



Myanmar

Education for All 2015 National Review

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The Government of the Republic of the Union of Myanmar

Ministry of Education



National EFA Review Report



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Acronyms and Abbreviations

ADB	Asian Development Bank
AusAID	Australian Agency for International Development
AY	Academic Year
BC	British Council
CBO	Community-Based Organisation
CESR	Comprehensive Education Sector Review
CVT	Centre for Vocational Training
DBE	Department of Basic Education
DEPT	Department of Educational Planning and Training
DFID	Department for International Development
DMERB	Department of Myanmar Education Research Bureau
DSW	Department of Social Welfare
ECCD/ECD	Early Childhood Care and Development/ Early Childhood Development
EFA	Education for All
EPIC	Education Promotion Implementation Committee
ETWG	Education Thematic Working Group
EU	European Union
FBO	Faith-Based Organisation
FY	Fiscal/Financial Year
GIZ	German Society for International Cooperation
HDI	Human Development Index
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
IDP	Internally Displaced Person
IHLC	Integrated Household Living Conditions Survey
INGO	International Governmental Organisation
JESWG	Joint Education Sector Working Group
JICA	Japan International Cooperation Agency
NGO	Local Non-Governmental Organisation
MDEF	Multi-Donor Education Fund
MDG	Millennium Development Goal
MEC	Myanmar Education Consortium
MEDG	Monastic Education Development Group
MICS	Multiple Indicator Cluster Survey
MIMU	Myanmar Information Management Unit
MLRC	Myanmar Literacy Resource Centre
MNPED	Ministry of National Planning and Economic Development
MOE	Ministry of Education

MOH	Ministry of Health
MORA	Ministry of Religious Affairs
MOST	Ministry of Science and Technology
MSWRR	Ministry of Social Welfare, Relief and Resettlement
NGO	Non-Governmental Organisation
SC	Save the Children
SDC	Swiss Agency for Development and Cooperation
Sida	Swedish International Development Cooperation Agency
TLMI	The Leprosy Mission International
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
WFP	World Food Programme
WV	World Vision

Map of the Republic of the Union of Myanmar



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 info: mimu@undp.org
www.themisu.info

Legend

-  Capital
-  State Capital
-  Sea
-  State and Region Boundary
-  International Boundary
-  State
-  Region
-  Nay Pyi Taw

Data Sources:
 Base Map - MIMU
 Boundaries - WFP/MIMU
 Place names - Ministry of Home Affairs
 (GAD) translated by MIMU

Disclaimer: The names shown and the boundaries used on this map do not imply official endorsement or acceptance by the United Nations.

Executive Summary

The present report has been prepared with reference to the National Education for All (EFA) Goals of the *Myanmar EFA National Action Plan (2003-2015)*. This is the first national report on EFA after the publication of the *Myanmar EFA Mid-Decade Assessment Report* in August 2007. This *National EFA Review Report* is prepared focusing on EFA activities carried out in Myanmar between 2007 and 2014, and it examines progress made in implementation of EFA activities in the following six areas, namely: 1) Early Childhood Care and Education, 2) Universalization of Primary Education, 3) Learning and Life Skills for Young People and Adults, 4) Adult Literacy, 5) Gender Parity and Equality and 6) Quality of Education.

In the report, assessment of progress is made against the National EFA Targets set for 2015. The assessment identified achievements, constraints, challenges, strengths, weaknesses, and gaps. Findings indicated that Myanmar has made some progress and achievements in EFA implementation, but there are also unmet National EFA Targets. The main results and recommendations are summarised below:

- The Early Childhood Care and Education (ECCE) targets are almost achieved. However, expansion of ECCE services, capacity building of ECCE service providers, and provision of more ECCE facilities are needed.
- Among the Universalization of Primary Education (UPE) targets, the Gross Intake Rate, Net Intake Rate, Gross Enrolment Ratio, and Current Public Expenditure in Primary Education as a Percentage of Gross Domestic Product (GDP) are likely to be achieved. However, such targets as Net Enrolment Ratio, Promotion Rates at Grades 1, 4 and 5, Percentage of Children having reached Grade 5, and Survival Rate are less likely to be achieved by 2015. This finding indicates that many students drop out from school before completing primary education. Access to education is an issue to be dealt with.
- The targets for Learning and Life Skills (LS) for Young People and Adults have been achieved but access to Technical and Vocational Education and Training (TVET) opportunities for students and out-of-school children needs to be increased.
- It is difficult to reach the Adult Literacy (AL) target (99.0%) as AL is making slow and steady progress. Mass Movements for Adult Literacy will be required to expedite the progress and to achieve the target.
- According to the Literacy Gender Parity Index (LGPI) and the Gender Parity Index (GPI) at the primary school level, Gender Parity and Equality is not an issue in EFA.
- The Quality of Education (QE) targets are achieved but studies indicate that more efforts are needed to improve QE in ECCE, Basic Education (BE), TVET, and AL.
- Education Management Information System (EMIS), which is one of the National EFA Goals as well as one of the EFA Strategies, needs strengthening. The comprehensive

EMIS and database is necessary to identify disparities and monitor EFA progress in ECCE, BE, TVET, AL and QE more accurately with sufficient disaggregated data.

It is generally accepted that poverty is a major challenge for Myanmar and a main barrier to education. About 70% of the population lives in rural areas and the country's poverty incidence is 26%. It is encouraging to note that the government has adopted the Rural Development and Poverty Alleviation Strategy, which reaffirmed the commitment to lower poverty levels from 26% to 16% by 2015. In line with the Framework for Economic and Social Reform (FESR), which was formulated in 2013, educational reforms are being implemented. The government has increased education expenditure since Academic Year (AY) 2011-2012, strived for free and compulsory primary education, and launched free lower secondary education recently. The other major developments and plans related to EFA from 2011 onwards are briefly mentioned below:

- The Early Childhood Care and Development (ECCD) Bill has been enacted and the Multi-sectoral ECCD Policy approved.
- The Education Promotion Implementation Committee (EPIC) and Working Groups have been formed and the Draft National Education Law submitted to the Hluttaw (Parliament).
- Sectoral laws and policies are being drafted.
- The Law on Rights of Persons with Disabilities is drafted.
- The summer adult literacy and youth activities have been accelerated.
- A new Basic Education Curriculum Framework is being formulated.
- A Costed Education Sector Development Plan is going to be developed in 2014 on the basis of findings from the studies and recommendations made by the Comprehensive Education Sector Review (CESR) Phase 1 and Phase 2.
- The basic education structure reform is going to be initiated in AY 2015-2016.
- Free upper secondary school education is planning to be implemented in AY 2015-2016.
- An Institute of Social Sciences is planning to be established and a Diploma Programme in ECCD is going to be offered in 2015.

The key recommendations are to enhance quality of education through sufficient inputs and quality assurance, and to reduce disparities in terms of geographical location and socioeconomic status. The report also suggests that a new vision for education consisting of quality, equity and efficiency is required for the achievement of EFA goals towards and beyond 2015. In conclusion, the report notes that it is propitious for upcoming education reforms if there is a closer cooperation and collaboration between the government and UN agencies, international community, development partners and NGOs in accordance with the Nay Pyi Taw Accord for Effective Cooperation (2013).

Chapter 1 Introduction

1.1 The Development Context and Priorities of the Country

The Republic of the Union of Myanmar (hereafter ‘Myanmar’ will be used), the largest country (in terms of land area) in mainland Southeast Asia, is a Union of over one hundred and thirty national races who have their own languages and dialects. The major national races are eight in number namely: Bamar, Chin, Kachin, Kayah, Kayin, Mon, Rakhine and Shan. Bamar is the largest group among the national races. The country's official language is Myanmar.

Administratively the country is divided into seven States, seven Regions and one Union Territory (Nay Pyi Taw Council Area). The seven States are mainly inhabited by Chin, Kachin, Kayah, Kayin, Mon, Rakhine, Shan and their respective sub-national races. The seven Regions are largely inhabited by Bamar. These seven States and seven Regions are further divided into districts, townships, towns, wards/village tracts and villages. There are 70 districts, 330 townships, 398 towns, 3,063 wards, 13,618 village tracts and 66,777 villages in Myanmar.¹

