

Chapter 3

Goal-Based Assessment

3.4 - Adult Literacy and Continuing Education



A. National Action Plan

i. Statement of EFA goal

The fourth goal of the Global Education Forum, held in Dakar, Senegal, on 26-28 April 2000, is: **“Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to Basic and Continuing Education for all adults.”** To achieve all global EFA Goals, Myanmar has organised an EFA Forum in May 2002 and adopted six national goals for EFA under the EFA National Action Plan (2003-2015). The EFA NAP has been drawn up within the framework of the 30-Year Long-Term Education Development Plan and is in line with global EFA goals and the education-related goals of the Millennium Declaration and the World Fit for Children. The third goal of the EFA NAP is **“Achieving significant improvement in the levels of functional literacy and Continuing Education for All by 2015.”**

ii. Literacy in the past

Education, since the early days has been highly regarded in Myanmar. Because of its strong tradition of monastic education, the literacy rate has been high since before the British colonized Myanmar. Nicolo Manucci, a Venetian who travelled in Myanmar about 1700 A.D. described the country as “a kingdom governed by the pen, for not a single person can go from one village into another without a paper of writing”. Like Manucci, many travellers from the West were impressed with what was practically universal education for boys long before anything of the kind existed in the European world.

In 1931, Mr J.S. Furnivall described: *A hundred years ago the first English Commissioner reported that almost everyone could read and write and even this report may have been touched with exaggeration, it is certain that the proportion of people who could read and write was then far higher than in England.* (Octennial Report, 1956)

Since Independence, succeeding governments have laid much emphasis on literacy. A nation-wide literacy campaign was begun in 1965 and much success was gained. This was recognized by UNESCO which awarded Myanmar two prizes - the Mohammed Reza Pahlevi Prize in 1971 and the Noma Prize in 1983. The literacy movement grew rapidly through mass campaigns in which entire townships in selected states and divisions were targeted.

iii. Description of EFA Goal and Specific National Targets

Literacy is the foundation of learning. It constitutes a critical Life Skill, a requisite for successful participation in society and fundamental for economic, social and political participation and development in the knowledge society. Literacy is the key to enhancing capabilities, with wide-ranging benefits including children’s education, critical thinking, improved health and family planning, HIV/AIDS prevention, poverty reduction and active citizenship. Indeed, literacy is key for the achievement of the other EFA Goals.



The specific national target, through an NFE approach, is to increase the overall literacy rate to 99.0 percent by 2015; to meet this target, reliable data are essential. Interim EFA targets in Myanmar for the adult literacy rate were 91.8 in 2002 and 92.5 in 2005; for youth literacy, 94.0 in 2002, 96.0 in 2005; and for the literacy Gender Parity Index, 95.9 in 2002, 96.0 in 2005. Literacy in Myanmar is defined as when a person has completed the entire literacy primer and has passed a basic literacy test. Updated national definitions of basic and functional literacy also are required.

Data from 2005 show that all indicators for national EFA targets with regard to literacy and Continuing Education have been achieved.

iv. Strategies to Achieve Goal

As with Life Skills (see Chapter 3.3), the most significant issue in NFE will be the capacity building of personnel in programme development and coordination management. The long-term objective is to develop such skills at the township level, where local EFA personnel can work independently for the needs of their own community. The centrally developed literacy programme will be modified and programmes will be developed locally, except in border areas. Developing an upgraded learner-oriented functional literacy and Life Skills programme is central to this effort, along with promoting and coaching local volunteers, preparing evaluation and testing tools, developing learning materials and managing a database and information system. Literacy and Life Skills training are to be reinforced with income-generating skills, linking learning to the learner's productive life or personal life and having a positive impact on the community at large. This also is in line with Myanmar's long-term objective of building a learning society.

Major actions will be to continue the Basic Literacy programme in all states and divisions; to develop Continuing Education programme activities alongside training on the management of Community Learning Centres; to raise awareness of prospective learners about literacy and NFE programmes; as noted, to develop learner-oriented literacy programmes, along with income generation and upgraded Life Skills programmes; to develop a NFE database and network with support of active partners; and to develop functional literacy materials by local groups. More than 54,700 libraries down to the village level already have been opened as dynamic catalysts for the formation of the Myanmar learning society. For those who have obtained basic literacy, post-literacy programmes can be provided through reading circles.

v. Budget and Financing Plan

As noted in Chapter 2, a special fund has been provided under the Ministry of Education budget for EFA activities, amounting to about 120 million kyats annually. Implementation costs of EFA activities are borne by relevant Ministries, and come from project funds provided by international agencies and INGOs. In addition, since 1964, annual literacy campaigns, primarily financed by the State, have been conducted in selected townships by volunteer students, teachers and community members.



B. Implementation of EFA Goal

i. General Policies and Programmes

The Government policy on NFE, which is relevant for literacy issues, is to form a Myanmar learning society by improving access to and quality of primary education in the formal education sector; providing literacy and Continuing Education to the out-of-school population through NFE programmes; and making general education open and diversified by emphasising NFE modes of education. Non-formal education equivalency programmes with that of formal education represent a flagship approach.

To meet the national EFA target of increasing overall literacy to 99 percent by 2015, MOE states in its policy guidelines that the 149 townships with literacy rates of at least 97 percent will achieve 100 percent literacy in 2007/08, while the remaining townships also will try to increase their literacy rates.

In March 2000, the Myanmar Literacy Resource Centre (MLRC) was established at the Myanmar Education Research Bureau (MERB) with contributions from the Government, the Japanese Grant Assistance for Grassroots Projects and the Asia-Pacific Cultural Centre for UNESCO (ACCU). MLRC is part of a network of 18 Literacy Resource Centres in Asia-Pacific. A key function is the training of NFE personnel at various levels. At the same time, township and village NFE Committees have launched learning circles.

ii. Policies Mentioning Specific Target Groups (Disadvantaged Groups)

Until the mid-1990s, Non-Formal Education was primarily focused on literacy acquisition. In 1994, the concept of Community Learning Centres (CLCs) was introduced with UNESCO assistance. Starting from a very small pilot of only seven centres, the approach has spread to more than 70 centres in 11 townships, creating new opportunities for youths and adults to continue learning. At present, CLCs represent the strategy of choice to achieve the Government's vision of a learning society for the 21st century.

Outreach extends to village communities as well as to disadvantaged urban communities, particularly through CLCs. A special 3Rs programme has been instituted for border areas (see Section E[i]). Along with Basic Literacy programmes, Continuing Education programmes such as post-literacy, income generation and quality of life improvement have been implemented. CLCs also conduct development of community information and resource services; outdoor and indoor games (sports); capacity building via lectures, debates, short-term courses and skills-based training; and promotion of skills and experience in income-generating groups (poultry farming, food preservation, localised cottage industries).

iii. Legislation and Legal Framework

The stated aim of the Government's policy on education has been "to create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age."

No national law specifically with regard to literacy exists. However, Myanmar, at present, is drawing a new constitution which will be completed in the very near future. In the published



draft of the forthcoming constitution, it is stated very clearly that every citizen shall have the right to education and to be given basic education prescribed by the law as compulsory. These statements are very much in accord with the two previous constitutions of 1947 and 1974. Provisions of the Myanmar Child Law, a special child-focussed legislation developed and enacted in 1993 after Myanmar's accession in 1991 to the Convention on the Rights of the Child, are specified about the obligations of the State.

iv. Responsible Agencies and Coordination of Implementation

Responsible Agencies

Government Organisations

- MOE leads the literacy programme with implementation and coordination by Myanmar Education Research Bureau (MERB), which became Department (DMERB) in 2004
- The Ministry of Social Welfare, Relief and Resettlement, and the Ministry of Progress of Border Areas and National Races and Development Affairs, are the cooperating agencies for the literacy programme
- The Ministry of Information has established township libraries that are used as Community Learning Centres for literacy and Continuing Education
- Other Ministries have assisted in numerous ways to promote literacy and Continuing Education

Non-Government Organisations

- Myanmar Literacy Resource Centre (MLRC), Myanmar Women's Affairs Federation (MWAF), Myanmar Maternal and Child Welfare Association (MMCWA) and Young Women's Christian Association (YWCA). All are providing libraries, CLCs and reading circles for literacy and Continuing Education

International Agencies

- UNDP and UNICEF both support literacy programmes

International Non-Government Organisations

- World Vision and Save the Children have assisted programmes that include literacy development

v. Budgeting and Financing: Resource Mobilisation and Allocation

From its budget, DMERB provided technical services, including staff and materials, while communities in selected areas and townships organised detailed arrangements led by township education officers, by identifying illiterates, providing places for sessions, and so forth. Respective Ministries and NGOs have provided libraries, CLCs and reading circles for literacy and Continuing Education.



vi. Quality Assurance, Monitoring and Evaluation

All NFE programmes must be integrated and a regulatory framework for licensing or accreditation of NFE activities offered by civil society created, to assist in the quality development aspects of their service activities. DMERB is responsible for the literacy and Continuing Education programmes. Learning materials for literacy and Continuing Education are reviewed and developed by DMERB.

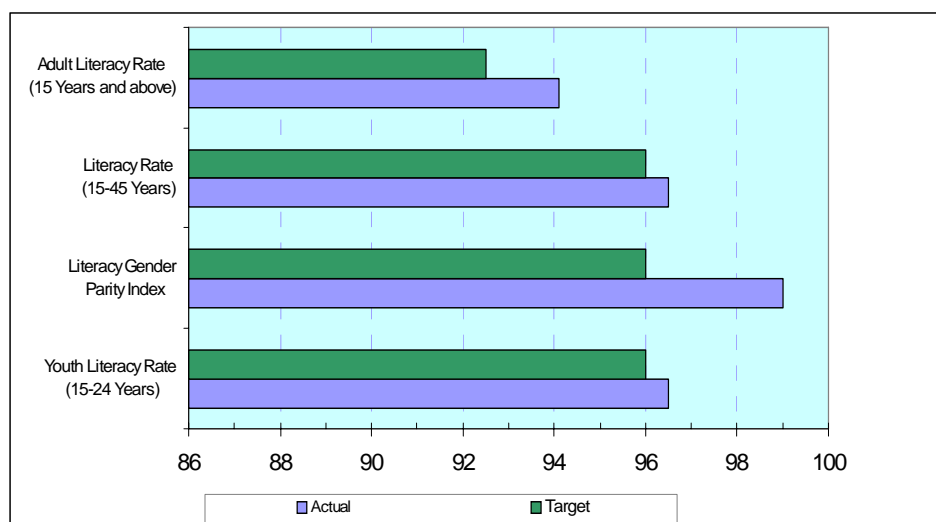
C. Progress in Achieving EFA Goal (Using Disaggregated Indicators to Show Pattern of Change)

i. Performance Indicators: Measure the Gap Between the Target and Attained Level of Performance

The 2005 data show that all indicators for national EFA targets with regard to literacy and Continuing Education have been achieved, as seen below and in Figure 3.4.1.

		Target (%)	Actual (%)
Adult Literacy Rate (15 years and above)	(2005)	92.5	94.1
Literacy Rate (15-45 years)	(2005)	96.0	96.5
Literacy Gender Parity Index	(2005)	96.0	99.0
Youth Literacy Rate (15-24 years)	(2005)	96.0	96.5

Figure 3.4.1 Progress in Achieving EFA Goal (2005)



Source: EFA Secretariat, DBE(1),MOE, 2005



ii. Analysis of Disaggregated Indicators

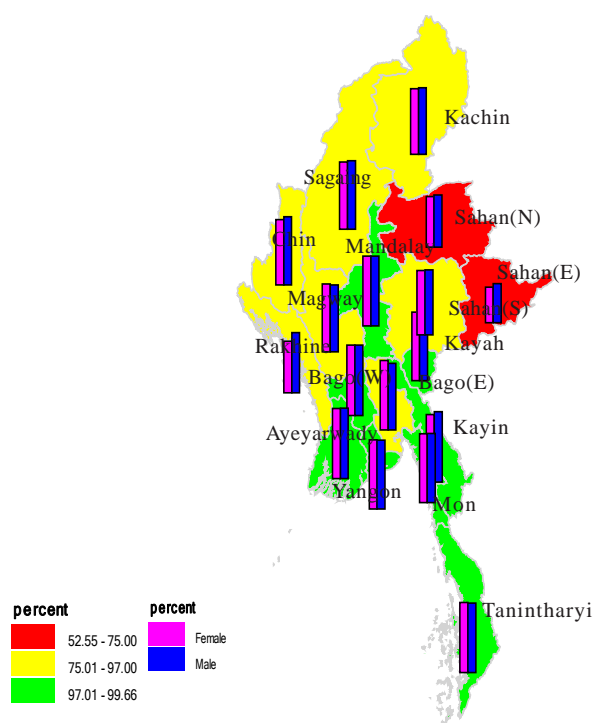
Literacy rates in states and divisions, by gender, in 2006 can be seen in Table 3.4.1 and Figure 3.4.2. The data show the literacy rates in Rakhine State (79.2 percent), Shan (North) State (72.56 percent) and Shan (East) State (52.55 percent) remain much lower than in other states and divisions.

Table 3.4.1 Literacy Rates in State and Division by Gender

State and Division	Male(%)	Female(%)	Total(%)
Ayeyarwady	99.87	99.45	99.66
Bago(West)	99.53	99.64	99.59
Tanintharyi	98.23	99.25	98.74
Mandalay	98.45	98.67	98.57
Kayar	98.41	97.24	97.84
Yangon	97.01	97.81	97.42
Kayin	99.31	95.51	97.38
Mon	97.48	97.20	97.35
Bago(East)	94.50	98.42	96.46
Sagaing	96.46	94.80	95.61
Magwe	94.37	95.83	95.12
Chin	96.55	92.42	94.42
Kachin	93.99	92.65	93.31
Shan(South)	92.13	91.06	91.59
Rakhine	85.36	73.14	79.20
Shan(North)	73.60	71.51	72.56
Shan(East)	55.04	50.07	52.55
Union	94.75	93.95	94.35

Source: DEPT, MOE, 2006

Figure 3.4.2 Adult Literacy Rates by State and Division



Source: DEPT, MOE, 2006



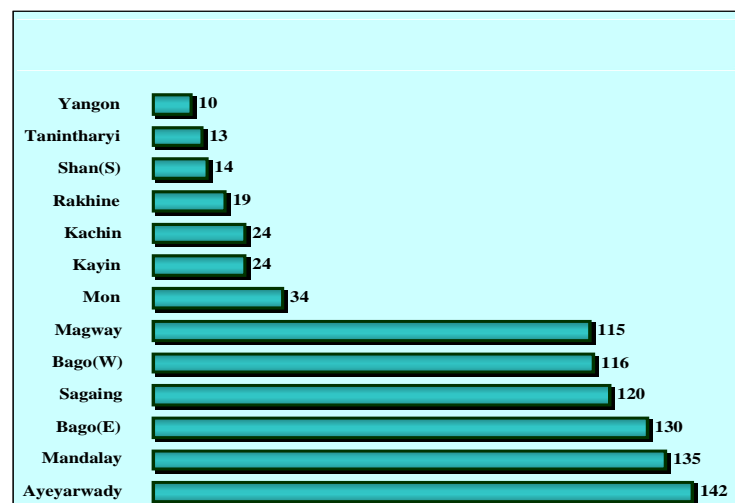
Meanwhile, the number of CLCs by states and divisions in 2006 is given in Table 3.4.2 and Figure 3.4.3. It can be seen that CLCs still need to be established in Kayar State, Chin State, Shan (North) State and Shan (East) State, which are not on the list. Communications and transportation constraints make it difficult for DMERB to conduct capacity building workshops on Continuing Education in these States.

Table 3.4.2 CLCs by State and Division (2006)

State /Division	No. of CLCs
Ayeyarwady	142
Mandalay	135
Bago (East)	130
Sagaing	120
Bago (West)	116
Magway	115
Mon	34
Kayin	24
Kachin	24
Rakhine	19
Shan (South)	14
Tanintharyi	13
Yangon	10
Union	896

Source: DMERB, MOE, 2006

Figure 3.4.3 Number of CLCs by State and Division (2006)



Source: DMERB, MOE, 2006



According to the 2007 data, the literacy rate in Myanmar is 94.75 percent and the number of CLCs in the union is 927.

The formula used for the calculation of adult literacy is as follows:

$$\text{Adult Literacy Rate} = \frac{\text{Number of Literates (15-45)} * 100}{\text{Number of Adult People (15-45)}}$$

The adult literacy rate (national level) has usually been declared by the Myanmar Naing- Ngan Education Committee at the annual celebration of International Literacy Day (8 September, ILD).

iii. Quality and Equity Outcomes

Literacy programmes should meet the needs of individuals and society, with the aim of reducing poverty and increasing productivity. The upgraded literacy programme is planned on an individual basis, where about 10 learners meet for some two hours with a facilitator two or three times a week. The learner can learn not only by attending short courses in the summer but also throughout the year, at his or her own pace, to achieve a specific level. Literacy is measured by taking test - based assessment. Myanmar language is used in the assessment process. By using appropriate testing tools, this flexible non-formal mode of learning is intended to satisfy the learner as well as motivate community members to recognise it as a legitimate programme transferable to formal education or the world of work. This methodology is more cost-effective and quality-oriented.

In addition, the learner-oriented method is best suited for Non-Formal Primary Education (NFPE) programmes, where out-of-school children learn primary-level packages at NFPE classes. The quality of learning is assessed against the formal school standards, and NFPE completion is regarded as completion of formal primary school. A technical team has developed equivalency standards that permit NFPE completed children to enrol in middle school.

D. Implementation Gaps and Disparities (Using Disaggregated Indicators to Show Disparities)

i. Identifying Gaps and Locating the Reached and Unreached

People who have completed the Basic Literacy programme need to be provided with Continuing Education in a systematic manner. For this, the NFE programme in literacy and Life Skills must continue to be upgraded and integrated with an income-generating component. The upgraded literacy programme, using CLCs, should use an individual approach where learners are able to learn at their own time and pace, in small groups or as individuals, with a performance test at the end; at the same time, they would have opportunities to generate income and to practice better life agendas in their households. This should target youths and adults who had either completed primary education but did not proceed to secondary school or who had dropped out of secondary school. Learners also must be taught skills that are necessary for an individual



to function in a complex world, such as decision-making skills that allow people to make appropriate choices about their lives and communications skills that facilitate inter-personal relationships between all social categories. The upgraded literacy programme should include such functional components that can test the learner's capacity to function in society.

Based on the success of NFPE, a Non-Formal Middle School Education (NFMSE) programme should be fully tried out, particularly in post-primary schools attached to selected primary schools. As with NFPE, an equivalency programme for NFMSE should be developed in such a way that there is easy transferability between formal and non-formal education alternatives, while maintaining acceptable high standards.

Training of village volunteers for the management of CLCs needs to be better coordinated with other Ministries and agencies also contributing to community learning. MOE, in cooperation with the Ministry of Information, launched an electronic data broadcasting system in 2001; 304 centres were opened nationwide by 2002. MOE also is gradually installing an e-education system (see Section E[ii][a]). With such access, CLCs could bring further changes to the learning environments of the communities.

Statistical data on children who are not in the school system must be further studied and analysed for continual preparation of NFE programmes and building of an NFE information network. The MLRC already has recorded data from at least five states and divisions in an NFE-GIS; however, the NFE data system needs to be updated and consolidated if it is to be used as an effective information system. A monitoring and reporting mechanism also should be established, and improved coordination among NFE stakeholders is necessary overall.

ii. Analysis of Differential Impact of Policy Implementation

Based on informal assessments, national literacy policies have had the following impacts:

- Economic situation improved and employment opportunities increased among NFE learners
- More illiterates who are willing to learn literacy identified
- High motivation among literacy learners
- Adequate number of volunteer teachers recruited
- Local officials or community keen to provide NFE

iii. Disparities in Social and Gender Equality

Between 2000 and 2006, nearly two-thirds of 595,000 learners from regular Basic Literacy programmes who have completed literacy class were women. Table 3.4.3 and Figure 3.4.4 show gender equity in literacy learning opportunities for women in relation to those for men in Myanmar.

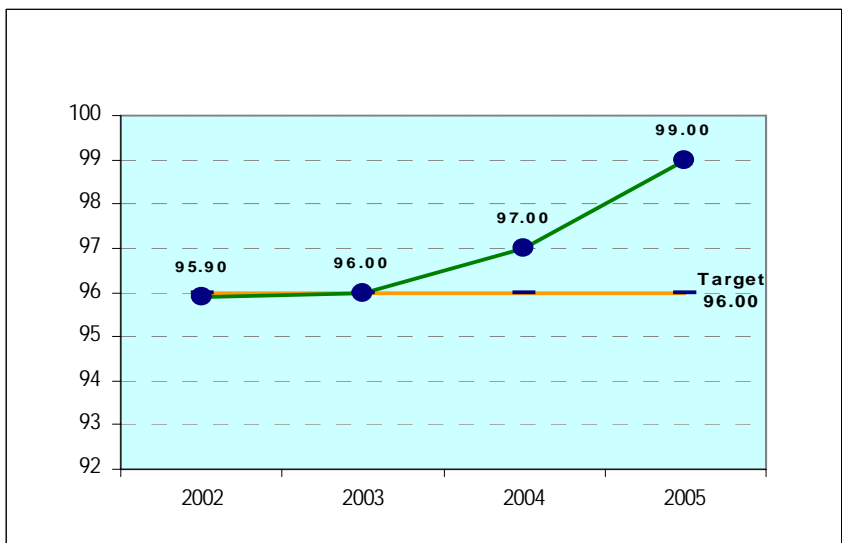
Table 3.4.3 Literacy Gender Parity Index (2002-2005)

Year	2002	2003	2004	2005
Literacy Gender Parity Index	95.9	96	97	99

Source: EFA Secretariat, DBE(1), MOE, 2005



Figure 3.4.4 Literacy Gender Parity Index (2002-2005)

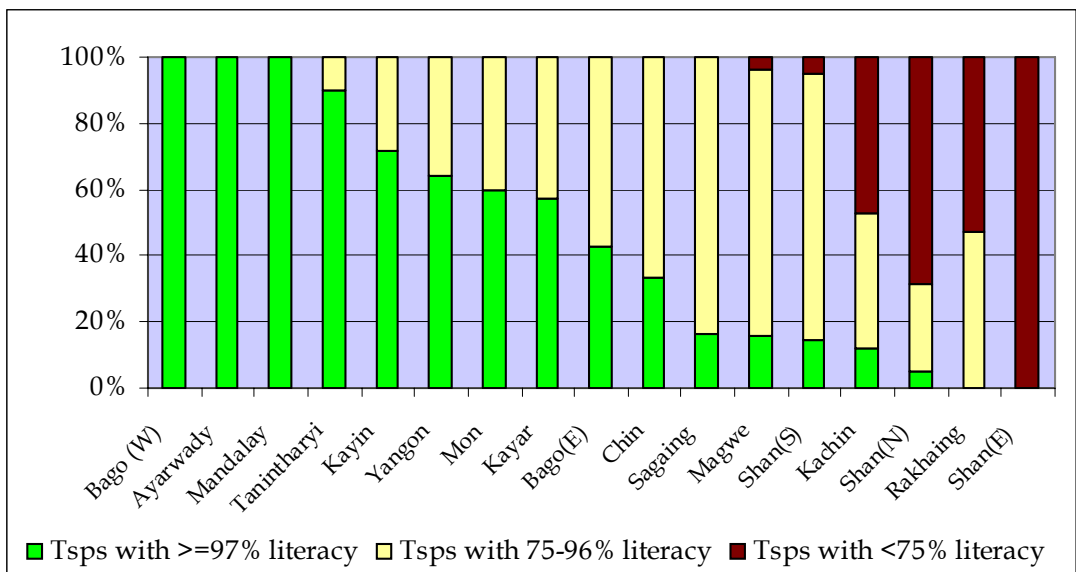


Source: EFA Secretariat, DBE(1), MOE, 2005

iv. Disparities in Quality of Education across Social Groups and Geographical Areas

By 2002, the Basic Literacy programme was covering all townships in Kayin, Mon and Rakhine States, as well as all townships in Mandalay, Ayeyarwady, Magwe, Bago (East and West), Tanintharyi and Sagaing Divisions. Nonetheless, disparities are wide across states and divisions. States and divisions that have attained a literacy rate of at least 97 percent, of 75 to 96 percent, and of less than 75 percent can be seen in Figure 3.4.5 (see also table form in Annex 8).

