

He for She: Myanmar

Gender Equity Education



Daryl Boyd, Laura Rose Forman, and Vicki Murray-Kurzban
INTE 5100 - Planning and Design for Instruction
Fall 2018

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Project Overview

In 2013, the United Nations conducted a multi-country study in Asia and the Pacific to investigate the roots of violence against women in that region (Fulu, E., Warner, X., Miedema, S., Jewkes, R., Roselli, T., & Lang, J., 2013). Among the study's conclusions, the UN recommended that **one of the changes necessary to successfully end violent behavior against women begins with *changing the gender equity perceptions and behaviors of preteen boys.***

Despite this great need, our own research into the educational programs available revealed that although many gender equity curricula have been created for preteen girls, few, if any, currently exist for young Asian boys. Our project aims to address this critical gap.

We have chosen to narrow our focus to Myanmar, a country that recently opened to the international community after being under military rule for 50 years and is experiencing great sociocultural change. A primarily Buddhist country with conservative traditions and strict gender norms, Myanmar has recently been flooded with cheap smartphones and internet access in spite of its 80% poverty level and slow economic progress. These new forms of visual and social media introduce another layer of complexity and change to Myanmar's social fabric, with the potential for empowerment or destruction.

We hope that by introducing Myanmar youth to gender equity at a young age, they will be better able to navigate the evolution of their country's social, cultural, and economic development in a positive and beneficial way.

Our program's ***primary learning goal*** is to **help preteen youth build awareness of the gender equity issues around them, to be able to recognize it in their everyday lives, and to know how to support girls and women in achieving gender equity.**

The program's ***secondary learning goal*** is to **change the perception and alter the behavior of boys and men so they become advocates of change.** Changing perception begins with building awareness, the primary goal.

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The **long-term goal** is for boys and men to become allies with the intent they will effectuate a greater understanding socially, effectively removing the systemic inequities that serve to oppress women and girls.

Summary of Analysis

Boys' and Girls' Lives in Myanmar



Young boys studying as monks [YGD/Flickr]



Young girls carrying water pots [thaths/Flickr]

In Myanmar, boys and girls live under very different expectations. Boys have the freedom to go where and do what they want. A common rite of passage for boys is to spend a period of time in the monasteries as noviates, learning and studying with monks. Monks hold a great deal of power as the country's spiritual leaders.

Girls do not have the freedom that boys have. They are expected to stay home to help do housework and watch younger children and are expected to behave quietly. Girls do not enter monasteries as noviates.

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Access to Education

Most boys and girls in Myanmar go to school for at least a few years. They primarily attend state-run schools and are taught by teachers who have very basic training and use rote learning as their predominant teaching style. Monastic schools also provide education for children unable to afford the cost of school supplies in a state-run school.



Bringing education to Myanmar's children [EU:CPHA/Flickr]

The economic situation in Myanmar puts both boys and girls at risk for not finishing school. There's a good chance they will not attend secondary school so they can work to contribute income to their families.



Girl selling mangos [Fergus Macdonald/Flickr]



Boy working on a boat [Flickr]

Outlook on Women

Children's behavior toward the opposite sex has been primarily learned from their conservative Buddhist family and society. This culture does not consider women to be equal to men (GEN, 2015; Ikeye, 2006; Myint, 2016; Nwe, 2009). Women and men play different roles and perform different jobs within family relationships and society.

This understanding is complicated by access to foreign media through new technology. The images, movies, and games are often sexually charged, treating women as sexual objects. Without open discussion of gender equality and women's rights, this media exacerbates Myanmar's already sexist-leaning culture.

Gender Equity Education



[EU Civil Protection and Humanitarian Aid/Flickr]

Educating boys and girls about gender equity at a young age has been shown to be the most effective strategy for empowering women and decreasing violence against women.

Simple lessons about gender equity can reach the majority of the population by being taught in primary school, monastic school, and through sports and after-school programs. These lessons can address concepts like how to treat others fairly and respectfully, regardless of sex, and how to speak up when they witness unfair treatment.

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This learning solution focus on “fairness” and “respect” mirrors existing concepts inherent in the Buddhist religion. It also introduces concepts that can be further built upon as they grow older, such as: healthy sexuality, consent in sexual relations, rejection of violence against women and domestic violence, and women’s right to equal treatment in all areas (jobs, wages, education, human rights, etc.).

There are risks to success for this project. As this learning solution challenges pre-existing cultural norms, it may cause conflict between generations or fail to be retained in the long run depending on whether it ‘hits the mark’ culturally.

Potential outcomes of this learning solution as part of a larger movement to empower women are: social backlash toward girls and women when they begin to flourish independently of boys and men; a general acceptance of a woman’s right to fair treatment and equal rights; women’s contribution to Myanmar’s socioeconomic well-being; and a more balanced and just society.

Instructional Design Model

Our solution utilizes the **ASSURE model**, with additional guidance drawn from **Human Centered Design (HCD)**.

The confluence of these two models should be particularly suited for our target learners: the ASSURE model has been developed by and for K-12 teachers, while the HCD model has been used in the development sector and encourages a participatory approach to finding appropriate solutions.

The ASSURE Model

Analyze learners

State standards and objectives

Select strategies, technology, media, and materials

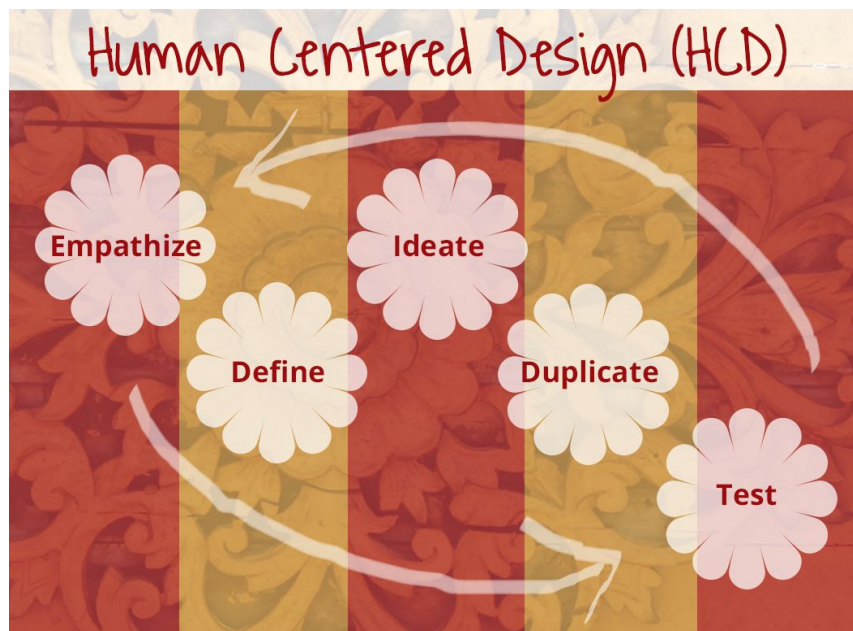
Utilize technology, media, and materials

Require learner participation

Evaluate and revise

Our goals and solutions will be **designed utilizing Constructivism**. This learning theory focuses on actively constructing new understanding and behavior by connecting new knowledge and prior experience, a strategy particularly well-suited for changing socially inculcated behaviors. Our solutions similarly take into account Constructivist learning's emphasis on active participation—with guidance and coaching, and genuine reflection—rather than passive reception of instruction.

