EES REPORT 2025

Showcasing how EES (1001)'s efforts positively impact teachers from Myanmar.

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IMPACT REPORT

Educator Empowerment Series - EES 1 [2025]

Introduction

About Us

01

Loi Aint Education Group is a non-profit, non-political, and non-governmental organization founded in 2022, led by a group of young and dedicated educators and scholarship recipients from Myanmar. We serve free and accessible educational support and resources to inspire and empower students and teachers from Myanmar through education toward academic and professional success. Through our programs, we aim to address the pressing educational challenges faced by students and teachers in Myanmar.

Educator Empowerment Series (EES-1001)

02

Educator Empowerment Series (EES) is a transformative 10-week workshop designed to equip basic education teachers in Myanmar with essential skills, knowledge, and tools to excel in their roles. Conducted every Sunday from February 9, 2025, the program aims to enhance teaching practices and foster professional growth.

This program is a part of Saya Loi Aint Project.

EES' Vision and Mission

03

EES's Vision
To inspire and empower educators to transform classrooms into dynamic, inclusive, and impactful learning environments.

EES's Mission
To provide teachers with practical skills, innovative strategies, and professional insights that enhance their teaching effectiveness and contribute to the holistic development of students.

By the end of the EES(1001), the participants will:

1. Develop teachers' ability to create engaging and effective lesson plans.
2. Strengthen classroom management and active learning techniques.
3. Foster understanding of child development and social-emotional learning.
4. Enhance skills in assessment and critical thinking facilitation.
5. Promote the ethical and professional growth of educators.

04

Program Goals

Program Topics

Week 1 | Educational Philosophy: Essence of Education

TEACHER MABEL KHIN

Week 2 | Child Development and Learning Stages

DR. SHWE YEE WIN

Week 3 | ICT in Education

TEACHER SU YADANAR

Week 4 | Classroom Management

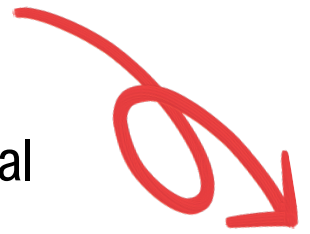TEACHER THEINT THEINT MYAT HTET

Week 5 | Active Learning Strategies

TEACHER NANG TE' PHYU

Week 6 | Social Emotional Learning

DR. THET MON MYAT MYINT THU

Week 7 | Assessment in Education

TEACHER MAY THET AUNG AND SAYA THAN HTET

Week 8 | Lesson Planning

TEACHER LINDA

Week 9 | Professional Ethics

TEACHER TERESA DIMNU

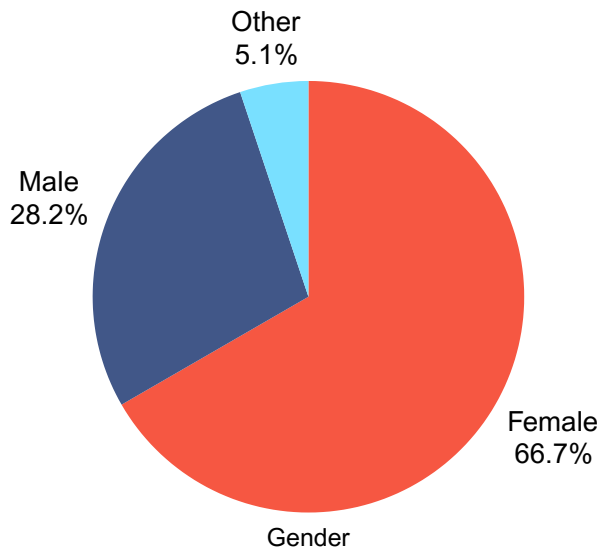# Week 10 | Developing Critical Thinking and Problem Solving

