



# တက္ကသိုလ်သတင်းစာ

ကျွန်းတက်ကား(၂-၅)

- ၁- KTTC ကိုဖိစီးတိုက်ခတ်သည့်အားကိုးကမ်းတက်ကားတစ်ခု
- ၂- ကိုဗစ်ကပ်သည့်ကိစ္စကိုကျော်တက်သည့်လူပုဂ္ဂိုလ်တို့၏အားကိုးကမ်း
- ၃- ပိတ်ပင်ခံရသည့်ကားတစ်စီး၏အခြေအနေအထား
- ၄- ပုလဲတက်ကားတစ်စီး၏အခြေအနေအထား
- ၅- တက်ကားတစ်စီး၏အခြေအနေအထား
- ၆- တက်ကားတစ်စီး၏အခြေအနေအထား

## တက္ကသိုလ်သတင်းစာ(၆-၉)

- ပုလဲတက်ကား(အဘိုးကျွန်း, နတ်)အားတက်ကားတစ်စီး
- တက်ကားတစ်စီး၏အခြေအနေအထား
- ကိုဗစ်ကပ်သည့်ကိစ္စကိုကျော်တက်သည့်လူပုဂ္ဂိုလ်တို့၏အားကိုးကမ်း

## တက္ကသိုလ်သတင်းစာ(၁၀-၁၃)

- ကိုဗစ်ကပ်သည့်ကိစ္စကိုကျော်တက်သည့်လူပုဂ္ဂိုလ်တို့၏အားကိုးကမ်း

## တက္ကသိုလ်သတင်းစာ(၁၄-၁၅)

- ပုလဲတက်ကား(အဘိုးကျွန်း, နတ်)အားတက်ကားတစ်စီး
- တက်ကားတစ်စီး၏အခြေအနေအထား

## တက္ကသိုလ်သတင်းစာ(၁၆-၁၇)

- တက်ကားတစ်စီး၏အခြေအနေအထား
- တက်ကားတစ်စီး၏အခြေအနေအထား

## တက္ကသိုလ်သတင်းစာ(၁၈-၁၉)

- ပုလဲတက်ကား (လိလေး) တက်ကားတစ်စီး

## ကျွန်းတက်ကားဆိုင်ရာ

ကညီ(၂၀-၂၂)-ပုလဲကျွန်း(၂၁-၂၃)

## ဒေါ်, တက္ကသိုလ်သတင်းစာ(၂၄-၂၅)

## သတင်းအချက်အလက်(၂၆-၂၇)

## ပုလဲလမ်းဆုံတက္ကသိုလ်သတင်းစာ(၂၈)

# Table of Contents

## School News (2-5)

- 1- Karen Teacher Training College(KTTC)Re-union and KTWG Annual Meeting
- 2- Thai Education Minister Fears NGOS' classroom influence
- 3- 14 New Women Leaders Ready to Work
- 4- UN Urges Focus on Education, as Donors Express Misgivings
- 5- New International University for Burmese Migrants
- 6- Re-opening Community Library

## International Education News (6-9)

- In digenous Aboriginal Education
- Interactive Radio Program in Solamia
- Teacher Training at the Grassroots

## Focus Stories (10-13)

- The First KTTC Reunion

## Traditional Knowledge (14-15)

- Are there similarities between Indigenous knowledge and Modern scientific knowledge?

## Interview (16-17)

- Interviewed Senior Student 'Naw Paw Thaw Thaw
- Interview Ko Kay Villager 'Pah Ti Tha Mya

## Teacher Education (18-19)

- Slow Learner Education

## School Health

Karen(20-22) Burmese(21-23)

## Poems, Games and Cartoons (24-25)

## Teacher Talk (26-27)

## Reader Feedback (28)







တသွန်ညါထွဲတၢ်မၤအသးယိပနၢ်တခီတၢ်ပုၤတၢ်စံး တၢ်ကတိၤန့ၣ်လီၤ. ဘၣ်ဆၣ်ဖဲယဟဲထီၣ်ကွၢ်တဖၣ်အံၤ ဘျီယသ့ၣ်ညါဘၣ်လၢပဘၣ်ဖးလံာ်ဖးလံာ်အါအါသိး ပကသ့ၣ်ညါန့ၣ်ဟံၤထွဲတၢ်အိၣ်သးကိးကဖၢ်သိးပနၢ် လီၤတဲတၢ်ကသ့အဂီၢ်န့ၣ်လီၤ.”

လၢတၢ်သိၣ်လိ(၁၀)လါအတီၢ်ပုၤလံာ်မိၢ်ပုၤလၢတၢ်သိၣ် လိအါန့ၣ်အိၣ်ဝဲ(၁၇)ဘၣ်လၢအမ့ၢ်, ကိၢ်ပယိတၢ်စံးစိ တဲစိ, တၢ်စံးစိတဲစိဘၣ်ယးကညိမိအတၢ်ဟ့ၣ်လီၤ, မိၢ်မုၢ်တၢ်ဟံးယုၣ်မၤသကိးတၢ်, ပုၤဟီၣ်ခိၣ်ဖိခွဲးယၢ်, နီၣ်ခိၣ်ကရူၣ်စံး, ကိၢ်စၢ်ဖျိ, ကလံးထံးကိၢ်အုၣ်အ ဂ့ၢ်, တၢ်ကတိၤဆူကမ့ၢ်ကျါ, တၢ်တဲဖျါ, တၢ်ကစိၣ်တၢ် သ့တၢ်ဘၣ်, ကိၤလၢဝါကျိၣ်, ခိၣ်ဖျါထၢၣ်, ဟီၣ်ခိၣ်ဂီၤ (ဟီၣ်ခိၣ်နီၣ်ဖျါ), လံာ်ယးယၢ်, တၢ်တိၤစၢ်မၤတၢ်အ သဲစး, ထံကိၢ်တဖၣ်တၢ်မၤအမၤသိအကီၢ်နီၣ်ခိးခိထၣ် တဖၣ်န့ၣ်လီၤ.

တၢ်ဒုးလိၣ်ထီၣ်ခိၣ်န့ၣ်တၢ်မၤလိကွၢ်အံၤဘၣ်တၢ်ဆိၣ်ထွဲမၤ စၢ်ကျိၣ်စုလၢ International Women Development Agency ခိးကွၢ်သရၣ်မုၢ်သိၣ်လိတၢ်ဆၢကတီၢ်ပုၤအိၣ်ဝဲ (၄)ကန့ၣ်လီၤ.

**ပုၤမၤစၢၤတၢ်ပၢ်ဖျါထီၣ်လၢတၢ်ပၢ်ဖျါနီၣ်ခိး  
ပုၤတၢ်သ့ၣ်ညါတၢ်ခိးခိးတၢ်မၤစၢၤတၢ်ပၢ်ဖျါထီၣ်  
ထီၣ်သး**

ဘိမုၢ်စၢ်ဖျါကရၢတဲဖျါခိးဟ့ၣ်ကူၣ်ဝဲဒၣ်သုးပခိၣ်လၢက မၤသကိးတၢ်ခိးထံကိၢ်ဘိမုၢ်တဖၣ်ခိးသိးကမၤဂ့ၢ်ထီၣ် ကိၢ်ပယိထံကိၢ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢကလံာ်မုၢ်န့ၣ် ကံးမၤဟးဂီၢ်တၢ်အလီၤဖဲထံထီၣ်စ့(အ့ယၣ်ဝဲတံၣ်), ဘၣ် ဆၣ်ပုၤမၤစၢၤတၢ်တဖၣ်စံးဝဲဒၣ်လၢအိၣ်ဆါစ့ကွၢ်တၢ်ဂ့ၢ် တဖၣ်မၤဘၣ်ဘၣ်ဒၣ်တၢ်ကန့ၢ်ဘၣ်အါထီၣ်စ့လၢပုၤလၢအ တူၢ်ဘၣ်တၢ်လၢန့ၢ်ကံးကလံာ်မုၢ်တဖၣ်အဂီၢ်န့ၣ်လီၤ. ဖဲ ၉.၆.၀၉အန့ၣ်ဘိမုၢ်စၢ်ဖျါရဲၣ်ကျဲးဒၣ်ပုၤမၤစၢၤတၢ်အ တၢ်အိၣ်ဖျါဖဲဝဲတကူၣ်, ဘိမုၢ်စၢ်ဖျါကရၢအပုၤဟ့ၣ်လီၤ အုၣ်နီၣ်လၢညါတကူၣ်ဟံၤဖျါလီၤအိၣ်ဒၣ်လၢတၢ်လိၣ်ဝဲ ဒၣ်လၢတၢ်ကမၤဂ့ၢ်ထီၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့ဖဲတၢ်လီၤ လၢကွၢ်တနီၤလၢအပုၤဖျါလၢန့ၣ်ဆၢတၢ်ဟးဂီၢ်ခိၣ်ခိၣ်မုၢ် မုၢ်န့ၣ်လီၤ. လီၤကဝိၤဘိမုၢ်စၢ်ဖျါပုၤဘၣ်မုၢ်ဘၣ်ခါခိးတၢ်တိၤ စၢ်မၤစၢၤပုၤကူၣ်ပုၤကညိ Bishow Parajuli ဖဲဝဲတကူၣ်ပုၤ စံးဝဲဒၣ်“ဘိမုၢ်စၢ်ဖျါပုၤတတဖၣ်န့ၣ်ကြးဂဲၤပျါဂဲၤဆုး အါထီၣ်လၢတၢ်မၤသကိးတၢ်ခိးသုးပခိၣ်ခိးလီၤကဝိၤတၢ် ကရၢကရိလၢတၢ်မၤဂ့ၢ်ထီၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကံၢ် အစီလၢဖိသုၣ်ခိးပုၤသးစၢ်အဂီၢ်န့ၣ်အဝဲစံးဝဲန့ၣ်လီၤ.” ပုၤဟဲထီၣ်တၢ်အိၣ်ဖျါအိၣ်ဝဲဒၣ်ဖဲဝဲတၢ်မုၢ်ဒီးခါခိး



ဝဲထီၣ်ခိးသုၣ်ခိးကွၢ်တၢ်ခိးခိးတၢ်မၤစၢၤတၢ်ပၢ်ဖျါထီၣ်

**Karen Teacher Training College(KTTC) Re-union and KTWG Annual Meeting**

On May 17-19, 125 people came from across Karen State to participate in the KTTC reunion. The aims of KTTC reunion are; to encourage teachers to review their teaching experiences in the field, to improve a strong net-work between KTTC teachers and students for future corporation, to encourage the students to keep working in education. KTTC is a pre-service teacher education program for Karen State youth who agree to return to Karen State communities as teachers immediately upon graduation. KTTC reopened in 2005 and the first graduates completed their studies in 2007. 30 KTTC alumni returned to join in the festivities. On May 20, 14 KTTC alumni and 25 KTTC students were presented with diplomas by the Karen Education Department Chairperson, Saw Lahsay. TheKTTC alumni received diplomas as they have now completed 2 years of teaching in community schools which was part of the agreement of attending KTTC. The KTTC students received their diploma for their completion 2 years of studies. Saw Pah Lah, who went back and taught in Karenni State, said, "I'm so happy that I have had this chance to come to the reunion and meet with my former friends. According to this program, we received the honor certificates. During the time whilst I was teaching, even if I faced different kind of problems, I tried to solve them all. For this reason, I am proud of myself and really happy with all the people here."

The following week on May 27-29, taking the opportunity of having all of its members present, KTWG held an organizational meeting to evaluate all of its activities. While noting a number of strengths, all members agreed that there were still opportunities to improve. Currently, at the time of writing this article, there is real fear that the Burma Army plans an attack on the area in which KTTC is based. Students and teachers are preparing themselves.

**Thai Education Minister Fears NGOS' classroom influence**

The Thai Education Ministry plans to bring all stateless children into the formal school system because of worries some are being taught by unregulated non governmental organizations. All children born in Thailand qualify for free compulsory education but many study with volunteer teachers attached to non-governmental organizations. This is because of convenience of parents' fears of sending them to state schools. But these volunteer teacher and NGOs are a concern for the ministry. We have no idea what they teach and instil in those children, the Education Minister Jurin laksanavisit said.

Mr Jurin announced a plan to lure the children into formal schooling, both public and private institutions, after talks with security agencies which expressed the concern that they might fall victim to ill-intentioned people hiding among good teacher at NGOs, which could then pose a threat to national security.

The ministry now provides an education for about half of the 100,000 stateless children, These are usually children of foreign labourers who have permanent jobs in Tak, Mae Hong Son, Chiang Mai, Chiang Rai, Kanchanaburi, Samut Songkhram and Samut Sakhon.

Another 50,000 mainly from children foreigners who often change work, are reportedly being taken care of by teachers from NGOs and social foundations.

Security agencies say most teachers are foreigners, some of whom have entered Thailand illegally.

Children who study with these teachers do not have a chance to learn Thai over even their mother tongue as the teachers only school them in foreign languages. This could be exploited by those wanting to destroy national security, security agencies stated.

They're allowed to teacher freely with no state controls, Mr Jurin said, if we leave the children with them and don't know their exact purposes, it may lead to a situation similar to the unrest in the Southern Thailand.

**14 New Women Leaders Ready to Work**

The new Women's Leadership School, organised by KWO, held its graduation on 6<sup>th</sup> April 2009. The new women leaders are representatives from all 7 districts, KTWG, KSNG and KSEAN. The course, which was a pilot course this year, lasted for 10 months.

During the closing ceremony, Naw Dah Eh Kler, secretary of KWO, said to the graduates, "Today you are a student, but tomorrow you will become a leader, so you will need to think carefully about your activities. The outcomes of your activities will reflect upon your organisation and what women can do for their communities. This school isn't just for members of KWO, we hope every organisation will send their women youth here so they will be able to continue their studies, especially in leadership skills."

Naw Pyo Pyo, a graduate from the school, said, "It is wonderful to have had the opportunity to be in this school. I am a representative from an organisation, but I still don't know a lot. For example, management skills, cooperation with women's groups and women's protection are some of the things I have learnt in this school."

She added, "When the leaders give a speech I thought what they said was true so I didn't go and speak with them as I didn't understand the whole situation, so I just listened. After studying here I



အဒိဉ်အထိတဖှ်, ဘိမုစာဖှ်ဝဲကဉ်လဲဒုတဖှ်, လီက  
ဝီဒီးဘိမုထံကီကရသဘျာတဖှ်ဒီးကတိသကိးတ  
တလကတပုဘဉ်ယးဒီးသရဉ်ကံစီဒီးကွိတပိးတလိတ  
ဖှ်ဒီးတခွဲးတယံလကအလိဉ်ဝဲတဖှ်လကတဆဲးမ  
လိတလကထံထဉ်စူဟိဉ်ကဝီပုအဂီတကတိဟ်ဖျါ  
လိဆိအိနဉ်လိ. ပုမစတတအတအိဉ်ဖှ်နဉ်ဟိ  
ထွဲထိဉ်အခဲဒိဖျိတလဲဟးအိဉ်သကိးသဝီအါဖျဉ်လ  
မျဉ်လိကိထံထဉ်စူသဝ.၆.၀၉အနံနဉ်လိ. ပုမစ  
တတဖှ်ကထိဉ်ခဉ်စးပုအုဉ်အသးလကတဟ်ပနီဉ်  
တဖဲးတမအကွဲလကတကသုဉ်ထိဉ်ဘိထိဉ်က့ကွဲး  
တကထိဉ်တုသးဖဲနဉ်အပုကွဲးတနဉ်နဉ်လိ. အဝဲ  
သုဉ်ထိဉ်ကွဲးသမံမိးစုကိးဝဲမိသဉ်မလိတကတံ  
ကတုဉ်လကကွိတိအးပုလကတတအိဉ်နီတမံအိဉ်ဒဉ်ထဲ  
ပုစတးတဖျဉ်တဖှ်နဉ်လိ. “ပုမိသဉ်အါနံယံက  
လးဘျဉ်လကတဘဉ်ဒီးဘဉ်ထံးအလိကဝီနံဘဉ်တ  
ဘျဉ်တဖှ်ဘဉ်ယးတဆိဉ်ထွဲတကုဉ်ဘဉ်ကုဉ်သး  
ထိဉ်လကလဲမုနဉ်ကံးအတမဟးဂီကွိအါနံဒီးအ  
ဖျဉ်၄၀၀၀လကအဟးဂီဝဲလကနဉ်” ဘိမုစာဖှ်အပုမ  
သဉ်အတယုကုဉ်စုပုခဉ်စး Juanita Vasqueစံးနဉ်  
လိ. “တဂီလိအါထိဉ်နဉ်မုတအလိအိဉ်ဝဲလကတ  
ကုဉ်ဘဉ်ကုဉ်သးတခွဲးတယံကအါထိဉ်လကမိသဉ်အ  
ဂီ, တမုထံထဉ်စူတလိဘဉ်မုမုဟ်ယုဉ်စုကိးဒီး  
တလိလကအိဉ်လိတံအဂတဖှ်အဂီနဉ်အဝဲစံးစု  
ကိးဝဲနဉ်လိ. ဒ်တဆိဉ်ထွဲမစတတုတလကနံကံးအ  
တမဟးဂီတဂီဝဲအလိခဲဒီးတဂီဂီကွဲးကတိယံတ  
မတဖှ်အိဉ်ဝဲအဝဲရကစုဒီးလဉ်၁၅ကလိလိဉ်ဝဲဒဉ်  
လကတကုဉ်ဘဉ်ကုဉ်သးဟ်တုလကအုမိညါသကနီ  
နဉ်လိ. တကတိယံအုရုဉ်မုထိဉ်ကလဲထံးထံကီ  
တဖှ်မစတကိးပုကုပုကညိအတကွဲးဆဉ်မိ  
တအတတတဉ်တနါ, ဒီးစံးဝဲဒဉ်ထံကီတနီကွဲးသမံ  
သမိးအါထိဉ်က့အတနီလိတလကဘဉ်မသကိးတ  
ဒီးကီပယိပဒိဉ်နဉ်လိ. ခဉ်စးလကအုရုဉ်ထံကီတဖှ်  
ထဉ်လိဒီးပုမစတထံကီဒီးဟိဉ်ခိဉ်ဘိမုတကရ  
ကရိတဖှ်ဖဲဘိကိးပုဖဲသဝ.၆.၀၉နဉ်လိ. တထံလိ  
အိဉ်သကိးဝဲအလိခဲနဉ်အဉ်စံးယဉ်ထံကီအနဉ်ရုဉ်  
ခိဉ်ကျာSurin Pitsuwanစံးဘဉ်ပုဟးတကစိဉ်လက“ပ  
အဉ်ဒီးထံတက့လိတမပတိဒီးတအုဉ်ကိအသိ  
လကကီပယိပဒိဉ်အအိဉ်ဒီးစးထိဉ်ခဲအိဒီးအုမိညါနဉ်  
ပကမစအိလကပု, လကနံဘဉ်အိသုလကပုဒီးပက  
အိဉ်ဒီးတမသကိးတလကပုလကဟုဉ်မစတအု  
ကီပယိထံထဉ်စူနဉ်လိ.” Surinစံးစုကိးဝဲဒဉ်သးပ  
ဒိဉ်အတဆိးဝဲမကမတသိဉ်တသိမုတမုထနဉ်ဝဲ  
ခိဉ်မိဉ်ကရုဉ်စံးအခိဉ်အိဉ်ဆါစုကွဲးလကယိဉ်ပုနဉ်  
မုတတခါလကမဘဉ်ဒီးဝဲဒဉ်ပုမစတထံတပလက  
ဘဉ်တနဉ်လိ.

“အဝဲသ့ၣ်တဲဖျါထီၣ်တၢ်ဂ့ၢ်လီၤတၢ်လီၤဆဲးဘၣ်ဃးဒီး တၢ်မၤစၢၤတၢ်အိၣ်လီၤတၢ်လီၤဆဲးဒ်အဝဲသ့ၣ်ယုထၢထီၣ် အဝဲသ့ၣ်ခၢၣ်စးတဖၣ်တဖၣ်ဟူးဂဲၤစီၣ်မိၣ်စီၣ်နါထီၣ် ဘၣ်, တအါထီၣ်ဘၣ်န့ၣ်အဝဲစံးဝဲန့ၣ်လီၤ.” တၢ်မၤတနီၤ ကထုးတၢ်ဆၢကတီၢ်, တနီၤတၢ်န့ၣ်ဟံၤအီၤတရဲတဆွံ ဘၣ်, ဒီးတၢ်ဂ့ၢ်တၢ်ကျိၤတဖၣ်တၢ်ဟံၤလီၤဆိအီၤလၢတၢ် ဟ့ၣ်လီၤတၢ်ဒီးတၢ်က့ၢ်သမံသမိးတၢ်လၢဆူညါတၢ်ဟံၤဖီၣ်

[illegible]

“တၢ်အံၤကမၢ်တၢ်လီၤတယျၢတပျၢဒၣ်လၢတၢ်ဆၢပျၢကမၢ်လၢထံၣ်ကီၢ်အံၤခိဖျိသးပဒိၣ်လၢဆၢကတီၢ်ခဲအံၤန့ၣ် Andrew Kirkwood လၢအမၢ်ကီၢ်အဲၣ်တၢ်ကဟ့ၣ်ကယၢ်ကၢ်ထွဲဖီၣ်အပုၤန့ၣ်တၢ်စံးပဲန့ၣ်လီၤ။”

တၢ်ခဲၣ်တၢ်ကၠုၤခိၣ်လၢတၢ်ကစၢ်ခိၣ်ထီၣ်န့ၣ်  
 စီလၢကိၣ်လၢကိၣ်ပယီၤပၤလိၣ်ခိၣ်ကမ္ဘာၣ်သ့ၣ်  
 တၢ်ဖၣ်ခၢၣ်နီၣ်ဖၣ်ခၢၣ်ဆီၣ်

ခိဖျိပျက်ပယီလီအိတ်ကမ့မိသုတ်တဖတ်တဒီးန့တတ်ကူတတ်ကူသုလအပတီထီတဒီးခါဆူညါကမလီတတ်အစီန့ထါမဆးဉ်စိမီလကျိခိတ်သုးကျဲပဒ်လကကဒးအိတ်ထီန့ဝဲခိလုတ်ကွဲဝဲအံလစုဲခဲဆးန့လီ။ နီဖီရုဂ်(လအမုက်ပယီပျအိတ်တမ့မိသုတ်တဖတ်ကူသုဆဲးလလကျိခိတ်တစဖဲဝဲယသးခုဒိတ်မးလတကကဒးအိတ်ထီန့ပျခိလုတ်ကွဲအံအကျူးအဖျိတ်အိတ်ဒိတ်မးခိဖျိလပပပျက်ပယီဖိပဲအံသုတ်တဖတ်ကထီတတ်ဒီးကမလီတတ်ဝဲအစီန့ပသးခုတူလိတ်တတ်ရဲတတ်ကျဲဝဲအံလီ။ (ထါမဆး)ဉ်စိမီပျတတ်မူတတ်ခါ(ဒုခါထးဝဲဉ်ဖါ)ဒီးဉ်စိမီလအစပျမလကကီးတဒီးပျကွဲဖိလအဖျိတ်ထီတူသုတ်တဖတ်ဟဲထံလိတ်အိတ်သကိးလိတ်သးလတကကဒးအိတ်ထီဝဲဒ်ခိလုတ်ကွဲအံအစီန့လီ။ ဖဲတထံလိတ်အိတ်သကိးအပျက်ပယီပျအိတ်ကဒုမိသုတ်တဖတ်ဟုတ်ထီဝဲအတတ်တသးလတသိတ်လိတ်မိပျအပျကထာနဝဲလိတ်အိတ်ဆူအိတ်ချ။ တတ်ကူတတ်ကူသု၊ လုလံလုသန့ဒီးခိတ်ယူန့ဆတ်၊ သးစာဒီးပိတ်မုတ်တဖဲလီမလိဒီးပျဟိတ်ခိတ်ဖိန့ယဒီးတထံသးတုသးသုတ်တဖတ်န့လီ။ နီဖီရုဂ်စံးကဒီးဝဲလအဝဲသုတ်ကသုတ်ထီကွဲဝဲအံအစီကတတ်တဝဲခနံန့လီ။ ခဲအံမးအိတ်ဒီးဒ်လီဟဲယုသုတ်ညါအါထီဒီးဝဲလီ။ ခဲအံပပျကွဲဖိသုတ်တဖတ်ဖျိထီတီ(၁၀)တနံတတ်တနံအါမးတတ်ဆတ်တကိတ်ခဲအိတ်လအဝဲသုတ်အစီကတတ်မလီတဆူခါဆူညါလီ။ ဒီးတဒုးအိတ်ထီတတ်ရဲတတ်ကျဲတဘျီအံယနာယဲလကတတ်ကျူးတတ်ဖျိဝဲပျလအဖျိတ်ထီသုတ်တဖတ်ကနီမလီတတ်တံစုစုဒီးတံစူးတံယံစုလအဝဲသုတ်အစီန့လီ။ ဖဲလအဝဲသုတ်မ့ဖျိထီကွဲဝဲအံန့ယုတံမလယီအတံကရကရီသုတ်တဖတ်မ့တသုသနကုအဝဲသုတ်အစုကတံမတံသုလအပျတတအပျ (NGOs or CBO)သုတ်တဖတ်သုဝဲထီလီ။ နီဖီရုဂ်စံးဝဲတတ်

