimes villages and the schools are destroyed and the villagers move to another place. In other words, there are often internally displaced people in these areas who wandering in the jungle. Subsequently, the children have classes in the jungle as the committed teachers are available but for some, there is no class for the children to have a proper education. Usually, volunteer Teachers (both trained and untrained) serve in this kind of areas. Using both curriculums; government and EAOs made so that in some areas both government teachers and EAOs teachers teach together at one school. Sometimes, school hours divided as they used two curriculums, one takes morning and another teacher takes evening (e.g Karen Areas). ECOs and other civil societies get involved providing training, capacity building, a mobile training, and materials. (E.g. ENDO, KNGY, TSYO, PLCC, LDN, KTWG, KED, KIO-ED, MNEC, and NDAK).

All above-mentioned schools in three different areas are found in the following table.

Table 4.2 School in ethnic remote area

Schooling System				
Areas	Gov.	Monastics	Mixed	Ethnic
State Controlled	√	√	√	
Ethnic Armed Orgs Controlled			√	√
Contested	√	√	√	√

4.1.1.2 Teachers and training services

In every type of schools mentioned in previous sections, the community managed schools necessarily utilize the local volunteers to be teachers. In many areas, untrained teachers the secondary dropout young people are teaching in the schools. Most of them haven't had any proper teacher training when they start teaching at the school. It is said during the interview that "something is better than nothing" (BM2) since mostly untrained teachers are still useful instead of letting children traveling one village to another because of the lack of teachers. Volunteer teachers,

fortunately, have the opportunity to go to TPC. Many volunteer teachers, who received training from TPC, work in their respective areas, where there is no teacher.

“They are effective in different ways I think. VTs are more effective for children since directly and closely working with children. They have dynamic contact with children in a whole year. MTT is another way qualifying volunteer teachers, giving awareness to parents. For example, there are many Swae Khant (volunteer teachers) in government school without having training. MTT are giving them training, teaching method. Therefore volunteer teachers receive training through MTT and also knowledge to parents, monitoring to volunteer teachers that are graduated from TPC as well. The most benefit is that MTTs are strong in mobilizing the community and most of the villages form education committee through the help of MTT in our place.” [BM5]

Moreover, volunteer teachers who graduated from TPC work as mobile teacher trainers (MTT) giving training, capacity building, teaching technic, and monitoring and surveying to the teachers who are working as teachers in the communities. Short training for capacity building is provided by some associated ECOs (e.g. KTWG, MNEC, TSYO). In some areas, civil societies get involved in providing capacity building and financially or technically supports for producing teaching and learning materials (e.g. ENDO, KNGY, TSYO, PLCC, and LDN).

“We have one teacher training school that is launched a year ago and it provides diploma by two years certified by the government. About 120 student teachers are attending. The chairperson of Pa-Oh Self-Administered Zone also has proposed the central government for the promotion of that school concerning to solve the teacher insufficiencies in our place. That school is approved by the government and the trainers come from Taunggyi Education College. The government certifies the student teacher after graduation but the expenses are paid by self. The curriculum also adopted from the

government. Not only our Pa-Oh ethnic group attend but also other ethnics around Taunggyi and from Kaya state also.”

[BM7]

With the knowledge of the need of suitable teachers, some ethnic communities have teacher training schools that are opened a year by the local government and provide diploma by two years certification (e.g Pa-Oh Self-Administered Zone). The government curriculum is used, and trainers come from Taunggyi Education College. Despite the curriculum and trainers are from the government, the expenses for everything including student registration, tuition fees, materials are self-paid. This is a local government approved teacher training and the student teachers are certified by the local government. Pa-Oh leaders notice that they should have a teacher college in the local region so that the most local teachers can be promoted. It also should be officially recognized as Teacher College by the central government. Otherwise, the local teachers who can travel outside to the government college which is in the town and only limited entrance are available that only a high school graduates who obtain high scores. Besides the government college gives a quota to a region to send a limited amount of student teachers. The chairperson of Pa-Oh Self-Administered Zone, therefore, also has proposed the central government for the promotion of that school concerning to solve the teacher insufficiencies in their place. This teacher training school has been now running a year, and about 120 student teachers are attending. In this school, the local young ethnic people such as Pa-Oh, Kayan, and Shan are attending.

“Government employed teachers posted in the state-controlled area or in the contested regions are not stable in the posted schools as they are required. They arrived the village late and go back to their place (or some teachers go where they want to go instead of going to posted school) before the school is closed.”

[VT2]

Thus, the villages have recruited local volunteers to fill the gaps in teaching the classes. The teacher who appointed by the government just go back to his/her place before the end of schools and never return so that no grading report for that year. Then next time, another teacher come in that village and happened the same way.

Another difficulty with the government teachers is having no knowledge of ethnic language and culture as they are not learners' mother tongue speakers usually coming from the urban areas far outside the community.

Teacher Training Colleges and the Institutions of Education are producing about 10,000 student teachers annually. There are 22 Education College and 2 institutions of education. Those 22 colleges are offering four programs in each college: a 1-year Certificate in Teacher Education (CTEd), a 2-year Diploma in Teacher Education (DTEd), a 1-year Diploma in Teacher Education Competency (DTEC) for candidates with a first degree, and a 1-year correspondence course for junior assistant teachers. These programs are qualifying general courses of training as a teacher so that they can work in the respective areas where they are posted.

All of the colleges prepare the student teachers to able to teach the primary curriculum (all subjects). Teachers with a CTEd can work as a primary teacher. Those who could go on to further study, the second year DTEd or DTEC qualify are often determined as a primary teacher with the opportunity to move up to junior or a senior teacher at middle school level by the length of service rather than an assessment of their teaching capability. However, the criteria for CTEd candidates should have at least upper secondary dropout, and those who apply for a 2-year DTEd should have passed matriculation. In this case, the ethnic local young people from the remote are not possible to apply because the secondary dropout students from remote areas even do not have the ability in communication and comprehension of the context in Burmese as the urban student.

4.1.1.3 Problems confronting ECOs

Many areas remained no school because of no equipment, no resources to build schools in the village.

“Classrooms nationwide lack adequate teaching materials and school facilities. This is even more acute in remote areas. Nationwide, there is also a lack of teaching skills and knowledge that encourages teaching by rote and rigid adherence to curricular texts.” [LESC, 2016].

Having two or three villages combined only one school. Therefore, children have to travel about one hour to get the village where there is school. The villagers want to build a school in their village for their children's future but they do not have the ability to build the school because of the limitation of the equipment and infrastructure. Some parents send their children to go school of another village which would take an hour to travel but children never reach to that school. Because children are just playing on the way and wasted the time. Parents think that their children have gone to school but their children do not reach. At last, children know themselves that they did not learn anything so they honestly have to drop out and ended the student life. The students have to travel every day, and then the mostly age of 5-6 cannot travel. Some children tried to follow their elders, who have brothers and sister going school but they cannot repeat next day. Only on foot to go school about one hour is a big challenge for them. The children used to say their parents that they do not want to go school, instead, they want to go with a parent in the field.

Most of the primary schools in ethnic areas have only one teacher in the primary schools or some schools have two teachers. In some villages, there is school building but no teachers so that the children have to attend in another village where there is a teacher.

Even in the villages 16 miles away from the capital city do not have enough teachers though they have built, and therefore, the students have to travel one village to another village every weekday. Some schools have 20-30 students in a class and some school has more than 60-70 students in a class. So when a huge number of students are difficult to control by only one or two teachers.” [VT8]

Unstable teachers lead children challenging one after another teacher in building a new relationship.

“This situation is more pronounced in indigenous areas where inexperienced government teachers lacking local knowledge, language and relationships rely on linear applications of the curriculum without the capacity to adapt it to meet the learning needs of the student.” [LESC, 2016]

If there is no teacher available the school has to close for that year. Many students in many villages remained, repeating the class years after years. No grading but constantly end up in one grade. Because the previous school year was not well completely ended. Thus, the students have to stay constant in one grade. Some of the students at grade 5 have to repeat for 4 or 5 years. At last, this comes to the end of his/her study by getting married or working on the farm with their parents.

“The other problem is language communication problem. Mostly the grade 1 and 2 faced difficulties. The teacher cannot understand the child language so grade 4 and 5 help teachers to understand child’s language. So if the teachers are the common speakers with children then that would be very easy to learn.”

[VT7]

Language and culture are the biggest challenges for government-employed outside teachers in communication with children, especially in the class. The teachers cannot understand children's language and children cannot understand what the teachers teach to them.

“And there were many students some are the age of 13 and 14 to study grade 1. Because when the previous school was stopped and they had to go to the Donghi Town so that they did not continue at that time. I also accept them to study in my class. So then we also requested to local government and they accept the school in 2015, to be a government school.” [VT3]

“There is also a shortage of government teachers who can speak ethnic languages in ethnic areas and schools” [LESC, 2016].

In that case, the children are not happy to see this kind of teacher, feel boring, uninteresting, and in pressure. On the other hand, the teacher is not familiar with the culture so that s/he feels sorry, unconfident to stay for long. The teachers who have compassion learn children's language from young villagers who could speak Burmese or some grade-5 students. Mostly grade 1 and 2 faced difficulties in communication with teachers. In order to have a smooth communication in the class when delivery lessons, teachers use grade-4 and grade-5 students to help with a little knowledge in the conversation between teachers and grade 1 and 2 children. Therefore,

ethnic community prefers the local teachers who can constantly be with them, train their children and shared the common knowledge which they have.

4.1.1.4 Current socio-political situation affects education provisions

In recent years, the Nationwide Ceasefire Agreement (NCA) was made up with Ethnic Armed Organizations (EAOs) including Karen National Union (KNU). As NCA signatory was assigned to support the urgent need of education in ethnic areas, the consequence leads solving teacher shortage sending teachers to remotes. Despite, teachers that sent to ethnic areas cannot speak ethnic communities' language and lack of local knowledge; they do not understand the language and culture of the communities (e.g. doc. LESC, and BM1 interview).

“we have some problem and still having a dialogue between government and ethnic groups. The government of Myanmar is now sending the school teachers in some place which not relevant for us. The other area use government curriculum. The most difficulty and confusion is in the gray area, wherein the junction; neither ethnic arm's control area nor the government of Burma's control areas. They are using government curriculum mostly but teaching in Karen. The government has the school but the stipend for teachers are provided by our community. There is various problem. In fact, if it is official to do we need to adjust timetable to teach Karen and Burmese. Mostly the ethnic curriculum is taught in out of the school hour. After we had many dialogues the mother tongue teaching allowed in school hour as the subject. The government curriculum content is not relevant to us so that is a problem. That is the present situation in our area. So what I mean is it is impossible in long terms. We, the TPC will continue to produce teachers. We need many teachers. Many of teacher who comes from the government are not stable because of political situation

mostly. They come and easy to turn back so that is not good.”

[BM1]

In the interviews, said that this issue is to be considered very urgently and to make stop allowing these kinds of teachers since it is not what the ethnic communities demand. Ethnic communities also feel that government make the NCA expand its authority into previously uncovered, conflict-affected areas, including through providing useless teachers and building schools in the remote communities. The impact of the national ceasefire is just expanding the authority of government into the areas of ethnic autonomous, and ethnic armed groups controlled areas rather than consulting political issues, bringing relevant development, and education that demanded by ethnic communities.

“Ceasefires have generally resulted in greater collaboration between state and non-state systems. However, many ethnic nationality stakeholders remain concerned that MTB teaching is still largely absent from government schools. There are also concerns that the government is using ceasefires to expand its authority into previous inaccessible, conflict-affected areas, including through building schools and providing teachers to remote communities.” [Lall & South, 2016]

4.1.2 Teacher preparation program initiation in ECOs

How did you work with the other organization to establish goals and objectives, agree on roles, make decisions, and resolve the conflicts? Describe your relationship with leaders of the other organization. What impact did personal relationships have on the partnership? Which of the process were most important to you?

In this section, data on the process of making and implementing partnership of ECOs for teacher preparation programs discovered from the research is provided. The ethnic communities' organizations had been working in their own communities where there is conflict near the border in eastern Burma by serving healthcare, schooling, and training as much as they could do for their poor local communities. A short course of teacher in-service and pre-service pieces of training are usually given by each ethnic

community organizations with the help of NGOs and INGOs about 10 days or two weeks. From the village level to regional level and the whole community, the local level ECOs such as literature and culture committee and civil society organizations are heartedly devoted to the education, social development, and rehabilitation of communities in the conflict areas. However, the training courses, capacity building, development training and all those works were project-based which takes for 3 months or a year project. Then it was mentioned that the project-based with limited outside supports could not be sustainable for long and affected as much as expected. Subsequently, it made them work together with each other as they have similar experiences.

Meanwhile, Karen Teacher Working Group (KTWG), one of the leading organizations for the ethnic education, has been raising many projects for the neighboring ethnic groups since 2001 as though they primarily focus on Karen language group.

“KTWG actually is a long established organization working for the Karen ethnic communities since 1997.” [KTWG webs]

It has a vast amount of experiences in promoting teachers from the communities producing mobile teacher and mobile teacher trainers. Fortunately, the project comes to expand out of eastern Burma border area, linking to more inside area of Burma as the significant political changes along with the open opportunity for the educational development. Since 2011, taking opportunity towards partnering for in-service training and pre-service training, the ECOs have started running the project together and expanding the member of projects, thus other ECOs from western of Burma such as ENDO, ZDF comes to join as partners (BM1).

“We can say presently that EBCS is initiated by KTWG, and let other organizations also get involve as partners. But we are thinking for the future. EBCS will become an independent organization in the future.” [BM1]

4.1.2.1 Eastern Burma community schooling project

Teacher preparation programs for ethnic began with the coordination of several ECOs and educational organizations as a multi-ethnic network

under the project of Karen Teacher Working Group in 2011. In this section, the fundamental reasons for creating a partnership, organizational structure, management processes, and management in promoting teacher preparation program are presented as data provided.

“KTWG has two roles concern with EBCS. The first role is that EBCS is one of the projects of KTWG. The second role is we do not just stay as the father of the project. We just get involved as one of the program leading committee members in EBCS. At the same time, we do not involve in management but we just taking care them in order not to go wrong. Logically the KTWG has a responsibility to take care since it is our project but we give full authority to EBCS to manage the project. So our KTWG’s duty is to make contact with an agent, contract with an agent and also if there is to sign for the project we do it. There is EBCS management team which taking full management in implementation.” [BM1]

4.1.2.2 Fundamental reasons for creating partnership

The fundamental reasons for making a partnership with EBCS project are to gain the opportunity for teacher capacity building, sharing knowledge, and funding through common knowledge for teacher preparation and development. They believe that collaboration is the best way to make strengthen the ethnic communities and improve the quality education. Some ECOs join this partnership to work together is because they are newly formed organization. They want to increase opportunities, learning and adapting the skills, human capacity and securing financial through making a partnership.

“TPC is good for our community. There are many who drop out in grade 11 high school without having a job and also there many volunteer teachers without receiving teaching technic. So TPC can give technic and there is a lot benefit to us is that the volunteer teachers come to have knowledge about teaching and other teaching methods like MTB-MLE. So TPC should remain

as teacher training center and if possible it should be opened in each ethnic community. The weak point I found is they do not have the proper manual as their curriculum, they are in mixed using Asian curriculum and also another hand Myanmar curriculum. Sometimes they also use western curriculum so not really clear. So I want to comment TPC to be more qualified teacher training. The other thing is that TPC is not recognized by the government of Myanmar and also Thailand as well. They should be certified by the government so that they can work in the community with this and survive themselves.” [BM5]

The participants in interviews expressed that they gain opportunities after making partnership are sending volunteer teachers to Teacher Preparation Center, getting a small project for human capacity building and accessing materials for schooling. The other opportunity is collaborating and working with many different groups of ECOs so that they learn, shared the knowledge within partners. Moreover, they expressed that working alone is not strong enough to create wider opportunities for whole community making aware of the development.

Objectives

The objectives of the Eastern Burma Community Schooling project through partnership are as follows;

To increase access to education in remote ethnic areas by increasing the number of teachers available to teach.

To improve the quality of education being provided to children by training and supporting teachers with student-centred democratic teaching methods.

To create and promote dialogue platforms amongst ethnic education actors and other stakeholders (CBOs, NGOs and both sides of the border and education authorities within Myanmar) to enhance cooperation.

To strengthen the current existing ethnic education systems and engage them to the different levels in the country.

Vision

The vision of ECOs is locally owned and administered education systems in ethnic community areas of Myanmar ensuring quality and inclusive basic education for all while promoting peace and cooperation among all peoples in Myanmar. [LESC, 2016]

Mission

The mission of ECOs' Project is to provide situationally relevant and culturally based teacher training, focusing on mother tongue-based multilingual education in order to improve the quality of and access to education for Myanmar's indigenous children. [LESC, 2016]

4.1.2.3 Organizational Structure

This project has two main different functions of organizational structure; 1) Program Leading Committee (PLC) or Board Members (BM) and 2) Managing Team (MT). Program Leading Committee (PLC) members are 6, and recently one organization joined as a member of PLC and therefore, they are 7 in total. The PLC is formed with the representative of seven active ECOs in equal roles and responsibilities. Management Team (MT) is formed of the professional and technical team which individually get involved. In MT, there is 9 person; coordinator, assistant coordinator, In-Service Manager, 2 another In-Service officer, 3 Finance Officers, and 1 Human Resource Officer. See the Table 5. The details of management processes and roles and responsibilities are discussed in the following sections.

Table 4.3 Members of EBCS project

Program Leading Committee (PLC) Members	Management Team (MT) Members
Ta'ang Student Youth Organization	Coordinator
Eastern Naga Development Organization	Assistant Coordinator
Karen Teacher Working Group	In-service Manager
Lahu Development Network	2 In-Service Officers
Zomi Development Foundation	3 Finance Officers
Rural Development Foundation of Shan State	1 Human Resource Officer
SHANAN Education Network Group	

4.1.2.4 Management of processes of ECOs partnership

Membership in EBCS/PLC

To make an agreement is a kind of sense to remind the common goal. As PLC members are the representatives from ECOs, the leaders who are in the superintendent position of the member organizations, are required to sign on the key point's agreement. These are as follow;

“A member organization has to have a positive view on indigenous people and their rights to education which projects, develop, promotes their languages, histories, cultures, livelihood, territories.

A member organization's focus includes education.

A member organization has to have a clear defined community, schools that they represent and demonstrate the ability to access regularly.

A member organization has to have a minimum of one year existed and operated.” [Agreement Doc.]

Roles and responsibilities

Each of ECOs is required to send one representative from each organization to participate in the Program Leading Committee, representing their organization.

“As PLC is being the governing body of the project, has responsible for key decision-making, oversight, and development of the project. This PLC has responsible for highest decision-making power for the project including contributing resources, benefits and accepting new members. They have the policy to pursue collective, respectful and consensual decision-making at all times.” [Agreement Doc.]

PLC members also have to cooperate by sending volunteer teachers to train in TPC and also monitoring the process of Mobile Teacher Trainers.

“The MT is responsible for coordinating within in and outside of the partnership, implementing the project such as giving pieces of training, and monitoring and evaluation of the projects and training programs along with the partnership management. The MT members are individual, technician, and also getting involved with the funding agency. The individual PLC members are allowed to participate on a volunteer basis in MT.” [ISM]

According to ISM, the researcher also developed the relationship structure, the components of project management actors, and it is shown in the following figure.

