တၢ်ဂ့ၢ်ကီလၢအဆဲးမၤအသးတပယူာ်ဃီလၢစံၤရံၤလဲကာ်အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကျိၤအကွာ်အပူၤ

လၢ–ရိပၢၤစံနၤရၣ်   တၢ်ကွဲးတဃုၢ်အံၤဘၣ်တၢ်ဟံးန့ၢ်ကျိၣ်ထံအီၤလၢ EENET Asia Newsletter

တၢ်ဖံးလိမၤဒိးတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ဒီးတၢ်သ့ပၢၤဃာ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢကၠိန့ၣ်တၢ်သ့ၣ်ညါဘၣ်တ့ၢ်လံအီၤလၢအမ့ၢ်တၢ်လၢအတၢၤတၢ်အဒိၣ်ကတၢၢ်တဖၣ်လၢစံၤရံၤလဲကၣ်အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကျိၤအကွာ်အပူၤန့ၣ်လီၤ. တၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢကီၢ်စံၤရှၤလဲကၣ်အပူၤန့ၣ်တၢ်ဟ့ၣ်နီၤလီကလီအီၤလၢကီၢ်စဲၣ်အကၠိတဖၣ်ဒီးထဲဒၣ်လၢနီၢ်တဂၤအကၠိဒီးဟီၣ်ခိၣ်ဒီဖျၣ်အကၠိတဖၣ်န့ၣ်တၢ်ဘၣ်ဟ့ၣ်အလဲန့ၣ်လီၤ. ဖိသၣ်လၢအဒိၣ်ထိၣ်ဘၣ်လၢပှၤမၤမုၢ်ကျိၤဝဲၤကွာ်သ့ဒီးအတၢ်ခွဲးတၢ်ယာ်အိၣ်တဖၣ်မၤလိတၢ်လၢနီၢ်တဂၤအကၠိဒီးဟီၣ်ခိၣ်ဒီဖျၣ်ကၠိတဖၣ်ဒီးကျိာ်လၢတၢ်သူအီၤတခီမ့ၢ်ဝဲကီၤလၤဝါကျိာ်န့ၣ်လီၤ. ပှၤလီၢ်ကဝီၤဖိအကျိာ်တခီအါတက့ၢ်တၢ်သူအီၤလၢကီၢ်စဲၣ်ဒၣ်ဝဲအကၠိတဖၣ်ဒီးတၢ်ပာ်ပနီၣ်တၢ်သူကီၤလၤဝါကျိာ်ဒ်လံာ်မိၢ်ပှၢ်အကျါတဘ့ၣ်အသိးန့ၣ်လီၤ. ဖိသၣ်တဖၣ်ဘၣ်ကွၢ်ဆၢၣ်မဲာ်ဒီးတၢ်ဂုာ်နှၢ်လိာ်သးလၢတၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢအမံၤဟူအါကတၢၢ်,မ့တမ့ၢ်တၢ်ကီးအီၤလၢကၠိလၢ“**အဂ့ၤ**”ဒီးမ့မ့ၢ်ဖိသၣ်လၢဘၣ်ကွၢ်ဆၢၣ်မဲာ်တၢ်သဘံၣ်သဘုၣ်ဒီးခိခိၣ်ဒူသဝီတၢ်အိၣ်မူတဖၣ်တခီဘၣ်ကွၢ်ဆၢၣ်မဲာ်တၢ်ကီတၢ်ခဲဒီးတၢ်ဒူၣ်တၢ်ဆၢလၢအဂၤန့ၣ်လီၤ.