Jonassen (1994) proposed eight characteristics underlining constructivist learning environments and suggested these can be applied to both the Constructivist and Social Constructivist perspectives. Of the eight he proposed, those characteristics most relevant



to the HeForShe Myanmar project are that the learning environments emphasize authentic tasks within a context that has meaning, rather than learners trying to absorb abstract information taken out of context. Additionally, they provide multiple representations of reality, avoiding oversimplification, to simulate complexities of the real world. Finally, and most appropriately aligned with our

long-term goal, constructivist learning environments are designed to encourage thoughtful reflection on the experience itself, as well as new knowledge gained from that experience.

Proposed Learning Solution

Using guidance from the UN Women's HeForShe campaign and Voices Against Violence curriculum, the Save the Children Sweden's *Engaging Boys to Stop Violence* program, as well as Myanmar-based gender equity and education groups, we will design **gender equity curricula** for young Myanmar children in the higher grades of elementary school. The material will be taught by teachers and facilitators who work with local youth organizations.

The modules—designed to be **used by an adult facilitator working with young boys and girls in Myanmar**—will take place over several weeks and incorporate storytelling, games, and activities such as skits, brainstorming, and role playing.

The program emphasizes creating **a safe space** in which to discuss gender roles and explore the concepts of fairness (equity), traditional gender roles, and how to act with empathy and respect with each other.



Classroom in Tambon Mae La, Myanmar [Capturing the Human Heart/Unsplash]

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Learner's Journey Map



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Instructional Objectives

Learning Objective	Bloom's Taxonomy, Cognitive Process, & Knowledge Dimensions	Learner's Experience (Activities, games, etc.)
Objective 1 Define "gender" and "gender equity".	REMEMBER - Level 1 Factual Knowledge (<i>The basic elements</i>)	✿ Interviews ✿ Discussion ✿ Songs ✿ Stories
Objective 2 Illustrate why equity and gender equity is important to individuals, families, and society.	UNDERSTAND - Level 2 Conceptual Knowledge (<i>Interrelationships</i>)	✿ Stories (analogies, fables, & life stories of real people and their experiences) ✿ Drawing pictures ✿ Games (how we are the same and different)
Objective 3 Identify gender social norms and traditions in the learner's environment & analyze how those norms and traditions might lead to equity or inequity.	APPLY - Level 3 Conceptual Knowledge (<i>Interrelationships</i>)	✿ Acting out mini skits around gender norms/traditions then analyzing the norms identified. ✿ Word or object association with gender, then analyzing the associations made.
Objective 4 Propose ideas about how the learner can behave more equitably at school and at home	EVALUATE- Level 5 Procedural Knowledge (<i>How to do something</i>)	✿ Sharing current experiences ✿ Brainstorming ✿ Writing and performing skits
Objective 5 Plan and practice what to do and say when the learner witnesses inequity.	CREATE - Level 6 Procedural Knowledge (<i>How to do something</i>)	✿ Sharing past personal experiences ✿ Playing "what if?" games ✿ Role playing

Solution Storyboard

Target Audience

Young boys and girls in Myanmar schools, facilitated by adult mentors trained in gender equity facilitation.

Description

This curriculum emphasizes creating a safe space in which boys and girls can explore gender roles and the concepts of fairness (equity) of traditional gender roles, and how to interact with empathy and respect. Using the constructivist learning theory and zone of proximal development as guides, the learning environment will emphasize authentic tasks with peers and a trained mentor, within a context that has meaning to the learners. Participants will actively contribute to their own learning through reflection of their own life experiences, as well as on any new knowledge gained from the activity.

This Gender Roles Exploration sequence of activities will occur after ice-breaking and trust-building activities have laid the foundation for children to honestly express ideas without fear of being “wrong”. Early activities like the Gender Roles Exploration will focus on the Remember, Understanding, and Apply levels of Bloom’s Revised Taxonomy. As children become more fluent in gender equity language and more accepting of each other’s points of view, the activities become more complex and focus on the Evaluate and Create levels of Bloom’s Taxonomy.

The first weeks will also be a time to gather baseline data for assessment needs. These assessments will be performed again at the end of the curriculum. Teachers will also be asked to record participation rates throughout the curriculum to assess changes in the boy-girl participation ratio.

Estimated Duration of Entire Learning Solution

These half-hour modules will take place during the school day three times a week, over the course of 3 to 4 months.

Alignment of Gender Roles Exploration: 30-Minute Activity

Learning Activity	Gender roles exploration - 5 minutes
✿ Teaching Strategy	Classroom activity in which the teacher presents 10 gender specific and non-gender specific statements on the board. Teacher goes through each statement and asks questions such as, "Who is good at math?" or "Who does this describe – a girl or woman, or a boy or man?" Children vote each statement to a category (girl/woman, boy/man, either). The teacher tallies the votes on the Teacher Worksheet for Gender Roles Activities. This activity introduces and defines the topic of gender roles and has children identify their assumptions about gender norms.
✿ Learning Objective	<i>Objective 1:</i> Define "gender" and "gender equity". (Level 1, factual knowledge) <i>Objective 3:</i> Identify gender social norms and traditions in the learner's environment & analyze how those norms and traditions might lead to equity or inequity. (Level 3, Apply Knowledge)
✿ Assessment	Perform this activity at the beginning of the curriculum and record the responses on the Teacher Worksheet for Gender Roles Activities. Perform again at the end of the curriculum and compare the responses.

Learning Activity	Small group discussion - 10 minutes
✿ Teaching Strategy	Break the children into same-gender groups of 3. On the Worksheet for Gender Equity Exploration Activity, ask each group to list three examples of how their gender can be treated unfairly at school, work, or home. If needed, offer help as you visit each group during the activity.