The population of Myanmar in 2010-2011 was estimated at 59.78 million and its annual population growth rate was 1.1% in 2011.² Of the total estimated population the male population was 49.7% and the female population was 50.3%. The urban population was 30.7% and the rural population was 69.3%. The population density ranged from 40 per square mile in Chin State to 1,770 per square mile in Yangon Region. The proportion of children aged 0 to 14 was 29.4% while the population in the age groups of 15 to 24 years, 25 to 59 years and 60 years and above were 18.4%, 43.4% and 8.8% respectively.³ The life expectancy in 2011 was 65.⁴

Poverty is a major challenge for Myanmar. Findings from the *Integrated Household Living Conditions Survey in Myanmar (2009-2010)* showed that 26% of the population is living below the national poverty line. Substantial disparities in living conditions exist between rural and urban areas of the fourteen states and regions. Poverty incidence in the rural areas, where nearly two-third of the population resides, is considerably higher than in the urban areas (29% vs.16%). The highest values of poverty incidence are in Chin at 73%, followed by Rakhine (44%),

¹ MIMU (2013). *Place Codes (Pcodes)*, <http://www.themimu.info/place-codes>, Retrieved 3 March 2014.

² Myanmar is going to conduct the first nationwide census from 30 March to 10 April 2014 after the country's last population census taken in 1983.

³ MNPED (2012). *Statistical Yearbook 2011*, Nay Pyi Taw: Central Statistical Organization.

⁴ UNICEF (2013). *Country Statistics*, http://www.unicef.org/infobycountry/myanmar_statistics.html, Retrieved 5 July 2013.

Tanintharyi (33%), Shan (33%) and Ayeyarwady (32%).⁵ Generally, these Regions/States are underdeveloped and deficient in basic infrastructure, transportation, social services and livelihoods. According to the *Human Development Report 2013*, the country's Human Development Index (HDI) in 2011 and 2012 was low at 0.498 and Myanmar was ranked 149 out of 187 countries.⁶

The new government, which was formed in March 2011, has initiated reforms in various sectors. In June 2011, the government introduced a Rural Development and Poverty Alleviation Strategy, which reaffirmed the commitment to lower poverty levels from 26% to 16% by 2015 in line with the Millennium Development Goal (MDG) 1. Development tasks prioritized in the Strategy are agricultural production, rural productivity, micro saving and credit enterprises, rural cooperative, rural socio-economy, rural energy, and environmental conservation.⁷

From time to time, armed conflicts and inter-communal conflicts occur in the border areas of Kachin, Kayin, Rakhine and Shan States, causing Internally Displaced Persons (IDPs) and refugees in and out of the country. IDPs are in need of humanitarian assistance in such important areas as health, nutrition and education. According to UNHCR, the number of IDPs was 430,400 and the number of refugees was 415,343 in January 2013.⁸

The government has formed the Union Peace-making Work Committee (UPWC) since 2012 to negotiate with national race armed groups. Ceasefire/ peace agreements have been made with all of the major armed groups, including Kachin Independence Army (KIA). The government has also established a Central Committee for Implementation of Stability and Development in Rakhine State since 2013 to build community peace and tranquillity in Rakhine State. The Committee has been trying to put an end to the communal violence and ensuring the safety and security of the lives and prosperity of the people in Rakhine.

At the same time, the government, UN agencies, INGOs and NGOs have been providing assistance in terms of shelters, temporary schools, school furniture, education materials, healthcare, water and sanitation, food, paddy seeds, fishing nets and boats, and other necessary items for the welfare of IDPs in the conflict-affected areas.

⁵ MNPED, Sida, UNICEF, and UNDP (June 2011). *Integrated Household Living Conditions Survey in Myanmar (2009-2010) - MDG Data Report*, Yangon.

⁶ UNDP (2013). *Human Development Report 2013-The Rise of the South: Human Progress in a Diverse World*, http://hdr.undp.org/en/media/HDR_2013_EN_complete.pdf, Retrieved 11 July 2013.

⁷ *The New Light of Myanmar*, 20 June 2011, p. 1.

⁸ UNHCR (2013). *UNHCR country operations profile – Myanmar*, <http://www.unhcr.org/cgi-bin/texis/vtx/page?page=49e4877d6>, Retrieved 5 July 2013.

