An introduction from
Hannah Marcazzo, Executive Director

Welcome to the Autumn 2020 issue of our Prospect Burma newsletter.

At Prospect Burma we are always speaking about the importance of critical thinking, especially to support the higher education journeys of students from Myanmar. We talk about the current Myanmar curriculum as lacking a critical thinking element, with its emphasis on rote learning. Much of our pre-university work, our Access to Learning programme, includes critical thinking skills as a key component. But what exactly does all this mean, and why does it matter? This issue, we take an in-depth look at critical thinking, its application and importance.

As we go to print, Myanmar is undertaking an important election at a time where COVID-19 is spreading rapidly throughout the country. We are uncertain what the future holds for this beautiful country and its diverse people. However, we do understand that any challenges on the road ahead can be successfully overcome by people who have the right skills, knowledge and experience.

With your support, Prospect Burma has educated these people: generations of students who are now working to apply their expertise within Myanmar. Thank you for making that possible.

WHAT IS CRITICAL THINKING - AND WHY IS IT SO CRITICAL?

Critical thinking is a widely used term that can mean many things. Ironically, the fact that you’re left to take your pick of definitions based on what you see, what you think you know already, and apply it to the context, is a pretty good starting point to describe what “critical thinking” is.

Prospect Burma projects use guidance from the Reading & Writing for Critical Thinking Project amongst others, which describes critical thinking as:

“For critical thinkers, basic understanding of information is the starting point rather than end point of learning. Thinking critically involves taking ideas and examining their implications, exposing them to polite scepticism, balancing them against opposing points of view, constructing supporting belief systems to substantiate them, and taking a stand based on those structures”¹.

The notable omission from this definition is the acquiring of information in the first place. This teases out one of the education sector’s key issues: What is the right balance between (1) acquiring knowledge, and (2) acquiring skills to apply knowledge?

This balance is changing over time. Students used to need to physically go to a place of learning to receive knowledge. Now they hold more information in a smartphone than any teacher can muster in a lifetime; and information changes faster than any curriculum could possibly keep pace with.

The issue is especially relevant in Myanmar. Education traditionally relies heavily on passively receiving knowledge from an authority figure. If you can remember everything you’re told, you get a good grade.

But as a result, how can students then be expected to progress into jobs which involve important decisions, if they’ve never been trained to filter and analyse facts, disagree with others, or negotiate common ground?

In a culture which places great stead on authority, how then do you shift to a culture where students are not only able to question authority, but are encouraged to do so? Especially when the word “students” alongside “questioning authority” has previously been a subject associated with conflict.

In the following pages we’ll explore what critical thinking is, what it looks like in practice, why it’s increasingly important to Myanmar, and how Prospect Burma’s projects are helping young people develop the thinking skills they need.

Critical thinking is arguably as old as sentient thought. It was first verbally recorded around 500 BC when the Buddha advised Kalama townsfolk essentially to make up their own minds about any teachings - including his own.

Around 400 BC, the Greek philosopher Socrates drew out debating opponents’ suppositions and assumptions through open questions such as: “what did you mean by X, what are the advantages of X and, if you’re saying X do you then also mean Y? This technique is still widely used (think job interview questions).

The Renaissance produced philosophers including Bacon, Hume, Kant, Locke, Berkeley, Descartes and many others. All addressed a theme of reality versus our perception of reality, and how we should go about questioning and optimising existence.

The industrial revolution was a catalyst for mass education. In 1910, scholar John Dewey introduced the specific term ‘critical thinking’ as an educational goal for what he called ‘reflective thinking’, i.e. a considered assimilation of new culture and technology by society.

This goal of “critical thinking” was later defined, in a pilot study in American schools in the 1930s, as the ability to interpret data, to understand the nature of proof, and to apply principles of science, social studies and logical reasoning. This was the first formally framed attempt to evaluate students on their critical thinking – something which has still not been fully solved today.