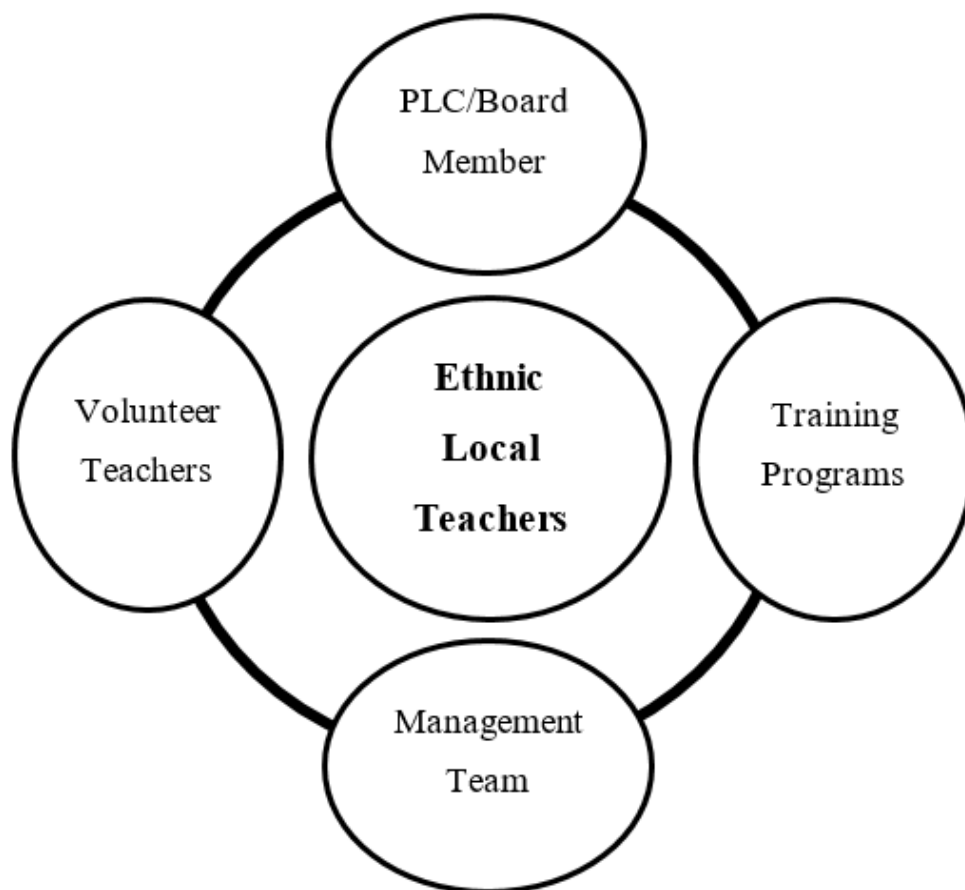


Figure 4.1 The relationship of teacher training management

4.1.2.5 Resource management

How would you describe the human and financial resource available to your organization? What were other resources available to you? What resources do your organization have that were able to be exchanged in the partnership? What are the criteria for selection student teachers? Do you also practice contract with student teachers after they graduate from TPC?

The resources are the knowledge and the motivation of ECOs, financial and the materials. As ECOs have come with full of different background of ethnic cultures knowledge, feelings, and motivations that are shared at the meeting. Learning each other of their knowledge through communication, this becomes the source of making policy and decision making for common goals.

“The profits which produce collaboration are financials, and these are often shared in two ways; such as on cash and materials: stationaries and school equipment. On cash, sharing is basically for teachers' stipend and also traveling expenditure.”

[BM5]

Interview expressed that they often get the materials for the school equipment and students' stationaries in the past except for stipend for teachers and travel allowance but now sometimes they can receive in cash so that they can manage based on the need of schools and students. The profits are shared based on the population of the students and the number schools rather than an equal percentage. Because some of the ECOs are small and some are with the big number of schools and students population.

Recruiting teachers/supports for the teachers

This section presents the management among ECOs over Teacher Preparation Programs (TPP) for the schools in the communities accordingly. Each of ECOs member, in the partnership, manage themselves for the respectively associated communities in recruiting volunteer teachers and providing the needs. As result of cooperation, some ECOs have produced more than thirty volunteer teachers from TPC.

The candidates for the volunteer teacher training are selected by each ECOs. The criteria of a candidate are normally at least who has secondary school experiences and also has a full commitment to communities' works as a teacher or educational activities. Some ECOs are sending volunteer teachers to TPC, with the specific criteria as they refer to the policy of their organization. For example, Ta'ang Student Youth Organization (TSYO). The criteria for volunteer teachers who wants to get trained in TPC is at least 9th grade passed. Those who interested in the education field, as teachers or any of education actors, those who wants to upgrade themselves, and who do not get training yet though teaching in the school is chosen. Candidates should be willing to work in the remote areas where hard to reach.

“often consider the criteria of volunteer teachers before we send to TPC that who have completed at least one training such as human rights training, healthcare training, a short course of teacher training or any development training provided by our organization and also working with us. For there are two reasons why we consider the experienced volunteer teachers. First reason is because the volunteer teachers who are going to train as teachers are expected to become solid community workers and also who faithful to the organization. And another reason is the volunteer teachers are going to get involved with other organizations, associating with other ethnic groups so they need to know at least their organization's activities and policies.”
[BM3]

“We send both those who have working experiences and also those who do not work yet. We select those who interested in education, if a person is in-service then he or she must be working as teachers or in the education sector, and those who wants to upgrade themselves and who do not get training yet just working as a volunteer are chosen. Maybe they might have got one week or 10 days kind of training. Because they also want to attend for their future so that kind of person we send TPC. In-service or pre-service whatever, we select those who have tried

matriculation exam. There are many who failed the matriculation exam and they want to work so the TPC will take 10 months and when they return they will be employed. So those are the criteria. Education should be at least who have given the matriculation exam.” [BM4]

Posting teachers

ECOs, take full responsibility for graduated volunteer teachers regarding their future career. VTs are employed as needed in the communities. However, all the VTs are encouraged to go to the respective areas giving Summer Vacation Training (SVT) for 1 month or two depending on the situation under the guidance of their respective ECOs as soon as they graduated from TPC. After completing the mission, the VTs have to report to the ECOs on the experience of SVT. Summer Vacation Training is a kind of In-Service Training, for the existing volunteer teacher who is working as teachers in the communities. Then they continued to work as teachers in the village or as mobile teacher trainers as ECOs employed them.

“When they return all of them work as teachers. Some are working in the education sector as office staff or anything after they have worked as a teacher for two years. Because they have at least to work as teachers for two years and they are allowed to change the sector according to their interest since they need to apply the teaching technic that is taught for a year.” [BM4]

Mostly, the volunteer teachers become teachers in their community schools, the government school, and monastic school work for two years and later chose as they want to go further study or to change job position or career position. Some of them become office staffs at the main office of the ECOs and some become mobile trainers. A few number of TPC graduated VTs are not able to continue to work as volunteer teachers anymore because of family conditions; interview described that those are facing with the family condition, taking responsibility for their families.

Those who work as mobile trainers travel to the villages regularly giving teacher training, awareness, monitoring, and need-based survey.

Mobile trainers play the key role in the coordination of ECOs education department directors in negotiating with village leaders, convincing for the school settlement and partnership between ECOs and village. ECOs are planning for school building and also providing teachers to the village, on the other hand, the village needs to support teacher by giving accommodation and daily needs, and build the schools if needed. Both the village and ECOs have to make an agreement for promoting school development project. In this case, community awareness is crucial to have willingness at the same time. Otherwise, the project cannot go smoothly as expected.

ECOs working together with the villages

As described in above, village and ECOs have made an agreement that would carry out the schooling project successfully, the village has to take care of all the equipment of building schools and accommodation for teacher and ECOs provide teacher, teaching and learning materials for children and stipend for teachers. Some village communities are very generous to provide everything that teacher need.

“We first talk with village leaders whether they can provide accommodation for teacher or not. If the village agrees that we send volunteer teacher who graduated from TPC. Otherwise, this can create problem also regarding support for the teacher. We provide some stipend sometimes but not every month.”

[BM5]

Noticeably, BM5 described the relationship that made with village community. ECOs firstly talk with village community, school district so that the initiative goes smoothly. In some communities, the schools are fully supported by villagers and volunteer teachers work at there. Some village could provide some pocket money but some do not. But the accommodation and the foods are given as daily need. Some village provides teachers by collecting some fees from students. Some ECOs like MNEC, who are a strong organization, are often ready for their newly graduated VTs to employ with full support.

When they graduated and return as teachers in MNEC, we never let them struggle for anything survival but we prepared ready to employ them as teachers with a relevant stipend. [BM4]

ECOs have actually been addressing the issues as possible as they provide education programs, promoting teachers to meet the needs of the communities. With the collaboration of village communities and cooperation among ECOs, the benefits of partnership management for teacher shortage come onto visible and possibility of effectiveness among the ethnic communities.

Management in finance

The need of budget for ECOs partnership for teacher preparation program come from Project for Local Empowerment (PLE) led by KTWG. The budget is contributed in two ways. The ECOs receive materials; school equipment, teaching and learning materials based on the population of schools and students. They also receive on cash.

“We follow the guidelines that are set by KTWG because our EBCS is under the KTWG. It is called multi-ethnic network. They have a program that is a program for local empowerment (PLE).” ISM

“We receive budget by two ways: on cash and materials such as books, school equipment, teaching and learning materials based on population. But now we can get an invoice and manage ourselves.”BM5

All three programs, a nine-month teacher training, mobile teacher training, and teachers establishing education service program are fully supported by the ECOs project. However, the project does not include the stipend for volunteer teachers who work as a teacher in the village school. Only village community and ECOs provide every need of VT who works in the school. However, the project supports a stipend for MTT who work as mobile teacher trainers once in four months and transportation fees when the MTT attend cycle pieces of training. Some ECOs, like MNEC and TSYO, could provide a stipend for the teacher since they are a strong organization. Sometimes, VTs are given only once in three months or four months by ECOs. Accommodation and food usually depend on village community support. It also depends on the village community's socioeconomic status as well. Some volunteer teacher is being provided about 40,000 kyats to 50,000 kyats per month as salary by the

village community. Monastic school teachers and church-based school teachers are usually provided by religious affairs, the respective churches, and also from local government. However, most of the schools are provided by communities themselves. For example, in Shan state, 75% of financial support come from the community and only 25 per cent of the fund comes from the ministry of the religious affair.

4.1.3 Teacher preparation programs

What is the main focus of training? (Training technic, curriculum and courses are used?) Do you have coordination with MOE and other national educational institutions?

Three types of Teacher Preparation Programs are provided through the cooperation of ECOs. These are Teacher Preparation Program for Pre-service, In-service Teachers (Mobile Teacher Trainers) training program, and special Pre-service teacher training program which is called Teacher Establishing Education Services (TEES) that carries out in the very remote area where there is no school.

“It was founded by Karen Teacher Working Group in 2011. TPC is based in Mae Sot. This year we stop it due to transition as we move to Myanmar. Right now we do not have a clear decision yet. The board members meeting will be in September to make the decision for TPC and we will know when we will restart again. We mainly teach teaching methodology. Computer, library, and English are taught as extra subjects. We use the curriculum that is developed by KTWG. We have three schools as TPC – TPC north, TPC South and TPC which is mainly focus on inside Myanmar. The program provides prior to community teachers who are in the remote area and the criteria are at least grade 9 pass and if possible high school passed are accepted. We also rely on the ethnic community organizations that they chose the volunteer teachers. If they send them to us and we accept them.” [ISM]

4.1.3.1 A Nine months program (TPC)

Nine-month training is TPC, Teacher Preparation Centre. It founded in 2011 under the project of Multi-Ethnic Network. TPC based in Mae Sot. There are 3 TPC using the same curriculum and the same approach of technic under the KTWG project. They are TPC north, TPC South and TPC which is mainly focused on ethnic groups, moving into Myanmar. The number of VTs are dramatically increased within 5 years. Over 300 VTs from different ethnic communities are being recruited from one teacher preparation center.

“All the work of curriculum is worked out with many people like some are from foreign. Curriculum for TPC is used mixed international curriculum from different country and we make it as our manual. We do not have our own pure manual just adapted from other country but we make which relevant to us.”

[BM1]

The curriculum and teaching manual is adapted from ASEAN and other countries. It is mixed up the components that relevant to ethnic communities and the volunteer teachers to be able to apply in the real situation and make it as TPC manual. Mainly teaching methodology is taught. Computer, library, basic public health, agriculture, communication, conflict resolution, cross-cultural, classroom management, and English are taught. The curriculum is developed by KTWG. Most of the trainers, at the beginning, are provided by KTWG and world education and later TPC itself. Occasionally, some training courses are delivered by outsiders such as Payap University and clinic.

Graduated VTs return to their respective organization, ECOs. ECOs arrange for them to go summer vacation training (SVT) along with senior volunteer teachers to give training in the schools where untrained community volunteer teachers are working. This trip probably provides an opportunity to the newly graduated VT to learn many field practices, monitoring technic, and community mobilization as well. This takes at least a month. Usually, the graduation ceremony happened in February so that as soon as they graduated from TPC, return to their organizations. At the time SVT started so they have to join SVT program. Some VTs take two months but other take a month and it depends on the location. After SVT is completed, the VTs

have to report to their organization about SVT and the situation of the schools according to what they have observed during SVT. Some ECOs used to allow newly graduated VT to work three months after SVT trip, as probation period to be a permanently employed. ECOs recommend some of them to be mobile teacher trainers and some become teachers in a particular school of the village communities. Both Mobile Teacher Trainers and those who teach in particular school are considered as VTs. MTT might have the opportunity to get a stipend from the project and school teachers are also provided from village community, and sometimes by ECOs.

There is no such formal agreement, the written contract, between volunteer teacher and ethnic organization. However, every organization reminds the volunteer teacher that they have to work as a volunteer in the community at least two years wherever ECOs appointed them. This notice is usually made before VTs enter TPC.

4.1.3.2 Mobile Teacher Training (MTT)

MTT is an in-service mobile teacher training program. This MTT provides in-service teacher training in their respective communities, monitoring the VT and schools. Community Mobilization is also MTT's another work which they engage with parents and communities supporting student learning achievement. The training period is mostly 15 days to 20 days in one place. Both untrained teachers; government school teachers and local community volunteer teachers used to participate in training.

In MTT, having cycle three in a year. From June to September one cycle and they return for training and go again October to February as the second cycle and they receive training again and March to May they go for giving teacher training as cycle three. The first cycle and second cycle they are encouraged to collect data by observing the community and teachers need and return to us and based on the report we give training to them.

After SVT program is done, MTT has to report about the situation and progress of community, schools, and in-service VTs to both their organization and also management team of the project. The MTTs have to give a soft

copy or hard copy of funding proposal and funding document to their organization office. The challenges are many. A big challenge is a transportation.

4.1.3.3 Teacher Establishing Education Service (TEES)

Teacher Establishing Education Service (TEES) is another the teacher preparation programs that provides by ECOs partnership. This long form is Teacher Establishing Education Services.

“TEES program produces teachers to send to the community where there is a critical situation, no teacher, no school, and to serve in the IDP schools where conflict-affected areas. This program provides teaching technic, community mobilization, leadership focus, and school psychology in order to lead the community initiating schooling.” [ISM]

4.1.4 The Emergence of a nationwide network from EBCS

The emergence of a nationwide network is a crucial and a bigger hope of ethnic communities, and it was taken place in 2014 on the international mother tongue language day which officially declared as nationwide network organization. The broader-ethnic network was a comprised of 22 organizations, including the Karen Education Department, the Mon National Education Committee, the Education Department of Kachin Independence Organization, and the Rural Development Foundation of Shan State. Other members represent the Karenni, Wa, Pa-O, Akha, Lahu, Palaung and Naga ethnic groups. In this section includes the fundamental reasons for developing a broader network and building a broader partnership network.

“When we started MINE, in the beginning, every organization had come with strong ambition and motivated to work together for ethnic education. And we had made a lot of plan for that. But the weakness is we cannot achieve all those plans even now about 2 years. If we are still like the previously made then MINE will be the strongest network in education in Myanmar but not yet. Some organizations want to go forward but some not because of misunderstanding among us. So MINE to be

continued or not is the biggest and urgent challenge for us. Some organization is very strong to go forward and some want to involve but not really active and some have resigned totally from MINE so that is the situation.” [BM5]

The situation of this MINE was frequently stated by all participants from Board Members, and the same information occurs that this network has been facing some challenges.

4.1.4.1 Fundamental reasons for creating a broader network

Describe how the policies and guidelines of an organization are adopted. It includes budgets, target populations, and operational language. What are the major governing structures that influence decision making in your organization? How did governance issues, such as state and ECOs mandates, funding structures, or bound policies, help or hinder the partnership?

As the political situation in Burma has come to evolve, and therefore, adding the new goal is to advocate government for ethnic education through collective voices become new enlarge the works for having more effectiveness. After a few years of working together as Community Schooling Project in the Eastern Burma, ECOs come to think about a nationwide network platform for ethnic education. Therefore, in early 2014, the member organizations come to from Myanmar/Burma Indigenous Network for Education (MINE) which is advocacy network organization. The main objective of making a wider network is that they need to make a common voice concerning ethnic education, and it would bring into legislation so that ethnic education would be long term success and supportive to sustainable development.

Uprising MINE is to make voice representing ethnic people for education which is an indigenous right. And therefore, The Myanmar/Burma Indigenous Network for Education (MINE) released its Ethnic Languages and Education Declaration in 2014, on international mother tongue’s day. The declaration is the product of cooperation between ethnic education leaders from 22 different organizations representing 12 ethnic groups across Burma which they held the seminar at Mae Sot, Thailand under the leadership of KTWG with the help of Prof. Joseph Lo Bianco. The declaration promotes Indigenous language rights in schools and beyond. Despite this,

the network also recognizes the importance of education in Burmese and English languages and is seeking a trilingual language policy for the Union of Burma. The following points are included as the overall goals of Myanmar/Burma's national education policy:

“The right to mother tongue education in the earliest years of schooling and continued throughout education.

The right to learn the Union language of Burmese equally well with the main community of the Union for equal rights to citizenship.

The right to learn English as the international language and the main language of ASEAN.

National language planning to promote the preservation of ethnic languages and cultures and peace in Myanmar.”

[LESC,2016]

To sum up, MINE has two main objectives as follows:

1) To support the provision of locally informed and owned quality education services in Indigenous communities.

2) To advocate for improved access to and quality of relevant basic education for Indigenous children. [LESC,2016; MINE's statement, 2014]

4.1.4.2 Organizational structure of broader network

The nationwide network has been created with more than 20 educational organization representing 12 ethnic groups. The organizations who are active in leadership among them are selected to be board members, and in total 12 organizational representatives. One of the twelve, one is appointed to be a chairperson.

“Network members are common and they are decision makers.