Figure 3.4.5 Literacy Differential by State and Division (2006)



Source: DMERB, MOE, 2006



v. Implementation Capacity Gaps

As noted above, NFE in Myanmar is hampered by a weak infrastructure and delivery system and requires more funds. Relevant organisations and NGOs need to provide necessary leadership by further developing learning projects or circles, and reading/learning materials. In addition, the capacity for cooperation between DMERB, the NFE focal institution, and NFE providers should be promoted. Capacity of literacy personnel requires strengthening, and capacity of volunteer teachers at local levels must be upgraded.

E. Successes and Remaining Challenges in Implementation of EFA Goal (Assessing Impact of Policies and Practices)

i. Successes and Challenges in Social and Gender Equality

a. Success Stories and Good Practices to Be Re-Enforced

The Special 3Rs Programme for Border Areas is a critical undertaking for reaching the unreached because the border areas are very remote and transportation and communication rather difficult. Hence, initiatives for literacy in these areas are much more challenging than in urban areas. The programme has been implemented since 1996 under the guidelines of the Head of State. During its initial stage, it covered only seven townships in the border areas of Kokant, Wa, Kyaingtong (East) and Rakhine. Now, it has expanded significantly and made more than 65,000 people in these disadvantaged areas literate and numerate. It is implemented by the MPBND, DBEs and DEPT, with technical assistance from DMERB. The programme has been run continuously by reviewing and modifying experiences and expertise gained from each succeeding year, based on local needs.

3Rs Programme for the Border Areas



Significant achievements of the programme are shown in Table 3.4.4 and further detailed in Annex 2:

**Table 3.4.4 Achievements in 3Rs Programme for Border Areas (1996-2006)**

No.	Year	Areas	Townships	Instructors	Learners
1	1996	3	7	117	112
2	2000	4	10	1,268	10,510
3	2001	7	13	675	7,512
4	2002	7	12	599	9,772
5	2003	4	9	320	2,696
6	2004	5	15	419	3,927
7	2005	19	75	3,105	16,681
8	2006	18	82	1,550	14,447
Total		67	223	8,053	66,669

Source: Myanmar NFE records, DMERB, 2007

Major challenges in implementation of NFE activities include data collection difficulties, over-estimation cases, scanty studies of the relationship between literacy and development activities, and the need to improve methods and procedures by redefining literacy, specifically, basic literacy, functional literacy, and references used. With regard to CLCs, outcomes of the CLC survey indicate challenges arise in provision of needed materials by village communities, advocacy and organising of community partnerships, finding donors and organising trainers, finding volunteer instructors, operating generators donated by well-wishers, flexibly harmonising timetables with workers' free time and giving a suitable amount of funds directly to children who work so that they may attend classes.

b. Areas and Groups Where Success Has Been Least

The literacy rates in Rakhine State (79.20 percent), Shan State (North) (72.56 percent) and Shan State (East) (52.55 percent) remain far lower than in other states and divisions. This may be due to the existence of under-served and unreached areas in remote mountainous regions and border areas. In these areas, some of the population have faced difficulties in learning the Myanmar language.

ii. Successes and Challenges in Achieving Quality Education

a. Success Stories and Good Practices to Be Re-Enforced

In addition to the Special 3Rs Programme for Border Areas, success stories and good practices to be re-enforced in NFE include the Non-Formal Primary Education (NFPE) Programme and NFE on-line training.

Non-Formal Primary Education (NFPE) Programme

A noteworthy innovation is the NFPE Programme, a two-year NFE programme that is equivalent to formal primary education in terms of relevant knowledge and skills. The NFPE Programme is being provided for out-of-school children aged 10-14 who never enrolled or who dropped out, as a second chance for education. In 1998, DMERB developed NFPE materials under MOE/UNDP/UNESCO project, as shown in Tables 3.4.5 (a and b). NFPE students attend classes for 2 hours each day, six days a week. (a)NFPE Level I is equivalent to Grade 3, and (b) NFPE Level II is equivalent to Grade 5 of formal education.

**Table 3.4.5(a) Teaching-Learning Materials for NFPE Programme-Level I**

No.	Subject	Materials			Remark
		Text Book	Work Book	Teachers' Guide	
1	Myanmar	1	1	1	
2	English	1	-	1	With audio tapes
3	Mathematics	1	-	1	
4	General Studies	1	-	1	In reading card forms

Source: DBE(1), MOE, 2001

Table 3.4.5(b) Teaching-Learning Materials for NFPE Programme-Level II

No.	Subject	Materials		Remark
		Text Book	Teachers' Guide	
1	Myanmar	1	1	
2	English	1	1	With audio tapes
3	Mathematics	1	1	
4	General Studies	1	1	

Source: DBE(1), MOE, 2001

These NFPE materials were tried out in 11 townships in 2000/01 and disseminated to two further townships under DBE(1) and DBE (3) in 2001/02. The NFPE Programme has been implemented in seven states and divisions under DBE (1) beginning in 2002/03, as shown in Table 3.4.6:

Table 3.4.6 NFPE Programme by Township and Level (2002/03-2006/07)

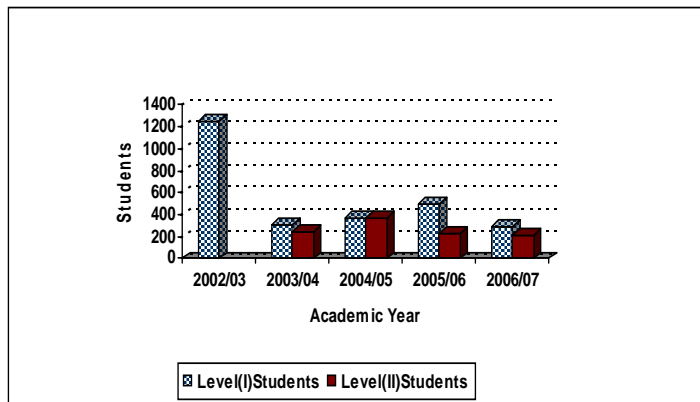
Academic Year	Townships	Level I Students	Level II Students
2002/03	28	1,248	-
2003/04	35	304	237
2004/05	23	366	369
2005/06	32	500	221
2006/07	23	290	219
Total	141	2,708	1,046

Source: DBE(1), MOE, 2007

Subjects taught at NFPE Levels I and II are Myanmar, English, Mathematics and General Studies. The quality of learning is assessed against formal school standards; NFPE completed children can enrol in secondary school. Figure 3.4.6 shows the NFPE programme by Level I and II students, 2002/03-2006/07.



Figure 3.4.6 NFPE Programme by Level (I) & (II) Students (2002/03-2006/07)




Source: DBE(1), MOE, 2007

The box below details the success story of Ma Kay Thi, who lives in Nyaung Nyin Bin Village and is a student of the evening classes of NFPE. Because these children are more mature and can learn more quickly, this programme allows for accelerated learning and mainstreaming back into formal schools upon successful completion of the NFPE course.


VOICES FROM CLCS - Myanmar

MY NAME IS MA KAYTHI. I LIVE IN NYAUNG NYIN BIN VILLAGE.
I AM NOW ATTENDING AN EVENING CLASS OF NON – FORMAL PRIMARY EDUCATION (NFPE) .



The activities of ensuring that school-going age children should go to school, were carried out in May in our village. But I cannot go to school. Because my mother passed away last year. I have to cook and look after my brothers and sisters. I was very sad and cried when I saw my neighbouring friends going to school.

One night, the village leader came to our house and told my father that I could attend an evening class of NFPE. He said that the NFPE evening class would open on 21st August. I was very happy to hear that news. Today is the first day of our class. I would like to thank my teacher and all of you who make the class possible. I feel joyful for being able to attend this class.



8
LITERACY BREAKTHROUGHS NO. 5

NFE On-Line Training

Although NFE has been practiced for a long time in Myanmar and it has been recognised as essential for the formation of a learning society, its terms and concepts remain strange for many people. To expand low-cost access to NFE training, resulting in increased numbers of trained NFE instructors, DMERB has begun to use 192 e-learning centres to conduct NFE training via a satellite broadcasting system. Thousands of trainers from across the nation have said they found such methods very innovative and cost-effective.



Facts and Figures of NFE Online Training in Myanmar

- | | |
|--|---|
| (1) Date and day | - 22, 23, 29 and 30 November 2003.
(two weekends) |
| (2) Transmitting time | - 09:00 to 15:30 hours |
| (3) e-Learning centres | - 192 (out of 455) |
| (4) Number of trainees | - 7,211 from all over the country |
| (5) Content areas: | |
| (a) Education, Its Nature and Modes
(FE, NFE and IFE) | |
| (b) Basic Literacy Programme | |
| (c) Income Generation Programme | |
| (d) Better Life Programme | |
| (e) Continuing Education by Establishing
Community Learning Centres | |
| (f) Entertainment | |
| (g) A training package of 32 training modules | |
| (6) Presentation techniques | - Lecture, discussion, demonstration, quizz,
plays, teleconferencing etc. |
| (7) Opening ceremony | - Speech by Minister for Education
(22 November 2003) LIVE |
| (8) Closing ceremony | - Speech by Deputy Minister for Education
(30 November 2003) LIVE |
| (9) Training Evaluation
by the participants | - Very innovative, cost-effective, enjoyable
despite some technical problems |



b. Areas and Groups Where Success Has Been Least

A 2005 research survey of 216 CLCs, largely in rural areas, found that key problems faced included the following, all of which must be addressed:

- Economic issues
- Lack of funds
- Limited space
- Mismatches in time between when workers are free and when classes start
- Difficulty access to teaching-learning materials
- Difficulty in obtaining full-time instructors

Also as noted, CLCs need to be established in Kayar State, Chin State, Shan (North) State and Shan (East) State, again all remote, border or mountainous areas.



F. Recommendations for Adjustments

i. Target Settings with Specific References to Priority Target Groups

- (1) Develop new definitions of literacy, methods of helping learners, monitoring and evaluation techniques, and an information system for literacy and Continuing Education development by 2010, including:
 - Plan and conduct research projects
 - Conduct planning and evaluation training
 - Provide training workshops on teaching-learning methods
 - Arrange seminars and talks
 - Fully develop an upgraded literacy programme, which will be on an individual basis
 - Develop a Non-Formal Middle School Education programme for adolescents who have no chance to study full-time
 - Develop GIS information for five States and Divisions (pilot phase)
 - Plan exploratory on-line training for NFE personnel in increased number of townships
 - Continue Non-Formal Primary Education
- (2) Develop a database and GIS system for literacy development by 2015, including:
 - Township information
 - Literacy personnel and Continuing Education information
 - Publication of annual reports on literacy and Continuing Education
- (3) Develop a data collection system and share with cooperating agencies by 2015, including:
 - Complete list of organisations and agencies engaged in literacy and Continuing Education development
 - Develop forms and guidelines for data collection
 - Approve draft reports on literacy and Continuing Education

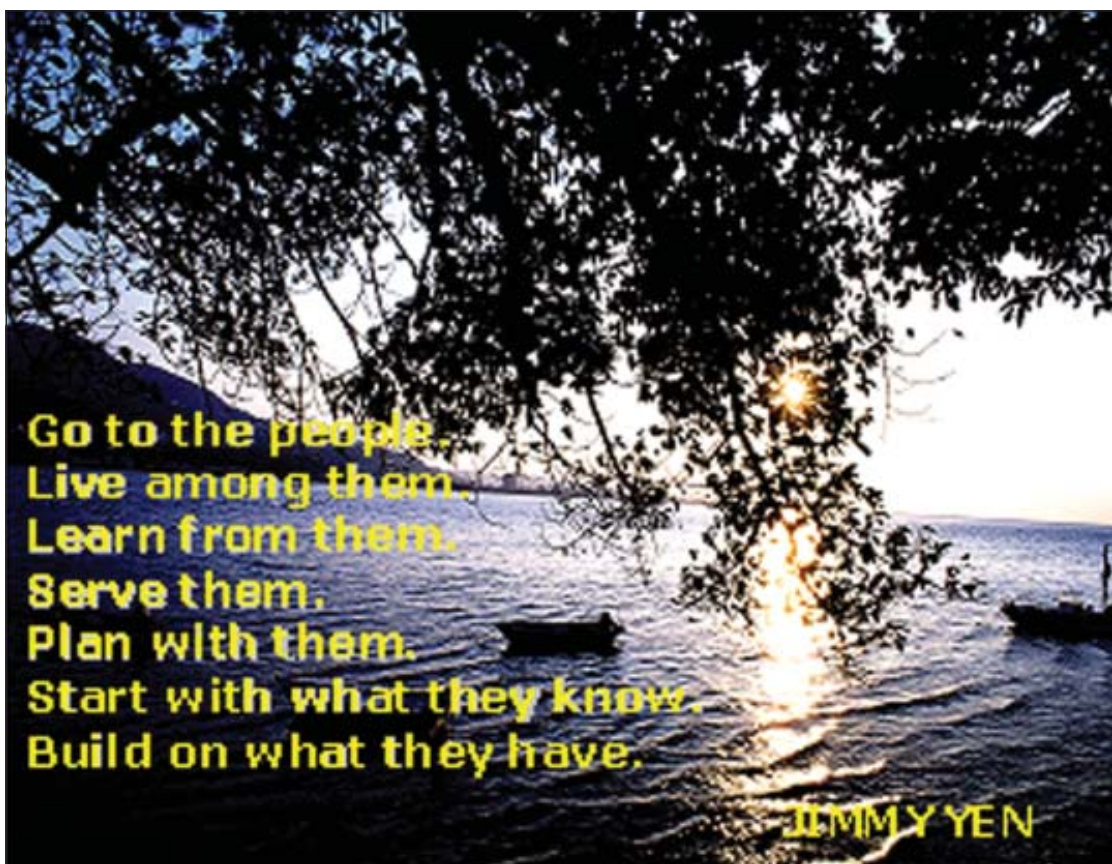
ii. Strategies for Attaining the Unattained and Reaching the Unreached

- Expand regular Basic Literacy Programmes in all townships
- Expand Special 3Rs Programmes to reach the unreached, particularly in remote and border areas
- Continue the NFPE Programme
- Develop capacity of literacy and Continuing Education personnel
- Systematically develop a database system for literacy and Continuing Education



iii. Schedule of Milestones to Be Attained over the Remaining Period

- Increase the adult literacy rate to 99.0 percent by 2015
- Increase the Literacy Gender Parity Index to 99.0 percent by 2015
- Develop a systematic database system for literacy and Continuing Education by 2015
- Develop a NFMSE Programme by 2010
- Build capacity development of literacy and Continuing Education personnel by 2010



Chapter 3

Goal-Based Assessment

3.5 - Gender



A. National Action Plan

i. Statement of EFA Goal

The fifth goal of the Global Education Forum, held in Dakar, Senegal, on 26-28 April 2000, is: **“Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to, and achievement in, Basic Education of good quality.”** To achieve all the global EFA Goals, Myanmar has organised an EFA Forum in May 2002 and adopted six national goals for EFA under the EFA National Action Plan (2003-2015). The EFA NAP has been drawn up within the framework of the 30-Year Long-Term Education Development Plan and is in line with global EFA goals and the education-related goals of the Millennium Declaration and the World Fit for Children. The first goal of the EFA NAP is **“Ensuring that significant progress is achieved so that all school-age children have access to and complete free and compulsory basic education of good quality by 2015.”**

ii. Description of EFA Goal and Specific National Target

Gender equality in terms of access means equal opportunities to attend school; in terms of quality, it encompasses equality in the learning process, equality of learning outcomes, and equality of job opportunities and earnings. To look beyond parity, one must carefully examine textbooks and learning materials for stereotypical images, unequal education opportunities and the burden of household chores; care of siblings usually falls on girls, resulting in a lack of time for homework and studies.

In general, it is expected that the number of girl students will continue to increase; indeed, the ratio of girls to boys is steadily rising. However, in tertiary education some institutions have temporary limits on the numbers of males or females because of over-subscribing by one gender. In all learning centres except the Defence Service Academy and Forestry, the chance of pursuing education or admission to any institute is open to the girl student. In the fields of economics and technology in particular, the number of girl students is steadily moving upward. In Myanmar at least, the Government’s EFA policy appears to occupy greater area for girl students and has wider scope for promoting educational standards of girls.

Gender is a cross-cutting issue and most of its key indicators are reflected in other EFA Goals. The gender dimension of EFA is included yearly in disaggregated data, by urban and rural areas, in Annex 3. Specific Myanmar EFA targets regarding access are: to reduce the Gross Intake Rate, to increase the Net Intake Rate and Net Enrolment Rate, and to reduce dropout rates and repetition rates, all by gender. The survival rate must be raised and a coefficient of efficiency for quality must be established.

As shown in Section C(i), all gender indicators have improved noticeably between 2000/01 and 2005/06.



iii. Strategies to Achieve Goal

The strategies and activities for achieving the goals have been developed in line with the Millennium Development Goals (MDGs) and the EFA NAP. Thus, the MDG for elimination of gender disparity will be achieved simultaneously with the accomplishments of the 30-Year Long-Term Education Development Plan.

To achieve the EFA Goal on gender and specific national targets as well as the MDG target, programmes implemented include preschool education, observation of School Enrolment Week, special primary education for over-aged children, post-primary schools, and literacy for out-of-school children, youths and adults.

More strategies are designed to make formal education and NFE more accessible to all children, in other words, to all boys and girls. These include developing children (by gender) to their fullest potential and increasing retention and completion rates (by gender) in schools.

iv. Budgeting and Financing Plan

As noted in Chapter 2, a special fund has been provided under the Ministry of Education budget for EFA activities, amounting to about 120 million kyats annually. These funds are primarily used for providing textbooks, stationery and stipends to children from vulnerable and disadvantaged groups during Enrolment Week. Implementation costs of EFA activities are borne by relevant Ministries, including Social Welfare, Religious Affairs, and Progress for Border Areas and National Races and Development Affairs; the latter Ministry has its own budget for child and adult education in 19 specific challenged regions. Traditionally, a strong community contribution to education exists, with communities providing support for school construction, school maintenance, school facilities, accommodation for teachers in certain areas, and so forth.

All concerned Departments, organisations, NGOs and INGOs directly manage their own budgets.

B. Implementation of EFA Goal

i. General Policies and Programmes

Gender policies are very much tied to the socioeconomic, cultural and political context of the country. Focus is given on both quality and equality issues, i.e., gender equity does not mean gender equality. Issues such as gender, nationalities, disadvantaged groups and HIV/AIDS are regarded as cross-cutting while implementing the six strategies encompassing the four main areas of the EFA NAP: access and quality of basic education (UBE), Early Childhood Care and Education (ECCE), Non-Formal Education (NFE) and Continuing Education (CE), and Education Management Information System (EMIS).

In Myanmar, the family is the basic unit, and most families are of the extended type. Traditionally the head of the household is the father; however, the mother plays the major role in rearing



children. Women in Myanmar have equal rights with men in the political, economic, administrative, judicial and social spheres, according to the law. A need has never existed for women to struggle to achieve the right to education.

It is generally accepted that gender differences in Myanmar, in education or any other field, have been slight overall. The Government approves of the elimination of all forms of discrimination against women, as under its accession to CEDAW. The Government also recognises the important role of women in shaping the future socioeconomic development of the country.

The 30-Year Long-Term Education Development Plan aims to create an education system for modernisation and development for all. One of the 10 programmes of the long-term plan is completion of Basic Education by all citizens, female or male. Concerning these programmes, targets/goals include: ensuring universal primary education by the end of the first five-year medium-term plan; universal lower secondary education by the end of the third five-year medium-term plan; and universal Basic Education by the end of the long-term plan.

Education Promotion Programmes also were launched in phases in 1998, 1999 and 2000 to carry out reforms in curriculum, teacher education, teaching-learning approaches, and many programmes aimed at the quality improvement of education, all of which are intended to benefit both genders equally. The annually implemented Education Promotion Programmes attempted to balance “global” and “local” values, thoughts and ways of life and to promote the notion of “global citizens.” The Special Four Year Plan 2000-2004 encompassed all the activities of the Education Promotion Programmes, as shown below.

Special Four-Year Plan 2000-2004

To strive for the development of highly qualified human resources, the Ministry of Education formulated the Special Four-Year Plan, which defined six programmes to be implemented in the Basic Education sector, equally benefiting both genders:

- Revise and reform the Basic Education curriculum
- Introduce a new student assessment system and redefine completion of Basic Education
- Introduce multimedia classrooms to enhance the teaching-learning process
- Upgrade the quality of teacher education
- Support all-around development activities
- Universalise primary education

In brief, achievements of the Special Four-Year Plan were:

- Increased school enrolment
- Major revision of the curriculum of the three levels in Basic Education, with the addition of important components
- Review of the old student assessment system, which encouraged rote learning, and replacement with continuous assessment procedures that promote rational thinking, creativity and problem-solving skills
- Extensive establishment of multimedia classrooms that make use of printed, non-printed, display, electronic, projected media and computer-aided instruction
- Upgrading of teacher training institutions and teacher quality



Lastly, in order to address gender disparities in the Basic Education sub-sector, a policy has been adopted to reduce entrance marks for entering pre-service training courses for male teachers.

ii. Policies Mentioning Specific Target Groups

Myanmar's legal, legislative and policy framework is intended to be applicable to all, both female and male. This includes the priority target groups of very poor children; children from remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans.

iii. Legislation and Legal Framework

Myanmar, at present, is drawing a new constitution which will be completed in the very near future. In the published draft of the forthcoming constitution, it is stated very clearly that every citizen shall have the right to education and to be given basic education prescribed by the law as compulsory. These statements are very much in accord with the two previous constitutions of 1947 and 1974.

Provisions of the Myanmar Child Law, a special child-focussed legislation developed and enacted in 1993 after Myanmar's accession in 1991 to the Convention on the Rights of the Child, are specified about the obligations of the State. The stated aim of the Government's policy on education has been "to create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age".

iv. Responsible Agencies and Coordination of Implementation

Responsible Agencies

Government Organisations

- MOE and 13 related Ministries, including Agriculture and Irrigation, Health, Defense, Progress of Border Areas and National Races Development Affairs, Religious Affairs, Science and Technology, Social Welfare, Relief and Resettlement, Transport, Livestock Breeding and Fisheries, Forestry, Cooperatives, Culture and the Training Board.

International Agencies

- UNICEF, UNDP, WFP

INGOs

- Save the Children, World Vision

NGOs

- MMCWA, MLRC, Pyinnya Tazaung, Yinthway Foundation



Religion-Based Organisations

- Karuna Myanmar Social Services, Metta Foundation, Myanmar Council of Churches (MCC), Kachin, Kayin, Chin and Myanmar Baptist Conventions, YMCA, YWCA

v. Budgeting and Financing: Resource Mobilisation and Allocation

Ministries, agencies and organizations are allocated their own annual budgets, as mentioned under other EFA Goals.

vi. Quality Assurance, Monitoring and Evaluation

Gender-sensitive assessment and monitoring and evaluation ensure participation of both women and men in monitoring and evaluation, planning, implementation and result analysis. The Government is committed to this but has yet to assess gender mainstreaming and gaps, or to use the gender lens and gender analysis to assess existing programmes in both formal and non-formal education systems. It includes both gender equity and gender equality concepts in monitoring and evaluation factors and analysis of quantitative statistical data, taking into account the socio-cultural factors that may be shaping gender relations in Myanmar society.

However, under the Education Promotion Programme, school inspection teams at the central, state and division levels have been strengthened in order to monitor the quality of Basic Education. Team members, both female and male, monitor, evaluate and supervise the management, teaching-learning situation and co-curricular activities of schools. Specific training on capacity building for team members is provided prior to assignment.

C. Progress in Achieving EFA Goal (Using Disaggregated Indicators to Show Pattern of Change)

Available data indicate no widespread discrimination against girls in the pursuit of Basic Education. Especially at the primary level, the GPIs for GIR, NIR, GER and NER for 2005/06 shows no disparity in Myanmar. Girls enrol in school at about the same rate as boys and tend to have higher retention rates. Among them more than 5 million pupils at primary level in Myanmar, more than half are girls. As noted in Chapters 3.1 and 3.4, the gender ratios in ECCE and adult literacy enrolment are nearly equal. According to the Annual Education Statistics and Monitoring Indicators, even at the tertiary level more girls enrol than boys. Among teachers, about 80 percent in primary and secondary schools are female.

Although the national education situation is favourable to girls, they remain sharply disadvantaged in some social communities. At the same time, it must be further ensured that textbooks and teaching-learning approaches in the classroom do not perpetuate gender stereotypes. Use of the Gender Parity Index (GPI) has not been applied in education statistics and indicators, especially at primary level; it is important to calculate (GPI) and include it in the regular data collection and reporting system.



i. Performance Indicators: Measure the Gap between the Target and Attained Level of Performance (for Girls)

As seen in the data below, virtually all gender indicators have improved noticeably between 2000/01 and 2005/06. This would indicate that policies to reduce dropout and repetition, and increase enrolment and survival rates, are being implemented effectively.

