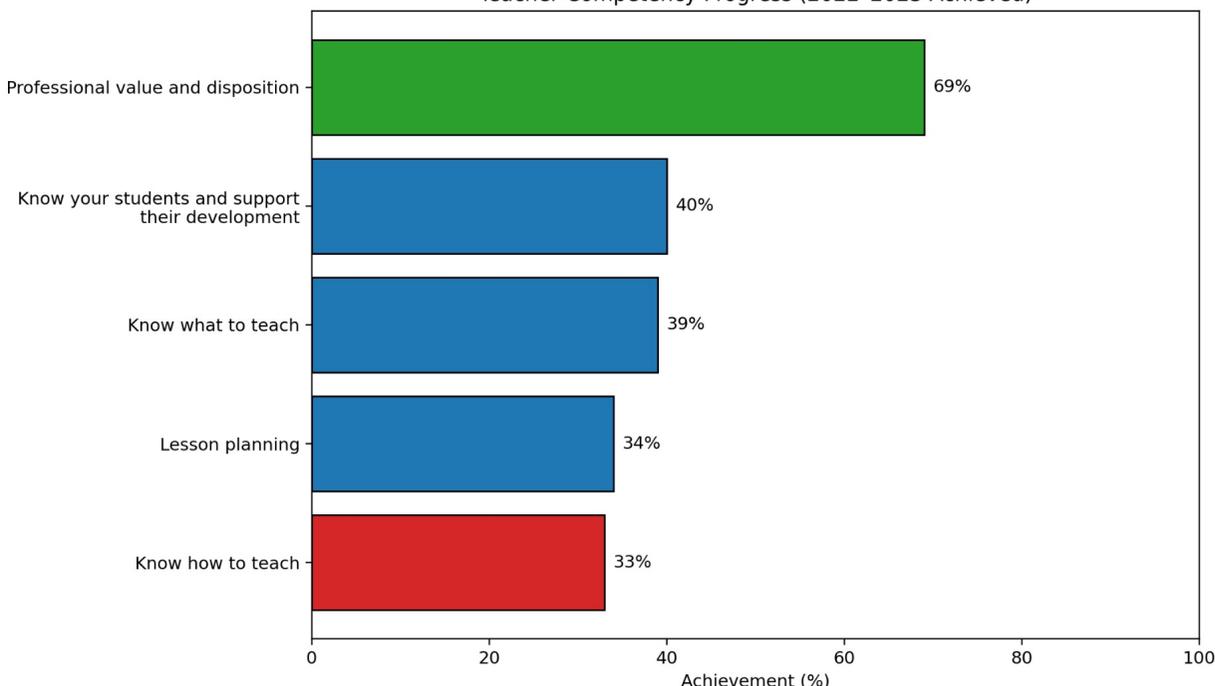


Karen Teacher Competency Progress in (2022-25) Achieved Infographic

Teacher Competency Progress (2022-2023 Achieved)



Data Source: KTWG-Karen Teacher Competency Assessment-2022

Know what to teach (39%)

Curriculum understanding is still developing, and teachers need greater confidence in applying standards, content, and learning objectives. The COVID-19 pandemic limited opportunities for in-person teacher training. As a result, teachers were encouraged to seek professional development through online platforms, which presented additional challenges due to the lack of technical support and limited access to appropriate resources. Conflict caused school relocation to temporary shelters, where materials and curriculum guides were missing. In some cases, teachers taught with only partial resources or from memory. Sudden disruptions made it hard to follow the curriculum step by step, making consistent curriculum knowledge difficult to build.

01 2022-2023 TEACHER COMPETENCY PROGRESS

A. STRONGEST AREA – PROFESSIONAL VALUE AND DISPOSITION (69%)

Teachers show good professional attitudes and responsibility. This means they have positive work habits, respect the school community, and understand their role as teachers. This is an important strength and forms a good foundation for overall improvement.

B. MIDDLE-LEVEL AREAS – 39% TO 40%

Know your students (40%)

Teachers understand students at a basic level but still need to strengthen their skills in identifying individual learning needs and supporting different learning paces. Following the COVID-19 outbreak, when schools reopened, many students returned with varying learning levels, making it more difficult for teachers to accurately assess and respond to their needs. Conflict also affected this area, because frequent movement and irregular attendance made it difficult for teachers to track progress. Some students joined new schools suddenly, leaving teachers little time to learn their background.

