

ပလူပဝို

PHRU PWGO



ကညီကိုသရဲလံာ်တၢ်ကစီၣ် ဆံးမုၢ်, ၂၇၆၂

Karen Teacher Newsletter May 2023

ပဉ္စပပွဲကမံးတံင်တဖဉ်

Phru Pwgo Committees



နီၣ်လၢၢ်ထူ
Naw Ler Htoo



စကီး
Scott



စီၤဃိၣ်လိၣ်ထူ
Saw Kho Lo Htoo



နီၣ်ရူၤသး
Naw Ruth



နီၣ်ဖိရံၣ်ဝါ
Naw Hpaw Shee Wah



နီၣ်ဖိကိၣ်လိၣ်ထူ
Naw Paw Ko Lo Htoo

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တၢ်ဘိးဘဉ်သ့ၣ်ညါ

ကညီကိသရၣ်မၤသကိးတၢ်ကရူၢ် လံာ်တၢ်ကစီၣ်လံာ်ရၤလီၤတဘျီအံၤဘဉ်တၢ်ဆီၣ်ထွဲမၤစၢၤအီၤလၢ ကီၢ်ပယီၤတၢ် ကျဲၣ်ဘဉ်ကျဲၣ်သ့ၣ်ပၤမၤသကိးတၢ်ကရူၢ် (MEC) ခီၣ်ဖျိထံၣ်ကီၢ်ဂၤ, ထံၣ်ကီၢ်ဖိတၢ်ဂၤထီၣ်ပသီထီၣ်ဝဲၤဒီး (FCDO) ထံၣ်ကီၢ်ဂၤပၤဂၤဝီၤ ဒီးမၤကျိၤဝဲၤကွၢ်ဝဲၤကျိၤ (DFAT), ကီၢ်ဖုလဲၣ်နီၣ်ထံၣ်ကီၢ်ဂၤ ပၤဂၤဝီၤဝဲၤကျိၤဒီး အမဲၣ်ကၤထံၣ်ကီၢ် ဖိကမၤခီၣ်ဖျိဘီမၤစၢၤဖျိခၢၣ်စးကရူၢ် လၢဟီၣ်ခိၣ်ဒီးဖျါတၢ်ဂၤထီၣ်ပသီထီၣ်အဂီၢ် (USAID) သ့ၣ်တဖဉ်န့ၣ်လီၤ. တၢ် ဂ့ၢ်တၢ်ကျိၤလၢလံာ်တဘျီအံၤအပူၤ ဘဉ်ထွဲဒီးတၢ်ဖိးတၢ်မၤမူဒါလၢ ကညီကိသရၣ်မၤသကိးတၢ်ကရူၢ် မၤတ့ၢ်ဝဲသ့ၣ် တဖဉ်န့ၣ်လီၤ. တမ့ၢ် MEC, FCDO, DFAT ကီၢ်ဖုလဲၣ်နီၣ်ထံၣ်ကီၢ်ဂၤပၤဂၤဝီၤဝဲၤကျိၤ(USAID) မ့တမ့ၢ် ဘီမၤစၢၤဖျိပဒိၣ် ပပုၤအတၢ်ထံၣ်တၢ်ဟ့ၣ်ကျဲၣ် ဒီးအတၢ်ဖိးတၢ်မၤသ့ၣ်တဖဉ်ဘဉ်.

တၢ်ဂ့ၢ်ခိၣ်တၢ်တဖၣ်

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- ပုၤထူလံၤဖဲအတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ဒွဲးယၢ်ဒီးတၢ်စိတၢ်ကမီၤ လၢတၢ်ဒုးအိၣ်ထီၣ်ကျဲအသီလၢတံၣ်ဘဲးအပူၤ- (၁၆-၁၇)

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- ကညီတၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢတၢ်ကွဲးဆၢၣ်မဲၣ်အဆၢတီၢ် တၢ်ထီၣ်တၢ်ဆိကမိၣ်အတၢ်ကွဲး (ပိတီ) - (၁၈-၂၁)

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- ကတီၢ်တၢ်ဘၣ်သမုၢ်ခိၣ်ဆါဒီးအတၢ်ပနီၣ်တဖၣ်
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သုးပဒိဉ်အတၢ်မၤဘၣ်ဒိဘၣ်ထံးလၢအဆၢတလီၤတဲာ် ဖဲကူဉ်သုပဒိဉ်တၢ်ဒီးစဲးလၢမုၢ်တြီၢ်ကီၢ်ရှၢဉ်

မုၢ်တြီၢ်ကီၢ်ရှၢဉ်ကူဉ်သုဆဲးလၢဝဲကျိၤခိဉ်
ကီၢ်သုလုၤ

၂၀၂၂-၂၀၂၃တၢ်သိဉ်လိန့ဉ်အပူၤ ဒုဉ်ဒါသုးတဖၣ်အတၢ်ဟူးတၢ်ဂဲၤလၢအမ့ၢ်တၢ်ဟဲးလီၤတၢ်လၢကဘီယူၤ,အိဉ်လၢအသုးကလၢခဲးလီၤကျိၤဖးဒိဉ် ဆူသဝီပူၤဖဲအခးဝဲတုၤအလီၢ်အယီၤသတးဒီးမ့ၢ်တၢ်ပျံၤတၢ်ဖုးလၢပူၤကိဖိကိသရၣ်သုတဖၣ်အဂီၢ်အယီၤကိလၢအိဉ်လၢမုၢ်တြီၢ်ကီၢ်ရှၢဉ်ပူၤခဲလၢဉ်ဃုဉ်ဃုဉ် တထီဉ်မၤလိဘၣ်တၢ်စးထီဉ်လၢနီဉ်ခိဉ်ထံးတုၤလၢနီဉ်ကတၢၢ် တလဲၤအသးဂ့ၤဂ့ၤဘၣ်ဘၣ်.ဒ်တၢ်ပၢ်လီၤတၢ်သိဉ်လိ အဆၢကတီၢ်အိဉ်သီးန့ဉ် မၤလိတၢ်တဘျီတသုကိးဆၢကတီၢ်ဘၣ်န့ဉ်လီၤ. ကိသုတဖၣ်ခဲလၢဉ်ဃုဉ်ဃုဉ်ထီဉ်ဘၣ်ကိတနွံခဲနွံဘၣ်ပတုဉ်ဃုဉ်အကိတသိခဲသိအိဉ်ဝဲတနီၤ, တနွံအိဉ်ဝဲတနီၤ ဖဲဒုဉ်ဒါခဲးလီၤကျိၤဖးဒိဉ်မ့ၢ်ဂ့ၤ, ဟဲးလီၤတၢ်လၢကဘီယူၤမ့ၢ်ဂ့ၤ,ဖဲအသဝီမ့ၢ်ဂ့ၤသဝီ ကပိာ်ကပၤမ့ၢ်ဂ့ၤန့ဉ်လီၤ.

လၢတၢ်ဂ့ၢ်ဒ်အံၤအဖီ ခိဉ်မုၢ်တြီၢ်ကီၢ်ရှၢဉ်ကူဉ်သုခိဉ်နီၤဒီးပုၤဘၣ်မူဘၣ်ဒါတဖၣ် မၤတၢ်ထံဉ်လိာ်သကိးဖဲလၢယူၤန့ၤအါရံဉ်၂၀၂၃,တချုးဒီးလၢနီဉ်ကတၢၢ်တၢ်ဒီးစဲးလၢကပိာ်ထံးနီၤဖးတၢ်အိဉ်သးဒီးကကွၢ်ကဒါက့ၤကိ အတၢ်ထီဉ်ကိတဖၣ်ဒီးတဲသကိးဘၣ်ဃးလၢတၢ်ကဆိဉ်ထွဲမၤစၢၤ ကိဆူညါခိအဂီၢ်န့ဉ်လီၤ.လၢတၢ်တဲသကိးအံၤအဖီခိဉ် အဝဲသုတဖၣ်သုညါဘၣ်လၢ တီၤဖုဉ်ကိစ့ၤဖျၢဉ်လၢအတဘူးဒီးဒုဉ်ဒါကလၢတဖၣ် လဲၤတရံးအသးဘၣ်လီၢ်ဘၣ်စးဒ်တၢ်ပၢ်လီၤတၢ်ဆၢကတီၢ်အသီးန့ဉ်လီၤ.

ဒ်န့ဉ်အသီးကီၢ်သုလုၤပဒိဉ်တၢ်ဒီးစဲးဖိဉ်န့ဉ် ဒီးသန့ထီဉ်အသးလၢဒိတနီဉ်တၢ်သိဉ်လိကတီၢ် အလံာ်ညိဉ်သိဉ်ဒိတဖၣ်အဖီခိဉ်န့ဉ်လီၤ. ကိဖိလၢအတဒီးန့ၤမၤလိလံာ်, တဝံၤပုၤလီၢ်ပုၤစး ခိဖျိကိတထီဉ်ဘၣ်ဆၢဘၣ်ကတီၢ်တဖၣ် အိဉ်ဒီးတၢ်ခွဲးတၢ်ယာ်စ့ၤဒိဉ်မးလၢကိဖိတဖၣ်ကမၤန့ၤနီဉ်ကတၢၢ်တၢ်ဒီးစဲးန့ဉ်လီၤ. လၢတၢ်တဲသကိးအံၤအဖီခိဉ်, တၢ်ဆၢတဲာ်လၢ တၢ်မၤလိ၂၀၂၂-၂၀၂၃န့ဉ် မုၢ်တြီၢ်ကီၢ်ရှၢဉ် ကိတဖၣ်တန့ဉ်လီၤပဒိဉ်တၢ်ဒီးစဲးဖိဉ်ဘၣ် န့ဉ်လီၤ.

တၢ်ဆၢတဲာ်လၢ တၢ်ကမၤက့ၤနီဉ်ကတၢၢ်တၢ်ဒီးစဲးဒ်ညါနီဉ်တၢ်မၤတၢ်အီၤလၢကိ ဘၣ်တၢ်တီခိဉ်ရံဉ်မဲအီၤလၢ ကိတဖျၢဉ်ဘၣ်တဖျၢဉ်အသရၣ်, သရၣ်မုဉ်တဖၣ်န့ဉ်လီၤ. တၢ်ခဲးလီၤကျိၤဖးဒိဉ်, တၢ်မၤဟးဂီၤတၢ်လၢကလံၤကျိၤတဖၣ် ဒုးမၤပျံၤမၤဖုးဒီးဆိဉ်သန့ပုၤမၤလိတၢ်ဖိတဖၣ်လၢကဘၣ် ဃုတၢ်ပူၤဖျးအလီၢ် ဖဲအဝဲသုတဖၣ် ဒီးစဲးနီဉ်ကတၢၢ်တၢ်ဒီးစဲးအခါန့ဉ်လီၤ. လီၢ်ကဝီၤခိဉ်နီဉ်တဖၣ် ဂုဉ်ကျဲးစးအဂ့ၤကတၢၢ်လၢတၢ်ကတဲာ်ကတီၢ် တၢ်ဒီးစဲးအလီၢ်အကျဲ လၢကိဖိတဖၣ်ကဒီးစဲးဘၣ် ဘၣ်လီၢ်ဘၣ်စးဒီးပူၤဖျးဒီးတၢ်ဘၣ်ယိဉ်ဘၣ်ဘီတဖၣ်န့ဉ်လီၤ. ကိဖိလၢအဖျိနီဉ်ကတၢၢ်တၢ်ဒီးစဲးဒီးအိဉ်ဒီးအကံၢ်အစီလၢပုၤတဖၣ် ဘၣ်တၢ်ဟ့ဉ်အီၤလံာ်အုဉ် သးဒ်အဝဲသုတဖၣ် ဖျိပဒိဉ်တၢ်ဒီးစဲးအသီးန့ဉ်လီၤ.



လၢတၢ်တၢ်ကလုာ်ကလုာ်အကျိ, ကိဖိတဖၣ် တဟ့ဉ်အယုဉ်လၢတၢ်ဖဲးလိမၤဒီးအပူၤဘၣ်. သရၣ်ဒီးကူဉ်သုခိဉ်နီဉ်တဖၣ်အတၢ်တီစၢၤ မၤစၢၤဒီးတၢ်သုကူဉ်ဒုးကဲထီဉ်တၢ်တဖၣ် မ့ၢ်တၢ်ကဲဘျးကဲဖိဉ်လၢ မုၢ်တြီၢ်ကီၢ်ရှၢဉ်တၢ်ကူဉ်ဘၣ်ကူဉ်သု အတၢ်အိဉ်ဂၢ်ဆိးကျၢၤဒီးတၢ်ကဲထီဉ်လိာ်ထီဉ်အဂီၢ်န့ဉ်လီၤ.“ယဆၢဂ့ၤဆၢဝါဘၣ် သရၣ်, သရၣ်မုဉ်,ကိဖိမုဉ်,ခွါကိးဂၤလၢ ကအိဉ်ဆူဉ်သးဖုံဖဲ ဆၢကတီၢ်ကီၢ်ဂီၤကီၢ်ခဲဒ်အံၤအကတီၢ် ”မုၢ်တြီၢ်ကီၢ်ရှၢဉ်ကူဉ်သုဆဲးလၢဝဲကျိၤခိဉ်စဲးဝဲန့ဉ်လီၤ.



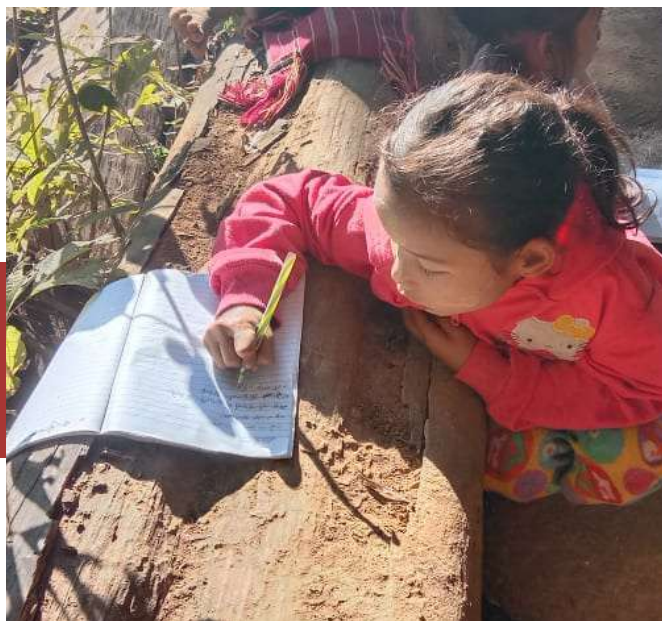
Burma Army Bombards Board Exams in Mu Traw District

During the 2022-23 academic year, the Burmese army used airstrikes and fired cannons from their base into local villages which created an environment of extreme danger and fear for Mu Traw district teachers and students. Most schools could open for only one or two weeks in a month because of the airstrikes and bombings which meant that studies could not be completed in full. Only a very few primary schools, located in remote less populated jungle areas further away from Burmese army bases, were able to complete their program normally.

In response, Mu Traw education authorities held an urgent meeting In January 2023, before the final exam (Annual exam) to analyze and discuss how they could support those schools with very low curricular completion rates. Through these discussions, they learned that only a few schools were able to complete the entire course work.

The Kawthoolei education board exam is based on the entire year's curriculum. Students who were not able to complete the entire course work due to regular school closures stood little chance of success in the exams. As such, after a long meeting, it was decided that schools in the Mu Traw district need not to implement the 2022-23 board examination.

It was decided that annual school exams would be developed and administered by local teachers. Ongoing aerial bombardment meant that students were forced to take shelter in the forest while taking their exams. Local leaders did their best to prepare these forest areas to increase student comfort and safety. Students who passed these locally developed exams were qualified to receive certificates as if they had passed the Kawthoolei education board exams.



Despite the many challenges, students did not give up on their education. Teachers' and education leaders' efforts and ingenuity meant that Mu Traw schools still attained strong educational achievement. "I wish teachers, students well during this challenging time", said Mu Traw District Education Officer.



ထိပ်လွှ်ဝါကညီကမျာ်တီထီကို ကိုအတတ်ဟူးတဂဲ

တီအကီရုဉ်ထိပ်လွှ်ဝါကညီကမျာ်တီထီကို ကိုခိဉ် တီသုလု

ထိပ်လွှ်ဝါကညီကမျာ်တီထီကိုအံ၊ အိဉ်ဒီးတီဒီးတဂဲသိဉ်လိတ ဖဉ်တကးဒီးဘဉ်အမဲဉ်ညါအိဉ်စိုကီးဒီးကိုအတတ်ဟူးတဂဲတဖဉ် အါမးန့ဉ်လီၤ. တဂဲပညိဉ်မ့ဉ်ဝဲကိုဖိသုဉ်တဖဉ်ကအိဉ်ဒီးတဂဲဒီးယဉ် လၢကမၤလိန့ဉ်တဂဲလၢ တီချၢဖဲတီဒီးပူတဂဲမၤလိဝံအလီၢ်ခံန့ဉ် လီၤ. တီချၢအတတ်ဟူးတဂဲမ့ဉ်ဒီးသီး ပုမၤလိတဖိသုဉ်တဖဉ်က သုဉ်ညါန့ဉ်ပာ်အါထီဉ်တဂဲကလုာ်ကလုာ်လၢကကဲဘျးကဲဖိဉ် လၢအတတ်အိဉ်မူတဂဲဒိဉ်ထီဉ်ဆူညါအဂီၢ် ဒီးအိဉ်မူကဲဘျးကဲထီဉ် တဂဲမၤစၢလၢပူတဂဲပူကသုအဂီၢ်န့ဉ်လီၤ. တဂဲဟူးတဂဲအံတဂဲ မၤအီၤခီဖျိကရုဉ်ကတုာ်နီၤဟ့ဉ်ခီဟ့ဉ်နီၤဒီးအမ့ဉ်သဲစးတဂဲဘျးတဂဲ မၤလိ, ခိဉ်ဃၢန့ဉ်ဆၢဉ်တဂဲမၤလိ, တဂဲကတီဆီ ဒီးသဒါမ့ဉ်ပီ တဂဲ သုဉ်ညါန့ဉ်ပာ်တဂဲမၤလိ ဒီးတဂဲသုဉ်တဂဲဟူးတဂဲမၤလိတဖဉ်န့ဉ်လီၤ. တဂဲဟူးတဂဲလၢတဂဲမၤတုာ်အီၤကီးန့ဉ်ဒီး ဒီးတဂဲမၤညီန့ဉ်တဖဉ်မ့ဉ် ဝဲ တဂဲကတဲကတီကွၢ်ခိဉ်ဃၢန့ဉ်ဆၢဉ်,တလိတဘျီတဂဲပြၢဒီးတဂဲ လိဉ်ခိဉ်လိဉ်ကွဲ,တဂဲဟးရုလိဉ်သး ဒီးဒုသဝီတဂဲအိဉ်ဖိဉ်တဖဉ်,တဂဲ သုဉ်တဂဲဟူးဒီးတဂဲမၤလၢကပီကညီမ့ဉ်နီၤဒိဉ်ဒီးမ့ဉ်နီၤလီၤဆီတဖဉ် န့ဉ်လီၤ.

- လၢတဂဲကတဲကတီခိဉ်ဃၢန့ဉ်ဆၢဉ် တဂဲဟူးတဂဲအပူတဂဲ မၤဝဲတဂဲသုဉ်သုဉ်ညီန့ဉ်ဖဲလိယူလံ(၁)သီ ကီၢ်သုလုတဂဲသုဉ် သုဉ်အမ့ဉ်နီၤဒီးအလီၢ်မ့ဉ်အိဉ်တဂဲသုဉ်စိုကီးဖဲဆၢကတီအဂၤ တဖဉ်စိုကီးန့ဉ်လီၤ.ဒ်န့ဉ်အသီး တနံဉ်တဘျီတဂဲဟးထၢတဂဲ ကမ့ဉ်လၢဒုသဝီ အဘူးအတီၢ် လီၤဆီဒ်တဂဲ ဒုသဝီ(၆)ဖျဉ် လၢ အဘူးကတီ ဒီးကိုန့ဉ်လီၤ. တနံဉ်အံကိုတဂဲဟူးတဂဲ လီၤဆီ လၢတဂဲမၤအါထီဉ်အီၤ မ့ဉ်ဝဲဒ်တဂဲဟးဟ့ဉ် ပီညါတဂဲ သိဉ်လိဘဉ်ဃးဒီးတဂဲကမၤစၢလီၤကွၢ်တဂဲသုကီဉ်ထၢဒါ(ဖျး စတုး)သုဉ်တဖဉ်မ့ဉ်ဂ့ၤ,တဂဲကမၤစၢလီၤတဂဲကမ့ဉ်ဒီးဒုသဝီတ ဖဉ် ကဂဲလိဉ်အါထီဉ်ကွၢ်လၢ တဂဲကတီကွၢ်ခိဉ်ဃၢ တဂဲက ဆဲကဆီအဂီၢ်န့ဉ်လီၤ.
- ဘဉ်ဃး ဒီးတလိတဘျီတဂဲပြၢန့ဉ် ညီန့ဉ်တဂဲမၤဝဲ တဂဲကတီ သတူၢ်ကလံာ်,တဂဲကတီဘျးစဲး, ပူဘျးစဲး, တဂဲသးဝံဉ်, ထါ, တဂဲဒုးန့ဉ်ပူ,တဂဲခဲဉ်တဂဲဂီၤ,တဂဲကွဲးထါဒီးလိဉ်ဆီရဲဉ်တဖဉ်န့ဉ် လီၤ. ဒ်န့ဉ်အသီးအိဉ်စိုကီး ဒီးတဂဲလိဉ်ကွဲးဖျဉ်ထူ, ဖျဉ်ပိုၢ်, ဖျဉ်ဃၢတဖဉ် စိုကီးန့ဉ်လီၤ. ညီန့ဉ်တဂဲပြၢတဖဉ် တဂဲမၤအီၤ လၢကရုဉ်မ့ဉ်တဂဲမ့ဉ်ဘဉ် ဒ်အတီၢ်စုဉ်စုဉ်ဒ်ဝဲအသီးဒီးသန့ထီဉ် အသးလၢတဂဲပြၢအကလုာ်အဖီခိဉ်လီၤ.
- မ့ဉ်တဂဲဟးရုလိဉ်သး ဒီးဒုသဝီ တဂဲအိဉ်ဖိဉ်တဖဉ်န့ဉ် ညီန့ဉ် တဂဲကွဲးမ့ဉ်အီၤ ဖဲတဂဲဘျီတဂဲဘါမ့ဉ်ဂ့ၤ, နီၤအိဉ်ဖျဉ်ဆၢကတီ ဘါမ့ဉ်ဂ့ၤ, တဂဲတုတဂဲဖျိ ဒီးတဂဲသံတဂဲပုာ်တဖဉ်မ့ဉ်ဂ့ၤန့ဉ်လီၤ.

- ဘဉ်ဃးဒီး တဂဲသုဉ်တဂဲဟူးန့ဉ် အါတက့တဂဲသုဉ်အိဉ်ဝဲ တဂဲဒီး တဂဲလုာ်တဖဉ်ဘဉ်ဆၢ ခီဖျိထံတဂဲကီတဂဲခဲ, တလၢတပုၤတဂဲ ဒီးတဂဲလုာ်တလၢတလီဉ်လၢကွဲးဖိဉ်တဂဲဒီးကီးဂၤအဂီၢ်ဘဉ်အဃိ ဒီးဘဉ်ပူအိဉ်တဂဲလၢကျးပူလီၤ. ဒ်လဲဉ်ဂ့ၤဂ့ၤကွဲးဖိဉ်တဖဉ် သုဉ် ညါန့ဉ်ပာ်အါထီဉ် တဂဲသုဉ်တဂဲဟူးတဂဲသုတဂဲဘဉ် စိုကီးလီၤ.
- ဖဲတဂဲမၤလၢကပီကညီမ့ဉ်နီၤဒိဉ် ဒီးမ့ဉ်နီၤလီၤဆီတဖဉ် အတတ် ဟူးတဂဲန့ဉ်ညီန့ဉ်ကွဲးသရဲဉ်ကွဲးဖိဉ်တဖဉ် ကွဲးမ့ဉ်ခိဉ်န့ဉ်,တမ့ဉ် ဒီး သရဲဉ်သမၤတဖဉ်လၢကဟဲ ဒီးဟ့ဉ်ခီဟ့ဉ်နီၤအတတ်လဲၤခီဖျိတ ဖဉ်မ့ဉ်ဂ့ၤ, ဟ့ဉ်ဂံၢ်ဟ့ဉ်ဘါကွဲးဖိ ဒီးကွဲးသရဲဉ်ဃုာ်ဒီးတမ့ဉ်လၢဟဲ ဟဲဉ်ဃုာ်သကီးလၢတဂဲမၤလၢကပီတဂဲရဲဉ်တဂဲကျဲအဆၢကတီ မ့ဉ်ဂ့ၤန့ဉ်လီၤ.