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	In the safety of same-sex groups, this activity encourages children to begin to explore and express what they feel is unfair in their world.
✿ Learning Objective	<i>Objective 1:</i> Define "gender" and "gender equity". (Level 1, Factual Knowledge) <i>Objective 3:</i> Identify gender social norms and traditions in the learner's environment & analyze how those norms and traditions might lead to equity or inequity. (Level 3, Apply Knowledge)
✿ Assessment	Note how participatory learners are in their small groups. Participation should be tracked and assessed during the curriculum.

Learning Activity	Inequity charades game - 10 minutes
✿ Teaching Strategy	Bring the groups back together to play a charades-like guessing game. Have the groups select one person to act out one inequity from their list. They have 1 minute for the rest of the class to guess what the inequity is. You can help the performer with ideas of how to act out the inequity and give the class clues such as "getting closer" or "this happens at school". After each inequity is guessed, record them on the board. After each group has performed, ask the groups for other ideas that were not acted out and list them on the board as well. Have children add these inequities to their worksheet on the corresponding side marked boy or girl. The teacher asks the learners to mark if they agree or disagree that the item is an inequity. The charades game and worksheet exercise creates a baseline for measuring empathy among the learners in the class.

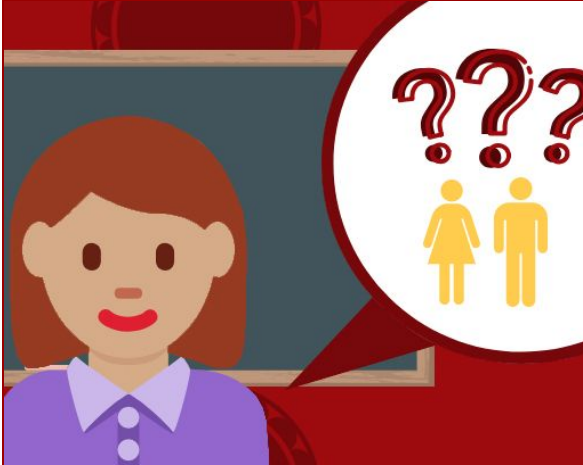
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❁ Learning Objective	<i>Objective 3:</i> Identify gender social norms and traditions in the learner's environment & analyze how those norms and traditions might lead to equity or inequity. (Level 3, Apply Knowledge) <i>Objective 2:</i> Illustrate why equity and gender equity is important to individuals, families, and society. (Level 2, Conceptual Knowledge)
❁ Assessment	Collect and record the learner-generated list of inequities which students agreed or disagreed with. At the end of the curriculum, have students rate these inequities once again to evaluate progress of their awareness and understanding of the plight of the other gender, and therefore more empathy.

Learning Activity	Final discussion about gender roles - 5 minutes
❁ Teaching Strategy	Ask how these inequities affect girls and boys (now and as they get older). Create a list of consequences on the board. Use this list of possible consequences of inequity as a starting point in the next lesson. This activity helps create closure for the lesson and prepares the ground for the next lesson about the consequences of gender inequity where the teacher will introduce concepts of self-esteem, healthy relationships, and financial independence.
❁ Learning Objective	<i>Objective 2:</i> Illustrate why equity and gender equity is important to individuals, families, and society. (Level 2, Conceptual Knowledge)
❁ Assessment	Note how participatory learners are in the discussion by recording who spoke and how often, paying special attention to the boy-girl ratio which should be tracked and assessed during the curriculum.

Storyboard for 30-minute Gender Roles Exploration Activity

Learning Objective	Description and Alignment
	- Estimated Time Spent: 5 minutes - Purpose: To explore assumptions about gender roles - Description: On a blackboard teacher writes 10 statements about gender. Learners choose which gender each statement relates to; male, female, or either. - Alignment: <i>Objective 1</i> Define "gender" and "gender equity". (Level 1, Factual Knowledge) <i>Objective 3</i> Identify gender social norms and traditions in the learner's environment & analyze how those norms and traditions might lead to equity or inequity. (Level 3, Apply Knowledge)

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✿ **Estimated Time Spent:**
10 minutes

✿ **Purpose:**
Small group discussion.

✿ **Description:**
Small same-gender groups of children (3-4) discuss and list three other examples of how their gender can be treated unfairly at school, work, or home

✿ **Alignment:**
Objective 1
Define "gender" and "gender equity".
(Level 1, Factual Knowledge)

Objective 3
Identify gender social norms and traditions in the learner's environment & analyze how those norms and traditions might lead to equity or inequity. (Level 3, Apply Knowledge)



✿ **Estimated Time Spent:**
10 minutes

✿ **Purpose:**
Play charades-like guessing game. Learner acts out an inequity and the other groups try to guess what it is. Learners record on worksheets whether they agree or disagree with each equity.

✿ **Description:**
Groups come back together and act out an unfair expectation/assumption/ role that they have identified. The rest of the class has 1 minute to guess the inequity. The teacher records inequities on the board and lists other group-generated ideas that were not acted out. Children

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list each inequity on their [worksheet](#) on the boy or girl side and state they agree or disagree with each equity.

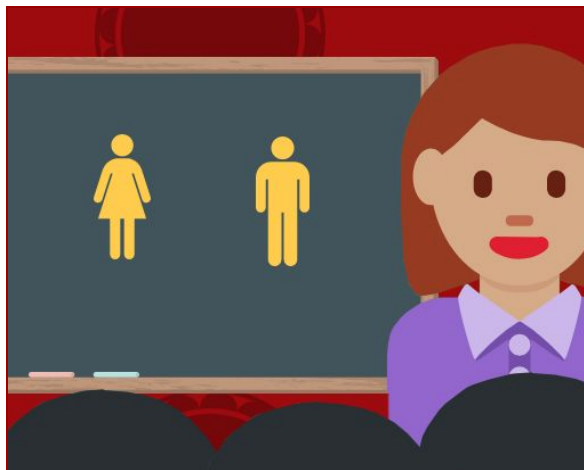
✿ **Alignment:**

Objective 3

Identify gender social norms and traditions in the learner's environment & analyze how those norms and traditions might lead to equity or inequity. (Level 3, Apply Knowledge)

Objective 2

Illustrate why equity and gender equity is important to individuals, families, and society. (Level 2, Conceptual Knowledge)



✿ **Estimated Time Spent:**
5 minutes

✿ **Purpose:**

Final discussion about possible consequences of inequities.

✿ **Description:**

The teacher asks how these inequities might affect girls and boys now and as they get older. The teacher keeps this list as a starting point for the next class when they will introduce the concepts of self-esteem, healthy relationships, and making a living and how this relates to gender equity.

✿ **Alignment:**

Objective 2

Illustrate why equity and gender equity is important to individuals, families, and society. (Level 2, Conceptual Knowledge)

Evaluation Plan

Purpose of Evaluating the Learning Solution

To best determine if our design solutions align with our learning objectives, the evaluation process and procedures will be incorporated into this project from the start: developed early and, as an integral part of the solution, reviewed and revised throughout the process.

