



A Comparative Study on Rural Teacher Education in Three Developing Countries: Myanmar, Democratic Republic of Congo And Tanzania

Sifa Bura Huguette

Economics and Management of Education

Central China Normal University,

Wuhan, China

*Corresponding author, e-mail: huguettesifa@yahoo.com

Abstract

Education is one of the tops of policy agenda of a country, as well as the engine of the socioeconomic development. It consists of transforming human beings from ignorance to enlightenment, from shades of social backwardness to light of social amelioration and a nation from underdevelopment to faster social and economic development. In 1964, the general conference of UNESCO recognized that "illiteracy is a grave obstacle to social and economic development. Education is the true alchemy that can bring DRC its next golden age. The motto is unambiguous: All for knowledge, and knowledge for all.

Keywords: Education, Rural schools, Teacher education

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INTRODUCTION

Education is a dynamic process that starts from birth. A child is surrounded by parents and other siblings and experiences his surroundings and responds. The surrounding environment, the physical and social environment imparts information, and the child tries to learn from that information and responds (Ministry of Education "MOE," 2012a).

Indeed, in the Democratic Republic of Congo (DRC) as in Myanmar and Tanzania, a sound education sector, one of the main sectors of the Government national policies (education, health, infrastructure, social and energy), is fundamental for the economic, social, and political transformation of the country (Unesco, 2014). The initial purpose was to instruct indigenous people so that they could read and write in the language of the administrative authority as well as advance religious education. Literature and languages present for students a chance to learn more about not only their own, but also that of other culture ideas and values. Development of student's skills in this direction ensures student's success not only in school, but also after graduation. The delivery of

education services at all levels such as: public, private, conventional and non-conventional levels have not to operate in a vacuum. Their institutional performance is generally impacted by the governance context (Compoy, 1997).

However, in a context of rural areas, the education system remains almost underdeveloped because of its low coverage and poor quality, including poor infrastructure, underdeveloped regulatory environment, poverty and bitter misery, parents lack means to support their child's education (especially for girls), low productivity of the family workforce in the case of substance farming, no social protection policy, and so on (Unicef, 2015).

From those responses we assess whether his/her development is normal, abnormal or extraordinary. Different children at the same biological age respond differently to the same environment. Rural development generally refers to the process of improving the quality of life and economic well-being of people living in relatively isolated and sparsely populated areas. Changes in global production networks and increased urbanization have changed the character of rural areas (Buckland, 1958). Also, a meaningfully increasing access, equity and quality of education in all levels, especially in primary school, still requires significant progress.

Today, the world is passing through rapid changes. In such a world, education cannot resist change. Education is the only vital mean for nation-building and progress. It unlocks the doors of prosperity and development. With the importance of education, globally, nationally, and provincially, rural education is emerging an important field of study to promote a nation's education development (Villegas-Reimers, 2003).

There are some challenges in prohibiting quality educational opportunities to students. They don't have equal opportunities the ones in urban areas. Moreover, rural schools are also facing many challenges in providing quality education. Enrolment, retention and completion of students in rural areas become more challenging (Unesco, 2011b).

This study will find out the challenges facing rural teacher education and offer related discussions and recommendations by comparing rural teacher education program in Myanmar, Congo DRC and Tanzania.

LITERATURE REVIEW

Conceptual framework

So far, only a handful of studies has been conducted to assess the rural teacher education in Myanmar, in the DR Congo and in Tanzania. Some theories have been developed about this current topic, and different perspectives are found. In this part, it will be a question of better defining the fundamental theoretical notions, likely to facilitate the understanding of the phenomenon to study, by referring to the ideas of certain authors. Among these concepts, we retain the following: Rural schools and Teacher's education

According to Larousse Dictionary, we define these concepts as the following:

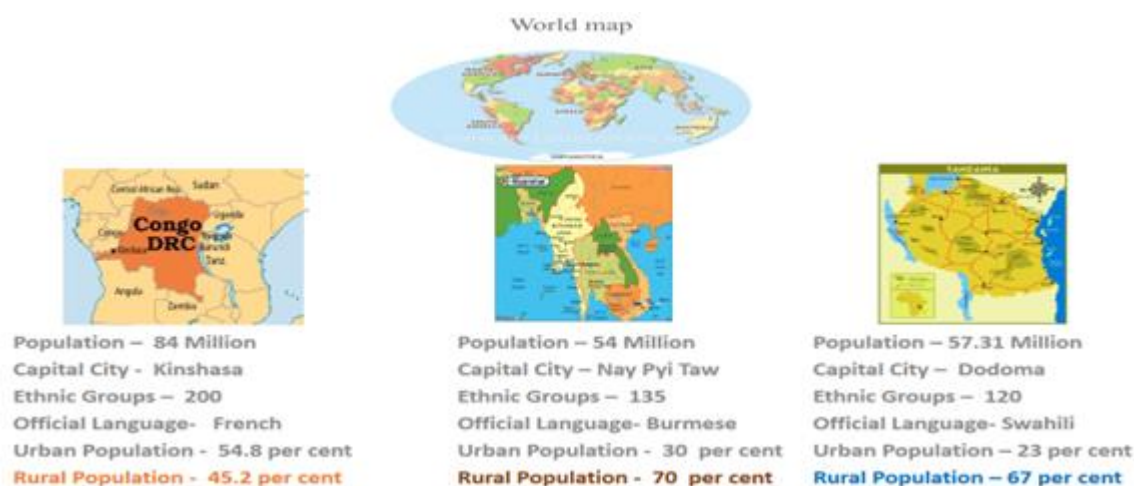
- **Teacher Education:** Teacher education refers to the policies, procedures and provision designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

- Rural School: Rural school corresponds to our understanding of rural areas; they are characterized by geographic isolation and small population size. All schools are characterized into four locales by their size, population, density and location.