ကိုတဂဲဟူးတဂဲအဂုၤအဂၤတဖဉ် မ့ဉ်ဝဲကွဲးဖိဉ်ပာ်တဂဲထံဉ်လိဉ်အိဉ် သကီးအစၢကတီတနံဉ်(၂)ဝီ တဲသကီးကွဲးဖိ တဂဲဂံၢ်စၢတဂဲဂံၢ်ဆူဉ် ဒီးခါဆူညါတဂဲဖဲတဂဲမၤအဂုၤ သုဉ်တဖဉ်န့ဉ်လီၤ.ဒ်န့ဉ်အသီးတလိ တဘျီလီၤဆီဒ်တဂဲကွဲးဖိအိဉ်လၢဟဲဒ်ကွဲးဖိတဖဉ်တဂဲသုးကျဲဒုးကွၢ် အီၤတဂဲဂီၤမူ (Documentary)တဖဉ် ဒီးတဂဲတဲသကီးကွၢ်တဂဲလၢ အကွဲးဝဲ ဒီးနီၤပာ်ဝဲဒ်လဲဉ်မၤလိန့ဉ်တဂဲမၤန့ဉ်တဖဉ်လဲဉ်အဂုၤန့ဉ်လီၤ. ခီဖျိလၢတီဒီးချၢ တဂဲဟူးတဂဲတဖဉ်အဃိကွဲးသရဲဉ်မ့ဉ်သရဲဉ်တ ဖဉ်ထံဉ်ဘဉ်လၢ ကွဲးဖိတဂဲသုဉ်ဆူဉ်သးဆူဉ်အါထီဉ်လၢတဂဲမၤလိပူ န့ဉ်လီၤ. ကွဲးဖိတနီၤတမ့ဉ်ကသးစဲထဲလၢကွဲးဖိတဂဲဒီးတဂဲသိဉ်လိဘဉ်. အတၢ်သးစဲတဖဉ် တဒ်သီးလိဉ်အသးဘဉ်အဃိဒီးမ့ဉ်ဝဲတဂဲဟ့ဉ်ဂံၢ် ဟ့ဉ်ဘါ ဒီးဟ့ဉ်ခွဲးဟ့ဉ်ယဉ်ကွဲးဖိလၢကဟဲဖျိထီဉ်အတတ်သုတဂဲဘဉ် ဒီးဟ့ဉ်ခီဟ့ဉ်နီၤဘဉ် အတတ်သုတဂဲဘဉ်တဖဉ်န့ဉ်လီၤ.ကွဲးဖိတနီၤအ တတ်သုတဂဲဘဉ်တဖဉ် ဂ့ၤဒိဉ်န့ဉ်ဒီးကွဲးသရဲဉ်သိဉ်တဂဲတဖဉ်အဃိ အ လီၢ်အိဉ်စိုကီးလၢကဘဉ်တဂဲဟ့ဉ်ဂံၢ်ဟ့ဉ်ဘါအီၤအါအါလီၤ.တဂဲဟူး တဂဲသီးဒ်အံတဖဉ်တဂဲကဆဲးမၤအီၤဆူညါတကးဒီးဘဉ်တဂဲလၢ တဂဲကမၤအါထီဉ်တဖဉ်မ့ဉ်ဝဲခိဉ်ဃၢန့ဉ်ဆၢဉ်တဂဲဟူးတဂဲမၤလိတဖဉ် ဒီး တဂဲရုလိဉ်သး ဒီးကိုအဂုၤအဂၤတဖဉ်စိုကီးန့ဉ်လီၤ. သးအိဉ်မၤအါ ထီဉ်တဂဲဟူးတဂဲမၤတခါမ့ဉ်ဝဲကွဲးဖိတဖဉ်တဂဲဖဲသကီးလိဉ်လၢလံာ်ရဲ ဃး ဒီးကဟ့ဉ်ခီဟ့ဉ်နီၤလီၤကွၢ်တဂဲလၢအဖးဝဲသုဉ်တဖဉ်ဆူ အတီၢ် ပူန့ဉ်လီၤ.ကွဲးသးအိဉ်မၤန့ဉ်ဝဲကွဲးဖိတဖဉ်လၢတဂဲစုသုခိဉ်ဘဉ်အတတ် သိဉ်လိစိုကီးန့ဉ်လီၤ.



Hto Lwe Wah Karen Community School Activities

Hto Lwe Wah Community High School not only provides classroom teaching, but also offers many extracurricular activities to its students. The goal is to provide students with opportunities to develop their skills and knowledge beyond the classroom, and to become helpful members of society. By involving outside civil society organizations, the High School is able to provide training sessions in topics such as Rule of Law awareness, environmental awareness, mine risk education, and agriculture.

Annual activities at the school include environmental sustainability initiatives; monthly sports competitions to foster community engagement; an agriculture day; the celebration of Karen National Day; and, other special events.

- During the environmental sustainability activity, students plant trees on July 1st for Kawthoolei planting tree day, as well as at other times if time permits. Every year, the school also plans to collect garbage from the six closest villages to the school. This year, the school added an educational activity to reduce the use of plastic bags to help keep the forest clean.
- Monthly competitions include impromptu speeches, chain words, chain stories, songs, poems, stories, drawings, and essays. Sports such as football, volleyball, and cane ball are also played. Competitions are held either in groups or within the class, depending on the nature of the game.
- In terms of joint activities with other villages, students typically attend merit ceremonies, birthday parties, weddings, and funerals to build good relationships with the community.
- In terms of agriculture, most students plant vegetables, but due to water issues, they are unable to produce enough vegetables for the school. Therefore, the school must purchase vegetables from the market, but this still provides students with valuable knowledge for their future use.
- If there are any Karen National Days or special events, teachers and students invite leaders and guests to give speeches and share their experiences with the students during the ceremony.

The school also schedules meetings with parents at least twice a year to discuss students' strengths, weaknesses, and future plans. Additionally, students who stay in the dormitory watch movies and documentaries monthly and then share what they learned with each other.

These extracurricular activities have resulted in more enthusiastic students who are eager to learn and improve. Some students are not interested in traditional classroom learning, but these activities provide them with opportunities to showcase their talents and learn from their peers. It is also evident that some students possess knowledge beyond what the teachers have taught them, making it important to encourage them. In the future, the school plans to host more environmentally sustainable activities and develop relationships with other schools. The school also encourages students to read books in the library and share their knowledge with their classmates. Additionally, the school is interested in offering craft lessons to students.



8 ကိုတင်ကစီဉ်သနာဉ်

ဖဉ်အဉ်ကီၢ်ရှဉ်ကိုတင်ကစီဉ်

ဖဉ်အဉ်ကီၢ်ရှဉ် ကူဉ်သုဆးလၢဝဲကျိၣ်ဒိဉ်
ကီၢ်သုလုၤ

၂၀၂၂-၂၀၂၃ တၢ်မၤလိနံဉ် ဖဉ်အဉ်ကီၢ်ရှဉ်ပူၤ ကိုတဖဉ်လဲၤတရံးအသး ဘဉ်ဂ့ၢ်ဘဉ်ဝီ ဖဲလၢကိုဖိဒီးသရဉ်တဖဉ် ဘဉ်ကွၢ်ဆၢဉ်မဲဉ်ဒီးတ ကီၢ်ခါထံရှဉ်ကီၢ်သးအတၢ်မၤပျံၤမၤဖုးဒဉ်လဲၤန့ဉ်လီၤ. စးထီဉ်လၢနံဉ်ခိဉ်ထံးတုၤတၢ်မၤလိနံဉ်ကတၢၢ်တစုကိုလၢအိဉ်လၢဖဉ်အဉ်ကီၢ်ရှဉ်ပူၤဒီး ဒီးပၤလီၤအသးလၢ ကညီကူဉ်သုဆးလၢဝဲကျိၣ်အဖီလၢတဖဉ် လဲၤတရံးအသး ဒဲဝဲကျိၣ်တၢ်တီခိဉ်ရိဉ်မဲ အိဉ်အသးန့ဉ်လီၤ.

တၢ်တၢ်တဖဉ်အိဉ်ဒဉ်ထဲလၢကိုဖိနီဉ်ဂံၢ်အါထီဉ်ဝဲလၢ တီၤထီကိုလၢအိဉ်သ့ဉ်လီၤအသးလၢကီၢ်ဆၢတဖဉ်န့ဉ်လီၤ. ကိုဖိတၢ်အိဉ်တၢ်ဆိး (ဟံဉ်ဒွဲ) ကိုဖိတၢ်သ့ဉ်ထီဉ်, တၢ်အိဉ်တၢ်အိတလၢတပွဲၤဘဉ်န့ဉ်လီၤ. မ့မ့ၢ်လၢတၢ်မၤလိပီးလီတခီ ဖဉ်အဉ်ကညီကူဉ်သုဆးလၢဝဲကျိၣ် ဃု ကျဲဆိဉ်ထွဲမၤစၢၤ ဒီးခိဖျါလၢကရၢတနီၤ, နီၢ်တဂၤတၢ်မၤစၢၤအဃိ ဘျါရဲဝဲတၢ်သ့ဉ်တဖဉ်အံၤန့ဉ်လီၤ. ဖဲသုးမ့ၢ်ဒိဉ်ဟံးန့ဉ်ဆူဉ်တၢ်စိတၢ်ကမီၤ ဝံၤအလီၢ်ခံ ကိုလၢတၢ်ပၤဆုၢ်အိၤလၢကညီကူဉ်သုဆးလၢအဖီလၢသ့ဉ်တဖဉ်အတၢ်ဟူးတၢ်ဂဲၤဘဉ်ထွဲဒီးကီၢ်ပယီၤကူဉ်သုပဒိဉ်တအိဉ်နီတ ဝံၤဘဉ်န့ဉ်လီၤ.

၂၀၂၂-၂၀၂၃ တၢ်မၤလိနံဉ် ကီၢ်သုလုၤပဒိဉ်တၢ်ဒီးစးဖိဉ်အဂီၢ်ဘဉ်တၢ်ရဲဉ်ကျဲၤအိၤခီဖျါတၢ်နီၤဖးလီၤ တၢ်ဒီးစးလီၢ်လၢကီၢ်ဆၢတဘျီ တတီၤ န့ဉ်လီၤ. ကီၢ်သုလုၤပဒိဉ်တၢ်ဒီးစးဖိဉ်အံၤ ဝံၤဝဲဂ့ၢ်ဘဉ်ဘဉ် ခီဖျါဖဉ်အဉ်ကီၢ်ရှဉ်ပူၤ ထံကီၢ်တၢ်ဘဉ်ဂံၢ်ဂူၢ် အသဟီဉ်တဖဉ်တဆူဉ် ဒ်သီး တၢ်လီၢ်လၢ အဂၤတဖဉ်ဘဉ်အဃိန့ဉ်လီၤ. ဒ်န့ဉ်အသး ခိဝဲတၢ်ဆါတၢ်ဆိဉ်သနံးတဖဉ် လီၤစၢၤလီၤဝဲအဃိ တၢ်ဟူးတၢ်ဂဲၤဘဉ်ဃး ဒီးတၢ် ကူဉ်ဘဉ်ကူဉ်သုမ့ၢ်ဂ့ၢ်, တၢ်ကဟံးဖိဉ်, ကၤဖိဉ်ကိုဖိ, ကိုသရဉ်,မၤသကိးတၢ် ဒီးပုၤတဝၢတဖဉ်အဂီၢ် တၢ်ကီတၢ်ခဲတအိဉ်ဝဲ စ့ၢ်ကီးဘဉ်န့ဉ် ပုၤဘဉ်မူဘဉ်ဒါတဂၤစးဘဉ်ပုၤန့ဉ်လီၤ.



School news in Hpa-an District

During the 2022–2023 school year, schools located in the Hpa-an district operated smoothly even though teachers and students remain frustrated about the political and security situation. Those schools registered under Karen Education and Culture Department ran smoothly from the beginning to the end of the school year.

Enrollment growth in high schools in border areas causes insufficient learning space, learning materials, and boarding house basic living needs. However, the education department found a way to provide the necessary materials and also they addressed the issue through both organizational and individual support. After the military coup, schools under KECD didn't have any activities and collaborations related to Myanmar Government.

Regarding the Kawthoolei education board – examination in the 2022–2023 school year, it was arranged and divided to be held in one location per township. A Hpa-an Education representative shared that the board – examination was successfully conducted in Hpa-an district where there was a low intensity of conflict between ethnic armed organizations and SAC. Similarly, Covid –19 cases are decreasing across most of Karen areas and as such, the probation of education services, including related students, teachers, and community activities, can be held without any major difficulties.



WE REACHED

Students
166, 200

Teachers
11,407

Schools
1,495

KTTC's Graduates & Diplomas
829 Graduates
570 Diplomas

Village & People
862 Villages
49,117 People

လိာ်ကဝီတၢ်သဘဉ်သဘဉ်အတၢ်မၤဘဉ်ဒိဘဉ်ထံးပုၤထူလံၤဖိအတၢ်ဖံးလိမၤဒီးတၢ်

ပုၤထူလံၤဖိသုၤလၢအအိၣ်လၢဟီၣ်ကဝီသဘဉ်သဘဉ်အပူၤတဖၣ်ကွၢ်ဆၢဉ်မံၣ်ဒီးတၢ်ကီၢ်တၢ်ခဲ အကလုာ်ကလုာ်လၢတၢ်ကဒီးန့ၣ်ဘဉ်တၢ်ကုဉ်ဘဉ်ကုဉ်သုအဂီၢ်န့ၣ်လီၤ.တၢ်မၤဘဉ်ဒိပုၤထူလံၤဖိတၢ်ဖံးလိမၤဒီးအံၤမ့ၢ်တၢ်မၤဘဉ်ဒိပုၤလၢကဟဲလၢခံတစီၤန့ၣ်လီၤ. တၢ်ကုဉ်ဘဉ်ကုဉ်သုအတၢ်သဘဉ်သဘဉ်အံၤယံာ်ဝဲ ဒီးအလီၢ်အိၣ်ဝဲလၢအကဘျီကွၢ်အံၤလၢ ပုၤထူလံၤဖိတၢ်အတၢ်အိၣ်မူဆူညါအဂီၢ်န့ၣ်လီၤ.

တၢ်တၢ်တၢ် အဆိကတၢ်တမံၤ လၢပုၤထူလံၤဖိသုၤလၢအအိၣ်လၢဟီၣ်ကဝီသဘဉ်သဘဉ်အလီၢ်တဖၣ် တၢ်ခွဲးတၢ်ယၢ်လၢတၢ်ကဒီးန့ၣ်တၢ်ကုဉ်ဘဉ်ကုဉ်သုအဂီၢ်န့ၣ်လီၤ.တၢ်သဘဉ်သဘဉ်အယီၤကဲထီၣ်ပုၤလီၢ်အိၣ်ကမ့ၢ်မိ, ဒုးအိၣ်ထီၣ်တၢ်ဂ့ၢ်ကီၢ် လၢကွၢ်ဖိတဖၣ် ကဖံးလိမၤဒီးတၢ်. ဖိသုၤတဖၣ်တၢ်ဆိၣ်သနးအံၤ လၢကဘဉ်ဃုာ်အိၣ်ကဒုဃုာ် ဒီးဟံၣ်ဖိဃီဖိတဖၣ်, ဘဉ်ဟံၣ်တုၢ်ကွၢ်အဟံၣ်အယီၤ ဒီးအတၢ်ဖံးလိမၤဒီးတဖၣ်န့ၣ်လီၤ. ကွၢ်မ့ၢ်အိၣ်လၢအဝဲသ့ၣ်အဂီၢ်ဒၣ်လဲာ်တၢ်လီၢ်တၢ်ကျဲတဖၣ်တလၢတပုၤ, တၢ်မၤစၢၤတဖၣ်တလၢတလီၣ် ဒီးကဲထီၣ်တၢ်ဘဉ်ဒိဘဉ်ထံးလၢ တၢ်ကုဉ်ဘဉ်ကုဉ်သု တၢ်မၤအကျဲန့ၣ်လီၤ.

တၢ်တၢ်တၢ်ခံမံၤတမံၤမ့ၢ်ဝဲ သးအတၢ်ဘဉ်ဒိဘဉ်ထံးဖဲတၢ်သဘဉ်သဘဉ်ကတီၢ်.ပုၤထူလံၤဖိသုၤလၢဟီၣ်ကဝီသဘဉ်သဘဉ်အလီၢ်တဖၣ်လဲၤခီဖျိဝဲ တၢ်ပျံၤတၢ်ဖုး, တၢ်သ့ၣ်ကီၢ်သးဂီၤ ဒီးတၢ်သးဘဉ်ဒိ တဖၣ်န့ၣ်လီၤ. တၢ်ဘဉ်ဒိဘဉ်ထံး ဒ်သးအံၤတဖၣ်အိၣ်တုၢ်ဃာ် လၢအဝဲသ့ၣ်တဖၣ် အသးပုၤယံာ်ဝဲဒၣ် ဒီးမၤဘဉ်ဒိဘဉ်ထံးဖိသုၤတဖၣ် အတၢ်ဖံးလိမၤဒီးသ့ဝဲဒၣ်န့ၣ်လီၤ. ဟံၣ်ဖိဃီဖိတဂၤလၢလီၤမၤမ့ၢ်ဂ့ၢ်,တၢ်လီၢ်အိၣ်ကမ့ၢ်တဖၣ် မၤပယုၤဖိသုၤတဖၣ်အသး တၢ်အိၣ်ဆူၣ်အိၣ်ချ့လၢအတၢ်ဖံးလိမၤဒီးပုၤန့ၣ်လီၤ.

တၢ်တၢ်တၢ် အဂၤတမံၤမ့ၢ်ဝဲ လုာ်လၢထူသနူ အတၢ်ဘဉ်ဒိဘဉ်ထံး ဖဲတၢ်သဘဉ်သဘဉ်ကတီၢ်.ပုၤထူလံၤဖိသုၤတဖၣ်တၢ်မၤဆူၣ်မၤစီးအံၤလၢအကဘဉ်ဟံၣ်တုၢ်ကွၢ် အဟံၣ်အယီၤ ဒီးပုၤတၢ်တဖၣ်လၢအဘဉ်ထွဲဘဉ်ဃးလီၢ်သး ဒီးအတၢ်ဆဲးတၢ်လၢ ဒီးအလုာ်လၢထူသနူတဖၣ်န့ၣ်လီၤ. တၢ်ဆဲးလၢဒီးတၢ်မ့ၢ်တၢ် အတၢ်လီၤမၤတဖၣ် မၤဘဉ်ဒိဘဉ်ထံး ဒီးဟ့ၣ်တၢ်ကီၢ်တၢ်ခဲလၢ ပုၤထူလံၤဖိသုၤတဖၣ်အတၢ်မၤလိမၤဒီးအဂီၢ်န့ၣ်လီၤ. အါန့ၣ်ဒိၣ်န့ၣ် ကျိၣ်လၢတၢ်သုအံၤလၢတၢ်မၤလိမၤဒီးအပူၤစ့ၢ်ကီးတၢ်ကဘဉ်ပံာ်ထံနီၤဖးအံၤလၢပုၤထူလံၤဖိတဖၣ်အဂီၢ်, တၢ်အံၤမ့ၢ်စ့ၢ်ကီးတၢ်တမံၤ လၢအမၤစၢၤ ဟံးဃာ်ဂၢၢ်ကျၢၤ ထူသနူဆဲးလၢ အတၢ်မ့ၢ်တၢ်န့ၣ်လီၤ. တၢ်သဘဉ်သဘဉ်အံၤ မၤတံာ်တၢ်ကျိၣ် တၢ်ဖံးလိမၤဒီး ဒီးဟ့ၣ်တၢ်ကီၢ်တၢ်ခဲ လၢတၢ်ကစံးတတီၤ ဆဲးကျိး ဒီးလၢတၢ်ဖံးလိမၤဒီးအဂီၢ်န့ၣ်လီၤ.

တၢ်လၢပိာ်ထွဲထီၣ်အံၤလၢ တၢ်သဘဉ်သဘဉ် အတၢ်ဘဉ်ဒိဘဉ်ထံးလၢပုၤထူလံၤဖိသုၤ အတၢ်ဖံးလိမၤဒီးတဖၣ် အိၣ်ဝဲဒၣ်အါမးန့ၣ်လီၤ. တၢ်တဒီးန့ၣ်ဘဉ် တၢ်ကုဉ်ဘဉ်ကုဉ်သု ကဟ့ၣ်တၢ်ဒိဆၢ လၢအတဂ့ၤလၢပုၤထူလံၤဖိတဖၣ် ကဃုထံၣ်န့ၣ်တၢ်ဖံးတၢ်မၤ ဒီးကဆဲးမၤလိတၢ်ဆူညါအဂီၢ်န့ၣ်လီၤ.တၢ်တအိၣ်ဒီးတၢ်ခွဲးတၢ်ယၢ်လၢကဖံးလိမၤဒီးတၢ်န့ၣ် ကမၤဘဉ်ဒိစ့ၢ်ကီးအဝဲသ့ၣ်တဖၣ် အသးတၢ်ဆိကမိၣ် ဒီးနီၢ်ခိအတၢ်အိၣ်ဆူၣ်အိၣ်ချ့တဖၣ် ဃုာ်ဒီးတၢ်အိၣ်မူ အပတီၢ်ခဲလၢန့ၣ်လီၤ. အါန့ၣ်အန့ၣ်တၢ်တအိၣ် ဒီးတၢ်ကုဉ်ဘဉ်ကုဉ်သုကဒုး

ကဲထီၣ်တၢ်ဖျိၣ်တၢ်ယၢ်,တၢ်တတုၤသးထဲသး, ဒုးကဲထီၣ်တၢ်သဘဉ်သဘဉ်တလီၢ်လီၢ် ဒီးတၢ်မၤဆါမၤပယုၤတဖၣ်န့ၣ်လီၤ.

ကျဲအိၣ်ဝဲဒၣ်လၢတၢ်ကဘျီ, တၢ်ဂ့ၢ်ကီၢ်လၢ ပုၤထူလံၤဖိတဖၣ် ဘဉ်ကွၢ်ဆၢဉ်မံၣ်ဝဲဘဉ်ဃး ဒီးတၢ်ကုဉ်ဘဉ်ကုဉ်သုတကပၤန့ၣ်လီၤ. တၢ်တၢ်တပတီၢ်န့ၣ် ပကဘဉ်မၤလီၤတံာ်ဝဲကွၢ်တဖၣ် ကဘဉ်မ့ၢ်ကွၢ်လၢအတူၢ်လီၢ်ပုၤကီးဂၤ ကီးကလုာ်ဒဲး ဒီးပုၤဖျဲးဒီးတၢ်ဘဉ်ယိၣ်လၢပုၤထူလံၤဖိသုၤတဖၣ်အဂီၢ်. လၢအဟံၣ်ဃုာ် ဒီးပုၤတၢ်တခါခိၣ်န့ၣ်တဖၣ် အတၢ်ဖံးသကိးမၤသကိး ဒီးဆိၣ်ထွဲမၤစၢၤကွၢ် အတၢ်အိၣ်ဂၢၢ်ဆိးကျၢၤ တဖၣ်န့ၣ်လီၤ. တၢ်ကဘဉ်ဆိကမိၣ်စ့ၢ်ကီးလၢ တၢ်လဲၤတၢ်က့ၤလၢကွၢ်ဖိအဂီၢ်,တၢ်ပီးတၢ်လီၤဒီးတၢ်မၤစၢၤတဖၣ် ကဘဉ်လၢပုၤဝဲဒၣ်လီၤ.

တၢ်ခံတီၢ်တပတီၢ်မ့ၢ်ဝဲ အကဘဉ်ဘျီတၢ်ဂ့ၢ်ကီၢ်ဘဉ်ဃးဒီးပုၤထူလံၤဖိသုၤတဖၣ် အသးအတၢ်အိၣ်ဆူၣ်အိၣ်ချ့ အတၢ်ဘဉ်ဒိဘဉ်ထံးဖဲတၢ်သဘဉ်သဘဉ်ကတီၢ်. တၢ်အံၤကဘဉ်ဟံၣ်ဃုာ်စ့ၢ်ကီးဒီးတၢ်ဟ့ၣ်တၢ်တိစၢၤမၤစၢၤလၢသး ဒီးတၢ်မၤစၢၤတမံၤမံၤလၢအကဃုာ်လီၤဘျီလီၤဖိသုၤ အတၢ်ပျံၤတၢ်ဖုး ဒီးတၢ်သ့ၣ်ကီၢ်သးဂီၤတဖၣ်န့ၣ်လီၤ. တၢ်အံၤမ့ၢ်စ့ၢ်ကီးတၢ်ဟ့ၣ်တၢ်သ့ၣ်ညါန့ၣ်ပၤလၢကွၢ်သရၣ်ဒီးကွၢ်ပုၤမၤသကိးတၢ်တဖၣ်ကသ့ၣ်ညါဘဉ်ဃးသးအတၢ်အိၣ်ဆူၣ်အိၣ်ချ့ပနီၣ်ဒီးကျဲလၢအကမၤစၢၤဖိသုၤတဖၣ် အသးတၢ်အိၣ်ဆူၣ်အိၣ်ချ့န့ၣ်လီၤ.