C. WEAKEST AREAS – KNOW HOW TO TEACH (33%) & LESSON PLANNING (34%)

Know how to teach (33%)

Teachers need more support in teaching strategies, guiding students, using activities, and managing learning time. COVID-19 reduced in-person workshops and practice, which slowed skill development. Conflict created unstable learning environments, with frequent relocation and unsafe spaces. Teachers often taught in emergency conditions such as forests, bunkers, or caves, where activities and group work were not possible. Stress and uncertainty also reduced teachers' ability to focus on effective teaching strategies.

Lesson planning (34%)

Lesson planning remains weak because teachers face limited training, lack of materials, and unstable environments. Conflict caused sudden relocations, airstrikes, and fighting, making it difficult for teachers to plan ahead. Learning materials were often lost or unavailable in hiding places, and teachers focused first on student safety. COVID-19 also disrupted the academic calendar, making long-term planning difficult. As a result, teachers had little time or energy to prepare structured and detailed lesson plans.



02 2023-2024 TEACHER COMPETENCY PROGRESS

A. STRONGEST AREA – PROFESSIONAL VALUE AND DISPOSITION (82%)

Teachers show good professional attitudes and responsibility. This means they have positive work habits, respect the school community, and understand their role as teachers. This is an important strength and forms a good foundation for overall improvement.

B. MIDDLE-LEVEL AREAS – (59-60%)

Know your students (60%)

Teachers understand students in general, but they may need more skills to track progress or support different learning levels.

Know how to teach (60%)

Teaching strategies are used, but not always consistently. Teachers may need more practice in using activities, guiding questions, and classroom routines.

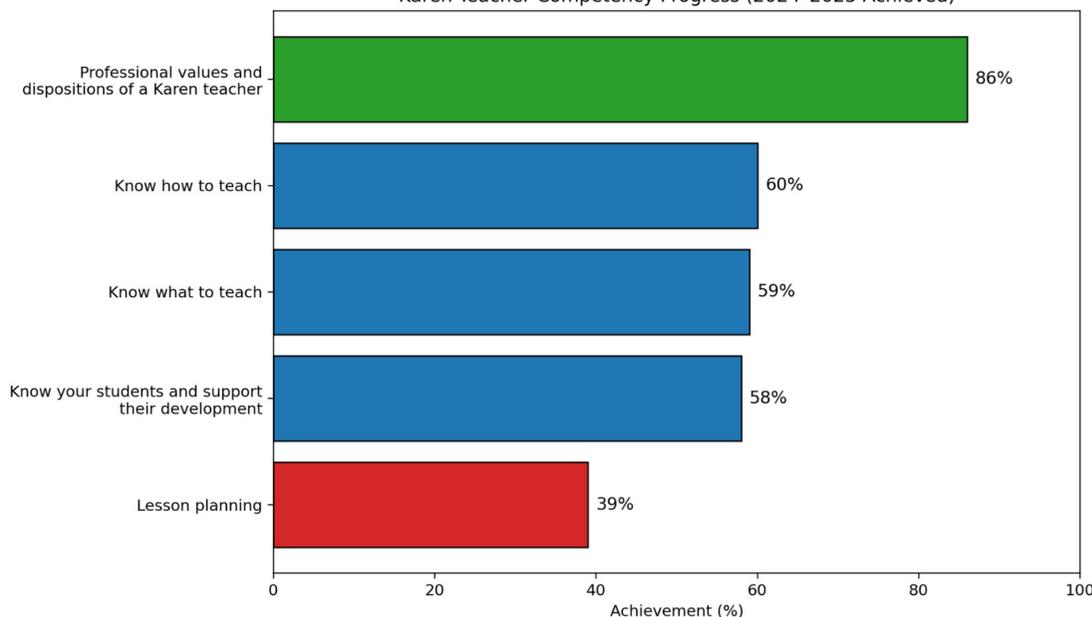
Know what to teach (59%)

Teachers understand the curriculum, but some may still struggle with selecting the right content or materials for each lesson.