From these two conceptual explanations, we can highlight that of rural teacher education as a teacher who works in rural areas. With the importance of education, globally, nationally, and provincially, rural education is emerging an important field of study to promote a nation's education development. There are some challenges in prohibiting quality educational opportunities to students. They don't have equal opportunities the ones in urban areas. Moreover, rural schools are also facing many challenges in providing quality education. Enrolment, retention and completion of students in rural areas become more challenging.

This study will find out the challenges facing rural teacher education and offer related discussions and recommendations by comparing rural teacher education program in Myanmar, Congo DRC and Tanzania.

Countries' background



DRC Education system

Since the 6-year civil war in the late 1990s-early 2000s, over 5.2 million children in the country did not receive any education. The DRC's education system was plagued by low coverage and poor quality. About 3.5 million children of primary school age are not in school, and of those who do attend, 44 percent start school late, after the age of six. National data indicate that only 67 percent of children who enter first grade will complete sixth grade. Of those who reach 6th grade, only 75 percent will pass the exit exam (Unesco, 2014).

At the end of the civil war, the situation has improved tremendously, with the increasing in number of children enrolled in primary schools rising from 5.5 million in 2002 to 13.5 million in 2014, and the number of children enrolled in secondary schools rising from 2.8 million in 2007 to 4.4 million in 2014 (Unesco, 2014). But, despite the significant improvement in access to education, the DRC will fail to meet its 2015 MDG goals in education (Unicef, 2015).

Myanmar education system

Myanmar's education system is in a very weakened state. The physical condition and human resource capacity of the system is poor by any standard, and teachers, whether in schools, colleges or universities, have few opportunities and little incentive for professional development. A process of recovery is getting underway, but it will take

years before significant improvements are evident. Major cultural change is required in the style of leadership and management at all levels of government, and there is also a desperate need for more financial resources (Asian Development Bank 'ADB', 2012).

Tanzania education system

Tanzania's education is be used to convey two different though complementary meanings. In one sense it is used to refer to the extent, measure or level of cumulative attainment by an individual of a distinctive quality of information, knowledge and/or understanding that places the individual above the average person. In another sense, education is seen as a dynamic, on-going process that involves a person in several things at the same time: acquiring and assimilating information from source, physically and mentally processing the information acquired and transmitting the processed information to others or applying the acquired skills to different situations in an attempt to solve different problems and challenges of existence (Nyirenda & Ishumi, 2008).

METHODS

Research design

This study used three methods of research, namely: Documentary research for the collection of secondary data and archives housed in national reports. The Analytical method for a discriminatory analysis of the data collected and the provisions relating to the above-mentioned problems. The descriptive method will facilitate the inventory of items collected during the above-mentioned period.

Analysis data

The three methods have been based on the technique of analyzing documents for access to the various sources of information and the necessary data and its analyses to the elaboration of this work. On the other hand, we have used the interviews with the contacts for the data enrichment related to our concerns.

RESULTS AND DISCUSSION

The education system structure of schools is composed of four major level such as: kindergartner (pre-primary), primary, secondary (lower and upper) and higher-education levels. All these educational Repeated Stem levels are administered by a single Ministry of education: Repeated Stem

- In DRC, there are 3 ministries responsible of education such as: Ministry of primary, secondary and vocational education; Ministry of higher and university (and scientific research) education; Ministry of business humanitarian action and national solidarity/social affairs (non-formal education, literacy, remedial classes, technical training as well as adult education).
- In Tanzania, the education sector responsibility is in charge of the Tanzania Ministry of Education
- In Maynmar, it is also the responsibility of the Ministry of Education

| Levels Countries | Maynmar | DR Congo | Tanzania |
|------------------|---|--------------|-----------|
| Structure | Myanmar Education System changed from 5-3-2 to KG+5-4-3 | KG+6+2+4+3+2 | 2+7+4+2+3 |