In 1956, Bloom’s Taxonomy (named after the US chair of a committee on education objectives) codified levels of learning, with ‘remember’ being a low level, rising to higher levels of learning how to use that knowledge.

In 2002, building on the work of Ennis and others, Anderson et al. revised Bloom’s Taxonomy and included tables upon which critical thinking can be scored for students’ ability to understand, analyse, evaluate, infer, explain and check themselves.

In recent years, business and government have promoted critical thinking as a preparatory skill for the workplace, through projects such as Partnership for 21st Century Skills and the EU’s CRITHINKEDU.

In 2014, US President Barack Obama listed critical thinking as one of six key skills for the new economy, in his State of the Union address.
How critical thinking underpins Prospect Burma’s Programmes

Prospect Burma delivers three programmes which consecutively provide a route for students to access higher education, study abroad, and then return home to make a positive difference in their community.

**Access to Learning** - helps people from Myanmar gain the skills they need to continue education

**Learning to Leadership** - helps students access tertiary education abroad, including our flagship scholarship programme

**Change in the Community** - supports alumni to share resources, knowledge and networks to maximise the positive difference they can make to their communities when they return home

Critical thinking skills are heavily embedded in Access to Learning, in order to prepare students for later stages in their journey. These skills help students to:

- Analyse and refine their own plans to make a difference
- Negotiate university selection processes including challenging essay and interview questions
- Survive and thrive at university - studying and living in a different culture can be difficult academically and personally
- Apply those skills in the workplace post graduation

Our Bridging Programme, for example, not only has critical thinking built into the class work, but also includes an element of this in extra-curricular activities we arrange for the students.

These include workshops and discussion fora in subjects as diverse as research methodology, time management, sexuality, environment and managing finances. Students learn to live, cook and work with people from cultural backgrounds they may never have previously encountered. They undertake group visits to different religious sites to learn, compare, discuss and successfully break down barriers.

**So what does ‘training critical thinking’ actually look like?**

Here is an example from a textbook used by the Thinking Classroom Foundation, which promotes the use of critical thinking methodologies in education in Myanmar.

The Thinking Classroom Foundation was founded by Prospect Burma alumnus Dr Thein Lwin.

The example shows how this form of learning is student-focussed, rather than a teacher-focussed lecture approach.

1. **Evocation phase.** The teacher introduces a topic for learning. S/he asks the class to split into pairs, think about and discuss their presumptions about the topic. Questions include what do we know, and what do we want to know? This draws out prior knowledge including uncertain knowledge which instigates further questions and discussion.

2. **Knowledge building phase.** The students in pairs read new information, explain it in their own words and ask each other questions. The teacher facilitates discussion, going round the class and helping each pair with additional information or tips on routes to explore.

3. **Consolidation phase.** Some learnings come from the text and others from the class – their collaborative contribution, rather than just receiving knowledge. These conclusions reflect that, often, you don’t have all the facts to hand but this doesn’t stop a view being formed.

Within this approach, students learn about a number of factors of critical thinking, often naturally and without the terms being used. These include use of deduction/induction/abduction, checking of sources, recognising assumptions and values, self-questioning and polite scepticism.
Critical thinking skills training is helping scholars in our Access to Learning programme progress with their studies and their lives. In fact, 11% of our Learning to Leadership scholarships last year were awarded to scholars who had applied after attending our Bridging Programme alone.

Feedback and surveys of Prospect Burma scholars show that a critical thinking educational approach has really helped them in their academic, work and personal lives.

Albert Lay, who lives in Kawkareik, Kayin State, attended a Thinking Classroom Foundation course with Dr Thein Lwin in June 2020. He says:

“Learning by asking questions to myself helps me make better decisions, process information more effectively and realize myself more clearly. For example, let’s say, I face some difficulties in my workplace. I ask myself questions such as what are the issues that led me to face difficulties? By breaking down questions step by step and applying this way, it helps me to develop myself as a boost in both my personal and professional lives.”