တၢ်သၢပတီၢ်တပတီၢ်မ့ၢ်ဝဲ တၢ်ကဘဉ်မၤလီၤတံာ် တၢ်ပၤဃာ်ပုၤထူလံၤဖိတဖၣ်အထူထံးဆဲးလၢ ဒီးတၢ်ဘဉ်ထွဲ ဒီးပုၤတၢ်တဖၣ်အဂ့ၢ်.လၢအဟံၣ်ဃုာ်ဒီးတၢ်ဒုးဒိၣ်ထီၣ်ထီၣ်တၢ်မၤလိကွၢ်ဒီးတၢ်ဟူးတၢ်ဂဲၤဘဉ်ဃးထူသနူဆဲးလၢတဖၣ်န့ၣ်လီၤ. တၢ်မၤသကိးတၢ်ဒီးပုၤထူလံၤဖိအိၣ်အနီၢ်တဖၣ် ကြးအိၣ်စ့ၢ်ကီးဝဲလၢ တၢ်မၤဒိၣ်ထီၣ်ထီၣ် ထူသနူဆဲးလၢလၢအမၤစၢၤဖိသုၤတဖၣ် ဒ်သးကကၤဃာ် အတၢ်ဘဉ်ထွဲလီၢ်သးလၢပုၤတၢ်ဒီးလုာ်လၢထူသနူအဂ့ၢ်န့ၣ်လီၤ.

လၢခံကတၢ် တၢ်သဘဉ်သဘဉ် အတၢ်မၤဘဉ်ဒိဘဉ်ထံးပုၤထူလံၤဖိသုၤ အတၢ်ကုဉ်ဘဉ်ကုဉ်သုအံၤတၢ်လၢပိာ်ထွဲထီၣ်အံၤတဖၣ်အိၣ်ဝဲအါမးန့ၣ်လီၤ. ပုၤထူလံၤဖိသုၤလၢအအိၣ်လၢ တၢ်သဘဉ်သဘဉ်အလီၢ်တဖၣ် ဘဉ်သဂၢၢ် ဒီးတၢ်တၢ်တၢ်အါမး ဒ်ပစံးတၢ်အသး တၢ်တဒီးန့ၣ်ဘဉ်အတၢ်ကုဉ်ဘဉ်ကုဉ်သု လၢလၢပုၤပုၤ, သးအတၢ်ဆိၣ်သနး, လုာ်လၢထူသနူအတၢ်မ့ၢ်တၢ် လီၤမၤတဖၣ်န့ၣ်လီၤ. လၢတၢ်ကဘျီ, တၢ်ဂ့ၢ်ကီၢ်အံၤအဂီၢ်တၢ်ကဘဉ်သုကျဲအကလုာ်ကလုာ် ဒ်အမ့ၢ်တၢ်မၤသကိးတၢ်ဒီးပုၤတၢ်လၢကဟ့ၣ်တၢ်ကုဉ်သုခွဲးယၢ်လၢအဂ့ၢ် ဒီးပုၤဖျဲး, တၢ်ဟ့ၣ်မၤစၢၤသးအတၢ်အိၣ်ဆူၣ်အိၣ်ချ့ ဒီးတၢ်ဒုးဒိၣ်ထီၣ်ဆဲးလၢလၢအဘဉ်ထွဲ ဒီးပုၤတၢ်ဒီးထူထံးတဖၣ်န့ၣ်လီၤ.လၢတၢ်ဘျီတၢ်ဂ့ၢ်ဒ်အံၤအသး,ပကသ့ၣ်ထီၣ်တၢ်ကုဉ်သုခွဲးဂ့ၢ်ယၢ်ဘဉ်ဆူညါလၢ ပုၤထူလံၤဖိတၢ်အဂီၢ် ဒီးမၤစၢၤလီၤတၢ်ဖျိၣ်တၢ်ယၢ်,တၢ်တတုၤသးထဲသးဒီးတၢ်မၤပယုၤတဖၣ်န့ၣ်လီၤ.



Learning Impacts on Indigenous Children in Conflict Zones

Indigenous children living in conflict zones face unique challenges when it comes to accessing education. The impact of conflict on learning for Indigenous children is significant, and the effects can last for generations. The disruption of education during conflict has long-lasting effects, and it is vital that we address the issue if we want to create a better future for Indigenous communities.

The first challenge Indigenous children in conflict zones face is access to education. Conflict often results in the displacement of communities, making it difficult for children to attend school. Children may also be forced to flee with their families, leaving their homes and schools behind. Even if schools are available, they may be overcrowded or underfunded, which can impact the quality of education provided.

The second challenge is the psychological impact of conflict. Indigenous children living in conflict zones are at risk of experiencing trauma, anxiety, and depression. The effects of conflict on mental health can be long-lasting and may interfere with a child's ability to learn. The loss of family members, displacement, and exposure to violence can all contribute to mental health issues that impact a child's ability to focus and learn.

Another challenge is the cultural impact of conflict. Indigenous children may be forced to leave their homes and communities, which can disrupt their connection to their culture and traditions. The loss of cultural identity can have a profound impact on Indigenous children and may make it difficult for them to engage in learning. Additionally, the use of language in education is critical for Indigenous children, as it helps them maintain their cultural identity. Conflict can disrupt language learning, making it challenging for Indigenous children to communicate effectively and engage with their education.

The impact of conflict on Indigenous children's education has far-reaching consequences. Without access to education, Indigenous children may struggle to find employment or pursue further education. The loss of educational opportunities can also impact their mental and physical health, as well as their overall quality of life. Additionally, the lack of education can contribute to poverty and inequality, perpetuating the cycle of conflict and violence.

There are steps that can be taken to mitigate the impact of conflict on Indigenous children's education. The first step is to ensure that schools are accessible and safe for Indigenous children.

This may involve working with community leaders and providing resources to build and maintain schools. It may also involve providing transportation to schools and ensuring that schools have adequate resources and funding.

The second step is to address the mental health impact of conflict on Indigenous children. This may involve providing access to mental health services and resources to help children cope with trauma and anxiety. It may also involve training teachers and school staff to recognize the signs of mental health issues and providing them with the tools to support children.

The third step is to ensure that Indigenous children can maintain their cultural identity and connection to their communities. This may involve promoting language learning and cultural activities in schools. It may also involve working with Indigenous leaders to develop cultural programs that help children maintain their connection to their communities and traditions.

In conclusion, the impact of conflict on Indigenous children's education is significant and has far-reaching consequences. Indigenous children in conflict zones face unique challenges when it comes to accessing education, including a lack of access to schools, psychological trauma, and the loss of cultural identity. Addressing these challenges requires a comprehensive approach that involves working with communities to provide access to safe and accessible education, addressing the mental health impact of conflict, and promoting cultural activities to help children maintain their connection to their communities and traditions. By addressing the impact of conflict on Indigenous children's education, we can create a better future for Indigenous communities and help break the cycle of poverty, inequality, and violence.



၁. ၂၀၂၃-၂၀၂၄ တၢ်မၤလိၣ်နီၣ်အဂီၢ်တၢ်နီၤလီၤတၢ်သိၣ်ဒီးတၢ်မၤလိၣ်ပီၤလီၤ

ကိးနီၣ်ဒီးဖဲလါမးရှး ဒီးလါအုၣ်အကတီၢ် ကိုတၢ်သိၣ်လိ ဒီးတၢ်မၤလိၣ်ပီၤလီၤ တဖၣ်ဘၣ်တၢ်နီၤလီၤအီၤဆူ ကညီကွၢ်တၢ်တဖၣ်န့ၣ်လီၤ. စးထီၣ်ဖဲ ကိၢ်ပယီၤသးဟံးန့ၣ်တၢ်စိကမိၤဝံၤအလီၢ်ခံလီၢ် ကဝီၤတၢ်အိၣ်သးတဂၢၢ်တကျၢၤ,လၢတၢ်ကဟ့ၣ်နီၣ်လီၤကိုတၢ်သိၣ်လိဒီးတၢ်မၤလိၣ်ပီၤလီၤအဂီၢ် မ့ၢ်တၢ်တၢ်ဖးဒိၣ်တခါန့ၣ်လီၤ.ဒ်သိးဖိသၣ်သ့ၣ်တဖၣ်အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ သုတလီၤတၢ်တဂ့ၢ်အဂီၢ်ခိၣ်န့ၣ်တဖၣ် ဂ့ၣ်ကျဲးစးဃုကျဲ အဂ့ၢ်ကတၢၢ် လၢတၢ်ကဆုၤလီၤကိုတၢ်ပီးတၢ်လီၤသ့ၣ်တဖၣ် ဆူကညီကမျၢၢ်ကို ချးဆၢချးကတီၢ် တချးကိုအိးထီၣ်အဆၢကတီၢ်န့ၣ်လီၤ. လၢပဟီၣ်ကဝီၤတၢ်လီၤတနီၤအပူၤတၢ်ဒုးတၢ်ယၢအိၣ်ထီၣ်,တၢ်လဲၤတၢ်က့ၤကီၤခဲထဲလဲၣ်ဘၣ်ဆၣ်လီၢ်ကဝီၤခိၣ်န့ၣ်သ့ၣ်တဖၣ်အတၢ်ထဲးဂံၢ်ထဲးဘါပံၤဖိၣ်မၤသကိးတၢ်အဃိပဝဲကညီကူၣ်သ့ဆဲးလၢဝဲကျိၤ ဒီးကညီကွၢ်သရၣ်မၤသကိးတၢ်ကရူၢ်တဖၣ်ပဆုၤလီၤကိုတၢ်ပီးတၢ်လီၤအသးဂ့ၢ်ဂ့ၢ်ဘၣ်န့ၣ်လီၤ. လၢတၢ်ကဆုၤလီၤကို တၢ်ပီးတၢ်လီၤအဂီၢ် တၢ်စူးကါဝဲကျဲအဘိဘိဒ်အမ့ၢ် သိလ့ၣ်တၢ်လဲၤကျဲ, ချဲတၢ်လဲၤကျဲ,သိလ့ၣ်ယီၤတၢ်လဲၤကျဲ ဒီးတၢ်လီၤတနီၤ တၢ်လဲၤတၢ်က့ၤကျဲကီၤ,ကျဲတဖျိတညီတဖၣ်ဒုသဝီဖိဒီးလီၢ်ကဝီၤခိၣ်န့ၣ်သ့ၣ်တဖၣ်ဘၣ်ဝံၤစိတီဆုၤလၢအနီၢ်ကစၢ်ဒၣ်ဝဲ ဒ်သိးတၢ်ပီးတၢ်လီၤ ကလဲၤတုၤဂ့ၢ်ဂ့ၢ် အဂီၢ်န့ၣ်လီၤ.ခိဖျိလၢကိုတၢ်သိၣ်လိ ဒီးတၢ်မၤလိၣ်ပီၤလီၤသ့ၣ်တဖၣ်တုၤဒၣ်ဆူကညီကမျၢၢ်ကိုလၢအိၣ်ရၤလီၤအသးလၢကီၢ်သုလုၤဟီၣ်ကဝီၤပူၤဘၣ်ဆၢဘၣ်ကတီၢ်အဃိ ဖိသၣ်သ့ၣ်တဖၣ်အတၢ်မၤလိ လဲၤတရံးအသးဘၣ်ဂ့ၢ်ဘၣ်ဝီန့ၣ်လီၤ.

၂. တနီၣ်တဘျီ တၢ်ဆိၣ်ထွဲမၤစၢၤဆူ ကညီကမျၢၢ်ကိုသရၣ်သရၣ်မ့ၢ်တဖၣ်

ကိးမ့ၢ်နီၣ်ဒီးတနီၣ်တဘျီဖဲလါနီၣ်ဝုဘၣ် ဒီးလါဒ်ခဲဘၣ်အဘၣ်စၢၤတၢ်လီၤဟ့ၣ် တၢ်ဆိၣ်ထွဲမၤစၢၤဆူ ကညီကမျၢၢ်ကိုသရၣ်သရၣ်မ့ၢ်တဖၣ်အအိၣ်န့ၣ်လီၤ. တၢ်ဆိၣ်ထွဲမၤစၢၤလၢကညီကမျၢၢ်ကိုသရၣ်သရၣ်မ့ၢ်အဂီၢ် မ့ၢ်တၢ်ဆဲးတၢ်စုၤ ဘၣ်ဆၣ်ကဲထီၣ် တၢ်မၤစၢၤအါမးလၢအဝဲသ့ၣ်တဖၣ်ကစူးကါဝဲလၢဟံၣ်ဃီတၢ်လိၣ်ဘၣ်အဂီၢ်န့ၣ်လီၤ. ပဟံၣ်လုၢ်ပံၤပူၤဒီးပံၤလၢပံၤကဝီၤကိုသရၣ်သရၣ်မ့ၢ်လၢအတၢ်တူၢ်ဆါခိၣ်ဆါသး, တကွၢ်တၢ်လၢအနီၢ်ကစၢ် တၢ်ဘၣ်ဘျးဒီးဟ့ၣ်လီၤအသးလၢကညီကလုၢ်ဂီၢ် ဘၣ်ဃးတၢ်ဒုးကူၣ်သ့ ကိုဖိသ့ၣ်တဖၣ်အဃိန့ၣ်လီၤ. တၢ်ဒီးန့ၣ်ဘၣ်တၢ်တီၤစၢၤမၤစၢၤ မ့ၢ်ဆဲးမ့ၢ်စုၤဘၣ်ဆၣ်အဝဲသ့ၣ်တဖၣ် ဟံၣ်ဖျိထီၣ်အတၢ်သးမ့ၢ်သးခု ဖဲဒီးန့ၣ်ဘၣ်က့ၤတၢ်ဟ့ၣ်ဂံၢ်ဟ့ၣ်ဘါ, တၢ်မၤအတၢ်သၣ်လၢတနီၣ်အတီၢ်ပူၤ ဒီးအဒိၣ်အအါခိဖျိမၤဘၣ်ပုၤကလုၢ်တၢ်ဖဲတၢ်မၤလၢတၢ်သ့ၣ်အ့ၣ်တဲၣ်သးအ့ၣ်တဲၣ်အပူၤန့ၣ်လီၤ.



၃. ကညီကွၢ်သရၣ်မၤသကိးတၢ်ကရူၢ်နီၣ်ဆဲးဆၢပုၤထီၣ် (၂၅)နီၣ် တၢ်မၤလၢကပီၤမူး

ကညီကွၢ်သရၣ်မၤသကိးတၢ်ကရူၢ် နီၣ်ဆဲးဆၢပုၤထီၣ် (၂၅)နီၣ်တၢ်မၤလၢကပီၤမူးအံၤ ဘၣ်တၢ်မၤအီၤဖဲတနီၣ်အံၤ လါဖျိတြုၤအါရံၤထီၣ်၁၆သီ ဒီးဘၣ်တၢ်မၤအီၤဖဲကညီကီၢ်စဲၣ်,မုၢ်တြုၢ်ကီၢ်ရှၢၣ်,ဘုသိၣ်ကီၢ်ဆၣ် ဃိၣ်က့ၣ်သဝီန့ၣ်လီၤ. တၢ်မၤလၢကပီၤမူး တၢ်ရဲၣ်တၢ်ကျဲၤအိၣ်စ့ၢ်ကိး ဒီးတၢ်မၤလၢကပီၤ ပုၤမၤတၢ်ဖိလၢ အမၤတၢ်နီၣ်ပုၤထီၣ်ယံၢ်နီၣ်,တဆံနီၣ်,တဆံယံၢ်နီၣ် ဒီးခံဆံယံၢ်နီၣ် သ့ၣ်တဖၣ်န့ၣ်လီၤ. လၢတၢ်ရဲၣ်တၢ်ကျဲၤမူးအံၤပံၤဃုာ်ဝဲ ဒီးတမံၤလၢကီၢ်ချၢလၢတဘျီမ့ၢ်ပုၤမၤတၢ်တၢ် ဒီးကညီကွၢ်သရၣ်မၤသကိးတၢ်ကရူၢ်,တမံၤတနီၤလၢအမ့ၢ်တၢ်ကရၢကရိလၢ အဆိၣ်ထွဲမၤစၢၤ ပကညီတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အတၢ်လိၣ်ဘၣ်တဖၣ် ဟံၣ်မၤလၢကပီၤ သးခုသ့ၣ်ဒီးပုၤလၢပတၢ်မၤလၢကပီၤ(၂၅)နီၣ် နီၣ်ဆဲးဆၢ တၢ်ရဲၣ်တၢ်ကျဲၤအမူးအံၤန့ၣ်လီၤ. ပုၤလၢဟံၣ်ဒီးမၤလၢကပီၤမူးတဘျီအံၤပုၤနီၣ်ဂံၢ်ခဲလၢာ်အိၣ်ဝဲ (၃၀၀)ဘျဲးန့ၣ်လီၤ. လၢတၢ်မၤလၢကပီၤမူးတဘျီအံၤပုၤလၢအကတီၢ်တူၢ်လိၣ်ကမျၢၢ် ဒီးကတီၢ်အိးထီၣ်တၢ် မ့ၢ်ဝဲ သရၣ်မ့ၢ်နီၣ်လၢာ်ထူ(ကညီကွၢ်သရၣ်မၤသကိးတၢ်ကရူၢ်ပုၤနီၣ်တၢ်), ဒီးကညီကွၢ်သရၣ်မၤသကိးတၢ်ကရူၢ် ၂၅နီၣ် အတၢ်လဲၤကျဲၤတၢ်စံၣ်စိတီတဖၣ် ဘၣ်တၢ်တဲဖျိထီၣ်အီၤလၢသရၣ်စကိးအိၣ်တြုၤယၢ် (ပုၤလၢဒုးအိၣ်ထီၣ်တၢ်က ရၢကရိအခိၣ်ထံး),တၢ်ဖးဖျိထီၣ်လံာ်ဟ့ၣ်ယုၢ်လၢသရၣ်ထီၣ်လွၢ်မူ(ကညီကွၢ်သရၣ်မၤသကိးတၢ်ကရူၢ်ပုၤမၤတၢ်တၢ်), တၢ်ကတီၢ်မၤလၢကပီၤလၢတမံၤသရၣ်တဖၣ်ဒီးတၢ်ကတီၢ်ကျဲၤတၢ်လၢသရၣ်ဃိၣ်လိၣ်ထူ(ကညီကွၢ်သရၣ်မၤသကိးတၢ်ကရူၢ်ပုၤနီၣ်တၢ်စၢၤ) ဝံၤအလီၢ်ခံတၢ်ရဲၣ်တၢ်ကျဲၤတဘျီအံၤဘၣ်တၢ်မၤကတၢၢ်က့ၤအီၤလၢ ကညီဒီကလုၢ်တၢ်သးဝံၤန့ၣ်လီၤ.



1. Teaching and learning materials distribution for the 2023-2024 academic year

Distribution of teaching and learning materials to the community usually takes place every year during March and April. However, since the military coup began in Myanmar and the unstable situation happening in the communities, there have been challenges to the distribution of these materials. Thus, for the children not to fall behind in their learning, leaders try hard to distribute them in time before the school opens. In some of the communities, though there were active conflicts and difficulties with transportation, due to the hard work and collaboration of the community leaders, KECD and KTWG were able to distribute learning and teaching materials successfully. In this distribution process, different modes of transport such as land, waterway, motorbike lane etc., are used, and for hard-to-reach communities where there's no access to roads, villagers and community leaders carry the materials on their backs. As a result, the materials reach the school on time, and they have supported children in their learning.



2. Once a year, teacher stipend distribution

Teacher stipend distribution activity is conducted once a year between the months of November and December to support the teachers. Even though the amount of stipend for each teacher is quite small, it covers the needs of their family to some extent. We really value and appreciate our teachers who have selflessly served our Karen people through educating our children. Despite getting only a little support, they have shown their satisfaction upon receiving encouragement from the leaders and seeing the result of their hard work.

3. KTWG 25th Anniversary Celebration

KTWG's 25th Anniversary was celebrated on 16th February 2023 at Ho Kay Village, which is in Bu Tho Township, Mutraw district. The ceremony involves honoring staff with long service of more than 5 years, 10 years, 15 years, and 25 years respectively. At this ceremony, respected guests who are former colleagues of KTWG and representatives from the organizations that have been supporting KTWG program activities came and celebrated our anniversary. There were a total of more than 300 people who attended this ceremony.

The ceremony began with a welcoming speech from Tharamu Naw Ler Htoo (KTWG acting Director), then the background history and work of KTWG was told by Thara Scott O'Brain, followed by Thara Htaw Lwe Moo (former member of MTT) who presented the awards to long-service staffs. After that, words of appreciation to the honorable guests were delivered by Thara Kolo Htoo (KTWG Deputy Director), and the ceremony was closed by singing a Karen National anthem



၄. တၢ်ကိၢ်ခါန့ၣ်ဖျၢၣ်တၢ်မၤလိလၢကမျၢၢ်ကိၣ်သရၣ်သရၣ်မုၢ်သ့ၣ်တဖၣ်အဂီၢ်

ကိးန့ၣ်ဒဲးဖဲ လၢမးရှးဒီးလၢအ့ၢ်ဖျၢၣ်အဘၣ်စၢၤဖဲတၢ်ကိၢ်ခါကိၣ်ပျၢၢ်ကသ့ၣ်ကတီၢ်တၢ်ရဲၣ်ကျဲၤမၤဝဲတၢ်ကိၢ်ခါန့ၣ်ဖျၢၣ်တၢ်မၤလိဆူကိၢ်ရၣ် န့ၣ်ဘၣ်လၢကမျၢၢ်သရၣ်သရၣ်မုၢ်သ့ၣ်တဖၣ်အဂီၢ်န့ၣ်လီၤ. တၢ်မၤလိအတၢ်ပညိၣ် မ့ၢ်ဒီးသိးကဆိၣ်တန့ၣ် ဒီးမၤစၢၤ, မၤဂ့ၤထီၣ်သရၣ်ကိၢ်စီၤလၢအတၢ်သိၣ်လိန့ၣ်လိအပူၤန့ၣ်လီၤ. ညီၣ်န့ၣ်တၢ်မၤလိအံၤယံာ်ဝဲတန့ၣ်, ခံန့ၣ်ဒီးသၢန့ၣ်အိၣ်ဝဲဒၣ်စ့ၢ်ကိး ဒီးသၢန့ၣ်ထီၣ်အသးလၢဟီၣ်ကဝီၤတၢ်အိၣ်သးဒီးတၢ်လိၣ်သ့ၣ်တဖၣ်အဖီခိၣ်န့ၣ်လီၤ.တန့ၣ်အံၤ ဒီဖျိတၢ်အိၣ်သးအကလုာ်ကလုာ်အသိး ဟီၣ်ကဝီၤတန့ၣ် ဘၣ်ဆိတလဲကွၢ်တၢ်မၤလိလီၤ ဒီးတန့ၣ်ဃုထၢမၤလိတၢ်လၢတၢ်လီၤတအၢ ဒီးသိးတၢ်မၤလိကလဲၤအသးဂ့ၤဒီးပုၤကိးဂၤဒဲးကပူၤဖျးဒီးတၢ်ဘၣ်ယိၣ်အဂီၢ်န့ၣ်လီၤ.လၢတၢ်အိၣ်သးကိၣ်ခဲ,ယံးစ့ၢ်ဒီးတၢ်ကဆူးကတူၤအဆၢကတီၢ်ဒၣ်လဲၣ်သရၣ်သရၣ်မုၢ်သ့ၣ်တဖၣ်တတုၢ်စၢၤလီၤအဂီၢ်ဘါဘၣ်. မ့ၢ်တခါဟဲထီၣ် တၢ်မၤလိပုၤပုၤ ဒီးအါန့ၣ်ဒဲး တၢ်ပညိၣ်ဃာ်ပုၤနီၣ်ဂီၢ်နီၣ်ဒွဲးအသိးမ့ၢ်တၢ်ဂီၢ်တၢ်ဘါဖးဒိၣ်တခါန့ၣ်လီၤ. ဘၣ်ဆၣ်လၢတၢ်ကကၢၤဃာ်တၢ်အကိၢ်အစီအဂီၢ် တၢ်ဂ့ၢ်ကိၢ်ပိာ်ထွဲထီၣ်အခံအါမံၤဒီးအမ့ၢ် တၢ်မၤလိလီၤကျဲၤတဖၣ် တလၢတပုၤ, တၢ်ကမၤတၢ်ဟူးတၢ်ဂဲၤ, တၢ်သိၣ်လိတဖၣ်ကီဝဲ ဒီးတၢ်ဒုးပူၤနီၣ်ဂီၢ်နီၣ်ဒွဲး အါအသိးတၢ်ကဘၣ်ပၤဆၢရဲၣ်ကျဲၤအီၤတုၤလီၤတီၤလီၤအဂီၢ်မ့ၢ်တၢ်လၢအတၢ်တၢ် စ့ၢ်ကိးန့ၣ်လီၤ. လၢတၢ်မၤလိကတီၢ်ကိၣ်သရၣ်တဖၣ်ပာ်ဖျါထီၣ်အတၢ်သ့ၣ်ဆူသးဂဲၤ, ဟ့ၣ်လီၤအသး,ထဲးဂံၢ်ထဲးဘါသပုၤပုၤလၢဖိလံၤတၢ်ဒိၣ်ထီၣ်ဆူညါအဂီၢ်န့ၣ်လီၤ.သရၣ်သရၣ်မုၢ်အါဂၤထံၣ်ဒီးပလၢၢ်ဘၣ်ဝဲလၢ တၢ်မၤလိဒီးသိးအံၤမ့ၢ်စဲဃဲၤ တၢ်လိၣ်နီၣ်နီၣ်လၢသရၣ်သ့ၣ်တဖၣ်အဂီၢ် ဒီးသိးတၢ်သိၣ်လိသ့ၣ်တဖၣ်ကလဲၤသးဘၣ်ဂ့ၢ်ဘၣ်ဝီတုၤလီၤထီၣ်ဘးဒီးထီၣ်တဲာ်က့ၤ အတၢ်သိၣ်လိကသ့အဂီၢ်န့ၣ်လီၤ.တၢ်ကိၢ်တၢ်ခဲတၢ်တြီၤမၤတၢ်တၢ်မ့ၢ်အိၣ်ဒီးလဲၣ်ထဲလဲၣ်ဘၣ်ဆၣ် တၢ်မၤလိလဲၤသးဘၣ်လီၤဘၣ်စး, ဒီးဝံၤဝဲဂ့ၤဒီဖျိဟီၣ်ကဝီၤခိၣ်န့ၣ်, ဒုသဝီ, ကိၣ်မံးတံာ် ဒီးပုၤအါဂၤအတၢ်ပာ်ဖျိမၤသကိးတၢ်အသိးန့ၣ်လီၤ.