ကရကရိတဖုလအမ့် Burma Migrant Worker Education Center(BMWEC)ဝဲအံတံရဲတံကွဲအိဉ် ဟံစလပုကွဲဖိလအဖျိထီဉ်တံလံသုဉ်တဖဉ်တံအု၊ အိအုဉ်ဘိကိးခိလုဉ်ကွဲန့ဉ်လိ၊ ဘဉ်ဆဉ်တံကိတံခဲ အိဉ်ဝဲခိဉ်ခိဉ်မုါမုါအယိဝဲဒဉ်ကွဲဖိစုစလဲမလိဘဉ် တံန့ဉ်လိ၊ ယိကိးခိးကိးပယိကိးအ(တး)ကိးရုဉ်အ ပု(ခါရမး၊ဖိးဖးခိးဝဲအိး)သုတိးန့ဉ် ပုကိးပယိလိ အိဉ်တမုသုဉ်တဖဉ်အဂီကွဲအိဉ်ဝဲဒဉ်အဖျဉ်ဖိဝဲခိးပုကွဲ ဖိဝဲလကအိဉ်ဝဲ(၁၀၀၀၀)စဘျဉ်န့ဉ်လိ၊ ဖဲတံလိဖဲနု ပုဖိသုဉ်လအကဘဉ်အိဉ်ကွဲခိးတအိဉ်ဘဉ်ကွဲသုဉ်တ ဖဉ်အနီဂါနီဂါဒုးတခိအိဉ်ဝဲ(၃၀၀၀၀)န့ဉ်အိဉ်ဖျဉ်ဝဲဒဉ် လ (BMWEC) အလံတံမနီဉ်မယါအပုန့ဉ်လိ၊

**တၢ်ဒိးသီၣ်ကၢၤပုၤတၢ်လံာ်ရဲဒး**

၁၂၇.၀၆.၀၉အနံ့ကညီကဲ့သို့သရုပ်တံသိပ်လိမ့်လှုပ်ကဲ့  
အီးထိပ်ကဒါကွာပုတတလံရိအးနုင်လီ၊ တံအီး  
ထိပ်ကဒါကွာလံရိအးတချီအံ၊ ယိပ်ကုင်တီးခပ်သး  
ကွိမိ၊ မးပလူတီးဖုင်ကွိမိ၊ ကညီကဲ့သို့သရုပ်တံသိပ်  
လိမ့်လှုပ်ကွိမိဒီးပုလိကဝိဖိ(၁၀၀)အျှင်ဟဲထိပ်အီး  
ထိပ်ဝဲဒင်နုင်လီ၊ တချုးဒီးလာပုနုင်လီဆုလံရိအး



တၢ်ဒီးထီၣ်ဃုၤတၢ်လၢၤတၢ်ဒီးတၢ်ဒီး

ဘဉ်န့ဉ်ဖုမိဉ်ဝါလၢအမ့ၢ်လီၢ်ကဝီခိဉ်န့ၢ်တံၢ်တံၢ်သတီၢ်ပျံလၢတၢ်အိးထီဉ်လံာ်ရဲဒးအကိၢ်န့ဉ်လီၤ. လၢတၢ်ရဲဉ်တၢ်ကျဲအပူၤသရဲဉ်သးတီလၢအမ့ၢ်ကညီကွီသရဲဉ်တၢ်သိဉ်လိခိလုဉ်ကွီခိဉ်စံးဝဲ “လံာ်ရဲဒးအံၤဒ်အမ့ၢ်ပူၤတတအလံာ်ရဲဒးအသိး ပတဟ်ပနီဉ်အီၤထဲပုၤကွီဖိတဖဉ်အကိၢ်စိန့ဉ်ဘဉ်. ပူၤတကဂုၤတကဂုၤဟဲဟံးဖးလံာ်သ့လီၤ.” ပူၤတတအလံာ်ရဲဒးအံၤဘဉ်တၢ်ဒုးလဲၤတရံးတၢ်လံအိးစးထီဉ်ဖဲ ၂၀၀၅နီဉ်လံၤလံၤဘဉ်ဆဉ်ပူၤဘဉ်မူဘဉ်ဒါတဖဉ်ထံဉ်ဝဲလၢပူၤလီၢ်ကဝီဖိတဖဉ်အတၢ်ဖးလံာ်ဖးလံာ်အဂီၢ်စးဒီးဝဲအယီၤလံာ်ရဲဒးပူၤဘဉ်မူဘဉ်ဒါတဖဉ်ရဲဉ်ကျဲအိးထီဉ်ကဒါကျဲဝဲယုာ်ဒီးပူၤလီၢ်ကဝီဖိဒ်သိးပူၤတတအတၢ်ဖးလံာ်ဖးလံာ်အဂီၢ်ကဆူဉ်ထီဉ်အကိၢ်န့ဉ်လီၤ.

“ပတ်ပတဆိပ်ဘက်ကွီဒိပ်ကွီထီဘၣ်. ပတ်သုၣ်ညါတၢ်  
လဲၤခီဖျိန့ၣ်ပယုးဒၣ်ဆီၤလၢလံာ်အပူၤလီၤ. အယီသ  
တးဒီးသုၣ်ဘီၣ်သးစၢ်တဖၣ်ယဆဲၣ်ဒီးလၢကယုးလံာ်  
အါအါမိၣ်. ”န့ၣ်ဖါတၢ်သၣ်မ့းလၢယိၣ်ကုၣ်သဝီစံးဘၣ်  
ပယုပပျါန့ၣ်လီၤ. ယိၣ်ကုၣ်ပုၤတတအလံာ်ရဲအးအံၤအိၣ်  
ဝဲဒၣ်ဒီးလံာ်တဘျုးကလုာ်လၢအဟံၤယုာ်ဝဲဖိသၣ်တၢ်ဂၤ  
လိာ်ကွဲလံာ်, တၢ်နံၤတၢ်အုအလံာ်, တၢ်ချံးလံာ်ချံးလံာ်  
အလံာ်န့ၣ်ကျဲ, ယီၤဒီးတၢ်ယဲၤပူအလံာ်, တၢ်စံၣ်စိၤတဲ  
စိအလံာ်, တၢ်ဟ့ၣ်တၢ်သုၣ်ညါအလံာ်ဒီးလံာ်ကိၤလၢ  
ဝါကိၣ်ကဆိပ်ဝဲအကလၢာ်(၁၀၀၀)ဘျီန့ၣ်လီၤ.



realise it is important to read many books and talk to people to know the whole situation."

During the 10 month course, the students study 17 subjects including History of Burma, History of the Karen Revolution, Women's Participation, Human rights, Democracy, Public speaking, media skills, English, Compute and Geography including South East Asia.

The KWO's Leadership school was supported by the International Women's Development Agency, with 4 full-time teachers to support the young womens education.

### UN Urges Focus on Education, as Donors Express Misgivings

The United Nations has called on Burma's military junta to cooperate with the international community to improve the state of education in the cyclone-stricken Irrawaddy delta, but international donors are warning that the trial of Aung San Suu Kyi could complicate efforts to raise money for the victims of Cyclone Nargis.

At a UN-organized donors meeting in Rangoon on 9th June 2009, a senior UN official highlighted the dire need for improved access to education in the region, where few school escaped the devastation wrought by Burma's worst-ever natural disaster.

"The international community should increase its efforts, in cooperation with the government (of Burma) and local organizations, in order to promote quality education for all children and youth," said Bishow Parajuli, the UN resident and humanitarian coordination in Rangoon.

Around 60 participants, including heads of diplomatic missions, UN agencies and national and international non-governmental organizations, attended the meeting, at which the acute shortage of learning materials and qualified teachers and the lack of opportunities for further education in the delta region were highlighted.

The donor meeting was followed by a field visit to several villages in the Irrawaddy delta on Wednesday.

The donor representatives witnessed the limited progress that has been made over the past year in rebuilding schools. They also observed children in overcrowded classrooms in schools with nothing but plastic sheeting as walls.

"Over half a million children in the affected areas have benefited from education support since Cyclone Nargis destroyed and damaged over 4,000 schools, of which 1,255 completely collapsed," said the UN Children's Fund deputy representative, Juanita Vasquez.

"More efforts are required to increase education opportunities to children, not only in the delta, but also in the rest of the country," she added.

According to the Post-Nargis Recovery and Preparedness Plan, some US \$157 million will

be needed by the education sector over the next three years.

Meanwhile, the Association of Southeast Asian Nations (ASEAN), which has played a key role in the humanitarian response to the disaster, said that some countries considering increasing their contribution to the recovery effort are seeking reassurances of cooperation from the Burmese authorities. Representatives from ASEAN met with donor countries and international organizations in Bangkok on the 10th June, 2009.

After the meeting, ASEAN Secretary-General Surin Pitsuwan told journalists, "We would like to seek clarification and new assurance from the government (of Burma) that from now onward we will have full support, full access and we will have full coordination in order to deliver our international assistance to (Burma) or into delta."

Surin also said that the Burmese regime's prosecution of democracy leader Aung San Suu Kyi was affection donor sentiment.

"They certainly mentioned the fact that it has not helped the enthusiasm of their constituencies to engage more actively, more fully," said Surin. "There might be some delay, there might be some reservation, that the issue is not separate from the deliberation and the consideration on further engagement."

So far, about \$300 million in relief aid has been sent to the region, and agencies are seeking another \$700 million for recovery efforts.

Aid groups have been struggling to raise money to help the victims of Cyclone Nargis, which hit Burma in May 2008. The cyclone killed at least 140,000 people and left 2.4 million homeless.

Burma already receives scant overseas development assistance- a meager \$2.85 per head, compared with nearly \$50 for Sudan and neighboring Laos.

"It would be really silly to penalize the people of this country for actions taken by the current military regime," said Andrew Kirkwood, the country director for Save the Children UK.

*Article taken from "Bangkok Post"*

### New International University for Burmese Migrants

In the Mae Sot area, there are many Burmese migrant students who want the opportunity to study higher education.

The Principal of the Tamasa University in Thailand is leading the planning for an International University for the migrants.

Naw Paw Ray, Chairperson of the Burmese Migrant Education Committee, said, "If a new international university will be available, it will be a good opportunity for the Burmese migrants to attend, so we welcome the plans"

Many representatives from Universities around Thailand meet with Day Chan Ta'ssi Pah, from

Tamasa University, to organize the new international university for the migrants.

It was suggested the curriculum for the university will include human rights and democracy, environment and traditional Knowledge, health education and women and youth education.

Naw Paw Ray Said "It will take 3 years for the university to be ready to open.

There are migrant students who have already completed high school, where will they go to study? When the university is open many students will be ready to continue their studies."

When the students finish university, even though they cannot legally work in Thailand, they can at least work with private companies and organizations.

"BMWEC (Burmese Migrant Worker Education Center) send students, who have completed high school, to Bangkok University. But they have many problems, including money, so they can only send a few students" said Naw Paw Ray.

In Mae Ra Mat, Po Pa and Mae sot in Tak District, there are 10000 students attending 60 schools for migrants.

BMWEC have recorded 30,000 migrant students who want to study, but there are not enough schools for them.

*Article taken from "Khitpyaing Journal"*

### Re-opening Community Library

On 27<sup>th</sup> June 2009 the Karen Teacher Training College reopened the community library.

There were more than one hundred participants attending the opening, including students from Kho Kay middle school, Ma Nge Lu primary school, KTTC and local villagers.

Before people enter the library, Saw Maw Wah, the local village leader, cut the rope to symbolize the library's opening.

"This library is not only for the students because it's based for community and so, anyone can borrow the books or research the information as necessary," said Tha Taw, KTTC Headmaster.

This library has been running since 2005, but community leaders have noticed a decline in the number of students and villagers using the library over the years.

As the new library opens, many hope this will be the year when activities and events will encourage more students and villagers to take advantage of the library resources and enjoy reading.

"I haven't graduated yet but to improve my knowledge and experience I need to read. Thus, I hope everyone will take this opportunity and read a lot". Said Pa Ti Tha Mya, a local villager. This library has several books including children's game, comic, folding, poems, myths, history, general knowledge and English language books. In total there are over 1,000 books in the library, with more arriving every semester.









တဖန်နှုတ်လို့။ တံအံ့နုတ်ဘဏ်းဒီးတံအံ့ကိတ်တံ  
ပုလိလတ်ယုထံသုညါတံအသိတဖန်လတ်ကမ  
ဂုထိန်အီလကွဲလကအလီလိသးလပုမလိတ် အ  
တံဘဏ်ထွဲဒီးဘဏ်တံဟံးနုအီသုခီဖျိအဝဲသုနု  
လီ။

ပုအါကကွဲးစးဟုတ်သုညါလကအလိတ်တဖန်လတ်  
ကုတ်ဘဏ်သုအကွဲခံဘိလကမလိတ်ဝဲဒုပုထူ  
လံဖိဖိသုတဖန်အဝဲသုပလံဘဏ်လကပုထူ  
လံဖိအတံမလိနုလိဝဲဒုလကလံညိသုဒိတနု  
တမုထံတံဟံဖျိယုအီတခါစီဘဏ်။ ပုတကဒ်အမု  
Mandawuy Yunupingu လကအဟဲလက Arnhem ကိတ်  
လံစိတကပလကအမုပုထူလံဖိအဆိကတံအကွဲခိ  
လက ကိတ် အိး စ ဩ လ ယဉ် နုလီ။ အဝဲ ဒုး သု  
ညါလိဝဲဒုပုထူလံဖိအဝဲအုတ်သုလိလကကွဲ။ ပု  
ကိတ်မုနုတ်သုညါဒီးပုထူလံဖိအတံသုညါတဖန်  
နုဘဏ်မလကိတ်လကပုကွဲဖိအတံလံခီဖျိလံညိ  
သုဒိလကအကြးဝဲဘဏ်နုလီ။ တံလုလံခါဒီး  
တံထံတံသုညါခါနုလီ။ ပုအါကနုပုဝဲဒုအ  
ဝဲသုအလုလံတံဆဲးတံလကလိမံခီဖျိတံကု  
ဘဏ်ကုသုအကွဲအကွဲဝဲအံ့ဘဏ်ဆုပုကွဲဖိတခီနု  
ကဒိထံလံထိနုလီ။

ပုကွဲတယံဘဏ်နုလကအီစီးဝဲလံနုလိဝဲဒုအဝဲ  
သု(ပုထူလံဖိ) တံကုဘဏ်ကုသုအကွဲ။ ဟံဖျိ  
လိဆိဝဲဒုတံလိဘဏ်တံဆိလကလတ်ကမဂုထိန်  
တံမလိလကပုထူလံဖိကွဲဖိအကိတ်ဒီးကွဲးစးဒုဟံယုဝဲ  
ပုသးစံလကတံကုဘဏ်ကုသုပုနုလီ။ အဝဲသု  
အတံပညိအိဝဲဒုပု ၂၀၁၂ နံနုပုထူလံဖိကွဲဖိ  
တဖန်ကဂုဒိထံနုအလိ မုတမု ကဂုဒိထံနု  
ကွဲဖိအကနုလီ။ အဝဲသုရဲကွဲဝဲဒုတံဟုတ်လက  
လကကြးလိအသးဒီးပုထူလံဖိအလုလံတံဆဲးတံ  
လကဒီးကဆိထွဲမလကကွဲဖိလကအလိဘဏ်တံမလက  
လိဆိတဖန်နုလီ။ အိးစဩလံယဉ်ပဒိတဖန်နုမ  
လကအဝဲသုအတံတံကွဲဒီးဟုတ်စု ၆၅ ကကွဲအဝဲ



## Indigenous Aboriginal Education

There are many indigenous communities within the world, with their own languages, celebrations, traditions and culture; but one group are able to say they were the first group of indigenous people in the world – the Aborigines.

The Aborigines, consisting of many smaller groups called clans, have existed for over 40,000 years. They originated in Australia, with over 700 different languages, and lived at one with the land, until in 1788 when the British colonised Australia. At this time, their culture and way of life changed forever. The British took their land and water resources, forcing the Aborigines to move, causing them to lose their spiritual and cultural connection with their land. Their relationship with their land was the basis of their spiritual life and has shaped their culture. Australia was granted independence in 1901, but Aborigines were still marginalized.

Since the early 1800's, many mission schools were built to provide education to Aboriginal students, but they weren't open long as the Aborigines were wary of the foreigners. They saw them a threat and were afraid they would lose their traditional cultures and traditions. Traditional Aboriginal education was in the form of the elders and centred on 'The Dreaming'. 'The Dreaming' is the Aboriginal creation story, which differs for different regions. They believe in many gods who created the people and environment during the creation time. Each group believes in a number of different gods, whose images are found in a landscape featuring, rock, plant or animal. As there were no books, the Elders passed the knowledge of 'The Dreaming' and the ways of their people, through talking with the younger people, sharing songs, dance, art and storytelling. This is how the traditional beliefs have been transmitted from one generation to the next. Old aboriginal society was an illiterate society, the knowledge of the land; the means of survivals, kinship and religion were transmitted by the Elders, not written down. They learnt from observations and imitating their Elders actions. Their learning was unstructured and took place within a concrete context. Early learning and education was given by the family. As the child matured, it was taught religious knowledge and rituals and initiations through verbal instructions given in a more formal structured way by strangers. The focus of aboriginal education was to master context specific skills. Younger children were given few responsibilities and were taught practical skills e.g. how to gather food. Older children experienced a more formal education, including different art forms e.g. painting weapons, tools, rocks and bodies; how to engrave patterns and symbols and pictures in to rocks and wood; traditional songs, poetry, stories and dance. Through the arts, there was a connection to their laws and by learning them they were taking more responsibilities that were part of becoming an adult.

During 1910 to 1970, over 25% of indigenous children, who were born to mixed-race parents, were forcibly removed from their families and placed with Australian foster families. This was done under the belief that these children would have a better life learning and living as a Westerner. They were taught contempt for their cultural heritage and therefore a lot of their culture was lost during this period. To help keep some of their traditional cultural knowledge, the Australian Institute of Aboriginal and Torres Strait Islander studies (AIATSIS) was established in 1965 to promote Aboriginal studies and collect cultural knowledge from all over Australia. They provide training and access to a resource centre, encouraging more teachers to widen their understanding of Aboriginal traditions and language.

Aboriginal families are obliged to send their children to mainstream Australian schools, where their values, customs and codes of behaviour are mostly ignored. The Australian Primary Curriculum consists of 6 topics; English, Mathematics, Science and Technology, Creative Art, Human Society and its environment, and Personal development, health and Physical Education. Through Human Society and its environment, the children learn about Aboriginal culture and language, reading, writing, pronunciation, symbols and cultural characteristics. Since the end of the 1970's, many Aboriginal communities have been trying to take some control of their children's education, as they felt there was not enough focus on their traditional language and culture. They started to build special schools and advocate for the emergence of bicultural or 'Two-way' schooling.

'Two-way' learning is where the teacher respects the knowledge, learning processes and perspectives of another people and recognising that they are learning about another culture and knowledge system, at the same time as sharing their own knowledge. It is about working together to find the basis from which new knowledge can be developed in a way that is relevant to the learners concerned, and can be grasped by them. ([http://www.icvet.tafensw.edu.au/ezine/year\\_2006/feb\\_apr/thinkpiece\\_gientzotis.htm](http://www.icvet.tafensw.edu.au/ezine/year_2006/feb_apr/thinkpiece_gientzotis.htm)).

Many individuals are trying to raise awareness of the need for a 'two-way' education to ensure equality for Aboriginal children, as they feel Aboriginal studies need to be part of the curriculum not just an 'add-on'. One such person is Mandawuy Yunupingu, from Arnhem Land, Northern Territory, who was the first Aboriginal School Headmaster in Australia. He has introduced 'science of Aboriginal teaching' into his school, where Western knowledge and Aboriginal knowledge work together to ensure his students experience a wide, balanced and relevant curriculum. It includes a merging of 2 cultural styles and ideas. Many people feared they would lose their cultural dominance through this type of education system, but the students have flourished. Recently, New South Wales published

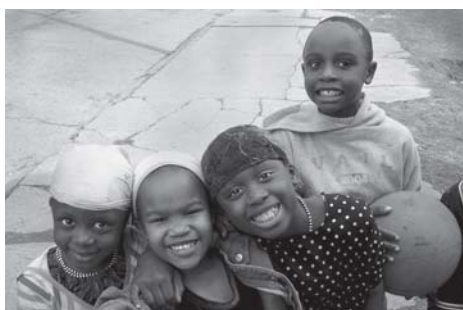




တနံင်အံလော့ Sydney ပူနုင်ကရူမိတဖင်နုင်ကုးက တီးကဒါကုပုထူလံဖိအကျိတ်တဖင်နုင်လိး. Dharug လာအကျိတ်လိးဘာကွံင်ဖဲဝဲ Sydney ပူနုင်တချူးဒီးလဲ အဲကလံးဟဲဒီးဘင်နုင်စးထီင်ကတါကွံင်ဖဲဒင်ဒီးလဲအံ နုင်တံသုင်ညါလဲကရူအဲဖဲနုင်သံကွံင်ဖဲ၁၉ယုဖိုင်နံင် နုင်လိး. ကျိတ်အိင်မုသုဒ်မုဒ်ထဲပုကွဲးနိင်ယာ်အိး နုင်လိး. ကျိတ်အတါမဲလိနုင်ဘင်တါထဲနုင်အိးအူကွိပု ခီးအဲ သုင် မဲလိဝဲ လဲတါသးအူင် အ ပူ လဲတါ မဲ လိလိးအိနုင်တါလဲကရူမုနုင်ဒီးလုလံထူသနုလဲပူတ ဖင်နုင်လိး. ပုထူလံဖိကရူမိတဖင်အိင်ဒီးအနိကစံအ ကျိတ်တါကတီး, တံဆဲးတံလဲဒီးလုလံထူသနုဒီးတံ ဆဲးမုတါအကါဒိင်လဲကဟ့င်ခိဝဲဒင်တံသုင်ညါအူပု တစိးဘင်တစိးလဲကဟဲခိဖျိအတါကူင်ဘင်ကူင်သုအ ကျိအကွံင်ဒင်ဝဲနုင်လိး. ပူကွံင်နံင်တဘျူးဆဲနုင်တံ သုင်ညါ ပုထူလံဖိလဲကရူအိစိစိထွဲလံယင်တံလိတ ဖင်ဒ်အတမုပုအကဲဘျူးဘင်ဖဲလဲအဲဝဲသုင်မဲလိတံ လဲကရူမုနုင်အ ကွိတဖင်ဒီးလံညိင်သိင်ဒိင်တဖင်နုင် တံတထဲနုင်ယုင်နုင်အိးဒီးအဲဝဲသုင်အကျိတ်ဒီးတံဆဲးတံ လဲဘင်. အဲဝဲသုင် ဒုးသုင်ညါတံဂုလဲအူဒိင်ဘင် ဃးပုထူလံဖိအတံသုင်ညါလဲကရူအဲလံညိင်သိင်ဒိင် အပူလဲကဟ့င်တံထဲသီးတုသီးနွဲးယာ်လဲပုကွိမိကိး ဂဲဒီးအဂီၢ်နုင်လိး.