Early evaluation will create a baseline for comparison with the training solution results. Recurring evaluation throughout project development will assess how well the components are meeting the objectives for the learners, trainers, training materials, stakeholders and project partners. Finally, results and feedback can be used to determine if the learning objectives are inadvertently normative in their approach.

Decisions that will be made based on evaluative results include:

- ❖ Aligning and tailoring material to increase the impact of the program
- ❖ Altering design elements to improve visual efficacy
- ❖ Fine-tuning the design solutions to maximize pedagogical efficacy
- ❖ Providing facilitators/teachers with useful and actionable feedback
- ❖ Strategizing launches of the same, or similar, program to other regions worldwide

Data Collection and Analysis Plan

The collection of data will be shared by the curriculum designers, stakeholders, project manager, schools, teachers, and students. Below is a table with a detailed explanation of the data to be collected and how it fits into Kirkpatrick's New World Model. Following this analysis is an overview table of all of the data to be collected, by whom.

Kirkpatrick's Level 1: Reaction

Does the gender-equity curriculum design work?

After the design phase, feedback on the curriculum and website is given by SMEs (teachers and gender equity specialists).

SMEs will refer to developed **curriculum rubric and checklist** to measure:

- ❖ The impact of the activities and lessons on learning objectives
- ❖ The clarity of instruction
- ❖ Time management and feasibility of the lesson

Pilot testing of the curriculum (and possibly the retesting problem areas) will be carried out with a small group of young learners.

- ❖ Observers of the pilot group will refer to the **pilot test rubric and checklist** that measures:
 - Clarity of instruction
 - Engagement levels of participants
 - Time management and feasibility of the lesson
- ❖ Students will be asked a 3-4 question **satisfaction survey**, including an open-ended question about what they liked and didn't like.

Designers will observe SME interaction with the HeForShe Myanmar website using a **website evaluation checklist** of tasks teachers would need or want to perform on the website.

While progressing through the curriculum, teachers will track changes they make on a **lesson adjustment form** that asks what change was made and why, using feasibility, time, impact on LO's, and clarity of instruction as guidelines for modification. These forms will be gathered and considered when revising the learning design after completion of the first class has gone through the curriculum.

While going through the curriculum, students will be asked to **react to each activity** (using creative ways to make the feedback anonymous such as dropping an object into one of 2 non-transparent containers labeled “thumbs up” and “thumbs down” while the rest of the class faces away)

While going through the curriculum, teachers will submit **request for feedback pop-ups** on the website when they encounter problems or have ideas of how it can be improved

At the end of the curriculum students are asked to write responses to a 3-4 question **satisfaction survey**, including an open-ended question about what they liked and didn't like.

At the end of the curriculum, teachers will be asked to write responses to a 3-4 question **teacher satisfaction survey**, including an open-ended question about what they liked and didn't like.

Kirkpatrick's Level 2: Learning

Are students learning what they need to know about gender equity in order to be more equitable?

Teacher observation during role plays and other scenario-based activities using **gender equity checklist and rubric**.

- ❖ For example, asking students what they would do or say in a challenging situation
-

Peer-based feedback in small-group scenario role plays using **gender equity checklists**.

Teacher asks **before- and after-lesson discussion questions** connected with the learning objectives for that lesson. The teacher tallies the answers at the beginning, then

goes through the lesson and activity that is designed to explore the issue. After the lesson he/she asks a similar question that is designed to evaluate whether knowledge was gained.

- ❖ For example, at the beginning of a lesson about equitable behavior at school, the teacher may ask, "Is [inequitable cultural norm] fair?" And end with a question, "Who is affected by this [inequitable cultural norm], and how?"

At the beginning and end of the curriculum, teachers lead the same **attitude assessment activity** directly related to learning objectives to measure attitude change over the course of the curriculum.

Kirkpatrick's Level 3: Behavior

Are learners able to act in more equitable ways?

Track students to measure **levels and frequency of conflict** reported.

- ❖ Compare students who took the class with students who did not
- ❖ Conflict should be assessed and reported using a **conflict assessment scale**, since some of the behaviors we are trying to instill, such as "standing up" for someone, can lead to conflict)

Track **class participation** in boys and girls to evaluate changes in behavior over time.

- ❖ Teachers should include class participation as part of their grading system
- ❖ To help teachers measure this data, learners can be encouraged to track their participation using a simple tool such as putting a rock in a jar when they participate

Kirkpatrick's Level 4: Results *Is there an impact on gender equity in school culture?*

High-level metrics collected by the school will help measure the overall impact on the school's culture. If these are not currently gathered, a data collection plan will need to be implemented. Indicators to track include:

- ❖ Numbers of days missed in school
- ❖ Grade performance of girls and boys who took the class compared with ones who did not
- ❖ Number of children who continue to stay in school over the course of their education (dropout rates)

OVERVIEW OF DATA TO BE COLLECTED

Evaluation	Kirkpatrick's Level	Gathered By	Time of Evaluation
Lesson adjustment form	Level 1	Teacher	During the course of the curriculum
"Thumbs up" or "thumbs down" reaction	Level 1	Students	After a lesson or activity
SME curriculum feedback	Level 1	Designers, stakeholders	Pre-launch
Pilot testing	Level 1	Designers, stakeholders	Pre-launch
Student satisfaction survey	Level 1	Designers, Teachers, Stakeholders	Post-pilot test & Post-curriculum
Teacher satisfaction survey and interviews	Level 1	Designers, stakeholders	Post-pilot test & Post-curriculum
Attitude change discussion activities	Level 2	Teacher	Beginning and end of curriculum
Gender equity discussion questions	Level 2	Teacher	Beginning and end of each lesson
Gender equity behavior checklist and rubric	Level 2	Teacher	During role-plays and other scenario-based activities
Gender equity behavior checklist	Level 2	Students	During small group activities
Self-evaluation checklists	Level 2	Students	For individualized activities
Class participation	Level 3	Teacher, Students	Track as part of grade
Conflict rates	Level 3	School	Long-term indicator
Dropout rates	Level 4	School	Long-term
School days missed	Level 4	School	Long-term

Grade performance	Level 4	School	Long-term
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Plan for Revision Cycle

Pre-launch Evaluation of Curriculum

- ❖ Receive feedback on lesson plans and website from 5 to 6 teachers
- ❖ Revise curriculum and website
- ❖ Pilot test lessons, activities, and website with students and teachers
- ❖ Revise curriculum and website
- ❖ Agreed-upon metrics are introduced throughout the school, managed, and reported on by the school administration