For those studying abroad through Prospect Burma’s Learning to Leadership scholarship programme, critical thinking is a skill which continues to develop through their higher education.

Te Chho grew up in a remote village in Chin State with no proper water supply. He is now studying Civil Engineering in Meghalaya, India and sees how developing critical thinking will help him give back to his community:

“I notice that I have gradually developed my academic skills and changed my learning style to understand the basic concept of civil engineering and not just simply memorise my lessons. There is so much we can do from civil engineering like detecting the right water source and taking the water to the villages in a systematic and cost effective way.”

With Prospect Burma’s support, Naw Pa Saw Khu is studying English Communication at Rangsit University in Thailand, having grown up in a refugee camp on the Myanmar-Thai border. She hopes to become a writer and teacher, and to pass on critical thinking skills to the next generation’s change makers:

“Becoming stronger readers and writers will help students in Myanmar to gain more knowledge and improve their critical thinking skills. Being a strong reader helps students learn how to solve the problems. While they are in school, students learn many things, but I want to help to create life-long, independent learners and creators. My country is greatly lacking in this area.”
Susan Law taught first hand for the British Council in Yangon, and also worked on policy for training teachers and civil servants. She thinks it is unfair to blame the teachers for problems in the education system.

“It is quite a dichotomy because ultimately teachers are not questioned and their authority is absolute in the classroom; but at the same time they are completely marginalised from decision making in education. The typical teacher educator is female, single, between 40 and 55, and speaks Myanmar as their first language. But if you look at senior roles in education - it's men. So there is a gender element as well in decision making. ”

Swati Mehta is the Deputy Team Leader and Senior Adviser for MyJustice, an access to justice programme which, among other things, supports lawyers and law students, strengthening their capacities in Myanmar. MyJustice has studied the legal education system and Swati agrees that teachers have little scope to make changes themselves.

“Teachers are like any other civil servants and can be transferred on short notice. They have little control over their work, their classes, administrative tasks, promotion and transfer schedule. Even those who have been exposed to new teaching methodologies and want to use this are dependent on approvals by the head of the law department. Any research or writing could only typically be undertaken after work hours given their many department responsibilities. Notably, the Ministry of Education also recognises the need for change. In fact, the recent move of Ministry of Education to grant autonomy to 16 universities gives much hope.”

Myanmar’s education system is a deep rooted part of its culture. Hundreds of years of Buddhist rote learning, a formal British colonial framework, and decades of direct military governmental management, have together stamped upon it the authority of teacher over student.

This authority brings with it principles including respect for elders, loyalty, and mental discipline.

But at the same time, a UNICEF study found it produced “little evidence of student questioning or opportunities to develop critical thinking or students taking responsibility for their own learning”. It found teachers spent three quarters of their time talking at their classes, which could number more than 100 pupils.

Rote learning, drilling, chanting, reading aloud and memorisation dominate the pedagogy. For example, Prospect Burma alumnus Saw Eh Gay Dah undertook his entire school education in Burmese purely through memorising the sounds, without understanding a word of it. This is not uncommon.

Myanmar’s 30 year education plan, published in 2002, recognised the need to expand critical thinking in curricula and proposed a move to a more Child Centred Approach (CCA) pedagogy. But this ambition did not translate to reality. 15 years and several policy and constitutional changes later, its National Strategic Education Plan 2016-21 (NSEP) put much of the blame on teachers, stating:

“Despite the historical practice of promoting a critical thinking-focused pedagogy in Myanmar, previous teaching reforms have struggled to make an impact on pedagogy due to weak communication among teachers, limited funding to entrench behaviour change, weak consultation with and ownership among teachers, and weak complementary reforms in curriculum and student assessment. As a result, most teaching still relies heavily on rote memorisation and didactic strategies that do not engage children, and therefore their learning outcomes are poor.”
The NESP’s solution is summed up in a Ministry of Education policy statement: “The MOE is committed to improving the basic education curriculum to make it more relevant to the lives of students by focusing on 21st century skills, soft skills (including personal development and employability skills) and higher-order thinking skills” (i.e. critical thinking skills).