<i>Access</i>	Base Year	Actual
	(2000/01)	(2005/06)
Gross Intake Rate	108.57	107.23
Net Intake Rate	90.77	97.66
Gross Enrolment Rate (Primary)	87.22	89.11
Gross Enrolment Rate (Secondary)	39.63	39.54
Net Enrolment Rate (Primary)	77.31	81.64
Net Enrolment Rate (Secondary)	33.69	34.38
Literacy (GPI)	94.4	99.00
 <i>Quality</i>		
Promotion Rate (Primary)	90.84	92.83
Promotion Rate (L-Secondary)	89.36	96.65
Repetition Rate (Primary)	0.82	0.46
Repetition Rate (L-Secondary)	1.00	0.71
Dropout Rate (Primary)	8.34	6.71
Dropout Rate (L-Secondary)	9.65	2.64
Survival Rate (Primary)	66.6	70.5
Survival Rate (L-Secondary)	79.22	86.15
Pupil-years per Graduate (Primary)	6.3	5.9
Pupil-years per Graduate (L-Secondary)	5.45	6.32
Coefficient of Internal Efficiency (Primary)	79.5	84.7
Coefficient of Internal Efficiency (L-Secondary)	73.35	63.34

Source: DEPT, 2006



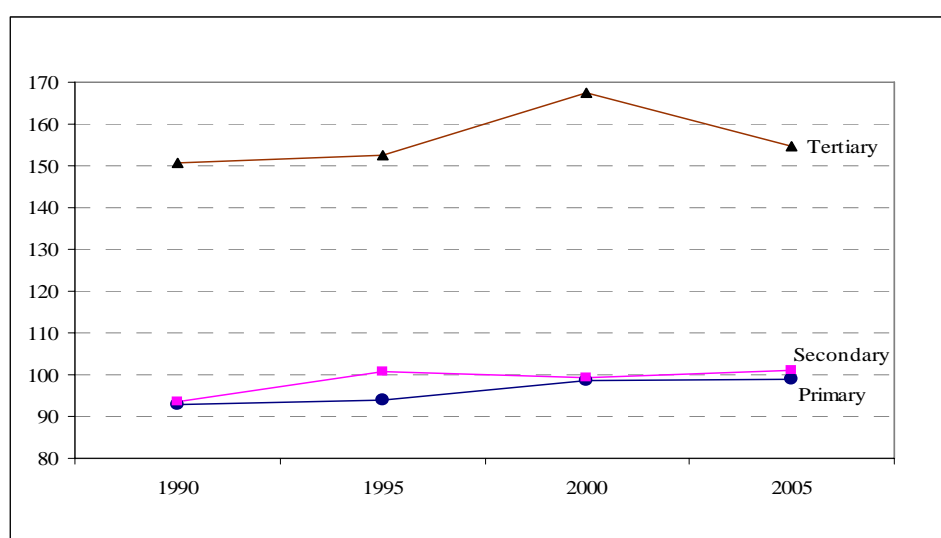
ii. Time and Cross-Sectional Analysis of Indicators

(a) Equal Opportunities to Attend School

The general trends of primary, secondary and tertiary education, related to the ratio of girls to boys, are shown in the following tables and charts; more detailed information by state and division is available in Annex 3. Even though the ratios of girls are relatively high, girls' higher achievement in education also may be attributable to an ability to focus more fully on lessons.

As shown in Figure 3.5.1, the ratio of girls to boys in primary education has risen slightly since 1990, reaching 99 in 2005. In secondary education, meanwhile, the ratio of girls to boys rose slightly after 1990 and peaked in 2000, but has been relatively flat since. At the tertiary level, the ratio of girls to boys is different from other levels. From 1990 till 1995, it was around 150; between 1995 and 2000, it increased to 170 and thereafter has declined, to 154 in 2005.

Figure 3.5.1 Ratio of Girls to Boys in Education (1990-2005)



Source: DEPT, 2005

(b) Girls' Participation in Basic Education Sector

As shown in Table 3.5.1 and Figures 3.5.2 and 3.5.3, the percentage of girls' enrolment by level and by urban-rural residence did not vary significantly at primary and secondary levels between 2003/04 and 2005/06.

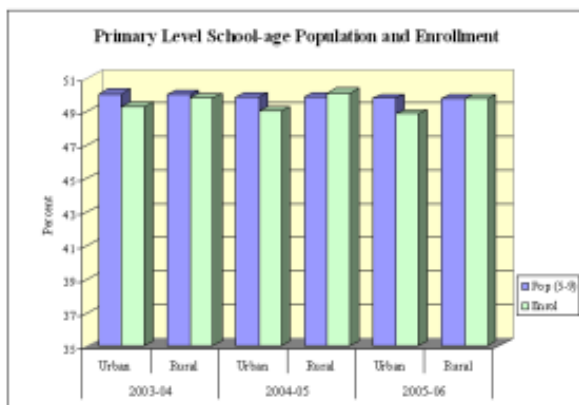
Table 3.5.1 Combined Girls' Enrolment Ratios in Basic Education by Urban and Rural Residence (2003/04-2005/06)

Academic Year	Union	Urban	Rural
2003/04	62.66	67.46	60.67
2004/05	63.43	66.59	60.70
2005/06	62.25	64.60	61.28

Source: DEPT, 2006

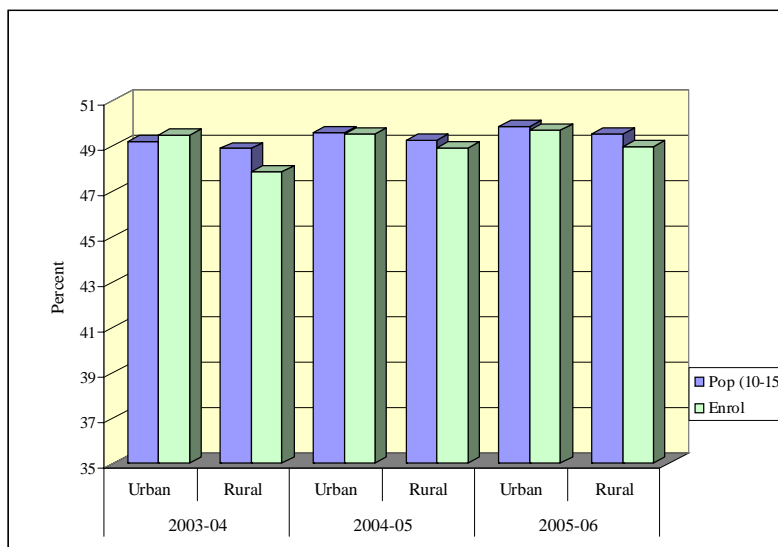


Figure 3.5.2 Girls' Primary-Level School-Age Population and Enrolment



Source: DEPT, 2006

Figure 3.5.3 Girls' Secondary-Level School-Age Population and Enrolment



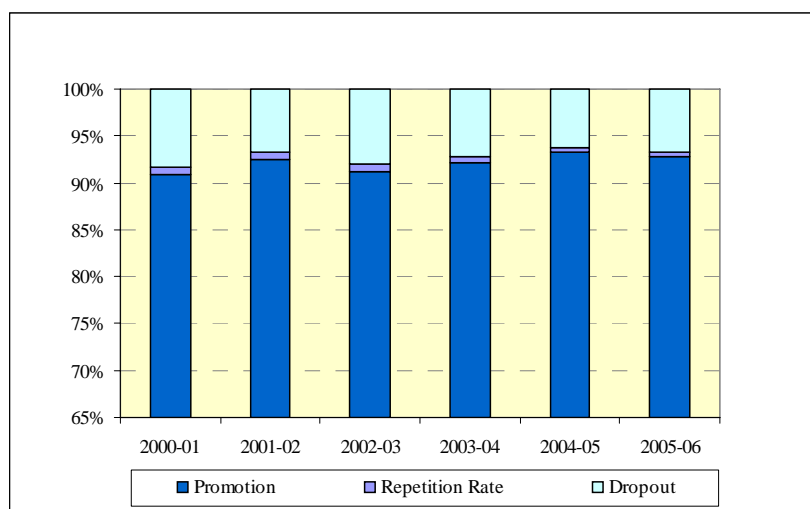
Source: DEPT, 2006

(c) Equality in Promotion Rate

Indicators such as promotion, repetition, retention/survival and dropout rates are the main tools to measure the efficiency of pupils in education. The promotion and retention/survival rates for females are increasing gradually, while repetition and dropout rates for females are decreasing, as seen in Figures 3.5.4, 3.5.5 and 3.5.6. New assessment methods introduced in 1998 may be a factor, as may improvements in teaching methods.

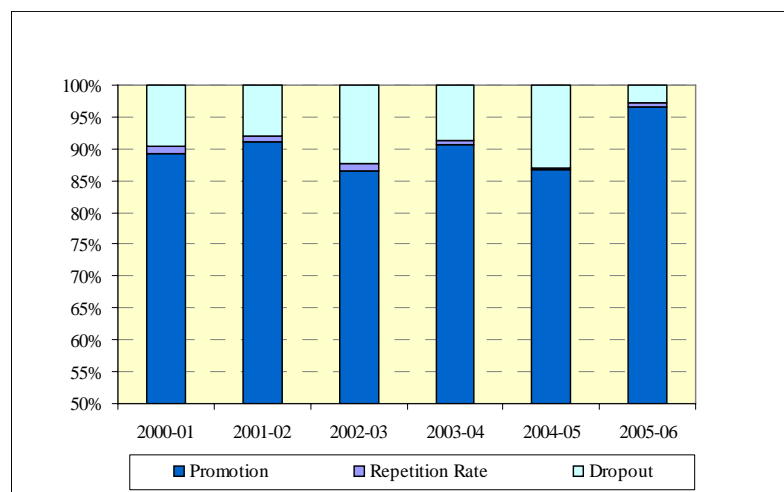


Figure 3.5.4 Girls' Primary-Level Promotion, Repetition and Dropout Rates



Source: DEPT, 2006

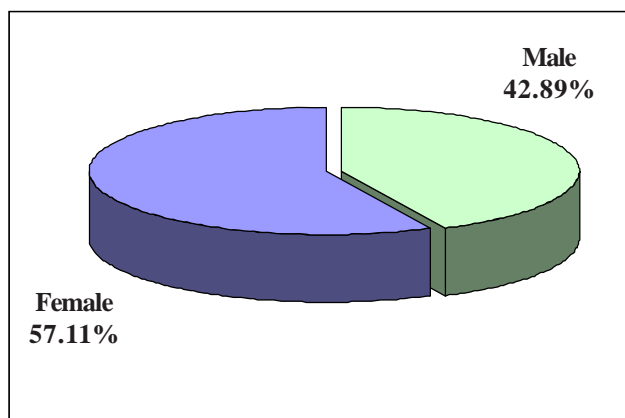
Figure 3.5.5 Girls' Lower Secondary-Level Promotion, Repetition and Dropout Rates



Source: DEPT, 2006

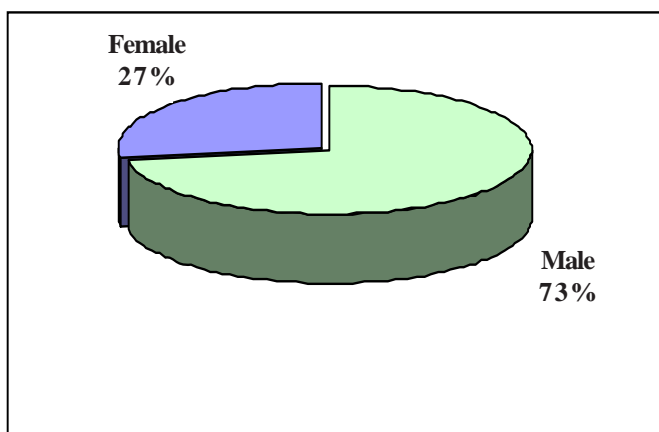


Figure 3.5.8 School Heads in Basic Education Schools by Gender (2005/06)



Source: DEPT, 2006

Figure 3.5.9 Township Education Officers in Basic Education by Gender (2005/06)



Source: DEPT, 2006

(f) Teacher Training

Almost all pre-service teacher trainees are females, as are more than 80 percent of teacher educators in Education Colleges, as shown in Tables 3.5.5 and 3.5.6.

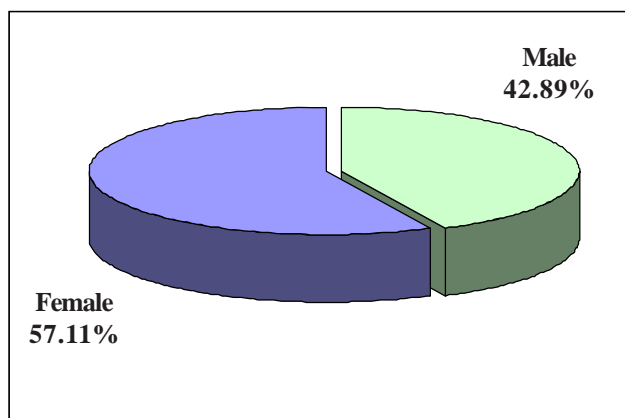
Table 3.5.5 Percentage of Female Pre-Service Teacher Trainees in Education Colleges (2003/04-2005-06)

Teaching Certificate	2003-04	2004-05	2005-06
Certificate in Education	98.98%	90.41%	90.32%
Diploma in Education	86.52%	86.56%	84.55%
DTECT	-	93.69%	92.45%

Source: DEPT, 2006

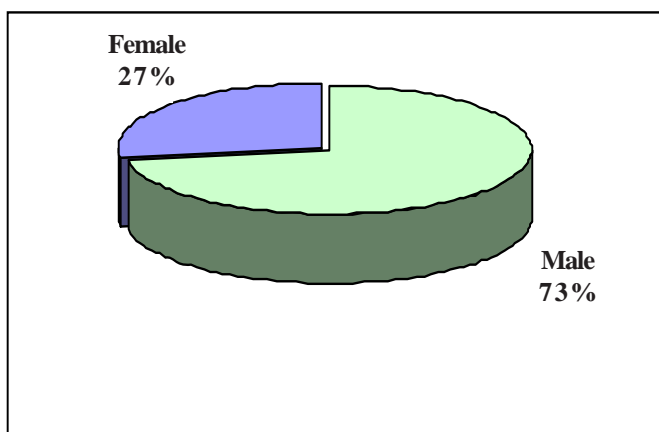


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DTECT	-	93.69%	92.45%

Source: DEPT, 2006



**Table 3.5.6 Percentage of Female Teacher Educators in Education Colleges
(2003/04-2005/06)**

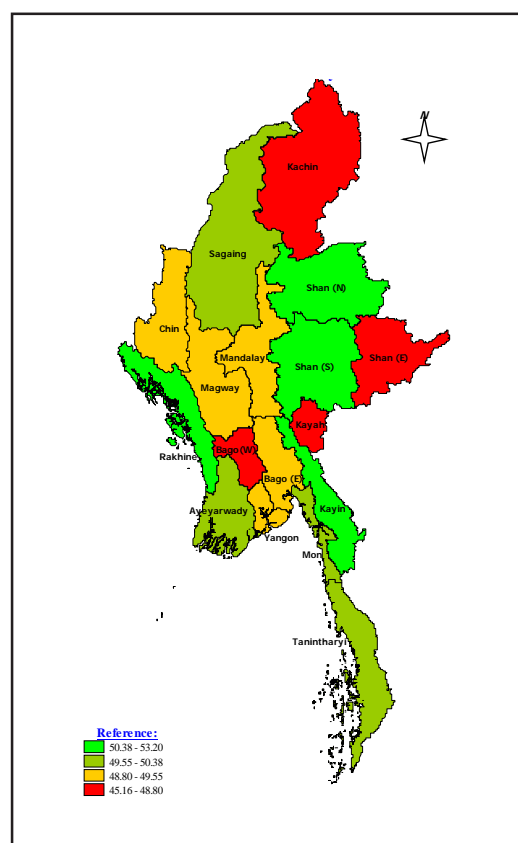
Academic Year	Total	Female	Percentage
2003/04	825	665	80.61%
2004/05	872	721	82.68%
2005/06	915	765	83.61%

Source: DEPT, 2006

iii. Analysis of Disaggregated Indicators

Figure 3.5.10 shows the percentage of primary enrolment by state and division in 2004/05. Among 17 states and divisions, Kayin State, Rakhine State and Shan (North and South) States were most advantaged in terms of girls' enrolment. At the same time, girls' enrolment particularly needs to be improved in Kachin State, Kayah State, Bago (West) Division and Shan (East) State. This indicates that while Myanmar may be close to achieving gender parity in girls' and boys' enrolment at the national level, achievement at sub-national areas and among population groups may still represent a challenge.

Figure 3.5.10 Percentage of Girls' Enrolment at Primary Level (2004)

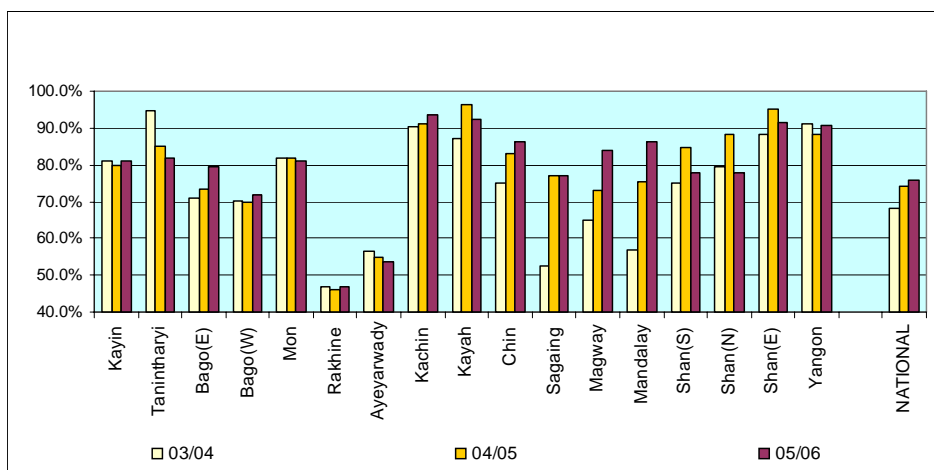


Source: DEPT, 2005



Transition rates (primary to secondary) for females were gradually increased at the national level for three consecutive academic years, as indicated in Figure 3.5.11. However, a declining transition rate can be seen in some states and divisions in 2005/06, notably Tanintharyi, Ayeyarwady, Kayah and Shan State. In particular, the survival rate of Tanintharyi Division fell noticeably so that it is necessary to explore the underlying causes.

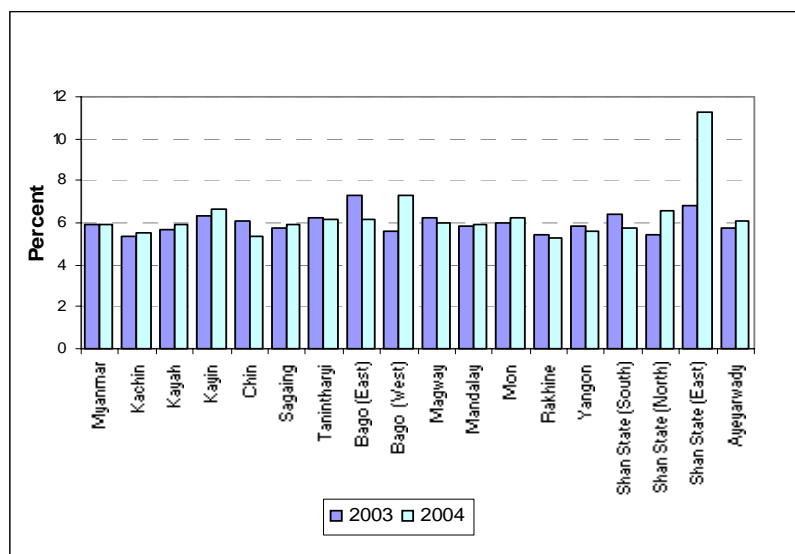
Figure 3.5.11 Transition Rate (Female) by State and Division (2003/04-2005/06)



Source: DEPT, 2006

The ideal number of pupil-years required to produce a primary graduate is 5 years in Myanmar; the actual number of pupil-years per graduate was 5.93 in 2003 and 5.95 in 2004. Pupil-years per graduate for girl students did not vary much between most states and divisions in 2003 and 2004, as seen in Figure 3.5.12, but increased sharply in Shan (East) and to a lesser degree in Bago (West). This indicates high repetition and dropout rates for females in these states and divisions.

Figure 3.5.12 Pupil-Years Per Graduate (Female) by State and Division (2003/04-2004/05)

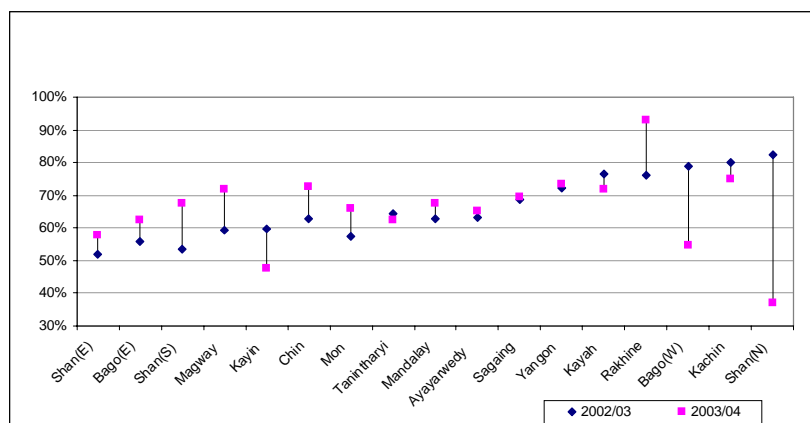


Source: DEPT, 2005



Detailed results on the survival rate to Grade 5 (male) by states and divisions in 2002/03 and 2003/04 are shown in Figure 3.5.13. In general, the survival rates of most states and divisions were noticeably increased during this time frame; however, states and divisions including Kayah, Kayah, Bago (West), Kachin and Shan (North) still require improvement to offset declining survival rates; particularly significant decreases occurred in Bago (West) and Shan (North).

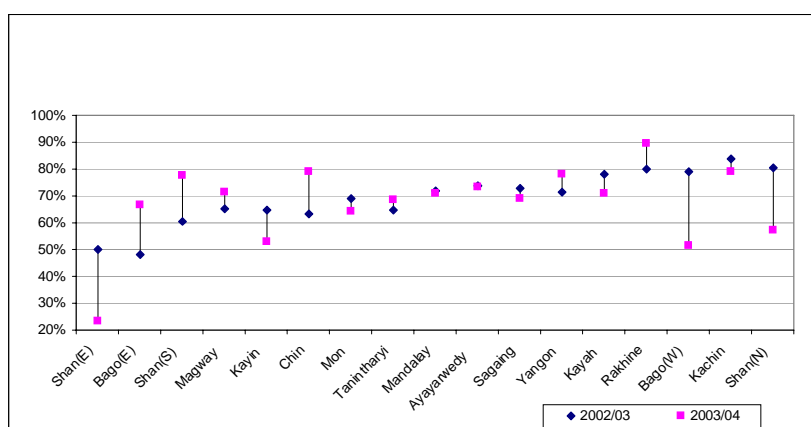
Figure 3.5.13 Survival Rates to Grade 5 (Male) by State and Division (2002/03-2003/04)



Source: DEPT, 2004

For girls, Figure 3.5.14 shows results of survival rate to Grade 5 (female) by states and divisions for the same time frame as above. The general pattern of the survival rate appears similar to that of boys. Again, survival rates were significantly lower in Bago (West) and Shan (North).