၅. ၂၀၂၂-၂၀၂၃ ကညီကိၣ်သရၣ်တၢ်မၤလိခိလုာ်ကိၣ်(ခုၣ်ထံၣ်ထံၣ်စံၣ်)တၢ်မၤလိန့ၣ်

၂၀၂၂-၂၀၂၃ ခုၣ်ထံၣ်ထံၣ်စံၣ်တၢ်မၤလိန့ၣ် တၢ်ပျၢၢ်ကိၣ်ဒီးတၢ်ဟ့ၣ်လီၤက့ၤလံာ်အုၣ်သးလၢပုၤကိၣ်ဖိလၢအဖျိထီၣ်သိသ့ၣ်တဖၣ်ဒီးကိၣ်သရၣ်,သရၣ်မုၢ်လၢအသိၣ်လိတၢ်လၢကညီတတၢ်ကိၣ်ပုၤထီၣ်သၢန့ၣ်တဖၣ်န့ၣ်လီၤ. တၢ်မၤလၢကဝီၤ ဒီးတၢ်ဟ့ၣ်လီၤက့ၤလံာ်အုၣ်သးတၢ်ရဲၣ်တၢ်ကျဲၤအံၤ ဘၣ်တၢ်မၤအီၤခံတီၤန့ၣ်လီၤ. တၢ်တတီၤဘၣ်တၢ်မၤအီၤဖဲ လၢမးရှး ၁၆သီ၂၀၂၃န့ၣ် ဖဲခုၣ်ထံၣ်ထံၣ်စံၣ်ကလံာ်ထံး ဒီလုာ်ကိၣ်လၢအိၣ်သ့ၣ်လီၤသး လၢမဲၤသရီခံသဝီ, ကိးတရံးကိၢ်ဆၣ်,ဒုပျၢ်ယံာ်ကိၢ်ရၣ်တၢ်လီၤဒီးခံတီၤတတီၤန့ၣ်ဘၣ်တၢ်မၤအီၤဖဲလၢမးရှး ၁၆သီ၂၀၂၃န့ၣ် ဖဲခုၣ်ထံၣ်ထံၣ်စံၣ်ကလံာ်စး ဃိၣ်ကုၣ်သဝီ,ဘုသိၣ်ကိၢ်ဆၣ်, မုၢ်တြီၢ်ကိၢ်ရၣ်တၢ်လီၤန့ၣ်လီၤ.

၂၀၂၂-၂၀၂၃တၢ်မၤလိန့ၣ် ပုၤဖျါထီၣ်ကိၣ်သရၣ် တၢ်မၤလိခိလုာ်ကိၣ်ဖဲအိၣ်ဝဲ(၉၀)ဂၤဒီးတီၤဒိၣ်လံာ်(Diploma)(၆၉)ဂၤ န့ၣ်လီၤ. ကိၢ်သူလုၤ ကညီကုၣ်သ့ဆဲးလၢဝဲကျိၤန့ၣ်ရၢၢ် ဒီးကညီကိၣ်သရၣ်မၤသကိးတၢ်ကရူၢ်ပုၤန့ၣ်တၢ် ဟ့ၣ်လီၤက့ၤဖျိကိၣ်လံာ်အုၣ်သး ဒီးတီၤဒိၣ်လံာ်လံာ်အုၣ်သးဆူ ကိၣ်သရၣ်, သရၣ်မုၢ်သ့ၣ်တဖၣ် ဖဲတၢ်ပျၢၢ်ကိၣ်ကတီၢ်န့ၣ်လီၤ.



4. Summer Professional Development for the community teachers

Every year between March and April, summer break, the teacher professional development is conducted across 7 districts of Karen State. The objective of the training is to support and enhance the teacher's competency in teaching. The training can last between 7 to 21 days depending on the time spent on different training activities and topics.

Often training venues and times must be changed due to security concerns and poor weather. The current situation in Karen areas remains highly volatile. While teachers deserve a big dose of rest come summertime, many Karen community teachers take advantage of summer professional development. This years' trainings had more participants than expected. The increased number of participants caused many challenges such as insufficient space, difficulty in doing hands-on activities, lecturers and large-size classes.

During the training the teachers demonstrated their enthusiasm, participation, and efforts for the future generation. The teachers see and feel that this kind of training is essential for the teachers to have effective teaching and assessment. Even though the conducted training has so many difficulties it was able to complete the training well because of the support of the local leader's participation.



5. 2022-2023 Karen Teacher Training College (KTTC) academic year

The 2022-2023 KTTC school year graduation ceremony was conducted and diplomas were presented to the new teachers who had successfully completed their three-year practical teaching experience at schools in their respective communities. This event was conducted twice; first, at the KTTC south-Meh Tha Raw Khee Village, Kaw Ta Ree Township, Doo Pla Ya District on 16 March 2023, and the second event was conducted on 21 March 2023 at KTTC North, Hoe Kay Village, Bu Tho Township, Mutraw district. There were a total of 90 student teachers who successfully graduated in the 2022-2023 academic year and 69 students received their diplomas. KECD general secretary and KTWG director presented the diplomas to the graduate student teachers.



ပှထူလံဖိအတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ ခွဲးယၢ်ဒီးတၢ်စိတၢ်ကမိလၢ တၢ်ဒုးအိၣ်ထီၣ်ကျဲအသိလၢ တံဘဲးအပူၤ

ပှထူလံဖိ အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ ခွဲးယၢ် ဒီးတၢ်စိတၢ်ကမိလၢ တၢ်ဒုးအိၣ်ထီၣ်ကျဲအသိတဖၣ် မ့ၢ်တၢ်လီၤဘၣ်ယိၣ် ဒိၣ်ဒိၣ်ကလဲၣ် လၢန့ၣ်လၢအဆဲးလၢ တံဘဲးအပူၤန့ၣ်လီၤ. တံဘဲးမ့ၢ်လီၤကဝီၤလၢ အအိၣ် ဒီးတၢ်ခွဲးတၢ်ယၢ်လၢ နီၢ်ကစၢ်တၢ်ပၤလီၤသး မ့ၢ်တရူးထံဖိ ကစၢ်ကီၢ် လၢအထူးတီၤလၢဆဲးလၢအတၢ်လီၤစၢၤလီၤသ့ၣ်ဒီးမ့ၢ်ပှ တံဘဲးဖိတဖၣ် အိၣ်ဆိးအါကတၢ်အလီၢ်န့ၣ်လီၤ. တၢ်အိၣ်တၢ်ဆိး လီၤဝဲအံၤဘၣ်ဃးထံကီၢ်တၢ်ဘၣ်ကံၣ်ဂ့ၢ်, ပှၤဂ့ၢ်ဝီၤတၢ်ဖိးအိၣ်မၤအိၣ်, တၢ်တဘၣ်လိၣ်ဖိးဒုဒီးတၢ်မၤပယုဲခွဲးယၢ်လၢအမ့ၢ်တၢ်တြီတံၢ်ဃၢ် တၢ်လၢတၢ်စိးကတီၤတၢ်မ့ၢ်တၢ်ခုၣ်,တၢ်ဘျုးတၢ်ဘါဒီးတၢ်တၢ်ထံၣ် လိၣ်ဖိၣ်သးတဖၣ်အိၣ်ဝဲအဂီၢ်မ့ၢ် တၢ်စံၣ်စိးပၤဖျါဝဲဒ်န့ၣ်လီၤ.

ပှၤကွံာ်စ့ၤန့ၣ်ကတီၢ်ဘၣ်ဃးဒီးတၢ်မၤဒိၣ်ထီၣ်ထီၣ် ပှၤတံဘဲးထူ လံဖိကူၣ်သ့ခွဲးယၢ် ဒီးပှၤဂ့ၢ်ဝီၤခွဲးယၢ်အတၢ်မၤသ့ၣ်တဖၣ်ဘၣ်တၢ် မၤအိၣ်အါအါဂီၢ်ဂီၢ်န့ၣ်လီၤ.တၢ်မၤအံၤတံဘဲးပဒိၣ်လၢအအိၣ်လၢထံ ချၢကီၢ်ချၢတဖၣ်, ကရၢသဘျူဒီးထံဂ့ၢ်ကီၢ်ဂၤလၢအမၤတၢ်ဘၣ်ဃး ဒီးပှၤဂ့ၢ်ဝီၤခွဲးယၢ်ဒီးပှၤထူလံဖိခွဲးယၢ်တဖၣ် တီၤစၢၤမၤစၢၤဝဲဒ်န့ၣ် လီၤ.

တၢ်လၢအတၢ်တၢ် ဒီးတံဘဲးပှၤထူလံဖိ လၢကူၣ်သ့ တကပၤမ့ၢ်ဝဲ ကျိၣ်အတၢ်ဂ့ၢ်ကီၢ်တဖၣ်န့ၣ်လီၤ. တရူးကျိၣ်မ့ၢ် တၢ်သိၣ်လိလီၤကျိၣ် လၢက့ၢ်ပှၤဒီးတံဘဲးတၢ်, တံဘဲးကျိၣ်န့ၣ် တၢ်တဟံၣ်လုၢ်ပှၤအိၣ်ဒိ သိးသိးဘၣ်. လၢတၢ်ဂ့ၢ်ဒိအံၤအဃိ တံဘဲး ဖိလံတဖၣ်လၢတၢ်က မၤန့ၢ် ဒီးနၢ်ပၢ်တၢ်မၤလိအဂီၢ် တၢ်ကီၢ်တၢ်ခဲအိၣ်အါမးန့ၣ်လီၤ. လၢ တၢ်ကဃဲၣ်လီၤဘျုးတၢ်ဂ့ၢ်ကီၢ်အံၤ ဒီးတၢ်ကစိၣ်ကဖိထီၣ်က့ၢ်တရူး ဒီး တံဘဲးကျိၣ်ခဲကျိၣ်လၢအဂီၢ် တၢ်စးထီၣ်ရဲၣ်လီၤကျဲလီၤ တၢ်ဖိး တၢ်မၤတဖၣ်အါအါဂီၢ်ဂီၢ်လံန့ၣ်လီၤ. တၢ်မၤကျဲအဒိတနီၤမ့ၢ်ဝဲ- တံ ဘဲးတၢ်သဝီပှၤ ဖိသ့ၣ်လၢအအိၣ်လၢ(Dharamsala)လၢကီၢ် အု ဒိယါအပူၤတဖၣ် တၢ်သ့ဝဲတံဘဲးကျိၣ် ဒီးကီၢ်လၢဝါကျိၣ် လၢတၢ် သိၣ်လိမၤယုၤအဂီၢ်န့ၣ်လီၤ.

တၢ်လၢအတၢ်တၢ် ဒီးပှၤထူလံဖိတဂၤတမံၤမ့ၢ်ဝဲဖိသ့ၣ်လၢအအိၣ် ဆိးလၢခိၣ်ခိၣ်ကစၢ်ကျါတဖၣ်တဒီးန့ၣ်ဘၣ်တၢ်ခွဲးတၢ်ယၢ်လၢကမၤ လိဘၣ်တၢ်ဘၣ်. တံဘဲးတၢ်ဖိလၢအဃုတၢ်အိၣ်ဆိးလီၤဒီးပှၤခိၣ်ခိၣ် ကစၢ်ကျါတဖၣ် တန့ၢ်တၢ်ခွဲးတၢ်ယၢ်လၢ ကအိၣ်က့ၢ်ဘၣ်, မ့ၢ်အိၣ် ဘၣ်က့ၢ်ဒိၣ်လဲၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကံၢ်အစီတဖၣ်တဂ့ၢ်ဝဲဘၣ်. လၢတၢ်ကဘျုးတၢ်ဂ့ၢ်ကီၢ်အံၤအဂီၢ်တံဘဲးပဒိၣ်ပှၤလၢထံဂ့ၢ်ကီၢ်ဂၤ တဖၣ်ဆီၣ်ထွဲမၤစၢၤတၢ်မၤအကျဲတဖၣ်န့ၣ်လီၤ. အဒိ, တံဘဲးတၢ် လီၤခၢၣ်သးကူၣ်သ့ဝဲကျဲလျုးထီၣ်ဆီလီၤပှၤတဝါအက့ၢ်တဖၣ်လၢ ခိၣ်ခိၣ်ကစၢ်ကျါအါအါဂီၢ်ဂီၢ် ဒိသိးဖိသ့ၣ်တဖၣ်ကအိၣ်ဘၣ်က့ၢ်အဂီၢ် န့ၣ်လီၤ.

တၢ်ဂဲၤလိၣ်စ့ၢ်ကီၢ်လၢတၢ်ကပၤဃၢ်,ကၤဃၢ်က့ၢ်တံဘဲးတၢ်အလုၢ် လၢထူသန့ ဒီးအတၢ်လီၤစၢၤလီၤသ့ၣ် ဒိဖျါတၢ်ကူၣ်ဘၣ်ကူၣ်သ့န့ၣ် လီၤ. တၢ်အံၤမ့ၢ်တၢ်အရူဒိၣ်တမံၤဘၣ်ဃးဒီးတရူးပဒိၣ်တဖၣ် ဆီၣ် နံးတံဘဲးတၢ်အလုၢ်လၢထူသန့ဒီးအတၢ်ပၤဖျါထီၣ်အတၢ်မ့ၢ်တၢ်တ ဖၣ်ဒိဖျါ “တၢ်သူၤကျိၣ်ကလုၢ်ကလုၢ်သန့” န့ၣ်လီၤ.တံဘဲးတၢ်အပ ဒိၣ်လၢအအိၣ်ဆိးလၢထံဂ့ၢ်ကီၢ်ဂၤတဖၣ် သ့ၣ်ထီၣ်က့ၢ်လၢအသိၣ်လိ တံဘဲးတၢ်ကျိၣ်, အတၢ်စံၣ်စိးတဲစိးဒီးအတၢ်ဆဲးတၢ်လၢလၢဖိသ့ၣ် တဖၣ်အဂီၢ်န့ၣ်လီၤ. လၢတၢ်သ့ၣ်ထီၣ်က့ၢ်တဖၣ်အံၤ အတၢ်ပညိၣ်မ့ၢ် ဒိသိးကအိၣ် ဒီးတၢ်ကပၤကဖၤလၢသး ဒီးသ့ၣ်ညါတၢ် လၢအဘၣ် ထွဲဘၣ်ဃးဒီးအံၤ ဒီးမၤဒိၣ်ထီၣ်ထီၣ် လုၢ်လၢထူသန့တၢ်ဆဲးတၢ် လၢဒီးအတၢ်မ့ၢ်တၢ်န့ၣ်လီၤ.

ဒိလဲၣ်ဂ့ၢ်ဂ့ၢ်, လၢတၢ်ဂ့ၢ်လိၣ်ဂဲၤလိၣ်လၢ တၢ်မၤဒိၣ်အံၤအပူၤ ဒိၣ်လဲၣ် တၢ်လၢတံဘဲးတၢ် ထူလံဖိတဖၣ် ဘၣ်ကွၢ်ဆၢၣ်မံၢ်အိၣ်ဒိးဝဲအါမး န့ၣ်လီၤ. တရူးပဒိၣ် အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ သန့တဖၣ်မၤဘၣ်ဒိဝဲ တံဘဲးတၢ် အလုၢ်လၢထူသန့ ဒီးအတၢ်မ့ၢ်တၢ်တဖၣ်န့ၣ်လီၤ.တရူး ပဒိၣ်ပှၤတဖၣ် တဟ့ၣ်တၢ်ခွဲးတၢ်ယၢ်လၢအကသ့တံဘဲးတၢ်ကျိၣ် ဒီးတၢ်ဆဲးတၢ်လၢတဖၣ်ဘၣ်. မ့ၢ်တဒိ ဘၣ်တၢ်သ့ၣ်ညါအံၤလၢအ သ့ဝဲ တၢ်ကူၣ်ဘၣ်ကူၣ်သ့ လၢကမၤဒိၣ်ထီၣ်ထီၣ်ဝဲ တရူးကျိၣ်ဒီး တၢ်ဆဲးတၢ်လၢန့ၣ်လီၤ. လၢန့ၣ်အမဲၣ်ညါ, တရူးပဒိၣ်တဖၣ် တအိး ထီၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့ အမဲၣ်လိၣ်လိၣ်လၢ တံဘဲးတၢ်ဖိလၢအပၢ် ဃုၣ်လၢ ထံရှၢ်ကီၢ်သိးမ့ၢ်တမ့ၢ် ပှၤလၢအပံၤအါပံၤသီ တရူးပဒိၣ်တ ဖၣ်ဘၣ်.

လၢခဲကတၢ် ပှၤထူလံဖိ အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ အခွဲးယၢ်လၢ တံ ဘဲးအပူၤဒီးအတၢ်ဂဲၤလိၣ်အကျဲတဖၣ် အရူဒိၣ်ဒိၣ်မးလၢကရၢ ကရၢ ဒီးနီၢ်တဂၤ အတၢ်မၤလၢအဘၣ်ဃး ဒီးပှၤဂ့ၢ်ဝီၤခွဲးယၢ် ဒီးပှၤထူလံ ဖိအခွဲးအယၢ်န့ၣ်လီၤ.တၢ်ဂဲၤလိၣ်အကျဲတဖၣ် တၢ်မၤအိၣ်လၢတၢ်က ဒုးဒိၣ်ထီၣ်ပှၤထူလံဖိ အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢတံဘဲးအပူၤ, တၢ် လၢအတၢ်တၢ်တဖၣ် အိၣ်ဝဲဖျါဖျါဖျါ လၢတၢ်ကဘၣ်ဃဲၣ်လီၤ ဘျုး လီၤအိၣ်န့ၣ်လီၤ. တၢ်ပၤဃၢ်တံဘဲးတၢ် (Tibetan) အတၢ်ဆဲးတၢ် လၢ ဒီးအတၢ်မ့ၢ်တၢ်တဖၣ် ဒိဖျါတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အံၤ မ့ၢ်တၢ်အရူ ဒိၣ်လၢတံဘဲးတၢ်တဖၣ်အတၢ်အိၣ်မူဆူညါအဂီၢ် ဒီးတၢ်ကဂ့ၢ်ဆူၣ် ဖျိးဆူၣ်တၢ်မၤအံၤဆူညါလၢ အတၢ်မၤဘၣ်ဒိဘၣ်ထံးကီၢ်ပဒိၣ်တဖၣ် အသန့ဒီးတၢ်အဂၤတဖၣ်ဘၣ်န့ၣ်လီၤ.



Indigenous education rights and initiatives in Tibet

Indigenous education rights and initiatives have been a matter of significant concern in Tibet for decades. Tibet is an autonomous region in the People's Republic of China with a rich cultural heritage and a predominantly Tibetan population. The region has a complex history marked by political conflicts, socio-economic disparities, and human rights violations, including restrictions on the freedom of expression, religion, and assembly.

In recent years, there have been several initiatives aimed at improving the education system and promoting the rights of indigenous peoples in Tibet. These initiatives have been driven by the Tibetan government in exile, non-governmental organizations, and international bodies concerned with human rights and indigenous rights.

One of the major challenges facing indigenous education in Tibet is the language barrier. The Chinese language is the official language of instruction in schools, and Tibetan is not given equal importance. As a result, many Tibetan children face difficulty in understanding and retaining the content taught in schools. To address this issue, several initiatives have been launched to promote bilingual education in Tibetan and Chinese. For instance, the Tibetan Children's Village School in Dharamsala, India, offers bilingual education in Tibetan and English to Tibetan children from the region.

Another significant challenge faced by indigenous education in Tibet is the lack of access to education in rural and remote areas. Many Tibetan children from nomadic and rural backgrounds do not have access to schools, and even if they do, the quality of education is often poor. To address this issue, the Tibetan government in exile has launched several initiatives to provide education and support to these communities. For example, the Department of Education of the Central Tibetan Administration has established several community schools in remote areas of Tibet to provide education to children who would otherwise not have access to schooling.

There are also efforts to promote the preservation of Tibetan culture and heritage through education. This is important as the Chinese government has been accused of suppressing Tibetan culture and identity through policies such as the "bilingual education" policy.

The Tibetan government in exile has established several cultural schools that focus on teaching Tibetan language, history, and culture to young Tibetans. These schools aim to instill a sense of pride and belonging in Tibetan children and promote their cultural identity.

However, despite these initiatives, indigenous education in Tibet still faces several challenges. The Chinese government's policies on education in Tibet have been criticized for undermining Tibetan culture and identity. The Chinese government has been accused of using education as a tool to promote the Chinese language and culture at the expense of Tibetan culture. Moreover, the Chinese government has restricted access to education for Tibetans who have been involved in political activism or are critical of the Chinese government.

In conclusion, indigenous education rights and initiatives in Tibet are a matter of concern for many organizations and individuals concerned with human rights and indigenous rights. While several initiatives have been launched to promote indigenous education in Tibet, there are still significant challenges that need to be addressed. The preservation of Tibetan culture and identity through education is crucial for the well-being and rights of the Tibetan people, and efforts must continue to ensure that this is not undermined by government policies or other factors.



Indigenous
education



The education of the Karen people during the struggles

Editorial: Poe Toe

Burma has been experiencing civil wars for decades. The civil wars that started at the same time as independence took place in ethnic areas before the coup and have increased again after the coup. There are many revolutionary groups in Burma, and the oldest and earliest ethnic armed group is the Karen National Union (KNU). They have been fighting for their rights and self-determination since 1949.

As the revolution continues, it has reached areas that were under the control of ethnic armed groups, which provided basic needs such as public health and education departments that were divided into branches. Among these departments, the Karen Education and Culture Department (KECD) is an education department of the KNU.

The Origins of Karen Education

In fact, Karen education has existed since the colonial era. During the feudalizing system, Karen people were not allowed to study, but with the support of missionaries during the colonial period, they received the opportunity to do so.

During the colonial education system, Karen people were allowed to use their mother tongue in schools. Most of the schools located in big cities used to teach in the Karen language. Some of these schools are still referred to as Karen schools by elders.

Karen Education after Burma's Independence

Burma was granted independence by the British in 1948. After that, when the Anti-Fascist People's Freedom League (AFPFL), the Revolutionary Council government, and the Myanmar Socialist Way Party government expanded and implemented education based on the Burmese language, the mother tongues of other ethnic groups were no longer used in school education, including the Karen ethnic group. When only Burmese was used in schools, it became difficult for Karen people who did not understand Burmese to learn. In addition, the cultures of ethnic groups were being eroded. At that time, the Karen National Union (KNU) implemented Karen education in areas under their control during the revolution.



Karen Education during Civil War

Safety and security are essential for education. Unfortunately, Karen children did not have a safe and secure community to pursue their studies during the civil war. They had to struggle and run for their lives every day and could only study for a short time. Their education was insufficient due to the ongoing conflict. During the Four Cuts government crackdown operation, there was a shortage of food for teachers and students. Despite this, they found ways to continue Karen education. The Karen resistance areas were in the Irrawaddy Division, Bago Roma region, and Salwin region. After retreating from the Irrawaddy and Bago Roma, the revolutionary forces were based in the Salwin region and were able to implement the Karen education system properly there.

Karen Education during the NCA

Since 1947, the military government and the KNU had a ceasefire for an extended period. They stopped fighting briefly during leader meetings, but the conflict resumed soon after. However, on January 12, 2012, a state-level ceasefire was declared, followed by a federal-level ceasefire on April 7, 2012, and the NCA was signed with the government on October 15, 2015. During the ceasefire, Karen education was provided in various ways. However, international aid, which previously did not have the opportunity to support the government, supported the (semi-democratic) government with high hopes for political change. As a result, international support for Karen educational institutions decreased significantly.