It further commits to work with three other ministries to develop teachers’ abilities to deliver these “21st Century Skills” which it clarifies thus:

“According to the vision for 21st century learning developed by the Partnership for 21st Century Skills (2009), student outcomes are defined in terms of mastery of core academic subjects, combined with 21st century skills covering learning and innovation skills, information, media and technology skills, and life and career skills.”

It’s clear the NLD government are listening very closely to the Partnership for 21st Century Skills (PS21), which is a US based partnership of education policy makers and private business including Microsoft, Apple, SAP and Ford. It works worldwide to encourage learning of skills transferable to the workplace.

Susan Law welcomes the move but is concerned PS21 could be misinterpreted as an out-of-the-box solution, rather than a bespoke process to meet Myanmar’s needs.

“It’s this buzzword. There’s quite a bit in educational reform, in the sense that, this is good so we must have it, and it’s that automatic ‘well let’s go for that, let’s go for critical thinking’; without actually a detailed examination of what that is and how that fits into the context. There’s really no agreed way to measure critical thinking as well. So how do you demonstrate progress in a meaningful fashion and actually what is it?”

The NESP’s answer to measurement is a threefold measure purely by volume number: of curriculum standards developed, of textbooks and teachers’ guides produced; and number of staff able to develop those standards and materials.

Writing for the Oxford University Tea Circle, Monash University researcher Claire Allen is concerned that this feels like the government is missing the point. She writes:

“Whilst the NLD acknowledged the importance of transitioning away from a rote-learning based syllabus they did not illustrate any concrete policies, other than the textbooks, that would be implemented to change these existing examination methods”.

Dr Thein Lwin, in his 2017 response to the NESP, noted this numerical approach to measurement also bleeds through to how students are assessed purely through final exams:

“Summative assessment is to know how much a student has obtained (remembered), which is simply ‘assessment of learning’. This type of system should be replaced with ‘assessment for learning’ that encourages students learning and ‘assessment as learning’ that helps students to take more responsibility for their own learning.”

Critical thinking for employability

PS21 promotes critical thinking as a skill valued by business who want new employees to innovate rather than just do things ‘how they’ve always been done’. Swati Mehta welcomes this:

“Most people are learning on the job. And if you are learning from a senior who has also learned from his senior, often there is no challenge to the status quo. For example, defence lawyers often do not ask the prosecution for the case files against their clients [because this is not how things are done]. For lawyers who come from other common law countries like me, we are struggling with this practice and cannot understand how you even begin to defend your client; how do you prepare your defence, if you don’t even know what the prosecution’s case/evidence is? But we all need to understand the context and remember how recent is the ‘right to defence’ in Myanmar.”

The cycle continues where students are learning from teachers who also learned on the job from their seniors. In her work with Myanmar university teachers, Susan Law found there is still some way to go to equip teachers with critical thinking skills:

“I found teachers themselves were extremely passionate about this idea of critical thinking and the educational system. They could talk at length about the various instances where they felt their students were not demonstrating
critical thinking in the classroom. But interestingly when you started to do some tasks where the teachers needed to use these skills, they often performed in the same way as they told me their students did.”

Susan’s area of expertise is teaching English as a second language. In training teachers, she recognises it’s a subject which lends itself well to critical-thinking-style discussion of real life issues which are relevant to students:

“There are a lot of topics that will present themselves in class. And certainly you’d want, from a teaching point of view, to have some level of preparation, maybe language that’s going to pop up or things like that. But you can be brave and let it go off in a direction. I think sometimes the English language classroom can be a safe space. Students coming to the British Council I think sometimes felt comfortable talking about things in a class that they might not have been able to broach in other places.”