Under that, we have board members. Board members are also decision makers. Network member selects the board members and the board makes decision for activities. From board member, the director and secretary are chosen. So mainly board member is responsible for decision making. We make collective

decision-making so board chairperson doesn't have authority to make a decision. We have come one from each organization and only one vote from one organization so chairperson is also represented by one organization. But board chairperson has a responsibility to invite meeting and communication within and outside. For example, a new member is accepted by voting board members.” BM5

To be able to carry out the objectives, MINE has a form of organizational structure that demonstrates towards their administration and implementation. In interviews give that they have board members, one each representative from 12 ECOs that are selected by network members, and it is called active members as well. Out of twelve ECOs representatives, they select one of them for the chairperson to take initiative and leadership role. The network members are more than 20 organizations cooperate the activities, nevertheless, the board makes the decision for activities. The collective decision making is practiced so that chairperson is not given to making any decision but he/she has a role to initiation in the meeting and speak behalf of MINE. They also have a temporary working group, which give workforce for advocacy. The temporary working group (TWG) has one spokesperson and six working members. According to BM1, BM2, BM3, BM5 and BM4, the figure developed as shown below:



Figure 4.2 The relationship of broader network partnership

4.1.4.3 Challenges in building broader partnership network

What are the challenges taking educational intervention and initiation in a certain situation (conflict and discontent of the country)? How do you deal with entire challenges?

“Start emerging as MINE but all the implementation is made by EBCS and EBCS also controlling very much so MINE cannot implement the same time. And the project doing with partners of MINE. We 12 active organizations become two groups six each based on our demands, separated 6 members those who want to work in the EBCS project and also be MINE’s partners and the other 6 those who do not want to work with EBCS project but remain as MINE’s partners. So in March meeting, we did a decision that we MNEC, Karenni, Kayan, Pa-oh, Wa

about 5-6 of us suspended not to get involve in EBCS project but we will be still in MINE's partner members. But other 6 member organizations want to do a project with EBCS as partners in the individual organization and also work as MINE. Therefore, we are still suspended from MINE until there are not activities of MINE comes up. So that is why I have been missing the MINE's meeting so I do not know what is doing and how MINE is going the present, the updated process." [BM4]

"Regarding MINE, currently the situation of MINE is not really good. Just recently, a year ago a conflict come out within MINE. Right now I cannot say that MINE will either continue or not continue. But I hope there is a way to come together again and possible way. We also had a talk in PLC meeting to conduct conference. The main objective of the conference is to discuss MINE's future. And then we have 2 options that whether MINE would go independently just for advocacy or also combine with the project. In order to confirm these things MINE conference will be conducted. We plan to conduct at the end of November but we need to discuss with other organizations. After all, we agree that we will invite all you to participate." [BM1]

"I think the management should be coordination management. I am talking the leading role. Because only one or two people cannot make a decision and manage all. Especially the leading partners should be together and based on what we have an agreement and the setting policy. At the same time, responsibility and accountability should be there." [BM2]

Despite the wider network is formed with the valuable aims and objectives, the organization is confronting with some conflict among the members based on their strategic plan. They are more than 20 educational organizations involve as network partners including 12 Ethnic Communities Organizations as active members. These 12 active ECOs become two groups six each based on their demands. One group continue to carry out their goals along with the project (EBCS) that have been doing

since before the larger network is started. The other 6 ECOs want to strengthen MINE first without involving EBCS project and go forward clearly as an advocacy network group as MINE. In March meeting, MNEC, KnED, KNGY, PLCC, Wa, and Kachin Networks suspended not to get involve in EBCS project but they are still in MINE's partner members. The other 6 ECOs are still working as EBCS's project partners and also work as MINE.

The current situation of MINE is crucial as a transition period. This has been facing some challenges regarding implementation as well. A half of ECOs being suspended because they want to make firm the organizational setting first. On the other hand, they want to focus on advocacy first, if they can handle the project they will do in the future, however, they believe that MINE should go with very clear objective, independence, and with accountability. During the interview, all of the BMs stated that MINE is under controlled of EBCS project, and it should not be. However, it is still in consideration either continue or not continue. ECOs are planning to conduct a conference for this reason. There are 2 options that whether MINE would go independently just for advocacy or also combine with the project. In order to confirm these things MINE conference will be conducted. The conference will be hosting at the end of November, however, the ECOs still need to discuss with other organizations who are suspended.

4.2 The perspectives of interview participants on ECOs partnership

How do you define a successful partnership? What advice do you have for other organizations looking to the partnership?

The perspectives on the teacher preparation programs, the engagement of ethnic communities' organizations partnership, and ethnic education were frequently asked to all participants. The key issues and variables mentioned in the interview answers are presented in this section.

4.2.1 Perspectives on teacher preparation program

All participants view on the teacher preparation programs positive as this initiative is beneficial for all community members. Some BMs noted that volunteer

teachers gain lots of knowledge. Especially, BM5 who involves as board member since the program began expressed on teacher preparation program as follows;

“I could see there are a lot of changes mentally developed, skills, and behavioral towards student are intrinsically changed. Even the way they communicate to us is different from before they were trained in TPC. They return with full of confident on teaching and demonstrating with the elements of innovative teaching and learning, adding the local knowledge such as mother tongue, culture sources that can be used delivering the lesson, helping a student to the comprehension of the texts. The students are also more interested and motivated doing, using their local things, and happy in learning the lesson. Not only they gained the skills to delivering the lesson but also they gained strong ambition to carry out their lives, and they are able to give inspiration to other young people as well.”

This statement was supported by BM4, BM3, and BM7 as well. As most of volunteer teachers are from remote areas. They are far back behind from city and modern technology. Although they have ability, strong ambition, compassion and willingness to serve their ethnic communities they need lots of knowledge to be gained. BM5 was making his this expression as he learn from volunteer teacher whom he has recruited.

Everyone of participant recommended that teacher preparation center to be promoted. Significantly, VT2, VT8, BM7 and BM5 demonstrated that this program should be established in many areas that ethnic volunteer teacher could be joining easily.

“This teacher preparation programs should be promoted in every area of ethnic people not just only in one place.” [BM5, VT2, VT8, & BM7]

There was a significant feedback from one of participants regarding programs improvement. BM2 who is also the 1st batch of TPC, he also worked as volunteer teachers, mobile trainer and also focal person of his own organization represent at the partnership as board member, pointed out the weaknesses of programs as quoted:

“The program should have a proper training manual and curriculum. They should focus to produce subject matter qualified teacher instead of teaching other extra subjects since there are many subjects taught in TPC. TPC students do not become good teachers in the subject, especially, in mathematics. I don’t know of other ethnic groups but for us not so relevant to our need. I did already comment once on programming director to push in subject matter so that the students will be equipped in those areas and will be able to teach in the schools.” [BM2]

Regarding program training manual, ISM who is in-service training manager also mention that the program manual is in developing process. They are using the training manual which developed by KTWG. They need to have their own training very soon and this will be more relevant to the learners. Regarding subject matter, it is a good suggestion from BM2, however, the priority of TPC is give general teaching technic and this could be based on the interest and programs settlement. BM2 also explain continuously that because of the VTs, most of who got trained in this program come back to work in schools where the government curriculum is used.

“The extra subjects such as healthcare, agriculture, and communication skills are extremely good, however, the VTs are not only going to deliver these but they are going to teach the subjects that are government competencies.” [BM2]

It was stated by all participants regarding the recognition of government and certification. This is the significant weaker point for TPC in leading to nationwide teacher training program.

“The program should be recognized and certified by government so that VTs can have opportunity to engage with government school”

Participants also explained about the benefits of volunteer teachers as they project has provided three types of programs as follows;

“There are different ways of impact on ethnic education. Like who work as full-time teachers in the village, give direct impact and benefit to children. As they have a dynamic contact with

children in a whole year. On the other hand, MTTs are another way of qualifying volunteer teachers, giving awareness to parents and communities. For example, many Sway Kant (untrained teachers) are employed in government schools, and MTTs are giving training to them. [BM5]

“MTTs are the special workforce of ECOs’ collaboration implementation, in terms of mobilizing the community, negotiation, school initiation, and information sharing in and out.” [BM1, BM7, & VT3]

BM1 stressed their consideration on the next program planning as follows;

“We are discussing on training program period that out of 9-month training, 6 months to give all the technic and ethics of teachers, and then the rest 3 months should be given the teachers personal skills (e.g. computer, accounting, and office management, etc..). Because the entire VTs that trained in TPC do not become teachers, only some become as teachers in the village, instead, they become the leaders of village communities and office staffs. Because VTs have to go to remote areas where there is no facility and no knowledge of technology existed so that they must need to have at least a basic knowledge of all those things.” [BM1]

4.2.2 Perspectives on management

Regarding partnership ongoing activities, participants expressed their views. All participants seem to be assuming that the work is depend on collective decision; “we always make a collective decision”. However, some of them still thinking of negative impact on the management.

“Sometimes I got confused about the role between PLC and Management Team and also regarding representative. Some are representing two different roles; as Management Team member and sometimes as PLC member.” [BM5]

"One person representing two roles is a big difficulty for us, I think. And we don't work on agreement although we did the collective decision. For example, 70% of member attendant will prove meeting success but sometimes it doesn't work us."

[BM2]

The comments above raising by BM5 and BM2 are just expectation for the continuum of partnership that could be taken into account of beginning step for collaboration. This was supported by BM4 also. This is may be because of goal priority. As the partnership has been delivering services accordance with the procedure of main agency. This shows that the partnership character of collaboration is seen. It was confirmed with BM1 who takes two roles, as agency and also a member of program leading committee as quoted below:

"We've two roles concern with this project. The first role is that EBCS is one of our projects so that our duty is to make contact with funding agent, make a contract with an agent and also if there is to sign for the project we do it. The second role is we involve as program leading committee with other ECOs but we don't manage taking care them in order not to go wrong. We've given full authority to EBCS to manage the project. We are also thinking that EBCS to become an independent organization in the future." [BM1]

This confirms that EBCS is still under the management of an agency though it seems to be a partnership organization. The influence of main agency cannot be considered as a negative impact. Nevertheless, there might be some problem in terms of rule and regulations of each member organization within their workers such as mobile teacher trainers and their organizations where they belong. This was expressed by BM5 strongly.

"Directly managing our MTT by EBCS management team create a problem in my organization. That I've to deal with that. Now the issue is clear." [BM5]

It is considerable that partnership behaviour which members need to avoid those cases.

4.2.3 Perspectives on partnership

The participant also commented on the newly formed network as follows;

“Currently the situation of MINE is not really good. Just recently, a year ago a conflict come out within MINE. Right now I cannot say that MINE will either continue or not continue. But I hope there is a way to come together again, we have a possible way.” [BM1]

We've consensus goal actually, and it is extremely good but you know, as we've added to advocate and that is going to face with the government so I think some people want to work separately, may be. And I feel like this is the influence of personal. [BM3 & BM5]

“I feel like too much control over the newly form network by EBCS” [BM4]

"We want to make the first MINE to be strong not holding project but others want to hold the project. That's case we have differences." [BM4, BM2, BM3]

"I think it has happened because of transparency between us" [BM5]

"It is a just misunderstanding. Here we are separated out into two because of the lack of knowledge I think. Because we all are working without a proper setting and no expertise. So someone creates somewhere a problem but at last, there is no one responsible and it seems like everyone is responsible so that makes us a problem.” [BM3]

“Communication is a big challenge for us because some areas we cannot reach phone call or internet. Sometimes, the bad connection of phone also makes more stress for us. And this led our meeting information everything delay” [ISM]

The above comments are critical issues that raised on the newly reformation of network partnership. On the other hand, this is the process of continuum of partnership. The distinction of thought between partners become clearer when this

partnership attempt to step further form of relationship. There are many reasons expressed by participants about the problem. Some of them, for example, ISM and BM3 see and stressed on the problem as communication that happened during initiatives while other participants such as BM2 and BM4 are stressing on the problem that was because of power dominant of one agency and individual roles. BM2 also focused on the decision making policy that could be affected this problem. BM3 and BM5 also agree that the leadership need more transparency. Significantly, all participants talk about strategy. The continuum, initiating another step of relationship degree seems early and it needs to take separate strategy.

4.2.4 Perspectives on ethnic education

Participants are asked to express their view on ethnic education and those are presented as follows.

“We’re now in trouble, having a dialogue between government and ethnic groups. The problem is Myanmar government is sending teachers in some place which we don’t demand since these teachers cannot understand our language and culture so no used.” [BM1]

“Teachers shortage is common, I think. But we don’t want strangers who cannot speak our language since it makes difficult for our children, and they are not stable in our community (ever changing).”[BM3]

“The teacher shortage happens over the country. Our belief is we can overcome this through network cooperation” [ISM]

“When we talk about ethnic education I think it is not enough working with ethnic educational organizations but we should work very closely with the ethnic literature and culture organizations since we are promoting mother tongue-based education.” [BM3]

“Our place need to be a white area (peace). Until and unless we stop the bombing, firing we would never have a proper

education. I think this is the main thing that our place need.”

[VT1]

“Mostly the grade 1 and 2 faced difficulties in the class. The teacher cannot understand the child’s language so grade 4 and 5 help teachers to understand child’s language. So if the teachers are the common speakers with children then that would be very easy to learn.” [VT3]

“Even in my village only about 16 miles away from Taunggyi does have enough teachers. The students from other villages also come and study in my village because they don’t have school. Some area, only one school and 2-3 villages combining so it is very difficult.” [VT3]

“Yes, some of the students received books but some do not, so until the end of the school year they share the book. And some books are lost in their hands by passing over one by one. I even experience the same thing and when I saw those students are having the experience like me. And I really pity them.” [VT8]

“Now, about 80 percent student don't continue their study due to the difficulty of traveling one village to another. Especially age of 5 and 6 cannot repeat every day.” [VT5]

“we haven’t connect with any of teacher education institutions or college of government.” [ISM]

Participants expressed the teacher shortage which continuously happened in ethnic areas. The most problem is culturally and language knowledge irrelevant teachers being employed by government recent years after the national ceasefire agreement is made. The ethnic education and in order to gain quality education that ECOs demand is not the teachers from outside but they wish to train the local teachers that could service in their respective areas and share their knowledge with their children. And the participants believe that if there is peace in the area will be better for education. All participants expressed that the teacher preparation programs which provided through the joint effort of ECOs are extremely met the needs of ethnic communities’ education. Because many young people who drop out in 11th grade, matriculation, remained

jobless, the dilemma in thinking of their life survival, and on the other hand, no sufficient teachers are employed in the ethnic communities. In these cases, this kind of teacher preparation program is a great initiative solving the long-term jobless situation in the communities.

4.3 The summary of findings

Mostly, the schools in ethnic communities' areas are funded, managed, and maintained by ethnic communities themselves under the guidance of school committees. Some ECOs largely exist as de facto governance system. These ECOs play a key role to fill the gaps in government education services, taking a responsibility to promoting teachers and providing education provisions.

1) The ECOs have a common situation to make partnership; such as lack of teachers, lack of schools, and lack education provisions in ethnic areas.

“Classrooms nationwide lack adequate teaching materials and school facilities. This is even more acute in remote areas. Nationwide, there is also a lack of teaching skills and knowledge that encourages teaching by rote and rigid adherence to curricular texts” [LESC, 2016].

“Even in my village only about 16 miles away from Taunggyi does have enough teachers. The students from other villages also come and study in my village because they don't have school. Some area, only one school and 2-3 villages combining so it is very difficult.” [VT3]

“We actually have been working for many years. This initiation is only started in 2011 as a multi-ethnic network.” [BM1]

2) The education management usually initiated by ethnic communities their own. Later, ECOs help to find an agency to support the school.

“Normally the village builds the schools and we talk with village leaders whether they can provide accommodation for a teacher or not.” [BM5]

“Village initiated the schools but they cannot handle for long so after 4 or 5 years they submit to government or possibly to other organizations like churches or monastery.” [VT8]

3) The vision of ECOs impressed and motivate partners, and it is subsequently delivered.

The vision of ECOs is locally owned and administered education systems in ethnic community areas of Myanmar ensuring quality and inclusive basic education for all while promoting peace and cooperation among all peoples in Myanmar [LESC, 2016]

4) Different types of people involved: village’s leaders/villagers, local young people (volunteer teachers), ethnic communities’ organizations’ leaders (ECOs), individual professionals, and agency.

5) A newly added goal create confusion to ECOs during implementation. In this case, communication is involved as a factor for challenges.

“Communication is a big challenge for us because some areas we cannot reach phone call or internet. Sometimes, the bad connection of phone also makes more stress for us. And this led our meeting information everything delay” [ISM]

6) There are three kinds of programs and these are in configuration.

“We are discussing on training program period that out of 9-month training, 6 months to give all the technic and ethics of teachers, and the rest 3 months to be given the teachers personal skills.”[BM1]

7) Regarding funding, they have only one agency which is KTWG. This agency is the umbrella of EBCS where ECOs come together.

“We follow the guidelines that are set by KTWG because our EBCS is under the KTWG. It is called multi-ethnic network. They have a program that is a program for local empowerment (PLE).” [ISM]

8) The profit management functions by two ways; in cash and materials supplies such as books, stationaries that need for schools.

“We receive budget by two ways: on cash and materials such as books, school equipment, teaching and learning materials based on population.” [BM5]

9) The participants noted in response to the need of ethnic education provision, working together is extremely powerful to achieve a common goal.

“It is a common spirit that we want to work together for our children’s education is the common spirit.” [BM2]

“The teacher shortage happens over the country. Our belief is we can overcome this through network cooperation” [ISM]

10) They identified that the ethnic local teachers are best to serve for ethnic education and teacher preparation program should be promoted widely in every ethnic area.

“Not only they gained the skills to delivering the lesson but also they gained strong ambition to carry out their lives” [BM4]

“And they are able to give inspiration to other young people as well.” [BM5]

CHAPTER V

DISCUSSION

The main objective of this study is to explore the management processes of ethnic communities' organizations partnership for teacher preparation program. As reviewed in chapter two, this chapter brings the adequate discussion using the Fives Variables Shaping Interagency Framework which was developed by Melaville and Blank (1991) as a main framework of the study. Moreover, the other framework; the successful partnerships, which developed by OECD, is also used, to support discussion on management processes giving the detail corner of the issues. The findings of this study are discussed under the following outlines:

- 5.1 Climate: The environment for partnership
- 5.2 Process: The essence of partnership
- 5.3 People: Human resources
- 5.4 Policies: Governing policies/values
- 5.5 Resources: Solid foundation for building sustainable partnership

5.1 Climate: The environment for partnership

The objective of this section is to identify the climate that influence building partnership. The study found out that the climate is the key influence for ECOs partnership. The findings of this research indicate that socio-political climate of the neighboring ethnic communities' areas and the situation of the existing ethnic communities' organizations have significantly influenced on building a relationship amongst them. Generally, political condition, condition of education provision, and organizational capacity, cooperative strategy can be identified as climate of ECOs have come for joint venture.

5.1.1 Sensitive issues

The sensitive issues can be distinguished into two categories. The first one is political conflict in ethnic community areas which has long been, and its demands are still unanswered, and this is considered as a core influential factor that affects the entire national development. This can be utilized as external political climate, and it motivates the entire ethnic communities' organizations come to joint in one for a change. The second one is the internal politics which can be interpret as internal climate for broader change. With a vast number of ethnic armed organizations, dealing with fire, and bombing cause ethnic children to run day by day. The priority to touching the need of people is every sector, and affecting education.