UNတၢ်ကရၢကရိအါဖုဒီးINGOတၢ်ကရၢကရိတဖၣ်ဒုးအိၣ်ထိၣ်တၢ်လီၤယုသ့ၣ်ညါတၢ်ဒီးတၢ်မၤလိတဖၣ်လၢအဒုးဖျါထိၣ်က့ၤတၢ်ဂ့ၢ်ကီအခိၣ်သ့ၣ်လၢအဒုးအိၣ်ထိၣ်တၢ်ကီတၢ်ခဲလၢအမၤကတၢၢ်ကွံာ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကျိၤအကျဲလၢကီၢ်စံၤရံၤလဲကၣ်အပူၤတဖၣ်န့ၣ်လီၤ. တၢ်ဂ့ၢ်ကီသ့ၣ်တဖၣ်လၢတၢ်ကွဲးဖုၣ်အီၤလၢအဖီလာ်အံၤတၢ်ထၢဖှိၣ်နှၢ်အီၤလၢတၢ်မၤလိအလံာ်ပာ်ဖျါအါဘ့ၣ်အပူၤ, လၢတၢ်ကွဲးအပူၤဒီးလၢကၠၢနၢၣ်လၢဘၣ်ဃးဒီးစံၤရံၣ်လဲကၣ်အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အဂ့ၢ်အကျိၤတဖၣ်အပူၤန့ၣ်လီၤ. တၢ်ဂ့ၢ်တၢ်ကျိၤတဖၣ်ပာ်ဖျါထိၣ်ဝဲတၢ်လၢအရှ့ဒိၣ်ဒီးတၢ်စ့ၢ်ကီအရှ့ဒိၣ်အါမံၤလၢဖိသၣ်လၢအတထိၣ်ကၠိဘၣ်တဖၣ်အနိၣ်ဂံၢ်အါထိၣ်ဝဲလၢကီၢ်အံၤအပူၤန့ၣ်လီၤ. အါတက့ၢ်တၢ်ဂ့ၢ်ကီသ့ၣ်တဖၣ်ကလီၤပလိာ်လိာ်အသးဒီးတၢ်ဂ့ၢ်ကီလၢတၢ်ထံၣ်နှၢ်အီၤလၢကလံၤထံးထံကီၢ်ဒီးကီၢ်အ့ရှၣ်မုၢ်ထိၣ်ကလံၤထံးထံကီၢ်တဖၣ်အပူၤ,ဒီးတၢ်ဂ့ၢ်ကီတနီၤတခီကအိၣ်ဝဲထဲလၢကီၢ်စံၤရံၤလဲကၣ်အပူၤန့ၣ်လီၤ.

ကျိာ်လၢတၢ်မၤလိဒီးသူအီၤလၢပဒိၣ်အကၠိန့ၣ်မ့ၢ်ဝဲစ့ၤဟၢၤလၤ(Sinhala)ဒီးထမ့လ်(Tamil)တဖၣ်န့ၣ်လီၤ.ကီၢ်ရှၣ်အါဘ့ၣ်မ့ၢ်သမၢဒၣ်လဲာ်ဝဲလၢဖိသၣ်လၢဘၣ်ဟးထိၣ်ကၠိတဖၣ်အမျးကယၤအိၣ်ထဲစှၤမးဘၣ်ဆၣ်ဒီးကီၢ်ရှၣ်အကျါတဘ့ၣ်လၢအဘၣ်ကွၢ်ဆၢၣ်မဲာ်ဒီးတၢ်သဘံၣ်သဘုၣ်အပူၤန့ၣ်ဖိသၣ်၁၇မျးကယၤဘၣ်ဟးထိၣ်ကၠိ,တလဲၤလၢကၠိဘၣ်,မ့တမ့ၢ်တခီတၢ်တဆဲးလီၤအမံၤလၢကၠိနီတဘျီဘၣ်.

တၢ်ကွၢ်ကဒါက့ၤတၢ်ကွဲးအါခါအပူၤပာ်ဖျါထိၣ်ဝဲတၢ်ကီတၢ်ခဲဒိၣ်ဒိၣ်မုၢ်မုၢ်လၢလာ်တဖၣ်မ့ၢ်တၢ်လၢအဒုးအိၣ်ထိၣ်ဖိသၣ်တဖၣ်တထိၣ်ဘၣ်ကၠိဘၣ်ဒီးတၢ်ပၢၤဃာ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢကၠိတအိၣ်ဘၣ်န့ၣ်လီၤ.

– တၢ်ရှ့ဒီးဖိသၣ်(Child-friendly) တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကျိၤအကျဲတအိၣ်ဘၣ်.

Sri Lankan Students

– ကၠိသရၣ်တဖၣ်အကျါတသ့တၢ်သိၣ်လိအကျိၤအကျဲဘၣ်,လူၤထိၣ်စိၤခ့ခါတၢ်သိၣ်လိအကျဲတတုၤဘၣ်,ဒီးတသူဖိသၣ်ခိၣ်သ့ၣ်တၢ်မၤလိအကျဲဘၣ်.

– သရၣ်တဖၣ်ပညိၣ်ထဲကၠိဖိလၢအမၤလိတၢ်**နှၢ်ချ့**တဖၣ်ဒီးကွၢ်ကပာ်ကွံာ်ကၠိဖိလၢအမၤလိတၢ်**နှၢ်ကဘျၢ**တဖၣ်.