“We ask the students themselves to show where they use that language or task outside the classroom as well, to show that they are already critical thinkers, maybe make that wall between the classroom and real life come down a little bit more.”

**Critical thinking in a societal framework**

Swati Mehta agrees that it’s not that people in Myanmar don’t have good innate critical thinking skills, it’s more that they forego those skills when put in a formal position in front of someone in authority.

“People read between lines very well. But when it comes to applying these skills in your daily jobs and daily lives, people find it very challenging.

“For example, everyone interprets the criminal procedure code provisions on bail to imply that you cannot get bail in non-bailable cases. But when you look at old cases or from other comparable contexts, you can see that law permits bail to be argued in these cases. Some of our partner lawyers do make such applications for bails but many have been mocked in the court, sometimes by judges or prosecutors, and it becomes a personal thing. Challenging the norm can lead to complaints or even to your licence being revoked. With the recent Bar Council elections, there is hope that things will change for the better”.

Significantly, critical thinking is not just a matter for the education sector. In any democracy – and especially a fledgling democracy like Myanmar – it goes right to the heart of creating fundamental checks and balances. Swati Mehta says:

“A democracy clearly depends on the ability of people to hold governments to account. How do you hold governments to account? It’s primarily through elections and other institutions such as the legislature and judiciary.

“If lawyers or judges are coming from a system which has not encouraged you to think critically - i.e. if the government interpretation of the law defines the scope of the law without any critical thinking on the part of lawyers and judges who can challenge that interpretation - then laws can be used as tools of social control. In such cases, you will find it very difficult to hold government to account.”

Despite the challenges, the Ministry of Education’s policy direction at least is set, and it is supported by economic pressure and the lure of foreign business investment: There is general agreement that a higher level of critical thinking in education would generally be desirous. The last word from both our interviewees is one of optimism.

Susan Law says: “Given the history and lack of access to everything for years, I am amazed at the level of grit and the huge lengths people have gone to get their hands on information and to develop their skills”. Swati Mehta agrees: “The good thing is that people want to change. Things are changing. And people are really, really hopeful and wanting to do things.”

Critical thinking in action: Prospect Burma alumnus and former refugee Hsar Doe Doh Moo Htoo (left) now uses his skills in his work at Salween Peace Park
BURMA WATCH - a country goes to the polls under the shadow of COVID-19

As the clock ticks down to the 2020 general election, social and political events are overshadowed by two key issues: COVID-19 and ethnic conflict.

For the moment, the government appears determined to push ahead with the November polls, and the National League for Democracy is still expected to win – albeit on reduced scale. But, as in so many countries, 2020 will be remembered as a year of extraordinary challenges and new crises.

Initially, the COVID-19 pandemic appeared to have little impact in Myanmar. A combination of seasonal and demographic factors were considered to be the main reasons, supported by prompt actions by the government and community-based organisations. But the virus began to spread rapidly during the second half of the year; from 749 cases and 6 deaths at the end of August to 47,666 cases and 1,147 deaths in late October. The real impact, however, was undoubtedly larger. As the country went into lockdown, medical workers struggled to cope, with health systems precariously stretched.

Nowhere were these pressures felt more acutely than conflict zones in the ethnic states. Food supplies and the lack of work are the main priorities in many households. Up to two million people remain displaced in the Chin, Kachin, Kayah, Karen, Rakhine and Shan State borderlands, with substantial refugee populations still in Bangladesh, India and Thailand.

The latest 21st Century Panglong Conference went ahead in constrained circumstances in Nay Pyi Taw in August, but it failed to make a breakthrough. During the past two years, the Tatmadaw (national armed forces) has excluded Rakhine State from its ceasefire announcements, and civilian casualties are continuing to mount. Meanwhile both the International Criminal Court and the International Court of Justice are proceeding with war crime investigations in The Hague.