TEACHER SHUMAWA SOE THEIN

Selected Student Demographic

We have received a total of 64 applications. Among them, 39 students were finally selected for our Scholarship Bootcamp.
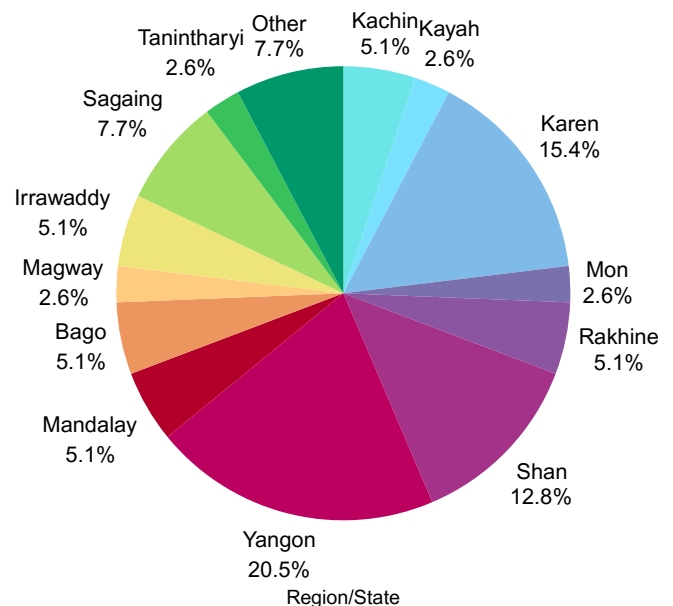

This pie chart illustrates the gender distribution across three categories: Female, Male, and Other.

1. **The Female category has the highest representation, making up the majority of the participants.**
2. **The Male category follows, with a count noticeably lower than Female—approximately one-third of it.**
3. **The Other category has the smallest representation, comprising only a small fraction of the total participants.**

This pie chart represents the distribution of a dataset across various regions and states in Myanmar. Each segment corresponds to a specific region, with its percentage clearly labeled.

Key Observations:

- **Yangon (20.5%) has the largest share.**
- **Karen (15.4%) holds the second-largest portion.**
- **Shan (12.8%) also contributes a significant part of the total.**
- **Sagaing (7.7%) and Other (7.7%) have equal distributions.**
- **Mandalay (5.1%), Bago (5.1%), Irrawaddy (5.1%), Kachin (5.1%), and Rakhine (5.1%) each hold an equal share.**
- **Kayah (2.6%), Mon (2.6%), Tanintharyi (2.6%), and Magway (2.6%) have the smallest shares in the dataset.**
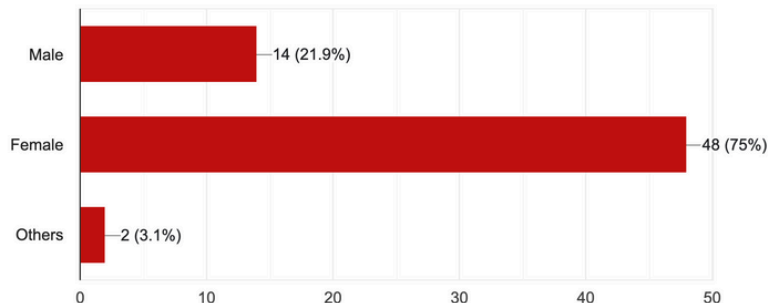

The participants come from diverse institutional backgrounds and bring a range of experiences to the program. While some are at the entry level, beginning their professional journeys, others are mid-level professionals with substantial field experience. This mix enriches the learning environment, encouraging knowledge exchange and peer learning across different levels of expertise.

Applicant Demographic

We have received a total of 64 applications. Among them, 39 students were finally selected for our Scholarship Bootcamp.

Gender
64 responses
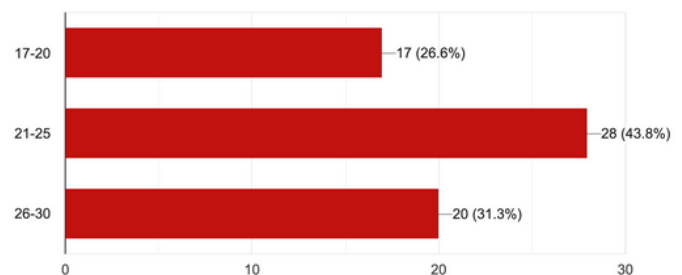

Male — 14 (21.9%)
Female — 48 (75%)
Others — 2 (3.1%)