“Recently our country’s political situation come to make open and every sector can create for human development. We actually have been work for many years but in I think 2011, we initiate a project as multi-ethnic network and give teacher training. At the beginning we did produce mobile teachers and trainer but later it come as today” [BM1]

This shows that ECOs have strong reason, the climate in which they would come for joint effort dealing with various problem, the consequences of the lack of teacher, lack of schools. It is considered as the biggest factor that causes every development. The national peace is the key to access education and development. The VT1 and VT2 also stressed during the interviews on the political conflict that affects ethnic education, and in this case, working alone is not strong enough to get where hard to reach children.

“Our place need to be a white area (peace). Until and unless we stop bombing, firing we would never have a proper education. I think this is the main thing that our place need. I am very proud of our elders are connected one another because the problem is not only one place.” [VT1]

"Until and unless our place is peace, stop the bombing, firing, we cannot get a quality education and this will never fulfill unless we work together." [VT2]

These indicate that working together is the key to access education, solving problems, building national peace and sustain. Rosenberg (2009) stated that partnership is usually made in response to concern over the erosion of teacher education effectiveness, teacher shortage and also for sustainability of development. The statement they made was revealed in this study that partnership emerged due to the problems that occurred in community. Melaville and Blank (Melaville & Blank, 1991) underline that socio-political climate of the neighborhood or its existing interagency is ripe for partnership. The study extremely agree that the climate can make a strong relationship, and based on the environment the relationship can be measured whether it is for long term or short. Recognizing the problems in which the environment of the ethnic community areas to be highlighted as generally influencing climate or external climate to work together as partners, and the environment of its existing interagency (ECOs) can be seen as internal climate which happens in the existing organizations. As data presented, the climate in which ECOs have internally is also to be considered for further level of trust. Political condition in both the whole ethnic communities which is a nationwide problem and within the ECOs partnership are reasonable to in making clarified whether the relationship of ECOs will sustain or not. During interviews the participants expressed on the environment that could be taken into a consideration of making changes.

BM1 who is representing as funding agency in the program leading committee expressed;

“Currently the situation of MINE is not really good. Just recently, a year ago a conflict come out within MINE. Right now I cannot say that MINE will either continue or not continue. But I hope there is a way to come together again, we have a possible way.” [BM1]

It was suggested by Cheminais (2009) that the challenges could be faced with the multi-agency partnership, when emerged of working with a huge number of agencies, make more complexities involved and tough in managing, communicating and competing when practitioners engage in collaborative ventures (Cheminais, 2013). Cheminais also identified the main challenges which multi-agency working in the schools and education provision can face are such as concerning funding,

communication, a lack of clarity arising about the roles and responsibilities of practitioners in a wider and more diverse workforce which is dangerous for joint work. Here is the communication which is the route to making a good relationship and also which can break down a fantastic story into abhorrent relationship. Regarding communication would be more discussing in the next section of partnership building process. Some of the arguments that Cheminais has made that the inter-agency could have challenges are not really happened in this study. The finding of the study indicate that pulling into priorities which is the focus or the choice of strategy is one of the causes for ECOs. It is also suggested by Melaville and Blank (1991) that the choice on demand is one of the headache for joint ventures. Although for Klipch (2011)'s study, management of different professional and multi-agency service cultures, understanding each other's professional language and protocols, overcoming the reluctance to share equipment and facilities, professional jealousy and inter-agency mistrust were the main issues in which he was determining as climate however, the study does not found those things are as main causes.

The choice for strategy and policy implementation would be considered in this case. As the data provides that ECOs have made decision as they emerge comprehensively of their joint protocol the question is meant to the effective leadership which can bring their common vision translated into reality. It was expressed by BM3 who was engaged throughout the projects representing his organizations that carried out by their joint effort.

“We've consensus goal actually, and it is extremely good but you know, as we've added to advocate and that is going to face with the government so I think some people want to work separately, may be. Actually some our leaders wanted to make MINE to be stronger regardless of any short term project but other thought the other. It was actually we can adjust it.” [BM3]

It was stated by Cheminais (2009) and also Melaville and Blank (1991) that role overlap or duplication of services, staff capacity to change both within the educational setting and among multi-agency practitioners. This, in fact, happened because of transition. Even though the ECOs have decided to implement in separate roles which project delivery and system change which to advocate government and local

communities for sustainable development and long term education. As data presented that “it was adjustable”, however they could not make it at the moment. The environment goes more silently, quenching the burning spirit of what ECOs began in the very beginning. Forschner encouraged at the OECD’s conference that to make a better understanding barriers, focusing on common goal; primary goal, and relevant to each partner restructuring the cooperation framework of partnership (OECD, 2006).

The challenges often faced in the organizational partnership are because of combining different types of organizations, and sometimes, the hierarchy in managerial stages can also affect to collaboration. And it can be a good climate for better change. It was noted by Klipch (2011) that the problems are the character of change as it was suggested by Milaville and Blank (1991) as well. It was frequently described that different types of organizations have ways of working which are often difficult to combine. Heider, Caroline; York, Nick; Batra, Geeta; Heltberg and Rasmus have frequently described that working together is beneficial to every individual and every organization although there are barriers (Heider, York, Batra, & Heltberg, 2014). Some scholars have also come up with strong analysis on partnership claiming that joint venture is difficult where there are perceived status differences between individual participants or occupational groups (Glendinning, 2003; Freeman and Peck, 2006; Hudson, 2005; Improvement Network; Lloyd and Wait, 2006; Wistow and Hardy, 1991), cited in (JIT, 2009). It is somehow true if the direction is under controlled or when a weak leadership take roles or overlapping the responsibility.

In this case, a good understanding and appreciation about the reasons for the change, and what the change process entails and the benefits it can bring to improving the ECOs partnership outcomes for engaging the ‘hard to reach’ communities, families, children and young people with multi-agency service provision, education, and lifelong learning. Cheminais described that there are two ways of communication in the educational setting, agencies, and practitioners in order to exchange information and improve joined-up co-ordinated working. Influence by someone’s idea or personal problem can be a case while others are focusing on the shared-goal. Sometime, some people may think that no mean to trouble with those barriers which is not of them because the problem of someone or some organizations become a problem of all when

partnership is made. But in making relationship with other organization is based on need, and it is when the individual cannot reach the demand and joint effort can reach it to the demand. As it was stated that “The partners are the stones on which to build a prosperous regional development and their adhesive mortar is the trust they can build among partners” (OECD, 2006). The data in this study also gives the influence of personal environment and which the partners also worry of the breaking relationship among them.

“I feel like this is the influence of personal. If we really focus on advocate then we will be losing some of the things we do now such as education services. It is what some of them worry of.” [BM5]

“I feel like too much control over the newly form network by EBCS. We’ve already made decision that who will lead and what will be done under the rules and regulation. But we cannot make it as we made them.” [BM4]

"We want to make the first MINE to be strong not holding project but others want to hold the project. That's case we have differences." [BM4, BM2, BM3]

Contradiction and change can be happen in anytime where the partners never expected. At the same time, the change can make better situation and benefits for client. This was noted by Klipch (2011) in his Ph.D.’s dissertation that change can provide better solution among partners and also clients. However, the statements of all scholar did not go the change as negative instead of encouraging partnership to be more corrective and motive for better outcomes. Making a partnership is a work of building strong forces that can overcome the difficulties and solve the problem with the collaboration of a single soldier to the battalion. Community Places Toolkits (2014) has noted that partnerships are democratically powerful and it can create a broadly based stakeholder consensus for local benefits. Heider, et al., (2014) stated that partnership is an opportunity to achieve more than what each partner might accomplish on its own (Heider, York, Batra, & Heltberg, 2014). Rosenberg and the scholars, at the National Center to Inform Policy and Practice in Special Education Professional Development, stated that "partnership allow individual organizations to leverage their assets as well as

to expand and enhance their own knowledge base" (Rosenberg, et al., 2009). Plenty of benefits can be seen as the results of cooperation of a good partnership. Different perspectives can be arise when the partnership become wider. But it is norm to happen as being involved many different organizations with different expectations. Melaville and Blank (1991) and Klipch (2011) see this situation as political climate within partners. The study found out that the climate by mean of both internal and external climates are the key to building relationship among ECOs. However, the external climate which commonly face the lack of teachers, lack education provision and other development can be considered as common vision to solve, and it is the root to initiate cooperation among them. The internal conflict which is internal climate can be considered as the motivation for broader change but whether the ECOs have adopted the internal climate for better change or drawback is depend on what strategy do the ECOs choose.

5.1.2 Condition of education provisions

The ethnic communities' organizations have the same environment/problems or lack of education provisions. For example, such as an insufficient teacher, lack of local teacher, lack of trained teacher, and lack of schools which they cannot deliver the services, supports, and solve those problems by a single organization's effort. In an interview, BM1 expressed that;

"They cannot stand alone for the effectiveness of community children's need but working together with other so that they learn from each other." [BM1]

Dealing with the need of schools, children, and parents in the respective communities by themselves in the midst of a critical the socio-political conflict, these existing ethnic communities organizations were motivated taking opportunity and initiative to building a good relationship amongst them. It was stated that the partnership is "a shift from individualism to social relationships" (Bezzina & Camilleri, 1998, cited in (Golan & Fransson, 2009) and (Bezzina, Lorist, & Velzen, 2009)). ECOs working in their respective communities have come to join together is the character of change. Then this change is well remained as leading to opportunities for sharing profits and challenge the change of societies and providing human capacity building in each community in

the same way. Because the education provisions in ethnic communities' areas are extremely concerned. It was stated in LESC (2016) report that;

“nationwide lack adequate teaching materials and school facilities.” [LESC, 2016]

Even in the area where very close to down town have trouble with school facilities and teaching materials. The schools are built by village and the rest of provisions to be provided by government very limited. In interviews, volunteer teachers who have been serving as mobile teachers in their communities also talked on the lack of schools, teachers and materials as quoted below:

“Even in my village only about 16 miles away from Taunggyi does have enough teachers. The students from other villages also come and study in my village because they don't have school. Some area, only one school and 2-3 villages combining so it is very difficult.” [VT3]

“Yes, some of the students received books but some do not, so until the end of the school year they share the book. And some books are lose in their hands by passing over one by one. I even experience the same thing and when I saw those students are having the experience like me. And I really pity on them.”[VT8]

“Now, about 80 percent student don't continue their study due to the difficulty of traveling one village to another. Especially age of 5 and 6 cannot repeat every day.” [VT5]

In this case, the lack of education provision is solvable through the joint efforts. This is why ECOs have come to cooperate making effort to develop teachers. It was stated by Rosenberg, et al., (2009) that partnership can make creative and synergistic efforts, challenging the extreme shortage of qualified teachers, recruitment, development, and retention of highly qualified personnel and sustained the best practices of the program. Melaville and Blank (1991) also defined that the most supportive climate is one in which solution to a problem with multiple causes and consequences that are the top priority of the community, and key decision makers, and service providers, and where previously established working relationships exist among

potential partners. In interview, BM1 who is also representing at two roles; as funding agency and as leading committee member of the project, expressed that;

"teacher shortage is common not just only of Karen ethnic, fortunately, Karen is providing teacher training widely but other ethnic still need to cooperate. In this case, we need to take action as a common issue and priority." [BM1]

By recognizing the problems and looking for better solution is human being and societies' natural. Although ECOs have been providing very limited resource for their children education with the help of churches, monastery, and individual person who could make effort but for ultimate solution cannot be made. And these are well understood by themselves. Creating for long term and effectiveness of teaching and learning is the best, and it is better to recruit own young people who can be sustained and give supportive effort for the respective communities. This was expressed by BM3 and ISM who is managing teacher training program during interview as quoted below:

"Teachers shortage is common, I think. But we don't want strangers who cannot speak our language since it makes difficult for our children, and they are not stable in our community (ever changing)." [BM3]

"The teacher shortage happens over the country. Our belief is we can overcome this through network cooperation" [ISM]

This indicates that having a problem, in which multiple consequences of teacher shortage, brings children of ethnic people left behind of development in mentally and physically. The situation of lacking education is aware by every ethnic community, and solving the problem in each community as much as they could do for their children. However, it is as mentioned previously that is a challenge to the entire ethnicities of Myanmar so that it would never be solved by one ethnic community's effort. At the same time, the provision cannot be delivered without outside supports. Instead, joining together is one hope to establish as Melaville and Blank (1991) have stated the challenging climate can often provide valuable planning time and leads to a consideration of common issue to deal through workforce combination and cooperation. Further, this problem cannot be solved by providing teachers that are from outside of their language community since the main problem is language and culture context.

Although government tried to solve this problem (teacher shortage) by sending teachers it would just remain the same situation. Because the teachers should be the one who could share their knowledge with children' language and culture. Khu Shee (2012) (Khu Shee, 2012) has argued that the class that taught in their mother tongue (Karen language) is more effective in student's learning achievement than the class that taught in Burmese language (second language) by Burmese teacher even in the Burmese subject (Khu Shee, 2012). Many people do not recognize this problem especially language issue in which ethnic children could not gain happiness in their classroom. But this is well recognized by ECOs where they come together to discuss on the issue of language and culture for effective and quality of learning. This was also expressed during interview that ECOs have recognized the need of stakeholders who should really get involve in their partnership concerned on children' education. BM3 who is former board member of the project stressed that language and culture organization should be involved closely along with ethnic educational organizations.

“When we talk about ethnic education I think it is not enough working with ethnic educational organizations but we should work very closely with the ethnic literature and culture organizations since we are promoting mother tongue-based education.” [BM3]

Despite, the ethnic communities' organizations have been providing education services in their respective areas, these were the project-based with limited outside supports which could not be sustained and effective as they expected. Karen Teacher Working Group (KTWG) has been recruiting vast amount of mobile teacher trainers since 2001 as its priority is for Karen ethnic group. This comes to expand somehow throughout the eastern Burma border area, delivering the education, childcare and parenting education services with the supports of international donors. During 2011, opened more opportunity linking to the other existing ethnic communities' organizations, and to move on more inside area of Burma as a significant political changed has made since 2010. This led joining together in 2011, taking opportunity towards partnership, and coordinating the services such as in-service training and pre-service training for local volunteer teachers as the solution to the teacher shortage.

5.1.3 Condition of organizational capacity

The need of organizational capacity is also one of the influencing factors to the interagency partnership. In this study, the situation of the community organization (interagency) found to be different status. For example, Karen ethnic community organization (Karen Education Department) and Mon ethnic community organization (Mon National Education Committee) have been existed for long period of time and sustained largely. Their status is national level although their administration is de facto governance system. But some other ethnic organizations, for example, Lahu Development Network and Eastern Naga Development Organization, and etc. have newly-formed the organization with the purpose of serving ethnic education provision and development and are in need of organizational settlement as well as human capacity building. BM5 and BM6 who are presently getting involved in the ECOs partnership as board members expressed during interview;

“other ethnic people have their effective organization to look after their children and for their community development, and working effectively, and we noticed that we also do need to have an organization to serve education provision.” [BM5]

BM6 also expressed that,

“our organization is just formed a few years ago. And we need more capacity, and we do believe that we will learn more by working with other organizations. The reason why we come to make partner with EBCS is that we are newly formed organization and then we do not have the capacity. By making partnership with this the first reason we make as a partner is to send volunteer teachers to TPC in order to recruit our men as a human capacity building. The second reason is only our one organization working alone is not strong.” [BM6]

In this case, the ECOs have well recognized their situation both their organization and community's need. It was suggested by Melaville and Blank also that both situation in the neighborhood and in the community are the factor that influence interagency to cooperate with other interagency. This is also to be consider the internal climate which need of partners organization's expectation from partnership. Also, the

data indicates that the reason for making a relationship with the other ethnic communities' organizations, and making a partnership, is to expand the work-site, eastern Burma community schooling. This is what they really need for a solution of the problems both external and internal climate. Learning from other organization, sharing the knowledge of both capacity and on the other hand problem that would be considered as common.

These show that the capacity need of organization is one of the climates which influence the ethnic communities' organizations to get involved in the project. As in chapter 4, the finding summary No.1 & 2 which means the socio-political climate in the whole neighboring ethnic areas and in each of their organization are the absolute answer to the framework of shaping interagency that changes the organization characteristics. As BM5 and BM6, Melaville and Blank (1991) also noted that agencies can begin to improve the climate for change by evaluating their own need to improve services and by reaching out to their colleagues in other fields. Michael Forscher (2006) who was acting as the chairman of the OECD's Forum on Partnerships and Local Governance, stressed on the partnership that it is a key instrument of local governance especially in the policy settings and partnership can provide a great mechanism for local organizations to improve their capacity through working together by adapting their policies from one another to better reflect the needs of people.

“-partnerships can be a great help in improving their performance: area based partnerships provide a mechanism for local organizations, in particular, to work together and adapt their policies to better reflect the needs of people and the economy at the local level. Partnerships are thus a key instrument of local governance (OCED, 2006).”

As this study also shows that the condition of ECOs' capacity in terms of quality services delivery, human leadership development and system arrangement in which organizational change are the climate that influence making partnership. It was suggested by Melaville and Blank (1991) that the organizations come sometime to learn for effective management in their organizations, and it is the factor likely to influence organizational change or the change of service delivery strategy among them.

5.1.4 Cooperative strategy

The partnership strategy in which ECOs have been practiced is a cooperative strategy. The climate discussed in above is factors to drive ECOs into selecting partnership strategy either the partnership would choose a cooperative strategy or collaborative strategy in nature. Rosenberg and other scholars stated that the partnership “have some degree of cooperative involvement in the development and sustainability of teachers” (Rosenberg, et al., 2009). The study also found that partnership strategy of ECOs partnership seems to be considered as cooperative strategy. Because the measurement is depending on the character of the environment of the partner organizations, and the practices of ECOs/EBCS project is in the different situation, a combination of large organization and small size of the organization. Melaville and Blank (1991), argued that; "strategic decision will depend, in large measure, on the character of the local environment and how far partners wish to move beyond the status quo." Because in collaborative strategy, Melaville and Blank stated that it is called for larger service to design and to deliver, and making change fundamentally throughout the system level. Therefore, the partnership of ECOs does not reach up to the collaborative strategy level. This is because the partnership has only a young age which been almost 4 years and the other hand, also some of the partners, the ethnic communities' organizations, are young at age in its newly formed while some others partners are organizationally well developed and have been for ages, for example, Karen and Mon ethnic community organizations. Rosenberg, et al., (2009) argued that partnership is distinguished into two: goal-focused and structure oriented. However, they go more detail especially at the cooperation, defining the cooperation into two distinct level: limited partnership and coalition which is defined in Melaville and Blank (1991) as cooperation. Instead, Rosenberg, et al., (2009) have used as goal-focused, and it is more flexible and appropriate to agree in this research and to be considered as cooperation. Although Rosenberg, et al., (2009) have categorized as structure oriented has three level such as limited partnership in which partners have more independence and provide specific services, and coalition partnership which is also taken as cooperation in a project delivery, and collaboration which is also defined similar to Melaville and Blank the study would more support to Melaville and Blank have defined into two: cooperation and collaboration as partnership strategy. Despite, Rosenberg, et

al., (2009) have defined the partnership as two categories: goal-focused and structure oriented, and collaboration was considered in which structure oriented but Melaville and Blank (1991) defined differently as cooperative and collaboration strategies are as main. This was supported by Klipch (2011). This study also consider the goal-focused and structure oriented are to be used as character but the insight of working can be utilized the strategy as cooperative and collaborative.