C. WEAKEST AREAS – LESSON PLANNING (42%)

Comprehensive lesson planning is affected by unsafe and unstable conditions in conflict-affected areas. Many teachers do not develop their own detailed lesson plans and instead rely on teacher guides to adjust their lessons according to the situation. Although a lesson plan template was provided to support quicker and more comprehensive planning, its consistent use remains challenging. Security risks frequently disrupt teachers' ability to prepare appropriate lessons, as their primary focus often shifts to ensuring students' safety. Because of this instability, it becomes very difficult for teachers to follow the curriculum or plan structured activities, which results in a low lesson-planning score.

Karen Teacher Competency Progress (2024-2025 Achieved)



Data Source: KTWG-Karen Teacher Competency Assessment-2024

C. WEAKEST AREAS – LESSON PLANNING (39%)

Lesson planning is difficult in conflict-affected areas because teachers work in unsafe and unstable conditions. Airstrikes and nearby fighting create fear and stop normal teaching. Schools often relocate to forests or temporary shelters with limited space and no learning materials. In these situations, teachers must focus on safety and protecting students, not planning lessons. These challenges are major reasons for the low lesson-planning score (39%). Improving lesson planning will help strengthen the other teaching areas because it is the foundation of effective teaching.

03 2024-2025 TEACHER COMPETENCY PROGRESS

A. STRONGEST AREA – PROFESSIONAL VALUE AND DISPOSITION (86%)

Teachers show consistent professional behavior, such as reliability, responsibility, and respect for the school community. This high score suggests that teachers understand their duties well and demonstrate positive attitudes in their daily work.

B. MIDDLE-LEVEL AREAS – (58-60%)

Know How to Teach – 60%

Teachers understand basic teaching strategies, but they may not always use active learning, group work, or clear step-by-step methods. This suggests they need more practice applying teaching techniques consistently in the classroom.

Know What to Teach – 59%

Teachers know the curriculum, but some may still need support in understanding the learning standards or selecting the right materials. This affects how confident they are when preparing lessons

Know Your Students – 58%

Teachers understand their students in general, but they may not regularly check learning progress or adapt lessons for different learning needs. More practice is needed in student assessment and personalized support.

04 2025-2026 TEACHER COMPETENCY PROGRESS

A. STRONGEST AREA – PROFESSIONAL VALUE AND DISPOSITION (86%)

Professional values (86%) remain very strong. Teachers show reliable professional attitudes and commitment. Use this strength for peer coaching and mentoring.

B. MIDDLE-LEVEL AREAS – (58-60%)

Know your students (66%) and Know how to teach (66%):

Solid progress. Teachers can identify learner needs and apply methods more consistently, but still need routine use of formative checks and differentiation.

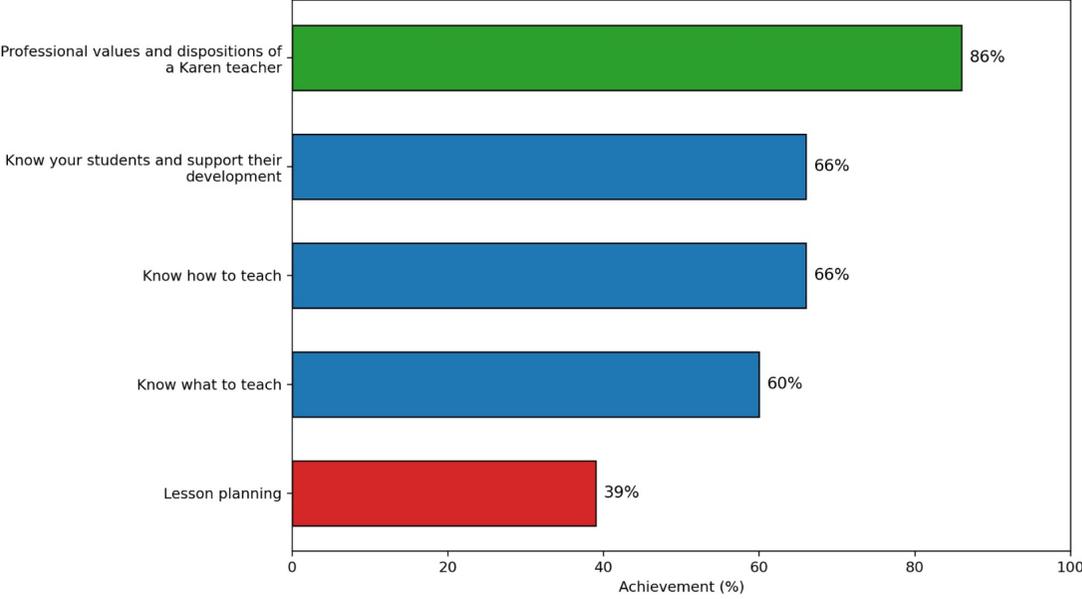
Know what to teach (60%):