–သရၣ်ကွၢ်မဲာ်,အဲၣ်ဒိၣ်ဆံးအါတၢ်

–သရၣ်တၢ်ဒိသူၣ်ဒိသးဒီးတၢ်ကွၢ်ဆိကမိၣ်နှၢ်တၢ်လၢကၠိဖိလၢအဖှိၣ်တဖၣ်အဂီၢ်တအိၣ်ဘၣ်.

–သရၣ်တဖၣ်အဲၣ်ဒီးမၤတၢ်လၢဝ့ၢ်ပူၤအဃိဒီးကဲထိၣ်တၢ်ကီတၢ်ခဲလၢသရၣ်လၢခိခိၣ်တဖၣ်တလၢတပှဲၤလၢၤဘၣ်.

–တၢ်ကူၣ်ဘၣ်ကူၣ်သ့ပဒိၣ်တဖၣ်တသးစၢၢ်ဆၢလၢကပိာ်ထွဲမၤပှဲၤထိၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကျဲသနူလၢထံကီၢ်ပာ်လီၤဝဲလၢတၢ်ကဘၣ်မၤထွဲအီၤစးထိၣ်လၢ၁၉၉၇နံၣ်လံၤလံၤလံန့ၣ်လီၤ.

–ထံရှုၢ်ကီၢ်သဲးတၢ်တံာ်တာ်လၢတၢ်ယုနှၢ်တၢ်ဖံးတၢ်မၤဒ်ကၠိသရၣ်အသိး.

–ပှၤတဝၢအတၢ်ဆိၣ်သနံး,တၢ်သူၣ်ဆူၣ်သးဂဲၤဒီးတၢ်ဆိၣ်ထွဲလၢကမၤအါထိၣ်တၢ်ထိၣ်ကၠိအနိၣ်ဂံၢ်ဒီးအမျးကယၤတအိၣ်ဘၣ်.

–ဖိသၣ်လၢအိၣ်ဘၣ်လၢတၢ်ဒုးတၢ်ယၤအလီၢ်တဖၣ်အနိၣ်ဂံၢ်အါထိၣ်ဒီးလီၢ်ဘၣ်တၢ်မၤစၢၤအါထိၣ်

–ထံလီၢ်ကီၢ်ပူၤဘၣ်သုးလီၢ်သုးကျဲအဃိ

–ဟံၣ်ဖိဃီဖိအတၢ်ဟဲနှာ်စှၤဒီးကီခဲလၢကဘၣ်ဟ့ၣ်ကၠိတၢ်ပီးတၢ်လီအလဲဒ်ခိၣ်ဖံး,ကၠိအယူနံဖီ,လံာ်လဲၢ်စၢၢ်ဘိတဖၣ်လၢဖိသၣ်အဂီၢ်န့ၣ်လီၤ.

–တၢ်မၤသကိးတၢ်လၢတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အဂီၢ်ဒီးတၢ်ဘျါရဲ လီၤတၢ်ဂ့ၢ်ကီခီဖျိလၢတၢ်ဟ့ၣ်မၤစၢၤပှၤဖှိၣ်ဖိယာ်ဖိလၢတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အဂီၢ်(philanthropists)တအိၣ်ဘၣ်.

–ပှၤတဝၢအတၢ်ပာ်ဖှိၣ်မၤသကိးတၢ်လၢတၢ်ခိးကွၢ်(monitor)တၢ်သူကျိၣ်စ့လၢတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အဂီၢ်တအိၣ်ဘၣ်.

–တၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢဖိသၣ်ကိးဂၤအဂီၢ်(inclusive education)အကျဲသနူတအိၣ်ဘၣ်ဒီးတၢ်တမၤအီၤစ့ၢ်ကီးဘၣ်.

-GDPလၢတၢ်ကူၣ်ဘၣ်ကူၣ်သ့တကပၤစှၤလီၤကွၢ်ကွၢ်.

–ဖိသၣ်တဖၣ်ကဘၣ်မၤဟံၣ်တၢ်ဖံးတၢ်မၤလၢကဆီၣ်ထွဲအဟံၣ်ဖိဃီဖိဒၣ်ဝဲအဂီၢ်အါနှၢ်ဒံးကဘၣ်လဲၤဆူကၠိ,မ့တမ့ၢ်အဝဲသ့ၣ်ကဘၣ်ကွၢ်ထွဲအဒီပုၢ်ဝဲၢ်ဆံးတဖၣ်န့ၣ်လီၤ.

–တၢ်နီၤလီၤလိာ်သးတၢ်ဂ့ၢ်တၢ်ကျိၤလၢပှၤတဝၢအပတီၢ်, လၢကၠိပူၤဒီးဆူပှၤတဝၢမ့ၢ်ဂ့ၤ, လၢကီၢ်ရှၣ်ဒီးဆူထံကီၢ်ဒီဘ့ၣ်အပတီၢ်မ့ၢ်ဂ့ၤတအိၣ်ဘၣ်.