Although the ethnic communities' organizations are cooperating in dealing with the ethnic education services such as providing teacher training and the other education provision it would hard to consider whether it will be sustained or not. The climate can lead selecting the partnership strategy also either cooperative or collaborative, and these will be discussing in the following sections. And it seems to be a system level thinking of collaboration amongst ethnic communities' organizations. This indicates that the ethnic people look for further collaboration amongst them to create system level dealing with the government considering ethnic education and language rights that would be legislated and recognized full and free. This is how the root of the conflict and unsatisfactory goal to be gained and it is perceived by all ethnic people of Burma. Demanding long-term sustained quality education and creating a peaceful space for ethnic people with the respecting to the rights of all as it is declared "education for all" as millennium development goal is being accepted by the government of Burma.

To sum up, the climate is the key for the ethnic communities' organizations partnership; such as political conflict both external and internal, education provisions; such as teacher shortage, the education provisions, reconstructing the educational management which damaged by political conflict, recruiting human capacity, and improving the capacity of each community organization. It is noted that the partnership strategy is a cooperative strategy which the ECOs have implemented to meet their goals. It also was stated that partnerships are usually made as responding to the erosion of teacher education effectiveness, and it can challenge the extreme shortage of qualified teacher (Rosenberg, et al., 2009). OECD (2006), expressed that partnership is a key instrument of local governance, especially in the policy settings, providing a great mechanism for local organizations to work together, and adopting their policies to better reflect the needs of people. National Center to Inform Policy and Practice in Special

Education Professional Development, stated that "partnership allow individual organizations to leverage their assets as well as to expand and enhance their own knowledge base" (Rosenberg, et al., 2009). These led into the essence part of discussion enhancing the partnership processes as main and an important factor for making the relationship between organizations, and developing process. This will be discussed in the following section as the second factor of influential of partnership.

5.2 Process: The essence of partnership

The purpose of this section is to explore the processes of ethnic communities' organizations partnership development for promoting local volunteer teachers. The finding of this study indicates that communication is the integral part of partnership that involved in any level of activities. It is the essence of partnership that partners used to establish goals and objectives, agreement, and making a decision. Klipsch (2011) argued that the communication had a more comprehensive role while Melaville and Blank (1991) are describing communication as an important aspect of the problem-solving process. Cheminais (2009) argued that communication is the route to exchange the information between inter-organizations. It stated that there are two-way of communication between the educational setting, agencies, and practitioners in order to exchange information and improve joined-up co-ordinated working.

This study also makes a comprehension of communication processes, and the data shows that there are three facets of communication; intra-organizational, inter-organizational, and community. And ECOs have taken in the key player role that negotiate with both village community and also to agency who would provide technical and funding. Klipsch (2011) argued that intra-organizational come first, and the next inter-organizational, and these led the organizations begun to communicate with the community (Klipsch, 2011). Conversely, the data of this study indicates that community comes first by notifying the needs to exist organization with the recognition of those needs as the important challenges. The interview identified that communication key and it is a challenge for ECOs since mostly ethnic areas there are extreme lack of communication. No availability of phone connection and internet. During interview of ISM who is teacher training program manager expressed as quoted:

“Communication is big challenge for us because some areas we cannot reach phone call or internet. Sometimes, bad connection of phone also make more stress for us. And this led our meeting information everything delay” [ISM]

Some communities create a new organization to handle the problems taking responsibility, giving awareness to communities and parents who would directly involve in their children’s education. The village communities and parents initiate by fundraising and building the school where their children to educate (BM5, BM6, VT1, VT8 & VT5). Later, these were clarified, evaluated and identified the problems by those existing organization or by the newly formed organizations of the ethnic communities. The gaps that are carried out as their goals. In order to accomplish the set goals, those organizations come to seek agencies or share the information among organizations to cooperate in delivering education services. Melaville and Blank (1991) underpin that the communication and problem-solving processes are the second critical variable in creating and sustaining interagency partnerships. Jake Mueller Klipsch (2011) also noted in his Ph.D. dissertation that communication emerged as major theme agreeing with Melaville and Blank’s statement.

The finding of the study indicates that communication in ECOs have taken an effective way of touching communities’ insight heart. The flow of communication process is not common in this case that whether the intra-organizational communication to come first or community or any other. But because of the context in which the community initiative is always undertaken fulfilling the gaps. The data indicates that the community first started to create an organization with the recognition of the gaps and then connect with other agencies to have effective services meeting their needs. BM5 who is a board member of program leading committee expressed that the communication started with village and with the knowledge of this they make decision for sending teacher and building schools.

“we first talk with village leaders whether they can provide accommodation for teacher or not. If the village agree that we send volunteer teacher who graduated from TPC. Otherwise, this can create problem also regarding support for teacher. We provide some stipend sometimes but not every month.” [BM5]

It was also stated by OECD that “bottom-up approach” is a key principle in the communication process of building partnership (OECD, 2006). In this case, ECOs are the key at the middle consulting village community and also to agency who provide funding and technical support. The flow of communication is always start with village community which very lower level and after making confirmation of which accommodation or daily basic need support for teacher or material for school building and location which village can donate ECOs continue to consult with agency. Regarding three facets of communication, ECOs are taking more likely to discuss within their organization before approaching to either village community or agency since they need to consider availability of resource and commitment of community and possibility of action. ECOs are responsible for communicating both sides; community and agencies as well as communicating inside of their organizations with two overall purposes of communication according to interviews BM5, BM6 and ISM: 1) to identify the problems and solve the problems, and 2) to avoid the problems in program cooperating processes.

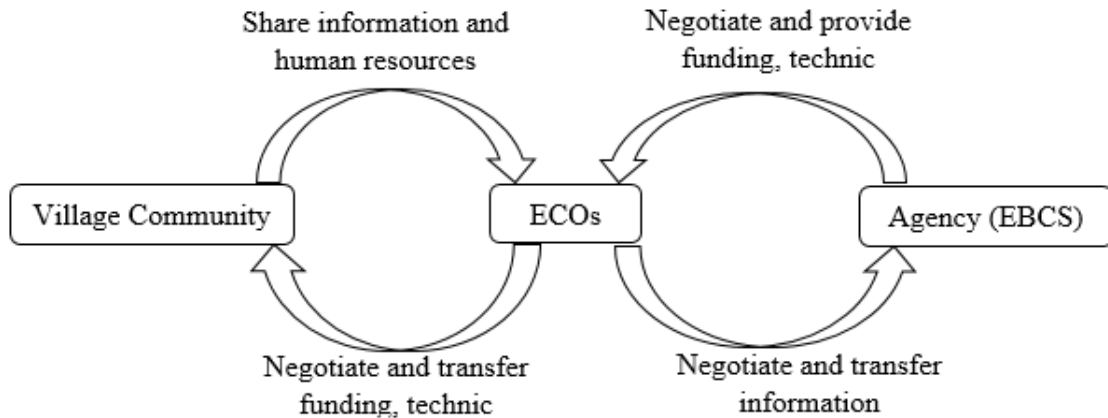


Figure 5.1 The communication process of ECOs partnership

The figure is developed to illustrate the communication flow process that is carried out as its climate drives the organizations to choose the partnership strategy as well. Community is the first group of people sharing information about the need. They notify the information to existing ECOs or gather together as a form of organization searching for agency who could help their needs to be fulfilled. The information flow to the ECOs and secondly it goes to agency through ECOs. Then agency return funding

and technical support through ECOs again. In this case, ECOs play key role to transfer information to agency and also transfer the funding, provision, technical to community.

Melaville and Blank (1991) have suggested that there are two kinds of delivery level at any partnership strategy. As this study has identified the strategy which ECOs have been chosen cooperation strategy for their joint beneficiaries, this need to be discussed what have been done at service delivery level and system delivery level.

5.2.1 ECOs cooperation at service delivery level

In this study, the findings identify that ECOs have more likely to engage in sharing information, making referrals, sending volunteer teachers to the teacher training center by providing transportation fee, and accommodation to collocate the training center when training project or monitoring service is conducted in every ECOs' areas. This study support the argument of Melaville and Blank (1991), in this case, that the ethnic communities' organizations have been cooperating in the project and training services, and helping each other by means of information sharing and technical supports under the guidelines of an agency without changing their genuine goals.

“We follow the guidelines that is set by KTWG because our EBCS is under the KTWG. It is called multi-ethnic network. They have a program that is program for local empowerment (PLE).” [ISM]

“We annually report to EBCS about the situation of project, schools and in term of delivering money or materials. For MTT, they have three cycle in a year receiving in-service training so that time they report the school situation. But our report is concern the whole community and represent our organization.”[BM5]

“Of course, we arrange training location when they (staffs) come to our place for monitoring and evaluation. And as we have agreed to send trainees to TPC we do also made expenditure for volunteer teacher to be able to reach TPC.”

[BM3]

These initiatives are to improve their services, quality, access the availability providing their clients. The findings indicate that the ethnic communities' organizations have been practicing with cooperative strategy, and its service delivery means to provide education provision; school infrastructure, books, stationaries for children, a limited monthly support for volunteer teacher, and teacher training for local volunteer teachers which is the main focus of this study. Reporting is the key to make compression of the situation and that supports the existing project to be done effectively. Melaville and Blank also stated that the cooperation at the service delivery level, partners help each other meet their respective organizational goals without changing any substantial in the rules and regulations that govern their agencies.

The findings indicate that educational management in ethnic community areas has been usually initiating by the ethnic local community; village itself. It was stated in the national education report of 2008;

“Self-help school, meanwhile, are established and managed completely by communities but often do not cover the full primary cycle. Usually not recognized by the Ministry of Education (MOE), these are typically located in the most remote area.” (Education T. M., 2008).

The data of study shows in both interviews and also in documents that the eastern Burma community school project which through cooperation of ECOs and ethnic educational organizations provide including teacher training, parenting awareness and education provision. This is quoted as;

“reaches the education provision into 1,621 schools, 5,549 teachers being trained, 1,35,237 students are provided across the country and approximately 48,000 parents are being given parental awareness.” [LESC (2016), ISM & BM1]

In order to deliver the effective service to the needy communities, ECOs might have also involved the system delivery level jointly. It is also suggested by Melaville and Blank that “local interagency initiatives can begin at either level.” Therefore, the gaps in the community are identified to prioritize.

As the climate of ethnic communities organizations have shown a clear picture that the ECOs aware of their needs. Melaville and Blank have shown that the high quality, comprehensive services have to focus on interagency partnerships as a key

potential that would create a large scale of service delivery. This means that small scale to large scale, a limited effort to stronger effort, and a weak quality to high quality through coordination amongst ethnic communities' organization. This means a change of both service and system. As many scholars have defined partnership in different words but the same idea and meaning. It is clearly and adequately defined "a shift from individualism to social relationships" (Bezzina and Camilleri, 1998) in which ethnic communities' organizations have been serving in their respective communities, for their respective children and families individually, independently and come to make a relationship with one another for a common need. Agreeing with above, Rosenberg (2009) also supported to Barnett, Hall, Berg, & Camarena, (2010) that collaboration makes huge advantages of resources, expertise and outcomes (Rosenberg, 2009).

Perhaps, partnership literally mean to the relationship existing between two or more persons or between two or more organizations to carry on the task together coordinating and supporting in agreement of the need-based. Each person or organization contributes financial, property, labor or technical skill, and expects to share in the profits and losses of the business. In this study, the finding shows that the ECOs are expected to share the situation of each community as information and knowledge for systemizing, policy making and goal setting. Especially for the identification of the gaps that could be carrying out with cooperative efforts.

At service delivery level, the workforce is the key to deliver information and to be able to share the valid information. Many volunteer teachers invested their times in giving training and surveying the situation of schools and community. Moreover, ECOs are cooperated in monitoring the existing services with management team (MT). Melaville and Blank have suggested that case management is essential to the effective process. "Effective case management establishes a systematic, continuous process". In Melaville and Blank's, the case management means problem-solving partnership amongst practitioners and clients. The suggestion is that the process needs assessment and goal setting, referral and service delivery, monitoring and fine-tuning services, and advocacy on behalf of clients for more responsive policy and procedures (Melaville & Blank, 1991). Moreover, in order to carry out these processes, a case management team should create as a centered to take responsibly. The data agrees the suggestion of

Melaville and Blank that ECOs have well managed the processes with a management team who carries out the entire program management of the project.

The study also somehow support the statement of OECD (OCED, 2006) that the “partnership also is to consider as a network”. The networking amongst ECOs can be considered as a beginning of the partnership. The finding indicates that ECOs are sharing information, and identifying the gaps together at a simple communication stage, and that allows to make the decision for partnership at both the service and the system delivery level. ECOs are least to directly get involved in one’s organization sharing the materials and financial, and no agreement amongst them despite all of them make partnership agreement with an agency which is EBCS. Every one of the partners (ECOs) are receiving the materials and funding from EBCS. The data indicates that the Karen Teacher Working Group (KTWG) is a key fundraiser for EBCS project as well in which ECOs make a partnership. The EBCS is managed under the umbrella of KTWG with the coordination of ECOs. The data confirmed that 7 ECOs which were in agreement, and there were more than 10 ethnic educational organizations which were involved as networking organizations for the beneficiaries in such identifying the problems, sharing the information, sending volunteer teachers to the teacher training programs, and shared planning strategies for educational reform process of Myanmar.

5.2.2 ECOs cooperation at system delivery level

The data gives a portion of understanding on system delivery at ECOs cooperation. The cooperation at system delivery level, the partners are required to initiate the assessment on the existing programs and recommend for further revitalization of the partnership through comprehensive service delivery. The findings of the data demonstrate that ECOs are required to make policy changes based on the shared knowledge of the further movement. Melaville and Blank (1991) described that “at the system delivery level, initiatives focus on making a set of policies and practices that can help building the broader network of service delivery and cooperative assess the need for more comprehensive services and recommend the strategies to coordinate the existing services.” At system delivery it could be seen that revitalized vision, mission, and objectives are the main parts for further comprehensive service delivery.

5.2.2.1 Revitalized vision, mission, and objectives

Revitalizing vision, mission, and objectives is renewing the relationship. The finding of the research provided the relevant information that the ECOs' program leading committee (PLC) often communicate for change. Despite Melaville and Blank argued that in cooperation at system delivery level the partners are not required to make a policy decision on behalf of organizations they represent, but cooperate initiative advocate for, rather than negotiate, policy, in this study identifies that ECOs are more likely to step negotiating policy for further relationship. In this case, the study make a comprehension over the partnership status that ECOs are attempting to change partnership strategy; cooperation to collaboration. ECOs are not required to commit budgetary as this could be agreed with scholars and this could be because of organizational situation that each ECOs have different situations in terms of need and priority change.

“we often discuss on our goals and mission either way of formal or informal (BM5). At least we could have online meeting among us. I think it is more likely to accept and smoothly goes to our target.”[BM6]

Notification of the situation and keep close to one another is always good for partners in which they be motivated and acknowledge one another on what the others are thinking. These lead attention on the need for change, build trust among partners, comprehend the priority and improve the climate for more decisive efforts. Melaville and Blank (1991) suggested that system-level initiatives can foster better coordination of existing service because cooperative system-level initiatives improve communitywide awareness of existing services. Responding to the results from assessment, to be able to fill the gaps revitalized the system structural, vision, mission, and objectives that would shift them into more effective and broader cooperative efforts in service delivery. But in this study comprehends that ECOs have moved more than coordinating in system changes. ECOs negotiate rather than coordinating in system delivery for more comprehensive services. They have come forward to add new vision which encourage to nationwide educational reform process.

“We're negotiating whether we move forward for absolute advocacy or just continue to coordinate the project which

ongoing at the same time implementing advocacy or the new vision to be stopped. It takes a year and still no answer because we couldn't meet all together. Some members attend the meeting and the others not and the next meeting the same thing happen. So I don't know what will be next" [BM5]

This could be seen as challenge for ECOs to move forward. However, the finding of the study demonstrates that the objectives of building partnership link with the reality. Melaville and Blank (1991) also suggested that it is important to link vision with the reality that the members are ultimately required to move beyond generalities, thinking, considering on their vision, and revitalizing. Findings demonstrate adequate comprehension on a partnership of ECOs and implementation which directly reach to the needy ethnic communities. The core vision of ECOs partnership is locally owned and administered education systems in ethnic community areas ensuring quality and inclusive basic education while promoting peace and cooperation among all peoples in Myanmar.

5.2.2.2 The form of continuum to a wider-network

In this study, the continuum of partnership could be describe unlike the other scholars such Snow, J. (2012) suggestion. Coordination in this study have found out that as action which is not a level of partnership stages (Snow, 2012). Because in partnership at any level either cooperation or collaboration has a proportion of agreement that exercise among partners. The findings of the study show that ECOs have been cooperating fulfilling the gaps that in both their respective ethnic communities and their respective organizations' capacity building. Due to the unbalance organizational situation among partners, ECOs, they choose a cooperative strategy that could help delivering comprehensive services providing education provision, teacher training, parenting education, and also strengthening their organizations. It was suggested by Melaville and Blank (1991) that partnership status can increase cooperative strategy to collaborative strategy when the participants are ready to move forward to achieve the goal of comprehensive service delivery.

Despite, ECOs continue to increase the partnership status which is higher involvement than cooperative, the participants are not satisfied yet with just cooperating in existing comprehensive service delivery. Ultimately, the decision is

made to collaborate and making a broader objective, and adding a new goal. Melaville and Blank (1991) stated that collaborative strategy is “called for in localities where the need and intent are to change fundamentally the way services are designed and delivered throughout the system”. In the cooperative strategy, although participants are agreeing to share space, information, referrals, no effort is made to establish common goals according to Melaville and Blank (1991). Now, ECOs attempt to establish common goals in order to address the root of problems which lies beyond the project delivery. According to Mellaville and Blank (1991), this involves jointly plan, implement, and evaluate new services and procedures, and delegate individual responsibility for outcomes of their joint efforts. The processes in collaborative strategy also involve negotiating and advocating that would help to address the fundamental issues. But this could carry out by making comprehensively the situation and priority of entire partners.

Precisely, an adequate understanding of collaborative strategy at system level efforts involve a cross-section of human service, the related educational institutions, government, and civic organizations identify gaps in service system across the community and recommend ways in which they could be improved. The data supports the suggestions precisely that ECOs being a success at the service delivery level in cooperative approach come forward achieving a broader network with the rest ethnic people at national level. This collaborative strategy among existing partners is in the developing process.