Acceptable. Align plans more tightly with curriculum standards and ensure materials match objectives

C. WEAKEST AREAS – LESSON PLANNING (39%)

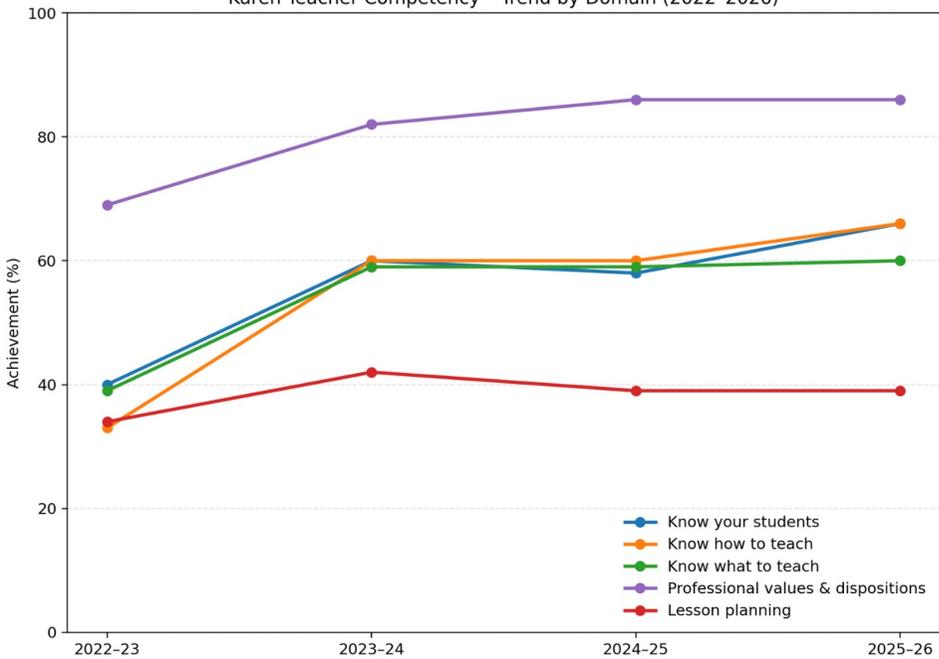
Due to continuous conflict and airstrike attacks on schools and other community buildings, teachers often had to re-arrange and adjust lessons quickly during emergency situations. Schools were frequently relocated to safer places, which also disrupted normal teaching and planning. These unstable conditions directly affected lesson preparation. As a result, lesson planning (39%) remains low, and it is difficult for teachers to improve their plans in such uncertain environments. Weak lesson planning reduces classroom quality and effective use of time, and it also slows progress in other competency areas because planning guides how teachers deliver their lessons.

Karen Teacher Competency Progress (2025-2026 Achieved)