–ကျိၤကျဲဒ်အမ့ၢ်တၢ်ပာ်လၤပာ်ကပီၤကၠိသရၣ်/ ကၠိခိၣ်တဖၣ်ခီဖျိလၢအဆိၣ်ထွဲဒီးကျဲးစၢးပၢၤဃာ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢဖိလံၤအဂီၢ်န့ၣ်တအိၣ်ဘၣ်.

–ကၠိတၢ်သူၣ်ထိၣ်ဒီးတၢ်ပီးတၢ်လီတဖၣ်ဖှိၣ်ဝဲဒိၣ်မးလၢခိခိၣ်ဒူသဝီတၢ်လီၢ်တဖၣ်.

Children Playing Outside of School

–ကိုဖိလၢအဟးထီၣ်ကိုတဖၣ်အဂီၢ် တီၤ အ လၢ အ ပှၤ တအိၣ်လၢကနၥ်လီၤကဒါက့ၤကိုလၢတၢ်လီၢ်လၢအဘူးဒီးအဝဲသ့ၣ်အိၣ်တၢ်လီၢ်နှၣ်ဘၣ်.

–ပှၤကမျၢ်ပှၤတဝၢတပၥ်သူၣ်ပသးဘၣ် ဃး တၢ် အ စၢ လၢအကဟဲအိၣ်ထီၣ်ခီဖျိဖိသၣ်တဖၣ်ဟးထီၣ်ကွံၥ်လၢကိုဒီးတထီၣ်ကိုဘၣ်နှၣ်ဘၣ်.ပှၤဘၣ်မူဘၣ်ဒါစ့ၢ်ကီးတမၤမူဒါလၢကတဲနၢ်ပၢၢ်ဒီးဒုးပလီၢ်မိၢ်ပၢ်တဖၣ်, ပှၤဘၣ်မူဘၣ်ဒါတ

ဖၣ်ဒီးပှၤတဝၢတဖၣ်လၢကမၤလီၤတံၢ်လၢဖိသၣ်ကိးဂၤအိၣ်ဒီးတၢ်ခွဲးတၢ်ယာ်ထဲသိးတုၤသိးလၢကန့ၢ်ဘၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့လၢအဂ့ၤအဂီၢ်နှၣ်ဘၣ်.

–တၢ်စံၣ်ညီၣ်ဖိသၣ်တဖၣ်ဆါဆါကလဲာ်, ဒီးဖိသၣ်လၢအမိၢ်အပၢ်မ့မ့ၢ်ဘၣ်ဖုးပှၤခိၣ်ပှၤနၢ်မးဒီးတၢ်တြီအီၤလၢတၢ်ကဟ့ၣ်အီၤတၢ်စံၣ်ညီၣ်နှၣ်လီၤ.

–ပှၤဟ့ၣ်ကူၣ်ဟ့ၣ်ဖးတၢ်ဝဲၤကျိၤလၢတၢ်ဖုၣ်ဒီးတၢ်ခၢၣ်သးကိုတဖၣ်အဂီၢ်တအိၣ်ဘၣ်.

–ဖိသၣ်လၢတအိၣ်ဖျဲၣ်ထီၣ်ဖဲကီၢ်စံၤရံၤလဲကၣ်အပူၤဘၣ်တဖၣ်အဂီၢ်တၢ်ကွၢ်ထွဲတအိၣ်ဘၣ်.

–ကို အတၢ်အိၣ်ဆူၣ်အိၣ်ချ့ဒီးတၢ်အီၣ်တၢ်အီတၢ်ကွၢ်ထွဲတလၢတပှဲၤဘၣ်.