The government's uncertain education policies and support in the form of military strategy also created caution. The government did not actively work on ethnic language (mother tongue-based) education and did not show enthusiasm for recognizing the education of ethnic schools. Therefore, the students of the Karen Education and Culture Department (KECD) had limited opportunities to further their education. Moreover, due to ongoing military-political struggles, the Karen education system did not progress as it should have. Schools received less support, government policy was unstable, and military support in the form of strategy led to continued fighting in some areas. As a result, Karen education did not progress as it should have during the ceasefire.



တၢ်ပၤဆၢရဲၣ်ကျဲၤတၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢခိၣ်အဆၢကတီၢ်

ခိၣ်တၢ်ဆၢမ့ၢ်တၢ်ဆၢ လၢအဘၣ်ဒိဘၣ်ထံးကီၢ် ပယီၤတကးဘၣ်, ဘၣ်ဒိဝဲဒၣ်ဟီၣ်ခိၣ်ဒိတဖျၢၣ်လီၤ. ဘၣ်ဒိစ့ၢ်ကိးကညီတၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢလီၤ. ကီၢ်ပယီၤပဒိၣ်ကူၣ်သ့ဝဲၤကျဲၤခိၣ်နီၣ်တဖၣ်ဖဲခိၣ်အဆၢကတီၢ်န့ၣ်ပတုၣ်ဝဲဒၣ်အကူၣ်တဖၣ်လီၤ. ဘၣ်ဆၣ်ကညီကူၣ်သ့ဆဲးလၢဝဲၤကျဲၤတပတုၣ်ကူၣ်တဖၣ်ဘၣ်. လဲၤဝဲဒၣ်တၢ်ဒိသဒါခိၣ်တၢ်သိၣ်တၢ်သိအိၣ်အသိး ဒီးထီၣ်ဝဲဒၣ်ကူၣ်န့ၣ်လီၤ. လၢတၢ်ဂ့ၢ်ဒါအံၤအဃိ, ကိုဖိလၢအထီၣ်ကူၣ် လၢကညီကူၣ်သ့ဆဲးလၢ ကိုတဖၣ်အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ တပတုၣ်အသး ဒိသိးဖိသုၣ် အဂ့ၢ်အဂၤတဖၣ်ဘၣ်. တၢ်တၢ်တၢ်, တၢ်ဒုၣ်ဒွဲၣ်, တၢ်တဲအတဲသီတဖၣ်မ့ၢ်အိၣ်ဘၣ်ဆၣ်လၢတၢ်အိၣ်မူသဃဲၤဃုၣ်ဒီးခိၣ်အပူၤပထံၣ်ဘၣ်က့ၤလၢပတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အံၤ လဲၤတရံးဒီးအသးအဃိမ့ၢ်တၢ်လၢအဘျးအဖျိၣ်အိၣ်ဝဲဒၣ်န့ၣ်လီၤ.

၂၀၂၁သုးပဒိၣ်ဟံးန့ၢ်ဆူၣ်တၢ်စိတၢ်ကမိၤဝဲၤအလီၢ်ခံ

ဖဲၤ၂၀၂၁န့ၣ် လၢဖျၢၣ်တြုၤအါရံၤ ၁သီန့ၣ် သုးစိၤစိၤတဖၣ်ဖိၣ်ဝဲကမ့ၢ်ပဒိၣ်ဒီးဟံးန့ၢ်ဆူၣ်တၢ်စိတၢ်ကမိၤလီၤ. အဝဲသ့ၣ်လၢတၢ်သးတမံဘၣ်ဃးတၢ်အံၤအဖီခိၣ် တဲထီၣ်ဝဲဒၣ်လၢမ့ၢ်တၢ်ဖးကမ့ၢ်န့ၣ်လီၤ. ခိၣ်လၢအဝဲသ့ၣ်အတၢ်မၤဒါအံၤအဃိ ခုၣ်အိၣ်ယုၣ်တအၢၣ်လီၤတူၢ်လီၢ် တၢ်အံၤဘၣ်လီၤ. တကတီၢ်ဃီဖဲန့ၣ် အဝဲသ့ၣ်ဆီၣ်ထွဲမၤစၢၤဝဲပုၤလၢအထီၣ်ဒါက့ၤသုးပဒိၣ်ဒါအမ့ၢ် (CDM)တဖၣ်တသ့ဖဲအသ့ ဒီးဖဲသုးပဒိၣ်ဖိၣ်ပုၤလၢအထီၣ်ဒါအဝဲသ့ၣ်တဖၣ်အခါတၢ်ဒုးအိၣ်ဒုးဆိးအံၤလၢခုၣ်အိၣ်ယုၣ်ဟီၣ်ကဝီၤပူၤ ဒီးဟ့ၣ်စ့ၢ်ကိးသုးတၢ်သိၣ်လိလၢပုၤလၢအခိၣ်ဒုးဆၢက့ၤ သုးပဒိၣ်သ့ၣ်တဖၣ်န့ၣ်လီၤ. ခိၣ်တၢ်ဂ့ၢ်ဒါအံၤအဃိ သုးစိၤစိၤထီၣ်ဒုးဝဲဒၣ် အဝဲသ့ၣ်လၢကျဲအဘိဘိန့ၣ်လီၤ. ဒိၣ်ကတၢ်မ့ၢ်တၢ်ခးလီၤ ခိၣ်ကတီၢ်ယုၤ, တၢ်လီၤမ့ၢ်ပီၢ်တဖၣ်လီၤ. အဝဲသ့ၣ်တဟးဆဲး ဒုၣ်လဲၣ်တၢ်ခးလီၤတၢ်, တၢ်တၢ်လီၤမ့ၢ်ပီၢ်ဆူၣ်သဝီဘၣ်မ့ၢ်တၢ်ခိၣ်တၢ်လီၤမ့ၢ်ပီၢ် ခးလီၤတၢ်ဒီးကတီၢ်ယုၤလီၤလီၤဆူၣ်သဝီပူၤအဃိလီၤဘၣ်လၢဒုၣ်သဝီပူၤ ဘၣ်ဒိဘၣ်ထံးဒုဖိသဝီဖိ, ကိုတၢ်သ့ၣ်ထီၣ်ဒီးဟံၣ်ဃီ, သရိၣ်ဒီးဖျၢၣ်တဖၣ်ဟးဂူၢ်ဟးဂီၤကွံာ်ဝဲဒၣ်အါမးလီၤ.

လၢတၢ်အံၤအဃိ ပုၤဃုၣ်မ့ၢ်ဟးဖျိးအိၣ်ဝဲဒၣ် ၅၃၂၆၇၁ ဃုၣ်ဃုၣ်ဒီးလၢပုၤတဖၣ်န့ၣ်အကျါတတ်ဃုၣ်ဃုၣ်န့ၣ်မ့ၢ်ဖိသုၣ်တဖၣ်လီၤ. သုးအတၢ်ဟံးန့ၢ်ဆူၣ် တၢ်စိတၢ်ကမိၤဒိသိးအံၤ ဒီးတၢ်ဖျၢၣ်ဆၢတဖၣ်အဃိတၢ်ကဒိကဒိတဖၣ် အိၣ်ထီၣ်ကဒီးလၢကညီတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အဂီၢ်လီၤ.

တီၤကိုလၢအအိၣ်သ့ၣ်လီၤတၢ်အသး လၢသဝီပူၤတဖၣ်ဟးဂီၤကွံာ်လၢ ကတီၢ်ယုၤခးလီၤတၢ်အဃိ သဝီဖိတဖၣ် ဘၣ်ဃုၣ်မ့ၢ်ဟးဖျိး ဒီးတၢ်ထီၣ်က့ၤကိုဒုၣ်လဲၣ် တဘျီလၢဘၣ်န့ၣ်လီၤ. ခိၣ်လၢတၢ်အံၤအဃိ ကိုဖိတဖၣ်ဘၣ်ထီၣ်ကူၣ်လၢပုၤပူၤ ဒိသိးကပူၤဖျိးအဂီၢ်လီၤ. ဖိသုၣ်လၢ အကလီၢ်ကလးတဖၣ်အံၤ အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အတၢ်လဲၤထီၣ်လဲၤထီၣ်အံၤ ပတုၣ်အသးတသ့ဘၣ်. အဃိတၢ်သ့တၢ်ဘၣ်လၢအအိၣ်ဒီးပုၤန့ၣ် တသ့ ဖဲအသ့ပကဂုၣ်ကျဲးစး မၤပုၤအဝဲသ့ၣ်အတၢ်လိၣ်ဘၣ်တဖၣ်လီၤ.



ကညီကူၣ်သ့ဆဲးလၢဝဲၤကျဲၤတဖၣ်မၤတၢ်မနုၤတဖၣ်လဲၣ်.

ဒိပဟ်ဖျါတၢ်ဒိလၢထးအသိးကညီတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အိၣ်တၢ်လံအသးတချုးလၢကညီတၢ်ပၤဆၢစးထီၣ်ခိၣ်ဖျါဘၣ်တၢ်ဆီၣ်ထွဲမၤစၢၤအံၤလၢတၢ်ဘျီတၢ်ဘါကရၢတဖၣ် အဃိလီၤ. ဘၣ်ဆၣ် ဖဲခုၣ်အဲၣ်ယုၣ် (KNU) အတၢ်ပၤတၢ်ပြဲးအိၣ်ထီၣ်န့ၣ် အဝဲသ့ၣ် ဆီလီၤပာ်လီၤက့ၤဝဲကူၣ်သ့ဝဲၤကျဲၤတခါ ဒီးဆီၣ်ထွဲမၤစၢၤဝဲဒၣ်န့ၣ်လီၤ. ဝဲၤကျဲၤဝဲအံၤ ဘၣ်တၢ်သ့ၣ်ညါအံၤလၢအမ့ၢ်ဝဲဒၣ် ကညီကူၣ်သ့ဆဲးလၢဝဲၤကျဲၤ (KECD)န့ၣ်လီၤ. ဝဲၤကျဲၤအံၤမ့ၢ်ဝဲၤကျဲၤလၢ အကတီၢ်ကတီၢ်ဂီၢ်ခိၣ်ထံးတၢ်ကူၣ်ဘၣ်ကူၣ်သ့, ပတီၢ်ထီၣ်ညါ, ဒီးတၢ်လုၢ်အိၣ်နီၣ်ခိၣ်သးသမူတဖၣ်န့ၣ်လီၤ. လၢတၢ်မၤသကိးတၢ်အပူၤကညီကိုသရၣ်မၤသကိးတၢ်ကရၢ (KTWG) ဒီးကညီကူၣ်သ့ဆဲးလၢဝဲၤကျဲၤ (KECD) ဖိၣ်လိာ်စုဒီးဆီၣ်ထွဲမၤစၢၤကိုသရၣ်သရၣ်မုၢ်တဖၣ်လၢတၢ်သိၣ်လိကျဲၤကျဲၤတဖၣ်န့ၣ်လီၤ.

၂၀၂၂-၂၀၂၃ တၢ်မၤလိန့ၣ်န့ၣ် ကိုလၢ (KECD) ဒုးအိၣ်ထီၣ်လၢအိၣ်သ့ၣ်လီၤအသးလၢကီၢ်သုၣ်လုၢ်ဟီၣ်ကဝီၤအပူၤန့ၣ်အိၣ်ဝဲဒၣ် (၁,၂၃၃) ဖျါဒီးကိုသရၣ်သရၣ်မုၢ်အိၣ်ဝဲဒၣ် (၇,၉၄၆) ဂၤန့ၣ်လီၤ. ဒီးပုၤကိုဖိလၢအမၤလိတၢ် လၢကိုတဖၣ်န့ၣ် တၢ်ပာ်ဖျါလၢအအိၣ်ဝဲ (၁၀၉,၃၁၃) ဂၤန့ၣ်လီၤ. ဘၣ်ဆၣ်ဖဲသုးပဒိၣ်ဟံးန့ၢ်ဆူၣ် တၢ်စိတၢ်ကမိၤဝဲၤအလီၢ်ခံန့ၣ် ပုၤဃုၣ်မ့ၢ်ဟးဖျိးအါထီၣ်, တနီၤတအဲၣ်ဒီးထီၣ်လၢကီၢ်ပယီၤပဒိၣ်ကိုတဖၣ် အဃိ ကညီကူၣ်သ့ဆဲးလၢဝဲၤကျဲၤ (KECD) ကိုတဖၣ်န့ၣ်ပသ့ၣ်ညါဘၣ်လၢပုၤကိုဖိဖဲအါထီၣ်ဝဲဒၣ်န့ၣ်လီၤ.

ကညီကူၣ်သ့ကလဲၤထီၣ်လဲၤထီၣ်အဂီၢ်လိၣ်ဝဲလၢပကမၤသကိးတၢ်

စးထီၣ်လၢ၁၉၄၇န့ၣ်ကညီတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ဝဲၤကျဲၤအံၤဘၣ်လဲၤခိၣ်တၢ်ဒုးတၢ်ယၤ, ထံၣ်ကီၢ်သဲးတၢ်ဘၣ်ကံၢ်ဂူၢ်လၢအဆူၣ်အကီၢ်တဖၣ်အဃိတၢ်လဲၤကျဲၤအံၤတဘျီ. တညီဝဲဘၣ်တုၤ မ့ၢ်မဆါတနီၤအံၤကိုတဖၣ်, ဖိသုၣ်တၢ်လိာ်ကွဲးပျီတဖၣ် ဟးဂူၢ်ဟးဂီၤဝဲဒၣ်ခိၣ်ကတီၢ်ယုၤခးလီၤတၢ်တၢ်လီၤမ့ၢ်ပီၢ်ထီၣ်အဃိန့ၣ်လီၤ.

တၢ်ကီၢ်တၢ်ခဲတဖၣ်အံၤမ့ၢ်အိၣ်ဘၣ်ဆၣ်ဒိကူၣ်သ့အဂီၢ်ခိၣ်ထံးလၢအအိၣ်တၢ်ဒီးပုၤအသိးတသ့ဖဲအသ့ပတၢ်လဲၤဆူၣ်မ့ၢ်တၢ်လၢအလၢအပုၤဘၣ်ဆၣ်ကလီၤကံၢ်ဒိပုၤလီၤအုးထံတဂၤလၢအဒီးန့ၢ်တၢ်မၤစၢၤခိၣ်တၢ်တၢ်အသိးန့ၣ်လီၤ. တၢ်ပၤဆၢနီၣ်နီၣ်စံးတၢ်မ့ၢ်"တၢ်မၤန့ၢ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့လီၤ." န့ၣ်ပုၤပၤဆၢတၢ်ဖိဒီးကထာၣ်ခွၢ်ကူၣ်ဘၣ်ရၢၣ်တစိၤဝဲန့ၣ်လီၤ. အဃိလၢတၢ်ကဟံးဃာ်ဂၢ်ကျဲၤ ကညီတၢ်ပၤဆၢအဂီၢ်ဝဲဝဲကညီဖိတဖၣ်ပကဘၣ်အိၣ်ဒီးတၢ်ကူၣ်ဘၣ်ကူၣ်သ့လီၤ.

ဒိသိးပကအိၣ်ဒီးတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အဂီၢ် ပကညီကူၣ်သ့ဆဲးလၢဝဲၤကျဲၤ, ကိုဖိ, ကိုသရၣ်, ပုၤကမ့ၢ်ပုၤထံဖိကီၢ်ဖိကိးဂၤကိးဂၤ ပကမၤ သကိးဖဲပမၤသ့န့ၣ် မ့ၢ်တၢ်လၢအရဲဒိၣ်နီၣ်နီၣ်န့ၣ်လီၤ.



Karen education operating during Covid 19

Covid-19 has not only affected Burma but the entire world, and Karen Education has felt the impact as well. While schools in Myanmar have closed, KECD did not close their schools. They continued to operate with restrictions imposed by Covid-19 regulations.

As a result, KECD students did not experience any interruption in their education during Covid-19, unlike children in other regions. Despite facing challenges and criticisms, the system of coexisting with Covid and continuing to provide education has been very beneficial in the long run.

Situation after the coup in 2021

On February 1, 2021, the military seized control of the government, claiming that the election had been fraudulent. The KNU immediately rejected the coup and provided support to anti-dictatorship movements as much as possible. When CDM activists were hunted by the military, they were allowed to take refuge in KNU-controlled areas, and ranger training was provided to those who were fighting.

However, the military responded with various forms of aggression, including using airstrikes to drop bombs on villages where civilians live. This resulted in the destruction of Karen schools, religious buildings, clinics, and other community-related buildings.

As a result of the renewed military tensions, the number of Karen refugees has up to 532,671, with half of them being children. Due to this instability, Karen's education has been disrupted. Schools that were opened in villages were destroyed by the airstrikes and shelling, forcing children to study in safe forests and mountains.

Additionally, hundreds of thousands of children who fled the war cannot have their education was interrupted. We will try to make the best use of available resources to meet the educational needs of these children."

What does the Karen Education and Culture Departments do?

As described earlier, there were already social and religious groups supporting Karen education before the start of the Karen revolution.



However, when the KNU administration was formed, a department related to education was established to provide education services to the public.

This department is known as the Karen Education and Culture Department (KECD), which provides basic education, higher education, and vocational education services. In cooperation with KECD, the Karen Teacher Working Group (KTWG) supports the necessary skills and teaching methods of teachers for Karen education.

After the coup, the number of people in refugee camps increased, and those who do not want to attend schools in Burma preferred to study at KECD schools. During the academic year 2022-2023, KECD opened (1,233) schools in the area, and there were (7,946) teachers. The total number of students studying in those schools was (109,313).

The Karen People Need Help to Standardize Their Education

Since 1947, the educational journey of the Karen ethnic group has been far from straightforward. They have experienced several political and military conflicts, and even now, airstrikes, bombs, and armed conflict continue to damage schools and playgrounds, causing destruction.

Despite these difficulties, education remains one of the essential pillars for survival. Che Guevara, a revolutionary doctor, once said that the main task of the revolution is to educate. To manage the Karen revolution effectively, it is necessary to educate more Karen people.

It is crucial for Karen educational institutions, teachers, and the public to support children in every possible ways to provide access to education for more people. However, the resources currently available for education are not perfect, highlighting the need for standardization and improvement in the Karen education system.



ကိုတၢ်ဒိၣ်ထီၣ်ထီၣ်အတၢ်ရဲၣ်တၢ်ကျဲၤ

တၢ်ဒုးအိၣ်ထီၣ်ကိုတၢ်ဒိၣ်ထီၣ်ထီၣ်အတၢ်ရဲၣ်တၢ်ကျဲၤ လၢကူၣ်အပတီၢ်

ကိုတၢ်ဒိၣ်ထီၣ်ထီၣ်အတၢ်ရဲၣ်တၢ်ကျဲၤ (SIP)အံၤတၢ်ဒုးအိၣ်ထီၣ် အံၤလၢကူၣ်အပတီၢ် ဒ်သးကဒုးဒိၣ်ထီၣ် တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကံၢ် အစီဃုာ်ဒီးပုၤမၤလိတၢ်ဖိအတၢ်မၤလိန့ၢ်တၢ်အစၢလၢအဂ့ၢ်န့ၢ်လီၤ. ကိုတၢ်ဒိၣ်ထီၣ်ထီၣ်အတၢ်ရဲၣ်တၢ်ကျဲၤ (SIP)လၢအကံၢ်ကျၢ်န့ၢ် ဒုးလဲၤတရံးကိုအတၢ်ဖိတၢ်မၤတုၤလီၤတီၤလီၤ ဒီးဒုးန့ၢ်ဖျါထီၣ်တၢ် အန့ဆၢၣ်လၢအဂ့ၢ်ဒီး တၢ်ကဲထီၣ်လိၣ်ထီၣ် ခိဖျါတၢ်ဟ့ၣ်ကံၢ်စီလၢ ကိုခိၣ်,သရဉ်,သရဉ်မုၢ်,ဒီးကိုအပုၤဘၣ်မူဘၣ်ဒါတဖၣ်န့ၢ်လီၤ. ကိုတၢ်ဒိၣ်ထီၣ်ထီၣ်အတၢ်ရဲၣ်တၢ်ကျဲၤလၢအဂ့ၢ် ဟ့ၣ်တၢ်န့ၣ်ကျဲ လၢအတုၤလီၤထီၣ်ဘး, လၢအပၣ်ဃုာ်ဒီးတၢ်ဂ့ၢ်ခိၣ်သ့ၣ် (၆)မံၤလၢ အကမၤစၢၤကိုဖိသ့ၣ်တဖၣ် အတၢ်မၤလိန့ၢ်တၢ်လၢအအိၣ်ဒီးအကံၢ် အစီန့ၢ်လီၤ. တၢ်ဂ့ၢ်ခိၣ်သ့ၣ်(၆)မံၤလၢအမ့ၢ် ၁.တၢ်သိၣ်လိဒီးတၢ်မၤ လိလၢအတုၤလီၤထီၣ်ဘး ၂.ကိုဖိအတၢ်အိၣ်မုၢ်ဆိးပၤ ဒီးတၢ်ဒိသ ဒါကဟုကယာ်ဖိသ့ၣ် ၃.တၢ်ဟ့ၣ်ကံၢ်စီတၢ်မၤလိ ၄.တၢ်သ့ၣ်ထီၣ် ဘျီထီၣ်, တၢ်မၤလိခိၣ်ဃၢၤလၢအပူၤဖျး ၅.ခိၣ်နီၤဒီး ပုၤတဝါအတၢ် မၤသကိးတၢ် ၆.တၢ်ကဲခိၣ်ကဲနီၤ ဒီးတၢ်တီခိၣ်ရဲၣ်မဲ လၢအတုၤလီၤ ထီၣ်ဘးတဖၣ်န့ၢ်လီၤ.

ဘၣ်မနုၤအဃိလၢ (SIP)န့ၢ် ဘၣ်တၢ်ဒုးအိၣ်ထီၣ်အံၤ လံၣ်.

ဒ်ကညီကူၣ်သ့ဆဲးလၢဒီးကညီကိုသရဉ်မၤသကိးတၢ်ကရူၢ် အတၢ် တီၢ်လၢ ကိုတၢ်ဒိၣ်ထီၣ်ထီၣ်အတၢ်ရဲၣ်တၢ်ကျဲၤ(SIP)လၢကူၣ်လၢ အအိၣ်လၢ KECD အဖီလၢသ့ၣ်တဖၣ် မ့ၢ်ဝဲ

- ကဟ့ၣ်တၢ်စီကမိဆူကိုဒ်သးကပၣ်လီၤတၢ်ဆၢတဲာ်လၢကူၣ်အ ကီၢ်ဒီးမၤဂ့ၢ်ထီၣ်တၢ်မၤညီန့ၢ်တၢ်ဆၢတဲာ်လၢကူၣ်အပူၤ.
- ကဒုးအိၣ်ထီၣ်တၢ်သိၣ်လိဒီးတၢ်မၤလိအတၢ်အိၣ်သးလၢအ တုၤလီၤတီၤလီၤ.
- ကမၤဂ့ၢ်ထီၣ်ကိုဖိတၢ်မၤလိ အတၢ်အိၣ်မုၢ်ဆိးပၤ.
- လၢကမၤဒိၣ်ထီၣ်ထီၣ်မိၢ်ပၤဒီးပုၤတဝါတဖၣ်အတၢ်မၤသ ကိးတၢ်လၢကူၣ်အတၢ်ဖိတၢ်မၤခိဖျါတၢ်မၤလဲၤထီၣ်လဲၤထီၣ်ကိုအ တၢ်ဒိၣ်ထီၣ်ထီၣ်အတၢ်ရဲၣ်တၢ်ကျဲၤသ့ၣ်တဖၣ်န့ၢ်လီၤ.
- ကမၤဒိၣ်ထီၣ်ထီၣ်တၢ်သ့တၢ်ဘၣ်လၢကူၣ်ခိၣ်,သရဉ်သိၣ်လိ တၢ်သ့ၣ်တဖၣ်ဒီးပုၤမၤတၢ်ဖိလၢအဆိၣ်ထွဲမၤစၢၤကိုဒ်သးက မၤဂ့ၢ်ထီၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကံၢ်အစီလၢအဝဲသ့ၣ်တဖၣ် အကိုန့ၢ်လီၤ.
- ကမၤဂ့ၢ်ထီၣ်တၢ်သ့ၣ်ထီၣ်ဒီးကိုအတၢ်မၤလိခိၣ်ဃၢၤလၢအပူၤ ဖျးလၢကူၣ်ဖိကိးဂၤအဂီၢ်.