1.2 The Context of Education Development and Education Sector Challenges

In Myanmar, education is included in the key policy priorities formulated by the government and the importance of investment in education is well recognized. Expenditure on education has been increased from 0.7% of GDP in FY 2010-2011 to 2.1% of GDP in FY 2013-2014.⁹ This ratio of government expenditure on education to overall GDP is significant compared to the past ratios of less than 1% of GDP. In FY 2013-14, about two third of the total government budget expenditures in education was spent for basic education and one third for higher education.¹⁰

The basic education curriculum, syllabus and textbooks have been revised to reduce the content overload for teachers and students without affecting its quality. To improve quality of education, it is planned to initiate the basic education structural reform in AY 2015-2016. To develop a quality school curriculum a new curriculum framework is being drafted. Discussion and consultation meetings on reforms in higher education (HE), teacher education (TE), and technical and vocational education and training (TVET) have been organised recently.

The Private School Registration Law was enacted in December 2011. Since then private schools, which follow the national curriculum, are allowed to open officially across the country. In AY 2013-2014 the number of private schools established was 159, most of which were high schools.

There are also some significant developments in Early Childhood Care and Education (ECCE). The Early Childhood Care and Development (ECCD) Bill was enacted in February 2014. The law is mainly concerned with ECCD services for children offered or sponsored by the Department of Social Welfare (DSW) of the Ministry of Social Welfare, Relief and Resettlement (MSWRR) or conducted by other organizations, including the private sector.

Despite educational developments, it is generally accepted that the education sector has challenges to increase net enrolment at different levels and ensure the quality of education by establishing a quality assurance system. Poverty, diverse languages of over one hundred and thirty national races and conflict situations mentioned in the earlier section also create challenges that affect the education sector.

In order to better identify challenges, gaps and strategic options, the government in collaboration with development partners has embarked on a Comprehensive Education Sector Review (CESR) since July 2012. CESR has completed a rapid assessment (Phase 1) and has begun its in-depth

⁹ MOE (March 2014). *CESR Phase-2 Report (Draft)*.

¹⁰ *Ibid.*

studies (Phase 2). Consultations are made with stakeholders in the review process. It is expected that a costed Education Sector Development Plan will be drawn up by the end of 2014 (Phase 3).

It is recognized that education plays a crucial part of reforms in the various sector and the country needs to accelerate pragmatic education reforms. The government has formed an Education Promotion Implementation Committee (EPIC) and eighteen working groups since October 2013 to formulate policies and plans for pragmatic education reforms. The working groups are currently working in the following eighteen areas: 1) ECCD, 2) Monastic Education, 3) Basic Education, 4) TE, 5) Child-centred Education, 6) Non-Formal Education (NFE) and Inclusive Education, 7) Educational Law, 8) Capacity Building for Education Management, 9) Capacity Building and Assessment of Staff, 10) Promotion of Applied Research, 11) Education Facilities, 12) Basic Education Curriculum, 13) HE Curriculum, 14) HE, 15) Health, 16) TVET, 17) Agriculture, Livestock and Forest Education, and 18) Information, Communication and Technology (ICT) Education. At present, the CESR team and the EPIC working groups are collaborating to develop an education reform agenda.

1.3 Major Policies, Strategies and Interventions for Education and Learning

Myanmar's Education Sector Policy is derived from a number of sources which include: 1) Article 28 and Article 366 of the *Constitution of the Republic of the Union of Myanmar* (2008), 2) Vision Statement on Education, 3) Basic Education Objectives (see Annex A), 4) basic education programmes (see Annex A), 5) Myanmar National EFA Goals, and 6) policy guidance on education provided by the Head of State.¹¹

1.3.1 The Constitution of the Republic of the Union of Myanmar (2008)

Article 28 and Article 366 of the Constitution stipulate that:

Article 28. The Union shall:

- (a) earnestly strive to improve education and health of the people;
- (b) enact the necessary law to enable National people to participate in matters of their education and health;
- (c) implement free, compulsory primary education system;
- (d) implement a modern education system that will promote all-around correct thinking and a good moral character contributing towards the building of the Nation.

Article 366. Every citizen, in accord with the educational policy laid down by the Union:

- (a) has the right to education;
- (b) shall be given basic education which the Union prescribes by law as compulsory;

¹¹ MOE (February 2012). *Access to and Quality of Education: Education for All in Myanmar*, Nay Pyi Taw.

- (c) have the right to conduct scientific research explore science, work with creativity and write to develop the arts and conduct research freely in other branches of culture.