Strong Female Representation
- With 75% of participants identifying as female, the program appears to be highly effective in engaging women.
- This could reflect the increasing participation of women in education, leadership, or community development roles.
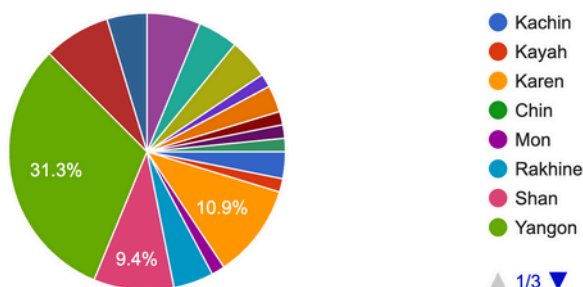
Predominantly Young Adult Participants
- Most participants fall within the 21–25 age range (43.8%), followed by 26–30 (31.3%).
- This suggests the program is attracting early-career individuals, possibly recent graduates or young professionals, which aligns well with capacity-building or youth empowerment goals.

Age
64 responses

17-20 — 17 (26.6%)
21-25 — 28 (43.8%)
26-30 — 20 (31.3%)

Region / State
64 responses

Legend:
- Kachin
- Kayah
- Karen
- Chin
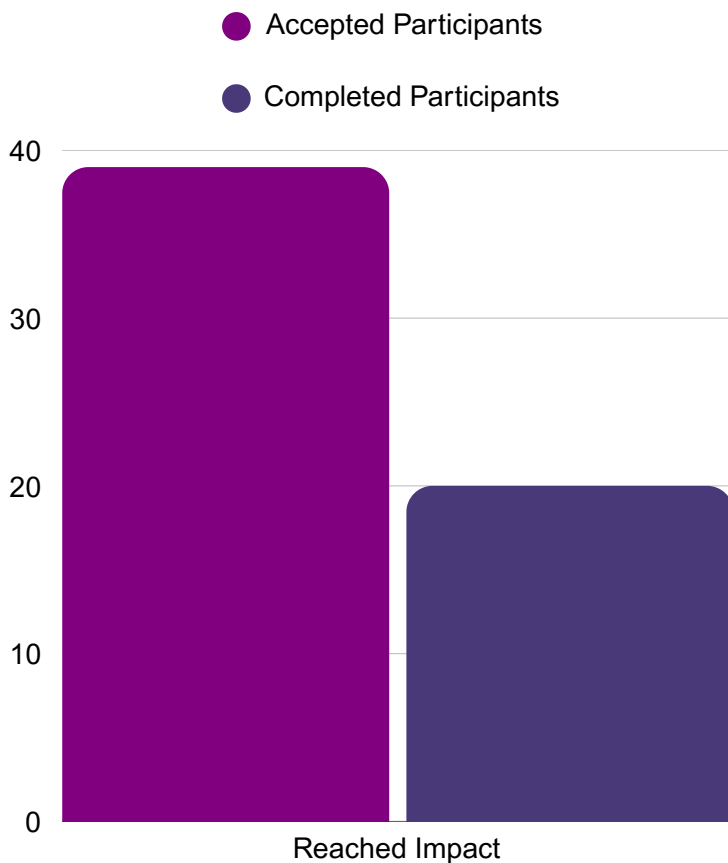- Mon
- Rakhine
- Shan
- Yangon

1/3

31.3%
10.9%
9.4%

Urban Concentration, Especially in Yangon
- Yangon alone accounts for 31.3% of the total participants.
- This reflects a strong urban engagement, possibly due to better access to information, internet connectivity, and institutional networks.
- However, it also highlights a potential outreach gap in remote or underserved areas that could be addressed in future rounds.

The program is successfully engaging young, female, urban participants, which is a strong foundation. For broader impact, future initiatives could focus on increasing male engagement and enhancing outreach to underrepresented regions and communities.