Revision Plan During Curriculum

- ❖ Teachers make adjustments to the curriculum based on their class and needs, recording such changes as they go
- ❖ Teachers submit website “request for feedback” pop-ups as they use it. Critical problems are sent to the attention of the web master and fixed

Post-Curriculum Evaluation

- ❖ After the first class has been taught, all data including teacher lesson change forms, student curriculum evaluations, class attitude shifts, and student activity ratings are gathered and assessed. Revisions will be made based on the data received by curriculum designers
- ❖ Teachers and possibly students may be interviewed with follow-up questions about what worked and what didn't work
- ❖ Website will be updated according to an analysis of suggested changes and problems
- ❖ Checklists and rubrics will be revised as needed

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- ❖ Over the course of years, high-level metrics will also be assessed to determine if the curriculum is having any effect on the number and type of conflicts, the number of school days missed, the amount of classroom participation, the level of grade performance, and the dropout rate. This data will be collected by the project managers to measure the effectiveness of the training with the goal of scaling it up for use in more Myanmar schools thereby increasing the impact to a larger portion of the population

Evaluation Schedule

Date for Completion	Phase	Time Given	Parties Involved	Activity
End of Day 1	Analyze learners	1 day	Design team On-site program manager Local partnership representatives (Myanmar SMEs)	Refine goals and objectives according to evaluations of on-site program manager and local partnership representatives.
End of Week 1	Analyze learners	4 days	Design team Myanmar SMEs Translator Representative target students Representative target facilitators	On-site evaluation of 3 to 4 primary schools in Yangon and surrounding communities. Evaluations include: ❖ Educational environment evaluation ❖ Student interviews ❖ Facilitator interviews ❖ Needs assessments
End of Week 3	Select strategies, technology, media, materials	1 week	Design team Myanmar SMEs	Evaluation of media and materials suitability.
End of Week 4	Use technology, media, and materials	1 week	Design team Myanmar SMEs	SMEs evaluate website and online components.
End of Week 5	Use technology, media, and materials	1 week	Design team Myanmar SMEs	SMEs evaluate print materials.
End of	Require learner	2 weeks	Design team	Select students and facilitators for a

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Week 7	participation Evaluate & revise		Translator Representative target students Representative target facilitators	pilot test to interact with curriculum, technology, and materials. Evaluations include: ❖ Student feedback & satisfaction surveys ❖ In-class facilitator feedback & satisfaction surveys
At 6 months	Evaluate & Revise	1 week	Design team In-class facilitators On-site program manager Local partnership representatives (Myanmar SMEs)	Six-month follow-up evaluations seeking out course strengths and weaknesses. Derived from internal testing and observation. Areas of focus for assessments: ❖ Attitude change over time ❖ Starting and ending questions for each lesson to measure knowledge gained ❖ Student reactions to activities ❖ Teacher instigated changes to curriculum Conducted by: ❖ In-class facilitators ❖ On-site program manager ❖ Local partners
At 12 months	Evaluate & Revise	1 week	Design team In-class facilitators On-site program manager Local partnership representatives (Myanmar SMEs)	1 year follow-up evaluations seeking out course strengths and weaknesses. Derived from internal testing and observation. Conducted by: ❖ In-class facilitators ❖ On-site program manager ❖ Local partners
At 24 months	Evaluate & Revise	1 week	Design team In-class facilitators On-site program manager Local partnership representatives	2 year follow-up evaluations seeking out course strengths and weaknesses. Derived from internal testing and observation. Conducted by: ❖ In-class facilitators ❖ On-site program manager

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			(Myanmar SMEs)	❖ Local partners
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Plan for Communication of Results

During the pre-launch phase, the team will conduct pre-production formative evaluation communication primarily via email and web-based conferencing.

During the revision stage, weeks 6 through 8, formative evaluation communication between principal contacts in Myanmar and the design team in the United States will be conducted via web-based conferencing and email. Presuming the web development team has the website developed to a soft launch phase, a blog will provide updates to project partners and stakeholders unable to attend web-based conference meetings.

Post-curriculum, communication of summative evaluation results at months 6, 12, and 24 will come from facilitators via a website survey. The team will collect and analyze the data, and prepare reports for stakeholders and principal Myanmar contacts, including program partners. Revisions made based on analysis of the results will be communicated back to facilitators via email or as updated materials available for download from the website.



Assumptions

We have made the following assumptions in order to launch this training. We will need to engage with **a stakeholder in Myanmar's educational system**, such as a representative from the Department of Education or other entity with the authority and knowledge to introduce a new curriculum into the existing school system. This person will also manage the process of gaining **government permission** if needed.

This solution is based upon the assumption of the availability and accessibility of the following **local organizations**, and their willingness to partner with us in this project.

- ❖ **Moot Oo** is a Myanmar-based non-profit engaged in improving the resources and skills of local teachers. They have developed a gender equity curriculum for facilitators working in post-secondary schools, universities, and community-based organisations. <http://www.moteoo.org/>
- ❖ **Akhaya** is a local women's rights organization which has developed gender equity training for parents of young preschool aged children, among other projects. <https://www.akhaya.org/en>

Local organizations working specifically with young children, will provide us with **local gender equity and education experts** who can guide us in our analysis and design. These SMEs, some of whom will be Myanmar citizens, will understand the nature of gender equity in Myanmar and the condition of its educational system.

Myanmar stakeholders will also help us identify a **program manager**. This person will be involved during the analysis and design phases and will take over the management of the training after implementation. This project is based upon the assumption that the stakeholder will assess facilitators and outcomes, and can identify ways to improve and build on the design of the curriculum.

The stakeholder organization will also be responsible for providing the **funds** necessary to print facilitator lesson plans, provide materials needed for activities, and pay a stipend to the program manager.

We will also have a **translator** available to help us communicate, understand local custom, and help write finished materials. In addition to the translator, our SMEs are likely to speak English as well as Myanmar (the official language of Myanmar) and will help facilitate our understanding of the learners, facilitators, and learning environment.

Through our Myanmar stakeholders and with the permission of government authorities, we will recruit **facilitators** to participate in a pilot program, ideally beloved teachers from local schools who children trust and respect -- that is, proven role models. In order to participate, facilitators will need to go through a predetermined teacher gender equity training that will help them understand the boundaries of these lessons, and what steps they can take if a child is in need of assistance or is ever at risk of gender-based violence. Facilitators will need to commit to this project for at least one year and will be responsible for collecting evaluation data and performing assessments, for which they will be trained. These teachers will be assessed regularly by the project's program manager. Some facilitators will be asked to consult on the design and development of the curriculum, especially the classroom activities.