| | | | |
|---|--|---|---|
| Kindergarten/Pre-primary education | <ul style="list-style-type: none"> ▪ 1 year of study ▪ Children aged from 5 years old or plus ▪ Free and compulsory ▪ No certificate after completion | <ul style="list-style-type: none"> ▪ 3 years of study ▪ Children aged from 3 to 5 years old ▪ Free, noncompulsory and paying ▪ No certificate after completion | <ul style="list-style-type: none"> ▪ 2 years of study ▪ Children aged from 3 to 5 years old ▪ Free and compulsory ▪ No certificate after completion |
| Primary education | <ul style="list-style-type: none"> ▪ 5 years of study ▪ Children aged from 6 to 10 years old ▪ Free and compulsory ▪ Children pass examination and obtain Primary Certificate of Completion | <ul style="list-style-type: none"> ▪ 6 years of study ▪ Children aged from 6 to 11 years old ▪ Paying and compulsory ▪ Children pass national examination and obtain Primary Certificate of Completion | <ul style="list-style-type: none"> ▪ 7 years of study ▪ Children aged from 6 to 11 years old ▪ Free and compulsory ▪ Children pass examination and obtain Certificate of Completion/Attendance Primary Education (there is no specific profession after completion this level) |
| Secondary education | <ul style="list-style-type: none"> ▪ 4 years of study for lower secondary ▪ Children aged from 11 to 14 years old ▪ Free and noncompulsory ▪ Children pass provincial examination and there is no special ceremony to obtain lower secondary certificate of completion ▪ After finishing this level, there are 2 choices: either technical high schools or continue to study high school (upper secondary) ▪ 3 years of study for upper secondary ▪ Children aged from 15 to 17+ years old ▪ After completion upper secondary education, children can join universities and professional institutes according to their scores performance and chosen streams | <ul style="list-style-type: none"> ▪ 2 years of study for lower secondary ▪ Children aged from 12 to 14 years old ▪ Paying and compulsory ▪ Common for all students ▪ Children pass school examination and opt into their specialization at the end of the common core ▪ 4 years of study for upper secondary ▪ Children aged from 15 to 18 years old ▪ Children pass national examination administered by Ministry of primary, secondary and professional/vocational education and obtain National Certificate "State Diploma" at the end ▪ Vocational education: 5 years of study= 2 years of lower secondary and 3 years of upper secondary ▪ Children obtain a diploma BAP or a certificate CAP after completion to their preferences and academic outcomes | <ul style="list-style-type: none"> ▪ 4 years of study for ordinary/lower secondary ▪ Children aged from 12 to 15 years old ▪ Free and compulsory ▪ At the end, students are oriented to teach in primary school with successfully completing Grade A (lower secondary) and obtain Certificate of completion ordinary secondary education ▪ Profession come after completing 4 years of ordinary secondary education ▪ 2 years of advanced/upper secondary education ▪ Children aged from 16 to 18 years old ▪ Paying and compulsory ▪ At the end, children obtain Certificate of completion advanced secondary level |
| Higher education | <ul style="list-style-type: none"> ▪ Bachelor degree: 4 years of study in general case, but it depends on either professional institutes or universities they chose | <ul style="list-style-type: none"> ▪ Bachelor degree: 5 years of study for high institutes (technical and pedagogical) and universities ▪ 2 years of Master degree | <ul style="list-style-type: none"> ▪ Bachelor degree: 3 years of study for high institutes (technical and pedagogical) and universities ▪ Students aged from 19 to 21 years old or plus |

| | | | |
|--------------------------------|--|--|--|
| | <ul style="list-style-type: none"> ▪ 2 years of Master degree ▪ 3 to 4 years of Doctorate | <ul style="list-style-type: none"> ▪ 3 to 4 years of Doctorate | <ul style="list-style-type: none"> ▪ 2 years of Master degree ▪ 3 to 4 years of Doctorate |
| Teacher training | <ul style="list-style-type: none"> ▪ After one year training, can be primary teachers ▪ After 2 years training, can be lower secondary teachers ▪ After 5 years training, can be upper secondary teachers | <ul style="list-style-type: none"> ▪ After one year training, can be primary teachers ▪ After 3yrs the first cycle higher education, can be teachers in the first four years of secondary school. After 2yrs the second cycle higher education, can be teachers in the last two years of upper secondary | <ul style="list-style-type: none"> ▪ After 4 years lower secondary education, Grade A (2yrs) – Primary teachers ▪ After 2 years upper secondary education, Graduate (2yrs)- lower secondary teachers ▪ After 3 years high education, Upper Secondary Teachers |
| Rural teacher education | <ul style="list-style-type: none"> ▪ No specific curriculum ▪ School-based on In-service Teacher Education Training | <ul style="list-style-type: none"> ▪ No specific curriculum | <ul style="list-style-type: none"> ▪ No specific curriculum |

Trends of gross enrollment in each country

Trend of gross enrollment in Myanmar

The enrollment of student in the education sector is gradually low and low. For example, KG=100 students, PS=80, SS=45, HS=35. This means that the enrollment is higher than the previous level, but the trend remains low from one level to another, because free and compulsory is only in primary level. In secondary and higher level, because of they are free and noncompulsory, they have to pay money. In other cases, parents will also spend money for the tuition center if the school education is not enough to teach and to develop intellectualism of their pupils ([World Bank data, 2013](#)).

Trends of gross enrollment in DR Congo

The enrollment in pre-primary school=2.79% (2018), with minimum=0.86% (2001) and max=4.45% (2015) because of early or late school entrance and grade repetition; The enrollment in primary school= 90.6% (2018) with min=53.39% (1999) and max 110.24% (2014). It can exceed 100% due to the inclusion of over-aged and under-aged student because of early or late entrance and grade repetition. In 2015, there were 35,915 primary school= 10,572,422 students and 46,000 out-of-school; the STR (number of pupils in PS/number of teacher in PS) =38,37students per teachers, with min= 26.02 (1999) and max=44.75 (1995); in 2014, number of pupils in PS= 13.5 million. Trained teachers in PS=93.2% (2018) with min= 89.85% (2015) and max= 96.02% (2007); ratio of female by male in PS= 0.75% (2018) with min= 0.58% (1971) and max=0.99% (2015). Trained teachers are % of PS teachers who have received the minimum organized teacher training (pre-service or in-service) required for teaching.