The data of the study indicates that coordination is a very basic relationship that can be seen at any level and any partnership strategy. According to John Snow (2012)’s toolkits, the continuum of partnership often starts with coordination, progresses to cooperation and collaboration, and ultimately results in partnerships. The study finding shows that a partnership will not necessarily follow all steps in the continuum, however, it depends on the climate which motivates them to achieve the goals. The study identifies that a coordination is an action or a role of management in partnerships that could be involved at any level and any partnership strategy. The ECOs partnership progress is illustrated with the figure that coordination is a principle and a nature of a group action. Coordination will always continue to exist at any partnership strategy: cooperation or collaboration. See the Figure 5.2 Continuum of partnership

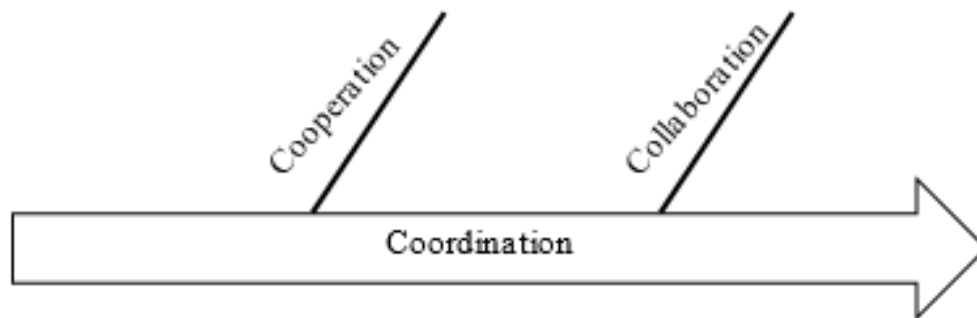


Figure 5.2 Continuum of partnership

5.2.3 The shape of partnership

In order to deliver the services effectively, the shape of its partnership is significant. Many different educational organization partnerships devoted to enhancing teacher quality that there is a need for frameworks to organize these arrangements, and among the more prominent frameworks in the teacher education are goal-focused and structure-oriented definitions. Rosenberg (2009), stressed on goal focus importantly that partnership as the cornerstone of collaborative educational reform efforts designed to improve the process of preparing teachers. The goal-focused form as described by Rosenberg (2009) is indicated in the data of this study as well. The following formative goals and contexts have driven to success ECOs partnership enhancing local volunteer teachers' quality that is as follows;

“preparing pre-service interns employing activities that link to practical school experiences
 delivering relevant professional development activities to in-service teachers
 optimizing service delivery outcomes and cooperation strategy and policy implementation
 providing leadership skills for organization needed to nurture and sustain new teachers
 Integrating theory, research, practice, and evaluation in all ethnic school settings”

Despite, ECOs partnership arrangement is not in basically the structure-oriented focus. Because of the context of ethnic community and technical limitations in which the organizational development is being at the circumstances transition to a new venture. Although the project has mainly two functions coordinating its services: program leading committee (PLC) and management team (TM), the data indicates that PLC members can voluntarily and individually involve in management team as well as the member of the management team (TM) can initiate the program planning. The insight discussion will be made in the third influential factor, human resource.

5.2.4 The characteristics towards successful implementation

The characteristics of ECOs partnership is determined using the checklist of characteristic of successful partnership which developed by OECD (2006). The finding of the study indicates that ECOs partnership is a successful partnership. The partnership has employed in which locally owned services delivered and extremely impressed the success of the project that delivered by ECOs partnership enhancing the volunteer teachers in terms of quality of teaching and comprehends the need of local ethnic communities. Melaville and Blank (1991) suggested that the effectiveness of the partnership will be driven by "the joint efforts' ability to deflect turf and control issues, reconcile differences in organizational mandates and professional perspectives, and making critical mid-course corrections in strategy and implementation." They strike deliberately the meaning to situational case management application. As this study also reviews in chapter 2 about the characteristics of successful partnership which pinpointed by OECD is used as a checklist of the study. Precisely, the checklist items are fully answered as positive except one item which indicates to the nomination of coordinator of partnership management team. In this case, also not to be considered as an obstacle in cooperating processes. This does not affect the management processes such as decision making and implementation in negative results. Nevertheless, this can influence on program planning sometimes having a negative impact while adjusting from agency perspectives because the coordinator is representing two roles at a time; coordinator of the partnership and also representing as an adviser from funding agency as well.

In this case, the study found out that the success of partnership management is only depend on joint cooperation. Sometime structure which hierarchical order is effective but not at all time. Situational leadership and joint venture focusing on the shared goal is more effective and it works. But there may be needed to have a strong leadership among partners. In the partnership mostly the weakness is neutralism that worse goal and delaying to reach out till the demand. It was found out by Jeffrey A. Alexander Maureen E. Comfort Bryan J. Weiner Richard Bogue (2003) that the staff leadership enables a partnership to tap into diverse skills and resources (Jeffrey, Alexander, Comfort, & Weiner, 2003). This study also support that ECOs have been effectively managed regardless of hierarchical order. Melaville and Blank (1991) stated that the success of partnership process depends on “a unified” character of high-quality service delivery and outcomes that participants expect to achieve. The data indicates that “a collective” decision making is a core practice of ECOs partnership. A strong sense of ownership which indicates the commitment of partners in cooperating the program planning and implementation process. Checklist number 1, 3, 4, and 5, have clearly shown that a strong commitment and inclusiveness of partnership approach led the ECOs partnership to a successful service delivery. Supporting, it was stated that “general characteristic contribute to positive impact and sustainability is participants’ understanding of the evolutionary stages of partnership development as well as the purposes, directions, and outcomes of the relationship” (Rosenberg, 2009).

5.2.5 Dealing with the challenges

The data finding indicates a little conflict arises during ECOs partnership developing processes. It was identified by Cheminais (2009) that “a lack of clarity arising about the roles and responsibilities of practitioners in a wider and more diverse workforce.” The study also supporting this issue that ECOs have faced in the setting of goal especially when they added new goal. OCED (2006) suggested that the problem can be created in the partnership through goal change. But here is not about the goal change, instead, new added goal makes ECOs to question on strategy and leadership. This is what happen in ECOs partnership. Only making understanding can be an effective instrument for solving this conflict. As this was suggested in OECD (2006) “to make a better understanding barriers, focusing on common goal; primary goal, and

relevant to each partner restructuring the cooperation framework of partnership (Förschner, 2006).

Melville and Blank stated that in the collaboration stage, members of partnership “must participate in a self-conscious process that asks not only what has brought them together, but where they hope to go, and most importantly what they have to lose”. Extending goals demand more valuable achievement. At the same time, it demands more risks in change. Melville and Blank (1991) predicted that there will be conflict, raise the difficult issues between quality and quantity, and determine resources delivery who, where, and how. Melville and Blank (1991) suggested that "if the issues are resolved early on, conflicts at the implementation stage will be minimized".

ECOs have been cooperating in terms of delivering services; teacher training, schooling, providing education provisions in the ethnic remote area about 3 years. The achievements are extremely valuable with 1,621 schools, 5,549 teachers, 135,237 students, and approximately 48,000 parents are being given parental awareness. The demand for a nationwide networking, the newly added goal is to create dialogue platforms amongst ethnic education actors and other stakeholders including government. ECOs believe that the result of dialogue would engage current ethnic education system to mainstream education system. This involves different workload for both short term and long term engaging political dialogue and advocacy among ethnic community organization and government as well. At the same time, another working group which is called temporary working group was created to coordinate network members and to implement the policies on behalf of the network. And therefore, two implementing groups appear at the same time and at the same partnership working group; project management team and temporary working group for the nationwide collaboration which is declared Myanmar/Burma Indigenous Network for Education.

The study also supports Cheminais (2009), that when practitioners engage collaborative ventures, there could be challenges emerged of working with a huge number of agencies, make more complexities involved and tough in managing. One of the factors that rise a little conflict in ECOs partnership is a lack of clarity of the roles and responsibilities of practitioners while ECOs have begun a wider and complex workloads. The data gives that they have made clear roles and responsibility for the broader network (BM2, BM3, and BM4 & BM5). However, here, in this case, the

members are in confused about service delivery that involves funding. Because in the network, there are two forms of the working group which carries out advocacy and project implementation differently.

Melaville and Blank (1991) suggest that when participants intend to choose collaboration must involve shared responsibilities, and communication is vital to organizations. Data indicates that communication is a tool for dealing difficulties using for initial relationship and problem-solving in partnership building. It is also assumed that miscommunication makes conflicts between partners as well. For instance, conflict in the ECOs partnership is not about unfairness or not between any two or ECOs, but it is just misunderstanding in the transition period. ECOs intend to change the character of partnership which they are currently cooperating for the urgent needs of ethnic communities into the collaboration strategy that would carry out the fundamental goals and long-term education provisions. Cheminais (2009) stated that challenges in the partnership are an inevitable for many different organizations with different situations getting involved. Melaville and Blank (1991) also indicate that a challenging climate can provide an opportunity for valuable planning time.

5.2.6 Meeting the Needs

Through the cooperation of ECOs brings many beneficiaries to the respective ethnic communities across the country.

“5,549 local volunteer teachers are being trained, 1,621 schools built, 135,237 students are provided learning materials, and approximately 48,000 parents are being given parental education.

helps many different levels of people to make attention on ethnic education.

helps to build a more cohesive ethnic community approach through united multi-agency practitioners taking greater ownership and responsibility for addressing local needs jointly.

promotes mutual support, encouragement and the exchange of ideas between ECOs, helping, sharing of expertise, knowledge,

and resources for training and good practice, leading to more manageable workloads.

improved coordination of services resulting in better relationships improved referrals and the addressing of joint targets.

helps to improve understanding and raise awareness of issues and agencies, and other professionals practice.”

Eventually, the great significant of ECOs partnership is the communication that interprets the quality of relationship among participants. The communication plays an integral part of partnership at any level of mechanism including establishing the goals and objectives. Mutual respect, mutual understanding, and shared-value are the essential to exist in the process of building a partnership. In order to carry the roles and responsibilities with those essential elements the right people who represent the needy children, families, and communities are the stones to deliver all aspects. The following section will be discussing on human resources that involve as influential to this partnership building.

5.3 People: Human resources

This section aims to discover the roles and responsibilities that partnership members play in ECOs partnership. The people who represent their respective organization in the ECOs' joint ventures are intrinsically considered the higher position, the superintendents in their respective organizations according to the data of this study. The finding indicates that the different level of people involved in the service delivery and these are crucial to joint ventures. It is about the relationship that essentially involved in the partnership in which the leaders commit their abilities over processes of strengthening joint efforts. It was stated by Melaville and Blank (1991) that the people in the partnership is importantly to be selected “their vision, commitment, and competence are central to a successful partnership.”

5.3.1 Leadership

The study shows that the leadership quality is crucial to carry out the roles and responsibilities to achieve the common goals, and negotiating among different perspectives. In partnership, who take the leadership role is quite risky since many different type of people and organizations with different policy background have come into one relationship. Melaville and Blank also described that the leadership quality as an influential to carry out the processes of negotiating on common goals. The data indicates that the leaders of ECOs are being chosen with quality, the highest position in their respective organizations, and commitment. The study would support to Jeffrey A., et al., (2003) that most effective leadership under these conditions recognizes the need for appropriate balance between power sharing and control, between process and results, between continuity and change, and between interpersonal trust and formalized procedures as it is joint work. Situational leadership which developed by Hersay (1988) is still applicable in the complex environment, directing, coaching, supporting, and delegating to staffs. (Hersay & Blanchard, 1988)

According to Melaville and Blank (1991), the effective leaders have the ability to comprehend each side of partners' point of views on the problems, and therefore, able to generate alternative solutions and pursue many interests identified, and bring into the common ground preventing from individual interests. Melaville and Blank described that when a person from the representatives of the partner organization is selected to be a leader of the joint ventures must have a strong commitment to the mission and the common goals that would achieve through the leadership of his/her. The finding of this study indicates that the leadership quality in ECOs partnership is not necessary to be seen at the cooperative strategic partnership at both service and system delivery levels. Because ECOs have come to participate meeting, discuss on mutual perspectives both sides funding agency and ECOs, but no necessarily needed to someone stands up pursuing the rest of ECOs. Because there is no such policy making, shared vision, and common goal setting practiced yet among them. This is supported as well by Melaville and Blank that in cooperation, participants coordinate the existing services at service delivery level without making any substantial changes to rules and regulations which developed by the funding agency. At the system delivery level of cooperation, the participants might also have some kind of evaluation, reporting,

examining their joint efforts. It is clearly stated that "because partners are not required to commit to making policy decisions on behalf of the organizations they represent, cooperative initiatives advocate for, rather than negotiate, the policy". This means that the organizations are not fully committed although they cooperate at some point of need by sending a representative. And therefore, the leadership role is not at the hands of participants, but in the hand of the funding agency or there are no such leadership roles to be on the screen.

Nevertheless, the cooperation efforts will ultimately come to increase towards collaborative. At this stage, collaborative involves shared vision, shared goal, and policy making as the organizations commit fully to the ultimate goal. They design as the collective idea is perceived. At this level, the quality of leadership would be appeared as for how he or she pursue others to grow the relationship. The study examines that Ethnic Communities' Organizations (ECOs) partnership has unable to overcome the challenges yet to reach this stage, collaboration. They attempted to make change cooperation to collaboration during 2014 and officially released the formation of MINE, but soon after a year, little conflict arises and unable to proceed activities as they had established the vision and goals. Although the leadership quality is not a key factor that which unable to proceed the visions and objectives, leadership quality can be considered as one of the factors. As discussed in the previous section, in the process, the challenges that ECOs face during expanding their network is because of the transition period which is inevitable. However, this transition period is a great opportunity for leaders that where they can practice their ability, quality, and alternative problem solution. In the interview BM3 stressed on leadership;

“we need very determine leader actually, but unfortunately nobody is like that.” [BM3]

Sometime vision-based leadership is more appropriate and effective to achieve common goal. As it was noted by Jeffrey A., et al., (2003). It is also described by Melaville and Blank that an indicator of the effectiveness of a partnership is the creation of new champions whose additional actions on behalf of shared goals and strengthen community.

Therefore, it is believed that collective efforts, making consensus in terms of generating ideas, perspectives, visions, and the workforce is invaluable. The neutral

leadership can produce better outcomes achieving collaboration purposes according to this study. During interview BM3 indicates that

“Only one member was standing on a neutral so that we did not completely break our relationship.”[BM3]

But there can also be negative outcomes which the partners cannot progress the process due to the unclear decision and both side turn dilemma like a boat drifting in the sea without a navigator. It is extremely needed someone should be the authorship with determination, commitment, and confident to uphold decision-making power. It should be constituent so that appointed leader would have more commitment to the leadership role, and spirit of ownership on the joint ventures.

5.3.2 People engagement

The study finding shows that human service is one of the key factors that all levels of people and groups involve in the joint working project. The finding indicates that in ECOs partnership for delivering teacher training, and education provision, generally five types of people involved: village's leaders/villagers, local young people (volunteer teachers), ethnic communities' organizations' leaders (ECOs), individual professionals, and agency. These people engage in the partnership processes and delivering education services jointly. It was also stated by Melaville and Blank (1991) that the people engagement include “not only those who political and institutional connections can open doors, but those who live and work in the community and represent the children and families the initiative is designed to serve.”

The data provides that partnership of ECOs has mainly two functions of organizational structure: 1) Program Leading Committee (PLC), so called Board of Program Committee and 2) Management Team (MT) who management the whole processes of delivering services; teacher in-service and pre-service training, monitoring, and coordinating the joint activities. PLC members are the representatives of ethnic community organizations who participate in cooperation and are superintendents in their respective organizations.

There is no question on the ultimate success of ECOs' joint cooperative ventures at service delivery level and system level. Most importantly, ECOs partnership includes all levels of people like village, community, and professionals. This

involvement creates effectiveness of cooperation delivering education provision, reach the information across the country. This partnership can be an example for any sector joint operation. The finding of the study indicates that the human service engagement is absolutely invaluable at any stage of joint ventures. But when the partners intend to attempt a closer relationship, taking full ownership with full commitment that the partnership is to design accordingly then they must have key leaders who can handle all challenges. Melaville and Blank also suggested that “the absence of major players will affect the shape and effectiveness of partnership plan”.

5.3.3 The role of staffs

The data gives a clear understanding of the roles and responsibilities of PLC and MT that PLC plays as a policy maker or decision maker and MT plays as a facilitator or as coordinator of the initiatives. The data shows that the management team (MT) plays a key role in implementing services that set policy and planned by program leading committee (PLC), and they are the group of people who translate shared visions into quality service delivery. They are responsible for teacher training, communicating with other funding agency, seeking a new partner when PLC has decided to add new partners, and monitoring along with volunteer teachers and community leaders. According to Melaville and Blank (1991), “the staff who must translate shared visions into quality service delivery” is the third important in human resource management.

Although Board Members (PLC) are automatically sent by their respective organizations to represent behalf of their organizations Management Team members (staffs) are unlike PLC members. They are who engages as professional individually with a job application. Because MT members are office bearers of ECOs, in fact. This team exists as a form of an agency. Therefore, PLC members are not responsible for the selection of this team member, but KTWG is responsible because as data indicates that this ECOs partnership/EBCS is managed under the umbrella of KTWG. Melaville and Blank suggested that clear selection criteria greatly help partnership development. In an interview, BM1 gives information that they always concern on ECOs partnership effectiveness so that always observe and making advice to the management team. This indicates that ECOs partnership staffs' selection also effect on the success of joint initiatives.

In summary, the people who are in leadership role is important, and leadership quality is crucial to carry out the roles and responsibilities to achieve the common goals, and negotiating among different perspectives. The people engagement from different level is essential to deliver joint working project. In addition, the clear roles and responsibility is also a key to effectiveness of joint ventures, and when the partners attempt to make change the partnership strategy, cooperation to collaboration, a clarity of roles and responsibility will more to be concerned.

5.4 Policies: Governing policies/values

The objective of this section is to find out the policy adaptation for developing partnership. The governing policy is the guideline which driven partnership throughout the joint venture processes. Finding from data indicates that no doubt over policies adaptation since the policies are developed purposefully at the very beginning of the Eastern Burma Community Schooling Project as the multi-ethnic network program hosted by KTWG. The data clearly shows that the overview of policy guidelines are contributed and mentioned in the criteria at the very beginning stage of making membership.

“A member organization has to have a positive view on indigenous people and their rights to education which projects; develop, promotes their languages, histories, cultures, livelihood, territories.” [EBCS’s Membership Agreement]

The Ethnic Communities’ Organizations partnership is carried out under the guideline that contributed in the criteria. The data shows that working protocol, mechanism, budgetary, program eligibility requirement and details of another workload, constituent legal policies for further collaboration, and communication policies are made in the meeting of PLC. Melaville and Blank (1991) stated that the set of governing policies of an agency can affect interagency partnership. The data indicates that although PLC/Board Member discusses and make policy, it does not go beyond the guideline that is set by EBCS. This shows that the policies adopted from KTWG. In the interview, BM1 who represent KTWG, ISM, and BM5 expressed that;

“Everything initiated by KTWG including program arrangement and policies, and teacher training curriculum as for now.” [ISM & BM5]

There is no disturbed and negative impact on the joint services, but it makes easier to manage because of the cases. It is believed that because of the partnership stage in which they are still in the cooperation. On the other, this might be because of the membership criteria make comprehension to every member who to participate. The other reason is that they have no such big issue to deal with yet as in collaboration stage that involved shared goals and ownership as well. It was explained by BM1 during interview that they have taken two roles;

“We’ve two roles concern with this project. The first role is that EBCS is one of our projects so that our duty is to make contact with funding agent, make a contract with an agent and also if there is to sign for the project we do it. The second role is we involve as program leading committee with other ECOs but we don’t manage taking care them in order not to go wrong. We’ve given full authority to EBCS to manage the project. We are also thinking that EBCS to become an independent organization in the future.” [BM1]

In cooperation strategy which ECOs applied in this stage is appropriate that agency coordinating at some status. This shows that they (KTWG) has previously an idea for further collaboration so-called nationwide network. EBCS which is a combination of ECOs are required to make better change and wider space to create for the rest of ethnic community to join with existing joint venture. However, it is a little knowledge that demonstrated by data that a little conflict rises when the ECOs try to move into collaboration. It is because ECOs started bringing their own vision into a combination of the entire members. This supported to start thinking of their own organization's goal, trend, and policies that could be relevant to change with this partnership or not. Once the organization involves in the change, collaborative joint ventures must have to fill with full commitment and responsible for the ventures. Melaville and Blank stressed that each organization brings their distinctive organizational characteristics which give rise to "turf issues". The issue can be identified

as the priority which members differently prioritize. For example, some wanted to implement the same education basic needs and others wanted to focus on advocacy that would bring sustainable quality education and development, and precisely this happens in ECOs. Eventually, the policies influence over partnership processes, and it drives the entire mechanism to achieve the goals. But the important is to negotiate among members, divide work task wisely, and making a more comprehension over the next ventures will help partnership success and sustain.