1.3.2 The Vision Statement on Education

The vision statement on education is: *‘to create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age.’*

1.3.3 Myanmar National Education for All (EFA) Goals

The six Myanmar National EFA Goals formulated in line with the Long-Term Basic Education Plan, the Dakar EFA Goals and the Millennium Development Goals (MDGs) are as follows:

- Ensure 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
- Improving all aspects of the quality of basic education: teachers, education personnel and curriculum
- Achieving significant improvement in the levels of functional literacy and continuing education for all by 2015
- Ensuring that the learning needs of the young people and adults are met through non-formal education, life skills and preventive education
- Expanding and improving comprehensive early childhood care and education
- Strengthening Education Management Information System- EMIS ¹²

1.3.6 Policy Guidance by the Head of State

President U Thein Sein, Head of State, Myanmar, delivered a speech at the first regular session of Pyidaungsu Hluttaw (Parliament) held on 30 March 2011 and provided guidelines for the education sector. The guidelines described below are adopted as Education policy:

- To implement free, compulsory primary education system
- To increase the enrolment rate in basic education sector
- To nurture new generation as intellectuals and intelligentsia in the human resources development
- To improve capacities of teachers in both basic and higher education sectors
- To utilize teaching aids more effectively
- To upgrade the quality and the socio-economic status of educational personnel
- To provide scholarships, stipends and awards for both locally and internationally
- To promulgate relevant laws for the participation and contribution of private sectors in education services

¹² MOE (March 2003). *Myanmar Education for All National Action Plan*, Yangon.

- To collaborate with international and local organisations including the UN, INGOs and NGOs
- To upgrade education standard to international level

1.4 The Relevance of EFA within the Country Context

The National EFA Goals are one of the key guiding policies in the education sector. The country is making every effort to achieve the National EFA goals by 2015 and it has achieved or likely to achieve many National EFA targets but the targets for universalization of primary education (UPE) are less likely to be achieved (see Chapter 2 for details).

In this regard, Myanmar is striving for free and compulsory primary education. The government has made arrangements to distribute free textbooks to all primary students, provide scholarships to outstanding students and stipends to students from poor families, and construct more schools in border areas and villages. The number of schools, teachers and students has increased dramatically. Compared to 39,100 basic education schools, 216,039 teachers and 6,906,065 students in AY 2001-2002,¹³ there were 43,181 basic education schools (10.4% increase), 281,759 teachers (30.4% increase), and 8,597,348 students (24.5% increase) in AY 2013-2014.¹⁴

To fulfil the educational needs of out-of-school children, Non-Formal Primary Education (NFPE) has been expanded. There were 11 townships and 254 learners in AY 2001-2002, and the number of townships and students became 80 and 7,553 in AY 2013-2014, leading to 627.2% increase in townships and 2873.6% in learners respectively.

Monastic schools also play an important role in EFA as they provide poor children with education, including room and board. The number of students and monastic schools increased 81.0% and 46.3% respectively in 12 years between AY 2001-2002 (145,844 students at 1,028 monastic schools)¹⁵ and AY 2013-2014 (263,996 students at 1,504 schools).¹⁶

¹³ MOE (2014)

¹⁴ MOE (2014). *Education Development in Myanmar*, Nay Pyi Taw, p.3.

¹⁵ MORA (2006), cited in MOE (August 2007). EFA Mid-Decade Assessment Report, Yangon, p. 66.

¹⁶ MORA (2014)

Chapter 2

Tracking Progress

In this chapter the attainment of the National EFA Goals and Targets is assessed along with progress Myanmar has made recently in Early Childhood Care and Education, Universalization of Primary Education, Learning and Life Skills for Young People and Adults, Adult Literacy, Gender Parity and Equality, and Quality of Education.

2.1 Early Childhood Care and Education (ECCE)

National EFA Goal and Targets

The National EFA Goal for ECCE is to ‘expand and improve comprehensive early childhood care and education’ and the National EFA Targets on ECCE for 2010 and 2015 are:

- Increase Gross Enrolment in ECCE programmes by percentage of total population aged 3-5 years to 20% by 2010 and 25% by 2015.
- Increase Percentage of Grade 1 entrants with ECCE attendance to 15% by 2010 and 20% by 2015.¹⁷

Situational Analysis

The focal Ministry of ECCE is the Ministry of Social Welfare, Relief and Resettlement (MSWRR). MSWRR and the Ministry of Education (MOE) are coordinating and cooperating through their focal departments to implement ECCE for children. The focal department of MSWRR for ECCE is the Department of Social Welfare (DSW) and the focal department of MOE is the Department of Educational Planning and Training (DEPT).