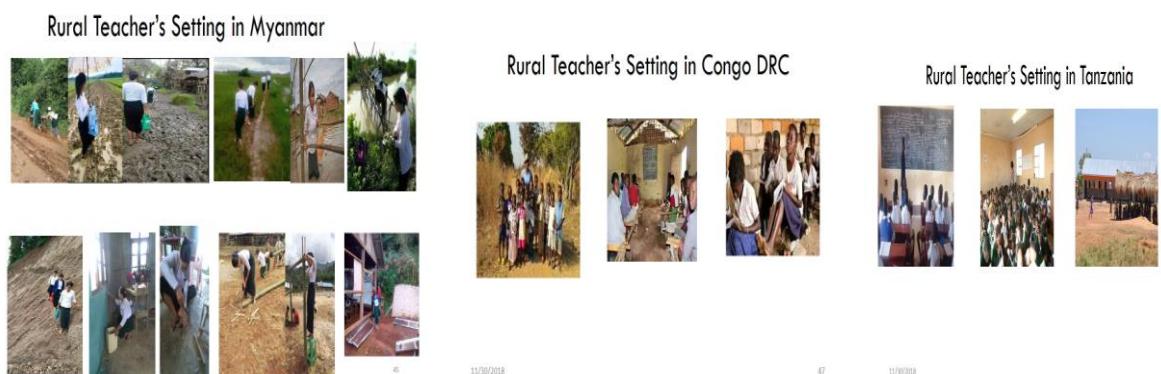
The enrollment in secondary school=27.21% (2018), with min=9.56% (1971) and max=46.19% (2015). It can exceed 100% due to the same reason than primary school. In 2014, number of pupils in SS=4.4 million; ratio of female by male in SS= 0.45% (2018) with min=0.27% (1971) and max=0.64% (2015). There are 17,373 secondary schools= 3,484,459 students=1 teacher to 100 pupils per class. The enrollment in tertiary school=2.58% (2018) with min=0.66% (1971) and max=8.27% (2012). It is the number of students who have finished secondary school in the last five years. There are 31 recognized Congolese universities in DRC higher education.

Trends of gross enrollment in Tanzania

High enrollment and completion in primary school. In secondary school, the number of student decreases due to the number of factors such as poor infrastructure, distance (most of the of school are located outside of their residence), poverty (parents lack means to provide their children's furniture and school materials= uniforms, textbooks, etc.); they fail to afford transportation, ignorance, gender discrimination (some environments are not a friend for girl's students). In higher education, the number of student is lower than previous levels ([United Republic of Tanzania, 1995](#)).

Rural Teacher education in Myanmar, Congo DRC and Tanzania

Countries' Background



Source : Author' creation, 2018

Rural School education characteristics

We consider the different characteristic below by level of education ([Unesco, 2014](#); [Unicef 2013](#); [Navaratnam, 2013](#); [MEPS-INC, 2015](#))

Kindergarten teaching

It is characterized as follows: the difficulty of controlling this sector following the rapid development of kindergartens in large rural centers; the fate of the national languages in kindergartens in the face of the preference of parents for official language; the lack of impression and influence given to the national teaching program at kindergarten; the persistence of traditional teaching methods due to the absence of seminaries devoted to training teachers in teaching methods; the perseverance of theoretical teaching due to a lack of didactic materials and the training of teachers in the fabrication of didactic materials using local products; and the non-existence of formal structures for the initial training of teachers, from which stems from the perpetual lack of qualifications, the insufficiency of trained inspectors all of which prevents the control of the education sector.

Elementary and Secondary schools

The elementary and secondary education sectors are characterized as follows: the continued disintegration of infrastructures and insufficient financial support given to the education sector, and a diminishment of the capacity to welcome change. These problems have consequently, led to a progressive decrease in the number of students attending schools. The inefficiency of the educational system can be observed through the low retention rate, which is below 35% at the end of primary school and a decrease in the quality of education. Many children do not gain basic skills.

At the primary level, 50% of students can neither read nor write. There is an obvious lack of books, didactic materials and pedagogical support. There is also an inability of schools to monitor the teaching qualifications of teachers. There is often no connection between the bachelor qualifications of those teaching and the area they are teaching in at the primary level. Alongside this, problem remains the non-qualification of teachers, especially in rural areas where the content is not providing job-related training within the curriculum for students. The small numbers of inspectors in the educational sector are often unmotivated and lack working tools, as well as the insufficiency of government finance to this sector. The section of the spending budget devoted to education is continuously decreasing. It is worth mentioning that the current budget devoted to elementary and secondary education is almost entirely consumed by the payment of wages (95%). Only 5% of the total amount is left for the operational costs of schools. The economic realities for these countries have not favored educational investments, and this has resulted in the further disintegration of many schools as well as the shortage of construction of new schools.

Higher-education school

In rural areas, the gaps in enrollment remain low and low, depending on one country to another: especially for female' education. Teachers' recruitment to higher education is directly related to the full completion of the education system, particularly because of their performance during their academic studies. Overall learning performances for female are lower than male, especially in calculation for female and in reading for male. Females are still considered as weak-being than male in such a profession. Most of them prefer teaching in basic education (pre-primary/kindergartner, primary and secondary schools). This means that:

In social sectors

Females are represented by the role of main providers of caring labor, inexpensive labor, unpaid labor at home, symbolic penalties, lack of recognition of their multiple qualities and hardships, the appropriation of their contributions with little or no remuneration, but also material disadvantages in their limited access to landed property, education, technology, and credit, etc.

Females are unable to advance because they relinquish their wages as a mean of supporting their family: Females from poor families feel obligated to helping with their household finances and often choose to work as a means of survival. Girls have to learn domestic responsibilities from their mothers and other roles performed: Female get married at an early age to repay debt.