စိပ်မခဲလံာ်ဖိသၣ်တဖၣ်တသ့ၣ်ညါတၢ်နီတမံၤဘၣ်ဆၣ်သ့ၣ်ညါဝဲဒၣ်တၢ်ဒုးတၢ်ယးန့ၣ်ယၣ်စုစံးဝဲဒၣ်န့ၣ်လီၤ. အဝဲဒၣ်မ့ၢ်ပှၤလၢအမၤဂ့ၤထီၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အတၢ်ရဲၣ်တၢ်ကျဲၤလၢပှၤအဲၣ်ဖြဲၤကၤဖိအဂီၢ်, လီၤကမၤကမၣ်ဒံးဝဲအဖၢမ့ၢ်လၢဟ့ၣ်သဆၣ်ထီၣ်ဝဲဒၣ်ကွီဖိလၢအသးဆူၣ်မၤလိတၢ်လၢတၢ်မၤလိပတီၢ်မ့ၢ်တထီၣ်ဘးဒၣ်လဲၣ်န့ၣ်လီၤ. အဝဲအတၢ်လဲၤဟးလၢကီၢ်အဝဲရကၤတယံၣ်ဒံးဘၣ်န့ၣ်အဝဲဆိကမိၣ်ဝဲဒၣ်ဘၣ်ယးဒီးကွဲးလုလီၤတၢ်ရၤလီၤတၢ်ကလုၢ်အတၢ်ရဲၣ်တၢ်ကျဲၤတၢ်မၤလၢကတုၤထီၣ်လၢဖိသၣ် ၂၅၀,၀၀၀ဂၤဒီးသရၣ်အါန့ၣ် ၇,၀၀၀ဂၤန့ၣ်လီၤ. တၢ်အဝဲအံၤမ့ၢ်တၢ်အရူဒိၣ်ဝဲဒၣ်လၢစိၣ်မခဲလံာ်အဂီၢ်မ့ၢ်လၢထံကီၢ်တအိၣ်ဒီးတၢ်ဂၢၢ်တၢ်ကျၢၤဘၣ်ဒီးဖိသၣ်တဖၣ်န့ၣ်တလဲထီၣ်ကွီဘၣ်ဘျီးဘၣ်ဒါဘၣ်န့ၣ်လီၤ. တၢ်ကူၣ်ဘၣ်ကူၣ်သ့မ့ၢ်တၢ်လၢအရူဒိၣ်ဝဲဒၣ်လၢထံကီၢ်တၢ်အိၣ်ဂၢၢ်အိၣ်ကျၢၤအဂီၢ်န့ၣ်လီၤ. ပတၢ်မ့ၢ်လၢကွီဖိန့ၣ်

ဖဲလၢစီၤမၤလဲၤယၢ်ကလံၤထံးလီၤခၢ်သးန့ၣ်ကတုၤထီၣ်  
အဂီၢ်ကိၣ်ဝဲဒၣ်လၢတၢ်ဒုးတၢ်ယၤဟဲက့ၤအိၣ်ထီၣ်ကဒါက့ၤ  
ဒီးလီၤပျံးဝဲဒၣ်န့ၣ်လီၤ. ပဆူၤဟ်ပပုၤမၤတၢ်ဖိလၢမၤကံၣ်  
စူၣ်မ့ၢ်လၢပုၤထီၣ်တၢ်တနီၤန့ၣ်ပညိၣ်ဝဲဒၣ်လၢပုၤမၤတၢ်ဖိ  
တဖၣ်မ့ၢ်လၢဖဲန့ၣ်တၢ်စီၢ်ဟ့ၣ်ပုၤကညိၣ်ဒီးတၢ်မၤသံပုၤအိၣ်  
ဝဲဒၣ်န့ၣ်လီၤ. ဖိသၣ်အိၣ်ဖဲအံၤတဖၣ်န့ၣ်တနၢ်ဖၢၢ်တၢ်ဘၣ်



ပမတၢ်ကဲထီၣ်လိၣ်ထီၣ်ဝဲဒၣ်ဂ့ၤဂ့ၤဘၣ်ဘၣ်လၢဖိသၣ်ဒီး  
 ကွီသရၣ်အဂီၢ်လၢစီၣ်မါလံယၣ်ဒီးဖဲလဲကွီတဖၣ်န့ၣ်လီၤ.  
 ပအိၣ်ဒီးတၢ်ဒီးတံးဒီးသကိးတၢ်ကရၢမၤသကိးတၢ်တဖၣ်  
 လၢအဒိသအဖီသၣ်ဒီးကွၢ်ထွဲဖီသၣ်တဖၣ်ဒီးပမၤလၢလၢ  
 ကမၤသကိးတၢ်ဒီးအိၤလၢကတူၢ်လိၣ်ကွၢ်လုလိၣ်တၢ်ရၢ  
 လိၣ်တၢ်ကလုၢ်အတၢ်ဝံးတၢ်မၤဒီးကွီသရၣ်တၢ်မၤလိလၢ  
 စီၣ်မါလံယၣ်ကလံးထံးခၢၣ်သးဖဲလၢတၢ်အိၣ်သးမ့ၢ်ဟဲ  
 ဂၢ်ထီၣ်အကတီၢ်န့ၣ်လီၤ. လဲဆူညါဒ်သိးပကတူၢ်ထီၣ်  
 ကဒီးအဖီသၣ် ၂၀.၀၀၀၀၀ လၢတအိၣ်လၢကွီဘၣ်တဖၣ်  
 ဒီးသိၣ်လိအဝဲသ့ၣ်လၢတၢ်အိၣ်မူတၢ်သ့တၢ်ဘၣ်လၢက  
 ယဲၣ်လိၣ်တၢ်သဘၣ်ဘၣ်ဒီးအိၣ်မူလၢတၢ်မ့ၢ်တၢ်ခၢၣ်အဖူ  
 န့ၣ်လီၤ.



တၢ်ကွဲးဝဲအံၤတၢ်တၢ်ဟံးန့ၢ်အိၤလၢ [www.edc.org/newsroom/articles/just\\_back\\_said\\_yasin](http://www.edc.org/newsroom/articles/just_back_said_yasin), dated October 2008)

Lalao Evangeline မျှော်လင့်သည့်သိင်္ခီအသရုပ်  
မုၣ်အပူနဲတံာ် Toamasina ကိုၣ်ရၢ်ကွီၤလၢ Madagascar  
န့ၣ်လီၤ. တနံၣ်ဆဲးန့ၣ်အဝဲဒီး အပူမၤသကိးတံာ်ကရူၢ်ဟံ  
ဖျိၣ်ထီၣ်အသးဒီး လဲၤမၤဝဲဒၣ်ကိုၣ်ရၢ်အဂ(၅)ဘၣ်လၢက  
ဇးအိၣ်ထီၣ်က့ၤကွီၤသရၣ်တံာ်မၤလီၤလၢအကိုၣ်ပူၤဒၣ်ဝဲန့ၣ်  
လီၤ. (၆)လၢပူၤကွၢ်ဒီးအဝဲသ့ၣ်ထံၣ်ဘၣ်ဝဲဒၣ်တံာ်ဂ့ၢ်အ  
ဆံးလၢအမၤန့ၣ်ဒၣ်ဒီး ဟံထံနီၤဖးဝဲတံာ်ဂ့ၢ်တံာ်ကျိၤလၢသ  
ရၣ်အဖီခိၣ်လၢအကိုၣ်ရၢ်ဒၣ်ဝဲတဖၣ်ဒီးလိၣ်ဘၣ်သ့ၣ်  
ညါဝဲလၢမ့ၢ်အိၣ်ဒီးတံာ်ဂ့ၢ်ထီၣ်ခိၣ်ထီၣ်တံာ်လၢတီၤပူၤန့ၣ်  
လီၤ. လၢထံလိၢ်ကိုၣ်ပူၤန့ၣ်တံာ်မၤလီၤလၢတံာ်မၤတၢ်အိၣ်မ့ၢ်  
ဆ့ၣ်မုၢ်ဂီၤတံာ်ဖီခိၣ်တံာ်သိၣ်လိန့ၣ်လီၤ Top- down ဒီးတံာ်  
ဘူးစဒီးတီးဒးလီၤတံာ်လီၤဆဲးတအိၣ်ဘၣ်. ဂံၢ်ခိၣ်ထံး  
တံာ်မၤအံၤမ့ၢ်တံာ်မၤလၢတံာ်ဇးအိၣ်ထီၣ်ဆိတလဲအခိၣ်ထံး  
န့ၣ်လီၤ. တံာ်စးထီၣ်တံာ်လၢကွီၤသရၣ်အိၣ်ဒီးမၤလီၤန့ၣ်ပ  
ကတရံးကဒါက့ၤလၢကွီၤသရၣ်တံာ်ကူၣ်ဘၣ်ကူၣ်သ့အ  
ကျိၤဆူမဲၣ်ညါန့ၣ် EDC's Norma Evan စံးဝဲဒၣ် “ ပှၤတမၤ  
နီတဂၤဒံးလၢထံကိုၣ်အဝဲအံၤဘၣ်န့ၣ်လီၤ.” တံာ်မၤမူဒါ  
ခိၣ်စးထီၣ်ဟံဖျိၣ်တံာ်ဂ့ၢ်တံာ်ကျိၤလၢသရၣ်တဖၣ်လၢအ  
အိၣ်ဒီးမၤလီၤဝဲန့ၣ်လီၤ. ပှၤမၤတံာ်ဖီသိၣ်လိဝဲဒၣ်သရၣ်လၢ  
ကသုဝဲဒၣ်စီးဖိဝဲ Software လၢကမၤနီၣ်မၤမၤတံာ်ဒီးဟံ  
ထံနီၤဖးတံာ်ဂ့ၢ်တံာ်ကျိၤအဂီၢ်န့ၣ်လီၤ. ဒ်အဝဲသ့ၣ်အတံာ်





လီယုသုညါတၢ်အဆိအသိးန့ၣ်သရၣ်တဖၣ်မၤဂ့ၤထီၣ်ဒဲးတၢ်ဒိၣ်ထီၣ်လၢထီၣ်တၢ်ရဲၣ်တၢ်ကျဲၤလၢတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ၣ်ကျဲၤအပဒိၣ်လၢကမၤဖျါထီၣ်တၢ်မၤအမိၤလံၤမိၤပျံၤန့ၣ်လီၤ. EDCလုၤတိၢ်ထွဲဒဲးတၢ်မၤဖျါထီၣ်တၢ်မၤအမိၤလံၤမိၤပျံၤလၢတၢ်ရဲၣ်ကျဲၤသီအီၤတဖၣ်ဒီးကဟံၣ်တၢ်ဂ့ၢ်တၢ်ကျဲၤလၢအသဲသ့ၣ်မၤတၢ်ကဲထီၣ်လိၣ်ထီၣ်ထဲလဲၣ်န့ၣ်လီၤ. အဲၣ်အဲၣ်ဒီးမၤလဲၣ်ထီၣ်ဒဲးတၢ်ဟ့ၣ်တၢ်ဂ့ၢ်ကျဲၤတဖၣ်လၢကီၢ်ရၢၣ်အဂၤစ့ၢ်ကိးန့ၣ်လီၤ. သးခုလၢအတၢ်လၢခီဖျိအပူၤန့ၣ်လီၤ. “ဒဲးယမ့ၢ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့ၣ်ဒိၣ်တၢ်မၤအသိးယသးဘၣ်တံၢ်တၢ်လၢယကတဲတၢ်လၢယအဲၣ်ဒီးမၤလီၤအီၤန့ၣ်လီၤ.” န့ၣ်အဲၣ်ဒဲးဒဲးန့ၣ်လီၤ. ယဘၣ်ဟံးမုၢ်ဟံးဒါလၢခံကတၢ်န့ၣ်ယဘၣ်မၤစၢၤသရၣ်. သရၣ်ကူၣ်ဒိၣ်ဒီးလီၤကိၤပျံၤဟ့ၣ်ကူၣ်ဟ့ၣ်ဖးတၢ်လၢအကစၢ်ဒဲးအတၢ်မၤလီၤန့ၣ်တၢ်န့ၣ်လီၤ. ယအိၣ်ဒီးတၢ်ခွဲးတၢ်ယၢ်ဝဲအံၤဖးယၢ်ဝဲန့ၣ်လီၤ.”

#### ဒီဂရီဒီဂရီန့ၣ်သကိး

လၢMadagascar န့ၣ်မိၤဟံးတဖၣ်ထံၣ်လိၣ်သးလၢကရူၢ်အံးဖိတဖၣ်လၢကမၤလိၣ်ဒဲးတၢ်လၢအသဲသ့ၣ်အိၣ်ထွဲမၤစၢၤဒဲးအကူၢ်တဖၣ်ဒီးမၤဂ့ၤထီၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့ၣ်လၢအဖိအလံၤအဂီၢ်န့ၣ်လီၤ. ၃၀၀၀၀တၢ်ဟံးဖျိမၤသကိးတၢ်ဒီးဒီးအိၣ်ထီၣ်မိၤဟံးအတၢ်ကန့ၣ်တၢ်လၢကရူၢ်ဒီးယု



ထာဝကရူၢ်တၢ်လၢကတိၣ်ခိၣ်ရိၣ်မဲတၢ်န့ၣ်လီၤ. ကရူၢ်တဖၣ်ဖုၣ်န့ၣ်ဒီးန့ၣ်ဘၣ်ကလိၣ်ဒဲးကလံၤအတဖျါလၢကကန့ၣ်ဒဲးတၢ်ရဲၣ်တၢ်ကျဲၤတၢ်ရဲၣ်ကျဲၤအသိးလၢမိၤဟံးသရၣ်အရူၢ်. မၤဂ့ၤထီၣ်တၢ်ဟ့ၣ်ကျဲၤတၢ်ဖျါဖျိဖျိအကျိၤအကျဲတဖၣ်ဒီးသမံသမိးကွၢ်ကိၤဖိအတၢ်ဖဲတၢ်မၤန့ၣ်လီၤ. ဝဲလၢတၢ်ရၢလီၤဝဲလၢအလီၢ်ခံန့ၣ်ပျံၤလၢအဟဲတဖၣ်တဲသကိးတၢ်ထံၣ်အသိးလၢအလိၣ်ဒီးအသဲသ့ၣ်အပူၤတၢ်ဒီးကွၢ်ထံက့ၢ်တၢ်လၢအသဲသ့ၣ်မၤသ့မုၢ်လၢဖိသ့ၣ်တၢ်မၤလိၣ်ဒိၣ်ထီၣ်ထီၣ်အဂီၢ်န့ၣ်လီၤ. တၢ်ဂ့ၢ်အကီၢ်ဒိၣ်တဖၣ်န့ၣ်ကရူၢ်တဖၣ်အာၣ်လီၤန့ၣ်လီၤ. ပူၤတၢ်တၢ်တဖၣ်အတၢ်ဟံးဖျါန့ၣ်ကိၤတၢ်အိၣ်သးဂ့ၢ်ဒိၣ်ထီၣ်ဒီးတၢ်တဘၣ်ဘျီးဘၣ်ဒါတဖၣ်စုၤလီၤဒဲးန့ၣ်လီၤ. မိၤဟံးသရၣ်တၢ်အိၣ်ဖျိအသိးတဖၣ်န့ၣ်ဒီးအိၣ်ထီၣ်ဒဲးတၢ်လၢအပူၤကွၢ်တအိၣ်ဒီးတဖၣ်ဒီးလၢတၢ်အိၣ်ဖျိအတၢ်ဟံးဖျါန့ၣ်ဒီးအိၣ်ဖျါထီၣ်က့ၢ်တၢ်အိၣ်ဖျိတဖၣ်. တၢ်မၤဂ့ၤထီၣ်တၢ်ထီၣ်ကိၤဒီးမၤသိထီၣ်က့ၢ်တၢ်ဖဲတၢ်မၤတက့ၢ်န့ၣ်လီၤ. တၢ်မၤခိၣ်ထံးအတၢ်ကဲထီၣ်လိၣ်ထီၣ်န့ၣ်ဟံးယုၢ်ဒီးတၢ်ပူၤလၢသ့ၣ်ဘၣ်သ့. ခးဆုၣ်နီၤ, ဝဲတြီ, တၢ်ဘျီက့ၢ်တၢ်အး, တုၤထီၣ်သရၣ်အဟံၣ်ဒီးမၤပျိကွၢ်ကိၤအလီၢ်န့ၣ်လီၤ. တၢ်ကွဲးအံၤဘၣ်တၢ်ဟံးန့ၣ်အီၤလၢ [www.edc.org/newsroom/articles/teacher\\_training\\_grassroots](http://www.edc.org/newsroom/articles/teacher_training_grassroots))

their Aboriginal Education and Training strategy, highlighting the need for a shift to improve learning outcomes for Aboriginal students and try to include more Aboriginal youth in education. They aim, by 2012, that Aboriginal students outcomes will be the same as or better than the outcomes of other students. They are planning to include more activities relevant to aboriginal culture and traditions and provide support to those students who need additional assistance. The Australian government is supporting their project and has allocated \$65 million, over 4 years, to ensure their aims are met. This year, in Sydney, New South Wales, a small group of people are reviving one of the main Aboriginal languages. Dharug, which was the dominating language in Sydney before the British came, became extinct after the last known speaker died in the late 19<sup>th</sup> Century. The language has only survived through written records. As the language lessons have been integrated into their school life, children are thriving and full of enthusiasm for additional learning, both western and traditional.

Indigenous groups have their own language, culture and traditions and it is important to pass the knowledge through generations yet to come through their education system. Over the past few decades, areas in Australia are recognising that Aboriginal students are at a disadvantage when attending western schools, as the curriculum doesn't include their traditional language and culture. As a result, they have acknowledged the importance of including indigenous knowledge into the school curriculum to give every student in Australia an equal chance of education.

#### Interactive Radio Program in Solamia

Most Somali children have known nothing but war. Said Yasin, who develops educational programs in this African nation, is continually amazed and inspired by students' unquenchable desire to learn – even under dire circumstances. On a recent visit to the United States, Yasin reflected on the radio-based instruction program that reaches 250,000 children and more than 7,000 teachers.

“This is a very important program for Somalis because the country is unstable and children don't regularly go to school. Education is critical to the stability of this country. Our goal is to teach children about peace and conflict resolution and how to aim for better things. American aid toward this effort will have a huge impact on future generations ability to promote peace in the world!”

Radio learning has been a very effective, low-cost approach to solving a difficult problem. We provide wind-up radios that don't need batteries and don't break easily, and once produced, the programs can be broadcast for a long time. With little creativity, we can reach populations that have been displaced by the violence.

South-Central Somalia has been difficult to reach because of the renewed attacks and danger. We evacuated our colleagues from Mogadishu because some of the reels are targeting humanitarian workers, and there have been kidnappings and killings. Children from here have known nothing but war and are constantly on the move.

In Somaliland and Puntland, which are more peaceful, schools have few resources and untrained teachers so the problem of educating children in a difficult situation are pervasive. Our project is trying to transform the classroom into a place where children can learn and teachers know how to manage the classroom.

We've been very successful reaching children and training teachers in government schools in Somaliland and Puntland. We've partnered with organizations, including Save the Children and CARE, and we hope to work with them to offer radio instruction and teacher training in South-Central Somalia id it becomes stable. Going forward, we want to reach another 20,000 children who are not in school and teach them life skills about how to resolve conflict and live peacefully. When you go into a classroom and see children listening to the programs, they literally transform. This is the best thing that happens to them in their daily lives. Their faces light up and they want more. They are eager to learn and eager for peace.”

The Somali Interactive Radio Instruction Program (SIRIP) is funded by the U.S. Agency for International Development.

(This article was taken from [http://www.edc.org/newsroom/articles/just\\_back\\_said\\_yasin](http://www.edc.org/newsroom/articles/just_back_said_yasin), dated October 2008)

#### Teacher Training at the Grassroots

Lalao Evangeline is a curriculum coordinator for the Toamasina II school district in Madagascar. This year she and a group of colleagues joined coordinators from 5 other districts in an effort to remake teacher training in their country. Over 6 months, they met in small clusters to gather and analyse data on what teachers in their districts need to know in order to become more effective in the classroom. In a country where teacher training has traditionally been top-down and somewhat disconnected from classroom realities, this grassroots initiative is transformative.

“By starting with what the teachers want to learn, we have turned the system of teacher education on it's head,” says EDC's Norma Evans. “No one in this country has done it before.”

The coordinators began by collecting information on what their teacher colleagues most needed to learn. Project staff trained the teachers to use software to record and analyse the data. With the

*Continued on page 19*





က ညီ တာ ကျုပ် ဘုန်း ကျုပ် သုလ၊ ဆူ မှ် ညါ အ ကိ နှ် လီၤ။ လၢပက နၢ်ဟံအိၣ်တၢ်ဂ့ၢ်လၢအစူဒိၣ်တဖၣ် အကိၣ်နှံပဃူပပွါကတိၤတၢ်ဒီးပှၤဟဲထီၣ်တၢ်အိၣ်ဖျိၣ်တဖၣ် လၢတၢ် ဟ့ၣ် နီၤတၢ် ထံၣ် လၢတၢ် အိၣ်ဖျိၣ် တဘျီ အံၤ နှ် လီၤ။

တစ်နှစ်လေးတစ်နှစ်လေး

ပျာဟဲထီၣ်တၢ်အိၣ်ဖျိၣ်တၢ်အံၤန့ၣ်သ့ၣ်ဖျိၣ်သးဝးဒိၣ်မးဘၣ်ယးတၢ်စၢ်ဖျိၣ်တၢ်အိၣ်ဖျိၣ်ဒိၣ်အံၤန့ၣ်အိၣ်ဒီးအတၢ်မုၢ်လၢန့ၣ်လီၤ. ပျာလၢ်န့ၣ်က့ၢ်ဖျိၣ်အိၣ်မုၢ်စုၣ်ဝဲဒၣ်“ယတၢ်လဲၤဖျိၣ်အံၤလၢညါတၢ်အိၣ်နီတၢ်အိၣ်ဘၣ်ဒီးယတၢ်နဟူဘၣ်စ့ၢ်ကိးတၢ်ဒိၣ်အံၤနီတၢ်အိၣ်ဘၣ်ဒီးပဟဲလၢပကဒိကနဒိၣ်န့ၣ်အတၢ်ဟ့ၣ်ဂံၢ်ဟ့ၣ်ဘါန့ၣ်လီၤ”.

ပျလျှံနံဗိဇာကတက နီကျာဂုဏ်းဝဒ်“ ယအံဗိဒီးဟဲ  
န့ဗ်မ့ယအံဗိဒီးထံဉ်ဘဉ်ပျအသိဒီးယသကိးလီလံတ  
ဖဉ်လယတထံဉ်ဘဉ်တုအိဖးယံဉ်တဖဉ်န့ဗ်လီ.