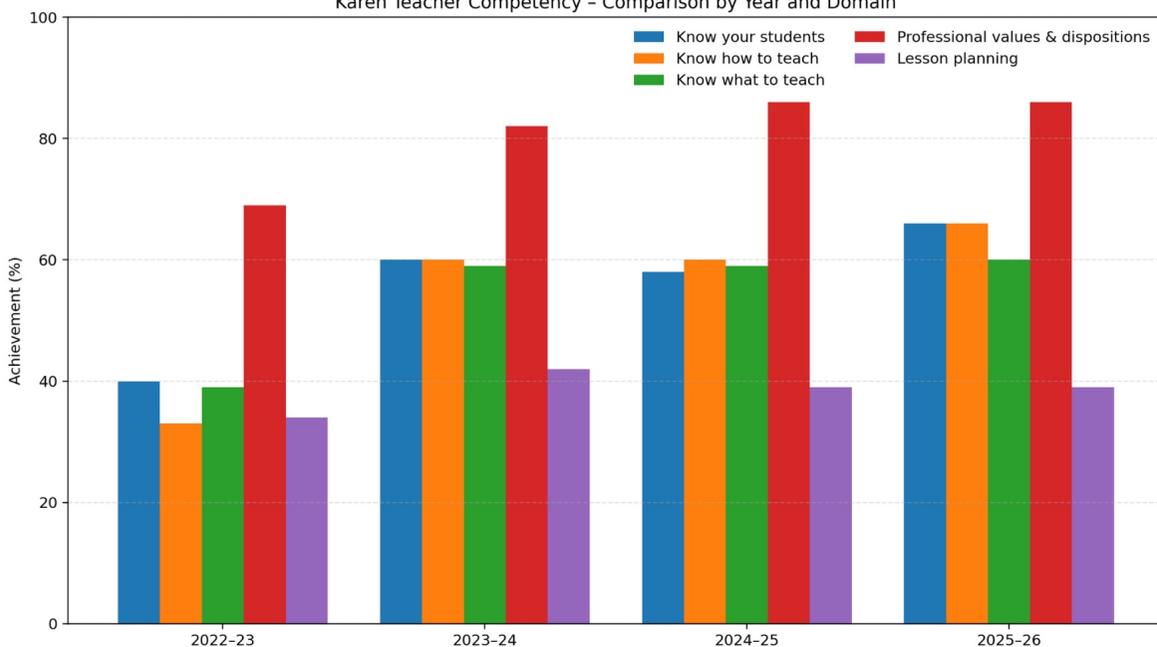


Data Source: KTWG-Karen Teacher Competency Assessment-2025

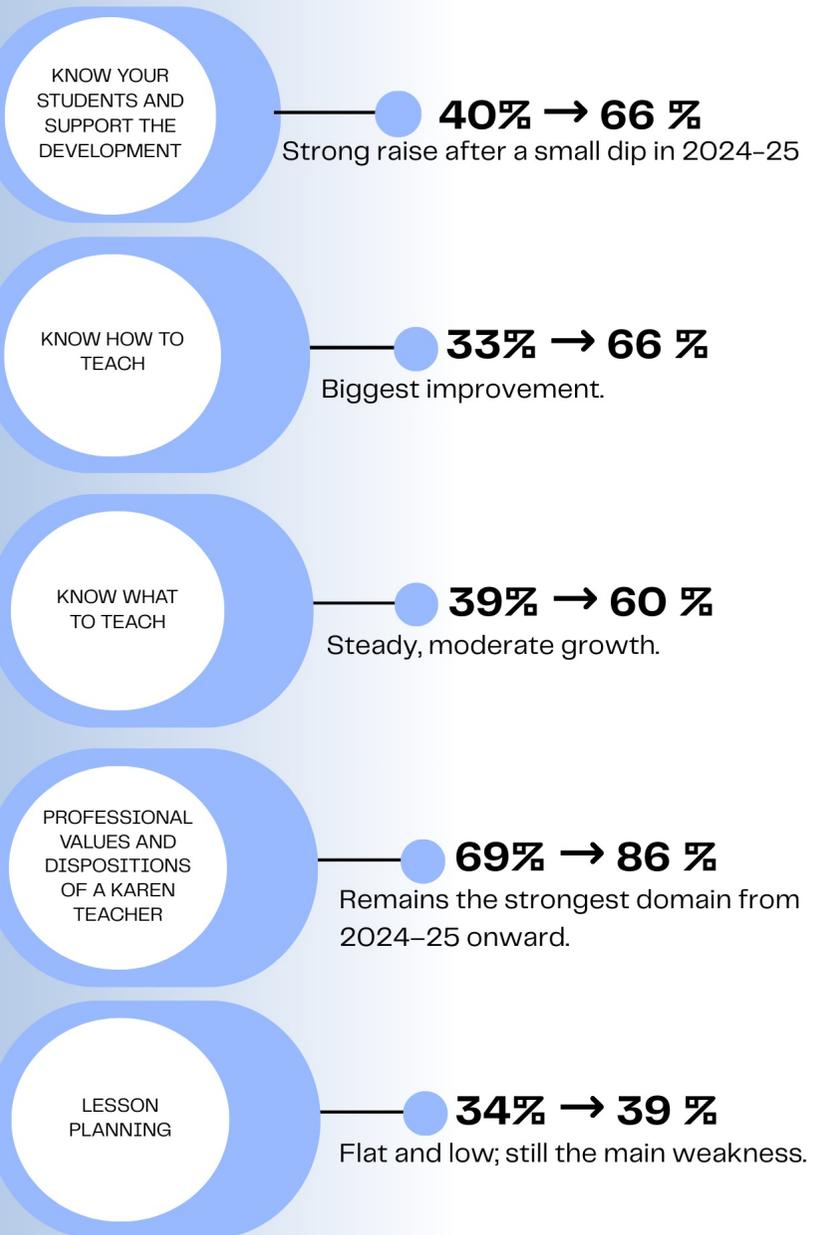
Karen Teacher Competency - Trend by Domain (2022-2026)