In education and employment sectors

Females are treated as subordinates to males within the family unit transcends throughout other institutions within society: Female are considered to be "short-term members of the family": parents did not waste time in schooling them. Females who wanted to be independent and earning their own wages are subjected to unwanted sexual advances, violence, abuses, etc.

In institutions and country's sectors

We also faced with characteristics such: poor infrastructure, lack of materials, inefficient teacher ratio and a legion of unqualified teachers, gender inequality in teaching profession, insecurity and unstable environment, etc. Thus, for many girls and women, further disadvantage based on disability, location, race, ethnicity, marital status or migration status compounds the challenges of building a fulfilling future.

Challenges on Rural education environment

The rural country faces large internal inefficiencies in the education sector, grouped by the following main sources ([Simmons, 1980](#)):

- Inefficient student teacher ratio and class size are significantly below the optimal level in both primary and secondary education, which signals an under-utilization of resources
- Lack of professional teachers and uncertified teachers.
- High repetition and dropout rates: due to interruptions in schooling or repeating successive grade levels, children have difficulty in completing the desired school level within the standard timeframe and become overage students. Being overage in the classroom may be deactivating to the student as well, and also negatively impacts the teachers' ability to manage the class, given the wide age range
- Student issues
- Unmanaged and unplanned staff on boarding into the education system: the growth in the number of teachers has outpaced the growth in student enrollment, which clearly reflects relatively inefficient use by such schools of the scarce resources
- Lack of classroom resources and teaching materials
- Lack of job satisfaction
- Poor structure of rural education due to the obsolete and nonexistent infrastructure, lack of favorable conditions for the development of ICT in order to encourage the commitment of the rural educational sector;), lack of electricity, lack of telecommunication, and high cost of ICT, outdated systems, use, maintenance, repair and management; the physical structures of rural school are made of natural, local materials and hence are not highly durable; Many schools lack doors, chairs, desks and windows; Schools built to hold a certain number of students are now largely overpopulated; High levels of illiteracy in rural areas (55% of women versus 21% of men) than in urban areas (20.6% of women versus just 7.3% of men) ; Schools built to hold a certain number of students are now largely overpopulated; A slight drop in the number of unschooled people ([Navaratnam, 2013](#));
- Poor transportation system
- Gender inequality: when gender-specific data are taken into account, nearly twice as many women as men have never been to school; etc.

Rural teacher education challenges in the DRC

As mentioned above, the education system in rural areas remains almost underdeveloped because of its low coverage and poor quality, including poor infrastructure, underdeveloped regulatory environment, poverty and bitter misery, parents lack means to support their child's education (especially for girls), low productivity of the family workforce in the case of substance farming, no social protection policy, and so on.

There are various challenges that hinder young people from joining the teaching profession in DRC:

- Teaching is perceived negatively by young people because of low salaries in comparison to other professions like law and medicine.
- Teachers are not respected in the society as before.
- Complaints from the teachers about poor teaching and learning environment, shortage of resources and large class sizes do not attract young people to the profession.
- Teaching profession is not a choice for many youth but they join it because they have no alternative.

- Youth perceive teaching profession as the profession joined by those who did not perform well in the national examinations.

It can be concluded that education is a key component of the government of DRC's development agenda but has not attracted young people to join the teaching profession because it is always perceived negatively compared to other professions.

Rural teacher education challenges in Myanmar

Myanmar's education system faces enormous challenges. These are evident in relation to:

- Finance (not enough government allocation budget to education system),
- Governance and management (little or no self-governing capacity), pedagogy (review of the education sector),
- Equity (The main point made was that young people from rural areas, and especially young people from poorer households, are the least likely to remain in school through to the final year),
- Quality (no national quality assurance framework appears to have been developed). They also exist in different forms across the school, TVET and higher education sectors.

There are a great many aspects of Myanmar's education system that require improvement. For reasons of emphasis and economy, only three will be addressed here. The first is the most obvious: the education system needs more public funds. The second is that primary school teachers require more support.

Rural teacher education challenges in Tanzania

In many countries, including Tanzania, teachers get no further additional professional support for a long time, leading to ineffective teaching, hence, poor performance in schools (Mbunda, 1998). Pointing out the importance of life-long learning for teachers Mbunda states that:

- "Pre-service training alone is not enough whether one acquires a teacher certificate or a first degree for the basic reasons that;
- A single teacher training course is not sufficient to keep one intellectually alive;
- Curriculum always changes and knowledge and teaching technology develop and;
- Education is a life-long and continuous process".

In such context, Rural Teacher development is the process and activities designed to promote professional knowledge, skills and attitudes of teachers for the purpose of improving pupils' learning (Guskey, 2000). The purpose of professional development in education is to build and transform strong knowledge through teachers with the ambition to achieve excellence in education (Compoy, 1997). Gaible and Burns (2005) assert that in order to be effective, teachers' professional development should address the core areas of teaching content, curriculum, assessment and instruction.

According to Educational system in Tanzania (1997), teacher professional development constitutes an important element for quality and efficiency in education. Teachers need to be exposed regularly to new methodologies and approaches of teaching. The teaching effectiveness of every serving teacher will thus need to be developed through planned and known schedules of in-service training programs. Therefore, in-service training and re-training shall be compulsory in order to ensure teacher quality and professionalism.