အသဲသွင်အိပ်ဝဲဒင်လကီၢ်သုလုၤအဖူန့ၣ်လီၤ. တၢ်ကူၣ်ဘၣ်ကူၣ်သုပုၤဘၣ်မူဘၣ်ဒါတဖၣ်သးစၢ်ဆၢစ့ၢ်ကိးဝဲတၢ်အိၣ်ဖျိၣ်အဝဲအံၤ, စီၤခဲန့ၣ်လၢန့ၣ်ယၢ်ကီၢ်ရၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သုခိၣ်ဝံးဝဲဒင် “ယသးအိၣ်စ့ၢ်ကိးမ့ၢ်လၢကိးနံၣ်ဒဲးန့ၣ်ကညီကွီသရၣ်ဒီးခွၢ်ထံၣ်ထံၣ်စံၣ်သိၣ်လိဝဲသရၣ်တဖၣ်လၢကမၤတၢ်လၢကီၢ်သုလုၤအဖူဒီးဆၢကတီၢ်ခဲအံၤန့ၣ်ပလိၣ်ဘၣ်သရၣ်အါမးလၢပလီၢ်ကဝီၤပူၤအယိပဘၣ်မၤသကိးအါထီၣ်တၢ်ဒီးကညီကွီသရၣ်ကရၢ်လၢဆုၣ်ဃ်န့ၣ်လီၤ.

တၢ်ထံၣ်လိာ်သးဒီးပုၤကိၣ်ဖိအေၤဒီးကိၣ်သရၣ်အေၤ

နံယုတ်မာလိဒီးတံသိင်္ဂလိတဖၣ်အကံၣ်ခိၣ်သ့ၣ်အရူဒိၣ်  
လတံၣ်စာဖိၣ်တဘျီအံၣ်န့ၣ်မ့ၣ်တံၣ်ခွဲးတံၣ်ယာ်လတံၣ်သကိး  
ဖိလအပူၤကွံာ်ဒီးတံၣ်သကိးတဖၣ်ထံၣ်လိာ်သးဒီးတၢ်  
ပိၣ်သကိးအဝဲသ့ၣ်တၢ်အိၣ်တၢ်ဆိးဒီးတၢ်သိၣ်လိအကျါ  
အကျဲတဖၣ်လကီၢ်သုလုၤပူၤန့ၣ်လီၤ.

နီကော့စ(ပုလွံနံကိမိ)စံးဝဲ“လာပတံသိင်လိအပူန့ၣ်  
ပပူကိမိအိၣ်အါမးလာပဘၣ်ပအာၣ်ကွဲအိၣ်မီးလာတံ

တၢ်စးဖျိတၢ်အိၣ်ဖျိတၢ်ဘၣ်အိၣ်အံၤတၢ်ယၢ်အဂၢၢ်တၢ်ခါလၢထံၣ်လိာ်ဘၣ်သးဒီးပုၤအသိၣ်န့ၣ်လီၤ. က့ၣ်ဖိလီၤလံၤတဖၣ်အဝဲသ့ၣ်ဟ့ၣ်ခိဝဲတၢ်ဟ့ၣ်ကူၣ်ဒီးတၢ်လံၤခိဖျိလၢက့ၣ်ဖိလၢအဖျိထီၣ်သီတဖၣ်န့ၣ်လီၤ.

ယရဲ့ဒုးအဝဲသ့ၣ်ဒီးအဝဲသ့ၣ်မ့ၢ်မထွဲဝဲဒီးဂုၢ်ကျဲးစးတၢ်  
ဒီးကိဖိအသိးန့ၣ်အဝဲသ့ၣ်ကလဲၤဒိဖျိဝဲတၢ်ကိတၢ်ခဲတဖၣ်  
ဒီးကန့ၢ်တၢ်စ့ၢ်ကိးတၢ်ဒိၣ်လၢၣ်လံာ်အုၣ်သးဒီးကကတၢ်  
အသးဂ့ၤဒိၣ်ထီၣ်လၢကကဲသရၣ်လၢကမတၢ်ဒီးကကွၢ်  
ဆၣ်မဲာ်တၢ်သိၣ်လိအတၢ်ကိတၢ်ခဲလၢကိၢ်သုလုၤပူၤန့ၣ်  
လိၤ။”

လာကျတမံ့ယိပျးန့ဉ်ပျးကိုဖိတတနံဉ်ဒီးခံနံဉ်တနံဉ်န့ဉ်  
န့ဉ်ဘဉ်စ့ကိးတၢ်ဘျးတၢ်ဖျိဉ်လၢတၢ်ကတိယုဉ်တၢ်ဒီးပျး  
လၢအတၢ်လဲၤခီဖျိအိဉ်တၢ်တဖဉ်န့ဉ်လီၤ.

စီးဆင်မှုလွယ်အမှ်ပျံ့နှံ့နိုင်ဖို့နှင့်စီးဝဲ “တဘျီတဒိပ်ပဝဲကွီ  
ဖိသီတဖှ် နှုပ်ပမဲာ်ဆျးတဆံးတက့ာ်လကတီးတော်ဒီး  
ကွီဖိလၢလီၢ်လံာ်တဖှ်ဘျာ်ဆပ်ယကတီးတော်ဒီးပျံ့ကွီဖိ







လီၤလံၤတၢ်ဂၤလၢအဝဲၤမၤတၢ်လၢပျီၤပျၢၤတၢ်သရၢ်မုၢ်ဒီး  
အဝဲၤဟ့ၣ်နီၤဝဲၣ်အဝဲၤအတၢ်ဒိၣ်ထီၣ်လၢထီၣ်သ့ဝဲၤဒီးပျီၤအ  
တၢ်ဒီးအသးဒီးတၢ်အိၣ်သးလၢတၢ်မၤတၢ်လၢကွၢ်အလီၤဆိ  
လိၣ်သး, လီၤကဝိၤလီၤဆိတဖၣ်ဒီးတၢ်အိၣ်သးလီၤဆိတ  
ဖၣ်န့ၣ်လီၤ.

အဝဲမ၊စာယ၊လ၊ယကန်၊ဟ်တ၊အရူဒိဉ်ဝဲဒဉ်လ၊တ၊ဒိ  
သးလ၊သရဉ်အဂီ၊နဉ်လီ၊”

မဟာဗျူဟာဗိမာနသားတရားစိုက်တရားစိုက်စိုက်

မ္မာတိယထူးဖွင့်တင်ဖို့ဝဲဒင်ကွဲဖိဒီးကွဲသရဉ်ခွဲထိုင်ထိုင်  
စံာ်အတၢ်စၢဖျိုင်တၢ်အိင်ဖျိုင်မ္မာတၢ်လၢအိင်ဒီးပုၤထီၣ်တၢ်  
အိင်ဖျိုင်အါဂၤဒီးတၢ်အလုၢ်အလၢ်လၢအမၤဒးအိင်ဝဲဒင်  
န့ၣ်လီၤ.

စီးဆည်ကူ(ပုခံနံင်ကွဲဖိ) စံးဝ်“လၢအပူကွဲင်န့ၣ်ယထီၣ်  
ဘၣ်တၢ်မၤလိမ့တမ့ၢ်တၢ်အိၣ်ဖျိၣ် အကၢအိၣ်ဝဲလၢကီၢ်သူ  
လုပူလၢပုဂံၢ်ဝိတၢ်ဆိတလးဒီးတၢ်ဟ့ၣ်ဂံၢ်ဟ့ၣ်ဘၢလၢ  
တၢ်ကွၢ်ဘၣ်ကွၢ်သူခိဖျိပုၤဘၣ်မ့ဘၣ်ဒါတဖၣ်န့ၣ်လီၤ.

တၢ်အံၤမ့ၢ်တၢ်ဂ့ၤဒီးမ့ၢ်တၢ်လၢယဆၢမ့ၢ်လၢလၢန့ၣ်ထံၣ်  
ထံၣ်စံၣ်တၢ်စၢဖျိၣ်တၢ်ဆိၣ်ဖျိၣ်ဒီးတၢ်ထံၣ်လီၤဘျီဝဲအံၤန့ၣ်  
ဂ့ၤဝဲဒၣ်ခိဖျိပမၤတ့ၢ်တၢ်မၤလိပုၣ်အါမး, တၢ်ဖဲးတၢ်မၤ  
ဒီးဟံၤဖျါထီၣ်က့ၢ်တၢ်မၤတဖၣ်န့ၣ်လီၤ.

တၢ်ဝဲအံၤမ့ၢ်တၢ်လီၤဆိပ်ဒၣ်ခီၣ်ဖျါလၢပနီၢ်ကစၢ်ဒၣ်ပဝဲပ  
ဘၣ်တဲတၢ်ဒီးဟ့ၣ်နီၤလိာ်သးတၢ်မၤလိာ်သးတၢ်ဂ့ၢ်တၢ်  
ကျါဘၣ်ဃးတၢ်ကျၢ်ဘၣ်ကျၢ်သ့တၢ်သိၣ်လိလၢအဘျး  
ဆိပ်ဒၣ်မးန့ၣ်လီၤ.”

ဒီစီးထူဝံးဝဲအသီး “တၢ်လီၤထုးန့ၢ်သးအဒိၣ်ကတၢၢ်န့ၣ်  
မ့ၢ်ဝဲတၢ်ဟ့ၣ်ဒီဟ့ၣ်နီၤတၢ်သ့ၣ်ညါအကလုာ်ကလုာ်ဒီး  
တၢ်လဲၤဒီဖျါအဂၤတဖၣ်န့ၣ်လီၤ. ပအိၣ်ဒီးတၢ်သံက့ၢ်  
သာဖျၢၣ်

၁. ပကရုံကျွဲတဖန်လဲ
၂. ပကမာရုံထိုင်ကွဲလဲ
၃. ပကမာရုံထိုင်လဲထိုင်ပကရုံဆုမံညါလဲအဂုံနီလီ.



## The First KTTC Reunion

On May 17<sup>th</sup> – 19<sup>th</sup>, 2009, KTTC held it's first ever reunion. This event brought people involved in Karen education from all over Kawthoolei with more than 115 participants attending. The reunion was an opportunity for past and current KTTC students, teacher educators and education leaders to get together and discuss Karen education and their experiences of teaching and learning in KTTC and in schools in Kawthoolei. This was a very special occasion for many reasons, including the KTTC graduation ceremony. The ceremony marked the graduation of students completing the 2 year program of study at KTTC, but was also a certification ceremony for the first KTTC graduating class (now 5<sup>th</sup> year KTTC students). The 5<sup>th</sup> year students are the first group of KTTC students (since KTTC was restarted in 2005) to complete their studies and 2 year practical teaching placement. During the ceremony they proudly received their KED teaching certificates, officially marking them as fully fledged Karen teachers.

As well as eating and socialising together, during the reunion, participants engaged in workshops and performances to help them share their experiences of teaching and learning and plan for Karen education in the future.

To better understand the significance of this event, Phru Pwgo spoke with participants who shared their perspectives of the reunion.

## Anticipation

Participants were very excited about the reunion and had been looking forward to it. A 4<sup>th</sup> year student, Naw Eh Mu Say explained "I've never had this experience before or heard anything like this and we wanted to come and listen and get encouragement from our leaders." As another 4<sup>th</sup> year student, Naw Gler Say told us, "I also wanted



to come and meet together with new people and to see our old friends who we haven't seen in a long time. They have been all over Kawthoolei."

Education leaders were also interested in attending the reunion as Saw Kennedy, Dooplaya Educaiton Coordinator, explained "I was interested because every year KTWG and KTTC train teachers to work in Kawthoolei and right now we need a lot of teachers in our area, and so we want to cooperate with KTWG for the future."

### Meeting with other students and teachers

Along with the more formal workshops and presentations, an important element of the reunion was the chance for former classmates and friends to meet together and discuss their lives and what it was like teaching in Kawthoolei. Naw Gler Say (4<sup>th</sup> year student), said "In our teaching we have so many students to manage and when we meet together, we talk about how we have managed in the classroom and ask our friends about their experiences." Naw Esther, a 5<sup>th</sup> year student and MTT explained "I hadn't seen my friends and classmates for 2 years and when I saw them I asked them about the funny things that have happened to them, but also how they managed to survive and face the difficulties teaching in Kawthoolei." The reunion was also a good opportunity to meet new people. Senior students were able to share advice and experience with their more junior peers. As Naw Esther (5<sup>th</sup> year student), related, "I met new students, some of them are stressed about working in Kawthoolei and some are not so happy because the life in KTTC can be difficult, but I encouraged them not to give up because if they keep going they will be teachers, a difficult job, but an important one. I explained that if they follow my example and persevere as students and teachers despite all the problems they will face, then they too will get their diplomas and become











better prepared as teachers to deal with the challenges of teaching in Kawthoolei." In the same way, 1<sup>st</sup> and 2<sup>nd</sup> year students benefited from speaking with more experienced colleagues. Saw Sagoo, a 2<sup>nd</sup> year student told us "Sometimes as younger students we were a little shy to speak with the older students, but I spoke with one year 5 student who is now an MTT and she shared how she has been able to develop her flexibility in working in different schools, different areas and different situations. She helped me understand the importance of flexibility for teachers."

#### Highlights of the reunion

Although there have been other events bringing together Karen students and teachers, the KTTC reunion was unusual in terms of the large number of participants it brought together and the style in which it was run.

As Saw Sagoo (2<sup>nd</sup> year student) explained "Before, I had participated in another event which brought teachers and students together in Kawthoolei to participate in social exchanges and get encouragement from education leaders. This was fine and it was what I expected from the KTTC reunion, but I found the reunion was even better because we did so many workshops, performances and presentations. It was special because we had opportunities to speak ourselves and share practical information about education and teaching which was very useful."

As Saw Sagoo elaborated "The most interesting thing was the sharing of general knowledge and experience from the others. We had 3 questions to answer: 1) How should we organise the schools 2) How to improve the schools and 3) How to develop the schools in the future.

These questions... how to set up the schools and how to manage and follow up for the future are very important and the discussions gave me good ideas which will help me for the future." Concerts and performances were not only fun for participants,

but also provided a different type of learning experience.

Discussing this, Naw Esther (5<sup>th</sup> year student) said "The first night's concert and performance was very interesting because people presented in so many different styles, with stories and skits and music and used these as a way of showing about the challenges they face. I learned from these."

The sharing of experience and insight was clearly important to participants.

As Naw Esther said "I'm a 5<sup>th</sup> year student which means I've been working in Kawthoolei as a teacher for 2 years. I learned so many things at KTTC, but also many things through my work as a teacher. The reunion gave me a way to bring these different things... being a student and teacher, together and share them with others to help develop education in Kawthoolei."

The reunion worked to inspire participants through meetings, activities and presentations, but also through the presence of so many current and future Karen educators together in one place.

Saw Sagoo (2<sup>nd</sup> year student) explained "When I was a 1<sup>st</sup> year student, there were not many other students in our group and I didn't feel so happy. I thought, why aren't there more young people interested in teaching in Kawthoolei? Sometimes, I've felt like giving up, but at the reunion I saw so many students from years 1-5 and I got a strong positive feeling from this. In Kawthoolei we have few teachers because there is not so much food and not so much school material and we face many problems and at the reunion when I saw so many people who are student teachers and teachers together I got a very good feeling about teaching in Kawthoolei and I don't want to give up."

The reunion was also a positive experience for the education leaders who were able to attend. Saw Kennedy (Doooplaya Education Coordinator) discussed his impressions of the reunion "All of the students explained their experiences, reviewed their work from the past and made future plans.

They searched for the problems that they found in the field and planned for how to overcome these and promote their work. This will help us solve the problems in our area. This is very useful for our future work and when we have the chance it is helpful to have reunions like this. In our area we have a lot of teachers, but without much training and so it is important for our teachers to see the positive examples of the KTTC students. Now in Doooplaya, where I work, most teachers know about KTTC through meeting students who studied at KTTC and they know KTTC students are much better qualified than SPDC teachers.

As leaders, we can support KTTC in the future by monitoring education and motivating our students to study and attend KTTC." The KTTC reunion was an exciting, inspiring and practically useful event. Although it was over all too quickly, it was the first of what will hopefully be many future reunions for KTTC.

Naw Ler Htoo, KTWG Chairperson, said, "I am very happy to see so many students and educational leaders here at the first KTTC reunion. It has brought us all together, giving us the opportunity to share our experiences and ideas about education. We have built up networks teachers who are able to support and encourage each other, and reflect on their work. Hopefully, in a few years, we plan to organise a second reunion which will bring together more KTTC teachers and educational leaders."

With many thanks to the participants who shared their experiences of the reunion with Phru Pwgo. Naw Eh Mu Say (4<sup>th</sup> year student, teaching in Ee Htu Hta Highschool)

Naw Esther (5<sup>th</sup> year students, MTT working in Doooplaya district)

Naw Kler Say (4<sup>th</sup> year student, teaching in Ee Htu Hta Highschool) Saw Kennedy (Education Coordinator, Doooplaya district)

Saw Hsa Gu (2<sup>nd</sup> year KTTC student)

Naw Ler Htoo (KTWG Chairperson)











နုနုအကါဒိန်ကတော်လပကြားသုဉ်ညါစအုဉ်လမုမဆါ  
တနံအံးဒီးခါလအပူကွဉ်ဒီးခါလအကဟဲနုနုလီၤ.

### ဟီဉ်ခိဉ်ကိဉ်သွးအိဉ် (Global Warming)

လပုစအုဉ်ဖိအတံထံဉ်နုနုအိဉ်ဒုဉ်ထဲဟီဉ်ခိဉ်အံးကိဉ်  
သွးထီဉ်လီၤ.ဟီဉ်ခိဉ်အံးချီဉ်လီၤနုနုတံဉ်ဖျါစုာ်ကိဉ်အစုာ်  
အါအါဘဉ်. ဝဲလပုသးပုာ်စံးဝဲထီဉ်အံး(ကိဉ်နုနုမုာ်ဒီး  
ဗုဉ်နုနုထံးလံးကိဉ်ဒီးနုနုကလံး)အခိဉ်ပညိဉ်မုာ်တံဉ်မုာ်ကိဉ်  
နုနုမုာ်အဆါကတိဉ်မုာ်တုၤယီၤလံးနုနုတံဉ်ခုဉ်နုနုထံးကဟဲဝဲ  
လီၤ.

တံဉ်ခုဉ်နုနုထံးအံးမုာ်ဟဲတုၤယီၤတဘျီယီၤနုနုကဟဲဒီးတံဉ်  
စူထံးကလံးသိဉ်ဂီၤတဖဉ်နုနုလီၤ.

အဝဲနုနုအဆါကတိဉ်သုဉ်ကလီၤလီၤကဖျါစုာ်ကိဉ်နုနုလီၤ.

တံဉ်သုဉ်ညါဝဲအံးလီၤလိာ်အသးဒီးပုၤစအုဉ်ဖိစံးဝဲလပု  
လီၤဖျါတံဉ်နုနုဟဲကထီဉ်အသးလပုတံဉ်ချီဉ်ကတံဉ်ဒီးတံဉ်  
ကိဉ်ကတံဉ်ဒီးလိာ်အသးနုနုလီၤ. မုမုာ်ဒီးနုနုဒီးတံဉ်လပု  
ယုသုဉ်ညါအီၤလပုစအုဉ်အတံသုဉ်ညါတဖဉ်အံးတံဉ်  
သုဉ်ညါတံဉ်အီၤလပုလုလံးထါလပုခံးစူၤလံးလံးနုနု  
လီၤ.

ဟီဉ်ခိဉ်ကိဉ်သွးထီဉ်ဝဲအံးပုၤစအုဉ်ဖိတဖဉ်ထံဉ်ဝဲလပုက  
လံးကဖျါတံဉ်သဝဲသဝဲစံးမိကဟဉ်အသဝဲအီၤထီဉ်ဝဲဒီး  
မုမုာ်သွးထီဉ်ဝဲဟီဉ်ခိဉ်နုနုလီၤ. ပုၤထူလံးမိတဖဉ်စုာ်  
ကိဉ်တုၤလိာ်ဝဲဒုဉ်နုနုလီၤ.ဘဉ်ဆဉ်တံဉ်လပုအတံအီၤထီဉ်ဝဲ  
တစံးအံးဟီဉ်ခိဉ်အံးလပုညါနုနုအိဉ်ဒုဉ်ထဲဝဲဒီးလံးလံး  
အကိဉ်ဝဲလုဉ်ဝဲဒီးဝဲဒီးနုနုလီၤ.ဘဉ်ဆဉ်လုဉ်ဝဲဒီးဝဲဒီး  
ဝဲဒီးနုနုမုာ်ဝဲလံးဒီးဝဲတဖဉ်နုနုလီၤ.

မုာ်လပုဟီဉ်ခိဉ်အံးအိဉ်ဒုဉ်အံးအယီၤဟီဉ်ခိဉ်နုနုကိဉ်သွး  
ဒိဉ်မုာ်ဒီးကိဉ်ဝဲလပုကလီၤဒီးကလံးအကိဉ်နုနုလီၤ. ဟီဉ်  
ခိဉ်အံးဒီးနုနုဘဉ်တံဉ်ကပိလပုမုာ်အကိဉ်လိာ်လပုအမုာ်ဝဲ  
လံးမုာ်ထးဆါအကိဉ်လိာ်နုနုလီၤ.ပုၤစအုဉ်ဖိတဖဉ်ကိဉ်ဝဲ  
လပု (Helium) အကိဉ်လိာ်နုနုလီၤ.

ဘဉ်ဆဉ်ဟီဉ်ခိဉ်ကိဉ်သွးထီဉ်ဝဲအံးပုၤထူလံးမိအတံ  
ထံဉ်တခါအတံသုဉ်ညါတခါနုနုဝဲလပုဟီဉ်ခိဉ်ကိဉ်သွး  
ထီဉ်အံးတဖုာ်ထဲတံဉ်ဝဲတံဉ်မိတမူတဝါလီၤစူၤ. တံဉ်သဝဲ  
သဖျိအါအယီၤဘဉ်မုမုာ်တခါမုာ်စုာ်ကိဉ်မုာ်နုနုအမဲဉ်သုဉ်  
အိဉ်ဒုဉ်အကိဉ်ဒိဉ်ကိဉ်ဆံးအတံတဖဉ်လီၤ.

မုာ်တရံးမုာ်ဘဉ်လပုမုာ်ကိဉ်ဒိဉ်အကပိနုနုမုာ်ကိဉ်လီၤအီၤ  
ဒိဉ်ဝဲဒီးမုာ်ဘဉ်လပုအခုဉ်တခါနုနုခုဉ်ဒိဉ်ဝဲလီၤ. လပုတံဉ်  
နုနုအယီၤတံဉ်တံဉ်ခုဉ်နုနုဟဲစုာ်ကိဉ်ဝဲလပုမုာ်အအိဉ်နုနု  
လီၤ.

အဝဲအံးမုာ်ပုၤထူလံးမိအတံထံဉ်နုနုလီၤ. တံဉ်ဝဲအံးတဖဉ်  
မုာ်ပုၤစအုဉ်ဖိတဖဉ်မုာ်ကွဲာ်မုာ်အမဲဉ်သုဉ်စုာ်ကိဉ်ခါ.

မုာ်မုာ်ကွဲာ်ဘဉ်ဖုးဝဲတခါအတံအစကဟဲထီဉ်ဒ်လဲဉ်ဒီးမုာ်  
တမုာ်ကွဲာ်ဘဉ်ဖုးဝဲတခါအကဘဉ်မုာ်ကွဲာ်နုနုမုာ်အ  
လီၤအိဉ်စုာ်ကိဉ်လပုခါလကဟဲဆုညါအတံပုၤဒ်သီးပုၤထူ  
လံးမိအတံသုဉ်ညါထူလံးလပုစအုဉ်တကပိကဖျါထီဉ်  
ကုၤလပုအတံတကပိနုနုလီၤ.

ပုၤစအုဉ်အတံသုဉ်ညါဒီးပုၤထူလံးမိအတံသုဉ်ညါအ  
ဂုဉ်အကအိဉ်ဒုဉ်ဒီးဝဲတဘျီမံးလပုအလီၤကလိာ်အသးနုနု  
လီၤ.