INGOs အတၢ်ကရၢကရိအါဖှမၤစၢၤတ့ၢ်ကီၢ်ရှၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့ဝဲၤကျိၤတဖၣ်လၢကစးထီၣ်မၤကျဲအသီတဖၣ်လၢကီၢ်ရှၣ်အါဘ့ၣ်လၢစံၤရံၤလဲကၣ်အပူၤလၢအပူၤကွံာ်စှၤနံၣ်အတီၢ်ပူၤလံၤလံၤလံနှၣ်လီၤ.ခီဖျိလၢတၢ်မၤစၢၤဝဲအံၤအဃိနှၣ်, ခဲအံၤတၢ်ကူၣ်ဘၣ်ကူၣ်သ့ပှၤဘၣ်မူဘၣ်ဒါလၢကီၢ်အဝဲအံၤအပူၤစးထီၣ်မၤဂုၤထီၣ်ပသီထီၣ်တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အကျိၤအကျဲဒ်အမ့ၢ်child-friendly ကို အကျိၤအကျဲ တဖၣ် လၢ ပဒိၣ် အကို ကိး ဖျၢၣ် ဒဲး အပူၤနှၣ်လီၤ. INGOsတၢ်ကရၢကရိလၢအသးစဲလၢကမၤစၢၤတၢ်တဖၣ်ကျဲးစၢးလၢကသူၣ်ထီၣ်စၢၤဖိသၣ်ခိၣ်သ့ၣ်တၢ်သိၣ်လိအကျဲ,တၢ်အံးထွဲကွၢ်ထွဲဖိသၣ်တဖၣ်နှၣ်လီၤ. တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အပှၤဘၣ်မူဘၣ်ဒါတဖၣ်စးထီၣ်မၤဝဲchild-friendly အကျဲဒီးကျဲးစၢးစ့ၢ်ကီးလၢကမၤစှၤလီၤကွံာ်တၢ်ဂ့ၢ်ကီလၢပယၢၤထီၣ်အီၤလၢအဖီခိၣ်သ့ၣ်တဖၣ်စ့ၢ်ကီးနှၣ်လီၤ.

Continuing Issues in the Sri Lankan Education System

By Rohan Senarath from the EENET Asia Newsletter, 4th Quarter 2007

Access to education and retention in schools has been identified as the main challenges facing the Sri Lanka education system. Except in the many new private schools and international schools, education in Sri Lanka is provided free by state owned schools. An increasing number of children from economically privileged families are educated in international and private schools where English is the language of instruction. Local languages are used as language of instruction in most state owned schools with limited access to English as a subject. Children face strong competition accessing the most popular or so called "good" schools, children in conflict affected and rural areas experience other challenges and barriers.

Many UN organizations and INGOs [international non-governmental organizations] have conducted surveys and studies to reveal the causes of the many obstacles to the existing education system in Sri Lanka. The challenges summarised below are gathered using different study reports, articles, and journals related to the situation in the Sri Lankan education system. This exercise disclosed important information and identified a number of important reasons for the increasing number of children out of school in Sri Lanka. Most of the challenges are probably similar to those found in other countries in South and Southeast Asia but others are more specific to the Sri Lankan context.

The language of instruction in government schools is Sinhala and Tamil. Although the majority of districts (officially) indicate that the percentage of children who drop-out or do not go to school (or start schooling) is negligible, in one of the conflict affected districts 17% of children drop-out of school, do not attend school or never enroll in school.

The literature review has revealed the following critical issues as causes for non-enrolment and non-retention in schools:

– Lack of child-friendly education systems
– Lack of knowledge among teachers of interactive teaching methods, modern pedagogies and child-centred learning approaches
– Teachers focus on "fast" learners while neglecting "slow" learners
– Favouritism by teachers
– Teachers lacking empathy for poor students
– Teacher prefer to work in urban areas causing teacher shortages in rural schools
– Lack of interest among education authorities to implement compulsory education polices that have been in place since 1997
– Political interference in teacher placement processes
– Lack of pressure, motivation and support from the community for increased enrolment and attendance
– Children are increasingly vulnerable in war affected areas.
– Internal displacement
– Low income families struggle to provide school material such as shoes, school uniforms stationary and books for their children
– Lack of collaboration with the private sector and philanthropists in solving education issues
- No community participation in monitoring the proper use of education budgets
- Lack of inclusive education policies and practices
- Gradually decreasing percentage of GDP [Gross Domestic product] allocated for education
- Children are engaged in home based economic activities to support the family rather than attending to schools, or need to take care of younger siblings
– No system to care for children of migrating mothers despite this being Sri Lanka's no. 1 source of foreign revenue
- Inadequate school health and insufficient school feeding programmes

With the goal of addressing shortcomings listed above, a number of INGOs assisted the Provincial Education Departments to implement new approaches as pilot projects in different districts in Sri Lanka during the past few years. Taking into account the best practices, the Ministry of Education is now focusing on developing and implementing a child-friendly school [CFS] system in all government schools with the help of INGOs. A number of interested INGOs have contributed to develop a common framework for implementing child-centred, child-focused, child-friendly schools in Sri Lanka. The Ministry of Education is planning to launch a countrywide operation to implement the childfriendly school [CFS] system in the near future and minimise the majority of effects caused by the above issues.

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