Karen Teacher Competency - Comparison by Year and Domain



05 KAREN TEACHER COMPETENCY PROGRESS AND KEY CHANGES (2022-2025)



Teacher Voice



Teacher Saw Pay Oo, the school principal from Mu Traw District, said:

“As a teacher, I am committed to sharing my knowledge with the next generation so they can become educated and develop leadership skills for their future. I hope that students, parents, and communities will be able to collaborate peacefully. However, we are currently overwhelmed and deeply concerned by the oppression we have been facing, such as airstrikes dropping bombs and military mortar shelling.

On 7 September 2023, because of the airstrikes that took place in our village, our students no longer dared to study in the school we had built. There were no teachers available to continue teaching, and there was nothing we could do to help. We were devastated by the situation and lost the motivation to continue teaching. Nevertheless, we will keep trying our best with the skills we have and continue supporting the community school to fill the gaps so our children can have access to education in the future.

In addition to that, as parents, villagers, and teachers, we supported and encouraged one another. Through effective cooperation, we were able to rebuild our school in a safer place where we can feel secure, and now our children can study peacefully. To rebuild the school in a safer location, we collaborated with the township-level education department staff, who provided guidance for the implementation. Cluster staff also supported us when necessary.

We would like to report that we need more teaching materials, such as geography maps and other resources useful for teaching activities. We also need medical supplies for students and teachers because we are studying in a remote area and staying in a dormitory far from the village health care center.

Due to the ongoing instability, we want our leaders to understand our situation—to advocate for us and present our needs, as well as the difficulties we have faced, to the UN so that we can receive support. What we are sharing now is the truth, and the experiences our students and teachers have gone through are real.”

Teacher Naw Su Su Aye from Mrgui-Tavoy District, said:

“My name is Naw Su Su Aye, and I have been teaching at Thu Lei Plaw School for the past three years. Currently, many villages and children are facing challenges in accessing quality education due to the unstable situation in our country. Despite these difficulties, it is heartening to see our leaders working hard to build and prepare schools for our community. We deeply appreciate their dedication and vision to ensure that Karen children receive an education and are not left behind compared to others. As a teacher, I had the opportunity to attend a short training, which I found incredibly beneficial. This training helped us gain a deeper understanding of teaching methods, which we have since applied to improve our classroom instruction. I am grateful to our leaders for organizing such a valuable training program for Karen teachers, as it has significantly enhanced our teaching practices.”



Teacher Saw Hser Wah from Kler Lwe Htu District, said:

“ We have faced numerous challenges as teachers in Kawthoolei. Since the COVID-19 pandemic began in 2019, we had to suspend classes for two weeks to a month at a time. During that period, I had to conduct monitoring visits and collect data twice a year to report on the number of students and teachers who became ill and recovered from the pandemic. I struggled with leadership responsibilities and providing proper guidance during that time. I have continued experiencing these hardships up to the coup period. The enemy uses many tactics to instill fear in us, such as airstrikes, mortar shelling, and drones operating near our villages. We live in constant fear and do not dare to attend classes in our school building. To ensure continued access to education and maintain a safe learning environment, we had to find learning spaces in the jungle. Sometimes, we divided into smaller groups and moved to different locations for teaching to avoid gathering in one place. We also dug bunkers to protect ourselves from sudden attacks, allowing students to run to safety in time. This was the only way we could prepare and protect ourselves in advance.

Our leaders have been struggling but continue to advocate tirelessly to ensure continuous access to education for our children. They also seek funding opportunities and support us in many ways for development. “