Figure 3.5.14 Survival Rates to Grade 5 (Female) by State and Division (2002/03-2003/04)

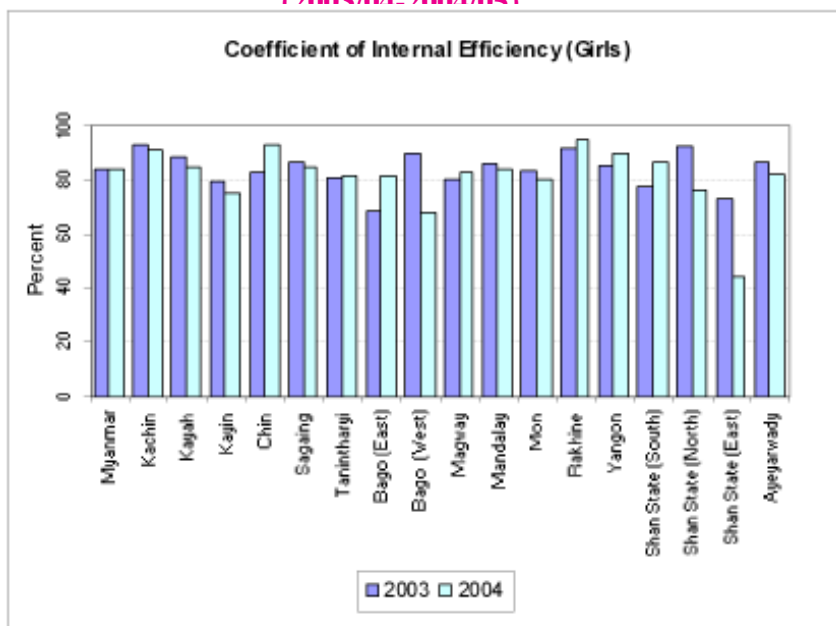


Source: DEPT, 2004

The coefficient of internal efficiency summarises the consequences of repetition and dropout on the efficiency of the education process in producing graduates. As shown in Figure 3.5.15, the coefficient of internal efficiency for girl students declined most noticeably in Bago (West) and Shan (East).



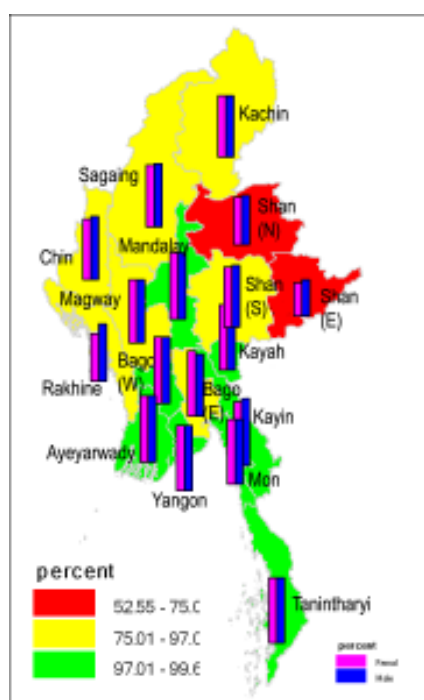
Figure 3.5.15 Coefficient of Internal Efficiency (Female) by State and Division (2003/04-2004/05)



Source: DEPT, 2005

Although gaps in the overall literacy rate can be seen among states and divisions in Figure 3.5.16, the rate between male and female in each state/division does not vary significantly, except in Rakhine and Shan (East).

Figure 3.5.16 Adult Literacy Rate (2006)



Source: DEPT, 2006



D. Successes and Remaining Challenges in Implementation of EFA Goal (Assessing Impact of Policies and Practices)

i. Successes and Challenges in Achieving Social and Gender Equality and Quality Education

(a) Success Stories and Good Practices to Be Re-Enforced

A gender review of Life Skills materials was undertaken to ensure that no gender stereotyping existed, including in illustrations and story lines. Materials also were designed to look at risks for both boys and girls. Capacity building was undertaken for both Life Skills curriculum designers and materials developers.

At the same time, an incentive plan under the World Food Programme (WFP) for girls to attend school regularly has effectively reduced dropout rates in two critical geographical areas. In 1999/2000 the primary level dropout rate for girls in Rakhine State was 60 percent and in Magwe Division was 54 percent. In 2005/06, these rates reduced to 23 percent in Rakhine and 34 percent in Magway, which has been attributed to the WFP Food for Education Programme.

Meanwhile, a study of learning achievement (MOE and Myanmar UNICEF, 2005) shows that in CFS schools no significant difference exists between boys and girls for both Mathematics and Language in Grade 3; however, in non-CFS schools the difference is wide in Language. Thus, it would appear that one effect of Child Friendly Schools is to reduce the gender difference in favour of girls in performance in Grade 3 Language. This may mean that CFS schools are differentially effective according to gender in that they raise the language performance of boys more than for girls.

Lastly, as noted above, special provisions are being made to recruit more male teachers and to address the gender imbalance in the teaching cadre, especially at primary level. This includes special minimum requirements for male trainees to be accepted by Education Colleges. This not only is aimed at encouraging men to enroll in Education Colleges to become teachers, but also specifically to serve as a plan for the recruitment and development of trained teachers in remote and border areas, where many women prefer not to serve.

(b) Key Issues to be Studied and Assessed (Challenges)

Three components can be further addressed: girls' equal access to education, enhanced gender equality in education management and delivery of services, and strengthened gender technical capacity in education programming and policy making. In particular, the following challenges require evaluation:

- Gender disparity in education plans
- Assessment of gender equity in textbooks, curriculum and learning materials
- Method of adoption of education strategies



- Gender disparities in teaching staff and at management level
- Traditional beliefs' and cultural practices' effects on girls' education

E. Recommendations for Adjustment

Eliminating gender gaps and gender inequality according to the UNESCO means bringing the disadvantaged sex on a par with the favoured; and to ensure that both sexes leave the school system with an education that provides life skills and permits them to pursue higher levels of education. Most importantly, they should be equipped with skills and attitudes that will help them to pursue their potential regardless of their sex.

A key strategy should be the mainstreaming of gender concerns into the overall national education system. This will ensure the sustainability of action in favour of equitable opportunities to education. To adopt a mainstreaming strategy, there would be a need to conduct gender awareness and training for staff at all levels from senior management to the school level.

As part of starting the gender mainstreaming the following are recommended:

- Use the gender lens and gender analysis to assess existing programmes in both the formal and non-formal education systems, and assess gender mainstreaming and gaps
- Formulate an assessment framework on gender disparity and quality to cover:
 - Retention
 - Teacher recruitment
 - Curriculum/textbooks
 - Physical facilities/safety/security (school location, safe transportation)
 - Teaching-learning practices in the classroom
 - Incentives
 - School management
 - Monitoring and evaluation
- Incorporate with the MDG assessment process, using indicators that have been developed and adding qualitative aspects
- Institutionalise a data collection mechanism and focus on disaggregated data
- Promote use of the Gender Parity Index through training at all levels
- Conduct more research and studies on gender indicators and advocate for a wider use of gender sensitivity
- Integrate gender training in all teacher training programmes and provide training on gender issues and assessment to teachers and education personnel
- Share experiences and best practices across the region



Chapter 3

Goal-Based Assessment

3.6 - Education Quality



A. National Action Plan

i. Statement of EFA Goal

The sixth goal of the Global Education Forum, held in Dakar, Senegal, on 26-28 April 2000, is **“Improving all aspects of the quality of education so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential Life Skills.”** To achieve all the global EFA Goals, Myanmar has organised an EFA Forum in May 2002 and adopted six national goals for EFA under the EFA National Action Plan (2003-2015). The EFA NAP has been drawn up within the framework of the 30-Year Long-Term Education Development Plan and is in line with global EFA goals and the education-related goals of the Millennium Declaration and the World Fit for Children. The second and sixth goals of the Myanmar EFA are **“Improving all aspects of the quality of Basic Education: teachers, education personnel, and curriculum”** and **“Strengthening education management and EMIS.”**

ii. Description of EFA Goal and Specific National Targets

Quality supports a rights-based approach to all educational endeavours. It is based on the four pillars of EFA: learning to know, learning to do, learning to live together and with others, and learning to be. It views the learner as an individual, a family member, a community member and a global citizen, and educates him/her to create individual competency in all four roles.

Quality education in Myanmar is measured against the school’s ability to meet students’ cognitive needs and foster their physical, social and emotional development. It is learner-centred and addresses each student’s unique capabilities and needs. The quality of education must be measured against issues of gender equality, equity, health and nutrition, parental and community involvement, and the management of the education system itself. It also takes into consideration the social, economic and environmental contexts of Myanmar, which shapes the curriculum or programme to reflect these unique conditions.

Quality education is thus locally relevant and culturally appropriate; it is informed by the past, is relevant to the present, and prepares Myanmar citizens for the future building knowledge, Life Skills, perspectives, attitudes and values. The challenge remains in the monitoring and assessment of this fluid concept, which is intrinsically linked to all the other five EFA Goals, in that quality is an important aspect of ECCE, Basic Education, Life Skills, literacy and gender programmes. Specific recommendations for each of the five EFA Goals all contain a quality component, indicating that quality is an integral part of each Goal that must be assessed and studied.

Quality aspects in Myanmar thus include complex issues of teaching-learning approaches, quality of teachers, class size, availability of learning materials, assessment systems, leadership



of school heads and, perhaps above all, the effectiveness of supervision and assistance provided by Township Education Officers. Specific national targets include:

- Increased percentage of primary school teachers having the required academic qualifications (matriculation), to 96 by 2005
- Increased percentage of primary teachers who are certified to teach according to national standards, to 97 by 2005
- Increased percentage of secondary school teachers who are certified to teach according to national standards, to 97 by 2005
- Reduced pupil-teacher ratio (PTR) for primary education, to 32:1 by 2005
- Reduced pupil-teacher ratio (PTR) for lower secondary education, to 29:1 by 2005
- Increased survival rate to Grade 5, to 74 by 2005

Three of these EFA targets were met in 2005, while three remain to be achieved (see also Section C[i]).

iii. Strategies to Achieve Goal

Many strategies exist for quality improvement of Basic Education. The flagship is found in the implementation of Child Friendly Schools (CFS), which is being used as an entry point for education reforms. Through the CFS initiative, MOE aims to improve the quality of Basic Education, including teaching Life Skills, healthy living and HIV/AIDS prevention education; preventing children from dropping out of school and thus reducing the number of children not completing primary school; and increasing enrolment of children from frequently excluded groups such as very poor children, children with disabilities and children from nationalities areas. This is in line with Myanmar's obligations as a State Party to the Convention on the Rights of the Child. After several years of experience, CFS has been demonstrated as a viable strategy for school-based reforms to promote quality Basic Education for all children in Myanmar.

Capacity building of school heads and teachers, education personnel at different levels and Parent Teacher Associations in the communities also has been a key strategy to promote whole-school transformation for quality education. Through intensive training workshops, school heads and teachers in CFSs have become better prepared for more effective teaching and learning and better management of primary classrooms and schools. Promoting a child-centred approach to teaching and learning and classroom management, creating a safe, secure and conducive learning environment, and ensuring the availability of adequate basic learning materials are key quality thrusts of CFS in Myanmar.

At the same time, the CFS initiative strengthens the school cluster system as an efficient support mechanism for collaboration, networking and monitoring purposes. CFS in Myanmar also has been demonstrated as an effective strategy for cross-sectoral collaboration among different programmes of education, water and sanitation, health and nutrition, and child protection. The convergence of interventions around the school not only generates synergistic effect on the life of children, but also leads to the emergence of multi-sectoral partnership to address the issues related to provision of quality education for all children.



Besides, the CFS initiative provides an opportunity to pilot new ideas for development of language enrichment programmes for children from the families of different national groups and for monitoring learning achievement of primary school children, both of which have potential to contribute to the improvement of quality of basic education in future. Through continuous and consistent advocacy and capacity building, those initiatives can be mainstreamed into the national agenda, as has been the case for Life Skills education as part of the national curriculum through the School-Based Healthy Living and HIV/AIDS Prevention Education (SHAPE) project.

Overall strategies for quality education include:

Strategies to increase survival rate in school

- Apply Child Centred Approach in basic education primary schools
- Support poor pupils in primary schools with basic requirements
- Organise motivational activities using IEC materials
- Find creative ways of teaching-learning among national groups
- Ensure each school has adequate number of trained teachers throughout the school year
- Practice flexible learning programmes for maximum participation
- Continue to equip basic education schools with ICT, e-education and so forth

Strategies to promote the quality of teachers

- Practice learner-centred approach in teacher training institutions

Strategies to improve Education Management Information System (EMIS)

- Improve the EMIS, thereby collecting and analysing reliable and timely data with which the education administrators can make rational decisions in planning, implementing and evaluation of the education processes to ensure the quality of education
- Provide training and practice opportunities to use relevant and timely data
- Conduct pilot testing of computerised Township Education Management System in one carefully selected township during 2007

iv. Budgeting and Financing Plan

A special fund has been provided under the MOE budget for EFA activities, amounting to about 120 million kyats per year. It is primarily for providing textbooks, stationery and stipends to children from vulnerable and disadvantaged groups during School Enrolment Week.

Implementation costs for EFA activities are borne by MOE and other Ministries responsible for education, including Religious Affairs, Social Welfare, and Progress for Border Areas and National Races and Development Affairs (MPBND). Several departments within MOE have been allocated funds for EFA, but these EFA expenditures are part of the overall departmental budgets and not a segregated budget item. It should be noted that MPBND already has a separate budget for providing education in 19 specific border regions. Traditionally, a strong community contribution to education also exists, with communities providing support for school construction, maintenance and facilities, as well as accommodation for teachers in certain areas.



B. Implementation of EFA Goal

i. General Policies and Programmes

Myanmar, at present, is drawing a new constitution which will be completed in the very near future. In the published draft of the forthcoming constitution, it is stated very clearly that every citizen shall have the right to education and to be given basic education prescribed by the law as compulsory. These statements are very much in accord with the two previous constitutions of 1947 and 1974.

Details of Myanmar's overall framework of education policies have been given in Chapter 3.2, including the 30-Year Long-Term Basic Education Development Plan, the Special Four-Year Plan, the Education Promotion Programmes, the directive of the Head of State, and the social objectives of the State. In addition, to ensure the quality of Basic Education the following policies have been adopted and relevant programmes and projects implemented:

- Develop reasoning, creative thinking and problem-solving skills via learning methods
- Use performance-based grade system in assessment, with easy and systematic recording system and Comprehensive Personal Record of academic and behavioural development
- Ensure teacher quality through expanded teacher education enhancement programmes and management programmes
- Review Basic Education curricula and upgrade curricula and syllabuses to international level
- Monitor school functions by applying 12 education efficiency indicators
- Create gender parity in schools
- Expand ICT in Basic Education through private sector assistance
- Support schools with adequate textbooks and other learning materials

Specific quality-related projects cover not only CFS (UNICEF assistance) and CCA (JICA assistance), but also projects on new student assessment procedures and on introducing flexible school calendars.

ii. Policies Mentioning Specific Target Groups (Disadvantaged Groups)

As noted under other EFA Goals, priority target groups include very poor children; children from remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans. These groups are specifically targeted by:

- Inclusive Education
- Support to schools with inadequately trained teachers
- Distribution of textbooks and learning materials
- Outreach programmes for children in remote and border areas
- Capacity development or training of teachers in rural areas
- Increasing enrolment through School Enrolment Week
- Establishing post-primary schools
- Extending literacy to include functional literacy and Continuing Education



- Life Skills and Lifelong Learning in primary and secondary school curricula
- Life Skills and Lifelong Learning in NFE programmes
- Life Skills and Lifelong Learning programmes for disadvantaged groups
- Community participation

iii. Legislation and Legal Framework

According to the existing Basic Education Law, the aims of Basic Education are:

- To enable every citizen of the Union of Myanmar to become a physical or mental worker well-equipped with Basic Education, good health and moral character
- To lay a foundation for vocational education for the benefit of the Union of Myanmar
- To give precedence to the teaching of science capable of strengthening and developing productive forces
- To give precedence to the teaching of arts capable of preservation and development of culture, fine arts and literature of the State
- To lay a firm and sound educational foundation for the further pursuance of university education

The Child Law 1993 prescribes that every child shall have opportunities of acquiring education and have the right to acquire free Basic Education (primary level) at schools opened by the State.

To lay the foundation of an education system that is equitable with traditional, cultural and social values, and in keeping with the economic and political goals of the nation, the Myanmar Naing- Ngan Education Committee was established in 1991 under the chairmanship of Secretary 1 of the State Peace and Development Council. In 2006, this committee was composed of 18 members: the Education Minister, Ministers for other education-related Ministries and two Deputy Ministers for Education.

Under MOE, the Government also constituted a Basic Education Council for supervision of Basic Education. The Council is divided into the Basic Education Curriculum, Syllabus and Textbook Committee and Teachers Education Supervision Committee. The Examinations Committee and Education Research Policy Direction Committee also are chaired by the Minister.

The Executive Committee of MOE represents a special coordination mechanism encompassing the Minister, Deputy Ministers and Directors General. If necessary, it puts up education matters to the Cabinet.

iv. Responsible Agencies and Coordination of Implementation

Responsible Agencies

Government Organisations

- Department of Basic Education (1) for Lower Myanmar (DBE 1)
- Department of Basic Education (2) for Upper Myanmar (DBE 2)
- Department of Basic Education (3) for Yangon (DBE 3)



- Department of Education Planning and Training (DEPT)
- Department of Myanmar Language Commission
- Myanmar Board of Examinations
- Department of Myanmar Education Research Bureau (DMERB)
- Department of Social Welfare (DSW)
- Department of Progress of Border Areas and National Races

International Agencies

- United Nations Development Programme (UNDP)
- United Nations Children’s Fund (UNICEF)
- Japan International Cooperation Agency (JICA)

International Non-Governmental Organisations

- World Vision, Save the Children, AFXB
- Metta Foundation
- Yinthway Foundation
- Nyein

Non-Government Organisations

- Pyinnya Tazaung
- Myanmar Maternal and Child Welfare Association (MMCWA)
- Myanmar Women’s Affairs Federation (MWAF)
- Union Solidarity and Development Association (USDA)

Community Support Associations

- Parent-Teacher Association (PTA)
- School Board of Trustees (SBT)

Coordination of Implementation

To ensure Basic Education of quality for all, responsible agencies under MOE coordinate with EFA partners, including other Government Ministries, United Nations Agencies, INGOs and NGOs.

v. Budgeting and Financing: Resource Mobilisation and Allocation

As also detailed in Chapter 3.2, the MOE Basic Education expenditures (kyats in million), both current and capital, are presented in Table 3.6.1:



Table 3.6.1 MOE Basic Education Expenditure (Kyats in Million)

Year	Current	Capital	Total
1998-1999	5,279.24	640.24	5,919.98
1999-2000	5,652.39	940.05	6,592.44
2000-2001	18,323.54	1,234.29	19,557.83
2001-2002	20,028.04	1,264.51	21,292.55
2002-2003	20,681.85	2,128.28	22,810.12
2003-2004	22,118.00	3,390.09	25,508.09
2004-2005	40,769.72	4,230.37	45,000.09

Source: DEPT, 2005

vi. Quality Assurance, Monitoring and Evaluation

Basic education schools are monitored regularly by the Minister for Education, the Deputy Minister for Education, Directors General, and Township Education Officers, as noted in Chapter 3.2. In order to monitor the quality of Basic Education, state and division inspection teams have been strengthened in terms of quantity and quality. The 11-member team monitors, evaluates and supervises the management, teaching-learning situation and co-curricula activities of a school. Specific training on capacity building for them is provided prior to assignment as inspection team members. Follow-up activities emphasise the following education efficiency indicators:

- Accomplishment of school heads
- Level of school attendance
- Implementation of monthly lesson plans
- Students' achievements
- Use of teaching aids, facilities and laboratories
- Adequate teaching aids and multimedia facilities
- Cultivating morale and ethics
- Capacity of teaching staff
- Number of classrooms and furniture
- School sanitation and tidiness
- Greening of school campus
- Good physical setting of schools

The evaluation teams assess follow-up activities by grading on the basis of 1 to 5 points and adding all the points up for each activity. Schools are rated based on the total points; further, each team must submit follow-up activities reports, and the following actions are taken for quality assurance:

- When issues concern levels of school attendance, implementing monthly lesson plans, students' achievement, or use of teaching aids, facilities and laboratories, the school head is encouraged to discuss with the responsible person from the evaluation team, who gives advice and suggestions to improve the situation



- With regard to the physical setting of the school, the school head is encouraged to contact the budget section of the concerned DBE. The DBE allots budget funds and provides necessary materials in order to improve the physical setting of the school.
- If the issue concerns the capacity of teaching staff, the school head must discuss with the responsible person from the administrative department of the concerned DBE. The DBE then assigns newly appointed teachers in order to have a sufficient number of teachers for the school.

In addition, the quality of Life Skills programmes in particular has been assessed by undertaking a curriculum review. Curriculum revision in all areas must keep up with and be more reflective of the rapidly changing society brought about largely by globalisation.

C. Progress in Achieving EFA Goal (Using Disaggregate Indicators to Show Pattern of Change)

Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic and environmental contexts of Myanmar. Indicators must be developed to measure quality education to meet national definitions, standards and the goals and targets put in place. At the learner level, quality education in Myanmar should seek out the learner; acknowledge the learner's knowledge and experience, make content relevant, use varied instructional and learning processes, and enhance the learning environment. At the system level, quality education in Myanmar should create a supportive legislative framework, implement good policies, build administrative capacity for support and leadership, require and obtain sufficient resources, and measure learning outcomes.

i. *Performance Indicators: Measure the Gap Between the Target and Attained Level of Performance*

Among the core global EFA indicators, Myanmar prioritises the following:

	Target	Actual
▪ Percentage of primary and secondary school teachers having the required academic qualifications (matriculated)	96.0	97.0
▪ Percentage of primary school teachers who are certified to teach according to the national standards	97.0	97.71
▪ Percentage of secondary school teachers who are certified to teach according to the national standards	97.0	93.81
	Target	Actual
▪ Pupil-teacher ratio (PTR) for primary education	32:1	30:1
▪ Pupil-teacher ratio (PTR) for lower secondary education	29:1	33:1
▪ Survival to Grade 5	74.0	71.5



Thus, three EFA quality targets have been met and three targets remain to be achieved.

Qualitative indications of the Non-Formal Primary Education (NFPE) and Early Childhood Care and Education (ECCE) programmes can be observed as follows:

Training for NFPE Teachers

Non-Formal Primary Education has been initiated by DMERB and DEPT in collaboration with UNDP, and training materials have been developed for Levels 1 (equivalent to Grade 3) and 2 (equivalent to Grade 5). Completion of these two levels is equivalent to completion of formal primary education. After validation of the training materials in Gyobingauk Township, training for NFPE teachers was conducted at the same site. Based on this experience, NFPE was expanded to other townships. Training packages have been distributed and orientation courses conducted for in-service basic education teachers and volunteer teachers to serve as NFPE teachers.

Training for ECCE Teachers

With regard to ECCE, preschool teachers working at preschools run by both GOs and NGOs have received ECCE training. Nonetheless, the proportion of trained teachers was found to be 56.2 percent in 2006, indicating that significantly expanded trainings must be conducted for preschool teachers.

Schools with Improved Water Sources and Adequate Sanitation Facilities

Ensuring that all schools have improved water sources and adequate sanitation facilities remains a large challenge for Myanmar. As shown in Table 3.6.2, more than 20 percent of Myanmar's population still needs access to safe water, while some 17 percent require access to a sanitary latrine, despite significant progress. A promising development is that the Environmental Sanitation Division of the Department of Health, which is responsible for implementing sanitation activities, was able in 2005 to mobilise communities to construct more than 70,000 fly-proof latrines across the country, including at schools.

Table 3.6.2 Coverage of Urban and Rural Water Supply and Sanitation, Including Schools

Water Supply and Sanitation	Total (%)	Rural (%)	Urban (%)
Population access to safe water	78.80	74.40	92.10
Population access to sanitary latrine	83.00	81.00	87.60

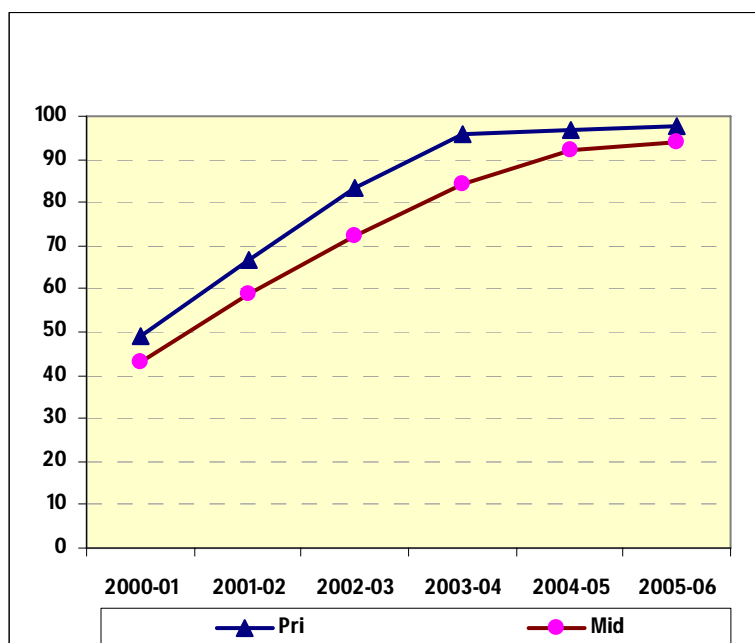
Source : MICS, 2003, Department of Health Planning; National Sanitation Week Report (ESD/ Department of Health), 2004

ii. Time and Cross-Sectional Analysis of Indicators

The percentage of certified primary and secondary school teachers has risen sharply since 2000/01 (see Figure 3.6.1). However, the level of secondary school teachers still falls short of the EFA target. Slightly more secondary teachers need training than primary teachers.