Need of Education for Rural Development

Education, economic development, physical and social infrastructure play an important role in rural development. Rural development is also characterized by its emphasis on locally produced economic development strategies. In Contrast to urban regions, which have many similarities, rural areas are highly distinctive from one another. For this reason, there is a large variety of rural development approaches used globally. Rural development actions mostly aim for the social and economic development of the rural areas. The term is not limited to the issues for developing countries. In fact many of the developed countries have very active rural development programs (Navaratnam, 2013).

The main aim of the rural government policy is to develop the undeveloped villages. Education contributing to rural development must be locally controlled, practical, applied, problem-posing, and focused on functional specialization. It diagnoses their needs, asserts their rights, and takes greater control of decisions affecting their lives, providing trained Manpower in rural areas, linking rural and urban sectors, providing employment and income opportunities, increasing labor force productivity, and developing leadership.

Deployment and remote of rural sector

General context

As we all know, most of the schools, in less-developed countries, in remote rural areas are likely to be poor in quality. One important aspect of this in certain contexts is the comparatively low quality of teachers and the high rate of teacher turnover in rural schools in these areas. It is likely that contributory factors are the ways in which posting, and transfer procedures operate inadequate preparation and support for teachers and their own characteristics values and interests. For purposes of analysis, two models are suggested, which illuminate the policy assumptions behind different strategies used to try to remedy the situation. The rural deficit model tends to encourage the use of compulsory posting and incentives while the rural challenge model searches for better ways of preparing teachers for service in remote rural schools (Salesian Missions, 2017).

The scenario below illustrate clearer “rural teacher education” and their needs to be remote. These are:

- Teachers so haphazardly informed as to Mar young lives by poor methods, lack of instructional materials or unconcern;
- Teachers who are 'so tired from doing nothing productive than their major stimulus is only the monthly pay check;
- Potential readers, young and old, hungry for books about anywhere or anything;
- Children whose weight and complexions reflect improper habits of eating and sleeping;
- Pupils sharing diseases by drinking impure water from a common dipper;
- Filthy inside toilets attracting disease-carrying fly;
- School-buildings unsuited for instruction or community use because of their location;
- Bare classroom walls, pot-bellied stove and eroded school grounds;
- Classrooms needing: new paint, roofs that don't leak, and a pleasing atmosphere.

For in rich and poor countries alike schools in rural areas tend to be disadvantaged compared with those in urban and semi-urban areas. In rural area's school-buildings and other facilities are often inferior support services for the health and welfare of pupils are few and despite favorable teacher-pupil ratios in some circumstances, teachers are unable to offer a varied, specialist and up-to-date educational experience to their pupils. Rural school children drop out earlier and achieve less well in school than their urban brothers and sisters. In addition, in many 'poor countries which have yet to achieve universal schooling, access to schools in rural areas, particularly at the higher grades, may be very limited.

From analysis of the literatures, we can suggest four interrelated features of contemporary teacher-education programs, which have potential and should be developed if good teachers are to be attracted to and retained in remote rural schools. These are field-based preparations team works in training's community support of training and the recruitment and preparation of local teachers. A few examples of schemes employing these principles are described briefly.

Teachers Recruitment

In the rural schools, teaching personnel is still transient and unstable. We cannot have better rural schools until they are staffed with better teachers. Teacher quality has been neglected; that is how to attract good teachers in the first place and then how to retain them in the classroom. In remote rural schools, this is often crucial for schools are likely to be small with one to three or four teachers only. If poor teachers are recruited, they can make a disproportionately adverse impact on pupils; and if teacher turnover is high small schools are disproportionately destabilized. Thus, teachers may become more effective in the classroom and what competencies they need in order to enable their pupils to fulfil their potential (Mosha, 2004).

Teachers Deployment

Inequalities in access to and opportunities within school for urban and rural children are especially important problems in less-developed countries because it is in the rural areas that the majority of people live. Of course, some rural schools are better than average and some urban ones worse. Likewise, the characteristics of rural areas differ widely. However, the fact is that there are, in general, greater disparities in the quality of schooling between urban and rural areas than in developed countries. Policy-makers see these inequalities as threats to national unity and social justice, and obstacles to economic and social progress. By improving the quality of disadvantaged rural schools, they hope to overcome some of these problems (Komba & Nkumbi, 2008).

- Remoteness may be characterized by the constraints imposed by geophysical features like deserts, mountains, water, vast distances, difficult climate and hostile terrains. It may be compounded by a lack of communications technology to overcome such constraints. This is a particularly important fact in poor, less-developed countries.
- Remoteness is also, of course, partly a psycho-cultural phenomenon. For communication is a two-way process: if people do not want to cross the desert or the river, they will stay at home.
- Geo-physical remoteness and psycho-cultural isolation are often associated. Remote rural areas are in a very real sense on the periphery³ far from the centers of political economic and cultural life - and in today's world, this usually means cities and towns.
- In densely-populated cities it is easier to provide equal access to school a uniformly rich diet of curriculum relevant to the needs of the pupils and a fair distribution of the teaching force. In addition and very importantly good-quality schooling can be had for the maximum economies of scale. On the other hand, the provision of good-quality schooling in remote rural areas is difficult to achieve and very costly. This is particularly so when the school population is sparse³ scattered, pastoral or nomadic.