တံဉ်သုဉ်ညါ(၂)ခါလံးအံးမုာ်သကိဉ်တံဉ်သုလပုတံဉ်ကတံဉ်  
ကတံဉ်ဒီးတံဉ်မုာ်ထီဉ်ဟီဉ်ခိဉ်လပုအိဉ်တဖျါအံးနုနု  
လီၤ.

## Are There Similarities Between Indigenous Knowledge and Modern Scientific Knowledge?

It is thought the modern science books, based on recent scientific research with scientific language, is the only way of understanding science; but Indigenous People also have and use their own scientific methods and language for centuries. No-one can survive without having some understanding of scientific processes and languages, but not necessarily modern science. People have developed and lived for generations before modern science started to influence the world.

Indigenous People's understanding of science has developed through decades of knowledge which has been passed down through generations. As a result they believe their process of gaining scientific knowledge and understanding is more beneficial to their people than modern science. Indigenous People don't have laboratories; they develop their understanding of scientific processes through hands-on experience, including using their 5 senses: taste, smell, touch, see and hear.

### Using the 5 senses.

Of the 5 senses, taste was originally used to discover if food was sour, bitter, sweet, spicy, bland or salty. As the knowledge and methods were passed through the generations, their use and understanding has developed, resulting in additional categories of taste being discovered. This is one example of how using organic chemistry and biochemistry can expand the range of categories within a subject. Modern scientists are expanding the way they use senses to develop their understanding of different processes, but have forgotten to use their original sense. For example, when the Indigenous People want to test the tamarind leaf for its uses, they use taste, sight and touch. After they feel it they discover it makes their skin itchy, hot and painful. They observe the effects of tamarind on their skin and they taste the leaf, they discover it is sour and will use it when a sour taste is needed. Modern scientist, wearing protective clothes and gloves, will break the tamarind leaf down, take the liquid from it and mix it with a variety of chemicals. They know the leaf contains 20 acids, including Amino acid. They discover it tastes sour because the leaf containing Arcarbic acid.

There are some similarities between the two methods, each showing tamarind is sour and not poisonous, but the methods are very different. If Modern scientists experiment in their laboratories they will not identify the taste of anything, just its' appearance, colour and shape; but they will be able to identify its properties, carbon side chains or carbon bodies.

### The Earth is round

There is an ancient Indigenous poem which says 'Now and for the future we should use the methods our Grandfathers used. The earth is rolling like a big wheel.' Traditional knowledge is passed through generations in many forms including poems; these are the basis of their beliefs and understanding. They therefore Indigenous People knew the earth was spherical, like a ball, even when modern scientists decided it was flat. When Colarberg stopped debating the earth was round, as no-one would believe him, Indigenous People continued to believe in their poem and would not be swayed by others opinions.

### The Balance of life and death

In ancient times Indigenous people believed if they ate frogs they needed to take care of the rocks, if they ate fish they had to take care of the water. If they didn't take

care of the rocks and water the environment around them would change and animals would die. They want to protect the environment and animals around them, such as Rhinoceros, Elephant, Gibbon and Pelicans, so they will be around for generations to come. They believe, being traditionally Animists, if the animals are killed your spirit will die causing problems for your family and community.

For many generations Indigenous People have looked after the animals around them based on this theory and belief, ensuring the animals and environment thrived. But many people disagree with this understanding. Over the years, people have used their beliefs and ideas in collaboration with scientific knowledge to develop ways to better protect the animals and environment.

People who studied science and the protection of animals, over 10 years ago, now realise there are not enough animals on the planet. An organisation called IUCN was started to prevent the extinction of animals, such as Rhinoceros, Elephant, Gibbon and Pelicans within their environment. Indigenous People also protect these animals, but in contrast to the NGO's, they do not need funding as it has become integrated into their daily lives. Both Indigenous and scientific knowledge needs to be used in unison to ensure the best opportunities for animals and people to continue existing together.

### Global Warming

Indigenous People believe rain and hot weather have their own seasons, but since the beginning of the 21<sup>st</sup> century it rains not only in the rainy season but during the hot season, and there is hot weather throughout the year. In the past they were able to tell which season it was by looking at the birds, flowers, plants and by listening to the animals' sounds, but now it has changed. They knew these changes were going to occur through traditional knowledge and ideas told to them by their Elders. It is important to use both Indigenous and scientific knowledge for the future and not forget Indigenous methods, if more people want to become scientifically educated.

There is a poem in Indigenous Communities saying 'Hotter than the sun and cooler than ice, coming through air will be water.' It describes how after the temperature increases, it becomes cooler and rain will fall from the sky. The rain will increase in intensity, bring thunder and hail. Indigenous scientists say the earth's temperature is changing because the hot and cold aren't equal, creating an imbalance in the temperatures. Before the modern scientists began testing and creating theories about the weather and Global warming, the Indigenous People recognised what was happening around them.

Both Indigenous People and modern scientists agree Carbon dioxide emissions from factories, machines and industries are effecting global warming. Indigenous People believe a long time ago the earth was just sand and stone, but as the temperature rose it brought winds and storms. The earth gets its energy from the sun, which Indigenous People call La May Ta.

Indigenous People believe global warming is not just caused by the emission of CO<sup>2</sup> but by people not taking responsibility for their own environment. An effect of global warming is the change in the sun's temperature, affecting the temperature of the surface of the earth. It is unsure whether scientists have tested this theory yet but in order to sustain life Indigenous knowledge and scientific methods need to be used collaboratively.

There are many similarities between Indigenous and scientific knowledge, both are working towards sustaining and improving our world.









### Interview with Senior Student 'Naw Paw Thaw Thaw'

Naw Paw Thaw Thaw was born in 1983, in Tao Der village, Tay Mu Der village tract, Lu Thaw township, Mutraw district. She passed 10<sup>th</sup> standard in Tha Dah Der in 2003-2004. She then became a teacher and has taught in Tha Dah Der high school for two years. In 2005-06, she had an opportunity to study at Karen Teacher Training College, where she completed the 2 years pre-service training, and then returned to Tha Dah Der school where she teaches Geography and Math for five and seven standards.

Q. Can you compare your teaching styles or skills before and after KTTC?

A. Before I can say I mismanaged my class because I didn't know there were four kinds of student. In addition, I didn't know how to plan my lessons. I just knew I had to teach and what time I had to start the class, without preparation. I also didn't know the student's needs or consider them as individuals.

Q. What is your main challenge in your teaching?

A. The problem is the subject knowledge or skills that I have been teaching. Even though I am a Math teacher my knowledge does not cover it all. Also, other teachers helped me with what they know but I still have some sums that I can't figure out.

Q. I know that you passed ten standard with a distinction, so what problems have you had in teaching Math to 5<sup>th</sup> and 7<sup>th</sup> Standard?

A. The situation is that we have learnt from Kaw Thoo Lei curriculums but now we have to teach by new curriculums and so, it's becoming a problem for us.

Q. Have there been improvements in your teaching?

A. I have experienced many improvements, e.g. in the past, I didn't talk often to the students and parents, but not I am building up my relationship with them. If student did not achieve, I thought they were lazy, I didn't realize how to find the solution as to why a student couldn't learn in a lesson. But now I know more about how to deal with students, parents and community.

Q. What is your concern about your teaching?

A. I'm concerned about my subject knowledge, which is not enough to be able to teaching the students thoroughly. As a result the students are passing their standard exams, but only just.

Q. What is the biggest challenge you are facing in your teaching?

A. The biggest problem is dealing with the headstrong students. I always think how to treat them. They become friends with farmers, who are the same age as them, so they don't want to learn. Also the parents don't take responsibility for their children after school, letting them play on their own.

Q. In this case, are the parents involved in their children's education?

A. In the villages around here, I don't know if students parents have already attended the parent education classes or not, but for the future I think it would benefit them to attend the classes.

Q. What is your future plan?

A. I know myself that I don't have enough education and knowledge yet to become an effective teacher. Therefore I would like to study for 2 years, to increase my subject knowledge and skills and then return to teaching. This will enable me to a more effective teacher for Kaw Thoo Lei children.

### Interview with Pah Ti Tha Mya

Phru Pwgo sat with Pha Ti Tha Mya and talked about the education system when he was young. Pa Ti is a rebellious person and he was born in 1949, in Doh Hei Der village, Lu Thaw Township, Mutraw district. He was 8 years old when his father died, leaving him to be brought up with his mother's love and care, along with his 4 siblings. 2 years after his father died, Pha Ti Tha Mya passed 2<sup>nd</sup> Standard then left school.

Q. Can you describe the education you experienced when you were young?

A. When I was young I really wanted to study but we had to struggle for our daily life. Even when it was my time to study, I couldn't come to school. Two years after my father died, I went to school and studied for three years, passing 2<sup>nd</sup> Standard.

Q. Did you want to continue studying?

A. I wanted to study but my mother couldn't support me, so I had to leave my school and help my mother on the farm. At that time, the school in my village only taught up to 2<sup>nd</sup> Standard and if you wanted to continue studying you had to go to Pwa Gaw or Pa-pu. For one year, it cost 1,000 kyat to study, at that time you could buy an elephant for 1,000 kyat.

Q. Can you describe what your class and teacher were like?

A. There was one teacher who taught 30 children, up to 2<sup>nd</sup> Standard.

Q. 30 students and only 1 teacher, how did she manage the problems she faced?

A. The teachers gave class work, e.g. If the teacher was teaching 2<sup>nd</sup> Standard, she would give class work to 1<sup>st</sup> Standard. We were all in one hall, learning together, we did not separate into different classes.

Q. When you were young you did not get the opportunity to study, but now there are many opportunities for students to study, and student materials are provided for them. But many children do not want to study, what is your opinion about this issue?

A. These students are wasting their time. Nowadays is the time for all children to study, as often parents only have to contribute a few things. When I was young, I didn't see notebooks like this, we just collected some Slateboard and wrote on them.

Q. What do you want to say to the youth who are eager to continue their learning?

A. They need to set up a plan themselves, including these 3 steps; 1) Get a good education 2) Find a good job 3) Get married and start a family. I want to emphasize that it is important to concentrate on your learning so don't mix numbers 1 and 3 together.

Q. You have only passed 2<sup>nd</sup> Standard but you have a lot of knowledge, what did you do to get this knowledge?

A. I tried to read many books. For example, if an educated person reads for 1 hour, I read for 5-6 hours.

Q. As you walked around in Karen territory, do you see a difference between when you were young and now?

A. We can not compare when we were young and present because now the education systems are better or improving but we are losing many aspects of our culture and traditions.

Q. You work for your people, what are the needs that you see?

A. We need to have many educated people who have political ideologies and high ambitions. Our youth, who live in Karen state, have to learn and then have to work.

*Continued on page 25*







ဂုဏ်ထိန်းက အိုင်ထိယန်အါထိန်လအတတ်တိုင်းနဲ့တင်  
အပူနှစ်လီး.

တစ်ဝိနည်းတစ်ဝေတစ်သုတစ်ဘဉ်တဖဉ်

ကွဲဖိလၢအမၤလိန့ၣ်တၢ်ယၢတဖၣ်အိၣ်ဒီးတၢ်ကိတၢ်ခဲလၢ  
ကသုၣ်နီၣ်ထီၣ်က့ၤတၢ်လၢအမၤလိန့ၣ်ဝဲမ့တမ့ၢ်ကဘၣ်မၤ  
တၢ်လၢအလီၤဆီလိာ်သးဒ်လဲၣ်န့ၣ်လီၤ. ဝဲလၢဖိသုၣ်တ  
ဖၣ်န့ၣ်တသုၣ်နီၣ်ထီၣ်က့ၤအတၢ်သုၣ်ညါလၢတၢ်သိၣ်လိာ်  
တၢ်အိၣ်တဖၣ်န့ၣ်အဝဲသုၣ်အတၢ်န့ၣ်လီၤသးဒီးအတၢ်  
သုတၢ်ဘၣ်တဖၣ်န့ၣ်ကလီၤဈးကဒီးဝဲန့ၣ်လီၤ. လၢတၢ်  
န့ၣ်အယီၤသိၣ်လိာ်အိၣ်လၢတၢ်တၢ်န့ၣ်တၢ်အကျဲမ့တမ့ၢ်တၢ်  
သုတၢ်ဘၣ်လၢကမၤစၢၤအိၣ်လၢတၢ်သုတၢ်ဘၣ်လီၤဆီအ  
ကုၢ်အဂၤလၢကမၤစၢၤအိၣ်သီးကသုၣ်နီၣ်ထီၣ်က့ၤတၢ်လၢ  
အမၤလိဝဲတဖၣ်န့ၣ်လီၤ. ကျဲတဘီန့ၣ်မ့ၢ်ဝဲတၢ်ရဲၣ်ကျဲ  
တၢ်ဂ့ၢ်တၢ်ကျိၤ, ဘၣ်သုၣ်သုၣ်ကမ့ၢ်တၢ်ဆိကမိၣ်အဟီၣ်  
ခိၣ်ဂီၤလၢကျဲဘၣ်လိာ်သးဒီးဖိသုၣ်ယုၣ်ဒီးတၢ်ဂီၤလၢတၢ်  
ထံၣ်အိၣ်တဖၣ်ဒီးတၢ်လီၤလီၤဟီၤလၢအုၣ်ညါတၢ်သုၣ်  
ညါအဂီၢ်န့ၣ်လီၤ. လံာ်ကျိၤဖုၣ်ဒီးဒုးသးခုဖိသုၣ်လၢက  
သုကိးလံာ်ဈၢၣ်အဂီၢ်န့ၣ်လီၤ. အဝဲအိၣ်ဒီးတၢ်ဘျူစုသုၣ်  
လၢကမၤစၢၤဖိသုၣ်လၢကမၤသုၣ်နီၣ်က့ၤအသးတၢ်လၢအ  
မၤလိဘၣ်ဝဲ အဒိ-(Big Elephants Can Always  
Understand Small Elephants) မ့ၢ်လံာ်ဗဲာ်ဈၢၣ်ခါးစး  
တဖၣ်လၢ(Because)န့ၣ်လီၤ.

Continued from page 9

results of their own research in hand, the teachers developed professional development plans, which the Ministry of Education will help implement. EDC will follow the implementation of the new plans and collect data on how successful they are. They hope to expand the process to more districts.

Lalao Evangeline relishes the experience. "As an educator, I was frustrated with being told what I needed to learn," she says. "I am finally in a position to help teachers, principals, and area supervisors take ownership of their learning. I've been waiting for an opportunity to do this for a long, long time."

## Parents Listen Together

Across Madagascar, parents are meeting in small groups to learn what they can do to support their schools and ensure a better education for their children. 300 communities participate, forming parent listening groups and selecting a member to facilitate. Each group received a free wind-up radio to hear programming on such topics as organising an effective parent teacher association, developing transparent management systems and monitoring student performance. After each broadcast, participants discuss the relevance of the new ideas for their community and consider what they can do to enhance learning conditions for their children. Initial data on the groups look promising.

Communities report that school enrolment is up and absenteeism is down. New parent teacher associations have formed where they didn't exist before and existing associations report revitalised meetings, greater attendance and renewed agendas. Successful initiatives include buying blackboards, desks, and doors, renovating classrooms, building teacher housing and clearing up school grounds.

(Article taken from EDC Improving Education and Health Worldwide, January 2008, [http://www.edc.org/newsroom/articles/teacher\\_training\\_grassroots](http://www.edc.org/newsroom/articles/teacher_training_grassroots))

## Slow Learner Education

Teachers have many roles and responsibilities within their classroom, including being aware that every child in their class works and learns at different paces. In order for any student to learn new skills, they need to be based upon already learnt skills. Some students find learning easy and are able to build on and understand new concepts quickly, these are called gifted students. Some students learn at the rate of their peers, these are called able students. And there are those who find it difficult to understand new ideas; these are known as less able students or slow learners. Slow learner is a term given to students who have the ability to learn but not at the same pace as the majority of students in the classroom. They work at a slower pace than their peers, take longer to understand and complete tasks, they are unable to follow complex task and instructions, they cannot transfer learning from one task to another, they don't easily master skills that have rules e.g. spelling rules or times tables and have a short attention span. When the majority of students in the class have already mastered a skill and are ready to move forward, there is the possibility for slow learners to be over-looked, leading to gaps in their knowledge and basic skills. As the gaps in knowledge and skills increase, it becomes difficult to learn new concepts. There are many factors which contribute towards a child being a slow learner, but most of them can be classified as internal or external factors. Internal factors refer to 'within' the student, their brain capacity, whether their cognitive skills have been affected by events happening within their bodies. (Cognitive skills are the skills used to process and retain knowledge and methods.) Some internal factors are being born early, the mother becoming ill when they were in the womb, drugs and medicine taking, trauma, smoking and genetics (parents may be illiterate). External factors refer to what is happening 'outside' of the student. These include caring for younger siblings, having to work; parents do not care if they have an education, family conflict, violence within the family, wrong medicine given and malnutrition. It is important to not only recognize these slow learners but to identify which subject they are having difficulties in. Most slow learners are only slow in one subject area e.g. math, reading, writing etc, and are able to learn and understand at the same pace, rate or depth as their peers for the other subjects.

### How can teachers support and encourage slow learners? Raising their self-esteem

Slow learners are often aware of their struggles to learn and this can therefore lead to low self-esteem, low self-image and anxiety. If a teacher comments negatively every time a slow learner fails to complete a task, the child's self-esteem and confidence will decrease. If this continuously happens, the child will not want to attend school and learn. To change this negative cycle, the teacher must positively comment on what the child has achieved, even though it may be small and difficult. This in turn will encourage the students to learn and they will be able to believe in themselves, believe they can learn and achieve. All children excel at something. It is important for the teacher to discover what the child's strengths and interests are and praise and encourage these strengths. Over time, the confidence and ability of the child will increase, leading to their willingness to learn and try to the best of their ability.

## Differentiation in the classroom

Differentiation is when the teacher plans something different for different students to meet their individual learning needs; it is needed to meet the learning needs of

every child in the class. Teachers are able to differentiate through the level of support given to the child (working on their own, with a peer, in a group or with the teacher); the level of work given to the child (different text given, only simple questioning), the teachers expectations (the teacher could expect the slow learner to answer less questions than their peers) and by providing opportunities for different learning styles to happen in their classroom (using practical resources).

### Opportunities to learn in different ways

All students learn differently, they learn through seeing (Visually), hearing (Auditory) and by doing (Kinaesthetic). Every child has a preferred learning style and often they learn through a variety of learning styles. Education researchers have discovered slow learners often learn best through doing, therefore it is important teachers provide opportunities for the slow learners in their class to learn through doing. This may involve using objects, or drawing the letters big in the sand on the floor. Matching words, completing sentences and using everyday objects to reinforce a concept are some other ways of providing opportunities for students to experience learning through 'doing'.

## Concrete learning

Slow learners often need something concrete, practical and relevant when learning a skill or concept. Concrete refers to something real and solid, something the children know e.g. when learning addition, instead of giving the children numbers to add together relate it to money. This way the children have something 'concrete' with which to learn addition skills. Making the learning relevant to their lives and environment will also increase the interest of the child and give the child something to relate the concept to. This will make learning more relevant for them and it will help them to remember the ideas and concepts. Making connections between what the children are learning and what they already know will remember. With concrete and practical learning, it is possible to break the learning into manageable steps for slow learners, giving them the opportunity to achieve and succeed in developing and learning new concepts.

## Repetition

Teachers often become frustrated when they have to repeat an instruction or idea over and over again. For slow learners repetition is one way of helping them understand, as it gives them more opportunities to listen and understand the idea and concept being taught. They sometimes benefit not only repetition of instructions but also work as it gives them the opportunity for the idea and concept to be reinforced, ensuring it becomes more concrete in their memory.

### Memory skills

Slow learners often have difficulties in remembering what they have learnt or how to apply it to different situations. When children are not able to remember ideas and concepts already taught to them, they will begin to lose confidence in their ability and learning. Therefore teaching them memory skills will provide them with additional skills to help them remember what they have learnt. One way is by organizing the information, maybe a Mind-Map, in a way relevant to the child, with pictures for visualization, and space for future knowledge. Mnemonics are a quick and fun way for children to remember information and words. They are like secret codes to help children recall information learnt e.g. **Big Elephants Can Always Understand Small Elephants** represents how to spell the word *because*.

It is important to remember, it is not about the students being slow but getting them to learn to the best of their ability.