However, the vision which influence policy development and implementation is impressive to other stakeholders involve and commit for their children' education. This vision statement was confirmed during observation also that the educators, volunteer teachers who are being trained are absolutely local people. These educators comprehend the concept of teaching and learning by mean of educating children. Despite many researches encourage to develop local based, practically it is hard to be implemented but ECOs have well established and served their respective communities.

“The vision of ECOs is locally owned and administered education systems in ethnic community areas of Myanmar ensuring quality and inclusive basic education for all while promoting peace and cooperation among all peoples in Myanmar.” [LESC, 2016]

Sometimes unclear roles can create problem among partners. This was stated by Cheminais (2009) that clarity of rule and responsibility can make wider workload into great achievement. Some of the leaders disappointed and confused on representation of people. It was said in interviews by several board members but BM2's comment is quoted as below:

"One person representing two roles is a big difficulty for us, I think. And we don't work on agreement although we did the collective decision. For example, 70% of member attendant will prove meeting success but sometimes it doesn't work us."
[BM2]

The collective decision is the form of shared-vision, but how it would be translated into reality is matter. According to Melaville and Blank (1991), this can

happen and it is likely to indicate that goal-focused approach which cooperative strategy is applied. Therefore, in this study would like to conclude that policies is a guideline for ventures but when it is new to clients can be a big challenge. It is needless to say that ECOs are in transition at every setting; location, strategy and leadership as well.

5.5 Resources: Solid foundation for building sustainable partnership

The purpose of this section is to examine the availability of resources that would sustain the benefit of partnership. By examining the availability resources that would sustain and determine the permanent existing of partnership, there are a vast amount of resources ECOs have owned. Data indicates that ECOs partnership has invested in teacher education programs, numbers of volunteer teachers are being on service, and many schools are being built in the ethnic communities. These investments are the resources and the motivation factor sustaining the ECOs partnership. Nevertheless, those existing resources need to be “configured” to improve and to make the change into a wider service delivery.

5.5.1 Reconfiguring training programs and schools

The resources need to be rearranged especially teacher preparation programs. The data highlights that despite the in-service training is continuing, the pre-service training which is a nine month, is currently paused due to the transition. Data shows that the nine-month teacher training program will be rearranged that all teaching technic and teacher ethics to be given at early six months, and the rest three months will be given other life skills.

“We are discussing on training program period that out of 9-month training, 6 months to give all the technic and ethics of teachers, and then the rest 3 months should be given the teachers personal skills (e.g. computer, accounting, and office management, etc..). Because the entire VTs that trained in TPC do not become teachers, only some become as teachers in the village, instead, they become the leaders of village communities and office staffs.”[BM1]

It is very exciting and appropriate for local volunteer teachers who will be teaching in their respective schools, in the remote areas. The training program will be effective and helpful for them since all volunteer teachers in the village often become leaders and inspiration for the village that every aspect of life skills is contributed only by teachers. Most of all in interviews reflected that teacher training programs are effective and suitable for ethnic people, and also for volunteer teachers who only have low academic. But only one of interview participants has reflected on teacher training courses that the courses should be focussed on the subject matter. Melaville and Blank (1991) also stressed on the resources meaning to the service delivery, programs, and manpower which could determine the workforce investing in ethnic community areas for educational management that must be reinforced. During interview, BM2 who is former board member and also an alumni of Teacher Preparation Center (TPC) expressed that;

“The program should have a proper training manual and curriculum. They should focus to produce subject matter qualified teacher instead of teaching other extra subjects since there are many subjects taught in TPC.” [BM2]

The reflection from BM2 is to be taken into consideration in course manual development. Subject matter may not be essential in this case because the program provides teaching technic and basic need of the community that help local teacher able to demonstrate in their local context. On the other hand, the program period is short, and which support the alternative teacher training program that Rosenberg and Sindelar (2009) defined. This definition was explained supportively by Trogan (2011) that “alternative certification programs provide a direct route to receiving teaching credentials” (Trogan, 2011). However, the data underscores that the program focuses on volunteer teachers’ self-confident while Rosenberg and Sindelar are stressing on the certification and accreditation from government solving teacher insufficiencies. Because situation of volunteer teachers in this study is not similar to what Rosenberg and Sindelar described. The program objective is to produce locally owned education (LESC, 2016) the outcome of the program is reflected in positive way in most of practitioners’ perspectives. BM5 has described over the program and his young

volunteer who graduate from TPC. It was stated that quality of their teaching and communication skills are quite different than before.

“They return with full of confident on teaching and demonstrating with the elements of innovative teaching and learning, adding the local knowledge such as mother tongue, culture sources that can be used delivering the lesson, helping a student to the comprehension of the texts. The students are also more interested and motivated doing, using their local things, and happy in learning the lesson. I could see there are a lot of changes mentally developed, skills, and behavioral towards student are intrinsically changed. Even the way they communicate to us is different from before they were trained in TPC” [BM5]

It was stated that partnership in educational context could create quality to teachers. The program generally can be considered as alternative teacher training but the focus cannot be the same as Sindelar and Rosenberg meant. Improving self-confident among volunteer teachers is because previously they became without receiving any teaching theories and they did know themselves that they need to be trained in a basic theoretical knowledge of teaching for the best serve to their community and their children effectively. The program in this study has given a particular attention to the teacher shortage, and basic technical supplies in ethnic community areas instead of focusing on certification and accreditation of government. In addition, the data demonstrates that the program attempts to apply mother tongue-based multilingual education (MTB-MLE) as it is the common attention and priority of ECOs partnership's long-term vision and objectives. In taking into account the teacher training program track seems to be “track four” of Denis Malone (2011) which is particularly for local teachers (Dennis & Susan, 2011).

5.5.2 Reconfirming existing teacher preparation programs

Teacher preparation program that the study concern is alternative teacher preparation program. The alternative teacher preparation program is defined in this study that which is developed independently in terms of technic, quality and regardless

of competency of government oriented teacher preparation training which is traditional type. Finding of the study gives that the existing teacher preparation program in which ECOs' joint effort is mainly focus on local context and relevant teaching and learning technic. It is far more different from government oriented teacher preparation in terms of using technic. Interview gives the data as follow:

“we give teaching technic using local context although the textbooks are used government's textbook. Some schools add some subjects that are produced by respective ethnic groups or churches or monastery. It means that school curriculum depends on school situation. If the school is under government then the curriculum is government, if not others' added or used ethnic based curriculum totally. So we don't have particular instruction for text instruction but we give the teaching methods to be able to teach in the different culture context, for example, math subject to deliver in the students understandable context.”[ISM]

It was stated that teacher preparation program alternative approach is alternate routes to teacher certification (Boe, Sunderland, & Cook, 2007); Dolores Carr (2013). Trogan (2011) stated that Alternative teacher certification program is which differ from traditional teacher preparation favoring diversity of culture context and it has some wider characteristics that apply universally while there are diverse models in teacher preparation programs (Trogan, 2011). As teacher shortage in Myanmar is the biggest challenges to achieve the EFA goals there are reports have frequently stated about insufficiencies of teachers and the need to recruit local teachers (MOE, 2008). The statement explains that “ACPs provide a direct route to receiving teaching credentials” (Trogan, 2011).

Dolores Carr (2013) stated that Alternative Teacher Preparation (ATP) typically allows teachers to enter the classroom by postponing or bypassing many of the criteria required by traditional teacher preparation programs (Carr, 2013). The National Association of State Directors of Teacher Education & Certification also stated that the requirements of ATP vary greatly across states (NASDTEC, 2007). However, while these statements focus on the criteria and certification that ATP means for them who could become through alternative route to teachers this study would importantly mean

untrained teacher to be trained and solve teacher shortage regardless of certification comparing to government oriented teacher professionals. It is good that Dolores Carr suggested the professional teaching and preparing to be a teacher is to standardize in academic. The study would support Townsend and Ignash (2003) that alternative certification branch out the populations of educator (Townsend & Ignash, 2003). Also May, Katsinas and Moore (2003) have found that Alternative Certification Programs (ACPs) have produced solution to teacher shortage (May, Katsinas, & Moore, 2003).

The researchers have found that ATP is as qualify as traditionally prepared Hawk and Schmidt (1989). The data also demonstrated that teachers who are trained from TPC is able to compete with teacher who are trained from teacher education institution. Especially in creative instructional method is more able to deliver than those who graduate from government Education College.

“Although they are good in teaching subjects reading in Burmese, they cannot relate to reality and demonstrate creatively. As you know in our country teacher usually read the text clause by clause and student follow the voice, so it is just they can do more than us sometime because we’re lack of Burmese reading. But what I learn from TPC is not like that. Teaching doesn’t simply mean reading one by one but making student understand what the text really says and what to apply in our daily live according to my knowledge. I don’t know may be I might be wrong.” [TV8]

It was also indicated by Laczko-Kerr and Berliner (2003) that “traditional programs of teacher preparation results in low achievement of student academic in primary schools, and they pointed that both under-certified teachers and traditional teacher preparation programs could be harmful in teaching and learning. They claim that alternative certification programs could be most supportive in academic achievement because in ACPs the participants mostly come to attain certificate willingly, and with full commitment to work in rural areas (Laczko-Kerr & Berliner, 2002). This is extreme to be agreed with, that volunteer teachers who have been working in their respective communities are absolutely by commitment and willingness, but not by academic qualification requirement or motivation of salaries. Laczko and Berliner suggested that

the need of ACPs is to build a quality system in alternative certification programs that would contribute well-trained teachers in rural and skillful and full commitment to teaching.

Allen (2003) suggested that alternative certification programs could help to diversify the teaching workforce, this distinction could appeal to school districts seeking to diversify their teacher workforce and enhance educational opportunity for all students regardless of culture or ethnicity (Allen, 2003). The same way Coble and Azordegan (2004) suggested some of the strategies that Alternative Certification Programmes should get involved with the public school, colleges and university (Coble & Azordegan, 2004) because this strategy can increase the processes and develop professional ones in the educational field.” (Trojan, 2011). The finding of the study indicates that TPC have not connecting yet with any public institution of teacher education and college. This was expressed by ISM during interviews.

“we haven’t connect with any of teacher education institutions or college of government.” [ISM]

(Rago, 2007), also suggested that teacher training program should be communities centered concerning the cooperation of teacher and communities. Far more, the study found of that teacher preparation program is totally local based and cultural relevant teaching technic is being employed. This only need to be more pushing on the quality and competent and having cooperation with teacher education college in order to make sure accreditation for volunteer teacher so that the volunteer teacher will more accountable and confident for their long term career. This can help absolute solution to teacher inefficiencies.

5.5.3 Reinforcing Manpower, Financial, Materials, and Commitment

Reinforcement of human resource and their commitment emerged as great essential to sustain the ECOs joint efforts. The data highlights that the resources including volunteer teacher who is being trained as the outcomes of ECOs joint efforts, financial, people with full commitment, and materials including course manual and possessions are evident to motivation and sustainability of programs. Melaville and Blank suggested that the resources to be deployed can be changed creating more comprehensive services.

The data shows that the community involvement is more important than funding agency connectivity. Because the partnership focuses on the community-based initiative. It is also suggested by Susan Malone regarding community-based program planning in mother tongue-based education program as essential. National Council for Accreditation of Teacher Education (NCATE) underpinned that partnership between school and family, school and community, and school and university will promote teacher quality and student achievement (NCATE, 2009). Rosenberg (2009), also stated that the school-university partnerships are that working together in many ways to initiate preparation of professional development of teacher with local education agencies, local community-based schools, university or higher education institution (Rosenberg, et al., 2009). These collaborations make huge advantages of resources, expertise, and outcomes (Barnett, Hall, Berg, & Camarena, 2010), as cited in (Rosenberg, 2009).

Melaville and Blank (1991) suggested that when the “interagency partnerships have the potential capacity a new funding will be necessary to bring sufficient services to a large number of children” in sustaining and increasing the joint ventures. Above all, the strong commitment ECOs leaders, volunteer teachers, village communities, and the program staffs are the ultimate resources to carry out their goals producing qualified ethnic local teachers solving teacher shortage. It is to be taken into account that the commitment is greater than any other resources to accomplish one’s goals and objective. Melaville and Blank stated that those available resources are the motivation factor which driving the collaboration as well.

Eventually the resources are needed to be reconfigured as part of a systemizing strategy to increase the joint efforts as Melaville and Blank have suggested. The finding of the study examines that everything that is involved in teacher preparation programs including program course preparation, training center construction, office establishment, and human service (leadership), is in the reconfiguration process. Every part of the venture is in transition challenging with the instability of program arrangement because of location changes as they moved from the Mae Sot, the Thailand border to the inside of Myanmar recently. Despite the nationwide partnership network process is in silent for the present, the resources as discussed above indicate that ECOs joint cooperation and teacher preparation programs sustaining and even more producing a comprehensive services and system engagement.

To conclude the discussion, as the main objective of the study was to explore mainly the management processes of ethnic communities' organizations partnership for teacher preparation program, it is to be taken into account that five dynamic factors; climate, processes, people, policies, and resources which are importantly involved. These five factors are depending on one another by linking the cause and effect throughout partnership. Especially, climate is the key for initiation of stimulating policy making processes while others such as people and policies are importantly involved to succeed and make satisfied the climate's demands. And the resources that can be from each partners in terms of human resources or initial engagement of material and also it could be the products of partnership itself and this would ultimately lead to sustain the participants' relationship. This study is discussed and presented in accordance with Melaville and Blank (1991) on structuring interagency partnerships to connect children and family with comprehensive services in educational setting. To be able to answer the main objective, the sub-objectives which extend the discussion are: 1) to identify the climate that influence building partnership, 2) to explore the processes of ethnic communities' organizations partnership development for promoting local volunteer teachers, 3) to discover the roles and responsibilities that partnership members play in ECOs partnership, 4) to find out the policy adaptation for developing partnership, and 5) is to examine the availability of resources that would sustain the benefit of partnership. These objectives led different perspectives of different researches gather into one comprehensive study and answer the main objective. It is a comprehension of the study purpose that the management processes of ECOs partnership is successful and crucial for ethnic education. This initiation is a best example for educational organization partnerships as well since ECOs partnership genuinely local based. This could lead to ultimate sustainable development.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study. The outlines of this chapter are presented in the following:

- 6.1 Conclusion
- 6.2 Recommendations

6.1 Conclusion

The main objective of the study was to explore the management processes of ethnic communities' partnership for teacher preparation program. To be able to answer main objective five sub-objectives emerge: 1) to identify the climate that influence building partnership, 2) to explore the processes of ethnic communities' organizations partnership development for promoting local volunteer teachers, 3) to discover the roles and responsibilities that partnership members play in ECOs partnership, 4) to find out the policy adaptation for developing partnership, and 5) is to examine the availability of resources that would sustain the benefit of partnership.

This study was done in Pyin Oo Lwin Township, Mandalay Division of Myanmar where the office of the ethnic communities' organizations partnership project is situated. By applying qualitative research design, in-depth interviews were conducted as the main research method and supported by observation and documents reviews. The thematic analysis was applied and discussed by using Melaville and Blank (1991)'s Five Variables Interagency Shaping Partnership as Framework. The entire population of interviews was undertaken with 16; 7 board members, 1 in-service manager, and 8 of volunteer teachers. The whole research process; data collection, translating Burmese recording to English document, and data analysing was carried out without any research assistant. This would be a limitation of this research in term of reliability.

As the core result of study, the framework of the partnership management process of is developed. Researcher could make a well comprehended the processes of the management of partnership and this is illustrated with figures as shown below.

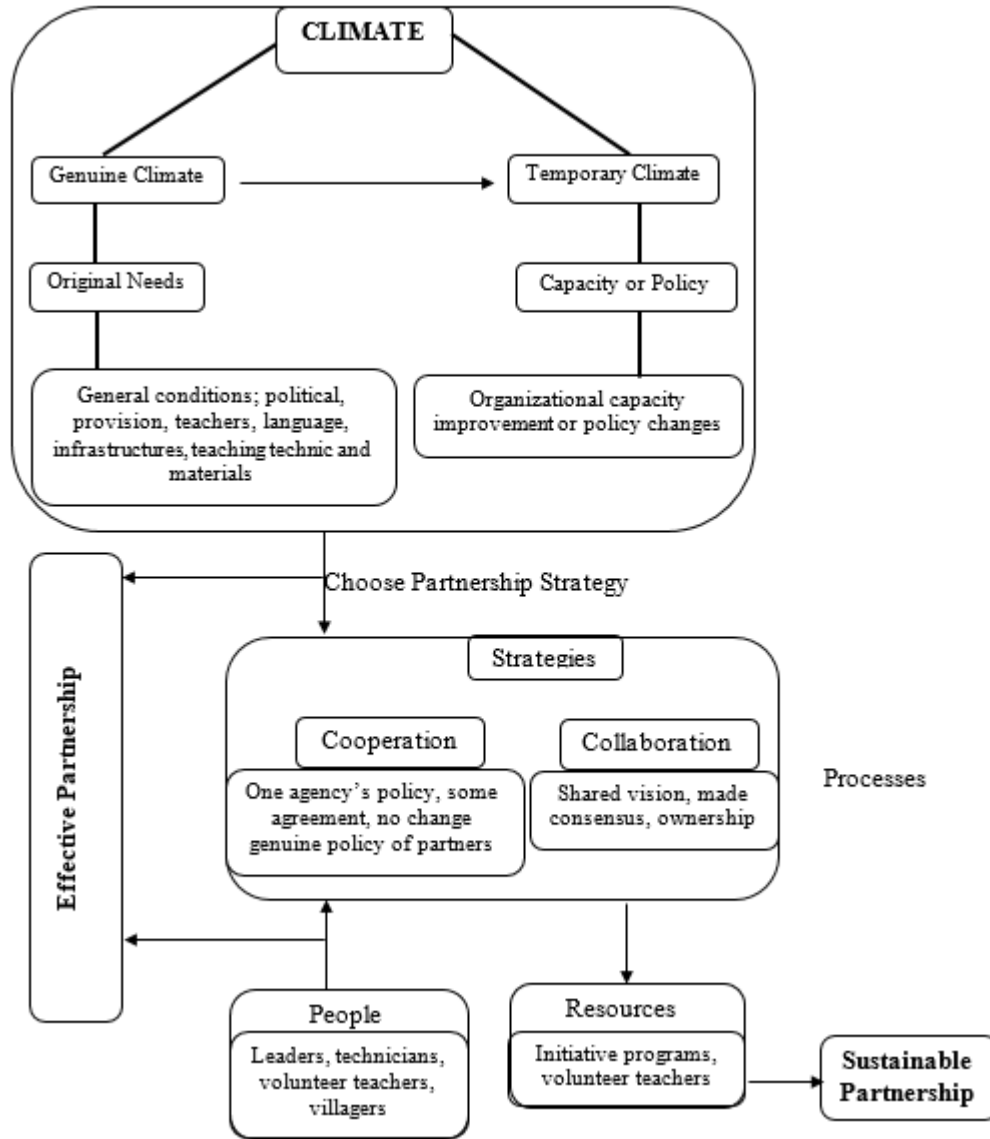


Figure 6.1 Effective and sustainable ECOs partnership framework

The figure illustrated that five factors are essentially involved for effective and sustainable partnerships management. ECOs have been driven to work together through the strong climate that shifted their organizations aware the benefit of the partnership. It is crucial to make these five factors to be comprehended when the educational organizations intend to make partnerships. The factors are summarized as following.