Teacher in remote rural areas

Teachers in remote rural schools seldom spend their lonely evenings writing for public consumption about their experiences! The evidence which exists for the developed countries, such as it is, suggests that the majority of teachers teach in remote rural schools only very reluctantly, especially if they are non-locals. However, the reason will differ with the context (Villegas-Reimers, 2003):

- **Personal and family factors:** Many teachers are reared in towns and cities or are educated and trained in them. They may therefore be uncomfortable living in remote rural areas and be ill-equipped to do so. The migration to a remote rural area may mean a dramatic and disturbing change of the scene. Amenities which teachers are used to regarding as basic necessities may be lacking; housing may be difficult to find and sub-standard. All-weather communications with towns may not exist. In addition, teachers who want their own children to have good schooling, particularly at the secondary level, may have to make a hard choice and send them away to school.
- **Social Factors:** Isolation is often quoted as one of the penalties for the teacher in a remote rural school: it is a matter of wide separation not only from family and friends but also from familiar forms of entertainment, cultural and religious organizations, clubs and other leisure-time activities, which are part and parcel of the urban life-style. In addition, teachers may perceive themselves as strangers among rural people and be unwilling or unable to make contacts in the community. Gone are the days, for the most part, when the teacher was a member, often a leading member, of the local community. Today, as government servants, the teachers' main duties are to the State which employs them. They have few natural ties with the community, and the relationship can be ambiguous and problematic. Even the young person from a remote rural area may prefer to leave it for the wider world and may be unwilling to return to teaching there.
- **Economic Factors:** Teachers in rural schools tend to be younger and less experienced, and thus have lower salaries than those in the towns. However, even where salaries are the same, teachers in rural areas may find the cost of living considerably higher than in the towns. They may be used to a style of living, which means that they rely on goods imported at the great expense from towns. In addition, they are largely consumers rather than producers of the necessities, whereas the local people may well produce much of their own food, weave their own cloth and build their own homes. Traveling across expenses for children who go away to school and for the teachers who visit urban friends and relatives may be high. Job-opportunities for teachers' spouses may be poor and the income foregone could be a great loss, especially for low paid and younger teachers.
- **Professional Factors:** Remoteness and isolation affect the quality and quantity of professional facilities available to teachers. Teachers in rural schools may be frustrated by the lack of classroom aids which in towns make their work easier, more varied and enriching. The official curriculum may appear irrelevant to the needs of rural children. Inspectors and advisers may visit only rarely. Requests for classroom materials may take many months to process and even salaries may be paid irregularly or not at all. In addition, lack of contact in the community may mean that the teachers are unable to encourage the sort of parental support for their pupils, which would earn them respect and status. Many rural schools are so small and isolated that teachers may lack the varied contact with other teachers who urban schools can provide. There are fewer opportunities for professional contact through teachers' centers, in-service activities and social gatherings. Teachers in rural schools may feel bypassed and forgotten by the profession. For the ambitious, there may be an extra frustration in not being able to get their work sufficiently noticed and recognized by the authorities.

Teacher's characteristics

Teachers' attitudes are influenced by the interplay between specific contextual variables and their own characteristics. Certain types of teacher are more willing than others to serve in remote rural areas. Teacher characteristics such as age, sex, level of educational training, seniority, levels of responsibility and attitudes towards teaching as a career are important variables. Other teacher characteristics which, conceivably, would be of relevance are marital status, number of children and other dependents, spouse's employment and the grade-levels taught.

This sort of analysis indicates how crucial the relationship is between the motivations and career aspirations of teachers and the formal posting transfer and promotion procedures in operation. Where the latter appear to thwart teachers' ambitions informal procedures may subvert the formal system as a teacher's maneuver to attain their goals. There is of course no suggestion here that this particular typology of teacher-types would be applicable in all contexts. Rather the suggestion is that careful investigation of teachers' attitudes and behavior with respect to their careers as well as of their background characteristics may prove useful predictors of their willingness to accept posts in schools in remote rural areas (MEPS-INC, 2015).

Teacher turnover

It is reasonable to assume, though, that a high rate of teacher turnover is destabilizing for schools. A stable school staff may, of course, lead to a certain amount of stagnation, even conservatism, but the benefits of stability are, generally, likely to outweigh those of the variety created by a rapid turnover of teachers. Some of the possible effects on administration, school staffs, the community and the pupils may be briefly outlined (MEPS-INC, 2014).

Certainly, the higher the rate of teacher turnover, the more valuable time and effort must administrators, and head teachers devote to the paper-work and other tasks involved in transferring and appointing staff. The opportunity cost of this effort may be unacceptably high in systems where administrators are scarce, and some of their important tasks have to be postponed or left undone.

In rural areas where schools are not highly valued anyway, the behavior of the teachers may be critical in creating positive or negative school-community links. In areas where schools and their teachers are traditionally revered and respected, the unwillingness of teachers to remain in the community's school may be interpreted as rejection. The community may become alienated, regarding the teachers in general as uncommitted 'tourists' unsympathetic to rural life and culture. Teachers may be closely watched every instance of absenteeism or unpunctuality noted, and every moonlighter chastised. Teachers migrating to the city at weekends on holidays may be blamed for neglect, even though those who stay to participate in community affairs may be seen as interfering in matters, which fall outside their proper duties as classroom teachers.

In addition, it is likely that school staffs as a whole suffers in morale, cohesion and working practices when colleagues move on rapidly. Coordinating the curriculum becomes more difficult; establishing rapport with pupils is problematic; collegial relationships may be difficult to establish and maintain. High rates of teacher turnover in schools may well be associated with hierarchical and non-participatory styles of school management and with isolative teaching styles (MEPS-INC, *op. cit.* 2014).