Training session on child protection, Burma/Myanmar [Geneva Call/Flickr]

These gender sensitivity lessons will be required learning, which could create a motivation gap with **learners**. To that end, the highest priority will be to incorporate engaging and fun activities that will provide learners with an early feeling of success. As much of the

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Myanmar style of teaching is quite rote, this curriculum will hopefully be perceived by students to be a break from the typical learning day and something to look forward to.

Schedule

This project's expected timetable is 12 weeks, including work completed state-side prior to working on-site in Myanmar. Ideally, all the work of the design team would happen in Myanmar since the majority of expenditures is for the roundtrip flights. However, with an 8.5 hour difference in time and having access to the resources and remainder of the team in the states outweigh the ability to effectively manage the project in the separate countries.

Key milestones driving the project are in Week 1 during the Analysis phase, when teams of instructional designers are in the schools observing and absorbing to become more empathetic to our facilitators' and learners' daily experiences. Other notable milestones are throughout Weeks 4 - 8, as learning solutions are developed, tested, evaluated, and revised prior to initial implementation.

Prior to traveling to Yangon, schools are predetermined with key points of contact at each school identified. Additionally, office space is secured with internet and wireless services established.

Week 1: Analyze Learners

Location: Myanmar Time: 40 hours

Instructional design team travels to Yangon to set up a previously arranged homebase office location and conduct a meeting with on-site Program Manager and representatives from our partnership organizations to refine the goals and objectives for the week.

Travel to 3 to 4 primary schools in Yangon and outlying village communities with SMEs and translator to study educational environments, interview facilitators, and conduct needs assessment. Interview students with goal of identifying the most common denominators of their socioeconomic and sociocultural situation. Develop learner personas from the data gathered during on-site visits.

Week 2: State Objectives

Location: United States Time: 20 hours

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During team meeting on Monday, based on the findings during the previous week, identify and compile a list of goals and objectives for the learners and facilitators. As the design team advances into the next phase, they will revisit and refine the goals and objectives.

In tandem, the web developers will begin creating the framework for a multi-use website described in more detail in the Communications section. This work will continue throughout the project timeline.

Week 2-3: Select strategies, technology, media, and materials Location: United States
Time: 80 hours

Based on the desired objectives, the design team will divide into smaller groups to select the strategies and available technology best suited for achieving the objectives. Three or four meetings will be scheduled to identify appropriate media and materials to enhance, or use in conjunction with, selected technology. Myanmar SMEs will be consulted on the decisions made. Individual teams will build their materials based on decisions from each meeting and meet again, as a whole, to discuss progress then individually build/refine upon decisions from each subsequent meeting.

Week 4-5: Utilize technology, media, and materials Location: United States Time: 80 hours

Having selected the technology and media, begin developing the training materials for print and designing online learning components. Myanmar SMEs will be asked to review the print materials, website, and other online components. Absorb feedback for consideration in evaluation and revisions.

Week 6-11: Require learner participation Location: Myanmar Time: 40 hours

Devise plans to invite selected learners and facilitators to begin interacting with the technology and materials. Absorb feedback for consideration in evaluation and revisions.

Facilitator trainings with final learning solution will be held on-site at the schools throughout Weeks 10 and 11 with design team and program manager.

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Week 6-ongoing: Evaluate and revise

Location: Myanmar/US Time: 100 hours

Based on feedback provided and from internal testing and observations during Weeks 6 and 7, evaluate strengths and revise weaknesses.

Direct evaluations will be conducted by facilitators in class, as well as the program manager and partner organizations. The design team will conduct evaluations three times, once at 6 months, again at 12 months, and at 24 months.

Week 8-9: Produce

Location: Myanmar Time: 40 hours

Files for print materials are sent for publishing and reviewed for quality.

Week 10: Ship

Location: Myanmar Time: 24 hours

Printed materials are shipped to education facilities.

Week 11: Distribute

Location: Myanmar Time: 40 hours

Learning materials are distributed to learners.

Week 12: Launch

Location: Myanmar Time: 40 hours

Initial implementation in the schools.

Communication Plan

Most schools and monasteries where adult facilitators will engage young learners do not have access to multiple computers. Therefore, web-based communication with the rural facilities in small villages will be sporadic and may require points of contact to schedule time at internet cafes for web conferences. A website will be created as a place for them to find details and pose questions to the design team during the 12-week ASSURE phase.

The website will continue to serve the learning communities. Users will be able to order learning materials, access a blog for sharing of ideas and successes with other facilitators, read FAQs, find guides for using materials, and download or access online teaching tools.

Initial communication during the needs assessment phase will include in-school visits with follow up via email and web conferencing applications. Evaluation steps will include communication via email, web conferencing, and online surveys.

Internally, design team meetings will occur twice weekly throughout Weeks 1 - 5 and then become more frequent, occurring daily during Weeks 6 - 8. The project manager will compile all notes from the meetings and communicate pertinent information to principal contacts in Myanmar.

During the evaluate/revise stage, scheduled communication between the team and principle contacts in Myanmar will occur weekly via conference calls, more frequently if necessary. Refinements and approvals will be communicated during Weeks 7 & 8.

Facilitators will learn how to use the learning solutions, how to evaluate comprehension by learners, and how to guide learners into thinking constructively about gender equality issues and to reflect on their new knowledge. These trainings will be scheduled on-site at the schools throughout Weeks 10 and 11 prior to launch during Week 12.

Learners will engage in the post-implementation evaluation stages at 6, 12 and 24 months. This communication will primarily happen through facilitator-led surveys with the goal to determine if 1) learning objects are achieved, 2) materials and media are comprehensive, and 3) learners are retaining and incorporating the goals into their daily lives.

Summary

Ideally, this program will provide elementary school-aged children with an introduction to concepts of gender and gender equity, laying a solid foundation that can be built upon with increasing complexity and autonomy as these children grow into adolescence and adulthood.

The skills learned through this program's stories, games, and activities will equip Myanmar youth with the ability to treat others fairly and respectfully—regardless of gender—and strategies and behaviors to address unfair treatment they encounter. Moreover, through extended engagement and personal interactions with a facilitator who is also a trusted role model, students will receive the sustained support necessary for deep understanding and behavioral change that is necessary for shifting culturally-ingrained beliefs about gender.

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Appendix I: Learner Personas

Learner Persona 1



Min Thet

Gender: Male

Age: 8

Location: Rural village in Myanmar

Discovery

Min Thet is a diligent and inquisitive 8-year-old boy. Like 80% of Myanmar's population, his family is poor and rural; they are also part of Myanmar's ethnic majority, the Burmese, who account for about 68% of the population.