Figure 3.6.1 Percentage of Primary and Secondary School Teachers Certified (2000/01-2005/06)



Source: DEPT, 2007

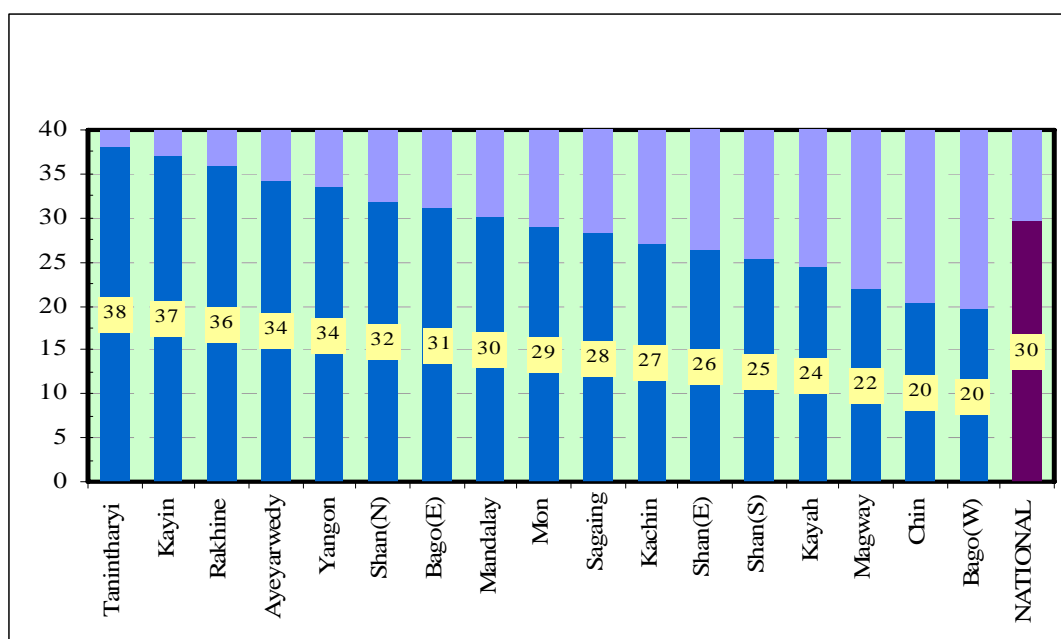
Overall, the level of teacher training remains challenging, in part because teachers previously were recruited and after some years, they were given an opportunity for formal training at Education Colleges. Now, according to a changed MOE recruitment policy, only certified teachers will be recruited for schools directly from Education Colleges. And while pre-service training is critical, a system of regular in-service training also is important. Fewer than one-third of teachers were found in the Seven Township survey 2003 to have benefited from in-service training.

iii. Analysis of Disaggregated Indicators

Figures 3.6.2 and 3.6.3 show the disaggregated data on pupil-teacher ratio (PTR) for primary and lower secondary education in 2005-06. Chin State and Bago (West) had the best ratio, and Tanintharyi Division has the worst. Tanintharyi is a division which is in a coastal border area and experiences significant transportation difficulties.



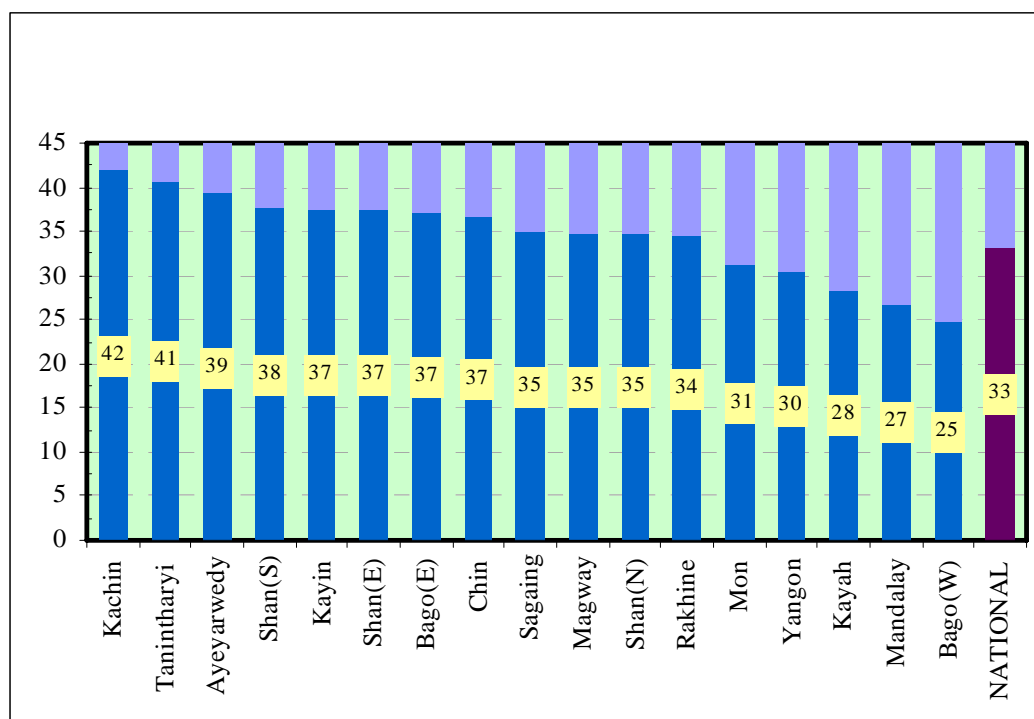
Figure 3.6.2 Pupil-Teacher Ratio for Primary Education by State and Division (2005/06)



Source: DEPT, 2006

For lower secondary education, it is observed that Bago (West) again has the best ratio, while Kachin State has the worst. However, 12 states and divisions have ratios higher than the national figure.

Figure 3.6.3 Pupil-Teacher Ratio for Lower Secondary Education by State and Division (2005/06)



Source: DEPT, 2006



iv. *Quality and Equity Outcomes*

Positive quality and equity outcomes in Myanmar schools encompass:

- **Inclusion of Life Skills in Basic Education curriculum**
 - As noted in Chapter 3.3, Life Skills has been prescribed as a core subject at the primary level since 1998 and as a co-curricular subject at secondary level since 2000/01.
- **Introduction of vocational courses in secondary schools**
 - Related to curriculum revision and reform, vocational subjects such as Industrial Arts, Agriculture, Home Economics, and Fine Arts were introduced at lower secondary level, aiming at comprehensive development of the child. A teacher training course dealing with these subjects was conducted for primary and lower secondary level.
- **Inclusion of human rights education in Morals and Civics course**
 - The subject Morals and Civics now includes human rights education, which was introduced in 2004/05 at the lower secondary level and in Grade 10.
- **Development and distribution of videotapes on learner guides and examination guides for 11th graders**
 - Examination guide and learner guide videotapes for Grade 11 students, prepared by professors, were distributed to schools.
- **CD-ROMs for Information and Communication Technology activities**
 - A set of 8 CD-ROMs for ICT activities was distributed to schools.
- **Multimedia facilities for secondary schools**
 - MOE has set a goal that every child leaving school should be familiar with the computer and scientifically literate. The Government is strongly encouraging the use of ICT in education and has collaborated with the private sector and local communities to establish multimedia classrooms and computer laboratories in basic education schools. In addition, specially designed software for Basic Education has been made available. Table 3.6.3 shows the type and number of ICT facilities in schools



Table 3.6.3 Type and Number of ICT Facilities Provided to Schools (2005/06)

Facility	No. of Schools
Schools equipped with multimedia classrooms	1,667
Schools equipped with 2 platforms: video/audio	1,132
Schools equipped with 1 platform: audio	18,767
Total	21,566

Source: Department of Basic Education No.1, MOE, 2006

As part of the start-up of an e-education programme to basic education schools, 100 schools across Myanmar have been provided access to the Internet using the iPSTAR satellite communications system. The harnessing of ICT in education in Myanmar is expected to have a significant impact on the provision of quality education to every part of the country and to lead to the development of better-qualified human resource. Table 3.6.4 shows that the number of e-Education Learning Centres rose from 455 in 2002/03 to 623 in 2005/06; within each state and division, the number of such centres also has increased, indicating equity in the use of ICT in education, which will contribute toward the achievement of quality outcomes.

Table 3.6.4 Development of e-Education Learning Centres by State and Division (2002/03-2005/06)

State/Division	Number of e-Education Learning Centres		Number of e-Education Learning Centres increased
	2002-2003	2005-2006	
Kachin	22	35	13
Kayah	8	14	6
Kayin	12	19	7
Chin	12	16	4
Sagaing	52	75	23
Tanintharyi	15	21	6
Bago(East)	22	25	3
Bago(West)	20	28	8
Magway	40	45	5
Mandalay	54	75	21
Mon	17	26	9
Rakhine	19	27	8
Yangon	65	69	4
Shan(South)	20	33	13
Shan(North)	20	31	11
Shan (East)	17	19	2
Ayeyarwady	40	65	25
Union	455	623	168

Source: DEPT, 2006



➤ **Expansion of teacher education programmes at Institutes of Education**

- M Phil course: The in-service B Ed degree holders who are not eligible for M Ed are permitted to attend the M Phil course
- Ph D course: The Doctor of Philosophy course was introduced at Yangon Institute of Education in 2000/01 to enable outstanding M Ed degree holders to pursue advanced studies
- Post-Graduate Diploma in Teaching (PGDT): This course was initiated in 1999/2000 and was conducted by the Institutes of Education to produce more qualified teachers. The PGDT course accepts pre-service and in-service trainees who hold bachelor degrees
- Post-Graduate Diploma in Multimedia Arts (Education) (PGDMA) has been introduced since 1999/2000 to cater to the needs of schools for teachers skilled in ICT to manage multimedia classrooms. This programme accepts both pre-service and in-service trainees
- Special Certificate in Educational Technology (SCET) and Certificate in Educational Technology (CET): With the aim of increasing the number of qualified teachers, the SCET and CET courses have been initiated to provide pre-service teacher education to honours and/or master's degree holders from various higher education institutions who are interested in entering the teaching profession

➤ **Training of youth from remote and border areas at University for the Development of National Races (see Section E[i][a])**

➤ **Capacity building of educational personnel for EMIS**

- EMIS provides the 18 core EFA indicators to monitor the process and progress of Myanmar Education for All. Based on the recommendations of a 2005 EMIS assessment, the EMIS needs to be strengthened. This should not be limited to the central and township levels, but will be extended to a school-level management system. To do this, the management challenges facing different levels of the system will have to be examined to identify the right solutions. The education managers' role (including DEPT and DBE project managers, TEOs and ATEOs and Cluster Heads) will have to be highlighted in terms of their influence on ensuring access and quality.
- A decision support system (DSS) also will need to be developed alongside an information network with states and divisions, and later, even townships. EMIS should be further strengthened with specialised staff trained in statistical analysis, survey methodologies, rapid appraisal procedures or focus group discussions, and coordination with other sources for related data, so as to be able to provide decision-supporting information.



- Training in the following areas has been conducted for capacity building of educational personnel for EMIS: application of computerised database management and education statistics for the preparation of the EFA-MDA Report; for 35 District Education Offices (Phase I); for 27 District Education Offices (Phase II); for 45 District Education Offices in Yangon Division (Phase III)

Meanwhile, the number of children per class likewise influences educational quality. While the average size at primary levels is 34 students, disparities are large, with classes of up to 60 students reported in some rural schools. In addition, some of the primary schools are multi-grade or “few teacher” schools, where a teacher is responsible for teaching two or three grades simultaneously. Although teacher training includes multigrade component, it is required to be reinforced the practice application of multigrade teachings in schools.

At the same time, the quality of education is affected not only by teacher qualifications and experience, but also by curriculum, textbook quality and availability, lack of resources and status of infrastructure. Current academic curricula have not been fully assessed in terms of quality of content, gender sensitivities, age and developmental appropriateness and quality of teacher guides and resource books.

D. Implementation Gaps and Disparities (Using Disaggregated Indicators to Show Disparities)

i. Identifying Gaps and Locating the Reached and Unreached

In ECCE, inconsistencies in curricula still exist and standardization of the curriculum among stakeholders is required for quality assurance. At the same time, a shortage of trained teachers is still observed in community-based ECCE and preschool classes attached to basic education schools. Minimum qualification for becoming a preschool teacher is Grade 9 passed, but border areas are an exception.

Turning to Basic Education, although Grade 1 intake has improved drastically, dropout rates for that grade remains high, at 14 percent and completion rates also remain low. Primary school participation is higher in urban than rural areas, although enrolment rates increased significantly in both from 2000 to 2003. Enrolment rates have increased for both girls and boys, with rates in 2003 for the first time slightly favouring girls.

Socioeconomic issues can create difficulty for access to schooling, and household economics is perhaps the leading cause of school dropouts, along with migration. National transition rates from primary to lower secondary level are gradually increasing but still needs to be increased. Geographic access to primary schools remains problematic in remote and border areas, areas with unique geographic or transportation constraints, and for highly mobile children. Lastly, disparities must be reduced between urban and rural areas in terms of certified teachers and teachers with in-service training.



Currently, anecdotal evidence from trainers and teachers suggests numerous positive outcomes regarding Life Skills and Lifelong Learning. These include knowledge gained on preventive health measures (HIV/AIDS, STIs, drugs and smoking), nutrition, personal hygiene, decision making and social skills; improved family relationships; improved time management; and greater self-confidence.

ii. Analysis of Differential Impact of Policy Implementation

In Myanmar, policies generally are implemented for the nation as a whole. A decentralised system is yet to be adopted because capacity remains weak at township level. However, a plan for specific states and divisions must be implemented soon to be able to solve the unique issues that manifest differently in different areas, especially among priority target groups.

iii. Identify Disparities in Social and Gender Equality

As noted in Chapter 3.2, significant gender disparity, favouring females, is found in teachers of basic education schools. Table 3.6.5 shows the magnitude of the gaps.

Table 3.6.5 Total Number and Percentage of Male vs. Female Teachers (2003/04-2005-06)

Gender	2003-04		2004-05		2005-06	
	No.	%	No.	%	No.	%
Male Teachers	30659	15.83	29252	14.39	29356	13.93
Female Teachers	162938	84.17	174059	85.61	181349	86.07
Total	193597	100.00	203311	100.00	210705	100.00

Source: DEPT, 2006

iv. Disparities in Quality of Education Across Social Groups and Geographical Areas

As shown in Table 3.6.6, the dropout rate as of 2004-2005 varied widely by state and division, as do many education indicators. Also as shown in Chapter 3.2, Chin and Kayin States had the largest percentage of dropouts at the primary and secondary levels respectively. Both areas are close to the borders and require post-primary schools and income generation activities to attract migrant families back.



**Table 3.6.6 Basic Education Dropout Rates by State and Division
(2004-2005)**

State/Division	Education Dropout Rate	
	Primary	Lower Secondary
Kachin	14.75	9.93
Kayah	5.67	3.94
Kayin	12.58	20.65
Chin	18.06	4.37
Sagaing	14.46	3.30
Tanintharyi	9.45	17.78
Bago (East)	9.32	7.91
Bago (West)	6.60	8.32
Magway	11.51	3.25
Mandalay	6.83	5.41
Mon	8.72	11.32
Rakhine	9.48	9.10
Yangon	7.83	6.74
Shan (South)	10.19	4.93
Shan (North)	10.17	8.69
Shan (East)	9.59	5.40
Ayeyarwady	8.04	11.34
Union	6.90	6.10

Source: DEPT, 2006

v. Implementation Capacity Gaps

➤ Availability of trained teachers

- As noted above, there are instance of shortage of teachers, such as hard-to-reach communities. Indeed, communities often provide supplementary support to teachers: salaries; food; provision of living quarters; and water and firewood. Remoteness of the assigned duty station, and communications and transportation difficulties, are the main contributing factors that make teachers remain only for a short period in remote places.

➤ Availability of teacher guides and other references

- In November 2006, a baseline survey on the availability of textbooks, teacher guides and other references at the primary level was conducted in four townships in Lower Myanmar and four in Upper Myanmar. According to this small-scale survey, most teachers receive the teacher guides but have difficulty accessing other references.



➤ **Availability of textbooks**

- The above small-scale survey also showed that more than 80 percent of primary students received textbooks for all five subjects prescribed for primary level.

E. Successes and Remaining Challenges in Implementation of EFA Goal (Assessing Impact of Policies and Practices)

Myanmar's successes in achieving social and gender equality and quality education have been highlighted under the Chapters examining the other EFA Goals, including Child Friendly Schools (see also Section A[iii]), mothers' circles, School Enrolment Week, post-primary schools and special programmes for over-aged children, mobile schools, Special 3Rs Programme for Border Areas, NFPE, NFE online training, EXCEL, pre-service trainee teacher and peer education, and Inclusive Education. It also has been noted that quality-related indicators such as retention and transition rates and internal efficiency of primary education have progressed under the implementation of the EFA NAP, although further improvements must be made. Curriculum revision, new methods of student assessment and harnessing of ICT in education have kept up with and are more reflective of the rapidly changing society largely brought about by globalisation. Additional successes are noted below.

i. Successes and Challenges in Achieving Social and Gender Equality

(a) Success Stories and Good Practices to Be Re-Enforced

Teachers for Remote and Border Areas

As noted in Section C(iv), the University for the Development of National Races (UDNR) is responsible for training of youth from all indigenous national groups, especially from remote and border areas, to become teachers and community leaders. UDNR provides a curriculum similar to Education Colleges but differs in terms of admission requirements and length of training. It accepts students who have passed Grade 9, partly because of a need to train the younger population in the border areas. Training lasts three years, and after completion of the course, trainees are appointed as primary assistant teachers in remote and border areas and are able to proceed up to B Ed, M Phil and M Ed courses. Through September 2003, UDNR had served more than 8,600 trainees from 87 national groups.

(b) Areas and Groups Where Success Has Been Least

Despite massive Government efforts, there are still children in Myanmar who do not attend schools; in particular, out-of-school children who are in difficult circumstances because of poverty, disabilities or family mobility or are affected or infected with HIV/AIDS may still need to gain access to schools. Net Intake Rate and other education indicators often fall short of national standards in remote, border and mountainous areas that may have transportation and communications difficulties. In addition, not all communities have active PTAs or SBTs or can



afford to build or maintain schools. In poor villages a majority of households can spare little time or cash for schools, which also means the community is unable to accept donations of materials for school construction, since they would also have to contribute labour and local materials.

ii. Successes and Challenges in Achieving Quality Education

Section C(iv) has detailed numerous successes in achieving quality education, including the introduction of Life Skills in the Basic Education curriculum, as well as multimedia facilities, vocational courses and human rights education, expansion of teacher programmes, and capacity building for EMIS.

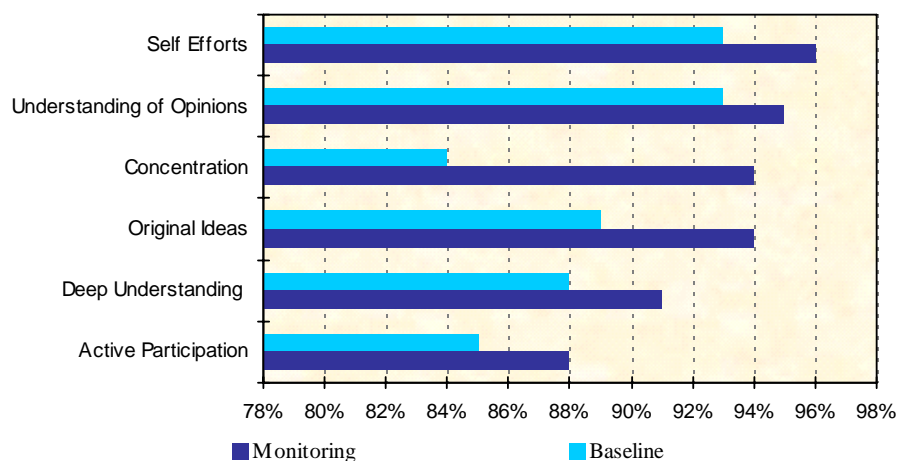
At the same time, while the student examination pass rate is high (primary level 99.81 percent, lower secondary level 98.38 percent), it remains necessary to examine student achievements, the capacity of teachers, the teaching-learning process, the quality of test items used and the assessment system itself. In addition, even as the percentage of trained teachers is rising, it is needed to systematically observe whether teachers are able to train students to reason, think creatively and solve problems. It is still necessary to study the impact of the Child-Centred Approach, and to strengthen the implementation of Life Skills at both primary and lower secondary levels. Lastly, standardised tests to monitor learning achievement should be further developed and used in all schools for conformity and consistency.

(a) Success Stories and Good Practices to Be Re-Enforced

Attitude of Students Toward Classes

A baseline study was conducted in eight townships in 2005 on pupils' attitude toward classes and then was used for CCA implementation in the teaching-learning process. Six months after CCA was introduced in the same townships, monitoring was conducted. Figure 3.6.4 shows the change in percentage of desirable answers by students in attitudes toward the classroom between baseline and monitoring. In all categories, attitudes improved, particularly in "understanding of opinions," "deep understanding" and "active participation," all of which jumped sharply.

Figure 3.6.4 Attitude of Pupils Toward the Classroom



Source: JICA-SCCA Project, 2005



Other successes include:

Promoting Science Performance Skills

A study on student assessment in Basic Science learning among 600 Grade 4 students in nine Yangon-area schools showed that students from schools which had hands-on activities and conducted experiments were advantaged. Such activities promote science performance skills such as observation and data recording, as well as scientific thinking – prediction comparison, classification and inference. All are critical in assessing science learning outcomes.

Professional Development of Teachers

Cluster meetings for improving CCA skills and knowledge of teachers have been introduced in 16 townships. In such meetings, teachers can share experiences and solve issues and develop teaching-learning materials together. Among the 16 townships, Chanayetharzan Township provides a particularly good example, which may be replicated elsewhere. The cluster meeting is regularly conducted in this township under the strong leadership of the Township Education Officer. Each cluster focuses specifically on its respective subject, and teachers select difficult lessons that they have to teach during the next month, demonstrate and preview the detailed points. Demonstrators develop teaching-learning materials and share how they made and use these, thus sharing good practices with all.

(b) Areas and Groups Where Success Has Been Least

With all EFA Goals, it can again be noted that border areas, localities with transportation and communications difficulties and less socioeconomically developed areas still require special attention to improve at least up to the national level. For these areas, specific regional education plans, together with other education-related sector improvement plans, must be formulated and implemented as soon as possible. Further constraints are found in the challenges of traditional concepts and beliefs, particularly with regard to Life Skills education, and in the shortage of donor support for Non-Formal Education.