This study has addressed some of the problems in the rural teacher education and in the deployment and training of teachers in disadvantaged schools in the remote rural areas of less-developed countries such as Myanmar, DR Congo and Tanzania. It summarizes some of the

lines of enquiry followed in current research, identifies gaps in knowledge and makes certain policy recommendations for improving teacher retention and quality in remote rural schools (Unicef, 2014):

Compulsion

First, in order to staff remote rural schools at all, compulsory posting and transfer procedures are used. To require teachers to serve in rural schools at least once in their careers, or whenever called upon to do so, This system, in theory, permits the authorities the possibility of sending experienced teachers to rural areas. However, in practice, this may not happen, once all the legal exceptional cases have been allowed for an informal pressure from influential teachers have been accommodated. Even if the rules are rigorously enforced, teachers faced with the prospect of rural postings may resign from the profession when the time comes, thus exacerbating overall shortages.

Incentives

From the rural deficit, perspective aims to compensate the teachers for the hardships they must endure in remote rural schools. Such devices are salary loadings, the provision of superior or subsidized accommodation, travel concessions, and medical and other subsidies. Associated devices include favorable opportunities for study leave, earlier long-service leave and possible accelerated promotion. If used instead of compulsory posting and transfer procedures, the incentives need to be very strong ones if they are to attract teachers; if used alongside compulsory posting and transfer procedures, such as devices are pill-sweeteners.

Matching teachers to appropriate schools

The motivations and interests of teachers should be taken into account by those responsible for posting and transfer. The two models outlined to enable us to predict, *ceteris paribus*, how teachers of different 'types are likely to respond to the different strategies implied by the models.

Teachers' preparation and support

Certain strategies for teacher preparation and support are briefly outlined below as having potential for improving teacher quality and retention in remote rural schools. All over the world, innovations are occurring in the training³ education and support of teachers to meet the rural challenge, but descriptions of these experiments are uneven in depth and quality. They are also scattered among official papers³ professional magazines and academic journals- One aim of the current research is the collection and analysis of case-study material from which lessons may be learned. To date, four related strategies of potential worth have been identified. These are the uses of field-based training teamwork in the training and support of teachers³ involvement of the local community, and recruitment of local teachers and teachers ' aides for local schools. Emphasis is given to innovations in less-developed countries where low-cost experiments are a necessity though the literature on developed countries is far more extensive.

Field-based preparation and teamwork

Familiarization and the development of an affinity with the rural community and environment are increasingly seen as an essential part of teacher preparation. Schemes incorporating this range from short orientation programs to college- or school-based training in rural areas. They cater also for pre-service and in-service needs. In other words, teamwork is particularly important in remote rural schools. Traditional college-based teacher training

involves school teachers' administrators and the community only marginally in the training process.

Community involvement

In these less-developed countries, the involvement and co-operation of the local community in teacher preparation are a major theme in policy if not in practice. Community participation in training is especially significant in remote rural areas if we assume that. Participation brings with it a sense of involvement, or responsibility and 'ownership'. Schools are often perceived as alien implants on local culture or simply irrelevant to the lives of local people. Community involvement in teacher recruitment and preparation may improve this situation, educating the community about its schools and increasing the relevance of the curriculum which the schools offer local children.

Local recruitment

Locally, recruited teachers have a special role as mediators between the mainstream culture of the school (as represented by non-local teachers and the nationally-prescribed curriculum) and the local culture of the pupils. They can increase communication and understanding between their pupils and non-local teachers and between school and community. In addition, in economically disadvantaged areas, teaching can provide valuable modern sector jobs for young people³, which may encourage them to remain and play a vital part in their communities. In this way, local recruitment for teachers is a policy which allows the community to have a very substantial stake in the future of its own schools.

CONCLUSION

From the outset, it should be recalled that this study focused on similarities and differences analyses of rural teacher education in three different developing countries such: Myanmar, Congo DRC and Tanzania. The results gathered from our research allow us to highlight the essential ideas closely related to the essential aspects of our field of analysis. Indeed, these have swayed the countries' general information on rural education area. The above discussion is necessarily brief and selective. It fails to do justice to the richness and variety of schemes for teacher preparation for remote rural schools. It may also be argued that the strategies selected as useful for rural development in these situations are equally applicable for schools anywhere. According to the different findings, we are suggesting that:

- Create a special rural curriculum
- Encourage and create chances for teachers to serve in rural areas
- Provide equitable resources
- Invest more in rural areas
- Motivate students to attend the schools regularly

The point is, however, that such strategies are essential prerequisites in remote rural areas in a way that they are not in more accessible areas. Common sense and experience do suggest that the strategies are worth developing. At the same time they need to be monitored to ascertain when kinds of field-based experience teamwork community involvement and participation add up to a helpful training for the student and also of course what problems are involved. Sustainable change and progress towards achieving the SDGs will require investments from governments, donors and development organizations. But it will also require engagement from communities, social networks, families and teachers themselves. Firstly, this includes prioritizing teacher countries' vulnerabilities and remove barriers to their empowerment.

Finally, the government has to improve the business climate, promote good governance and restore the confidence of development partners and private investors.

Conflict of Interest Statement

I undersigned Madam Professor Doctor Sifa Bura Huguette that this document cannot be used without my permission, because being a personal work made available to the public to strengthen their intellect.

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