Reached Impacts

Accepted Participants

Completed Participants

Reached Impact

This bar chart shows a comparison between Accepted Participants and Completed Participants in terms of their Reached Impact. Interpretation:

- **Accepted Participants (represented by the purple bar) number approximately 39.**
- **Completed Participants (represented by the dark violet bar) number approximately 20.**

Key Observations:
- **While a substantial number of participants were accepted into the program (39), only about 51% (20 out of 39) completed it.**
- **This indicates a drop-off rate of nearly half, which may suggest challenges in retention, engagement, or external factors affecting completion.**

Implication:
Understanding the reasons behind the gap between accepted and completed participants could help improve future program design, support systems, and participant follow-up to ensure higher completion rates and impact realization.

Our Partner

Our Partner's Vital Role

- Provided strategic support, logistical coordination, and resource facilitation
- Enabled smooth execution across 10 sessions with diverse expert speakers
- Played a central role in participant outreach and retention follow-up

Without our partner's strong collaboration, the reach and quality of EES 1 would not have been possible.

Final Conclusion

The evaluation of the Educator Empowerment Series – EES 1 (2025) indicates that the program was a promising step toward achieving its mission of equipping basic education teachers in Myanmar with the skills and knowledge necessary for professional growth. Key takeaways include:

Strong Female Participation – The program successfully engaged a predominantly female audience, with 66.7% identifying as female. This reflects growing interest and involvement of women in the education sector, particularly in leadership and development roles.

Youth Engagement – The majority of participants were young adults aged 21–25, followed by those in the 26–30 age group. This shows the program's strong appeal to early-career educators and aligns with its focus on foundational skill-building and empowerment.

Diverse Regional Representation – Although participation skewed urban, especially from Yangon (31.3%), the program attracted individuals from across 14 regions and states, including Karen, Shan, and Kachin. This highlights both the program's reach and the potential to enhance inclusion from more remote or underrepresented areas.

Comprehensive and Relevant Curriculum – Covering ten weeks of structured training on topics such as lesson planning, classroom management, ICT, and social-emotional learning, the program offered well-rounded professional development. The diversity of speakers and practical content added depth to the learning experience.

Completion and Drop-Off Rates – While 39 participants were accepted, only around 20 completed the program, indicating a completion rate of approximately 51%. This drop-off suggests challenges in retention, which could be due to external factors such as workload, connectivity, or unforeseen circumstances.
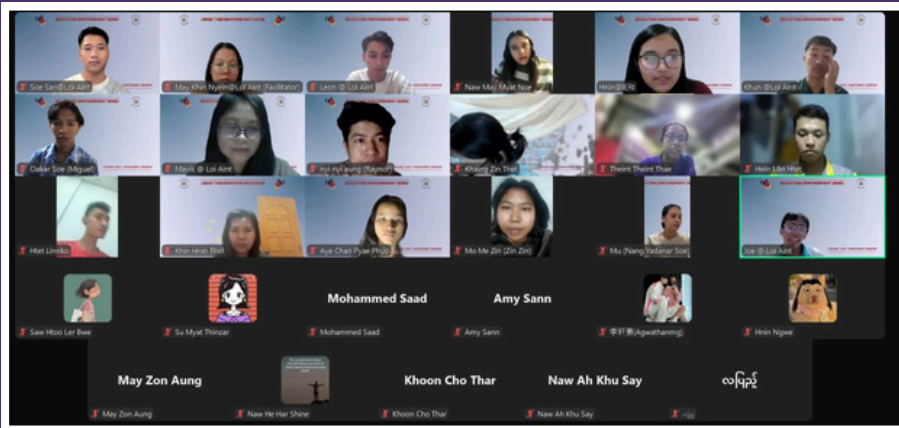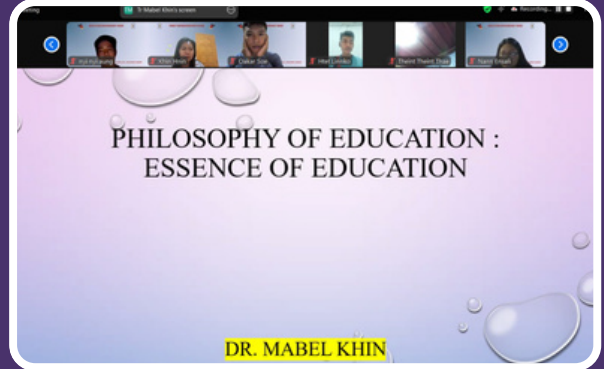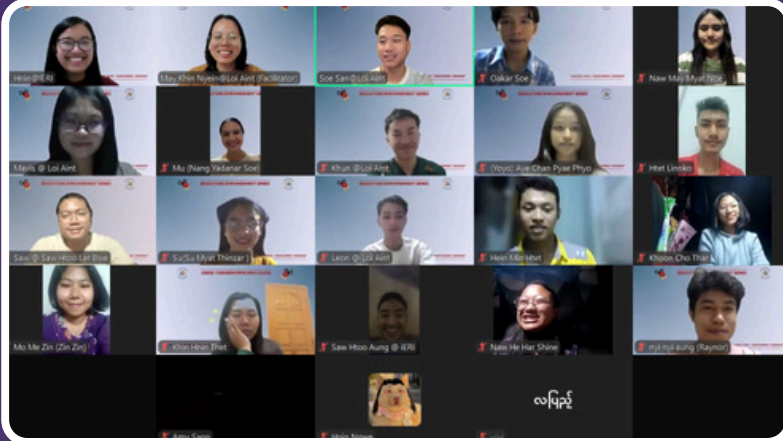
Future Improvement

