

Analyzing the current situation of kindergarten education based on the new curriculum in the Republic of the Union of Myanmar

M20海人6

派遣先 Ministry of Education, Department of Basic Education, Department of Higher Education, Yangon University of Education, Education Colleges, Basic Education Schools.

(ミャンマー連邦共和国・ヤンゴン管区域)

期 間 2020年 1月5日～ 2020年2月9日 (35日間)

申請者 Ph.D. Candidate, Graduate School of International Studies,
Kwansei Gakuin University Thet Mon Myat Myint Thu

海外における研究活動状況

研究目的

To explore the factors preventing to the implementation of play-based kindergarten curriculum successfully, and how to reduce these obstacles to implement new education policy.

海外における研究活動報告

This study aims to explore the factors prevent to implementation of play-based kindergarten curriculum successfully, and how to reduce these obstacles to implement new education policy. For this purpose, this research illustrates the following three hypotheses. (1) There is a gap between the mindsets of personnel concerning kindergarten education in the real setting and the new kindergarten policy. (2) There is a gap between the classroom practices of the educators in the real kindergarten classroom setting and the new kindergarten policy. (3) There is a difference between the attitude of personnel concerning kindergarten education in the real setting and the

newly introduced part of the new education policy.

The study selected 41 participants, including 5 curriculum team members, 6 administrative staff at district/township level, 6 school principals, 6 in-service kindergarten teachers, 6 parents, 6 education college instructors, and 6 education college students in the Yangon Region area.

For hypothesis 1, according to the results of the semi-structured interview (23 items) to the 41 participants, the mindsets of personnel in the real setting could not describe proper appropriateness to the new kindergarten curriculum. The results mentioned that the reasons were the error of cascade method in the curriculum distribution, knowing the real situation of a kindergarten classroom, the responsibilities and commitment of the positions and the education experience and background of each person in the real settings. Moreover, according to the chi-square results, among these four reasons, the effect of the former reasons would like to be small.

Therefore, if we want to draw education policy from different countries, this study suggests

that the government should understand and support the personnel in each set to complete their responsibilities and commitment by creating a conducive climate to adopt and adapt to education innovations. The changing of education policy is heavily influenced by the current surrounding socio-political milieu, and so the main consumers of education policy in the social context with different educational experiences and backgrounds are needed to consider for accepting early childhood education innovations.

For hypothesis 2, the results of the classroom observation (43 items) to the kindergarten teachers and the results of video testing (4 video parts based on play-based learning) to kindergarten teachers, education college instructors and students described that the kindergarten teachers could not apply classroom practices successfully in their classrooms although they gained the classroom practices and methods of the new kindergarten curriculum because of big class sizes, the pressure of parents' academic expectations, and the mindset of teachers adhering to the old curriculum.

In order to reduce these gaps, the government should plan adequate investment in buildings (e.g., temporary buildings), adequate ratios of teachers to children, and adequate materials for applying the new curriculum. Moreover, the attitudinal obstacle of expecting academic achievement by parents and adherence to the old curriculum by the teachers should be targeted with parent education classes, with media broadcasting, and more teacher training and workshops by the policymakers.

For hypothesis 3, inclusive education questionnaire was applied to 41 participants and the results mentioned that except education college

instructors and in-service kindergarten teachers, other personnel suspect the introduction of inclusive education where opportunities for children with disabilities to participate in early childhood education is not sufficiently guaranteed and where special-needs education has not developed a concrete system and teaching methodology. Since the system is still in its infancy, the possibility of working together to build a mechanism for inclusive education seems to be emerging.

この派遣の研究成果等を発表した
著書、論文、報告書の書名・講演題目

[Book (Research Report)]

- 1) Study on the factors influencing the implementation of new education policy: Focusing on the play-based kindergarten curriculum in Myanmar, 2022 March, Association of International Cooperation and Training (Non-Profit Organization).

[Academic Journal]

- 1) Thet Mon Myat Myint Thu. "Exploring the gaps between the new play-based kindergarten curriculum and teachers' classroom practices in Myanmar", *Journal of International and Educational Cooperation*, Naruto University, Vol 15.
- 2) Thet Mon Myat Myint Thu. "The integration of a new kindergarten curriculum in Myanmar: gaps between policy and the engagement of personnel in real settings", *Education 3-13 International Journal of Primary, Elementary and Early Years Education*, DOI:10.1080/03004279.2021.1958893.

[Presentations at International Conference]

- 1) The Gaps Between Perspectives of Educators in the Real Setting and New Education Policy, 65th Annual Conference of Comparative and International Education Society (Proceedings).
- 2) The Gaps Between New Education Policy and Parents' Mindset: Focusing on the Implementation of New Kindergarten Curriculum in the Republic of Union of Myanmar, 31st Annual Conference of Japan Society of International Development (Proceedings).