ကိုသရဉ်အတၢ်သ့တၢ်ဘၣ်လၢ တၢ်ကဲခိၣ်ကဲနီၤဒီးတၢ်တီ ခိၣ်ရဲၣ်မဲ မ့ၢ်တၢ်အကါဒိၣ်လၢတၢ်ဒုးဒိၣ်ထီၣ်ထီၣ်ကိုအ တၢ်ရဲၣ်တၢ်ကျဲၤ(SIP)အပူၤ

ကိုသရဉ်အတၢ်တီခိၣ်ရဲၣ်မဲ အကံၢ်အစီ အတၢ်သ့တၢ်ဘၣ်တဖၣ်မ့ၢ် နီၣ်ဝံၣ်ခံလၢတၢ်ကသ့ၣ်ထီၣ် တၢ်မၤလိခိၣ်ဃၢၤ ဒီးကိုဖိအတၢ်မၤလိ အစၢလၢအဂ့ၢ်န့ၢ်လီၤ. တၢ်ဂ့ၢ်အရူဒိၣ်လၢ တၢ်တီခိၣ်ရဲၣ်မဲအပူၤန့ၢ် မ့ၢ်ဝဲတၢ်ကဲခိၣ်ကဲနီၤ,တၢ်ဖိသကိးမၤသကိးတၢ် ဒီးကိုဖိအတၢ်အိၣ် မုၢ်ဆိးပၤတဖၣ်န့ၢ်လီၤ.

(SIP)တၢ်ဘၣ်ထွဲလိာ်သးဒီးကိုသရဉ်

SIPန့ၢ် ဘၣ်ထွဲလိာ်သး ဒီးကိုသရဉ်လိာ်လိာ်ခိဖျါ အဝဲသ့ၣ်တဖၣ်သ့ၣ် ညါဝဲတၢ်ဂ့ၢ်ခိၣ်သ့ၣ် ၆ထံၣ် အဂ့ၢ်အကျိၤလီၤတၢ်လီၤဆဲး လၢကစူးကါ ဝဲလၢတၢ်သိၣ်လိဒီးတၢ်မၤလိအပူၤန့ၢ်လီၤ. သရဉ်,သရဉ်မုၢ်တဖၣ်က ဘၣ်နီၣ်ပၢ် SIP အတၢ်န့ၣ်ကျဲ ဒီးသ့ဆိးကါအီၤလၢကူၣ်ဖိတဖၣ် အတၢ် ဘၣ်ဘျးအဂီၢ် ဒီးဒ်သးသရဉ်သရဉ်မုၢ်တဖၣ် ကသ့ဟံးထီၣ်ဖိၣ်ထီၣ် ဒီးစူးကါဝဲလၢ တၢ်မၤလိ, တၢ်သိၣ်လိဒီး မ့ၢ်ဒါတဖၣ်အပူၤန့ၢ်လီၤ.

တၢ်ဆိလိာ်လိာ် SIPလၢကူၣ်အပတီၢ်

တၢ်ဂ့ၢ်ခိၣ်သ့ၣ်ဃုထံၣ်လၢတၢ်ယၢၤထီၣ်တုၢ်လၢထးတဖၣ် ဘၣ်ထွဲလိာ် အသးဒီးသရဉ်, သရဉ်မုၢ်တဖၣ်န့ၢ်လီၤ. မ့ၢ်တၢ်အရူဒိၣ်လၢသရဉ်,သ ရဉ်မုၢ်တဖၣ် ကသ့ၣ်ညါဒီးဆိးကါ တၢ်သ့ၣ်တဖၣ်န့ၢ်လၢ အတၢ်သိၣ် လိအပူၤ လၢကူၣ်ဖိအတၢ်ဖိလိမၤဒီးအတၢ်ကဲဘျးအဂီၢ်န့ၢ်လီၤ.

၁. တၢ်သိၣ်လိဒီးတၢ်မၤလိလၢအတုၤလီၤထီၣ်ဘးပၣ်ဃုာ်ဒီးတၢ်သိၣ်လိ အကျိၤအကျဲလၢအဂ့ၢ်,ဘၣ်ထွဲလိာ်အသးဒီးလံာ်ညါၣ်သိၣ်ဒိၣ်ဒီးမိၢ်ကျိၢ် ဒီးဆူကျိၢ်အဂၤတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကျဲ,ဒီးဟ့ၣ်တၢ်သိၣ်လိဒီးတၢ်မၤ လိအပီးအလီလၢပုၤမၤလိတၢ်ဖိတဖၣ်.

၂. ကိုဖိအတၢ်အိၣ်မုၢ်ဆိးပၤ ဒီးတၢ်ဒိသဒါကဟုကယာ်ဖိသ့ၣ် လၢအ ပၣ်ဃုာ်ဝဲ ဒီး တၢ်ဟ့ၣ်တၢ်သ့ၣ်ညါနီၣ်ပၢ် ဘၣ်ဃးတၢ်ကဟုဘၣ်ကယာ် ဘာဖိသ့ၣ်, တၢ်န့ၣ်ကျဲလၢတၢ်တြီဃာ် တၢ်တြီဆၢ တၢ်မၤပယွဲဒီးတၢ်ဒုး ပၣ်ဃုာ်ပုၤကိးဂၤ, တၢ်ဘျီဘၣ်ကူၣ်ကိုဖိ(လုၢ်လၢ်)တကြးတဘၣ်တဖၣ်, ကထီၣ် တၢ်ကဟုကယာ်လၢ ဖိသ့ၣ်တဖၣ်အဂီၢ်, ဒီးမၤစၢၤကိုဖိလၢက အိၣ်ဆူၣ်အိၣ်ချ့,သ့ၣ်ဖဲသးညီ,ပူၤဖျး ဒီးတၢ်မၤလိလၢအမုၢ်လၢကူၣ်ပူၤန့ၢ် လီၤ.

၃. တၢ်ဟ့ၣ်ကံၢ်စီတပယုာ်ဃီပၣ်ဃုာ်ဒီးကိုတၢ်ထုးစုန့ၣ်ကျဲ သရဉ်,သ ရဉ်မုၢ်တဖၣ်ဒီးတၢ်ဆိၣ်ထွဲမၤစၢၤသရဉ်, သရဉ်မုၢ်တဖၣ်လၢတၢ်မၤလိ ဒ်အမ့ၢ် သရဉ်တၢ်သ့တၢ်ဘၣ်တၢ်မၤလိဒီးတၢ်ကီၢ်ခါနီၤဖျါတၢ်မၤလိတ ဖၣ်န့ၢ်လီၤ.

၄. တၢ်သ့ၣ်ထီၣ်ဘျီထီၣ်ဒီးခိၣ်ဃၢၤလၢအပူၤဖျးပၣ်ဃုာ်ဒီး ထံတၢ်ကဆဲ ကဆီ (တၢ်ကဆဲကဆီပိးလီ)တဖၣ်, တၢ်ဟးလီၢ် လၢတၢ်နီၤဖးအီၤလၢ ကိုဖိမုၢ်,ခွါအဂီၢ်,တီၤဒီးပူၤလၢအပူၤဖျးဒီးတၢ်ဘၣ်ယိၣ် ဒီးကိုအကရၢၢ်, တၢ်ခူၣ်တဖၣ်န့ၢ်လီၤ.

၅. ခိၣ်နီၤဒီးပုၤတဝါအတၢ်မၤသကိးတၢ်ဒ်အမ့ၢ်မိၢ်ပၤသရဉ်ကရၢ, ကိုက မဲးတံာ်ကရၢ အတၢ်ပၣ်ဃုာ်မၤသကိးတုၤလီၤတီၤလီၤ, မိၢ်ပၤအတၢ်ဟံ ဃုာ်မၤသကိးလၢ ဖိသ့ၣ်အတၢ်ဖိလိမၤဒီး, ပုၤတဝါအတၢ် ဆဲးကျိးဆဲး ကျဲဒီးကို, ပုၤတဝါခိၣ်နီၤတၢ်ဟ့ၣ်ကူၣ်ဟ့ၣ်ဖး, တၢ်မၤသကိးဒီးပုၤတဝါ အတၢ်ပၣ်ဃုာ်မၤသကိးတဖၣ် စ့ၢ်ကိးန့ၢ်လီၤ.

၆. တၢ်ကဲခိၣ်ကဲနီၤဒီးတၢ်တီခိၣ်ရဲၣ်မဲလၢအတုၤလီၤထီၣ်ဘးတဖၣ်မ့ၢ် တၢ်လၢအပၣ်ဃုာ် ဒီး(SIP) တၢ်မၤလိလၢကိုပုၤဘၣ်မူဘၣ်ဒါတဖၣ်,ကို ခိၣ်တၢ်မၤလိဒီးတၢ်မၤဒိၣ်ထီၣ်ထီၣ်ကို အတၢ်ရဲၣ်တၢ်ကျဲၤဒ်အဖျါလၢ ထးအသိး, သရဉ်တဖၣ်ကဘၣ်နီၣ်ပၢ် ကိုအတၢ်ဒိၣ်ထီၣ်ထီၣ်အတၢ် ရဲၣ်တၢ်ကျဲၤအလံာ်န့ၣ်ကျဲ ဒီးသ့အီၤလၢအဝဲသ့ၣ်တဖၣ် အတၢ်ဖိတၢ်မၤ အပူၤ လၢကမၤဒိၣ်ထီၣ်ထီၣ်ကို ဒီးမၤစၢၤကိုဖိ အတၢ်မၤလိန့ၢ်တၢ်တ ဖၣ်န့ၢ်လီၤ.

တၢ်ဆိလိာ်လိာ် SIP လၢကူၣ်အပတီၢ်

ကိုတၢ်ဒိၣ်ထီၣ်ထီၣ်အတၢ်ရဲၣ်တၢ်ကျဲၤအံၤ မၤစၢၤကိုပုၤမၤသကိးတၢ် ကိးဂၤလၢကသ့ၣ်ညါ ကိုအတၢ်ဖိတၢ်မၤလၢ အတုၤလီၤတီၤလီၤတဖၣ် လၢအလူထွဲကိုတၢ်ဒိၣ်ထီၣ်ထီၣ် အတၢ်ရဲၣ်တၢ်ကျဲၤ (SIP) အလံာ် န့ၣ်ကျဲ လၢကပံာ်ဖးနီၤဖးဒီးရဲၣ်ကျဲၤတၢ်ဆိတလဲလၢကိုတဖၣ်တၢ်လိၣ် အဂီၢ်, လၢကမၤလၢပုၤကိုအတၢ်ပညိၣ် ဒီးဒ်သးကဒီးန့ၢ်ဘၣ်သရဉ်လၢ အတီခိၣ်ရဲၣ်မဲတၢ်လၢအဂ့ၢ် လၢကိုဖိတၢ်ဖိလိမၤဒီးအပူၤန့ၢ်လီၤ.

School Improvement Plan (SIP)

Founding School Improvement Plan (SIP) at the school level

A School Improvement Plan (SIP) is an activity taken on at the school level to improve the overall education environment and outcomes. A good SIP helps a school to run efficiently and demonstrate positive characteristics and is achieved by the ongoing professional development of principals, teachers, and school workers. A good SIP provides an effective plan with clear guidelines, including 6 domains that will support students to achieve a high-quality education. The six domains are: effective teaching and learning; student well-being and protection; continuous professional development; infrastructure safe environment; stakeholder and community engagement; and, effective leadership and management.

Why is SIP founded?

As KECD/KTWG's objectives for implementing SIP in schools, KECD schools are:

- To decentralize and promote routine decision-making at the school level
- To create effective teaching and learning environment
- To promote the student learning well-being
- To increase the involvement of parents and communities in school management, through the development of school quality improvement plans
- To promote the enhancement of the capacity of principals, teachers, and school support staff to improve the quality of education in their school
- To promote stakeholder collaboration and involvement in the school quality improvement plans
- To improve the infrastructure and safe learning environment of the school for all learners

The leadership and management capacities of teachers are important in founding SIP

A teacher's management skills are key to establishing a positive learning environment and outcomes. Key components of management are leadership, cooperation, and student well-being.

The relation of SIP to Teachers

All 6 SIP domains relate to teachers. It is important for teachers to hold all of these in their teaching for the benefit of student learning.

1. Effective teaching and learning includes: an active pedagogy with relevant curriculum and MTB-MLE approaches and is strongly supported by the availability of teaching & learning materials.
2. Student well-being and protection includes: child safeguarding awareness; simple school guidelines for non-discrimination and inclusion; support to disadvantaged students; being a warm child-friendly atmosphere; and, helping children to stay healthy, happy, safe, and comfortable in their learning at school.
3. Continuous professional development includes: school-based mentoring for teachers and supporting teachers to attend in-service training and summer vacation teacher training.
4. Infrastructure and a safe environment includes: Water (WASH facilities); separating toilets for boys and girls; safe classrooms; and, school boundary fences.
5. Stakeholder and community engagement includes: PTA/SMC strong and active operations; parent involvement in children's learning; community outreach; community leaders' involvement; and, community participation.
6. Effective leadership and management includes: SIP training for school stakeholders; head teacher leadership training; and implementation of developed SIPs in schools. As mentioned above, teachers must understand SIP guidelines and apply them in their workforce to help improve schools and student learning outcomes.

Founding SIP at the school level

A School Improvement Plan helps school staff to know how an effective school works by following the SIP guideline created to identify and plan for the changes a school needs in the specific way so as to fulfill the school's objective effectively and to achieve capable staff leading to positive learning outcomes.



လာတက်ကတိာ် နဒီးန့ၣ်ဘၣ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါသ့ၣ်.

တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါ အတၢ်ဆါအံၤမ့ၢ်တၢ်ဘၣ်ကူဘၣ်ကံၤဒိၣ်ဒိၣ်ကလံာ် ဒီဖျါတၢ်သါထီၣ်သါလီၤကလံာ်ကျါန့ၣ်လီၤ.တၢ်ဃာ်လာဘၣ်ကူဘၣ်ကံၤဒီဖျါကလံာ်ကျါတခါအံၤ ကဲထီၣ်အသးလာ တၢ်ဂီၢ်ခါအကတိာ် ဒီးဘၣ်ကူဘၣ်ကံၤပုၤဒီးရလီၤအသး သ့ကိးအဆၢကတိာ်ဒီးန့ၣ်လီၤ. တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါ အတၢ်ဆါအံၤညီၣ်န့ၢ်ကဲထီၣ်အသး, ပုၤအါဂၤလဲၤဒီဖျါဘၣ်ဒီးတူၢ်ဘၣ်ဝဲလာတၢ်ကိာ်ခါ အဆၢကတိာ်စ့ၢ်ကိးလီၤ.ပုၤလာအဒီသဒါတၢ်ဆါအလီၢ်ခၢၣ်သးတဖၣ်ဃုထံၣ်န့ၢ်ဝဲတၢ်ဘၣ်သမုၣ်ခိၣ်ဆါအံၤဘၣ်ကူဘၣ်ကံၤသ့ၣ်လၢဒီတန့ၣ်အတိာ်ပူၤဘၣ်ဆၣ်ဒီးအဝဲသ့ၣ်ပာ်ဖျါဝဲလာတၢ်အံၤ တမ့ၢ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါအဃာ်လာအဘၣ်ကူဘၣ်ကံၤတၢ်ဘၣ်.

တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါအံၤကဲထီၣ်အသးလၢ အဆၢကတိာ်ဖဲလဲၣ်.

ကတိာ်တၢ်ဘၣ်သမုၣ် ခိၣ်ဆါအံၤကဲထီၣ်သး အါကတၢ် ဖဲတၢ်အဃုးအဃာ်တဖၣ်ရလီၤအသး အအါကတၢ်အခါန့ၣ်လီၤ. ကတိာ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါ အတၢ်ဘၣ်ကူဘၣ်ကံၤအံၤ ညီၣ်န့ၢ်စးထီၣ်အါထီၣ်,ဒိၣ်ထီၣ်ဖဲလါနီၣ်ဝဲဘၣ် ဒီးအါကတၢ်ဖဲ တၢ်ခၢၣ်ကတိာ် ဖဲဒိၣ်စဲဘၣ်, ယန့ၢ်အါရံၣ်မ့ၢ်တမ့ၢ်ဖျါတြုၤအါရံၣ်န့ၣ်လီၤ. တၢ်န့ၢ်ဝဲလာကတိာ်တၢ်ဆါအံၤကဲထီၣ်အသး ဒီဖျါတၢ်ခၢၣ်ဒိၣ်,တၢ်ဃုစ့ၢ်ဃုထီၣ်တၢ်ဂီၢ် ဒီတကတိာ်အံၤန့ၣ်လီၤ.

ကတိာ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါဒီးအတၢ်ပနီၣ်တဖၣ်

ဖဲန့ၣ်ဘၣ်ကတိာ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါအံၤတၢ်ပနီၣ်တဖၣ်ကဖျါထီၣ်ဝဲတဘျီဃီန့ၣ်လီၤ. ကအိၣ်ဖျါဝဲဒ်အမ့ၢ်,

- တၢ်ကိာ်ထီၣ်
- လါဆါယီၢ်ဆါဒီး တၢ်တကံတကး
- တၢ်ခၢၣ်
- နါစ့ၢ်ထံယွၤမ့ၢ်တမ့ၢ်နါစ့ၢ်ဘံး
- တၢ်ကူးဒီးကဆဲ
- ကိာ်ယူၢ်ဆါ
- တၢ်ခိၣ်ဆါ
- လီၤဘုးလီၤဘျါ

ကတိာ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါအပနီၣ်အံၤလီၤကံၤဒီးတၢ်ဆါအဂ့ၤအဂၤတဖၣ်စ့ၢ်ကိးန့ၣ်လီၤ. နမ့ၢ်တူၢ်ဘၣ်တၢ်ဆါအပနီၣ်ဒ်သိးကတိာ်တၢ်ဆါအံၤဖဲတၢ်ကိာ်ကတိာ် ဒီးကမ့ၢ်သ့ၣ်သ့ၣ် တၢ်ဆါလၢအဂ့ၤအဂၤ မ့ၢ်တမ့ၢ် တၢ်ဘၣ်ကူဘၣ်ကံၤအဂ့ၤအဂၤန့ၣ်လီၤ. တၢ်ကိာ်ကတိာ်တၢ်ဆူးတၢ်ဆါတနီၤလၢကဟ့ၣ်န့ၣ်တၢ်ပနီၣ်ဒ်သိး ကတိာ်တၢ်ဘၣ်မုၣ်ခိၣ်ဆါတဖၣ်မ့ၢ်ဝဲ-

တၢ်ခၢၣ်ဘၣ်

တၢ်ခၢၣ်ဘၣ်န့ၢ်အံၤကဲထီၣ်အသးသ့အကလုာ်ကလုာ် ဒီဖျါတၢ်ဆါအဃုးအဃာ် အတၢ်ဘၣ်ကူဘၣ်ကံၤန့ၣ်လီၤ. တၢ်ခၢၣ်ဘၣ်န့ၢ်အံၤအကလီၤကံၤဒ်သိးဒီးကတိာ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါဒ်အမ့ၢ်တၢ်နါစ့ၢ်ထံယွၤ မ့ၢ်တမ့ၢ်နါစ့ၢ်ဘံး, တၢ်ကူးမ့ၢ်တမ့ၢ်ကဆဲဒီး တၢ်ကိာ်ယူၢ်ဆါတဖၣ်န့ၣ်လီၤ. ဒ်လဲၣ်ဂ့ၤတၢ်အံၤတဒ်သိးကတိာ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါ ဒီးတၢ်ခၢၣ်ဘၣ်န့ၢ်အပနီၣ်အံၤ ယံာ်ထီၣ်ယံာ်ထီၣ် ဒီးဒိၣ်ထီၣ်ဝဲဒၣ်ကယီၤကယီၤဒီးအါဒၣ်တၢ်တက့ၢ်တၢ်ဆါအံၤတနးဝဲဘၣ်.

ကဖုညးတၢ်ဆါ

ကဖုညးတၢ်ဆါအံၤ ဘၣ်တၢ်သ့ၣ်ညါအီၤစ့ၢ်ကိးအီၤလၢ(stomach flu) နီၢ်နီၢ်တဒီ တမ့ၢ်ကတိာ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါဘၣ်. တၢ်အံၤကဲထီၣ်အသးသ့ဒီဖျါ တၢ်အဃုးအဃာ်တဖၣ်န့ၣ်လီၤ ဒ်အမ့ၢ်(noroviruses or rotaviruses) တဖၣ်န့ၣ်လီၤ. ညီၣ်န့ၢ်တပနီၣ် လၢကဖုညးတၢ်ဆါ ဒီးကတိာ်တၢ်ဘၣ် သမုၣ်ခိၣ်ဆါအံၤ ပာ်ဃုာ်ဒီးတၢ်ကိာ်ထီၣ်,ခိၣ်သ့ၣ်ဃံဆါဒီးတၢ်လီၤဆါယီၢ်ဆါ ဒီးတကံတကးတဖၣ်န့ၣ်လီၤ.ဒ်တၢ်လီၤဆါလိာ်သး ဒီးတၢ်ဘၣ်သမုၣ်ခိၣ်ဆါအဖီခိၣ်တၢ်ပနီၣ်ဘၣ်ဃးဒီးကဖုညးတၢ်ဆါတဖၣ်မ့ၢ်ဝဲတၢ်ဟၢဖါလဲၤဒီးတၢ်ဟၢဖါဝံာ်တဖၣ်န့ၣ်လီၤ.

ပသိၣ်တၢ်ဆါ

ပသိၣ်တၢ်ခၢၣ်အတၢ်ဆါအံၤ ဘၣ်ကူဘၣ်ကံၤ လၢပသိၣ်တဖၣ်ပိာ်ထွဲထီၣ်အခံဒီဖျါတၢ်ဘၣ်သမုၣ်ခိၣ်ဆါ, တၢ်ဆါလၢအဂ့ၤအဂၤတဖၣ်စ့ၢ်ကိးန့ၣ်လီၤ. တၢ်သ့ၣ်တဖၣ်အံၤ ပာ်ဃုာ်ဝဲဒီးဘဲး(၈) တၢ်ဆါဃာ်,ဘဲးထံရံၣ်ယါအဃာ်, ကုၤထီၣ်(fungi) တၢ်ဆါ ဒီးကံတခါခါမ့ၢ်တမ့ၢ်တၢ်ဘၣ်ထွဲဒီးခိၣ်ဃးအတၢ်မၤဘၣ်ဒ်တဖၣ်န့ၣ်လီၤ.တၢ်ပနီၣ်တဖၣ်လီၤပလိာ်အသး ဒီးတၢ်ဘၣ်သမုၣ်ခိၣ်ဆါ ဒ်အမ့ၢ်တၢ်ကိာ်ထီၣ်, တၢ်ဂီၢ်ကနီး, ဒီးတၢ်ခိၣ်သ့ၣ်ဃံဆါ တဖၣ်န့ၣ်လီၤ. တၢ်ပနီၣ်လၢအဘၣ်ဃးလီၤလီၤ‘ဒီးပသိၣ်တၢ်ခၢၣ်အတၢ်ဆါအံၤ အိၣ်ဃုာ်ဝဲဒီးတၢ်ကူးကဟးလီၤလၢအလွဲၤလါ မ့ၢ်တမ့ၢ်အဘီ,ကသါဃံးဒီးသးနါပုၤဆါဆဲးဖျါန့ၣ်လီၤ.

ကလံၤကျါညး

ကလံၤကျါညးတၢ်ဆါအံၤ မ့ၢ်(bronchial tubes)လၢပသိၣ်ပူၤတဖၣ်ညးဂီၤဝဲ ဒ်သိးဒီးပသိၣ်တၢ်ခၢၣ်အသိး ကလံၤကျါညးတၢ်ဆါအံၤဘၣ်ကူဘၣ်ကံၤဒီဖျါတၢ်ဘၣ်သမုၣ်ခိၣ်ဆါန့ၣ်လီၤ. ဒ်လဲၣ်ဂ့ၤဘၣ်ကူဘၣ်ကံၤသ့ဒီဖျါတၢ်ဆါလၢအဂ့ၤအဂၤ မ့ၢ်တမ့ၢ် ခိၣ်ဃးအတၢ်မၤဘၣ်ဒ်တဖၣ်ဒီဖျါတၢ်အိမိာ်အပလုာ်တဖၣ်.တၢ်ပနီၣ်လၢအလီၤပလိာ်အသးတဖၣ်မ့ၢ်ဝဲတၢ်ကူး,တၢ်ကိာ်ထီၣ်,တၢ်ဂီၢ်ကနီး, တၢ်ဘုး မ့ၢ်တမ့ၢ်ကလံၤထီၣ်န့ၢ်တံာ်တၢ်န့ၣ်လီၤ. ဒ်သိး ဒီးတၢ်ပသိၣ်ခၢၣ်တၢ်ဆါအသိး, ကလံၤကျါညးတၢ်ဆါ ပနီၣ်တဖၣ် ပာ်ဃုာ်ဝဲဒီးတၢ်ကူးလီၤလၢကဟး,ကသါဃံးဒီး သးနါပုၤဆါတဖၣ်န့ၣ်လီၤ.