Opportunities for Improvement – Future cohorts could benefit from extending the application deadline and selection timeline, strengthening follow-up systems, such as selecting participants and arranging waiting lists to reduce the drop-out rate, offering flexible participation options (e.g., hybrid sessions), and improving support structures to reduce attrition. Additional strategies to reach male educators and underserved regions would also increase impact equity.

Overall, EES 1 demonstrated a strong foundational impact in building educator capacity. With enhanced retention strategies and broader outreach, future series can amplify this impact and contribute meaningfully to teacher development across Myanmar.

Collaborative Learning

PHILOSOPHY OF EDUCATION :
ESSENCE OF EDUCATION

DR. MABEL KHIN

John Dewey

- Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities.

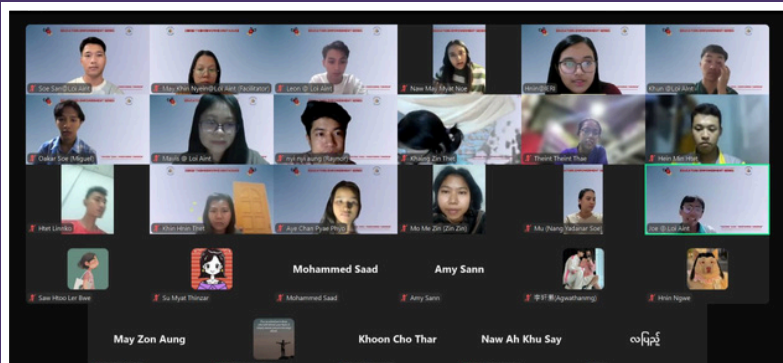### Child Development and Learning Stages

Dr. Shwe Yee Win
B.Ed., M.Ed., PhD (Educational Psychology)
Former Assistant Lecturer, YUOE
Former Instructor of Dip ECCD, YUOE
Former Principal at My Orchard Private School
Educational Consultant of Private Preschools and International School
Founder and Principal of Happy Learners Preschool

Aristotle

Education is the creation of a sound mind in a sound body.

How do you define education?

Call for Donations: Inspire Lives Through Education in Myanmar

Loi Aint Education Group aims to foster financial growth for the organization while maximizing community impact. This initiative focuses on supporting students and teachers in Myanmar by providing educational resources, training, and support systems. By enhancing access to quality education and empowering teachers through professional development, we contribute to the overall upliftment and development of the community. With the budget generated from your support, we can effectively run these programs within our organization, ensuring consistent support for the educational needs of our community. We invite you to join us in this initiative, helping us make a significant difference in the lives of students and teachers in Myanmar.

Donate Us

Use KBZPay Scan to pay me

Myint Myint Thwe(******0967)

Thai Bank Transfer   Myanmar Transfer

Your donation, no matter the size, will make a tangible difference.

Inspiring Lives Through Education