6.1.1 The climate

The climate is the key and the main factor that has driven organizations to choose partnership strategy. Not only for selecting partnership strategy but also for the selection of participants in which the relevant organizations to participate so that the partnership would carry out the processes effectively. In this study, the climate is found as two pathway which could be categorized as genuine climate and temporary climate as shown in the figure. The genuine climate is which the original needs of ethnic communities such as education provisions, political conditions, school infrastructures, teacher insufficiencies, language – classroom communication, teaching technic and learning materials are involved. The temporary climate is in which organizational needs to be improved and this climate could be driven by the genuine climate. Especially, many of ECOs have come to form organizations protecting, serving, and leading their communities. Most of the ECOs have formulated their organizations when they realize the problems so-called genuine climate. In order to solve the problem, they become institutionalized from individual to a form of organizations as ECO. Then the newly formed ECOs needs capacity improvement and a strong settlement, and therefore, they search for partners where they can build a relationship with other organizations that would help the organization's capacity improved. Moreover, the temporary climate could be a policy change of existing organization. The organization needs further investment so that it shifts into joint working. As this study found out that some ECOs join this partnership to increase their activities such as building numbers of schools and to increase teacher population while newly formed ECOs are to gain organizational capacity. Nevertheless, the genuine climate is common for ECOs in Myanmar while there could be different demands of ECOs in terms of temporary climate. It is clearly shown in their vision statement that the common demand is to create a locally owned quality education in ethnic areas.

The climate influences choosing partnership strategy. The study found out as described in discussion chapter the ECOs have implemented through a cooperative strategy which each ECO have a space for their current demand without changing their genuine goals and policy in respective organizations. ECOs who have to join for partnerships have a different status. This is one of the reasons they could choose the cooperative strategy. If the entire members have the same status could be leading to

collaborative strategy appropriately. Most importantly, it is noted that some ECOs have strong engagement and they have the strong organizational capacity to shift their partnership more collaborate. Attempting to move forward for a nationwide collaboration is which ECOs have to be ready for anything changes that would be a collaborative strategy. With this readiness, ECOs also have responsibilities and full accountabilities serving with ownership spirit not just as cooperation by participating in a limited space. ECOs have experienced this challenges during this strategic process. It is the norm that multiagency partnership always faced with this challenges as recommended by Cheminais (2009). Additionally, the climate influenced the partnership characteristics that ECOs partnership is a type of goal-focus rather than structured oriented characteristics of partnership in which they have delivered effectively and implemented their setting goals.

6.1.2 The processes

The processes are carried are driven through the climate and also depends on a participant who involves. Especially, it depends on the selection of partnership strategy at the beginning of a relationship which has influenced by climate. ECOs have come for a joint venture, cooperating in the project that has initiated by KTWG. Without changing any of their organizational structures and genuine goals that ECOs have in their respective organizations coordinate the services to be a success. While the relationship is made, the findings showed that the communication is an integral part that significantly involves interpreting the quality of relationship among participants. The communication plays a key to the relationship in terms of sharing information, negotiating, service delivering, training, and it makes more comprehensive services at any level of partnerships. The communication is essential in improving mechanism including establishing the goals and objectives as well as the implementation of the projects. Furthermore, mutual respect, mutual understanding, and shared-value are the essential to sustaining and supporting the effective communication during the processes of building a partnership.

The study found out that the comprehensive strategy and the needs are defined since community level. Most of the ECOs have formed purposefully to solve the particular problems which are teacher shortage and the lack of education provision.

They have come with good knowledge of ethnic community needs and strong commitment dealing with the needs by themselves. Therefore, the study would underline that this initiation starts at the community level. The initiation of partnership processes, with comprehension of the climate which they face, is always undertaken ultimately ethnic community-based at village or school district level. Later, these have come to link with other institutions or inform to the existing organization, and the organizations begin to make a relationship with one another concerning the challenges. In addition, the partnership naturally continued and it always changing since the relationship is made for dealing with challenges achieving the goals and objectives the members have set.

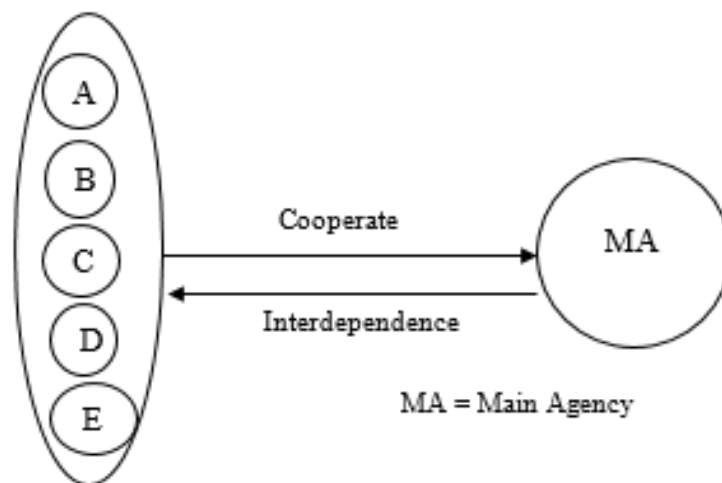


Figure 6.2 Cooperation stage

The figure illustrates the management role of partners that cooperation stage has one particular agency that handles all funding and technical support for ECOs. In the right cycle "MA" is the main agency in which representing funding and a technical supporter. In the left cycle which represents ECOs. The right directing arrow line represents ECOs' effort that contributed to main agency together. The left directing arrow line shows the supports; funding and technical from the main agency, and these show that main agency and ECOs have interdependence. As shown in the figure of effective and sustainable partnerships, at the cooperation stage of partnership does not affect ECOs' genuine goals and any changes of policy. At the same, the partners do not

have full participation or ownership over the joint work. One agency dominated the partnership strategy and policy and partners are contributing their effort for their different interest in a limited space.

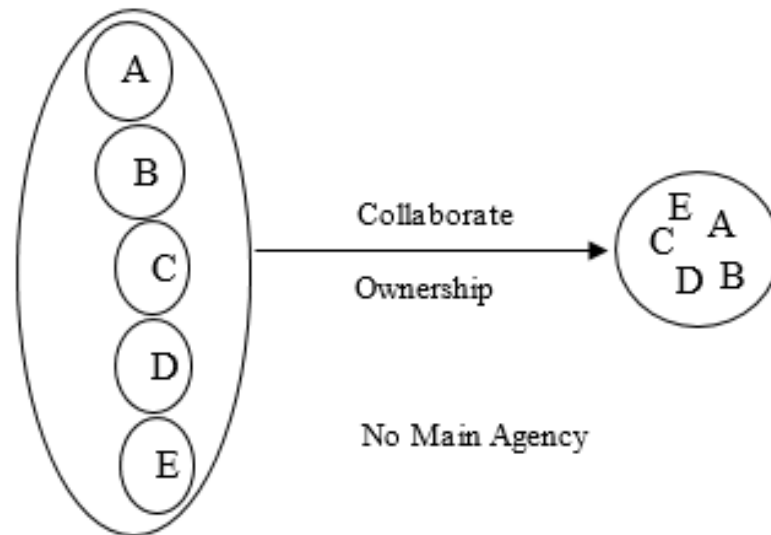


Figure 6.3 Collaboration stage

The figure of collaboration indicates that there is no particular agency dominated by the joint venture's policy and strategy. In the right cycle demonstrate that ECOs have come together in one cycle representing their respective organizations at the same time no distance between them. The cycle represents the partnership and the partners have the same responsibilities and accountability to this partnership which mean ownership.

It is clearly recommended by various research that when the partnership becomes strong and bringing the more comprehensive relationship between partners ultimately come to build a more collaborative strategy. While the organizations make relationship one another and cooperate in comprehensive services, the organizations attempt to collaborate with them. The continuum of partnership to always happen in effective partnership and ECOs have been successfully adopted the cooperative strategy, however, there are some challenges while some of among them attempt to make change cooperation to collaboration partnership. The study assumes that this because of transition, different status of among ECOs and different priority. The ECOs have added the new goal that could be relevant to all participants' genuine climate to solve, however,

this need to be carefully chosen the right strategy. Eventually, this does not affect significantly to break them on the way because the newly added goal is the common goal – genuine goal. It is found that the implementation strategy is the matter of challenges, and it is negotiable and solvable. In addition, in the continuum of partnership, coordination always exists as action verb-formed either partners practice cooperative strategy or collaborative strategy. The coordination cannot be considered as a stage of partnership.

6.1.3 The people

In order to carry the roles and responsibilities with essential elements of partnership such as establishing shared goals and objectives, the right people who represent the needy children, families, and communities are the stones to deliver all aspects. The study has found that human resource management in ECOs partnership is effective, and appropriately applied at this cooperation level. The leader of every member organization comprehends the roles and responsibilities and effectiveness of their participation as well as recognition to the participation of other working staffs and volunteer teachers. Therefore, the project which they plan is always success and thousands of volunteer teachers being trained at very period of time through joint cooperation.

The findings indicated that people who are in a leadership role are an essential for the future of joint ventures, and leadership quality is crucial to carry out the roles and responsibilities to achieve the common goals, and negotiating among different perspectives. The people engagement from different level is essential to deliver the joint working project. In addition, the clear roles and responsibility is also a key to the effectiveness of joint ventures, and when the partners attempt to make change the partnership strategy, cooperation to collaboration, a clarity of roles and responsibility will more to be concerned.

6.1.4 The policies

The governing policy is the guideline which driven partnership throughout the joint venture processes. Finding from data indicated that policies are developed purposefully at the very beginning of the Eastern Burma Community Schooling Project

as the multi-ethnic network program hosted by KTWG. The finding clearly shows that the overview of policy guidelines are contributed and mentioned in the criteria at the very beginning stage of making membership.

The Ethnic Communities' Organizations partnership is carried out under the guideline that contributed in the criteria. The working protocol, mechanism, budgetary, program eligibility requirement and details of another workload, constituent legal policies for further collaboration, and communication policies are often made in the meeting of PLC. It is found that although PLC/Board Member of ECOs discusses and make policy, it does not go beyond the guideline that is set by EBCS. This confirms that the policies are adopted from KTWG and it is a challenge for ECOs partnership if they intend to move to further collaboration.

Eventually, the individual organization's policies still influenced over partnership processes. ECOs are in a critical situation regarding the nationwide network process because of individual policies influences. As discussed in the previous section, the members have different priority although the newly added goal is common to achieve. Some of them intend to establish a firm network organization and focus on advocacy while some of among them are not. This shows that the policies of each organization are still in consideration among them while they attempt to establish common goal and objective. However, it is the norm that the challenges are always inevitable in collaboration since it brings the organizations with a different perspective, different organizational culture, and with different experts from the joint efforts. The important is to negotiate among members, divide work task wisely, and making a more comprehension over the next ventures will help partnership success and sustain.

6.1.5 The resources

The availability resources are considered as a factor in sustaining partnership and determine the permanent existing of partnership. There are a vast amount of resources ECOs have owned. The findings of the study indicated that ECOs partnership has invested in teacher education programs such as pre-service teacher training, in-service teacher training which is mobile teacher training, and teacher establishing education services which focus on building a school and at the same time taking leadership in the very remote areas. Numbers of volunteer teachers are being

trained and they are on service, and many schools are being established in the different ethnic community's areas across the country. These investments are being available as resources and the motivation factor to sustaining the ECOs partnership.

Nevertheless, those existing resources need to be “configured” to improve and to make the change into a wider service delivery. The resources need to be rearranged especially teacher preparation programs. The findings highlighted that despite the in-service training is continuing, the pre-service training which is a nine-month is currently paused due to the transition. Currently, this program is undertaken in consideration to rearrange. The training program has no connection with government teacher education or any other education department which are under the ministry of education could be seen as one of the gaps that weaken in the competition.

The finding of the study showed that the strong commitment ECOs leaders, volunteer teachers, village communities, and the program staffs are the ultimate resources to carry out their goals producing qualified ethnic local teachers solving teacher shortage. Volunteer teachers are less confident in terms of job opportunity and less in touch with government education department and this could lead difficult to transfer and exchange the knowledge with government teachers and as well as in the activities of government education system revitalization. The recognition is one of the keys, though, and it is assumed to be lacking according to data and observations. It is believed that there are lots of resources which developed through joint efforts of ECOs, and these can carry the long-term vision to accomplish and sustain the culture of collaboration among ethnic communities' organizations of Myanmar. In addition, the findings demonstrated that the partnership policy attempt to focus on mother tongue-based multilingual education (MTB-MLE) as the common attention and priority of ECOs partnership's long-term vision and objectives. As the objective of ECOs has mentioned developing locally owned education, this to be taken into account the teacher training program track is “track four” which of Denis Malone (2011), is particularly for local teachers. All these characteristics and resources are frequently applied in this ECOs partnership full commitment to sustainable development.

In conclusion, it is importantly noted that these five dynamic factors that involved in the educational organizations' partnership as essentials such as climate, processes, people, policies, and resources giving an adequate solution to a successful

partnership. Most importantly, the climate should be firstly confirmed and comprehended before the organizations choose partners and selecting the partnership strategy. Otherwise, the irrelevant situation occurs during the processes and this will lead unsuccessful partnership. The participants should consider those factors to elaborate within the partnership. When these five factors are being made in comprehension the organizations could carry out the processes smoothly and success. The commitment of people who involved is necessarily influencing effectiveness in building a partnership. The study found out that the right people are extremely needed to carry out the roles and responsibilities. The governing policies make partnership strategy changes and the strategy should be relevant to comprehensive services which they could deliver. Because the policy influenced goal to change and has emerged as challenges for partnership. The choice of focus strategy could become challenges for partnerships. Most important is to have a better understanding of participants as they have shared their respective goals, exchange to one another to be able to help. Challenges are inevitable while the partnership grows at collaboration but how the members make adjustment and negotiation is more matter. The important is to negotiate among members, divide work task wisely, and making a more comprehension over the next ventures will help partnership success and sustain. The initiative products of partnership become resources and it makes their relationship stronger and sustainable. In this study, the products of ECOs partnership have become their resources such as teacher education programs; pre-service teacher training, in-service teacher training, and teacher establishing education services in which focus on school leadership, and these become the resources for them to keep moving forward to the sustainable relationship.

6.2 Recommendations

Based on research findings, to provide an adequate solution to the issues of inefficiencies of teachers, ECOs is to move forward into a nationwide partnership with the certainty of strategies in accordance with the policies. It is good to have a form of network for the newly added goal that is advocacy and the previous goal which ECOs firstly join for the project could remain the same status so that the ECOs who are relevant and who has strong priority for advocacy can involve in the activities of network-form

advocating a nationwide educational reform. The same way the door must be opened in both project partnership and advocacy network that ECOs to be able to engage and contribute their ability and investment in anytime with both advocacy network and project. Some of the ECOs might be involving in both activities and that could be given opportunity in order to have strong, effective and sustain the relationship among them. This strategy would help ECOs partnership towards long-term sustainable development and quality education. The study recommended further research that need-based assessment is needed and TPC products should be considered for investigation. Qualitative research is appropriate. The insight recommendations are made 1) for ECOs partnership and stakeholders to elaborate and to be able to extend and expand their joint effort for ethnic children's education, and 2) for further research.

6.2.1 Recommendations for ECOs partnership

The followings are recommended for ECOs as stakeholders:

1. Each partner organization identifies clear goals based on their need assessment so that they can negotiate in the partnership management
2. Two patterns of partnership can be practiced; cooperate in delivering projects and a network-pattern for advocacy.
3. The volunteer teachers who are being trained at Teacher Preparation Center should be given the first priority to employ as teachers in school because they have received teaching and learning technic as well as teacher ethic which is very important for a teacher, instead of employing untrained teachers to serve as teachers in remote areas.
4. ECOs make a strong relationship with local level government so that the products (trained volunteer teachers) would be easy to negotiate with them and make space for volunteer teachers' job career.
5. Teacher Preparation Center should be linked with the institutions which accredited by Ministry of Education so that the teacher shortage can be solved faster and effectively.
6. ECOs partnership move forward to a nationwide partnership with the common vision that is set, advocating for the long term inclusive education, and respecting indigenous language and cultures.

As Burmese saying, “ပြိုင်တူတွန်းလျှင် ရွှေနိုင်ပါသည်” “*byaing du twun lyn ywueh naing ba thi*”, which means "the collective efforts can make a change". The collaboration efforts of ECOs can make a manifold prosperous nation by reconstructing inclusive, quality, and relevant education system.

6.2.2 Implication for further research

For the further research, the need-based assessment is needed in each partner organization in terms of organizational management. Teacher training program content could be evaluated. The qualitative approach is appropriate.

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APPENDIX

INTERVIEW GUGELINES

Interview Question Guides for Key informants

1. Describe the social and political climate of the ethnic communities prior to the partnership.
2. What impact did the climate have on the creation, development, and implementation of the partnership?
3. How did you work with the other organization to establish goals and objectives, agree on roles, make decisions, and resolve the conflicts?
4. Which of the process were most important to you?
5. What are the challenges taking educational intervention and initiation in certain situation (conflict and discontent of the country)? How do you deal with entire challenges?
6. Describe your relationship with leaders of the other organization. What impact did personal relationships have on the partnership?
7. How do you define a successful partnership?
8. What advice do you have for other organizations looking to partnership?
9. Describe how the policies and guidelines of an organization are adopted. It includes budgets, target populations, and operational language. What are the major governing structures that influence decision making in your organization?
10. How did governance issues, such as state and ECOs mandates, funding structures, or bound policies, help or hinder the partnership?
11. How would you describe the human and financial resource available to your organization? What other resources were available to you?
12. What resources do your organization have that were able to be exchanged in the partnership?
13. What is main focus of training? (Training technic, curriculum and courses are used?)
14. Do you associate with MOE and other national educational institutions?

15. What are the criteria for selection student teachers? Do you also practice contract with student teachers after they graduate from TPC?

For Volunteer Teachers (VT)

1. Describe your experiences in TPC, and field work.
2. Describe on the courses that you study in TPC relate to your community needs.
3. What do you comment on ethnic education provision that demonstrate the quality education.

BIOGRAPHY

NAME	ANUI
DATE OF BIRTH	28 th July, 1983
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