F. Recommendations for Adjustments

Modernising education is an enormous responsibility for education administrators at every level, requiring them to analyse situations and take policy decisions for the provision of quality and relevant education services for children and learners. Improving education management is essential for “building a modern developed nation through education,” the Government’s motto. Education at its best could turn out Myanmar citizens with a broad vision, a sense of control



over their own immediate environment and a strong commitment to the institutions where they work, thereby contributing to the welfare of society.

i. Target Settings with Specific References to Priority Target Groups

- Strengthened quality and relevance of education that results in better child readiness for formal education and further reduced repetition and dropout rates
- Strengthened institutional capacity and coordination in managing education programmes
- Expanded training of teachers and support to schools with inadequately trained teachers, particularly in rural areas
- Increased adequate learning spaces and essential teaching-learning materials
- Strengthened awareness on children with special needs and consequences of socio-cultural traditions
- Strengthened implementation of Life Skills and Lifelong Learning in primary and lower secondary curricula
- Strengthened information database on all aspects of education, for planning and monitoring

ii. Strategies for Attaining the Unattained and Reaching the Unreached

- Conduct study on teacher deployment, school inspection, further curriculum development and support to school management activities
- Establish linkages at TEO level to ensure systematic management for education quality assurance
- Develop and use standardised tests in all basic education schools
- Adopt strengthened policy for professional development of teachers at all levels
- Conduct research on impact of CCA
- Examine underlying causes behind weak implementation of Life Skills education
- Create networking among education stakeholders, especially in priority target areas, and provide relevant trainings to TEOs and school heads to promote their cooperation capacity

iii. Schedule of Milestones to Be Attained over the Remaining Period

- Increase the percentage of teachers having the required academic qualification (matriculated) to 98.0 by 2010 and 99.5 by 2015
- Increase the percentage of primary and lower secondary teachers who have attended certified courses to 98.0 by 2010 and 99.0 by 2015
- Reduce pupil-teacher ratio (primary) to 30:1 by 2010 and maintain at 30:1 through 2015, and reduce pupil-teacher ratio (lower secondary) to 28:1 by 2010 and 27:1 by 2015
- Increase survival rate to Grade 5 to 83.0 by 2010 and 91.3 by 2015



Chapter 4

Challenges Providing Education



The Goal-based assessments in Chapter 3 have shown how the Government of Myanmar, in collaboration with United Nations Agencies, INGOs and NGOs, is striving to meet and achieve the national EFA Goals. However, there are some areas which required more attention for the further promotion of education. In the EFA national context, the synthesis of issues in Basic Education presented in Figure 4.1 may be useful:

Table 4.1 Synthesis of Issues in Basic Education

Issues/Goal Areas	Access	Quality and Relevance	Management
Access and quality	Need systematic increase in access to education for all children	Low level of retention in and completion of Basic Education	Time-consuming procedures and support systems
	Low parental and public awareness about education	Most schools need to be more effective	Need improvement in teacher deployment, school inspection and assessment systems
			Ineffective supervision systems
ECCE	Need opportunities for children up to age 5 to develop to their fullest potential	Insufficient facilities	Need for policy framework
		Insufficient number of trained caregivers	Need systematic management mechanism for quality control and database
		No research	Need clear policy guidelines
NFE and Continuing Education	Need upgraded learner-oriented literacy programmes with income-generating and skills development activities	Not enough materials	Need more linkages with NGOs
	Need to develop learner-oriented Continuing Education programmes	Few trained facilitators and volunteers	Need for strengthened NFE and Continuing Education programmes for literacy and Life Skills development of out-of-school children and youth
			Need database



Issues/Goal Areas	Access	Quality and Relevance	Management
Management and EMIS	<p>Inadequate staff and capacity of EMIS</p> <p>Need for strengthened training of administrators in participatory management and in using education indicators and information</p>	<p>Limited capacity and resources for data collection and processing</p> <p>No decision support system</p> <p>Need increased effectiveness in decision making</p>	<p>Need more understanding and use of education indicators</p> <p>Uninformed planning and management decisions at respective levels</p>

Source: EFA National Action Plan, 2003, p. 11

Additional challenges and recommendations are as follows:

A. Policy and Budget

Challenges

- Increasing the momentum in EFA implementing activities
- Need for balanced budget in education sector; in particular, NFE has a focal institution, but there is no separate department or separate budget
- Standards for preschool curricula, guidelines and registration procedures for preschools and daycare centres have yet to be formally established
- Although the enrolment rate is increasing annually, there are children who still do not attend school

Recommendations

- Draw up provisional EFA implementation plan through 2015
- Establish separate budget for each programme, including NFE and preschool
- Standardised preschool guidelines and registration procedures currently await approval; the process must be speeded up so that nurseries are systematically registered
- Use social mobilization to raise awareness among communities that there are children still who do not have easy access to education; make special arrangements to mobilise resources
- Establish more mobile schools for children of seasonal workers/construction workers to have access to education
- Offer incentives to priority target groups to motivate enrolment in school



B. Economic Factors

Challenges

- Financial difficulties prevent some families from enrolling their children in school, or cause these children to drop out
- NGOs have trained many trainers for family-based ECCE programmes but face the issue of sustainability because of financial factors

Recommendations

- Although primary education is free, a problem still exists in all children obtaining textbooks; thus, textbooks should be distributed for free
- Promote NFPE for children who cannot attend formal schools
- Initiate NFMSE for out-of-school children who complete NFPE

C. Social and Cultural Factors

Challenges

- While boys no longer are given priority over girls to attend school, in most families girls still usually take on the responsibilities of household duties, a cultural norm that must be addressed
- Textbook contents may contain traditional male/female stereotypes
- Many parents remain unaware of the importance of ECCE for a child's all-around development
- Rural children are disadvantaged in terms of access to ECCE

Recommendations

- Enhance awareness of the equality of the girl child, especially in access to education
- Review textbooks and ensure that contents are not stereotypical with regard to gender
- Form more “mother circles” to disseminate knowledge of ECCE at all levels
- Establish more rural ECCE centres and raise awareness of the importance of ECCE in rural communities

D. Legal Factors

Challenges

- Enforcement of the Child Law 1993, enacted in response to Myanmar's becoming a State Party to the Convention on the Rights of the Child, needs to be reinforced in some regions of the country

Recommendations

- The national and other CRC committees, including at township level, should become more active in monitoring whether children enjoy the full right to education



E. Geographical Factors

Challenges

- Because some of Myanmar's terrain is rugged, transportation and communications is extremely difficult in these regions, especially in remote and border areas, thus constraining easy access to primary education among children in such areas

Recommendations

- Development projects that improve transport and communications infrastructure should be increased

F. Language Factors

Challenges

- Although the official language of the country is Myanmar (Burmese), most of the national groups in the country has its own dialect and Myanmar (Burmese) is often a "second language;" this makes education difficult for children from national groups. In addition, teachers assigned to remote areas may not be able to speak the local language, constraining communication between them and their students
- Some residents of border areas are communicating in Chinese or Thai, not the Myanmar language

Recommendations

- Motivate more teachers from national groups to return to their native localities and teach.
- Enhance awareness of people in remote and border areas that they are citizens of Myanmar need to use the national language when communicating with others.

G. School Factors

Challenges

- Managing the significant increase in primary school intake rates to achieve completion of the primary cycle by all children, with strong collaboration and cooperation between Government and communities
- Need for expanding both pre- and in-service teacher training
- More involvement and contributions from social organisations, communities and well-wishers.
- Enhancement of Inclusive Education in all schools.

Recommendations

- Make primary and secondary education more accessible to children and review retention and completion rates
- Produce sufficient numbers of qualified teachers and ensure their regular attendance at classes



- Implement more outreach programmes for priority target groups, including children from poor families, children in remote and border areas, children with disabilities, children from mobile families, and orphans

H. Risk Factors

Challenges

- HIV/AIDS is a disease of national concern, and while necessary measures are being taken toward prevention and treatment, HIV remains a social stigma and discrimination still exists. Thus some of the Children Living With AIDS may not be provided education
- Drug abuse also increases which challenges education accessibility, particularly among young adolescents

Recommendations

- Regarding Children Living with AIDS, the Government and NGOs together must find ways not only to provide education but also to ensure these children's overall well-being
- In adolescence, youth often turn to peers and outsiders for understanding; every township or ward should have a place where youth can gather and talk with trained counselors who will listen to them, understand them and guide them on the right path

I. Natural Disasters

Challenges

- Although Myanmar does not experience as many natural disasters as many neighbouring countries, preparedness still poses a challenge in mobilising and coordinating emergency rescue teams

Recommendations

- Offer more training for emergency rescue and expand the Government and NGOs efforts to assist disaster victims



Chapter 5

Linkage between the Goals in Lifelong Perspective



Lifelong education has been described as including formal, non-formal and informal learning extended throughout an individual’s life span to attain the fullest possible development in personal, social and professional life. Viewing education in its totality, it includes learning that occurs in the home, school, community and workplace, and through mass media and other situations for enhancing knowledge, skills and attitudes. Indeed, the lifelong education continuum begins with literacy and moves on to post-literacy, Basic Education and beyond Basic Education.

Linkages among the Myanmar EFA Goals for quality of life in this lifelong perspective may be seen in five key areas of action: development of a knowledge base on education from a lifelong perspective; policy coherence; programme support; advocacy and social mobilisation; and partnerships. Convergence has already been noted in the preceding chapters for all these areas. The table below and its accompanying text present details of Myanmar’s interlinked and reinforcing attempts toward quality education.

Table 5.1 Myanmar’s Interlinked and Reinforcing Attempts toward Quality Education.

Early Childhood and Child Life	Youth Life	Adult Life
<p>ECCE: Daycare Centres Mothers’ Circles Pre-Primary Schools</p> <p>UBE: Pre-Primary Schools Primary Schools Lower Secondary Upper Secondary</p>	<p>Life Skills: Out-of-School Youth Non-Formal Education Continuing Education</p> <p>(decision making, problem solving, creative thinking, critical thinking, communications, interpersonal skills, self-awareness and empathy, coping with emotions and stress.)</p>	<p>Adult Literacy: Adult Literacy Non-formal Education Continuing Education</p>
<p>Gender: Population, demographics, stereotyping, gender disparity studies, gender issues</p>		
<p>Quality: Goal setting, strategies and activities, participation, organisational leadership, feedback mechanisms , information processing and use, corrective action</p>		

ECCE: ECCE represents the initial learning experience along the Lifelong Education continuum. A very young child growing up in an environment that stimulates positive impact on his development will be a child who trusts his environment, has self-confidence, and is ready to face the world when she/he enters primary school. She/ he will easily adjust to the new world, enjoying school and studies. Daycare centres, “mother circles” and pre-primary schools are the main agencies for children in Myanmar to have school readiness. ECCE also can help to reduce Myanmar’s primary dropout rate and increase the retention rate.

Universalisation of Basic Education: The six EFA Goals adopted by Myanmar aim to ensure that all boys and girls complete a full course of nine-year Basic Education. pre-primary, primary schools and lower secondary schools (middle schools) providing formal education for



children help these young people grow up into mature citizens of the country. UBE thus lays a good foundation for children to continue their learning in a systematic way throughout their lives.

Life Skills and Lifelong Learning: Provision of Life Skills is critical for youths, both those completing Basic Education in school and those who are out of school. Learning Life Skills equips these youths with knowledge on how to protect themselves from communicable diseases and how to build their own capacities. Life Skills' important focus on decision making, problem solving, creative and critical thinking, communication, interpersonal skills, self-awareness and empathy, and coping with emotions and stress, all contributes to an individual's essential qualities and thus offers benefits throughout life.

Adult Literacy: Turning to adult life, Myanmar's EFA Goals ensure the provision of literacy, numeracy and communications through literacy classes and Non-Formal Education programmes. Linking the learning of Continuing Education programmes to the learner's productive or personal life through income generation and quality of life improvement programmes has a positive impact on the community at large and reinforces Myanmar's long-term objective of building a learning society.

Gender: Crosscutting characteristics of gender issues are equally significant in ECCE, UBE, Life Skills, adult literacy and quality of Basic Education. Because the aim is to have both gender equality and gender equity, both males and females will have the same opportunities for education.

Quality: An equally critical crosscutting factor is providing Basic Education of good quality. Quality improvements in areas such as goal setting, strategies and activities, participation, organisational leadership, feedback mechanisms, information processing and use, and corrective action all can result in promoting the lifelong education continuum.

If all six national EFA Goals are achieved, all citizens of Myanmar may be able to lead more productive and fulfilling lives in a happy, healthy environment providing expanded opportunities for lifelong education.



Chapter 6

EFA Strategies and Flagship Issues



Maintaining the momentum of EFA implementation in Myanmar depends on effective national strategies and flagship issues. Myanmar's strategies have linkages with the global EFA strategies in many areas, including the aims of enhancing policy input based on evidence and research; integrating EFA mechanisms; ensuring strong partnerships through ongoing consultations with EFA partners; and effective use of aid.

Under the 30-Year Long-Term Education Development Plan, Myanmar has mobilised strong national political commitment for Education for All, underscored by its development of the EFA NAP 2003-2015. National EFA policies, with their emphasis on the very poor and those in remote and border areas, are being undertaken within a framework linked to poverty elimination and development strategies; School Enrolment Week, special programmes for border areas, mobile schools, flexible learning programmes for maximum participation, Non-Formal Primary Education, post-primary schools, creative ways of teaching-learning for nationalities groups, and expanded ICT and e-education facilities in basic education schools all are designed to enhance both access to and quality of education, particularly for priority target groups. Gratifyingly, while the dropout rate remains highest in Grade 1 and completion rates require significant further strengthening, performance indicators are moving in the right direction.

Myanmar also has embraced the United Nations Literacy Decade 2003-2012, supporting the creation of the "literate environment" that is integral to eradicating poverty, reducing child mortality, achieving gender equality and ensuring sustainable development. This is particularly being achieved through establishment of Community Learning Centres that are expected to create an overall Myanmar learning society, which in turn will upgrade literacy skills, generate more family income and improve the quality of life. Upgraded, learner-oriented functional literacy is central to this effort.

The flagship Child Friendly School (CFS) approach, begun in partnership with UNICEF in 2001, has rapidly expanded to 10,000 primary schools – about 20 percent of Basic Education Schools – and benefits 1.2 million children in Myanmar. In the future, it will be implemented nationwide under the EFA NAP. CFS focuses on the out-of-school children, increasing disadvantaged children's access to education by reducing the cost of schooling to their families through provision of basic school supplies such as textbooks, exercise books and pencils. Schooling expenses that are unaffordable for poor or large families represent a major reason for school dropouts.

By addressing factors that influence the effectiveness of schools, including the school infrastructure and learning environment, CFS has been instrumental in serving as an effective strategy for school-based reforms and multi-sectoral partnerships to address the issues related to provision of quality Basic Education for all children in Myanmar.

The CFS initiative also provides an opportunity to pilot new ideas for development of language enrichment programmes for children from the families of different national groups and for monitoring learning achievement of primary school children. Through further capacity building and advocacy, these initiatives can be mainstreamed into the national agenda, as has been the case for Life Skills (see below).



CFS further contributes to ensuring the engagement and participation of civil society in educational development by mobilising communities, particularly Parent Teacher Associations, to support and sustain increases in primary school enrolment and completion rates, especially among girls. Through the advent of CFS, the role of PTAs has been expanded to include increased participation in school affairs and management and in children's learning. Since 2001, more than 42,000 PTA members have participated in training on the CFS approach.

CFS likewise contributes to the enhancement of the motivation and professionalism of teachers and education management personnel, through intensive training in teaching-learning approaches and the prioritisation of EMIS. Improvement of teacher deployment is intertwined with teacher career development considerations, remuneration and rewards, and expanded decentralisation of the national education system. At the same time, an upgraded EMIS supports development of a responsive, participatory and accountable system of educational management, providing reliable and timely data to support rational decision making among policy makers and administrators. This will result in expanding whole-school transformation for quality education.

With regard to ECCE, expanding home- and family-based ECCE, particularly "mother circles," likewise supports civil society engagement and has assisted in a nearly 80 percent rise in preschool enrolment since 2004. NGO partners are increasingly taking on responsibilities for numerous aspects of education, including reaching out-of-school children through NFE. Community participation is critical to all education endeavours in Myanmar and represents one of the main platforms for whole-school involvement in children's education.

Mainstreaming Life Skills into the primary and secondary education curriculum has proven crucial in implementing value-added educational programmes in that promote mutual understanding and tolerance, as well as programmes to combat HIV/AIDS. The School-Based Healthy Living and HIV/AIDS Prevention Education (SHAPE) project, on which the revised Life Skills curriculum has been based, also has been useful in helping to address the impact of the epidemic in Myanmar.

More integrated strategies for gender equality and equity are designed to make formal education and NFE increasingly accessible to boys and girls alike, while recognising the need for change in some attitudes, values and practices. These include strategies to develop children to their fullest potential and increasing retention and completion rates in schools.

Meanwhile, in this age of knowledge, as e-education has become a necessity; MOE is overseeing the provision of e-facilities in urban schools and some rural schools, thus harnessing new Information and Communications Technologies to help achieve EFA Goals. This also is expected to help increase the survival rate in schools as well as quality education overall.

Turning to the right to education for persons with disabilities, Inclusive Education is providing special care and attention for children with disabilities from teachers and peers, as well as children from other priority target groups. The number of children with special learning needs has steadily increased in formal schools. Braille devices and sign language are being employed for the blind and deaf respectively, while mentally challenged pupils also are accepted in formal education with the collaboration of teachers and health personnel. Some students with disabilities have gone on to be outstanding in academic achievement and other educational activities,



including one girl with disabilities who has been named “Student of the Decade” after passing her matriculation examination with four distinctions in 2005.

Lastly, Myanmar is keenly focused on establishing and expanding partnerships toward skills development in education to prepare young people for the labour market. Through linkages with income generation and skills-based training, literacy programmes, Life Skills and TVET are ensuring that all students receive a skills-based learning approach and helping Myanmar to meet its national manpower needs. Expanded Human Resource Development Centres also will offer additional courses aimed at employment, thus having a positive impact on the community at large.

All in all, Myanmar’s EFA strategies have resulted in change and made impact in numerous areas, as outlined in Chapter 3. Now Myanmar’s challenge is to further instill the belief that schooling will lead to more skills necessary for an individual to function in a complex world, along with better opportunities and increased standards of living, ultimately benefiting the nation as a whole.



Chapter 7

Managing International Support and Coordination of EFA Partners



For the realisation of the Myanmar EFA NAP, officials from 13 related Ministries, as well as relevant departments, United Nations Agencies, and national, local and international NGOs, have been working together on planning, implementation, monitoring and evaluation of education projects. The EFA Secretariat works closely with all partners, and consultation meetings have been organised at all levels, including central, regional and local. EFA Forums, chaired by the Deputy Minister for Education and comprising representatives of all partners, likewise have been held to harmonise programmes for capacity development, widen the scope of monitoring EFA, effectively use aid for EFA, and promote EFA communications and advocacy.

United Nations Agencies providing support to education include UNICEF, UNDP, UNESCO, WHO, WFP and UNODC. UNICEF's indicative budget for 2006 alone totalled nearly US\$16 million, with almost all of its programmes linked directly or indirectly with EFA plans and activities; the total budget for its 2001-2005 programme cycle on 11 projects under five major programmes was nearly \$60 million.

The UNDP/UNESCO funded Human Development Initiative (HDI) also is in progress in 11 townships with the cooperation of the Ministry of Education. International support for another flagship education programme, the Strengthening Child-Centred Approach (SCCA) project, has been provided by Japan International Cooperation Agency (JICA) since 2004 to promote children's creativity, analytical skills, critical thinking and independent learning.

For decision making at the Ministry level, a special coordination committee, the Executive Committee, has been formed with the Directors-General and Chairman of the 10 departments under MOE as members, in addition to the Minister and the two Deputy Ministers. Decisions taken at Executive Committee meetings are implemented by responsible personnel at different levels; however, capacity must be built in the sector to increase disbursement rates. At the same time, coordination must be further strengthened with the relevant departments and other stakeholders in education outside of MOE.

In all, education in Myanmar has a strong enabling policy environment under the EFA NAP for increased support. What it requires now is enhanced collaborative efforts to ensure that more effective coordination mechanisms are in place, allowing learning to fully serve as a catalyst for social equity across the nation and for holistic development of individuals.



Chapter 8

Overall Conclusions and Policy Recommendations



The Government of Myanmar, with the support of United Nations Agencies, and in collaboration with INGOs and NGOs, has drawn up focused and effective strategies to implement activities to meet and achieve the six EFA Goals. However, a need still exists to further assess the work done, the lessons learnt, and the modifications remaining to be made. The successes, gaps and challenges for each Goal have been objectively analysed and presented in this Mid-Decade Assessment report.

The scope of ECCE is very broad and programmes can be achieved only with joint efforts of all related departments, NGOs, INGOs and communities. Since 2004, increased emphasis has been placed on quantitative and qualitative improvement in the programme. Consultative meetings, workshops and seminars have been organised by all stakeholders to obtain data and information on ECCE and to provide capacity building training. But while it is known that the numbers of children served by ECCE have risen sharply, under-reporting still exists because of limitations in data collection, particularly in the private sector. Strong measures must be adopted to narrow the current gap between rural and urban areas, with more than 50 percent of ECCE centres in the latter. Likewise, development and expansion of parental programmes also is required. Legislative measures, advocacy and awareness raising, capacity building, and provision of financial and technical assistance are further needed to address Myanmar's unreached groups, which include children from very poor families; children in remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans.

Meanwhile, primary intake and enrolment rates have increased following concerted efforts by the Government, communities, INGOs and NGOs. It is important to sustain this momentum while striving to increase secondary enrolment and further reduce dropout rates. Effective initiatives for quality improvement have been undertaken, but more emphasis must be given to quality assurance through the provision of a good learning environment and capacity building programmes for teachers. Regular updating and upgrading of curricula and effective teaching-learning processes should be reinforced.

To better address the needs of unreached children, existing efforts such as Child Friendly Schools, Inclusive Education, mobile schools, post-primary schools, special programmes for border areas and monastic schools should be expanded and more extensively supported. NFPE programmes should be extended to all townships to provide more opportunities for out-of-school children, and Non-Formal Middle School Education should be initiated. Moreover, formal law or policy directives should be prescribed for the education of children of workers at worksites far from schools.

Provision of upgraded Life Skills and vocational skills for unreached groups remains a challenge, even as Life Skills has been made part of the primary and secondary curriculum. Integrating Life Skills and literacy programmes with an income generation component is critical. Technical and vocational trainings likewise must be expanded to ensure that Myanmar's youth have the skills-based background necessary to become productive citizens. Meanwhile, assessment procedures for youth and adult literacy rates should be reviewed, complementing additional systematic efforts in functional literacy and Continuing Education, which must be stressed to achieve Myanmar's EFA Goals. In the longer term, a separate department of Non-Formal Education should be established to undertake this important mission. Although no significant gender disparities exist in Myanmar education, it must be examined whether



gender stereotypes are perpetuated in textbook content or illustrations. It is also necessary to assess how much gender mainstreaming has occurred, and what the gaps are, as well as to use the gender lens and gender analysis to assess existing formal and non-formal education programmes.

Like gender, quality also is a crosscutting issue for ECCE, UBE, Life Skills and Lifelong Learning, and Literacy and Continuing Education. Quality issues regarding curricula, teacher education, teaching-learning practices and materials, facilities and assessment procedures need to be more fully assessed for quality assurance. The provision of a good learning environment, including infrastructure, school facilities and capacity building programmes for teachers and an effective teaching-learning process, should be reinforced. Improved and expanded decentralised management in the school system, with proper feedback mechanisms and corrective action, will be key to education quality improvement.

Policy Recommendations

- Establish stronger coordination and networking mechanisms among related Ministries, Departments, NGOs, INGOs and other valued partners for increased synergy, feedback, and monitoring and evaluation, providing a more holistic approach to management of education
- Create separate budgets for preschool and NFE programmes to ensure maximum effectiveness
- Implement more effective outreach programmes to priority target groups, including children from very poor families; children in remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans
- Increase distribution of free textbooks and other essential teaching-learning materials to ease financial constraints among poor families
- Enhance more infrastructure development to achieve quality learning environment and better communications
- Make primary and secondary education more accessible to children and increase retention and completion rates
- Produce sufficient numbers of qualified teachers and strengthen their capacity building on planning, implementation, and monitoring and evaluation
- Create a strengthened EMIS database to study and analyse disaggregated better statistical data
- Formulate education policy for children of mobile families in the private sector
- Formulate standards and benchmarks for monitoring and evaluation of literacy programmes, with a focus on priority target groups, complementing updated common definitions of basic and functional literacy
- Enhance the implementation of NFPE programmes and initiate NFMSE for out-of-school children
- Establish standards for pre-primary school and daycare registration procedures
- Explore innovative methods not only to provide education for children living with AIDS, but also to ensure their overall well-being



Glossary of Terms



Access to Education	A situation in which children can easily enrol to the first grade of primary education, i.e., KG class. Can also be used for access to middle school, i.e., enrolment to the first grade of middle school, or Grade 6. Access may mean access to the entire primary cycle, or to a specific programme. Measured by Gross Enrolment Ratio and Net Enrolment Ratio.
Apparent Intake Rate	See Gross Intake Rate
APPEAL	The Asia-Pacific Programme of Education for All is a regional cooperative programme established by UNESCO in 1987. Its programmes focus on the eradication of illiteracy, universalisation of primary education, and expanding the provision of Continuing Education.
Base Year	The year for which the statistical data are considered to be the base or the starting point for the projections. This is usually the year preceding the first Plan year.
Basic Education	<p>In a growing number of countries, Basic Education is considered the complete cycle of nine years of formal education, starting with Grade 1 and ending with Grade 9. In some countries Basic Education comprises two stages, primary and lower secondary education; in others it is a single, continuous cycle of nine years. In a small number of high-income countries, Basic Education comprises more than nine years. The Myanmar Basic Education School system consists of five years of primary, four years of middle school (lower secondary) and two years of high school (upper secondary) education, totalling 11 years. In EFA usage, Basic Education includes only the primary and lower secondary levels. Thus, in this document Basic Education is used in the EFA context, while basic education schools is used in the Myanmar school system context.</p> <p><i>Note: The World Declaration on Education for All (Jomtien, Thailand, 1990) uses a wider definition of education intended to meet basic learning needs in general. This comprises not only formal schooling (primary and sometimes lower secondary) but also a wide variety of non-formal and informal public and private educational activities offered to meet basic learning needs of people of all ages.</i></p> <p><i>Note: The Dakar Framework for Action identifies four EFA target groups: children in ECCE and preschool; children in the</i></p>



age range of formal Basic Education (i.e., primary and lower secondary education); out-of-school children and youth in the Basic Education age range; and illiterate adults.