His family lives in a poorly constructed bamboo house that sits on stilts near the Irawaddy River. They experience flooding every year and once, when Min Thet was an infant, they had to relocate due to military movement.

Like almost 90% of people in Myanmar, Min Thet is Buddhist. Theravada Buddhism is part of his day-to-day life: his schedule revolves around Buddhist festivals and holidays, and he regularly goes to temple.

Min Thet's country, Myanmar, has recently opened to international business after 50 years of rule by an oppressive, isolationist military regime. As a result, his life is changing quickly with international development and investment. Over the last 7 years, smartphones have

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become ubiquitous, even among the rural poor, and some of Min Thet's hobbies are made possible by this new technology, like playing video games and listening to music.

Immersion

Min Thet occupies specific roles in Myanmar society, ones determined by tradition and that hold him to certain expectations.

As a son, he is doted on and loved, though his parents might discipline him by spanking or yelling. He is expected to bring in income as he gets older and to support his parents as they age. In addition to daily chores, Min Thet often assists his father with fishing and preparing the rice fields for planting.

As a student, Min Thet currently attends primary school, where he has learned how to read and write. In the future, he might spend a few weeks or months living at a Buddhist temple as a novice monk, something many young Myanmar boys do. There's a good chance he will not attend secondary school so he can contribute income to his family.

As a brother, he is very loving toward his two sisters. He felt sad when his sister dropped out of school to bring in money to the family. However, he hasn't really thought about whether his sisters are equal to him. He accepts as a matter of course that he will receive more freedom and maybe even more education than they will, because he is a boy.

As a boyfriend and future husband, he expects the girl he will one day marry will honor him as the final decision maker in the family and not question his motives, whereabouts, or actions. While he is not currently interested in girls, he knows that once he does have a girlfriend they cannot be affectionate in public. As in many patriarchal cultures, his girlfriend would be frowned upon if she engaged in premarital sex while Min Thet would be treated leniently, even applauded. If he were to get a girl pregnant they would be expected to marry. Min Thet would likely marry in his late teens or early 20s to a love match rather than an arranged marriage.

As a child of the 21st century, Min Thet is being exposed to new ways of thinking and behaving. While the media is still censored to some degree, he watches international media, and learns about new ideas, behaviors, role-models, and norms from other cultures.

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Connection

Min Thet's knowledge and skills are primarily learned through his family and community. This may not serve him well as Myanmar's economic and social landscape shifts quickly.

He has learned basic skills like reading and writing at school, but the quality of Myanmar's educational system is poor. Schools devote little, if any, time to developing advanced thinking skills. This could leave Min Thet at a disadvantage in the future, since critical thinking skills and other 21st century life skills are not part of his formal or informal education.

Min Thet's understanding of gender and behavior toward the opposite sex has been primarily learned from his community. He does not consider women to be equals, and he believes women and men play different roles and perform different jobs within family relationships and society.

This knowledge is complicated by Min Thet's access to foreign media. The images, movies, and games he watches and plays are often sexually charged, treating women as sexual objects. Without open discussion of gender equality and women's rights, this media exacerbates Myanmar's already sexist-leaning culture.

Min Thet's beliefs about gender could greatly impact his life. He will expect a future female partner to be below him in the social hierarchy, which would require her to be (or at least behave) less adept at thinking and life skills. Given Min Thet's low socioeconomic status, poor education, and questionable work prospects in a competitive global market, this could limit them both and severely restrict family income.

Detachment

Due to cultural traditions, the development sector's exploitation of the poor, and Myanmar's subpar educational system, Min Thet will likely lack the means to economically succeed as an adult. His future wife will likely be less educated and, due to a woman's status as child care provider and low-skilled worker, will not be able to contribute financially to her family, leaving both her and Min Thet in a perilous position. Inculcating Min Thet with the concept of gender equality may help ameliorate both his and his future wife's economic handicaps.

Addressing the gender equity gap by educating boys and girls about it at a young age has been shown to be the most effective strategy for empowering women and decreasing violence against women. It is important to educate learners like Min Thet now, as children, when they have only a few years' worth of practicing the traditional gender roles and before they become sexually active.

Simple lessons about gender equity can reach the majority of the population by being taught in primary school, monastic school, and through sports and after-school programs. These lessons can address concepts like how to treat others fairly and respectfully, regardless of sex, and how to speak up when they witness unfair treatment.

This learning solution leverages Min Thet's experiences and worldview to its advantage. The solution's focus on "fairness" and "respect" mirrors existing concepts inherent in the Buddhist religion that Min Thet has grown up in. It also introduces concepts that can be further built upon as Min Thet grows older, such as: healthy sexuality, consent in sexual relations, rejection of violence against women and domestic violence, and women's right to equal treatment in all areas (jobs, wages, education, human rights, etc.)

As this learning solution challenges pre-existing cultural norms, it may cause conflict between generations or fail to be retained in the long run depending on whether it 'hits the mark' culturally.

Potential consequences of this learning solution as part of a larger movement to empower women are: social backlash toward girls and women when they begin to flourish independently of boys and men; a general acceptance of a woman's right to fair treatment and equal rights; women's contribution to Myanmar's socioeconomic well-being; and a more balanced and just society.

Learner Persona 2



Thin Thin

Gender: Female

Age: 12

Location: Yangon, Myanmar

Discovery

Thin Thin is a quiet, happy, and creative 12-year-old girl. She lives in Yangon, Myanmar's largest city and former capital. Her parents, three siblings, and grandparents share a tiny apartment in an old building. Due to Yangon's recent growth, rents are rising quickly and they will likely need to move soon. This is a point of stress for Thin Thin and her family; they are poor, and moving outside of Yangon would make commuting to work long and expensive.

Thin Thin attends public primary school, but she is not expecting to continue on to secondary school. Instead, she will probably work in a factory, joining her mother and older sister. Her father works as a construction laborer digging ditches and building brick walls. Her oldest sister left school a few years ago to work and care for the children when their mother is at work. The family lives a hand-to-mouth existence.

Most of Thin Thin's time is spent doing chores or accompanying her family members when they go to work. She doesn't have many hobbies, though she enjoys singing and playing games. Sometimes while Thin Thin is waiting for family members to get off work, she

scrolls through her mother's smartphone to see what's on Facebook. She also occasionally sells mangos from her father's village on the streets with her sister to make extra money.

Buddhism is part of Thin Thin's daily life as much as it is for Ming Thet. Her family attends festivals and she helps raise money for the monks whenever she can.

Thin Thin is experiencing a great deal of social change in her life due to the opening of the country to international development and foreign media. Like most people in Yangon, Thin Thin has easy access to inexpensive smartphones and excellent cell service. The jobs opening up for women continue to be in traditionally "feminine" areas like service and caregiving, and factory jobs have been open to female city dwellers for over a generation.