Against this backdrop, a growing number of voices called for the elections to be postponed. With travel and campaigning halted in the field, it was difficult to see how polls could be carried out in a free and fair way. Certainly, there are constituencies where there will be full or partial cancellations. But NLD leaders were still keen to proceed. At a time when the party’s reputation has been in decline, COVID-19 and the restrictions on campaigning are generally perceived to be to the advantage of the incumbent authorities, not least on the internet where Daw Aung San Suu Kyi is very popular. Equally pressing, postponement could lead to a constitutional crisis that might prove difficult to resolve.

Ultimately, the results of the 2020 polls are not expected to produce any dramatic change. More important will be the lessons learned from the three key challenges during the year: COVID-19, ethnic impasse and the election conduct. Whatever the results, the challenges of democratisation and peace-building will still remain. It is to be hoped that, once the polls are past, 2020 will mark a turning-point when reform momentum is once again renewed.
STUDIES CONTINUE DESPITE COVID

Prospect Burma is working hard alongside partners and universities to minimise the impact that the COVID-19 pandemic might have on students’ education.

Two of our Access to Learning projects moved online to maintain a service despite lockdown restrictions being imposed in March 2020.

Sittwe Education Resource Centre (SERC) has been operating fully online while travel bans and socialising restrictions are in place.

As a result, SERC’s outreach has actually increased to a wider geographical area and greater numbers. Around 20,000 Facebook users in townships across Rakhine State viewed posts advertising the opportunity. Around 500 people subsequently applied for the SERC Basic English course which opened for applications in June. 75 students were selected across two batches taking the course in summer and autumn.

Meanwhile our Bridging Programme in spring coincided with the first lockdown in Yangon. Our 20 resident students - 14 male and six female - had completed six out of seven weeks of their course. But with safety and travel concerns being exacerbated by English (IELTS) exams being cancelled, the difficult decision was made to send them home a week early.

In June, each student was provided with a data package to enable them to complete their final week remotely. The students were able to return to Yangon in August to successfully take their IELTS exams at the British Council.

We expect disruption to continue in 2021. We are currently developing and looking for funding for a new online programme - Prospect Connect - which will ensure a level of education provision if lockdown restrictions continue.

Hardest hit have been our first year Learning to Leadership students, expecting to take up their place at higher education abroad. In some cases they have needed to defer their studies by a semester, or stay at home and study remotely until the borders reopen.

We provided additional financial support to 31 of our 35 continuing students to enable them to stay safe in their country of study over the summer.

We continue to provide pastoral care, via phone and a Facebook group which helps students support each other.

Universities and colleges, governments and the students themselves have all had to adapt alongside Prospect Burma as the situation continues to develop. Here are the experiences of three people living with the lockdown (speaking in September 2020) - Prospect Burma’s country manager, a lecturer in Thailand, and a student in Myanmar unable to take up his place at university.

The government makes lockdowns in particular areas like the townships that have positive cases. If some people want to go outside to buy something, of course they’re allowed but not more than one person. If the person is going to see the doctor or the hospital, not more than two persons are allowed.

When you go out of your house, you must wear a mask in public areas, especially the market and shopping areas. The government and civil society organisations are sharing and distributing information to the people. Some people in Yangon wear a mask but out of the city and out of the divisions, especially in the state areas, mostly they do not wear their masks.

I am worried because there are many poor people living in high COVID areas, like Rakhine State. Day by day, many people have travelled from these areas to Yangon and different cities. So still the situation is dangerous.

We are trying to help all the students as much as possible. We encourage them to stay safe, in a safe place - if you are in a place that’s safe, just be there.

So whatever kind of difficulties or support you need from Prospect Burma, we try to support them.”
Dr Shirley Worland
Lecturer, BA and MA in Social Science (Int Prog)
Chiang Mai University

“We told our students not to go home when the semester finished earlier this year because we knew it was going to be hard for them to get back.