Basic Learning Needs	Designates both essential learning tools (such as literacy, oral expression, numeracy) and basic learning content (knowledge, skills, values and attitudes) required by human beings in order to survive, to develop capacities, to live and work in dignity, to participate in development, to improve the quality of life, to make informed decisions, and to continue learning.
Bilingual Education	The use of more than one language of instruction to convey either all or part of the curriculum. Second-language instruction usually refers to foreign language or non-mother language teaching and learning. In bilingual programmes, it may be introduced after the first year of formal schooling.
Child Law	The Myanmar Child Law 1993 prescribes that a person younger than age 16 years is a child.
Class Hours	Number of periods per week that the pupil (or the teacher) spends in school, in accordance with the curriculum. Planning uses pupil-class hours and teacher-class hours
Coefficient of Internal Efficiency	The ideal number of pupils required for a pupil cohort to complete a level or cycle of education (e.g. primary level) by the estimated total number of pupil-years actually spent by the same pupil cohort.
Cohort	See Pupil Cohort .
Community-Based Organisation (CBO)	Organisations actively involving a large range of members of the community in social and economic development activities at the community or grassroots level.
Community Learning Centre (CLC)	Locally organised educational institutions outside the formal education system for villages or urban areas, usually set up and managed by local people to provide learning opportunities for community development and improvement of quality of life.
Continuing Education (CE)	Educational activities that take place after the completion of Basic Education, to meet the vocational and general educational needs of adults. The terms Continuing Education, further education, lifelong education and adult education are often used as synonyms.
Cycle	Number of grades (school years) of a given level of education (e.g., a primary education cycle of six years). <i>Note: The primary cycle in Myanmar is five years.</i>



Disadvantaged Groups	People who, for one reason or another, do not benefit to the same degree as the majority of people in the country from services (e.g., education) provided by the Government
Dropout Rate	The percentage of pupils who drop out from a given grade or cycle or level of education in a given school year.
Early Childhood Development (ECD)	Programmes that offer a structured, purposeful set of learning activities in either a formal institution (preschool) or as part of a non-formal childcare programme. ECD programmes generally focus on children aged 3 years to be eligible for primary school entrance, and include organised learning activities that constitute not less than 30 percent of the overall programme of care.
ECCD	Another term for ECCE .
ECCE	ECCE is to nurture children up to age 5 years, physically, socially, emotionally, mentally and spiritually. This refers to both preschool education (ages 3-5) and under-3 programmes.
Education for All (EFA)	Provision of Basic Education in the sense of the expanded vision proclaimed in the World Declaration on Education for All, adopted by the World Conference on Education for All: Meeting Basic Learning Needs (Jomtien, Thailand, 1990), which encompassed the rights-based approach to education supported by the Universal Declaration of Human Rights (1948). The expanded vision includes: Universalising access and promoting equality; Focussing on learning; Broadening the means and scope of Basic Education; Enhancing the environment for learning; Strengthening partnerships.
Educational Personnel	A broad term covering three categories of personnel: (i) teaching staff; (ii) pedagogical personnel directly related to the teaching-learning process; and (iii) administrative personnel.
EMIS	Education Management Information System, a formal, institutionalised system of collection, storage, processing, and analysis of quantitative information concerning a wide range of aspects of the functioning of the education system. EMIS units are situated at all levels of sector management, from schools, via local levels, to the Ministry. EMIS includes sub-systems such as school mapping and Geographic Information System (GIS), as well as Decision Support System (DSS).
Equity	The extent of disparities in the educational system between, e.g., genders, social groups, family income levels, ethnic groups, urban/rural populations and so forth. The smaller the disparities, the higher the degree of equity.
Equivalency Programmes	Alternative education programmes equivalent to formal education or recognised Non-Formal Education programmes.



Evaluation	Appraisal or assessment of a project, plan or programme against its objectives and targets. This may cover aspects such as pupil learning achievements, social impact or cost effectiveness of the project, plan or programme.
EXCEL	A community-based project designed to build the institutional and programmatic capacity of selected NGOs in Non-Formal Education and to increase access to Life Skills-based education for the most vulnerable children, particularly out-of-school and working children aged 10 to 17.
External Efficiency	The usefulness of education (content, quality, learning achievement, skills acquired) to (1) the future of the pupils with respect to (i) pursuing formal education at higher levels; (ii) undergoing professional, vocational training; (iii) entering the labour market; and (iv) making a living in the non-formal sectors of the economy; and (2) the manpower needs of the economy.
Functional Literacy	The ability to use literacy skills for specific purposes in the community or at the work place.
Geographic Information System (GIS)	GIS is part of a school mapping system and a useful tool to present EMIS geographically. Using a combination of maps with tables and reports, GIS can address issues of location, conditions, trends (what has changed over time), patterns, and models (simulation).
Goals	Also called policy goals, or overall policy goals, or planning goals, all of which describe the ultimate socioeconomic aspirations of a programme, expressed in broad terms. These describe overall achievements to be attained over the long term (10 years or more) through strategic plans (also called implementation strategies). Such goals are thus part of the policy setting process.
Grade	A stage of an education cycle; as a rule, one school year.
Gross Enrolment Ratio(GER)	The total number of pupils enrolled in a given level of education (e.g., primary level) irrespective of age, expressed as a percentage of the total population of the corresponding school-age group (in Myanmar, ages 5-9 for primary level).
Gross Intake Rate (GIR)or Apparent Intake Rate	The number of new entrants in the first grade of a given level of school (e.g., primary), regardless of age, expressed as a percentage of the population of official school entrance age (in Myanmar, age 5+).
Human Development	Measures the average achievements in a country in three basic dimensions of human development: longevity, knowledge and



Index (HDI)	standard of living. HDI is a composite index containing three variables: life expectancy, educational attainment (adult literacy and combined primary, secondary and tertiary enrolment), and real GDP per capita.
Inclusive Education	An education programme that creates opportunities for disadvantaged children to pursue education together with non-disadvantaged children at formal schools. Disadvantaged children include (1) physically and mentally challenged children; (2) children with different social backgrounds and languages; (3) children who are unable to attend the formal schools because of poverty; (4) working children; (5) children living with HIV/AIDS; and (6) children of seasonal workers and mobile families.
Input-Output Ratio	The reciprocal of the Coefficient of Internal Efficiency (see Coefficient of Internal Efficiency).
Internal Efficiency	The degree of efficiency of the flow of pupils through a cycle, expressed as: ♦ Promotion rate, repetition rate, dropout rate, or ♦ Coefficient of internal efficiency, or ♦ Retention rate
Lifelong Learning	Learning that provides each individual with the means for educating him/herself throughout an entire lifetime.
Life Skills Education	Education that aims to develop knowledge, attitude and skills that enable children to use psycho-social competencies and interpersonal skills for making informal decisions, effectively communicating and developing safe behaviours.
Literacy Gender Parity Index (LGPI)	A ratio of female-to-male adult literacy rates that measures progress toward gender equity in literacy and the level of learning opportunities available for women in relation to those available to men.
Mother Tongue	Language(s) spoken in the home environment as a first language. Also known as community language.
Neo-Literate	Individuals who have completed a literacy training programme recently and have demonstrated the ability to continue to learn on their own, without the direct guidance of a teacher, using the skills and knowledge they have attained.
Net Enrolment	The Net Enrolment is the number of children in ‘government’ run schools, including the affiliated schools. The data does not include the number of children enrolled in monastic, or faith-based schools.
Net Enrolment	Total number of pupils of the official age enrolled in a given level



Ratio (NER)	of education (in Myanmar, ages 5-9 for primary level), expressed as a percentage of the total population of the same age group.
Net Intake Rate(NIR)	Number of new entrants in the first grade of a given level of school (e.g., primary) at the official school entrance age (in Myanmar, age 5+), expressed as a percentage of the population of school entrance age.
New Entrant	A pupil who enters a cycle (e.g., primary or lower secondary education) for the first time.
Non-Formal Education (NFE)	Organised learning activities catering to persons not enrolled in formal education. NFE covers adult literacy, Basic Education for out-of-school children, Life Skills, work skills and general culture. NFE programmes do not necessarily follow the structure of the formal system, may be of varying duration, and may or may not confer certification of the learning achieved.
Non-Formal Middle School Education (NFMSE)	Non-Formal Middle School Education
Non-Formal Primary Education (NFPE)	Non-Formal Primary Education
Non-Government Organisation(NGO)	Typically a non-profit organisation that carries out activities of social (educational, etc.) and economic development for specific target groups. It can be local, national or international in scope.
Official Language(s)	Languages used by law in the public domain.
Objectives	Objectives, or strategic objectives, are results expected to be reached through the implementation of a medium-term plan (the implementation strategy). The results are intended to contribute to the attainment of long-term policy goals. Formulating objectives is also part of the policy setting process.
Out-of-School Children (Youth)	Children of school age who are not enrolled in school because they have never enrolled, or once enrolled, they have dropped out.
Post-Literacy Programmes	Programmes aimed at maintaining and enhancing basic literacy levels, giving individuals sufficient general basic work-oriented skills to function effectively at home, at work and in day-to-day civic life.
Preschool Education	Non-formal and formal education activities aimed at children of preschool age.



Private Educational Institutions	Educational institutions and activities carried out by a private body, such as a non-Government organisation or association, a religious body, a special interest group, a foundation, or a business enterprise, on a profit or non-profit basis. Private educational institutions may receive public funding and are registered and licensed by a Government authority. Being an integral part of the education system, their programmes and educational performance are controlled by the Government.
Promotion Rate	Percentage of pupils of a given grade promoted to the next grade in the following school year.
Pupil Cohort	A group of pupils who enter the first grade of an education cycle in a given school year and who move through the cycle experiencing promotion, repetition, dropout, and at the end of the cycle, completion.
Pupil-Teacher Ratio	Total number of students per teacher at a given level of education.
Pupil-Year	A convenient non-monetary way of measuring educational inputs (teachers, school buildings, classrooms, equipment). “One pupil-year” stands for all resources spent to keep one pupil in school for one year; “two pupil-years” signifies all resources spent to keep one pupil in school for two years, or, alternatively, to keep two pupils in school for one year, and so on.
Quality of Education	Measured against the school’s ability to meet students’ cognitive needs and foster their physical, social and emotional development. Education of high quality will be learner-centred and address each student’s unique capabilities and needs. The quality of education must be measured against issues of gender equality and equity, health and nutrition, parental and community involvement, and management of the education system itself.
Repetition Rate	Percentage of pupils of a given grade who remain enrolled in the same grade in the following school year.
Retention Rate	Percentage of a pupil cohort still enrolled in the last year of the cycle.
School-Age Population	Number of children in the officially defined school-age group, whether enrolled in school or not.
Stakeholders	All groups (Government bodies, parent, teacher or employers associations, trade unions, external donors and so forth) having a direct and major role in the functioning of the education system and in deciding on its future development.
Survival Rate	Percentage of a pupil cohort eventually reaching the end of the cycle, independent of the number of years spent in school.



Targets	Specific, measurable results to be achieved by the implementation of programmes carried out in order to attain objectives.
Technical and Vocational Education and Training (TVET)	Education responsible for training of middle-level technicians and skilled and semi-skilled manpower.
Universal Primary Education (UPE)	100 percent Net Enrolment Ratio; i.e., enrolment of 100 percent of the children in the primary school-age group.
Universalisation of Basic Education (UBE)	Although not compulsory, UBE provides access to Basic Education (primary five years and lower secondary four years) for all children aged 5 to 15. It thus brings Basic Education within reach of all school going-age children.
World Conference on Education for All (WCEFA)	World Conference on Education for All (Jomtien, Thailand, March 1990)



Acronyms



AAR	Association for Aid and Relief
ACCU	Asia-Pacific Cultural Centre, UNESCO
AFT	Area Focus Township
AIDS	Acquired Immune Deficiency Syndrome
AIMS	Assessment, Information Systems, Monitoring and Statistics Unit
AIR	Apparent Intake Rate
ASER	Age-Specific Enrolment Rate
ATEO	Assistant Township Education Officer
AWP	Annual Work Plan
BDA	Border Areas Development Association
BLP	Basic Literacy Programme
CAPS	Continuous Assessment and Progression System
CCA	Child-Centred Approach
CDW	Community Development Workers
CE	Continuing Education
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CFS	Child Friendly School
CL	Myanmar Child Law 1993
CLC	Community Learning Centre
CLWA	Children Living With AIDS
CM	CARE Myanmar
CPR	Comprehensive Personal Record
DBE	Department of Basic Education
DCC	Day Care Centre
DCI	Department of Cottage Industry
DEPT	Department of Education Planning and Training
DHS	Demographic and Health Survey
DMERB	Department of Myanmar Education Research Bureau
DOH	Department of Health
DR	Dropout Rate
DSS	Decision Support System
DSW	Department of Social Welfare
EC	Education College
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EFA	Education For All
EMIS	Education Management Information System
ENVIPRO	Environmental Professional (Myanmar) Co, Ltd.
EP	Equivalency Programme
EXCEL	Extended and Continuous Education and Learning for Out-of-School Children
FGD	Focus Group Discussion
FRH	Fertility and Reproductive Health Survey
FXB	Francois Xavier Bagnoud
GDI	Gender Development Index



GDP	Gross Domestic Product
GEM	Gender Empowerment Measure
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GIS	Geographical Information System
GNP	Gross National Product
GPI	Gender Parity Index
GR	Graduation Rate
HDI	Human Development Initiative
HIV	Human Immunodeficiency Virus
HRD	Human Resource Development
ICT	Information and Communications Technology
IDPs	Internally Displaced Persons
IEC	Information, Education and Communications
IECD	Integrated Early Childhood Development
IFE	Informal Education
IGO	Inter-Government Organisation
IGP	Income Generating Programme
ILO	International Labour Organisation
IMR	Infant Mortality Rate
INGO	International Non-Government Organisation
IO	International Organisation
JICA	Japan International Cooperation Agency
KBC	Kachin Baptist Convention
KBC	Kayin Baptist Convention
KG	Kindergarten
KMSS	Karuna Myanmar Social Services
LAMP	Literacy Assessment and Monitoring Programme
LNGO	Local Non-Government Organisation
MANA	Myanmar Anti-Narcotics Association
MBC	Myanmar Baptist Convention
MC	Mother Circle
MDA	Mid-Decade Assessment
MDG	Millennium Development Goals
MF	Mitta Foundation
MICS	Multiple Indicators Cluster Survey
MLRC	Myanmar Literacy Resource Centre
MMA	Myanmar Medical Association
MMRD	Myanmar Medical Research Department
MMCWA	Myanmar Maternal and Child Welfare Association
MWAF	Myanmar Women Affairs Federation
MNHC	Myanmar National Health Committee
MOE	Ministry of Education
MOH	Ministry of Health
MOI	Ministry of Information
MPBND	Ministry of Progress of Border Areas and National Races and Development Affairs
MRCs	Myanmar Red Cross Society



MSW	Ministry of Social Welfare, Relief and Resettlement
MWEA	Myanmar Women Entrepreneurs' Association
NCHRD	National Centre for Human Resource Development
NER	Net Enrolment Ratio
NFE	Non-Formal Education
NFMSE	Non-Formal Middle School Education
NFPE	Non-Formal Primary Education
NGO	Non-Government Organisation
NIR	Net Intake Rate
NNC	National Nutrition Centre
OECD	Organisation for Economic Cooperation and Development
PCR	Pupil-Class Ratio
PISA	Programme for International Student Assessment
PLP	Post-Literacy Programme
PPS	Post-Primary School
PR	Promotion Rate
PS	Preschool/Primary School
PSI	Population Service International
PTA	Parent Teachers Association
PTR	Pupil-Teacher Ratio
PTZA	Pyinnya Tazaung Association
RBO	Religion-based Organization
RR	Repetition Rate
SBT	School Board of Trustees
SC-UK	Save the Children-United Kingdom
SC-US	Save the Children-United States
SC-Japan	Save the Children-Japan
SC-Myanmar	Save the Children-Myanmar
SH	School Head
SHAPE	School-Based HIV/AIDS Prevention Education
STD	Sexually Transmitted Disease
STI	Sexually Transmitted Infection
TEO	Township Education Officer
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
UBE	Universalization of Basic Education
UDNR	University for the Development of the National Races
UIS	UNESCO Institute for Statistics
UNDESD	United Nations Decade and Education for Sustainable Development
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
UNODC	United Nations Office for Drugs and Crime
UPE	Universal Primary Education
USDA	Union Solidarity and Development Association



WFFC	World Fit for Children
WFP	World Food Programme
WHO	World Health Organisation
WV	World Vision (Myanmar)
WV	World Vision (International)
YF	Yinthway Foundation
YMBA	Young Men's Buddhist Association
YMCA	Young Men's Christian Association
YWCA	Young Women's Christian Association



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ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရ၊ ပညာရေးဝန်ကြီးဌာန (မေလ၊ ၂၀၀၆ ခုနှစ်) မြန်မာနိုင်ငံ ပညာရေးဖွံ့ဖြိုးတိုးတက်မှု၊ ရန်ကုန် (Government of the Union of Myanmar, May 2006. *Education Development in Myanmar, Yangon*.)

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မြန်မာနိုင်ငံအမျိုးသမီးရေးရာအဖွဲ့ချုပ် နှစ်ပတ်လည်အစီရင်ခံစာ (၂၀၀၆ ခုနှစ်) (The Annual Report of MWAFF, 2006).

မြန်မာနိုင်ငံမိခင်နှင့်ကလေးစောင့်ရှောက်ရေးအသင်း နှစ်ပတ်လည်အစီရင်ခံစာ (၂၀၀၆ ခုနှစ်) (The Annual Report of MMCWA, 2006).



မန္တလေးတိုင်းမိခင်နှင့်ကလေးစောင့်ရှောက်ရေးကြီးကြပ်ရေးအဖွဲ့ ၂၀၀၇ ခု၊ မိခင်နှင့်ကလေးစောင့်ရှောက်ရေးအသင်းဝင်းများ၏ ပညာရေးဖွံ့ဖြိုးတိုးတက်မှု (၁၀)နှစ်တာကြိုးပမ်းဆောင်ရွက်ချက် (၁၉၉၆-၂၀၀၆) (Mandalay Division Maternal and Child Welfare Supervisory Team, 2007. Ten Year's Endeavours of the Members of the MMCWA for the Educational Development).

အမှတ်(၁)အခြေခံပညာဦးစီးဌာန၊ ဘယ်ပန်းမဟူ (၂၀၀၅ ခုနှစ်၊ မေလ) (Department of Basic Education No.1, May 2005, That All Flowers May Bloom)



Annexes



Annex 1

EFA Forum, Working Groups and NAP Report Writing Team

National EFA Forum

Brig-Gen. Aung Myo Min	Deputy Minister, Ministry of Education	Chairman
U Bo Win	Director-General Dept. of Educational Planning and Training	Member
U Kyaw Thu	Director-General Dept. of Basic Education 1	Member
U Aye Lwin	Director-General Dept. of Basic Education 2	Member
U Aye Kyu	Director-General Dept. of Basic Education 3	Member
U Ohn Myint	Director-General Dept. of Myanmar Education Research Bureau	Member
Dr. Tin Win Maung	Director-General Department of Health	Member
U Sit Myaing	Director-General Department of Social Welfare	Member
Dr. Myo Myint	Director-General Dept. of Promotion and Propagation of the <i>Sasana</i>	Member
U Than Win	Director-General Progress of Border Areas and National Races Department	Member
U Tin Yee	Director-General Department of Manpower	Member
U Ohn Kyaw	Director General Department of National Planning	Member
U Tin Htut Oo	Director-General Department of Agriculture Planning	Member
U Sein Than	Director-General Department of Cottage Industries	Member
Dr. Myo Myint	Secretary-General Myanmar National UNESCO Commission	Member
Daw Htoo Htoo Aung	Pro Rector Yangon Institute of Education	Member
U Zaw Win Myint	Head of Office Union Solidarity and Development Association	Member
Dr. Tha Hla Shwe	Chairman Myanmar Red Cross Society	Member
Dr. Sandar Aung	Head Myanmar Women's Affairs Federation (Social & Cultural Committee)	Member



Dr. Daw Wai Wai Thar	Secretary Myanmar Maternal and Child Welfare Association	Member
U San Thein	Chairman Myanmar Anti-Narcotics Association	Member
U Thaug Tut	Vice Chairman Pyinnya Tazaung	Member
U Than Oo	Chairman Myanmar Literacy Resource Centre	Member
U Tin Nyo	EFA National Coordinator Ministry of Education	Secretary
U Tun Hla	Deputy Coordinator, Deputy Director-General, Dept. of Educational Planning and Training	Joint Secretary

Cooperating Agencies: Representatives of UNICEF, UNDP, JICA, World Vision, Save the Children (Myanmar)

EFA Task Force Members

U Ko Ko Zaw	Director (Admin), DBE1
U Myint Swe	Director (Academic), DBE1
U Aye Lwin	Director, Progress of Border Areas and National Races Dept.
Daw Khin Khin Htay	Director (Training), DEPT
Daw Khin Myo Myint Kyu	Director, DMERB
U Hla Myint	Deputy Director (Academic), DBE1
Dr. Aung Tun	Deputy Director, Department of Health
U Myint Thein	Deputy Director, Department of Cottage Industries
Daw Tin Tin Shu	Deputy Director (Curriculum), DEPT
Daw Khin Mar Htwe	Deputy Director (Computer), DEPT
Daw Khin San Yi	Deputy Director, DBE2
Daw Nyunt Nyunt	Deputy Director, DMERB
Daw Myint Myint Than	Director (Planning), DEPT
U Tin Oo	Deputy Director, DBE1
U Kyi Than	Assistant Director, DBE3
Daw Mu Mu Aung	Assistant Director (Stats), DEPT
Daw Khin Khin Gyi	Assistant Director (Budget), DEPT
Daw Khin Thein Myint	Assistant Director, DBE1
U Ko Lay Win	Assistant Director, DEPT
Daw Si Si Aye	Assistant Director, DMERB

EFA Assessment Monitoring Team

Director-General	DEPT
Director-General	DBE1
Director-General	DBE2
Director-General	DBE3



Director-General	DMERB
Rector	YIOE
U Tin Nyo	EFA National Coordinator
U Tun Hla	Deputy EFA National Coordinator

EFA Assessment Team

U Tin Nyo	EFA National Coordinator	Team Leader
U Tun Hla	Dy. Coordinator & Leader (EMIS)	Deputy Team Leader
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U Tun Kyi	DDG, DBE1	Member
Daw Thazin Nwe	EC, Member, MMCWA	Member
Daw Kyi Kyi Hla	Head, Education Section, MAAF	Member
U Zaw Win Myint	Head of Office, USDA	Member
Dr. Aung Tun	Deputy Director, DOH	Member
U Aye Lwin	Director, DPBANR	Member
U Sein Win	Director, DSW	Member
U Myint Swe	Director, DBE 1	Member
Daw Soe Soe Aung	Director, DMPP	Member
Daw Myint Myint Than	Director, DEPT	Member
U Ngwe Thein	Director, CSO	Member
U Saw Aung	Director, DMERB	Member
Daw Khin Myo Myint Kyu	Director, DMERB	Member
Daw Khin Ma Ma Swe	Director, Department of Planning	Member
U Ye Naing Win	Deputy Director, DPPS	Member
Daw Tint Tint Win	Deputy Director, DEPT	Member
Daw Cho Cho Oo	Deputy Principal, Thingangyun EC	Member
Daw Tin Tin Shu	Deputy Director, DEPT	Member
Daw Khin San Myint	AD, DBE2	Member
Daw Khin Toe	AD, DBE3	Member
U Nyunt Shwe	Project Manager, PTZA	Member
U Win Aung	Project Officer, UNICEF	Member
U Khin Kyu	Project Officer, UNICEF	Member
Dr. Tin Mar Aung	Project Officer, UNICEF	Member
Dr. Aye Aye Yee	Assistant Project Officer, UNICEF	Member
Daw Khin Saw Nyunt	Assistant Project Officer, UNICEF	Member
U Aung Tin	SC (Myanmar)	Member
Daw Nan San Hpu	UNDP	Member
Daw Aye Aye Khine	Dy. Director, DBE1	Organiser