အာဟာရချို့တဲ့ခြင်း

အဓိပါယ်သတ်မှတ်ချက်။

အာဟာရချို့တဲ့ခြင်းသည်အစာအာဟာရလုံလောက်စွာမစားသောက်ခြင်းကြောင့်သော်လည်းကောင်းစားသင့်သည့်အစာအာဟာရအချို့ကိုလုံလောက်စွာမစားသောက်ခြင်းကြောင့်သော်လည်းကောင်းသို့မဟုတ်စားလိုက်သောအာဟာရများကိုလူ့ ကိုယ်ခန္ဓာမှခွဲဝေသုံးစွဲပုံပြောင်းလဲခြင်းကြောင့်သော်လည်းကောင်းသည်။

အကယ်၍ကလေးငယ်တစ်ဦးသည်စားသင့်သောအစာအာဟာရကိုစားသုံးသောပမာဏအတိုင်းမစားပါကကြီးထွားမှုနှုန်းနှေးခြင်းသို့မဟုတ်ရပ်သွားခြင်းတို့ဖြစ်တတ်သည်။ အာဟာရချို့တဲ့သောကလေးငယ်သည်အခြားကလေးများနှင့်ယှဉ်လျှင်ရောဂါဖြစ်လွယ်ပြီးထိုရောဂါများကြောင့်သေဆုံးသည်အထိဖြစ်တတ်သည်။

ဤသက်(၅)နှစ်အောက်ကလေးများအထူးအားဖြင့်နို့ဖြတ်စအရွယ်ကလေးများနှင့်ဖြည့်စွက်စာစားကာစကလေးများကိုအားဖြစ်စေသည့်အာဟာရများကိုနည်းနည်းနှင့်မကြာခဏကျွေးပေးရပါမည်။ထိုသို့မကျွေးပေးပါကအသက်(၅)နှစ်အောက်ကလေးများသည်အာဟာရချို့တဲ့ရောဂါဖြစ်ပွားလွယ်သည်။

ထိုသို့အာဟာရချို့တဲ့ခြင်းကြောင့်အခြားရောဂါများလည်းဖြစ်ပွားလွယ်ပြီးသေဆုံးသည်အထိဖြစ်တတ်သည်။ ထို့ကြောင့်အာဟာရချို့တဲ့နေသောကလေးများကိုရှာဖွေကူသပေးရန်အရေးကြီးသည်။

အတွင်းလူနာ(သို့)ပြင်လူနာသို့လာရောက်ပြသသောအသက်(၅)နှစ်အောက်ကလေးတိုင်းကို

(Weight for Height Z Score)

( အရပ်ပေါ်မူတည်၍ဖြစ်သင့်သောကိုယ်အလေးချိန်တွက်ချက်ခြင်း)ကိုမှန်စစ်ဆေးပါ။

ကလေး၏အလေးချိန် ကို (ကလေးပေါင် ချိန်စက်) နှင့်ချိန်၍အရပ်တိုင်းပါ။

ကလေးကာကွယ်ဆေးမှတ်တမ်းတွင်မှတ်သားထားသောယခင်အလေးချိန်နှင့်နှိုင်းယှဉ်ကြည့်ပါ။

အရပ်ပေါ်မူတည်၍ဖြစ်သင့်သောကိုယ်အလေးချိန်ကိုတွက်ချက်ခြင်းကdk(Weight for Height Z Score)

ဇယားသုံး၍တွက်ချက်ပါ။

ရောဂါသွင်ပြင်လက္ခဏာများ

ရောဂါရှာဖွေသတ်မှတ်ခြင်း(က

လေး)၁။အသင့်အတင့်အာဟာရချို့တဲ့ခြင်း

အကယ်၍အရပ်ပေါ်မူတည်၍ဖြစ်သင့်သောကိုယ်အလေးချိန်တွက်ချက်ခြင်းသည်အနုတ်၂အောက်လျော့နည်းလျှင်သတ်မှတ်နိုင်သည်။(တွက်ချက်၍ရသောကဏန်းကိုဇယားတွင်ကြည့်ပါကအနုတ်၂နှင့်၃ကြားတွင်တွေ့မည်။)

၂။အလွန်အမင်းအာဟာရချို့တဲ့ခြင်း

အကယ်၍အရပ်ပေါ်မူတည်၍ဖြစ်သင့်သောကိုယ်အလေးချိန်တွက်ချက်ခြင်း(weight for height Z Score)သည်အနုတ်၃အောက်လျော့နည်းခြင်း(သို့)ခြေလက်များတွင်ဘက်ညီစွာဖောရောင်နေပြီးရောင်နေသောနေရာကိုဖိကြည့်ပါကချိုင့်ဝင်သွားမည်။

အလွန်အမင်းအာဟာရချို့တဲ့ခြင်း(၃)မျိုးရှိပါသည်။

(က)မရစ်စမတ်အာဟာရချို့တဲ့ခြင်း  
အရိုးနှင့်အရေပဲကျန်အောင်အလွန်အမင်းပိန်ချိုးပြီးအဆီအသားလုံးဝမရှိကလေးငယ်သည်အဖိုးအလေးနှင့်တူနေမည် စားချင်စိတ်မရှိနှိုးခွဲကာပတ်ဝန်းကျင်းကိုစိတ်မဝင်စားအမှတ်ပေးဇယားတွင်အနုတ်၂အောက်လျော့နည်းနေမည်။

(ခ)ကွာရှီရောဂါအာဟာရချို့တဲ့ခြင်း။

ခြေထောက်များဖေါင်းရောင်နေသော်လည်းလက်ကလေးများမှာကြုံလှီနေမည်။

အသားအရေများခြောက်ကာငါးအကြေးခွံကဲ့သို့ အဖတ်ကလေးများလန်နေမည်။

ကလေးမျက်နှာမှာလမ်းကဲ့သို့ ဝိုင်းစက်နေမည်။

စားချင်စိတ်မရှိနှိုးခွဲကာပတ်ဝန်းကျင်းကိုစိတ်မဝင်စားအမှတ်ပေးဇယားတွင်အနုတ်၂အောက်လျော့နည်းနေမည်။

(သို့)အနုတ်၂ထက်များနေမည်(အနုတ်၂ထက်များနေခြင်းမှာဖေါ ရောင်နေခြင်းကြောင့်ဖြစ်သည်။

(ဂ)မရစ်စမတ်ကွာရှီရောဂါအာဟာရချို့တဲ့ခြင်း

ငါးရောဂါသည်အထက်ပါရောဂါနှစ်ခုအတူတကွဖြစ်ပွားပြီးရောဂါသွင်ပြင်လက္ခဏာများနှစ်ခုပေါင်းပြီးတွေ့ ရရှိသည်။

ကုသနည်း။

ဤသို့အတင့်အာဟာရချို့တဲ့သောကလေးများကိုပြင်ပလူနာဌာနတွင်ထပ်ပေါင်းဖြည့်စွက်အစာကျွေးခြင်းအစီအစဉ်ဖြင့်ကုသကျွေးမွေးပါ။

အလွန်အမင်းအာဟာရချို့တဲ့သောကလေးများကိုအတွင်းလူနာဌာနတွင်ရောဂါကုသအစာကျွေးခြင်းအစီအစဉ်ဖြင့်ကုသကျွေးမွေးပါ။

ထိုကလေးများကိုကုသကျွေးမွေးရာတွင်ရောဂါကုထုံးလမ်းညွှန်အတိုင်းအတိုက်အခံရန်အရေးကြီးပါသည်။ရောဂါတိုက်ကောင်းမွန်မှုအခြေအနေအထားကလေးအားကျွေးမွေးကုသသူစိတ်အားထက်သန်မှုစိတ်ရှည်သည်းခံစွာအားထုတ်လုံ့ လပြုမှုအပေါ်တွင်များစွာမူတည်ပါသည်။

အတွင်းလူနာဌာနအဖြစ်ကုသရန်လက်ခံချိန်နှင့်ကလေးများအားဆေးရုံပေးဆင်းသင့်မဆင်းသင့်ဆုံးဖြတ်ရန်အတွက်

ကလေး၏ကိုယ်အလေးချိန်နှင့်အရပ်ကdk(W/H Z Score)ဖြင့်တိကျသေချာစွာမှတ်သားထားပါ။

ကလေးကိုယ်အလေးချိန်မည်မျှအထိတိုးတက်လာမှဆေးရုံပေးဆင်းမည်ဟု ကြိုတင်ဆုံးဖြတ်ထားပြီးဇယားပေါ်တွင်မှတ်သားထားကာကလေးအခြေအနေအထားကိုကိုယ်အလေးချိန်ရောက်သည်အထိဝဲပြီးလာမှပေးဆင်းပါ။

အသင့်အတင့်အာဟာရချို့တဲ့သောကလေးများအားထပ်ပေါင်းဖြည့်စွက်အစာကျွေးခြင်းအစီအစဉ်ကလေးကိုယ်အလေးချိန်ကိုအမှတ်ပေးစနစ်ဖြင့်တွက်ချက်ကြည့်၍နှစ်ပတ်ကြာအောင်အနုတ်၁.၉အထက်၍ရှိနေပြီးကိုယ်အလေးချိန်သည်နှစ်ပတ်တိုင်ကာလလုံးပြန်လည်ကျဆင်းခြင်းမရှိပါကဆေးရုံဆင်းခွင့်ပေးနိုင်သည်။

အလွန်အမင်းအာဟာရချို့တဲ့သောကလေးများအား

ရောဂါကုသအစာကျွေးခြင်းအစီအစဉ်

ကလေးကိုယ်အလေးချိန်ကိုအမှတ်ပေးစနစ်ဖြင့်တွက်ချက်ကြည့်၍နှစ်ပတ်ကြာအောင်အနုတ်၂အထက်၍ရှိနေပြီးကိုယ်အလေးချိန်သည်နှစ်ပတ်တာကာလလုံးပြန်လည်ကျဆင်းခြင်းမရှိပါကဆေးရုံဆင်းခွင့်ပေးနိုင်သည်။ထပ်ပေါင်းဖြည့်စွက်အစာကျွေးခြင်းအစီအစဉ်သို့လူနာလွှဲပါ။  
မှတ်ချက်ကလေး၏အရပ်ကိုလစဉ်ပြန်တိုင်းပေးရန်လိုပြီးကလေး၏ကိုယ်အလေးချိန်သည်ရည်မှန်းချက်ထားသောအလေးချိန်အထိတိုးတက်လာခြင်းရှိမရှိပြန်လည်စစ်ဆေးခြင်းကိုမမေ့မလျော့လုပ်ဆောင်ရန်လိုသည်။

အသင့်အတင့်အာဟာရချို့တဲ့ခြင်း

အမှတ်ပေးဇယားတွင်၂နှင့်၃ကြားတွင်ရှိနေမည်။

ကလေးအားထပ်ပေါင်းဖြည့်အစာကျွေးခြင်းအစီအစဉ်သို့ လွှဲပေး၍အတွင်းလူနာအဖြစ်ကုသရန်မလိုဘဲအိမ်တွင်သာစောင့်ကြည့်ကျွေးမွေးနိုင်ပါသည်။အကယ်၍ကလေးသည်ပြည့်ပလူနာသို့ ပထမဆုံးအကြိမ်လာရောက်ပြသခြင်းဖြစ်ပါကအောက်ပါအတိုင်းကြည့်ရှုကုသသင့်ပါသည်။

၁။ ကလေးအားသုံးသပ်ကြည့်ရှုခြင်း

ကလေး၏အခြေအနေပေါ်ရောင်ခြင်းရှိမရှိလတ်တလောဖြစ်ပွားလျက်ရှိသောရောဂါအခြေအနေ၊

ကလေး၏ကာကွယ်ဆေးမှတ်တမ်းတိုက်ဆေးပညာရှုထောင့်မှသုံးသပ်စစ်ဆေးပါ။

ကလေး၏ဖွံ့ဖြိုးမှုရပ်တန့် နေခြင်း၏အကြောင်းရင်းကိုရှာဖွေရန်ကြိုးစားပါ။ဖြစ်နိုင်ခြေများမှာ

နို့ ဖြတ်၍ဖြည့်စွက်စာကျွေးစားချိန်တွင်ကျွေးသင့်သောအစာများကိုကျွေးသင့်သောပမာဏအတိုင်းအတာအထိမကျွေးခြင်းမိသားစုတစ်ခုလုံး၏စားသောက်ခြင်းပမာဏမလုံလောက်၍ကလေးငယ်၏အာဟာရပါမလုံလောက်ခြင်း

ကလေးအားနည်းနည်းချင်းခဏခဏမကျွေးခြင်းနေမကောင်း၍မစားနိုင်ခြင်း

မိခင်အလုပ်သွား၍လည်းကောင်းကလေးငယ်တယောက်ထပ်မွေးထား၍ကလေးအကြီးအားကောင်းစွာမကြည့်ရှုနိုင်ခြင်းလူထုကျန်းမာရေးလုပ်သားသည်မိသားစုဝင်များသို့ အိမ်တိုင်ရာရောက်သွားရောက်ပြောဆိုအကြံပေးခြင်းဖြင့်ကူညီနိုင်ပါသည်။

၂။ရောဂါကုသမှုစတင်ခြင်းနှင့်အတူတကွတွဲ၍ဖြစ်ပွားနေတတ်သောရောဂါများကိုကုသခြင်း

ဥပမာ၊

ဝမ်းသွားခြင်းသွေးအားနည်းခြင်းနှင့်အခြားနာတာရှည်ရောဂါများ

၃။ကလေးအားပုံမှန်အစားအစာစားစေရန်အားပေးတိုက်တွန်း

ထပ်ပေါင်းဖြည့်စွက်အစာကျွေးခြင်းအစီအစဉ်မှပေးထားသည့်တပတ်အာစာအာဟာရများ(ဆီပါသောအရအားတိုးအာဟာရမဓါကြက်ဥပစာရှိသည်)တို့ကိုကလေးစားဝင်ရန်ဖြည်းဖြည်းချင်းချောကျွေးပါ။

အတင်းအကျပ်ကျွေးခြင်းမှလုံးဝရှောင်ကြဉ်ပါ။တချိန်ထဲ





လာရှေ့၊ တ ချူးလာဒူးစံင်လီၤဖိသင်လာတၢ်ဆါဟံင်တ  
ကွၢ်.

## ၆. ဘွဲ့ရိယာရိတ္တိ

တူ၊ဖိပတ်ဒူးအိပ်နပ်ဖိသပ်လံတဘျီန့ၣ်, ဖိသပ်ဝဲန့ၣ်  
ကဘၣ်အိပ်တၢ်တဘျူးကလုာ်ဒ်သီးကအိပ်ဆူၣ်အိပ်  
ချ, ကဒိၣ်ထီၣ်ဘၣ်ဝှံဘၣ်ဝီလီၤ. တၢ်အိပ်န့ၣ်ဟံဝဲဒၣ်  
, မ့ၤ, ဝဲ, ပထိး, တၢ်သူတၢ်သၣ်တဖၣ်, တၢ်ဒီးတၢ်လၢ  
တဖၣ်,တၢ်ဖံးတၢ်ညၣ်,ဆီဒိၣ်, ဒီးညၣ်ဖိတဖၣ်န့ၣ်လီၤ.

၇. ကသံဃ်သရဉ်ဘဉ်မ္မဘဉ်ဒါဝဗဉ်ကဒေဝဒိဉ်သကးပာဉ်  
ဒိသိဒိဝဓူဉ်ဘဉ်ဝဓူဉ်ဗုဒ္ဓဂါယာဂီဝဓဉ်သုဉ်ဘဉ်သွဲဝဂီဝဓိဉ်  
လောဖိးမ္မိးဝဂီဝဓိဉ်ဓူဉ်မိဉ်ဓူ

လက်ဘာကတီးဖူးအါလကဘဉ်ဒုးအိဉ်ဒုးအီဖီသဉ်  
တဖဉ်အံ၊ ဘဉ်ဆာဘဉ်ကတီး၊ လကသဉ်သရဉ်၊ သ  
ရဉ်မုဉ်တဖဉ်အတတီခိဉ်ရိဉ်မဲ ကွာ်ထွဲအါအဖီလာ်န့ဉ်  
လီၤ.

ဓမ္မာနုပဋိပက္ခ - လာတာနဲ့လီလာတာထဲတက်က  
တဲာ်ကတီးတဲာ်နုယံလာဟ့ၣ်ဂံၢ်ဘိပတီၢ်ထီအဂီၢ်  
( High Energy Milk HEM ), ဒီးလာကဘၣ်ဟ့ၣ်ဆဲးအါ  
ဒီးဘၣ်ဟ့ၣ်ပဲၤဘျီန့ၣ်တက့ၢ်.

လၢခံကတၢ်, ဖိသၢ်အိၣ်တၢ်လၢထးဒိၣ်မ့ၢ်တသ့မးဘၣ်  
သ့ၣ်န့ၣ်တၢ်အိၣ်လၢနီၣ်ဒုၣ်ယူၣ်န့ၣ်လီၤ. ကွၢ်ဖိသၢ် အိၣ်တၢ်  
အိၣ်ဆံးအါ ၅ အဒိ (၂) တက့ၢ်.

တၢ်ဒီသဒ္ဒါအံၤသၢ်ဆၢကၢ်စ့ၤလၢသွံၣ်ကၢ် - မုၢ်ဆါဆါမုၢ်  
နၤနၤဒူးအိၣ်တၢ်အိၣ်တၢ်ဘျီတစဲးတၢ်ဘျီတစဲး, ခဲအံၤခဲ

အနုထံကဟးထီၣ်ဂ့ၤဂ့ၤ, လၢ Vitamin 'D; Iron ပၣ်  
 ဃုာ် - လၢဖိသၣ်အဂီၢ်တက့ၢ်. )

• ကတော်ကတီးနွှံ့ထံအီလာအကဆိုတကွာ်.

ကူစီမီဒီဘဉ်ဂ်ဘဉ်ဒီဒီသံဂ်ဒီသံဆဲး ( ကွက်တဂ်ဒီသံ )  
ဒီးတံဆါယံမုၢ်န့ၣ် ဟ့ၣ်အီၤကသံၣ်မၤသံတံဆါယံ  
( Antibiotic )တက့ၢ်. ဖိသံၣ်လၢတံအိၣ်လီၤထူးနးနးတ  
၈, ဒီးန့ၣ်တံဆါယံဟဲန့ၣ်နးနးသုလၢတံကီၢ်တထီၣ်  
ဘဉ်န့ၣ်လီၤ. သွံၣ်စ့ၢ် ထီၣ်ဆှံးန့ၣ်, မ့ၢ်တံဆါပီၢ်ထွဲ  
ထီၣ်တံအိၣ်လီၤထူးနးနးအခံန့ၣ်လီၤ. ကဒီသဒၢတံၣ်  
အံၤအဂီၢ်, ကယံဖိသံၣ်လၢတံအိၣ်လီၤထူးနးနးတဖၣ်န့ၣ်  
, ဟ့ၣ်အီၤကသံၣ်မၤသံတံဆါယံတက့ၢ်.

[illegible]

ပဇာနည်အား- နှုတ်ထံတွင်နေထိုင်သောပဇာနည်အား (HEM)  
 တားအိုင်အား - 8 - 12 ဘီလီယံ 2 4 နှစ်ရပ်  
 တားအိုင်အားကတိ - 8ဘီ - 3 နှစ်ရပ်တဘီ  
 12ဘီ - 2 နှစ်ရပ်တဘီ  
 တားအိုင်တဘီအား - A 135 cc x body weight (kg)  
 တားအိုင်အားလား 24 နှစ်ရပ်

ပထဝီဝင်၊ အာဇီဝနှင့် ကာဗွန်လွှဲပြောင်းမှု

High Energy milk ( HEM )

တၢ်လၢကဘၣ်တ့ၣ်ဒီးဆံးအါ

တၢ်န့ၢ်ထံၤကမ့ၢ်လၢသိတပၢ်

အံ့သရာ

တၢ်ဒီးတၢ်လၢအသိ

တုန့်ထံချီကလော် (မလှေတုတလံထည်)

တၢ်န့ၣ်လီၤ

25 gm      ဒူးကလပ်ထံ၍ 5-7 မံးနံး

100 gm ကျဲကျိခဲလက်လာထံခိုပူ

27 gm AA ပတ်ချပ်လီဒီးတုံနာ်လာခးပူ

မှအိပ်နွဲ့၊ တွန့် UNICEF တာအိပ်ဘိပ်

တၢ်အိၣ်လီၤထုးအဂ့ၢ်အံၤတကတၢ်ဒီးဝဲဘၣ်. ဒိဗျိုလံာ်က  
ဘျံးပၤအတၢ်ဟံပနီၣ်အိၣ်ဝဲအယိပယူပပိုၤကဟ်ဖျါထီၣ်  
တပတီၢ်ဘၣ်တပတီၢ်ဆူလံာ်တၢ်ကစီၣ်လၢအကဟဲတဖၣ်  
ကွၢ်ကွၢ်န့ၣ်လီၤ. တၢ်ဒုးအိကသံၣ်ကသီအက့ၢ်န့ၣ်ဂ့ၤတ  
က့ၢ်လၢနသံကွၢ်သံဒီးဒီးဆူၣ်ချ့မၤစၢပၤမၤတၢ်ဖိ(မှ)လီၢ်  
ကဝီကသံၣ်သရၣ်တချုးနဒုးအိဒီးဘၣ်တက့ၢ်.(ဘၣ်  
တၢ်ဟံးန့ၢ်အီလၢကီၢ်ပယိကီၢ်ဆၢအလံာ်န့ၣ်က့ၢ်-Burma  
Border Guideline)

ရှုကမ္ဘာ့ဗဟိုဗဟိုသတင်းစာစာသင်ကြားရေးသေသနာ့ဗဟို  
ဓာတ်ခုံ

• တက်ခြင်းဆောင်းပါးကိုဆက်လက်ဖော်ပြသွားပါမည်။

မှတ်ချက်။

လူနာအားဆေးတိုက်ကျွေးခြင်းမပြုလုပ်မီကျန်းမာရေးလုပ်  
သား(သို့)ဒေသခံဆေးမှူးများနှင့်ပူးပေါင်းဆောင်ရွက်သင့်သည်။

ဤဆောင်းပါးကိုမြန်မာနယ်စပ်လမ်းညွှန်Burma Border  
Guideline စာအုပ်မှကူးယူဖော်ပြသည်။

တၢ်ကူစါယါအျါတၢ်စ့ၢ်တၢ်ဒိ		
တၢ်မၤလီၤမၤကွၢ်ထိးကလံာ်	1 _ 2 နံၣ် 2 နံၣ်အဖီဒိၣ်	albendazole 200mg OD သၢသီ Mebendazole 100 mg BID သၢသီ
တၢ်တၢ်မ့ၣ် A	6 လါအဖီလၢ 6 _ ၁၁ လါ ( ၈ kg ဖီလၢ 1 နံၣ်ဆူအဖီဒိၣ်	နံၣ် 1, နံၣ် 2, ဒီး နံၣ် 8 50,00 IV နံၣ်1, နံၣ် 2, ဒီးနံၣ် 8 100,000 IV နံၣ် 1, နံၣ်2 , ဒီးနံၣ် 8 200,00 IV
Vitamin B1		ကိးနံၣ် 10 mg 6 နံၣ်
ဖီလူးအံးစး ( Folic Acid )		နံၣ် 1, 5mg , ဝဲ 5 mg/ week လၢသၢ လါ
ဖရးစၢလဖး Ferrous Sulphate	5 ကံလီဖီလၢ 5 A_ 9 ကံလီ 1 0 ကံလီဖီဒိၣ်	50 mg OD သၢလါ 100 mg OD သၢလါ 200 mg OD သၢလါ
Zinc Supplement and minerals ( Magnisium , Copper ) if a vailable		
တၢ်နီၣ် _ တၢ်ဖူးအီ Vitamin A လၢတၢ်ဒီသၢအာကီဒီးလၢတၢ်ကူစါအာကီန့ၣ်အဆၢကတီၢ်ကတၢ်အိၣ်တလါလီၤ. သမံသမိးကွၢ် ခးဘီဘီ ( Yellow Card ) တက့ၢ်. ဖိသၣ်န့ၣ်တၢ်မ့ၢ်ဆိတလဲတၢ်အိၣ်လၢ TFP န့ၣ်, တလီၤမၤလီၤထိးကလံာ်ဒီး Vitamin A လၢတၢ်. ဆဲးကူစါလၢတၢ်အၤတက့ၢ်		

ဆာဒီနိုင်းလီဆူးနုးနုး ( Severe Malnutrition )  
( < - 3 Z Score W/ H or with Bilateral Pitting  
Oedema )

တၢ်အိၣ်လၢ၊ ထုးနးနးကလဲၣ်န့ၣ် ဘၣ်ကူစါဝံၣ်ဂီၢ်အူဒီး ဘၣ်တူၢ်လိာ်ဒ်အံၣ်ပှၢ်ပှၢ်ဆါလၢ၊ ပှၢ်ဆါန့ၣ်လိာ်တၢ်ကွၢ် ထွဲတပယုာ်ဃီလၢ၊ တၢ်ကူစါအီးန့ၣ်အိၣ်ဝဲခံပတီၢ် လၢ၊

တၢ်တၢ်တၢ်တၢ် \_

အါတကွာဘၣ်ဟ့ၣ်ကသံၣ်ကသီတၢ်ဘၣ် ဒူး အိၣ် ပှ၊ ဆါ  
လၢတၢ်အိၣ်လီၤဆီ, ဘၣ်ဆၣ်တမ့ၢ်လၢအစီၤကယၢ  
ထီၣ်ဘၣ်

ခံပဇိနိတပဇိနိ - မှတ်တူစါအိလေဟ့ဉ်ဒူးအိဉ်တၢ်  
အိဉ်အကျဲ { ပှၤဆါကစိးပှၤထီဉ်က့ၤ (ပှၤဆါဂံၢ်ဘါ  
ကအိဉ်ထီဉ်က့ၤအဂီၢ် ) }

ပတ်စဖိတ် A ( Phase 1 )

ညီနုနုနဲ့ကဒူးအိတ်ဒူးအိတ်ကူးဖိသတဲ့တဖန်အဲဒါအင်္ဂါ၊  
လက်တံဆာကတီးဖူးယံ၊ မှုလုအဲသ့ဒ်အင်္ဂါဘါစာ  
ဒိတ်မး၊ အထးဒိတ်တဲဘဲဒ် အယီနုနုလီ။ (တံအိတ်  
သးသံသ့ဒ်လဲ) တံဂုသုယတဖန်အဲ၊ ဘဲတဲဘဲ  
ဟံဖိယီဖိတဖန်လီ၊ တံလီ၊ ဆဲး၊ မှုလုအဲသ့ဒ်က

အံ့တကွ၊ ဖိသိပ်တနိုးလျာဂ်ဘိစ်နးနးကလဲင်တဖၣ်  
တၢ်ဘၣ်ဒုးအိၣ်တန့ၣ်ရံၣ်တဘျီန့ၣ်လီၤ.

**တၢ်ဒိသခါသၢ်လၢအသုတၢ်ဗျီ - သဆၢထီၣ်မိၢ်**  
အခံလၢကမိးဟုဃၢ်ဖိသၢ်ထီၣ်ဘိတက့ၢ်. အခိၣ်ထံးက  
တၢ်တသီၣ်တဘၣ်သ့စီအိၤဘၣ်.

[illegible]

- သူ ORS အထိစပ်စပ် (မုတမ့်တမ့်အံ့သံ့အက်က အါတလားဘဲ)မုတမ့်ဘဲဒီးဟဲ့အီး Resomal တကွာ.