In addition to MSWRR and MOE, the Ministry of Health (MOH), UN agencies, INGOs and NGOs, faith-based organizations (FBO), community-based organizations (CBO), foundations, and the private sector play a vital role in providing ECCE in the country. ECCE services are provided primarily through community-based Early Childhood Development (ECD) centres, day-care centres, home visits, mother circles, preschools and school-based preschool classes. The other approaches such as parenting education (PE), alternative parenting education (APE) and play group are also often used in ECCE in Myanmar.

Myanmar has expanded ECCE services considerably. In AY 2005-2006, a total of 7,528 preschools were run by the government, INGOs, NGOs and private organisations.¹⁸ In AY 2013-2014, there were 12,116 community-based ECD centres, day-care centres, mother circles,

¹⁷ MOE (March 2003). *Myanmar Education for All National Action Plan*, Yangon.

¹⁸ MOE (August 2007). *EFA Mid-Decade Assessment Report*, Yangon, p.42.

preschools, and school-based preschool classes operated or organized by the government, INGOs, NGOs, communities, and private organisations, and 480,000 children received ECCE services. Out of these 12,116 ECCE facilities, 3,553 (29.3%) are administered by the government, 4,219 (34.8%) are undertaken by INGOs and NGOs, FBOs, CBOs and foundations¹⁹, 814 (6.7%) are organised by communities and 3,530 (29.1%) are operated in the private sector.²⁰

At present, a total of 5 residential nurseries, 66 preschools and 210 mother circles are under the administration of DSW. Furthermore, 814 self-help preschools in the communities are recognised by DSW and they receive government grants. DSW in collaboration with the Singapore International Foundation has established a Resource Centre for ECCD since 2011 to support professional development of trainers and other preschool personnel.²¹

Under the supervision of MOE, school-based preschool classes have been operating at the primary school level since AY 1998-1999. If space and teachers permit, schools are allowed to open preschool classes, and the number of basic education schools with preschool classes has increased from 6.7% in AY 2011-2012 to 7.4% in AY 2012-2013.²² In AY 2013-2014, approximately 111,000 children aged 3 to 5 years were enrolled at 3,277 basic education schools where preschool classes were opened.²³

As part of the Myanmar Education Consortium Project, World Vision (WV) Myanmar has been implementing a quality ECCD programme to vulnerable children aged 3-5 years in Yangon, Mandalay, Magway, Ayeyarwady Regions and Mon State since 2013. To date, 82 community-based ECCD centres have been established, 266 Management Committee members have received training on ECCD concepts and centre management, 183 ECCD caregivers have received one-month caregiver training, 4,742 parents/guardians participated in awareness and education sessions on parenting practices, ECCD concepts, nutrition and hygiene, and 2,805 children aged 3-5 years are receiving quality ECCD services.²⁴

Save the Children (SC) has been implementing its Early Learning and Transition to the Primary School Programme since 2006. SC has established 774 Centre-based ECCD services and 200

¹⁹ The organisations include Save the Children, Kayin Baptist Convention, Kachin Baptist Convention, Myanmar Baptist Convention, Karuna Foundation (KMSS), Myitta Foundation, Yinthway Foundation, Myanmar Maternal and Child Welfare Association, World Vision and Pyinnya Tazaung.

²⁰ Out of 3,530 private day-care centres and preschools, 234 are registered with DSW.

²¹ DSW (2014)

²² MOE (March 2013). *Comprehensive Education Sector Review Phase (1) Summary Report (Draft)*.

²³ MOE (2014). *Education Development in Myanmar*, Nay Pyi Taw, p. 7.