တၢ်အိၣ်စ့ၣ်ပျၢ်

နဒီးနဲ့တုတ် တာအိဉ်အစုဉ်အပျာ် အတၢ်တုတ်ကူတုတ်ကံခီဖျိ ဘဲရး
(စံ)တၢ်ဆါဃာ်၊ ဘဲးထံရံဃါအဃာ် မ့တမ့ၢ် တၢ်အဃာ်လာအမူလၢ
တၢ်အဂၤအလီၤ တဖဉ်န့ဉ်လီၤ. တၢ်ဆါအံၤတဒ်သး ဒီးတၢ်တုတ်သ
မုဉ်ခိဉ်ဆါအတၢ်ပနီဉ်တုတ်ဒီးအဝဲအတၢ်ပနီဉ်တုတ်ဃးဒီးကဃု ဒ်အ
မ့ၢ်တၢ်ဟၢဖၤလဲၤ၊ ဘျီဒီးတၢ်ဟၢဖၤဆါတဖဉ် ဒီးတၢ်ကီၢ်ထီဉ်တဖဉ်
န့ဉ်လီၤ. နကထံဉ်လၢတၢ်ပနီဉ်တဖဉ် ဟဲကဲထီဉ်အသးခီဖျိ ပအိဉ်
တၢ်အိဉ်တကဆိုတဖဉ် ဝံၤအလီၢ်ခံ၊ တၢ်အံၤကယံဉ်ဝဲအသီတဖဉ်
အသီ မ့တမ့ၢ်လာအနွံန့ဉ်လီၤ.

- ပုၤလၢအသးအိၣ်ၵနံၣ်ဆူအဖီလၢ် (လီၤဆီဒၣ်တၢ်ပုၤလၢအသးအိၣ်ၵနံၣ်ဆူအဖီလၢ်တဖၣ်)
- ၁၈နံၣ်မ့တမ့ၢ်မ့ၢ်နီၤဒီး၁၈တဖၣ်ဒီးအိကသံၣ်လၢအဟံၣ်ဃုာ် ဒီးအဲးစၣ်မ့တမ့ၢ် ကသံၣ်လၢအဟံၣ်ဃုာ်ဒီး (salicylate)
- ပုၤလၢအသးနံၣ်အိၣ်အစ့ၤကတၢ် ၆၅
- ပုၤလၢအအိၣ်ဒီးအဟူးအသးမ့တမ့ၢ်အိၣ်ဖျုၣ်သီခံနွံကတီၢ်ပုၤ
- ပုၤလၢအတယၢ်ဃၢ ပနီၣ် (BMI)စ့ၤကတၢ်၄၀
- ပုၤလၢအဂံၢ်တြီဆၢစုၤ
- ပုၤလၢအအိၣ်ဒီးတၢ်ဆါယံၣ်ထၢ,ဒ်အမ့ၢ်သးတၢ်ဆါ,ပသိၣ်တၢ်ဆါဒီးတၢ်သးဘံးတၢ်ဆါတဖၣ်န့ၣ်လီၤ.

**တၢ်ဆူးတၢ်ဆါခိဖျိတၢ်ဖိဃၢ်လၢစိတၢ်ဆါအဃၢ်အံၣ်
ပုၤ (Lyme disease)**

တၢ်ဆူးတၢ်ဆါ ဒီးဖျါတၢ်ဖိဃၢ် လၢစီၣ်တၢ်ဆါအဃၢ်အ့ၣ်ပုၤအံၤ ကဲထီၣ်အသး လၢတၢ်ဆါအဃၢ်တဖၣ် ရၤလီၤအသး ဒီးဒီးဖျါတၢ်အ့ၣ်ဘၣ်နၤတမံၤမံၤန့ၣ်လီၤ.နမ့ၢ်ကတူၤစါအိၤဘၣ်ဒီးတၢ်ပိၣ်ထွဲထီၣ်အခံၤအါအသီသီတဖၣ်ကအိၣ်ဝဲန့ၣ်လီၤ. တၢ်ဆါအံၤစးထီၣ်သးခိၣ်ထံးအတၢ်ပနီၣ်အံၤလီၤကံဝဲ ဒီးကတီၢ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါအတၢ်ဆါဒ်အမ့ၢ်တၢ်ကီၢ်ထီၣ်,တၢ်ဂီၢ်ကံၢ်,မိၢ်ပုၤဆါဒီးတၢ်ဘျးတၢ်တီၤသးတဖၣ်န့ၣ်လီၤ. ပုၤလၢအအိၣ် ဒီးတၢ်ဆါအံၤတဖၣ်ကအိၣ်ဒီးတၢ်အ့ၣ်စီၢ်အလီၢ်လၢအဟဲဖျါထီၣ်န့ၣ်လီၤ. ဒ်လဲၣ်ဂ့ၤဂ့ၤတၢ်ဖျါထီၣ် ဒ်အံၤတကဲထီၣ်အသး ဒီးပုၤကိးဂၤဒဲးဘၣ်.

တၢ်ဂ့ၢ်တနီၤဟံၣ်ဖျါ, တၢ်ဆူးတၢ်ဆါခီဖျါတၢ် ဖိဃၢ်လၢစိၣ်တၢ်ဆါအ
ဃၢ်အံၤတၢ်တယၢ်ကွၢ်ကမ့ၢ်အီၤ ဒ်အမ့ၢ်တၢ်ကီၢ်ကတီၢ်တၢ်ဘၣ်သ
မ့ၢ်ခိၣ်ဆါန့ၣ်လီၤ. နမ့ၢ်တူၢ်ဘၣ်တၢ်ပနီၣ်ဒ်အမ့ၢ်ကတီၢ်တၢ်ဘၣ်သ
မ့ၢ်ခိၣ်ဆါအံၤဒီးတၢ်အူၣ်စါဘၣ်နမ့ၢ်တမ့ၢ် နမ့ၢ်အိၣ်ဘၣ်ဒီးပှၤဆါခီ
ဖျါ တၢ်ဖိဃၢ်လၢစိၣ်တၢ်ဆါအဃၢ်မ့ၢ်တမ့ၢ် နဟးလိၣ်ကွဲးဘၣ်လၢက
တီၢ်တၢ်ဆါတဖၣ် ကဲထီၣ်အသးအံၤ ဒီးလဲၤထံၣ်လိာ်နသး ဒီးနက
သံၣ်သရၣ်တက့ၢ်.

ပဘဉ်ထံဉ်ကသံဉ်သရဉ်အဆၢကတိၢ်ဖဲလဲဉ်.

နကြားထိုင်ကသိပ်သရုပ်ဖဲ နတ်ပနီဉ်တဖဉ်ဖျါဒ် ကတီၢ်တၢ်ဘဉ် သမုဉ်ခိဉ်ခါဒ်အဖျါလၢလၢအသီး-

- တၢ်ကီၢ်ထီၣ်အါန့ၢ် ၁၀၃၇၆ရံၣ်ဟဲး (၃၉.၄ ဒိဂ်ကရံၣ်)
- တၢ်ကူးကဟးလီၤလၢအဘီမ့တမ့ၢ်အလၢ
- ကသၢ်ဃး
- သးနါပှၢ်ဆါ, လီၤဆီဒၣ်တၢ်ဖဲကသၢ်ထီၣ်ကသၢ်လီၤခါ
- ခိၣ်တယုၤ, ခိၣ်မူၤ မ့တမ့ၢ် ခိၣ်မူၤတရံး
- နလီၤကပြုထီၣ်,ဖှိၣ်ထီၣ်
- ဘျီးတလီၢ်လီၢ်
- တၢ်ပနီၣ်လီၤကံၣ်ဒိ ကတီၢ်တၢ်ဘၣ်သမုၣ်တၢ်ဆါ လီၤကံၣ်ဒိသိး
ကကိၣ်သၢ်လီၤဘၣ်ဆၣ်မၤနးထီၣ်အသး

နကြားဒီးန့တၢ်ကူစါယါဘျါတဘျီဃီ ဖဲနအိၣ်လၢတၢ်ဘၣ်ယိၣ်အ
ပူၤန့ၣ်လီၤ. ပုၤလၢအိၣ်လၢတၢ်ဘၣ်ယိၣ်ဒိၣ်ပူၤတဖၣ်မွဲဝဲ-

တၢ်လၢပကြးမၤ ဒီး ဒိသဒါတဖၣ်

တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါအဃၢ်အံၤ ဘၣ်ကူဘၣ်ကံၤသ့ဒိတနံၣ်ကျါ, ဘၣ်ဆၣ်ပထံၣ်ဘၣ်အိၤအါတက့ၢ်ဖဲတၢ်ခွၢ်ကတီၢ်န့ၣ်လီၤ. နမ့ၢ်တူၢ်ဘၣ်လၢတၢ်ဆူးတၢ်ဆါပနီၣ်လီၤကံၤ ဒ်ကတီၢ်တၢ်ဘၣ်သမုၣ်တၢ်ဆါဖဲတကီၢ်ကတီၢ်ဒီး တမ့ၢ် နဘၣ်ကတီၢ်တၢ်ဘၣ်သမုၣ်ခိၣ်ဆါဘၣ်. ကျဲအဂ့ၤကတၢ်လၢနကဘၣ်ဒိသဒါအိၤန့ၣ်မ့ၢ် တၢ်ကတံၢ်ကတီၢ်လီၤ. နီၢ်ကစၢ်တၢ်အိၣ်ဆူၣ်အိၣ်ချန့ၣ်လီၤ. အခီပညိမ့ၢ်ဝဲတၢ်ဘၣ်သ့စုတလီၢ်လီၢ်, မၤဘၣ်နီၤစ့ၤကီၢ်ပူၤဖဲ ကူးမ့တမ့ၢ်ကဆဲး,ဟးဆူးပူၤလၢအဆိးကွဲဆါဘီတဖၣ်. နမ့ၢ်တူၢ်ဘၣ်တၢ်ပနီၣ်ဒ်အမ့ၢ် ကတီၢ်တၢ်ဘၣ်သမုၣ်တၢ်ဆါ ဒီးနးထီၣ်ဝဲရၢ်ရၢ်န့ၣ် နကြးလၢထံၣ်လိာ်သး ဒီးနကသံၣ်သရၣ်ဒီးတဲသကိးဘၣ်ဃးတၢ်ပနီၣ်အဂ့ၢ်သ့ၣ်တဖၣ်န့ၣ်လီၤ.



ပကညီကူဉ်သုဆဲးလၢ လံာ်ညိဉ်သိဉ်ဒိဉ်တဖဉ် မ့ၢ်လံာ်လၢအိဉ်ဒီး အကံာ်အစီလၢ တုၤထီဉ်ထီဉ်ဘးန့ဉ်လီၤ.တၢ်လၢအလီၤဆီလိာ်သး ဖဲယမၤလိတၢ်လၢကီၢ်ပယီၤပဒိဉ်က့ၢ်န့ဉ်လံာ်ညိဉ်သိဉ်ဒိဉ်တဖဉ်အါ တက့ၢ်ဘဉ်ဖးတၢ်ရူးသံလံာ်,ဒီးကိၤလၢဝါကျိၢ်အသိဉ်(Pronunciations)တဖဉ် တဘဉ်လီၤတၢ်လီၤဆဲးဒီးသး ပကညီကူဉ်သုဆဲး လၢကီၢ်ပယီၤက့ၢ်သရဉ်,သရဉ်မုဉ်သိဉ်လိဝဲလၢတၢ်ဖုဉ်,တၢ်ထီက့ၢ် န့ဉ်ဘဉ်. ကီၢ်သုလုၤက့ၢ်သရဉ်ဖးဝဲ,ဒုးန့ဉ်ဝဲကိၤလၢကျိၢ်အသိဉ်တ ဖဉ်ဘဉ်လီၤတၢ်လီၤဆဲးလီၤ. ယဟဲတုၤလၢ မဲၢ်လးဒဲကဝီၤဖဲၤ၂၀၁၀ န့ဉ်ဝဲအလီၤခဲဖဲၤ၂၀၁၁-၂၀၂၂န့ဉ်အတီၢ်ပူၤယမၤလိတၢ်လၢK.K.B. S.Cဒီးကိၤလၢဝါ(Pronunciations)တဖဉ်ယမၤလိဘဉ်က့ၢ် မူၤ မူၤနီၢ်နီၢ် တုၤခဲကနီၢ်အံၤန့ဉ်လီၤ. တၢ်လီၤဆီတမံၤန့ဉ် ပမၤလိတၢ် လၢကီၢ်ပယီၤပဒိဉ်က့ၢ်ပဘဉ်ဖးတၢ်သံလံာ်အါ,မ့ၢ်မ့ၢ်ကီၢ်သုလုၤပဒိဉ် က့ၢ်န့ဉ်ပဘဉ်ဖးတၢ်သံလံာ်စ့ၤဒီးမၤလိန့ဉ်တၢ်လၢ ပနီၢ်ကစၢ်ဒဉ်ဝဲ ပ တၢ်နီၢ်ပၤအဖီခိဉ်အဃိ ပဒီးစဲးန့ဉ်လံာ်မးဂ့ၤဂ့ၤန့ဉ်လီၤ. အဂၤတမံၤ ကီၢ်သုလုၤပဒိဉ်က့ၢ် တၢ်ကူဉ်ဘဉ်ကူဉ်သု အပတီၢ် လဲၤသဃဲလၢ International အပတီၢ် ဒီးမ့ၢ်တၢ်လၢအိဉ်ဒီးအကံာ်အစီန့ဉ်လီၤ. တၢ်ဂ့ၢ်ကိၤအဂၤတမံၤက့ၢ်သရဉ်တနီၤလၢ ဟဲလၢကီၢ်ပယီၤဒိဉ်က့ၢ်တ ဖဉ် ဒီဖျါကတိၤကညီကျိၢ် ဒီးသိဉ်လိတၢ်လၢကညီကျိၢ်တဘဉ်အ ဃိက့ၢ်ဖိတနီၤပၤတၢ်မၤလိ ဒီးကဲထီဉ်တၢ်ဂ့ၢ်ကိၤလၢပဘဉ်ကွၢ်ဆၢဉ် မဲၢ်အီၤတမံၤန့ဉ်လီၤ. ဘဉ်မနုၤအဃိလဲဉ်န့ဉ် က့ၢ်ဖိလၢအအိဉ်ဖဲထံ ဆၢကီၢ်ဆၢတဖဉ် တနီၤပၤပယီၤကျိၢ် အဃိ သရဉ်သိဉ်လိတၢ်တ ဖဉ်ကဘဉ်သုဖး, ကတိၤ, ကွဲးကညီကျိၢ်န့ဉ်လီၤ.တၢ်လီၤဆီတမံၤ မ့ၢ်က့ၢ်ဖိလၢအဟဲထီဉ်ဃုၢ် လၢဒုသထွဉ်ကီၢ်ရ့ဉ်, အိဉ်ဘဉ်လၢကီၢ်ပ ဒိဉ်တၢ်ပတဖဉ်နီၢ်ပၤတုၤလံာ်ပယီၤကျိၢ် ဒီး နီၢ်ပၤတၢ်ဂံၢ်တၢ်ဒုးအ ကျိၢ်အကျဲဂ့ၤဒိဉ်တစဲးအဃိတၢ်ဂ့ၢ်ကိၤတအိဉ်ဘဉ်.ဒဲလဲဉ်ဂ့ၤဂ့ၤ, မ့ၢ် သုသရဉ်လၢအသိဉ်လိတၢ်လၢ ပကီၢ်သုလုၤပဒိဉ်က့ၢ်အံၤကြးမ့ၢ်ပုၤ လၢအသုကွဲး, ဖးကညီကျိၢ်ဘဉ်ဒီးသိဉ်လိတၢ်လၢကညီကျိၢ်ဘဉ် အန့ဉ်မး က့ၢ်ဖိကမၤလိန့ဉ်တၢ်တုၤလီၤတၢ်လီၤန့ဉ်လီၤ. တၢ်ကတိၤဒိဉ်တဖျါစံးဝဲ“တၢ်ကူဉ်ဘဉ်ကူဉ်သုမ့ၢ်တၢ်စုကဝဲဖးဒိဉ် တခါလၢကဆီတလဲကွံာ် ဟီဉ်ခိဉ်န့ဉ်လီၤ”. ထံဒိဉ်ကီၢ်လဲၤ,ထံကီၢ် လၢအလဲထီဉ်လဲၤထီတဖဉ် ဒီဖျါလၢခိဉ်နီၢ်တဖဉ်အိဉ်ဒီး တၢ်ကူဉ် ဘဉ်ကူဉ်သုအဃိ လဲၤထီဉ်လဲၤထီဝဲကွံာ်ကွံာ်န့ဉ်လီၤ. မ့ၢ်ထံကီၢ် လၢတၢ်ကူဉ်ဘဉ်ကူဉ်သုတအိဉ်,ပုၤတပၤဆုၤအီၤလၢ တၢ်ကူဉ်ဘဉ် ကူဉ်သုတဖဉ်လဲၤထီဉ်လဲၤထီဝဲတနီၤဘဉ်အဃိဘဉ်အိဉ်တုၤလၢပုၤ ဂၤအလီၤခဲန့ဉ်လီၤ. မ့ၢ်တမ့ၢ်လၢတၢ်ကူဉ်ဘဉ်ကူဉ်သုန့ဉ်ပဆီတလဲ ပပုၤတဝါတဖဉ်တသ့,ပဆီတလဲပထံပကီၢ်တသ့, ပဆီတလဲစ့ၢ် ကီးဟီဉ်ခိဉ်တသ့ဘဉ်န့ဉ်လီၤ.လၢတၢ်န့ဉ်အဃိသုဉ်စၢ်သးဘီဉ် ဒီး က့ၢ်ဖိသ့ဉ်တဖဉ်မဲပကဟံလုာ်ဟံပုၤ တၢ်ကူဉ်ဘဉ်ကူဉ်သု ဒီးမၤလိ တၢ်ဆူဉ်ဆူဉ် တုၤသုမၤန့ၢ်အီၤတစုက့ၢ်. ပတၢ်ကူဉ်ဘဉ်ကူဉ်သု မ့ၢ်အိဉ်ဒီးပတၢ်အိဉ်မူကဖျါဃံလၢလၢပုၤကညီအမဲၢ်ညါဒီးကဟ့ဉ် နၢခိဉ်ကျိၢ်အဃိလၢ လၢမ့ၢ်ဝဲဒဉ်ခိဉ်သလုာ်အဃိလၢ လၢနသးသ မူတၢ်လဲၤန့ဉ်လီၤ.



စီၤအဲးဝတၢ်န့ဉ်မူး
ကိုသရဉ်
ဖဉ်အဉ်ကီၢ်ရ့ဉ်

Our Karen education curriculum is quality and comprehensive. When I studied in a Myanmar government school, I had to memorize letters, and English pronunciation was not taught as thoroughly as it is by our Karen education department primary and high school teachers. Teachers at Kawthoolei School read and teach English pronunciation accurately. I arrived in Mae La camp in 2010. From 2011 to 2015, I attended K.K.B.B.S.C and learned English pronunciation perfectly, which I still use now. In Myanmar government schools, we had to memorize a lot, but in Kawthoolei government schools, we had to memorize less and were encouraged to write our own understanding before being graded. Additionally, Kawthoolei Education is of a quality standard that matches international levels. However, one of our challenges is that some teachers come from Myanmar government schools and cannot speak Karen fluently, making it difficult for students to understand. This is a challenge we face.

Students in the borderland areas may have difficulty understanding the Burmese language, so it is essential for teachers to be able to read, write and speak in Karen fluently. Students who fled from Doo Tha Htu district may understand Burmese, and it may not be an issue for them. However, for students who live on the Thoo Mweh borderline, it can be difficult for them to understand. Moreover, students who come from government schools may be better at mathematics and understand Burmese. However, teachers who teach in Kawthoolei government schools should be able to read, write, and teach in Karen Language.

“Education is a powerful weapon you can utilize to transform the world”. The leaders of great and developed countries are educated, which is why their countries are advancing. On the other hand, countries without education have administrators who lack education and are unable to develop, leaving them behind others. Without education, we cannot bring about positive change in our communities, countries, and the world. Therefore, young people and students, let us value education and work hard to achieve it. Education can help us lead a respectable life and earn the respect of our neighbors and society. It is a beautiful crown in our life's journey, Saw Easter Moo.



“ယမံမုာ်နီၣ်မုာ်ညဉ်,ယအိၣ်လၢဖၣ်အၣ်ကီၢ်ရှၢၣ်န့ၣ်လီၤ. ဒီတနံၣ်ကျၢၤတၢ်မၤလိလၢ မုာ်အူပူ တီၤထီၣ်ကွဲၤတၢ်ရံးအသးဂ့ၤတၢ်ဘၣ်ဘၣ်လီၤ. တနံၣ်ညါအံၤပုၤကွဲၤဖဲလၢ အိၣ်ဝဲသၢကယၤ ဘျဲၣ်တနီၤမုာ်ကွဲၤလီၤလံၤ ဒီးတနီၤမုာ်ကွဲၤသီန့ၣ်လီၤ. မုာ်ကွဲၤလီၤလံၤန့ၣ်တၢ်ဂ့ၢ်ကီၢ်တအိၣ် ဘၣ်.မုာ်လၢကွဲၤအသီတခီတၢ်ဂ့ၢ်ကီၢ်အိၣ်ထီၣ်ဝဲဒီဖျိမုာ်ပုၤဟဲလၢကီၢ်ပယီၤပဒိၣ်ကွဲၤတနီၤအ ဃီ အဝဲသ့ၣ်အိၣ်ဒီးတၢ်ဂ့ၢ်ကီၢ်လၢတၢ်ကွဲး, တၢ်ဖးဒီးတၢ်စံးကတိၤကညီကျိၣ် မုာ်လၢအဝဲသ့ၣ် သ့ထဲဒၣ်ပယီၤကျိၣ်အဃီန့ၣ်လီၤ. တနီၤတသ့ကညီကျိၣ်အဃီသးဆဲးလီၤသး ဒီးတနီၤအဲၣ် ဒီးယုာ်ပူဖျဲးကွဲၣ်အသးလၢ အတၢ်မၤလိအပူၤစ့ၢ်ကီၢ်လီၤ. အဝဲသ့ၣ်တၢ်ဂ့ၢ်ကီၢ်အိၣ်ကတၢ်မုာ် တၢ်ကွဲး,ဖး ကညီလံာ်အမဲၣ်ဖျၢၣ်ဒီးမၤလိ ကီၤလၢဝါန့ၣ်လီၤ. သရဉ်,သရဉ်မုာ်ကိးဂၤဂ့ၢ်ကျဲး စးဟ့ၣ်လီၤသးမၤအဂ့ၢ်ကတၢ် ဒ်သီးကွဲၤတဖၣ် ကသ့ကွဲး, ဖးအါထီၣ်ကညီကျိၣ်အဂီၢ်န့ၣ် လီၤ. ဒီဖျိကွဲၤသ့ၣ်တဖၣ် ဂ့ၢ်ကျဲးစးဝဲအဂ့ၢ်ကတၢ်လၢ ဒီတနံၣ်ကျၢၤတၢ်မၤလိပူၤအဃီ သ့ ကွဲးသ့ဖးကွဲၤကညီကျိၣ်ဂ့ၢ်ဂ့ၢ်န့ၣ်လီၤ.တနံၣ်ညါအံၤတၢ်လၢအတၢ်တၢ်ဒီးပုၤလၢ တၢ်မၤလိပူၤ အိၣ်ကတၢ်မုာ်လံာ်မိၢ်ပုၤတလၢပုၤဒီးတၢ်မၤလိပီးလိတလၢပုၤလၢ ကွဲၤကိးဂၤအဂီၢ်န့ၣ်လီၤ. လၢတၢ်ဂ့ၢ်ဒ်အံၤအဃီ ပလိၣ်ဘၣ်အါထီၣ် လံာ်မိၢ်ပုၤ ဒီးကွဲၤတၢ်ပီးတၢ်လိတဖၣ်လၢကွဲၤဖဲဒီးကွဲၤ သရဉ်သ့ၣ်တဖၣ်အဂီၢ်န့ၣ်လီၤ.



နီၣ်မုာ်ညဉ်-ကိုသရဉ်မုာ်
ဖၣ်အၣ်ကီၢ်ရှၢၣ်

My name is Naw Mu Nya and I live in the Hpa-an district. In the academic year of 20222 -2023, Mu Aye Pu high school concluded successfully with excellent results. This year, the total number of students increased to over three hundred, with half being old students and half being new students. The old students did not face any difficulties, but the new students, who came from former Ministry of Education (MoE) schools, faced some challenges in writing and speaking in Karen language as they only spoke Myanmar language. Some of them felt inadequate because they struggled to learn Karen language, and this led to a lack of motivation in their studies. They found it difficult to write in Karen and English. However, the teachers tried their best to teach the new students to read and write better in Karen language. As the students persevered and learned throughout the year, they gradually improved their Karen language skills. The most challenging issue for the teachers in the academic year of 2022-2023 has been the insufficient availability of textbooks and learning materials for students. This is due to an increase in student numbers, with many transferring from Ministry of Education (MoE) schools.