(ကွက်တစ်ခုလုံး ၃)

ဆဲးဒူးအိမ်နီယံ (မိတ်ဆါမှအိတ်တံမူစါမလီ၊  
ထီးကလံစုကီး၊ မိတ်ဆါဒဲကအိတ်ဘတ်တူဂူ၊  
ကအိတ်တံအါအါတကူဒူးအိအီး Vitamin A ,  
Ferrous Suopshate , Folic Acid , Vitamin B1 ဒ်သီး



မှာပင်ပုံမှန်စာနေကျအစာများဖြစ်သည့်(ထမင်း၊ငါး၊ အသီးအရွက်ငှက်ပျောသီးအစရှိသည်)တို့ ကိုလည်းကလေးစားဝင်အောင်ချော့ကျွေးပါ။ထပ်ပေါင်းဖြည့်စွက် အစီအစဉ်မှအာဟာရကိုပုံမှန်စားနေကျအစာများနှင့် တလှည့်စီကျွေးပေးပါ။

ဆိုလိုသည်မှာပုံမှန်စားနေကျထမင်းနပ်အရေအတွက်ကို လည်းမနည်းစေရဘဲထိုပုံမှန်ထမင်းချိန်များကြားတွင် ထပ်ပေါင်းဖြည့်စွက်အစီအစဉ်မှအစာများကိုကျွေးပေးရမည်ဖြစ်ပြီးဤအချက်မှာအလွန်အရေးကြီးပါသည်။

၄။မိခင်အားအစီအစဉ်မှပေးသောဖြည့်စွက်စာများကိုအပတ်စဉ်မပျက်မကွက်လာယူရန်ပြောပါ

၅။ကလေးအားအပတ်စဉ်ပုံမှန်ကိုယ်အလေးချိန်၍ဖွယ်ားပေါ်တွင်မှတ်သားထားပါ။

အကယ်၍ဖိပတ်အတွင်းကလေးပေါင်ချိန်တက်မလာပါက အတွင်းလူနာဌာနတွင်ကုသပါ။

အဘယ်ကြောင့်ဆိုသော်ကလေးအားသေချာကြပ်မတ်စွာအစာကျွေးရန်လိုသည့်အပြင်ရောဂါကုသအစာကျွေးခြင်းအစီအစဉ်သို့ပြောင်းလဲကျွေးမွေးကာလိုအပ်ချက်များကိုကံညီမှဆေးရုံတင်ဆင်းရမည်ဖြစ်သည်။

အကယ်၍စခန်းတွင်မှီခိုနေသည့်မိသားစုမှကလေးဖြစ်ပါက ထိုကလေး၏မိသားစုဝင်များအားအစာဝေစုလုံလောက်စွာရရှိစေရန်မှတ်ပုံတင်ခိုင်းပြီးထိုမိသားစုအစာဝေစုလုံလောက်စွာရမရစစ်ဆေးပါ။

၆။ မိခင်အားသေချာစွာရှင်းပြပါ။

ကလေးကျန်းမာကာပုံမှန်ဖွံ့ဖြိုးရန်အတွက်နို့ဖြတ်ချိန်တွင်ဖြည့်စွက်စာတွင်အာဟာရဓါတ်လုံလောက်စွာပါဝင်သည့်အစားအစာများ(ထမင်းပဲအသီးဟင်းရွက်အသားကြက်ဥငါး)တို့ကိုသေချာကျွေးရန်လိုအပ်ကြောင်းရှင်းပြပါ။

၇။ကျန်းမာရေးနှင့်အာဟာရနှင့်ပတ်သက်သည့်အသိပညာများကလေး၏မိသားစုဝင်များသိရှိနားလည်စေရန်လူထုကျန်းမာရေးလုပ်သားမှအိမ်တိုင်ရာရောက်ဟောပြောပညာပေးရန်လိုအပ်ပါသည်။

ဖွယ်ားကွက်ကိုကြည့်ပါ။

ဇင့်နှင့်သတ္တုဓာတ်များရရှိပါက(မက်ဂနီစီရမ်၊ ကော့ပီး)

မှတ်ချက်- ကာကွယ်ခြင်းအတွက်ပေးထားသောဗီတာမင်အေနှင့် ကုသခြင်းအတွက်ပေးသောဗီတာမင်အေတို့ကိုတစ်လခြား၍ပေးရန်လိုသည်။ထို့ကြောင့်ဗီတာမင်အေမပေးမီကလေး၏အဝါရောင်ကပ်ပြားကိုဦးစွာစစ်ဆေးရန်လိုသည်။

အကယ်၍ကလေးသည်ရောဂါကုသအစာကျွေးခြင်းအစီအစဉ်မှလွှဲပြောင်းလူနာဖြစ်ပါကသန်ချခြင်းနှင့်ဗီတာမင်အေပေးခြင်းတို့ကိုပြုလုပ်ရန်မလိုတော့ပါ။ထိုနှစ်ခုမလုပ်ဆောင်သည့်မှလွဲ၍ကျွန်ကုသနည်းမှာအတူတူပင်ဖြစ်သည်။

အလွန်အမင်းအာဟာရချို့တဲ့ခြင်း

အမှတ်ပေးဖွယ်အနုတ်အောက်ရှိပြီးဖိလိုက်လျှင်၀င်သွားသောဘက်ညီဖောရောင်ခြင်းရှိနေမည်အလွန်အမင်းအာဟာရချို့တဲ့ခြင်းသည်အရေးပေါ်အခြေအနေဖြစ်၍အတွင်းလူနာအဖြစ်မဖြစ်မနေတက်ရောက်ကုသရမည်အခြေအနေဖြစ်သည်။လူနာအားအချိန်မပြတ်စောင့်ကြည့်ရန်လိုသည်။

ကုသခြင်းကိုအဆင့်နှစ်ဆင့်ခွဲနိုင်သည်။

ပထမအဆင့်-

အများအားဖြင့်ဆေးကုသခြင်းဖြစ်သည်။

အထူးအစာကျွေးခြင်းအစီအစဉ်စတင်ပြီးဖြစ်သော်လည်း ကိုယ်အလေးချိန်မှာမူတက်လာဦးမည်မဟုတ်ပါ။

ဒုတိယအဆင့်

အာဟာရနှင့်ဆိုင်သောကုသနည်းဖြစ်သည်။

ပထမအဆင့်

ယောကျ်ားအားဖြင့်ထိုကလေးများသည်အလွန်အားနည်းခြင်းခံတွင်ပျက်နေခြင်းတို့ကြောင့်ထိုကလေးများကိုကျွေးမွေးရသည့်မှာအချိန်အတော်ကြာတတ်ပါသည်။ထို့ကြောင့်ထိုအချက်ကိုမိသားစုအားသေချာစွာရှင်းပြထားပါ။အဘယ်ကြောင့်ဆိုသော်မိသားစုဝင်များသည်ထိုကလေးအားပုံမှန်အစာကျွေးခြင်းကျန်းမာရေးလုပ်သား(သို့ သူနာပြု၏ကြပ်မတ်မှုအောက်တွင်ထားရှိသည့်မိသားစု၏အချိန်တော်တော်များများကိုထိုကလေးအတွက်ရင်းနှီးမြှုပ်နှံရန်လိုအပ်မည်ဖြစ်သည်။

ပုံ(၁)တွင်အာဟာရမြင့်မားသောနို့ပြင်ဆင်နည်းအဆင့် (၁)အတွက်ရှုပါ။

လုံလောက်သောပမာဏနှင့်အကြိမ်အရေအတွက်အတိုင်းကိုကရန်ဂရုစိုက်ပါ။

ကလေးအနေဖြင့်ပါးစပ် မှလုံးဝမလောက်နိုင်မှ

ကျွေးပေးပါ။

အလွန်အားနည်းနေသည့်

ကလေးများကိုတစ်နာရီတခါကျွေးပေးရန်လိုသည်။ကလေးအားကိုယ်ခန္ဓာအပူချိန်လျော့နည်းကာအေးစက်လာခြင်းမှကာကွယ်ရန်အမေအားကလေးကိုတချိန်လုံးချီထားရန်တိုက်တွန်းပေးပါ။အစပိုင်းနေ့များတွင်ကလေးအားရေမချိုးပေးရပါ။

ရေဓာတ်ခန်းခြောက်ခြင်းကိုကုသရန်

ကလေးတွင်ရေဓာတ်ဆုံးရှုံးနေမှုပြဓနမှန်းရန်ခက်ခဲပါသည်။

အဘယ်ကြောင့်ဆိုသော်ကလေး၏အသားအရေမှာပျော့တွဲနေပြီးမျက်လုံးမှာလည်းခွက်နေလေ့ရှိသောကြောင့်ဖြစ်သည်။ထို့ကြောင့်မျက်လုံးနှင့်ပါးစပ်တို့တွင်အစိုဓာတ်ရှိမရှိစစ်ဆေးပါ။ကလေးပုံမှန်ဆီးသွားမသွားမေးပါ။

ဖြစ်နိုင်လျှင်အကြောဆေးသွင်း၍ရေဓာတ်ဖြည့်တင်းခြင်းကိုရှောင်ကြဉ်ပါ။ ဓာတ်ဆားရည်ကိုကျကျတကျတိုက်ပါ။

(ကလေးတွင်ဆားဓာတ်မများစေရန်ဖြစ်သည်)သို့မဟုတ်ရီစော်မောတိုက်ပါ။ (ပုံ၃ကိုကြည့်ပါ။)

နို့ဆက်တိုက်ပါ(အမေတွင်အခြားရောဂါများရှိနေလျှင်ကုပေးပါ။သန်ရှိလျှင်သန်ချပေးပါ။အမေကိုယ်တိုင်ကောင်းစွာ

စားရန်နှင့်အရည်ဓာတ်များများရှိရန်လိုသည်။အမေအားဗီတာမင်အေဗီတာမင်ဘီဝမ်းဖဲရပ်ဆာလဖီတဖောလစ်

အက်ဆစ်တို့ပေးပါ။သို့မှသာမိခင်နို့ရည်တွင်ဗီတာမင်နှင့်သံဓာတ်များပါဝင်နိုင်မည်ဖြစ်သည်။သန့်ရှင်းသောသောက်ရေရရှိစေရန်လိုသည်။

စနစ်တကျကုသနည်း

(ပုံ၄တွင်ရှုပါ)နှင့်ရောဂါပိုးများအတွက်ပီဇီဝဆေးပေး၍

ကုသခြင်းအလွန်အမင်းအာဟာရချို့တဲ့သောကလေးများတွင်အများအပြားရှိသော်လည်းအခြားရောဂါပိုးများရှိနေတတ်သည်သွေးဆိပ်တက်ခြင်းသည်ပြင်းထန်၍အရေးကြီးသော

နောက်ဆက်တွဲဆိုးကျိုးဖြစ်သည်။ထိုသို့သွေးဆိပ်တက်ခြင်းကိုကာကွယ်ရန်ထိုကလေးအားလုံးကိုပီဇီဝဆေးပေးထားရန်လိုသည်။

အများအပြားရှိနေလျှင်လည်းသွေးအတွင်းဌာတ်ဖျားပိုးရှိမရှိစစ်ဆေးရန်လိုသည်။သွေးခွန်နန်းအသက်ရှူ

နှုန်းနှင့်ဆီးပမာဏကိုပုံမှန်စောင့်ကြည့်ပေးပါ။နေ့စဉ်ကိုယ်အလေးချိန်၍ဖွယ်ားပေါ်တွင်မှတ်တမ်းတင်ထားပါ။

ပ ထ မ အ ဆင့်-အာ ဟာ ရ မြင့် မား သော နို့တိုက် ကျွေး ရန် အ ကြိမ် အ ရေ အ တွက် ၂၄ နာ ရီ တွင် ၈-၁၂ ကြိမ် အ ချိန် အ ပိုင်း အ ခြား ၈ ကြိမ် -၃ နာ ရီ ခြား ၁၂ ကြိမ် -၂ နာ ရီ ခြား တခါဖျော် ပ မာ ၈-၁၃၅စီစီ အလေးချိန်ကို လို ဂ ရမ် ၂၄ နာ ရီ တွင် ကျွေး သော အ ကြိမ် ပေါင်း

ပ ထ မ အ ဆင့်- အာ ဟာ ရ မြင့် မား သော နို့ရည် ဖြ လုပ် နည်း၊ ပါဝင်သောပစ္စည်းပမာဏဖျော်စပ်နည်း အ ဆီ ဓာတ် မ ပါ ဝင် သော နွား နို့ ၂၅ ဂရမ် ရေ ကို ဆူ ပြီး ၅-၇ မိ နစ် ဆူ နေ အောင် ကျို ထား ပါ သ ကြား၁၀၀ ဂရမ် ပါ ဝင် ပစ္စည်း အား လုံး ကို ရေ နွေး ထဲ သို့ ထည့် ပါ။ ဟင်း သီး ဟင်း ရွက် ဆီ၂၇ ဂရမ်အအေးခံပြီး ခွက်နှင့်ထည့်ပါ။ အထက်ပါပစ္စည်း များထည့်ပြီးလျှင်တလီတပြည့်အောင်ရေနွေးဆူဆူကို ထပ်ဖြည့်ထည့်ပါ။ယူနီဆက်မှသတ္တုဓာတ်များအရော ထုပ်ရှိပါကဖြည့်ထည့်ပါ။

စနစ်တကျကုသနည်း

သန်ချခြင်း	၁-၂ နှစ် ၂ နှစ်အထက်	(Albendazole 200 mg OD )×၃ ရက် (Mebendazole 100 mg BID)×၃ ရက်
ဗီတာမင်အေ	၆လအောက် ၆-၁၀လ(၈ကီလိုဂရမ်အောက်) ၁ နှစ် နှင့်အထက်(၈ ကီလို ဂရမ်အထက်)	နေ့ ၁၊ နေ့ ၂၊ နေ့ ၈ တွင် (50,000 IU) နေ့ ၁၊ နေ့ ၂၊ နေ့ ၈ တွင် (100,000 IU) နေ့ ၁၊ နေ့ ၂၊ နေ့ ၈ တွင် (200,000 IU)
ဗီတာမင်ဝမ်း ဖောလစ်အက်စစ်		နေ့စဉ် (10 Mg)၆ ပတ် နေ့ ၁ (5 Mg)ထို့နောက်(5 Mg)တပတ်ကို ၃ လ
ဖဲရပ်ဆာလဖီ	၅ ကီလိုဂရမ်အောက် ၅-၉ကီလိုဂရမ် ၁၀ ကီလိုဂရမ်အထက်	(500 mg OD)ကို ၃ လ (100 mg OD)ကို ၃ လ (200 mg OD) ကို ၃ လ

နောက်ဆုံးနည်းလမ်းအနေဖြင့်နှာခေါင်းအစာပိုက်ထည့်ရန်စဉ်းစားပါ။ ကလေးစားနိုင်သောအာဟာရပမာဏကိုပုံမှန်ပြထားသည့်ပမာအတိုင်းစောင့်ကြည့်ပါ။ သွေးထဲတွင်အချို့ဓာတ်လျော့နည်းခြင်းကိုကာကွယ်ရန်-နည်းနည်းနှင့်ခဏခဏကျွေးပေးပါ။နေ့ရောညပါ



# ထေါ့၊တၢ်နံၤတၢ်ခၢၢ်ဒီးတၢ်ဗျီၤသံၤန့ၢ် Puzzle, Cartoon and Poem



## ထေါ့သံၤန့ၢ်

### မံၤတၢ်ကၤညီၤ

၁. ကညီၤကီၢ်ပုၤခိၣ်လုၢ်ကွီၢ်၊  
ကီၢ်ရၢၢ်န့ၣ်ဘၣ်ဟံၤမၤလိၤ၊  
ယိၣ်လိၣ်ထံၣ်ကျိၤယုၤသိၣ်ဝဲ၊  
ခိၣ်လုၢ်ကွီၢ်န့ၣ်နတဟံၤ၊
၂. ခိၣ်န့ၢ်အါၤကတၢ်ထံၣ်စိၤ၊  
ဒုးအိၣ်ထီၣ်ဝဲခိၣ်လုၢ်ကွီၢ်၊  
ခိၣ်လုၢ်ကွီၢ်အိၣ်ထီၣ်မးလံၤ၊  
ပတၢ်ကြးၤဂုၤလၢပမံၤ၊
၃. မံၤတၢ်ကၤညီၤမိၤ၊  
အိၣ်ထီၣ်ပမံၤခိၣ်လုၢ်ကွီၢ်၊  
တနီၤဖျိထီၣ်ခိၣ်လုၢ်ကွီၢ်၊  
ဟ့ၣ်လီၤသးလၢတၢ်မၤလိၤ၊
၄. ခိၣ်လုၢ်ကွီၢ်ဖျိထီၣ်တၢ်လံၤ၊  
လံၤအုၣ်သးပိၣ်ထွဲပမံၤ၊  
ကညီၤမိၤခိၣ်လုၢ်ကွီၢ်၊  
တကြးမံၤတၢ်မၤလိၤ၊
၅. ထီၣ်ကတၢ်လီၤဒီးကလိၤ၊  
ဒ်ကဖျိထီၣ်ခိၣ်လုၢ်ကွီၢ်၊  
လဲၤတၢ်တၢ်လံၤခိၣ်လုၢ်ကွီၢ်၊  
ဒ်ကဒီးန့ၢ်တၢ်သိၣ်လိၤ၊
၆. တၢ်ကိတၢ်ခဲၣ်တၢ်ဂုၤ၊  
ခိၣ်လုၢ်ကွီၢ်ပကလုၤကွၢ်၊  
ခိၣ်လုၢ်ကွီၢ်န့ၣ်မၤတၢ်တီၤ၊  
ဒ်ပုၤကလုၤကတၢ်ထီၣ်မိၤ၊
၇. သုတမံၤတၢ်ညီၤမိၤ၊  
တဆံၤတၢ်ဖျိခိၣ်လုၢ်ကွီၢ်၊  
အိၣ်ထီၣ်ယံၣ်ခိၣ်လုၢ်ကွီၢ်၊  
ကဖျိထီၣ်ကွၢ်ကညီၤမိၤ၊

သၢ-ဒီးသုဒ္ဓိ

### ကညီၤသုဒ္ဓိဗျီၤန့ၢ်

၁. လၢပစၢ်ခါခဲအံၤ၊  
ကွီၢ်တဖၣ်သုၣ်လီၤသးလံၤ၊  
တနီၤသုၣ်လၢပျီၤလၢပျီၤ၊  
တနီၤသုၣ်လၢကတၢ်တီၤ၊
၂. လ(KTWG)အယိၤ၊  
ဖိသုၣ်ဖိထီၣ်ဘၣ်ကွၢ်ကွီၢ်၊  
ထီၣ်သတြီၤဖိသုၣ်လၢညါ၊  
ဖိသုၣ်ခဲအံၤထီၣ်တၢ်အါ၊
၃. ယုၤဒိၣ်ထံၣ်စိတၢ်ထီၣ်ဘိၤ၊  
လၢပဝဲဒၣ်ဖိဝဲကိၤ၊  
မုၢ်တနံၤပကညီၤမိၤ၊  
ဖျိးစိလၢယုၤဒိၣ်အယိၤ၊
၄. လၢဒိၣ်ပုၤဝဲသၢကကျိၤ၊  
ကညီၤဘၣ်ခိၣ်ဖျိတၢ်အါ၊  
ခိၣ်ဖျိဘၣ်တၢ်အါအယိၤ၊  
ကဲထီၣ်ကွၢ်တၢ်မၤလိၤ၊
၅. ကွီၢ်သရၢၢ်လၢဟ့ၣ်လီၤသး၊  
မုၢ်ပုၤလၢသုၣ်ဖးသးဆး၊  
လီၤဘျံးလီၤတဲၤဘၣ်ဆၣ်၊

၆. စၢ်ဒီးဆၢကတၢ်တီၢ်ခဲအံၤ၊  
မိၢ်ပံၤမံၤစိၣ်နီၣ်စိၣ်လံၤ၊  
တၢ်ကွၢ်သုၣ်လၢလီၤအသး၊  
တဂုၤလီၤခံတဟးဖး၊
၇. မံၤတၢ်ကၤညီၤမိၤ၊  
စိၣ်ထီၣ်မံၤဒိၣ်နီၣ်ထီၣ်ဘိၤ၊  
ပမုၢ်မံၤခဲသုၣ်ပုၤ၊  
ကီၢ်သဘူတနီၤချူၤ၊
၈. ကညီၤမိၤလဲၤအိၣ်ကီၢ်ချူၤ၊  
သုၣ်နီၣ်ကွၢ်မိၢ်ပံၤလၢပျီၤ၊  
န.အ.ဖ.မ.အ.အ.မ.န.၊  
ဟံၤကွၢ်ကွၢ်ကွၢ်တဘျး၊
၉. မိၢ်အိၣ်ဖျိန့ၣ်န့ၣ်သုၣ်ဝဲ၊  
ဟံၤကွၢ်ဆုၣ်န့ၣ်ဟံၤန့ၣ်ယိၤ၊  
မိၢ်အိၣ်ဖျိန့ၣ်လီၤဒုၤပိၤ၊  
ဟံၤကွၢ်ဆုၣ်ကီၢ်ကညီၤမိၤ၊
၁၀. ကီၢ်ကညီၤလၢပစၢ်စိၤ၊  
ထံၣ်ဝဲဒီးသုၣ်လီၤဟံၤပံၤယိၤ၊  
ကညီၤမိၤလဲၤအိၣ်ကီၢ်ဂုၤ၊  
စံၣ်စိၤတဲၤစိၤဒီးကွၢ်ရၢၤ၊
၁၁. ဒ်ကန့ၢ်ကွၢ်ကီၢ်ကညီၤမိၤ၊  
ဖိၣ်လိၣ်စုၤသးတဖျိန့ၣ်ယိၤ၊  
လဲၤသကိးကယိၤကယိၤ၊  
တနံၤကန့ၢ်ကီၢ်ကညီၤမိၤ၊
၁၂. တၢ်လၢလီၤကျဲၤသန့ၢ်၊  
ဟ့ၣ်လီၤသးကံၢ်ကျဲၤဆၢထၢၣ်၊  
ဒ်ပတၢ်မုၢ်လၢတီၢ်ဟံၤ၊  
တနံၤန့ၢ်ပကထံၣ်ဘၣ်၊
၁၃. သးဆံးတဂုၤကညီၤမိၤ၊  
ကျဲးစးလၢတၢ်မၤလိၤကွီၢ်၊  
ပုၤဝဲကိၢ်န့ၣ်ပုၤဝဲကိၢ်၊  
မုၢ်တနံၤပကထံၣ်ဘၣ်၊