Immersion

Thin Thin is part of a generation undergoing significant cultural shifts, and—especially for young girls—becoming aware of a conflict between traditional behavior and the foreign cultures she sees through the internet. Even though she spends lots of time exploring the internet and Facebook, she continues to conform as much as possible to her society's conservative norms to please her family.

As a daughter, she is well-loved, but her parents expect her to do exactly as they say. If not, she may be hit. Her family expects her to stay home or with a family member—she rarely ventures out on her own. Her mother is fine with Thin Thin and her sisters wearing more western clothes instead of traditional longyis, so long as they are not revealing. She will live with her parents until she gets married and will be expected to support her parents in their old age.

As a future girlfriend, she is starting to feel interested in boys, but she is intimidated by them. She has only sisters at home, and in Myanmar boys and girls are kept separate and only interact at school. Sometimes the boys at school tease her, but many are nice to her. Her older sister has a boyfriend, but they only spend time together when their parents are present to chaperone. Even touching or holding hands is taboo, unless there is an intent to marry.

Thin Thin is developing a very conflicting sense of sexuality. On one hand, she watches music videos and loves the dancing, even though the women are very sexual. On the other, she has heard from her sister about one of the male bosses at the factory, who is mean

and has touched some of the other workers, bringing great shame on them. She never wants that to happen to her.

As a future wife, Thin Thin will likely marry and have children in her late teens or early twenties. While she expects her marriage to be her choice instead of arranged, her parents are already suggesting good boys for marriage to her.

Like many girls, Thin Thin has trouble differentiating from her own needs and desires and those of her family. She sees women who work in offices or own shops and wonders how she could possibly achieve what they have. She sees a connection between their success and education. However, if her family decides to remove her from school she will not contradict their decision. She listens to her parents and trusts they know what is best for her. She knows that Yangon is changing quickly and many families are being forced to leave because they can't afford to live there. She wants to help her family stay and, like the dutiful daughter she is, will leave school to go work and help support them. She doesn't expect to be able to follow her interests or dreams—in fact, she has learned she exists to serve her family. And that is enough for her.

Connection

Thin Thin's education so far has been almost exclusively learned through her family and community. The public school she attends is poor, so she has learned very few academic skills beyond rote memorization and how to read and write. Critical thinking and analysis are well outside her realm of knowledge.

If Thin Thin had gone to school before 1948, during Myanmar's colonial days, she would have had a very different experience. The public educational system was strong and welcomed girls; women attended university and could work as teachers and nurses. Their literacy and status in society declined under military rule, especially following the 1963 coup d'état, hitting a record low in the 1990s. While literacy rates are improving, women remain at a notable disadvantage. Thin Thin's mother, grandmother, and possibly even great-grandmother have been treated as second class citizens by Myanmar and its educational system. It is likely that Thin Thin takes this treatment for granted as the way things have always been.

Thin Thin's complicated beliefs about gender have the power to influence her life. She has seen different, contrasting gender roles play out around her: some women have their own

businesses, others are traditionally subservient to their fathers, husbands, and sons. Her future is at the mercy of her parent's decision to allow her to continue school or not, and it is likely she will marry in the next ten years (thus being rendered subservient to her husband) and have children (and therefore subservient to any sons.) Introducing her to knowledge that allows her to critically think about these life choices rather than accepting them as the way things are has the potential to impact her life immensely.

Detachment

Due to Myanmar's post-Colonial multi-generational devaluing of women, gendered family expectations, poor educational system, and increasing cost of urban living, Thin Thin will be in a precarious position as she enters adulthood and may likely find herself dependent on first her parents, then her husband, then her sons. Introducing Thin Thin to the basic concepts of gender equality may help her situate herself better as she comes of age.

Educating young girls like Thin Thin now, before they have left school, married, and born children, is essential for their ability to successfully apply what they learn about gender equality to themselves and their situation.

This learning solution builds on concepts Thin Thin would be familiar with—like Buddhist concepts of fairness and respect—while simultaneously introducing concepts that explain some of the divergent gendered behavior Thin Thin has seen living in Yangon, specifically women supporting themselves and following their interests. By providing a basic knowledge of the cultural impact on gender norms as well as examples of how to make those gender norms more equitable, this learning solution has the potential to guide Thin Thin to a new way of seeing her role in society, one more in line with her future as a world citizen of the 21st century.

Due to the challenge it presents to Thin Thin's gendered status quo, this learning solution may cause conflict between Thin Thin and her parents, or make Thin Thin more aware of all she is giving up if she acquiesces to her parents' desire to leave school for the workforce.

Potential consequences of this learning solution are: social backlash toward girls and women when they begin to flourish independently of boys and men; increased educational and work opportunities; a general acceptance of a woman's right to fair treatment and equal rights; women's contribution to Myanmar's socioeconomic well-being; and a more balanced and just society.

Appendix 2: Examples of Activities

- ❖ A card game where you can match female and male figures doing the same profession
- ❖ 'Snakes and ladders' as a gender game. Children are given statements related to gender: either positive messages, such as 'everyone has a right to education', 'it is up to us to treat everyone equally', and 'everyone can do household chores'; or negative messages like 'it is more important for boys to go to school', 'male students are lazier', and 'girls and boys cannot play the same games together'. The children either move forwards up the ladders or backwards down the snakes – depending on whether they agree or disagree with each statement. The aim is to replace negative messages with positive ones, so children who find themselves at the top of a snake have the chance to change the negative message into a positive one. If they do, they get to roll the dice for another turn. This game was particularly popular
- ❖ Play sports together
- ❖ Rewrite popular stories to have the girl in the boy role and vice versa to see how it changes the story. Put on a play. Talk about the importance of girls and boys having lots of different options in life
- ❖ Observe your family for a week and see who is the most tired

Appendix 3: List of Evaluation Forms Needed

School:

- ❖ Conflict assessment scale

Teacher/Facilitator:

- ❖ Curriculum beginning and ending discussion activity designed to measure attitude change over time
- ❖ Gender equity checklist and rubric to be used during role-plays and other scenario-based activities
- ❖ Starting and ending questions for each lesson to measure knowledge gained
- ❖ Lesson adjustment form

Students:

- ❖ Checklists to be used during small group role-play and scenario activities
- ❖ Checklists to be used during self-evaluation activities
- ❖ Post-lesson “thumbs up” or “thumbs down” reaction activity

Designers:

- ❖ SME checklist and rubric
- ❖ Pilot test observation checklist and rubric
- ❖ Student and teacher satisfaction survey questions