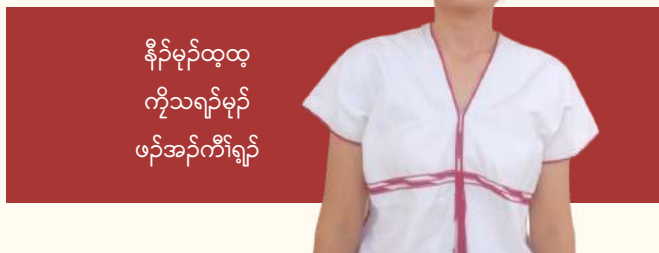
စီၤန့ၣ်ဝါထူ
ကိုသရဉ်
ဖၣ်အၣ်ကီၢ်ရှၢၣ်

“ယမံမုာ်စီၤန့ၣ်ဝါထူ ယဖျိထီၣ်ကွဲၤလၢဒဲကစီၤပူၤဝံၤ ယဟဲကွၢၤသိၣ်လိကွၢၤ တၢ်လၢ ကညီကီၢ်ပူၤန့ၣ်လီၤ. ယသိၣ်လိတၢ်မုာ်ဘၣ်ယၤဒိၣ်မး ဒီဖျိကွဲၤ သ့ၣ်တဖၣ်အိၣ်ဒီးတၢ်ဂ့ၢ်ကျဲးစးလၢ တၢ်မၤလိအပူၤအဃီန့ၣ်လီၤ. ယမုာ် ဘၣ်ကွၢၤကွၢၤခါဆၢကတီၢ်ခဲအံၤမုာ် တၢ်ကူၣ်ဘၣ်ကူၣ်သ့ဆၢကတီၢ်အဃီ ဒ်ယဒီးန့ၣ်ဘၣ်တၢ် တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အသီးယသးမံသးမုာ်လၢ ဟ့ၣ်ဒီ ဟ့ၣ်နီၤဘၣ်ကွၢၤ တၢ်ကူၣ်ဘၣ်သ့ဆူ ယဒုမုာ်ဒုခါသ့ၣ်တဖၣ် အအိၣ်န့ၣ် လီၤ. တဘျီတခီၣ်တၢ်ဒုးတၢ်ယၤအဃီပဘၣ်မၤလိတၢ်လၢ တၢ်ပျံၤတၢ်ဖး အပူၤအိၣ်ဝဲန့ၣ်လီၤ.ခဲအံၤလၢပပုၤကွဲၤအဂီၢ်ပသးလိဒုးအိၣ်ထီၣ်တၢ်စုသ့ ခီၣ်ဘၣ်တၢ်မၤလိ(Vocational Training)န့ၣ်လီၤ. လၢတၢ်ကဒုးအိၣ် ထီၣ်အဂီၢ်ပလိၣ်ဘၣ်တၢ်ပီးတၢ်လိအါမးန့ၣ်လီၤ. ဒ်န့ၣ်အသီး ပလိၣ်ဘၣ် စ့ၢ်ကီၢ် Student Textbooks လၢလၢပုၤပုၤလၢပပုၤကွဲၤအဂီၢ်န့ၣ်လီၤ. အရ့ဒိၣ်ကတၢ်န့ၣ်,ပလိၣ်ဘၣ်တၢ်မုာ်တၢ်ခုၣ် လၢဖိသ့ၣ်တဖၣ်အတၢ်ဒိၣ် ထီၣ်ခါဆူညါအဂီၢ်ဒ်သီးဖိသ့ၣ်တဖၣ်ကမၤလိဘၣ် တၢ်လၢတၢ်သဘျူအ ပူၤန့ၣ်လီၤ.

My name is Saw Nay Wah Htoo, I finished school at a refugee camp before returning to teach in the Karen state. The school children showed great dedication to learning, which made me really happy to teach them. Looking at the present situation, education has become a priority, and I am grateful for the opportunity to share my knowledge to the best of my ability with my younger brothers and sisters. However, fighting often breaks out in our area, causing us to learn in fear. We would like to set up vocational training programs for our schoolchildren, but this will require many resources. We also need sufficient textbooks for each and every student. Most importantly, we need peace in our area so that our children can learn effectively and freely.



ယသးခုလဒီးနီဘဉ် တၢ်ခွဲးဂ့ၤယၢ်ဘဉ် လၢယကဒုးသ့ၣ်ညါဘဉ် သုလၢယတၢ်လဲၤခီဖျိတဆံးတက့ၢ်န့ၣ်လီၤ.ယဖျိထီၣ်က့ၢ်လၢ KTB LC ခံန့ၣ်ဝံၤအလီၤခံယသးအိၣ်မၤစၢၤ တၢ်လၢတၢ်ကူၣ်ဘဉ်ကူၣ်သ့ တကပၤအဃိယန့ၣ်လီၤသိၣ်လၢတၢ်ဖဲ ကညီပုၤတဝၢက့ၢ်အပူၤန့ၣ် လီၤ. ယဟံးန့ၢ်မူဒါဒ်က့ၢ်သရၣ်မုၢ်တဂၤအသီးဒီးသိၣ်လိတၢ်လၢတ ရံးဖိကွံသဝီဒ်သီးဖိသ့ၣ်အတၢ်ကူၣ်ဘဉ်ကူၣ်သ့ကဒိၣ်ထီၣ်ထီၣ် အဂီၢ်န့ၣ်လီၤ. ဖဲယစးထီၣ်န့ၣ်လီၤသိၣ်လိတၢ်အဆၢကတီၢ်ယဘဉ် သဂၢၢ် ဒီး(COVID-19)ဝံၤအလီၤခံ ဝိၣ်ထွဲထီၣ်အခံလၢကီၢ်ပယီၤပ ဒိၣ်ဟံးန့ၢ်ဆူၣ်တၢ်ဖိတၢ်ကမီၤဒီးဆိၣ်တၢ်မၤန့ၢ်ကလုာ်ဒူၣ်ဖိလၢကျဲ အါဘိန့ၣ်လီၤ. ဘဉ်ဆၣ်ယသးတဆံး, သးတဟးဂီၤ လၢတၢ်ဆိၣ် တၢ်မၤန့ၢ်ယပုၤကလုာ်ဒ်သီးအတၢ်ကူၣ်ဘဉ်ကူၣ်သ့ ကလီၢ်မၢ်ကွံၣ် အဂီၢ်န့ၣ်ဘဉ်. ယဂုၢ်ကျဲးစးသိၣ်လိဖိသ့ၣ် ဒ်သီးအဝဲသ့ၣ်ကအိၣ် ဒီးတၢ်ကူၣ်ဘဉ်ကူၣ်သ့, တၢ်ထံၣ်လၢအထီ, တၢ်ဆိကမိၣ်လၢအ ယိၣ် ဒီးဂုၢ်ကျဲးစးထီၣ်သတြီၤ ပဖဲဘဉ်ခိၣ် ဒီးပုၤဂၤကသ့အဂီၢ်န့ၣ် လီၤ. ဖဲ(စ.က.စ)ဟံးန့ၢ်ဆူၣ်တၢ်ဖိတၢ်ကမီၤအဆၢကတီၢ်,က့ၢ်ဖိတ နီၤလၢအအိၣ်ဟဲ လၢပယီၤပဒိၣ်က့ၢ်သ့ၣ်တဖၣ် ခီဖျိအဝဲသ့ၣ်တမၤ လိဘဉ်ကညီလံာ်နီတဘျီအဃိ ပဘဉ်စးထီၣ်သိၣ်လိက့ၢ်အီၤလၢ လံာ်ခိၣ်ထံး ဒီးကဲထီၣ်တၢ်မၤလိလၢယဂီၢ် တကးဘဉ် ကဲတၢ်သး ဘဉ်ဒိလၢယဂီၢ်ဖးဒိၣ်စ့ၢ်ကီးလီၤ.ပဟီၣ်ကဝီၤပူၤပလိၣ်ဘဉ်အါထီၣ် မိၢ်ကျိၣ် အတၢ်မၤလိလၢပုၤတဝၢအဂီၢ်န့ၣ်လီၤ.ယထံၣ်ဘဉ်ယက့ၢ်ဖိ တနီၤအသးဆံးလၢအဖး,ကွဲးလံာ်ကညီတဘဉ်အဃိန့ၣ်လီၤ. ပဝဲ က့ၢ်သရၣ်မုၢ်တဖၣ် ထီဘိပဟ့ၣ်သဆၣ်ထီၣ်အဝဲသ့ၣ်လၢအသုတ သးဆံးသးဟးဂီၤလၢတၢ်အိၣ်သးဒ်အံၤအပူၤတဂ့ၤ,ခိၣ်ခါဖိလၢပခါ ထီၣ်န့ၣ် ခါထီၣ်အီၤ ဆူညါကွၢ်ကွၢ်ဒီးဟံးန့ၢ် တၢ်မၤလိလၢတၢ်လဲၤ ခီဖျိအပူၤတက့ၢ်န့ၣ်လီၤ. ဒူသဝီဖိလၢ ပလီၢ်ကဝီၤအပူၤတဖၣ်အဲၣ် ဒီးဝဲလၢ ခါဆူညါပတၢ်ကူၣ်ဘဉ်ကူၣ်သ့အပတီၢ်, အကံၢ်အစီက အိၣ်ထီၣ်, ကဂ့ၤထီၣ်ဒိၣ်ထီၣ်န့ၣ်လီၤ. တၢ်ကူၣ်ဘဉ်ကူၣ်သ့ မ့ၢ်တၢ် လၢအရ့ဒိၣ်နီၢ်နီၢ်လၢပပုၤကညီကလုာ်အကျါသပုၢ်ကတၢ်လီၤ. ခါ ဆူညါပကညီတၢ်ကူၣ်ဘဉ်ကူၣ်သ့ကဂ့ၤထီၣ်ပသီထီၣ်ဒိၣ်ထီၣ်အါ ထီၣ်အဂီၢ်ပတၢ်မုၢ်လၢ,ပခိၣ်တဃာ် ဒီးပုၤလၢပဟံၣ်ဂံၢ်ဟံၣ်ဘါအီၤအ ဒိၣ်ကတၢ်မုၢ် ပခိၣ်ပန့ၢ်, ပမိၢ်ပဟံၣ်, သရၣ်သမၤသ့ၣ်တဖၣ် အတၢ် ဆိၣ်ထွဲမၤစၢၤန့ၣ်လီၤ.



နီၣ်မုၢ်ထွဲထွဲ
က့ၢ်သရၣ်မုၢ်
ဖၣ်အၣ်ကီၢ်ရၣ်

I am very grateful to have this opportunity to share my experiences. Two years after passing Kaw Tha Blay Learning Center (KTBL), I taught at a community school that I wanted to help as part of my education. I took responsibility as a teacher where I am teaching at the Ta Re Poe Kwee community school to develop children's education. I contracted Covid-19 when I started teaching, and after that, the Burmese military seized power and oppressed Karen people in many ways. However, I did not lose hope or become disappointed in the face of their efforts to erase education among our people. I tried to teach the children to increase their education and vision, and develop deep critical thinking skills so that we stand shoulder to shoulder with others. After the SAC took power, many students came from the nearby Ministry of Education (MoE) school, where they did not learn the Karen mother tongue language. Therefore, we had to teach them from a very basic level, which was a learning experience for me but also made me sad. In our area, we need more mother tongue training in our community. I saw some children despairing because they could not read and write the Karen language. As teachers, we encouraged them that they do not despair or feel sad about this situation because they can learn from their experiences step by step in the future. We want our community to develop educationally and qualify for further education. Education is vital among our Karen people, and our hope and strength come from our leaders, parents, teachers, and the Karen people who seek to develop our education.



နံ့ဖျံတံမလိအထိ

၁. စံးဘျူးကစာယွဒိဉ်မး
ဆာလီဝဲသရဉ်သမါ
ဒ်သိးဖိလံကဖျိးစိး
ခိဉ်နံတံတိအိဉ်ထီဘိ

၂. တံကူဉ်သုကလပုဂီဝ်
ခိဉ်နံတံဖျံမနီကီ
အကံအလံကဖျိထီဘိ
လသုဉ်လသးမနီနီ

၃. ကီသုလုသရဉ်တဖဉ်
ကူဉ်သုပတီတထီဘိ
တံလိဉ်အိဉ်ဒီးအါအါမး
ကူဉ်သုပညါတကပါ

၄. ထံဉ်ဘဉ်ပုလသိဉ်လိတံ
တံသုတံဘဉ်စုဒိဉ်မး
လတံဂုဒိအံအဃိ
ခိဉ်နံရဲဉ်ကျဲတံမလိ

၅. ကီခါနံဖျံတံမလိ
လသရဉ်ဂီဂုထီဘိ
ကိးနံဒီးတံမလိအံ
ကဲဘျူးလကူတံအါမါ

၆. တံသိဉ်လိမလိကျိကျဲ
ဒ်သရဉ်သိးကြးအိဉ်ဝဲ
သုတဆာကမဉ်ဖိလံ
တံမလိအံဘဉ်အိဉ်ဒီး

၇. ကိုသရဉ်အိဉ်ဝဲတနီ
တဖျိဘဉ်ကိုဒိဉ်တီထီ
မုတဒီးနံတံမလိ
တံကီတံခဲဘဉ်ခိဖျိ

၈. သရဉ်သိဉ်လိတံတနီ
တနံဉ်ခံနံဒီးဟးထီဉ်
တနီသိဉ်လိတံနံအါ
လဲခိဖျိထံဉ်ဘဉ်တံအါ

၁၀. ခုခါဆာကတီခဲအံ
ဖိလံအိဉ်တံပုလီခံ
ကံစီသုဘဉ်လီတံပိ
ဖိလံလီတံတံမလိ

၁၁. နံဉ်ဖျံမလိတံကီခါ
လသရဉ်ဂီဂုဒိဉ်အါ
ကိုသရဉ်မုဉ်သရဉ်ခါ
သုဉ်ညါလီသုမူသုဒါ

လကီပုကူသရဉ်

ယကီကညီလယအဲဉ်

၁. ကီကညီကီလယအဲဉ်
မုကီလယဟဲအိဉ်ဖျိဉ်
တဆာလီဖးယဲဒီးနု
ခိဖျိကူဉ်သုဘဉ်လီဖး

၂. ကစာကလိပျီလဟု
မုဝဲနုဆာတံဘဉ်တု
သုဉ်ထူဉ်ဝဉ်ဘိတံမလံ
လနပုလသုပုနဲဒဉ်

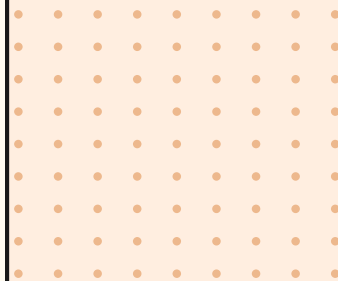
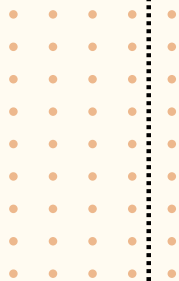
၃. ကီကညီလယအဲဉ်တံ
ထီဉ်သတြီကီဂါတနီ
ထံကီဂါဟးအိဉ်ဘဉ်ဆဉ်
သးပုနီနုတနီဘဉ်

၄. ထံဂါကီဂါကညီဖိ
အိဉ်သုဉ်နီဉ်သုဝဲထီဘိ
ကီကညီအိဉ်ခိးကွါနု
လနကဟဲကုနဲဒဉ်

၅. ကညီဖိလသီပြဲပြဲ
မုတနံယဆာမုလံ
ကညီနီဉ်တယံဖိလံ
ဃုဃုဖိးဟံဖျိဉ်ထီဉ်သး

၆. ထုကဖဉ်ဒီးဆာဂုနု
ယကီကညီကီပံလံ
ကီခဲဖျိဉ်နုပုဖျိးနု
ယကီကညီလယအဲဉ်

လါ-နီဒါ
(KTTC)



ကီၢ်သူလှၤကိၣ်ဖိလၢလီၢ်မုၢ်သီသဝီ

၁.ဒ်ပမ့ၢ်ဝဲပှၤကိၣ်ဖိ
ကျဲးစးဝဲလၢတၢ်မၤလိ
ဒ်ကန့ၣ်သရၣ်တၢ်သိၣ်
မၤပဲၤမိၢ်ပၢ်အတၢ်တိၢ်

၂.စံးကတိၤတဲတၢ်တိတိ
ပတၢ်မ့ၢ်တၢ်မ့ၢ်ကညီ
သးကွံပှၤတၢ်ဟ့ၣ်တဂ့ၤ
အိၣ်ဒီးလုၢ်လၢ်ကဲးတံဂ့ၤ

၃.ကတိၤဖျါမံၣ်မုၢ်နါဆါ
ဒ်စၢ်ပှၤဂၤပၢ်သးဘျါ
ဒ်သီးသုတလီၤပတိၢ်
ဂုၢ်ကျဲးစးနဲဒၣ်နီၢ်နီၢ်

၄.ကဲထီၣ်ဝဲဒၣ်တၢ်ကွၢ်လိ
လၢပှၤခဲလၢ်ကျါဖျါစိ
အဲၣ်က့ၤပကလုၢ်လၢ်သး
ကလုၢ်ဂၤန့ၣ်ဟံကဲမး

၅.စိကဖိထီၣ်ပထံကီၢ်
ကီၢ်သူလှၤကဂၢ်ကျါဂီၢ်
ကဲထီၣ်ပှၤအါဂၤစုတီၤ
ဘၣ်ဆိၣ်ဂ့ၤလၢယွၤန့ၣ်လီၤ

လၢလီၢ်မုၢ်သီကိၣ်သရၣ်



တၢ်ဟ့ၣ်မ့ၢ်ပီၢ်တၢ်သ့ၣ်ညါ

၁.ဆဲသ့ၣ်ဃံၣ်ဆဲလၢမုၢ်န့ၣ်
ဆဲဝဲဒ်ဆဲလၢမုၢ်န့ၣ်
သုတဟံစဲလၢနစု
ကအိၣ်သက့ထီၣ်နဟူး

၂.တၢ်မုၢ်ကိးလၢပှၤဒိၣ်လၢ်
တၢ်ဃၢ်ကိးလၢပှၤဒိၣ်လၢ်
ပှၤမုၢ်ကိးဆါတဂၤဂၤ
အိၣ်က့ၤပှၤဝဲပှၤကလၢ

၃.တူဟဲသီၣ်လၢဝါရဲၣ်ရဲၣ်
ကွဲဟဲသီၣ်လၢဝါရဲၣ်ရဲၣ်
ပှၤမုၢ်ဝဲဖိဂံၢ်ပဲၤက့
ထီၣ်နဲဆဲးနဲတလီၢ်ဃူး

၄.ခူၣ်လီၤတၢ်ပှၤဘၣ်တဘူး
ခူၣ်ဆိဒ်ဆိဒ်ဒုးသုး
နမ့ၢ်လဲဃုအိၣ်ကသူ
လဲလၢနဂီၢ်မိၢ်အဆူး

၅.ခ့ယုၢ်ဒူဒူ ခ့ယုၢ်ဒူ
ကီၢ်ကျဲၣ်ဒူဒူ ကီၢ်ကျဲၣ်ဒူ
နမ့ၢ်န့ၣ်ဖိမုၢ်န့ၣ်တၢ်
ကွၢ်လၢဆွၢ်ကူးလၢမိကူး

တၢ်ကီၢ်ခါနံၤဖျၢ်တၢ်မၤလိ
သရၣ်,သရၣ်မုၢ်တဖၣ်



FORWARDING MESSAGE TO READER

The Karen Teacher Working Group wants to share certain skills, ideas, and information through this newsletter that we hope will be useful for the development of our Karen education system. We need your feedback, opinions, and news to help us achieve this goal.

Please send us letters, stories, lesson plans, games, poems, experiences, or anything else you believe would be useful to share in this newsletter. When you write to us, please include your name, date, and the place where you live. We look forward to hearing from you!

တၢ်ပရၢဆူပုၤဖးလံာ်ဖိတဖၣ်

ကညီကိသရၢ်မၤသကိးတၢ်ကရၢ်အဲၣ်ဒီးဟ့ၣ်ဒိဟ့ၣ်နီၤ ဘၣ်ဃးတၢ်သ့တၢ်ဘၣ်, တၢ်ဆိကမိၣ်တၢ်ထံၣ်, တၢ်ဂ့ၢ်တၢ်ကျါတဖၣ် ဒီဖျါလံာ်တၢ်ကစီၣ်အံၤန့ၣ်လီၤ. ပမုၢ်လၢကမ့ၢ်တၢ်ကဲဘျး လၢပကညီကူၣ်သ့ဝဲကျါအဂီၢ်လီၤ. ပလီၣ်ဘၣ်သ့တၢ်ဟ့ၣ်ကူၣ်ဟ့ၣ်ဖး, တၢ်ထံၣ် ဒီး သုတၢ်ကစီၣ်ဒိသိးကကထီၣ်တၢ်မၤစၢၤလၢပကတုၤဆူပတၢ်ပညိၣ်ဖိတၢ်အဂီၢ်လီၤ.

ဝံသးစ့ၤဆူၤန့ၢ်ပုၤတၢ်ကွဲး, တၢ်တဲပူ, တၢ်ကတဲၣ်ကတီၤတၢ်သိၣ်လီၤ, တၢ်လိာ်ကွဲး, လၢဖိထီၣ်ဖိ, တၢ်လဲၤခိဖျါတဖၣ် ဒီးတၢ်အဂ့ၢ်အဂၤ လၢနဆိမိၣ်ကကဲဘျးလၢ လံာ်တၢ်ကစီၣ်တဘျးအံၤအဂီၢ်တက့ၢ်. ဖဲနဆူၤန့ၢ်တၢ်ကွဲးတဖၣ်အခါ ဝံသးစ့ၤဆူၤဃုာ်ဒီးနမံၤ, မုၢ်နီၤဒီးနလီၤအိၣ်လီၤဆိးတက့ၢ်. ပမုၢ်လၢဒီးဆၢ နၢ်ဟ့ၣ်တၢ်ကစီၣ်လၢနအိၣ်လီၤ.

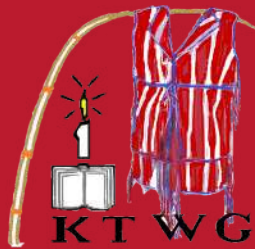
တၢ်ကွဲးအတၢ်နဲၣ်ကျဲးဒီးအနီၣ်ထီၣ်

ပအဲၣ်ဒီးလၢနကဆူၤဃီၤနတၢ်ကွဲးဆူ ပဃူပပိၤလံာ်တၢ်ကစီၣ်အအိၣ် ဒိသိးကမၤစၢၤဟ့ၣ်ဂံၢ်ဟ့ၣ်ဘါ, ဒုးလဲၤထီၣ်လဲၤထီၣ်သကိးတၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢ ထံလီၤကီၢ်ပူၤဒီး ဒဲကဝီၤပူၤခဲလၢ်အဂီၢ်န့ၣ်လီၤ. တၢ်ကွဲးလၢနကွဲးအီၤသ့တၢ်ဂ့ၢ်ခိၣ်တီတဖၣ်မ့ၢ်ဝဲ-

၁. ကညီကိဒီးတၢ်ကူၣ်ဘၣ်ကူၣ်သ့
၂. ထံဂုၤကီၢ်ဂၤတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ကစီၣ်
၃. တၢ်ကစီၣ်လီၤဆိသနၢ်
၄. ကိသရၢ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့သနၢ်
၅. လုၢ်ဖိထီၣ်ဒီးတၢ်နီၤတၢ်အ့ၤသနၢ်
၆. ကိသရၢ်တၢ်ကွဲးသနၢ်
၇. ကညီထူၤရှုၤစးဒွဲသနၢ်
၈. တၢ်သမံထံသနၢ်

➔ ကညီကိသရၢ်လံာ်တၢ်ကစီၣ်အဘျးအံၤဘၣ်တၢ်ထုးထီၣ်အီၤတနံၣ်ခံဘျီ ဖဲ လါအီးကထိဘၢ် ဒီး လါအုၤဖြှ် ကတီၢ်န့ၣ်လီၤ. လၢတၢ်န့ၣ်အဃိဝံသးစ့ၤဆူၤဃီၤန့ၢ်ပုၤနတၢ်ကွဲးတၢ်ကစီၣ်သ့တဖၣ် တာတပတီၢ်န့ၣ်ဖဲ လါအီကူး ဒီး လါစဲးပတုၤဘၣ်, ခဲပတီၢ်တပတီၢ် လါဖျါတြုၤအါရဲ ဒီး လါမးရှုး အပူၤန့ၣ်သ့ဝဲလီၤ.

➔ တၢ်ကွဲးတဖၣ်နဆူၤခိဖျါကိသရၢ်လဲၤတရံးတၢ်တဖၣ် (မ့) messenger @ Naw Hpaw Shee WahT-Lemuel



ပဉ္စပပိုကညီကိသရ်လံာ်တၢ်ကစီာ်အံၤ ဘၣ်တၢ်ထုးထီာ်ရၢလီၤအီၤလၢ ကညီကိသရ်မၤသကိးတၢ်ကရူၢ်န့ၣ်လီၤ.
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KAREN TEACHER NEWSLETTER

P.O. Box 39,
Mae Sariang,
Mae Hong Song

Contact Information:

Email : ktwghq@gmail.com
Website : www.ktwg.org
Facebook : facebook.com/ktwghome



KTTC application period information

- The new student must contact their township and district leader for attending the Karen Teacher Training College (KTTC)
- New students must be approved and selected by the township and district leaders
- The KTTC application period for new intake of students runs from January to April
- KTTC's academic year begins in May and ends in March