၁၄. ကွီၢ်သရၢၢ်လၢသိၣ်လိၤတၢ်၊  
ကွၢ်ကွၢ်တၢ်ခိၣ်ယၢဝဲဒၣ်၊  
သုမုၢ်ပုၤလၢအိၣ်ဖျိထီၣ်၊  
ခိၣ်န့ၢ်လၢပအုၣ်ထံၣ်ကီၢ်၊
၁၅. သရၢၢ်အိၣ်ဒၣ်ထဲတဂုၤ၊  
အိၣ်ဖျိန့ၢ်ခိၣ်န့ၢ်တဘျးဂုၤ၊  
ပဒိၣ်မုၢ်အိၣ်ထဲတဂုၤ၊  
အိၣ်ဖျိန့ၢ်ခိၣ်န့ၢ်တသုဘၣ်၊
၁၆. အိၣ်ဖျိန့ၢ်တသုအမံၤညါ၊  
ပဒိၣ်ဟံၤခိၣ်ဖျိသရၢၢ်၊  
မုတမုၢ်ဘၣ်လၢသရၢၢ်၊  
ခိၣ်န့ၢ်ကအိၣ်ဖျိမတၢ်၊
၁၇. ဖိသုၣ်ကဟံၤခါဆုၣ်ညါ၊  
လၢပုၤဒီးကွၢ်သုဝဲညါ၊  
ဖိဖုလၢပုၤဒီးခဲအံၤ၊  
ခဲအံၤတၢ်ထံၣ်ဂုၤထီၣ်လံၤ၊
၁၈. ကွၢ်သုကလဲၤထီၣ်လဲၤထီၤ၊  
MTTဟးဂုၤဝဲ၊  
KTWG ကရၢၤ၊  
ဖိၣ်လိၣ်စုၤကီၢ်ပုၤကီၢ်ချူၤ၊
၁၉. ဒိၣ်ပုၤဝဲလၢကတၢ်ခိၣ်၊  
ကျဲးစးထီၣ်ကွၢ်တၢ်မၤလိၤ၊  
မံးယံၣ်တီၢ်မံးယုၤကွၢ်သု၊  
မံးထဲယံၣ်ပုၤလံၤပုၤသု၊
၂၀. ခံၤခါလၢပမၤမုၢ်သု၊  
ကီၢ်ညီၤန့ၢ်မၤဝဲအိၣ်မုၢ်၊  
သုအိၣ်မုၢ်တသုအိၣ်မုၢ်၊  
ဟံၤပသးဒ်န့ၣ်တဂုၤ၊
၂၁. တၢ်ဟံၤသးဒ်န့ၣ်တဖၣ်၊  
တမၤလဲၤထီၣ်လဲၤထီၤဘၣ်၊  
မုအိၣ်ဘၣ်ဖုးလၢပကျိၤ၊  
ကဲန.အ.ဖ.အ.ကံၢ်ဘါ၊

သၢ-ကွၢ်ဒီး သုဒ္ဓိ-ဒုၤကျိၤ

## သၢ-သုဒ္ဓိဒီးသုဒ္ဓိ

၁. ဒ်ပမုၢ်ဝဲကညီၤမိၤ၊  
ပဘၣ်အိၣ်ဒီးတၢ်သိၣ်လိၤ၊  
တၢ်သိၣ်လိၣ်န့ၣ်အကါခိၣ်၊  
ကညီၤမိၤအကျိၤအကျိၤ၊
၂. တၢ်သိၣ်လိၣ်န့ၢ်တၢ်ကွၢ်အါ၊  
ပဘၣ်အိၣ်ဒီးတၢ်ကွၢ်အါ၊  
ကလုၤအကတၢ်ကွၢ်သု၊  
သုတဟံးန့ၢ်လၢမံၤခဲ၊
၃. တၢ်သိၣ်လိၣ်အဆၢကတၢ်၊  
ဂုၤကျဲးစးဒီးမၤနီၣ်နီၣ်၊  
ပုၤကလုၤအတၢ်သိၣ်လိၤ၊  
ကျဲးစးဒီးဟံးယံၣ်ထီၣ်ဘိၤ၊
၄. တၢ်ကွၢ်သုမုၢ်တၢ်မၤန့ၢ်၊  
အိၣ်ဒီးတၢ်သိၣ်လိၤအကျိၤ၊  
တၢ်ကွၢ်သုအိၣ်ဒီးပလီၤ၊  
ဟ့ၣ်နီၤသကိးဆုၣ်ပမိၤ၊
၅. တၢ်ကွၢ်သုမုၢ်ပတီၢ်ထီၤ၊  
ပဘၣ်အိၣ်ဒီးတၢ်အိၣ်လီၤ၊  
တၢ်ကွၢ်သုတအိၣ်ပလီၤ၊  
ပကတီၢ်ကွၢ်ဘၣ်ပုၤကျိၢ်၊

သၢ-သုဒ္ဓိဒီးသုဒ္ဓိ

## သၢ-သုဒ္ဓိဒီးသုဒ္ဓိ

၁. ဖိဖုလၢပုၤသုၣ်ခဲဒီးဝဲ၊  
မိၢ်ပံၤလၢပုၤသုၣ်ခဲဒီးဝဲ၊  
ဆုးလီၤခိၣ်မၤအိၣ်မုၢ်ဝဲ၊  
ကဲဘျးလၢသးသမုၢ်ကျိၤ၊
၂. ကွၢ်သုတအိၣ်မုၢ်လၢပုၤ၊  
ကွၢ်ဘၣ်တအိၣ်မုၢ်လၢပုၤ၊  
ကလုၤကတၢ်တၢ်မၤန့ၢ်၊  
လီၤထံၣ်လီၤထီၣ်ကညီၤမိၤ၊

၃. တၢ်ကွၢ်သုမုၢ်တအိၣ်ဝဲ၊  
တၢ်ကွၢ်ဘၣ်မုၢ်တအိၣ်ဝဲ၊  
သုၣ်လၢပုၤမံးကလံၤဟံး၊  
ဝဲလၢလီၤမံးကလံၤဟံး၊
၄. နမံၤကျိၢ်ဒ်ဒီးကအိၣ်မုၢ်၊  
စံးဝဲယမုၢ်ပုၤဒုၤမိၤ၊  
တဲၤလီၤအသးပုၤဒုၤမိၤ၊  
ကွၢ်စုၤတၢ်လၢသုၣ်ကအိၣ်မုၢ်၊
၅. ပမုၢ်ဝဲဒၣ်ပုၤသးစၢ်၊  
စုၤကျဲးစးဟံးထီၣ်မုၢ်ဒါ၊  
ပကလုၤသုတလီၤမၤ၊  
ပဘၣ်အိၣ်ဒီးတၢ်ကွၢ်ဘၣ်၊
၆. တၢ်ကွၢ်သုအရၢခိၣ်မး၊  
တၢ်ကွၢ်ဘၣ်အရၢခိၣ်မး၊  
ဒ်ပမုၢ်ပုၤအသးစၢ်၊  
စုၤကျဲးစးမၤလိၤကိးစၢ်၊
၇. တၢ်ကွၢ်သုမုၢ်အိၣ်ဒီးပုၤ၊  
တၢ်ကွၢ်ဘၣ်မုၢ်အိၣ်ဒီးပုၤ၊  
ကလုၤကတၢ်မၤန့ၢ်ပုၤ၊  
မၤန့ၢ်ပုၤတသုတဘၣ်၊
၈. မံၤစုၤမံၤခဲကညီၤမိၤ၊  
လုၤပုၤစၢ်ခံတကျိၤလၢ၊  
မၤမုၢ်ခိၣ်ခါဆၢထၢၣ်၊  
လီၤမၤတသုကညီၤမိၤ၊
၉. ဂုၤခိၣ်ဂုၤခဲဒီးဝဲ၊  
ကိၢ်ကျိၢ်ခဲအိၣ်ဒီးအအုၣ်၊  
မၤန့ၢ်သးဒ်တအိၣ်မိၤ၊  
ကဖိၣ်န့ၢ်န့ၢ်ဘၣ်ကညီၤမိၤ၊
၁၀. ယုၤကွၢ်အိၣ်မုၢ်တၢ်ကွၢ်သု၊  
ပလၢကွၢ်မုၢ်တၢ်ကွၢ်သု၊  
တယၢဒီးဆိမိၣ်ထံၣ်ကွၢ်၊  
ကွၢ်ဘၣ်ကွၢ်သုအလုၤပုၤ၊

သၢ-ထံၣ်လီၤသးထံၣ်ကွၢ်





°CLOES





**သရုပ်တင်ကြုံးသန့်ရှင်း**  
**Teacher Talk**

[illegible]

မင်းသား

ယမ္မာံ ကိံ သရဉ် မုဉ် တဂဒီး ယ  
သိဉ် လိတှာံ လံ တာံ (၂၈) နံဉ် လံ  
နဉ် လီၤ. မှာလၢယအဲဉ် ဘဉ်တံာ်  
မၤဝဲအံၤ, ယဟံးဒိဉ် ဘဉ်တံာ်မၤ  
အဝဲအံၤအယီယကျဲးစးမၤတုၤ

လာဇဲအံတံတဘျီးဒီးယသးနီတဘျီဘဉ်. ဘဉ်တနံယဆိကမိဉ်ထီဉ်ကုယတံမအဂုယသိဉ်လိနဉ်ကုတံအနဉ်တမဉ်အနဉ်အံလယဂီအဘျူးတအိဉ်နီတမံမးလဉ်. ယဟဉ်လီနဉ်ကုယသးထဲအံဘဉ်ဆဉ်တံဘျူးလယဂီတအိဉ်နီတမံမးလဉ်. ယသးဆံးလီဘဉ်ယသးဒိဉ်မးလီ.

ဘဲတဲတဲကီၢ်ခါလါမးရး၂၀၀၉နံၣ်အတီၢ်ပူၤသရၣ်ကိၣ်ဝါဒီးသရၣ်မုၢ်ရံၣ်ဖီဟဲတဲကိၣ်သရၣ်တၢ်သိၣ်လိမဲတီၣ်သိၣ်ထၣ်သဝီဒီးယဟဲထီၣ်စ့ၢ်ကီးယဲတၢ်မၤလိမဲတီၣ်သိၣ်ထၣ်အံၤဒီးဘၣ်တနံၤပူၤဟဲအုၤဒုးသ့ၣ်ညါယးဒီးကိၣ်ကမံးတံၢ်တကၤ, ယကူၢ်ထံထံမ့ၢ်မးယပျီၤလၢယသိၣ်လိဘၣ်တၢ်အိၤလၢအနီၢ်ဆံးသးစၢ်ခါမဲမဲဒီးတူၣ်ကိၣ်တၢ်လီၤန့ၣ်ဒီးယသးခုတကျါထုးလၢယထံၣ်

ဘၣ်က့ၤအိၤလၢအဝဲဒီးသုလီၤအ  
သးလၢတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အ  
တၢ်ကရၢကရိပူၤအယိၣ်န့ၣ်လီၤ။

ဒီးယသံကွာ်စွာ်ကိးအိလအသ  
ကိးဖိလအအိၣ်ဘၣ်ကွီတပုယိ  
ဒီးအိဖဲယသိၣ်လိအဘဲသ့ၣ်အခါ  
တဖၣ်အဂ့ၢ်တကစုၣ်စုၣ်ဒီးအဘဲတဲ  
ဘၣ်ယလအပုၤန့ၣ်ခဲအံၤကဲထီၣ်  
သ့ၣ်ခိၣ်, အဘဲတကကဲထီၣ်ပဒိၣ်,  
အဘဲတကမ့ၢ်ကသံၣ်သရၣ်မုၢ်,  
အဘဲတကကဲထီၣ်ကိၣ်သရၣ်မုၢ်,

[illegible]

ဆု ကာဠိကိသရုဏ်မုသကိးတဂ်ကရူဂ်.

လောယစိဉ်ယိဉ်ကဒီ၊ဖဲဂျးဒါ၊ဖဉ်ဆဉ်ကဒီဂျဉ်၊ ဝန္တုဉ်ကဒီဆဉ်ဒီ၊ယစးထီဉ်  
မလသကး၊တဂ်လကဉ်ဒီဆဉ်မဂ်ကဉ်သရဉ်တက၊ဆသး၊ယစးထီဉ်သိဉ်လိတဂ်ဖဲ  
၂၀၀၆တု၊၂၀၀၈န့ဉ်တု၊လကခဲတံ၊န့ဉ်ယစးထီဉ်ဒီးသး၊တုဒီမးန့ဉ်လိ၊ လ၊အ

ပုဂ္ဂိုလ်ခံနိုင်သလိုလိတ်လာကြုံအဆဲကတိဝိယတဒီးန့တၢ်စုကိးကိသ  
ရၢ်အတၢ်သုတၢ်ဘၣ်တဖၣ်စုကိးအဆဲတၢ်ဘျီလၢယတၢ်သိၣ်လိအပူပူ  
လၢဟ့ၣ်တူၣ်လိာ်ပသးတအိၣ်စုကိးအါအါဘၣ်န့ၣ်လီၤ. ကတိဝိအံၤထံၣ်ဒီး  
သ့ၣ်ညါဘၣ်လၢကညီကိသရၢ်တၢ်မၤသကိးတၢ်ကရၢ်သ့ၣ်တဖၣ်မ့ၢ်လၢ  
ယၤတၢ်မၤသးခလၢယဖးဘၣ်စုကိးလၢလံာ်ပယုပုၤတၢ်ဘၣ်ဒီးတဘျီ  
ယဒီးန့ၣ်ဘၣ်အါထီၣ်စုကိးကိသရၢ်အတၢ်သုတၢ်ဘၣ်တဖၣ်လၢယဂီၢ်ဂုၤ

ဒိဋ္ဌိမးနူဉ်လီၤ. ဒ်ယဒီးန့ဉ်ဘဉ်  
လံာ်ပယုပပွါအတၢ်ဖးဒီးမ့ၢ်တၢ်  
ကဲဘျူးအါထီဉ်လၢယတၢ်သိဉ်  
လိတဖဉ်မ့ၢ်လၢယကဘဉ်မၤပု  
ထီဉ်တၢ်သိဉ်လိအကျဲတဖဉ်ဒီး  
အါန့ဉ်အန့ဉ်နီဉ်လၢကယဲအူညါ  
ယမ့ၢ်လၢလၢကညီကွီသရဉ်မၤ  
သကိးတၢ်အကရူၢ်တဖဉ်ပတၢ်  
ထံဉ်လိာ်သးကအါထီဉ်အဂီၢ်ဒီး  
ပဲကွီသရဉ်လၢကဂီၢ်ပူတဖဉ်ဒ်ပ  
ကဒီးန့ဉ်ဘဉ်အါထီဉ်တၢ်သိဉ်

လိအကျိုအကျတဖန်အါအါဒီးယသးခုစံးဘျူးဘဉ်ကွီသရဉ်မးသကိးတၢ်  
ကရၢ်တဖန်ဒိဉ်ဒိဉ်ကလဲဉ်လီၤ. လၢ-သရဉ်စီးလါကပီၤ

ယခင်ကမီးဝဲလော့ၤပုၤခါဂးကသုၣ်ညါခေဇိၣ်ယခိၣ်ပာ်ၤဒါၣ်တီၣ်သးတၢ်ဂုၢ်  
တၢ်ကျိၤခိၣ်တီၣ်သးန့ၣ်လၵိၤ. ယခိၣ်ယံလော့ၣ်သးတီၣ်ဂီၢ်စ့ၣ်, ဖုၣ်ခေၣ်  
တီၣ်ဆၣ်, ခးတဖၣ်ဂးတူၢ်, (-----)သးတီၣ်လၵိၤ.

ယမံမုၢ်ဝဲသရၣ်မုၢ်(-----), ယဟ်န့ၣ်ပှၢ်ကိးလၢ(စိ-----)ဒီး  
ယမံၤန့ၣ်ပှၢ်ကိးလၢ(နီၢ်-----)န့ၣ်လီၤ. ယဟ်န့ၣ်လၢညါခါမ့ၢ်ဝဲပှၢ်မၤ  
တၢ်ဟံၤဆၢဖိကၤဒီးဖဲၣ်ဉ္စးန့ၣ်န့ၣ်ယပါဟ့ၣ်လီၤကွံာ်အသးသမူလၢထံ  
ကီၢ်ဒီးပှၢ်ကလုာ်အဂီၢ်န့ၣ်လီၤ. ယသးတဆံးလၢယဟ်ဟ့ၣ်လီၤကွံာ်အသး  
သမူလၢထံကီၢ်ဒီးပှၢ်ကလုာ်ဘၣ်အမဲၣ်ညါယဟ်ကဖၤယသး. ယသးခုဒ်  
မးလၢအဝဲအတၢ်ဟ့ၣ်လီၤအသးန့ၣ်လီၤ. လၢတၢ်ဟံၤဆၢအဂီၢ်ယပါအတၢ်  
ဟ်သ့ၣ်ဟ်သးတဖၣ်န့ၣ်ယကဘၣ်ဟံးန့ၢ်တၢ်အဒိအိၣ်ဝဲအါမးန့ၣ်လီၤ. ဖဲ  
ဉ္စးန့ၣ်လၢယသးအိၣ်ဝဲ(၁၈)န့ၣ်အခါယမၤလိအတိ(၁၀)န့ၣ်လီၤ. ဆၢ  
ကတိၤဖဲန့ၣ်န့ၣ်အဖးသုးဒ်ခါတဖၣ်မၤတံာ်တၢ်ယၤ, ကွဲထီၣ်ကွဲလီၤယဒီးထၢ  
န့ၣ်ယၤလၢတၢ်ဖါဝါ(ယိၣ်)အပူၤတလါတခါန့ၣ်လီၤ. နံၣ်အဝဲန့ၣ်အပူၤယဒီး  
စးတချးလၢဘၣ်ဒီးယဟးထီၣ်ကွံာ်ကွံာ်န့ၣ်လီၤ. လၢတၢ်သ့ၣ်သ့ၣ်သးသ့ၣ်  
လၢတၢ်မၤလိအသိးယကွၢ်ထီၣ်ကဒါကွၢ်အတိ(၁၀)ဒီးယဖျိထီၣ်အတိ  
(၁၀)ဂ့ၤဖဲၣ်ဉ္စးန့ၣ်န့ၣ်လီၤ. ယစးထီၣ်န့ၣ်လီၤသိၣ်လိတၢ်လၢနံၣ်ဝဲန့ၣ်အ  
ပူၤဖဲလၢအိးကထိဘၣ်(၇)သိန့ၣ်လီၤ. ယန့ၣ်လီၤကွံာ်သရၣ်အတၢ်မၤဒီးယ  
တၢ်ပညိၣ်အိၣ်ဝဲလၢကညိဒိကလုာ်တၢ်လဲၤထီၣ်လဲၤထီကအိၣ်ဝဲအဂီၢ်န့ၣ်  
လီၤ. ယန့ၣ်လီၤကွံာ်သရၣ်တၢ်န့ၣ်ဝဲ(၄)နံၣ်တံၢ်အလိၣ်ခံ, ဖဲၣ်ဉ္စးန့ၣ်န့ၣ်ဒုၣ်ခါ  
န့ၣ်အဖးတဖၣ်မၤတံာ်တၢ်, ကိးသမံသမိးယၢဝဲထၢန့ၣ်ကဒီးယၤလၢသုးသုး  
သုးကလၢတၢ်ဖါဝါပူၤ(၆)လါန့ၣ်လီၤ. (၆)လါဝံၤယဟးထီၣ်ဘၣ်တၢ်ဖါဝါ  
အပူၤဒီးယကွၢ်န့ၣ်လီၤသိၣ်လိကဒီးတၢ်ဖဲၣ်ဉ္စးအၣ်တၢ်ထီၣ်နီၣ်ဂံၢ်(၁၂)န့ၣ်  
လီၤ. ဖဲၣ်ဉ္စးန့ၣ်န့ၣ်ယဒီးန့ၢ်ဘၣ်(BA,ge0)ဖဲမိၣ်လၢပွဲၣ်ဖျိမိမိန့ၣ်လီၤ.  
တန့ၣ်ယိဖဲယဒီးန့ၢ်ဘၣ်ဘူးန့ၣ်ယဟ်တကဟ့ၣ်လီၤကွံာ်အသးသမူလၢထံ  
ကီၢ်ဒီးပှၢ်ကလုာ်အဂီၢ်ဒ်ယမံးတၢ်လၢထးအသိးန့ၣ်လီၤ. တုၤမ့ၢ်ယဟ်သံဝဲ  
အလိၣ်ခံဒုၣ်ခါတဖၣ်ပျဲကွၢ်ယၤလၢယသဝီန့ၣ်လီၤ. စးထီၣ်ဖဲန့ၣ်ယထံၣ်လိၣ်









**ပျဉ်းမားတစ်ဖက်တစ်ဖက်တစ်ကွက်တစ်ကွက်**

## Reader Feedback



သရဉ်/မုဉ် ကျဉ်သုပုၤမၤတၢ်ဖိဒီးဒီပုၤဝဲၤပုၤဖးလံာ်ဖိကိးက၊  
ပဒုးအိဉ်ထီဉ်ကညိကျိသရဉ်လံာ်တၢ်ကစီဉ်(ပယုပပိၤ)တဘျဉ်အံၤပအိဉ်ဒီး  
တၢ်မုၢ်လၢလၢပကနီၤဟ့ၣ်လီၤလိာ်သကိးပတၢ်လဲၤခီဖျိ၊ ပတၢ်ထံဉ်ဒီးပ  
တၢ်လၢလၢအအိဉ်ဒီးပုၤဒီးသိးကကဲထီဉ်ဝဲဒီးပုၤသးပုၤစံး“ဝဲအါဘိဝဲဉ်တဲာ်ထံ  
ဆါအါဘျဉ်ဆါကျၢ”လၢတၢ်ကျဉ်ဘဉ်ကျဉ်သုအတၢ်လဲၤထီဉ်ဆူညါအဂီၢ်န့ၣ်  
လီၤ၊ ပလီၣ်ဘဉ်လၢနကဆူထီဉ်နတၢ်ဟ့ၣ်ကျဉ်၊ နတၢ်ကွဲး၊ တၢ်လီၤနံၤ  
လီၤအူဒီးတၢ်ဟ့ၣ်ဂံၢ်ဟ့ၣ်ဘါဒီးသိးလံာ်ပရတဘျဉ်အံၤအလုၢ်အပွၤကထီဉ်ဘး  
ဝဲအဂီၢ်န့ၣ်လီၤ၊ ဆူထီဉ်ဘဉ်နတၢ်လဲၤခီဖျိ၊ တၢ်မၤလိဒီးတၢ်သိဉ်လိလၢနန့ၣ်  
ဘဉ်ခီဖျိထံချၢကီၢ်ချၢမုၢ်ဂၤ၊ မိၢ်ပၤဖဲပုၤအတၢ်ဟ့ၣ်သါတၢ်တၢ်သ့ဉ်ညါမုၢ်ဂၤဒီးတၢ်  
တမံၤဂၤတမံၤဂၤဒီးသုအိဉ်ဒီးလၢကကဲထီဉ်ဝဲတၢ်ဘျုးတၢ်ဖျိန့ၣ်တက့ၢ်၊ နမ့ၢ်  
ဆူထီဉ်နတၢ်ကွဲး၊ လုၢ်ဖိထီဖိ၊ တၢ်ကစီဉ်ဒီးတၢ်အဂၤအကန့ၣ်ဆူယုဉ်နမံၤန  
သဉ်(မ့ၢ်)မံၤထီဉ်ဒီးဘိဒီးလီၢ်အိဉ်လီၢ်ဆိးသပုၢ်ပုၢ်တက့ၢ်၊ နမ့ၢ်ဆူတၢ်ကျၢခိဉ်  
န့ၣ်တခါဆူယုဉ်ဒီးအစတက့ၢ်၊ တၢ်ဂီၢ်ကွဲးကွဲး(တိပါ)န့ၣ်တုအိၤလၢနကစၢ်အ  
လံာ်ကဘျံးဝါအလီၤတက့ၢ်၊

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

Please write below your letters, stories, lesson plans, games, poems, experiences and anything else you believe would be useful to share in this newsletter. Make sure you include your name, date and place that you live when you write to us. Please use a plain piece of paper if want to send us your drawings. If you send your puzzle game, please put the answer.

We are looking forward to hear from you!

တၢ်ကွဲးတဖၣ်န့ၣ်ဆွၢ်ခိဖျိကိၣ်သရၣ်လဲၤတရံးတၢ်တဖၣ်မ့တမ့ၢ် | KTWG P.O Box39 Mae Sariang, MHS, 58110 Thailand.

A large, faint, light gray question mark watermark is centered on a white background. The background features horizontal ruling lines, with a slightly darker shade of gray at the bottom. The question mark is composed of a curved upper part and a straight vertical stem, with a small square base at the bottom.