EFA Coordinators

U Tin Nyo	National EFA Coordinator, MOE
U Tun Hla	Deputy National EFA Coordinator, DEPT



EFA MDA Report Writing Team

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U Tin Nyo	EFA National Coordinator
U Tun Hla	Deputy EFA National Coordinator / DDG, DEPT
U Aye Win	Area Specialist (ECCD)
U Myint Han	Area Specialist (NFE)
U Myat Naing	Area Specialist (Life Skills)
U Set Kyar	Area Specialist (UBE)
Daw Aye Aye Khine	Area Specialist (Gender)
Daw Aye Aye Hlaing	Area Specialist (EMIS)
U Bar Bar	EFA Secretariat
Daw Tint Tint Win	Focal Person (ECCD)
Daw Tin Tin Shu	Focal Person (UBE)
Daw Myint Myint Kyi	Focal Person (Life Skills)
Daw Cho Cho Oo	Focal Person (Quality)
Daw Si Si Aye	Focal Person (NFE)
U Win Aung	Facilitator (UBE), UNICEF
Daw Khin Saw Nyunt	Facilitator (ECCD), UNICEF
Dr. Tin Mar Aung	Facilitator (Life Skills), UNICEF
Dr. Aye Aye Yee	Facilitator (Life Skills), UNICEF
U Khin Kyu	Facilitator (EMIS), UNICEF

EFA Working Groups

Technical Task Force

UBE

Daw Tin Tin Shu	Deputy Director	DEPT
U Hla Myint	Deputy Director	DBE1
Daw Nyunt Nyunt	Deputy Director	DMERB
Daw Cho Cho Oo	Project Manager (SCCA)	DEPT
Daw Khin Toe	Asst. Director	DBE3
U Ko Lay Win	Asst. Director	DEPT
Dr. Aye Aye Myint	Lecturer	YIOE
Daw Maisie Ohn Maung	DSO	DBE1
U Win Aung	Project Officer	UNICEF
Daw Myint Myint Hlaing	Planning Officer	DEPT
Daw Phyu Phyu Win	DPO	DBE1



ECCE

Daw Tint Tint Win	Deputy Director	DEPT
Daw Khin Thein Myint	Asst. Director	DBE1
Daw Naw Tha Wah	Asst. Director	DSW
Daw Khin Pyone	Asst. Director	DMERB
Daw Kyu Kyu Swe	Staff Officer	DBE3
Daw Aye Aye Mon Oo	Planning Officer	DEPT
Daw Khin San Nwe	DSO	DBE1
Daw Khin Saw Nyunt	Asst. PO	UNICEF
U Tha Aung Kyaw	Project Manager	PTZA

Life Skills

Daw Khin Myo Myint Kyu	Director	DMERB
Daw Kyi Kyi Hla	Education Coordinator	FXB
Daw Myint Myint Kyi	Staff Officer	DEPT
Dr. Aung Tun	Deputy Director	DOH
Dr. Tin Mar Aung	Project Officer	UNICEF
Dr. Aye Aye Yee	Asst. Project Officer	UNICEF
U Nyunt Shwe	Project Manager	PTZA
U Kyaw Naing Tun	Staff Officer	DBE1
Daw Thi Thi Htoo	DSO	DBE1

Literacy

U Saw Aung	Director	DMERB
Daw Ni Ni San	Asst. Director	DMERB
Daw Si Si Aye	Asst. Director	DMERB
Daw Naing Naing Maw	Demonstrator	YIOE
Daw Nyunt Nyunt Yee	Staff Officer	DBE1
Daw Saw Shwe Bu	Staff Officer	DBE1
Daw Thit Thit Khine	Planning Officer	DBE1
Daw Tin Tin Oo	DSO	DBE1
Daw Joy Hla Gyaw	Communications Coordinator	World Vision

EMIS

Daw Aye Aye Khine	Deputy Director (Retd.)	DBE1
U Tin Oo	Deputy Director	DBE1
U Min Kyaw Wai	Asst. Director	DBE1
Daw Khin San Myint	Asst. Director	DBE2
Daw Mu Mu Aung	Asst. Director	DEPT
U Tint Lwin	DEO	Yangon (West)
U Khin Maung Win	ARO	DMERB
U Toe Win	DSO	DBE1
U Khin Kyu	Project Officer	UNICEF

Annex 2

Special Literacy Programmes in Border Areas (2001-2006)

Year	Border Areas Implemented	No. of Trainers	No. of Literates
2001	Kyaing Tone, Palong, Kokant, Wa, Naga and Rakhine areas	675	7512
2002	<p>Kachin Special Region No.(1): Waing Maw</p> <p>Kachin Special Region No.(2): Bamaw, Monsi and Moe Mauk</p> <p>Kachin North East Region: Kutkai, Lasho</p> <p>Kabaw Valley Region: Tamu</p> <p>Taninthayi Region: Yaephyu</p> <p>East Kyaing Tone Region: Tachileik</p> <p>Rakhine Region: Buthidaung, Maungdaw</p>	599	9772
2003	<p>Maw Pha Region: Mine Tone Township, Mon Htaw/Mon Hta, Mine Pan, Phe Khone, De-Maw-Soe, Baulakhe,</p> <p>East Kyaing Tone Region: Tachileik, Kayin State, Thandaung</p>	320	2696



Year	Border Areas Implemented	No. of Trainers	No. of Literates
2004	Kokant Region: Laukai, Kutkai Muse Wa Region: Hopan, Palaung Region: Mon Ton. Kyaing Tone Region: Mongsat, Mongpying, Mong Khet, Mong Tone, Mong Yong, Mong Pyak, Mong Yaung, Tachileik, Kyaing Tong Rakhine Region: Buthidaung	419	3927
2005	Kachin Special Region (1&2) Shan Region, Chin Region, Pa O Region, Wa Region, Palaung Region, East Kyaing Tone Region, Kayah / Kayan Region, Kachin Northern East Region, Kokant Region, East Kyaing Tone Region, Maw Pha Region, Ho Mein/Mon Htaw/Mon Hta Region, Kabow Valley Region, Rakhine Region, Kayin Region, Mon Region, Taninthayi Region, Naga Region	3105	16681
2006	Kachin Special Region (1&2), Shan Region, Chin Region, Pa O Region, Wa Region, Palaung Region, East Kyaing Tone Region, Kayah/Kayan Region, Naga Region, Kokant Region, Mawpha Region, Kachin Northern East Region, Ho Mein/MonHtaw/Mon Hta Region, Rakhine Region, Kayin Region, Mon Region, Taninthayi Region	1550	14447

Annex 3

Detailed Performance Indicators for Females (2003/2004-2005/2006) Percentage of Girls in School-Age Population by State and Division and by Urban - Rural Residence (2003/04)

Sr. No	State/Division	Urban		Rural		Urban + Rural	
		Age 5-9	Age 10-15	Age 5-9	Age 10-15	Age 5-9	Age 10-15
1	Kachin State	51.22	50.48	50.07	48.91	50.40	49.32
2	Kayah State	47.81	47.31	50.05	49.57	49.35	48.90
3	Kayin State	49.21	47.30	50.42	49.52	50.24	49.22
4	Chin State	47.66	50.09	50.25	49.11	50.64	49.30
5	Sagaing Division	48.53	46.63	50.67	49.72	50.28	49.21
6	Tanintharyi Division	49.19	48.50	50.26	49.89	49.94	49.29
7	Bago (East) Division	49.85	49.76	48.92	46.61	49.15	47.29
8	Bago (West) Division	50.21	50.12	49.34	50.19	49.57	44.50
9	Magway Division	50.61	49.38	50.20	49.09	50.28	49.14
10	Mandalay Division	49.61	48.88	50.50	49.25	50.19	49.14
11	Mon State	49.23	48.64	50.12	49.01	49.81	48.89
12	Rakhine State	51.43	51.16	49.48	49.17	49.90	48.73
13	Yangon Division	50.93	50.42	47.99	46.82	50.33	49.88
14	Shan (South) State	48.54	46.64	48.36	48.08	48.41	47.73
15	Shan (North) State	49.31	47.41	51.82	50.97	51.14	50.01
16	Shan (East) State	48.20	46.30	48.54	48.18	48.45	47.76
17	Ayeyarwady Division	50.02	49.10	49.87	48.61	49.90	48.69
	Union	50.04	49.20	50.01	48.90	50.02	48.98

Percentage of Girls in School-Age Population by State and Division and by Urban - Rural Residence (2004/05)

Sr. No	State/Division	Urban		Rural		Urban + Rural	
		Age 5-9	Age 10-15	Age 5-9	Age 10-15	Age 5-9	Age 10-15
1	Kachin State	51.05	50.9	49.89	49.34	50.22	49.75
2	Kayah State	47.43	47.52	49.97	49.78	49.27	49.11
3	Kayin State	49.03	47.73	50.26	49.92	50.07	49.62
4	Chin State	51.98	50.6	50.04	49.63	50.43	49.82
5	Sagaing Division	48.34	47.07	50.09	50.12	50.1	49.63
6	Tanintharyi Division	49.07	48.79	50.14	49.87	49.82	49.58
7	Bago (East) Division	49.84	49.75	48.91	46.6	49.14	47.28
8	Bago (West) Division	49.61	50.99	48.73	51.08	48.96	61.06
9	Magway Division	50.42	49.83	50.01	49.52	50.09	49.58
10	Mandalay Division	49.44	49.29	50.32	49.65	50.02	49.54
11	Mon State	49.08	48.99	49.98	49.35	49.66	49.24
12	Rakhine State	51.35	51.52	49.4	48.55	49.83	49.11
13	Yangon Division	50.78	50.8	47.83	47.23	50.17	49.77
14	Shan (South) State	48.54	46.64	48.36	48.08	48.41	47.74
15	Shan (North) State	49.48	47.97	51.99	51.53	51.3	50.57
16	Shan (East) State	48.16	46.27	48.5	48.15	48.41	47.42
17	Ayeyarwady Division	49.81	49.49	49.82	48.99	49.85	49.07
	Union	49.89	49.59	49.87	49.28	49.88	49.37



Percentage of Girls in School-Age Population by State and Division and by Urban - Rural Residence (2005/06)

Sr. No	State/Division	Urban		Rural		Urban + Rural	
		Age 5-9	Age 10-15	Age 5-9	Age 10-15	Age 5-9	Age 10-15
1	Kachin State	50.91	51.20	49.77	49.65	50.09	50.05
2	Kayah State	47.66	47.57	49.91	49.92	49.21	49.26
3	Kayin State	48.91	48.02	50.14	50.20	49.95	49.90
4	Chin State	51.83	50.95	49.88	49.98	50.28	50.17
5	Sagaing Division	48.21	47.37	50.37	50.41	49.97	49.92
6	Tanintharyi Division	48.98	49.00	50.06	50.08	49.73	49.78
7	Bago (East) Division	49.83	49.75	48.91	46.59	49.14	47.28
8	Bago (West) Division	49.12	51.51	48.22	51.60	48.46	51.58
9	Magway Division	50.29	50.14	49.88	49.83	49.96	49.89
10	Mandalay Division	49.31	49.58	50.20	49.93	49.89	49.83
11	Mon State	48.97	49.23	49.87	49.59	49.55	49.48
12	Rakhine State	51.30	51.79	49.35	48.84	49.77	49.39
13	Yangon Division	50.66	51.06	47.40	47.51	50.04	50.04
14	Shan (South) State	48.54	46.64	48.36	48.08	48.42	47.74
15	Shan (North) State	49.60	48.44	52.11	52.01	51.43	51.04
16	Shan (East) State	48.16	46.27	48.50	48.15	48.41	47.72
17	Ayeyarwady Division	49.93	49.78	49.78	49.28	49.80	49.37
	Union	49.79	49.86	49.78	49.56	49.78	49.64

Percentage of Girls' Enrolment by State and Division, by Level and by Urban - Rural Residence (2003/04)

Sr. No	State/Division	Urban		Rural	
		Primary	Secondary	Primary	Secondary
1	Kachin State	48.32	52.64	48.73	52.15
2	Kayah State	47.99	50.25	47.83	47.85
3	Kayin State	48.53	51.79	52.09	47.14
4	Chin State	48.99	48.47	49.26	45.65
5	Sagaing Division	49.47	49.83	49.91	48.96
6	Tanintharyi Division	49.21	50.58	50.85	51.89
7	Bago (East) Division	50.17	48.65	49.27	45.44
8	Bago (West) Division	48.09	46.75	41.41	46.56
9	Magway Division	48.60	47.61	49.46	47.19
10	Mandalay Division	50.45	47.69	51.90	51.02
11	Mon State	49.56	51.24	51.11	49.43
12	Rakhine State	50.20	48.21	54.47	42.91
13	Yangon Division	48.73	49.06	47.96	42.40
14	Shan (South) State	49.16	52.19	51.09	52.39
15	Shan (North) State	48.89	55.32	50.19	54.48
16	Shan (East) State	50.69	55.73	50.53	53.06
17	Ayeyarwady Division	49.13	48.85	48.64	47.15
	Union	49.27	49.48	49.83	47.88



Percentage of Girls' Enrolment by State and Division, by Level and by Urban - Rural Residence (2004/05)

Sr. No	State/Division	Urban		Rural	
		Primary	Secondary	Primary	Secondary
1	Kachin State	48.44	51.17	48.88	54.24
2	Kayah State	47.56	52.41	47.19	50.89
3	Kayin State	48.49	52.9	51.77	55.76
4	Chin State	48.64	48.51	48.86	45.54
5	Sagaing Division	49.58	49.64	49.92	48.94
6	Tanintharyi Division	49.07	53.3	50.06	54.15
7	Bago (East) Division	49.06	47.36	49.34	47.23
8	Bago (West) Division	47.6	48.05	48.39	44.04
9	Magway Division	48.76	46.37	49.08	47.92
10	Mandalay Division	50.06	51.98	49.79	47.83
11	Mon State	49.12	51.88	50.22	53.65
12	Rakhine State	48.3	43.29	53.87	41.51
13	Yangon Division	48.46	48.24	48.86	46.49
14	Shan (South) State	49.48	52.2	50.68	53.24
15	Shan (North) State	49.64	54.21	51.74	56.74
16	Shan (East) State	52.51	54.95	53.43	51.88
17	Ayeyarwady Division	48.72	48.3	49.79	47.56
	Union	49.02	49.54	50.1	48.94

Percentage of Girls' Enrolment by State and Division by Level and by Urban - Rural Residence (2005/06)

Sr. No	State/Division	Urban		Rural	
		Primary	Secondary	Primary	Secondary
1	Kachin State	48.93	51.87	48.66	53.19
2	Kayah State	46.72	52.92	47.68	51.55
3	Kayin State	48.30	52.69	52.56	55.63
4	Chin State	49.34	49.29	46.95	47.47
5	Sagaing Division	49.55	50.11	49.52	48.89
6	Tanintharyi Division	44.16	53.84	50.54	54.26
7	Bago (East) Division	48.77	47.92	48.62	46.33
8	Bago (West) Division	48.76	48.51	47.91	47.21
9	Magway Division	49.00	47.91	49.46	47.87
10	Mandalay Division	49.22	49.59	50.58	48.21
11	Mon State	49.12	52.34	50.19	53.75
12	Rakhine State	47.04	43.96	50.30	42.96
13	Yangon Division	48.78	48.79	48.91	46.92
14	Shan (South) State	49.31	52.66	51.06	53.62
15	Shan (North) State	49.05	54.98	51.54	57.04
16	Shan (East) State	49.88	53.93	50.04	50.56
17	Ayeyarwady Division	50.34	48.66	49.51	47.39
	Union	48.84	49.70	49.78	48.98



Percentage of Female Teachers by State and Division, by Level and by Urban - Rural Residence (2003/04)

Sr. No	State/Division	Urban		Rural	
		Primary	Secondary	Primary	Secondary
1	Kachin State	94.88	85.98	90.07	71.89
2	Kayah State	91.42	75.33	76.58	77.82
3	Kayin State	88.60	90.82	82.59	88.54
4	Chin State	87.26	51.96	55.01	32.10
5	Sagaing Division	86.34	76.04	70.82	63.88
6	Tanintharyi Division	94.30	92.95	83.57	89.54
7	Bago (East) Division	91.21	86.99	81.47	84.01
8	Bago (West) Division	89.40	82.17	71.10	76.39
9	Magway Division	83.21	72.65	72.02	66.44
10	Mandalay Division	85.57	82.68	69.19	67.95
11	Mon State	94.01	86.80	90.82	85.26
12	Rakhine State	87.43	74.19	63.28	63.19
13	Yangon Division	95.60	91.15	88.70	82.23
14	Shan (South) State	90.25	86.19	82.20	67.25
15	Shan (North) State	94.96	89.26	89.46	82.77
16	Shan (East) State	97.92	87.47	90.38	68.97
17	Ayeyarwady Division	90.18	82.94	82.68	77.64
	Union	90.47	84.00	76.78	73.26

Percentage of Female Teachers by State and Division, by Level and by Urban - Rural Residence (2004/05)

Sr. No	State/Division	Urban		Rural	
		Primary	Secondary	Primary	Secondary
1	Kachin State	91.76	80.71	83.78	88.61
2	Kayah State	90.99	82.47	84.43	76.99
3	Kayin State	89.07	87.40	85.00	86.20
4	Chin State	89.22	56.85	56.02	40.11
5	Sagaing Division	87.59	77.88	69.65	69.18
6	Tanintharyi Division	94.10	92.41	87.99	88.21
7	Bago (East) Division	90.13	87.56	83.14	84.67
8	Bago (West) Division	90.29	83.67	70.63	78.81
9	Magway Division	87.09	75.66	74.71	68.54
10	Mandalay Division	87.96	83.70	70.88	72.99
11	Mon State	94.77	90.28	96.32	86.49
12	Rakhine State	89.79	75.70	65.95	65.51
13	Yangon Division	94.33	91.74	84.47	86.35
14	Shan (South) State	94.13	87.74	88.66	86.52
15	Shan (North) State	95.66	89.37	88.68	88.51
16	Shan (East) State	84.95	81.08	80.02	79.59
17	Ayeyarwady Division	89.86	83.04	78.85	74.71
	Union	91.03	84.84	78.54	76.68



Percentage of Female Teachers by State and Division, by Level and by Urban - Rural Residence (2005/06)

Sr. No	State/Division	Urban		Rural	
		Primary	Secondary	Primary	Secondary
1	Kachin State	89.72	85.51	84.50	88.35
2	Kayah State	91.72	83.78	82.58	79.26
3	Kayin State	93.78	91.14	87.73	87.27
4	Chin State	87.21	58.64	58.23	47.47
5	Sagaing Division	87.59	79.09	71.75	70.43
6	Tanintharyi Division	95.32	93.08	89.00	88.82
7	Bago (East) Division	92.05	88.65	83.63	84.76
8	Bago (West) Division	91.02	84.21	72.95	78.04
9	Magway Division	86.84	74.66	75.07	69.60
10	Mandalay Division	88.13	83.26	74.63	73.68
11	Mon State	96.42	90.94	91.86	86.60
12	Rakhine State	91.76	75.84	66.31	68.92
13	Yangon Division	95.37	92.86	88.68	89.93
14	Shan (South) State	90.70	88.31	89.57	86.67
15	Shan (North) State	95.02	88.80	87.94	84.50
16	Shan (East) State	93.53	86.16	88.16	79.80
17	Ayeyarwady Division	92.92	84.30	79.82	80.04
	Union	92.04	85.52	78.63	78.47



Annex 4

Myanmar Child Friendly Schools Indicators Outcome Indicators

1. Enrolment and completion of primary education by all girls and all boys.
2. Equality in learning achievement by boys and girls.
3. Regular attendance by both students and teachers.
4. Regular use of innovative, child-centred learning methods.
5. Low incidence of causes of injuries and physical harm in the school.
6. Low incidence of cases of bullying, harassment, violence and child abuse in the school environment.
7. Equality of participation in school activities by both girls and boys.
8. High level of community participation in school activities.
9. Increased parents support in students learning.
10. More students expressing their views and opinions in school, home and community.

Process Indicators

Dimension	Process Indicators
Gender-responsive	<ol style="list-style-type: none"> 1. The school provides all students, both boys and girls, equal access to, and opportunities for participation in all school activities. 2. Cooperative methods are used, and girls and boys are encouraged to work together.
Inclusive	<ol style="list-style-type: none"> 3. Teachers use content, language and strategies in their teaching that help all students to learn regardless of their background or ability. 4. The school conducts annual campaigns to encourage parents to enrol all of their school-going-age children. 5. The school provides support to poor families to send their children to school and they are exempted from various school fees. 6. The school has master list of all school age children in its catchment area, and knows whether they enrol or not. 7. School has a mechanism to check regular attendance, and pay appropriate home visits by teachers when necessary to improve attendance.
Effective	<ol style="list-style-type: none"> 8. Lesson plans are developed with child-centered learning activities and adaptations to suit local needs and culture. 9. Most teachers facilitate participatory learning, using a variety of interactive teaching-learning methodologies. 10. All students have an opportunity to choose activities of their own interest that are free from the stress of competition and examinations.



Dimension	Process Indicators
	<ul style="list-style-type: none"> 11. All children are encouraged to express their views, ideas and feelings. 12. Each classroom has “learning corners” with learning materials easily accessible for all children. 13. Feed back about student’s work or behaviour is accompanied by positive comments about achievements and suggestions for improvement. 14. Teachers practise positive, non-aggressive and alternative discipline. 15. The school coordinate with communities to promote organized early learning opportunities for preschool-age children. 16. The school has and uses a simple SMIS (School Management Information System) to monitor, know student attendance, teacher attendance, whether all school age children in school, whether all students study in school throughout a school year, and whether all students study in school up to grade 5, and level of students academic achievement.
<p>Healthy, safe, supportive and protective</p>	<ul style="list-style-type: none"> 17. Adequate clean and safe drinking water is always available for all students and school personnel. 18. Clean and well maintained toilets and hand washing facilities are available for every 50 students of each sex, and teachers. 19. The school in collaboration with the Health Department provides micro-nutrient supplements, annual health screening examination of students and ensure safe, hygienic and healthy food catching habits. 20. The school has an implement policies to provide a safe physical environment with protection from physical and biological risk (shelter, lights, heat, ventilation, traffic) (unsafe food, animal, insect, etc.) 21. School waste is properly disposed and school acts to prevent breeding of mosquitoes and other disease vectors on or near school grounds. 22. School has an enforces rules and procedures against bullying, abuse, neglect, physical punishment, violence, sexual harassment and substance abuse (drugs, alcohol, tobacco, etc.) 23. All students know where to go in the school to get psychosocial support when needed. 24. The school coordinates with the community and local authorities in (a child protection network) to ensure safety and protection of student. 25. The school implements Lifeskills-based health education including prevention of risk behaviours for substance abuse and HIV/AIDS. 26. The school ensures and establishes enabling environment for all children to apply Lifeskills to develop healthy habits and safe behaviours.



Dimension	Process Indicators
Participation	<p>27. The school promotes active participation of children in school activities through school assemblies, class assemblies and school council.</p> <p>28. Students have opportunity to play a key role to organize and facilitate the daily activities in school.</p> <p>29. The school provides opportunity for children to come and discuss with teachers to express their opinion about school, and issues faced in their education.</p> <p>30. Parents and community provide opportunities for the children to express their opinion and view.</p> <p>31. The school promotes parents' participation in school activities (making teaching learning materials, supporting children's learning, school sanitation, utilizing local wisdom to promote local culture, etc.)</p> <p>32. The school promotes regular exchange of information and discussion between teachers and parents for the attendance and performance of their children.</p> <p>33. The school promotes parents' participation in decision making in implementing education activities through School Self Assessment and School Improvement Planning, and Parent Teacher Association work plans.</p>