“First year grads are online but my colleague David is choosing to take live classes because some of the students are in Chiang Mai. He has five in the classroom and 14 online.

“I’ve already worked online with the Masters students at the beginning of the semester. We didn’t even try it for undergrads. Not just because of COVID but because the way we usually do the prep course for undergrads. It’s all about developing collegiality, so lots and lots of group activities.

So we’ve put everything on hold till next semester hoping that we’ll get all of them on campus by then, though I’m not hopeful for that. They’ve definitely missed the group cohesion side of things. But at the same time the system Zoom has allowed some group projects to go ahead. All the lecturers have had training in this online teaching.

“In Thailand we’re following the government guidelines. They are accepting all the international students back. It’s just the cost of insurances and the state quarantine are very large. They were going to be allowed to cross the border by land. I was in the process of working with the embassy in Yangon to make that happen. But then there was the gigantic outbreak again in Myanmar so everything’s shut down again. We lost our window.

“We’re making sure the students are not going to be disadvantaged, in whatever way we can. And all the universities are doing this, we’ve all got a vested interest. I wouldn’t say it’s perfect, it would be foolish to say that. But it’s the whole world that’s doing it, we’re not alone. The students are going to make it eventually. It will happen.”

Aung Naing Lin
First Year Student,
studying at home,
Rakhine State

“My career vision as a social science teacher is to be able to provide affordable social awareness to marginalized communities in Myanmar.

“I imagined studying at university would give me the opportunity to explore a new country’s language and culture at the same time. I could meet a diverse range of students who will not only help me to develop my people skills, but also help me with a more in-depth knowledge of others, particularly those from different cultures and religious backgrounds.

“The COVID-19 pandemic changes everything now for our daily life and also shifts the school setting to online. I have only a mobile phone that I have used to attend online classes since July. Sometimes, it didn’t work well because I had to use it the whole day for online classes. But I did not have any choice so I tried to used it where possible.

“Sometimes, electricity is cut off the whole day, especially in the rainy season. There is also poor internet connection which causes delays when studying online.

“Figuring out how to use different websites and when a new assignment has been posted takes a while. Sometimes, it is hard when I didn’t understand something, and instead I have to email my teachers and then wait for them to email me.

“I have a few more friends through online from our Social Science International Program where we have a range of diverse students from different backgrounds and countries. They are really nice, they are always having fun and sharing knowledge about their countries, perspective and culture.

“I really wish to go to university having lessons face to face with teachers and classmates. I honestly worry for my end of year grade due to learning online the whole year. But I am attempting to adapt with online learning systems in order to get quality education and a reasonable grade.

“On a good point, I have already learned digital tools which we need to use in online classes. It also teaches me new adaptation skills which will be important for success in the future.

“I have a passion and determination to get quality education whatever situation I face.”
HELP US STOP EDUCATION BEING UNDONE BY COVID

People in Myanmar are particularly hard hit by COVID-19. Their country lacks the infrastructure to tackle the pandemic.

We believe that education is the most important way to gain the knowledge and skills desperately needed to face Myanmar's multiple challenges.

But Prospect Burma won’t be able to develop the experts of the future if COVID-19 stops our work.

YOU CAN BE PART OF THE SOLUTION

A donation today will help us develop a hybrid online and face-to-face learning approach which can adapt to COVID-19 restrictions as they change.

£25 will cover one student’s ‘hard’ course materials such as textbooks, photocopying and stationery for one month

£50 will buy mobile phone battery packs for 7 students to continue their studies remotely in areas with unreliable power supplies

£75 will help fund honorariums to educators to develop alternative online course materials for use when face-to-face learning isn't feasible

Please donate online at www.prospectburma.org/donate

You can also send a direct bank transfer to Sort Code 16-17-25, Acc No 10019933, or send a cheque to the address below. Thank you.