²⁴ WV (2014)

APE services, and a total of 87,446 children aged 0-5 years (girls-43812, boys-43634) have benefitted. In addition, 2,660 ECCD caregivers and 2,891 PE Facilitators have received training, and 23,367 parents (women-22615, men-752) participated in discussion on PE modules. Moreover, 974 ECCD Management Committees have been formed and 7,924 ECCD Management Committee members (women-2,008, men-5,916) have been trained for the long-term operation of ECCD services in their communities. SC has also supported 1,750 schools for Transitions Curriculum (TC) which benefitted 146,353 students (girls-72,072, boys-74,281).²⁵

Recently, Myanmar has made significant developments in ECCE as follows:

- A set of fifteen core indicators has been developed and the indicators are used as the basis of ECCE quality control.
- The Early Childhood Care and Development (ECCD) Bill was enacted in February 2014. The law is mainly concerned with systematic provision of ECCE services for children aged 0-8 years old, and bylaws are being drafted.
- The multi-sectoral ECCD policy document has been approved by the Cabinet.

Assessment

Achievements made in enrolment targets are recorded as follows: According to the *Myanmar Multiple Indicator Cluster Survey (MICS) (2009-2010)*, 22.9 % (39.1% in urban area vs. 15.9% in rural area) of children aged 36-59 months were attending early childhood education in Myanmar in 2009-2010.²⁶ The enrolment target for 2010 (20%) has been achieved, and the target set for 2015 (25%) is most likely to be achieved.

The same survey found that 39.8% (52.8% in urban area vs. 34.4% in rural area) of children attending Grade 1 had attended preschool in the previous year, and there is no difference between boys and girls. School data collected from 34 townships by MOE in 2013 indicated that 22.5% of Grade 1 students had preschool experience.²⁷ Both findings suggest that the National EFA Target of new Grade 1 entrants with ECCE attendance (15% by 2010 and 20% by 2015) has already been achieved.

On the other hand, findings from MICS indicate that there are disparities in access to ECCE services between rural and urban areas as well as among Regions/States (60.7% in Kayah State vs. 5.4% in Rakhine State).²⁸ The same pattern of disparity was found (76.3% in Kayah State vs.

²⁵ SC (2014)

²⁶ MNPED, MOH and UNICEF (October 2011). *Myanmar Multiple Indicator Cluster Survey (2009-2010)*, Yangon, UNICEF Myanmar, p.42.

²⁷ MICS (2009-2010) is a nationally representative survey, whereas the survey conducted in 2013 covers 10.3% of the 330 townships in the country.

²⁸ *Ibid.*

3.5% in Rakhine State) among Regions/States in a recent survey conducted by MOE and UNICEF in 2013 on ECCE implementation in communities.²⁹ It appears that ECCE services provided by INGOs, NGOs and FBOs are more available in Kayah State than in Rakhine State (see Annex A).

Findings from a baseline study of 181 school-based ECCD facilities on quality standards in 15 townships conducted in 2012 indicated that only 2% of the school-based ECCD facilities meet the fifteen core quality indicators.³⁰ The following findings also suggest that ECCE needs considerable improvement and follow-up support is being provided as necessary:

- 54% of facilities required urgent attention.
- 24% of ECCE teachers were not trained.
- 31% of ECCE centres had sufficient play materials.
- Only 20% of teachers recorded children's developmental progress.
- Only 51% of communities recorded parents' participation.
- 56% of Mother Circles were active.³¹

Although the EFA targets are achieved in ECCE, the enrolment rate is low compared to other countries in the region.³² Preschool teachers are trained according to the curriculum developed jointly by the government, INGOs and NGOs. The training courses are organised by the concerned government departments, INGOs and NGOs respectively. Due to resource limitations, there is no undergraduate or postgraduate ECCE specialisation course at the higher education institutions in Myanmar yet. Much more effort is needed to provide quality ECCE facilities and services with competent teachers/facilitators, expand ECCE services to remote and rural areas for the optimal development of all children and also set up an ECCE Management Information System (EMIS).

To improve ECCE implementation, the Five-Year Strategic Plan (2014-2018) has been drafted. Moreover, MSWRR is planning to open an Institute of Social Sciences and offer a Diploma Programme in ECCD, and MOE is planning to establish a model School-based Preschools in Regions/States.

²⁹ MOE (2014). *CESR Phase- 2 Report (Draft)*, Yangon.

³⁰ The fifteen indicators cover five areas: School and School Environment (5 indicators), Caregivers (5 indicators), Children (3 indicators), Parents and Community Participation (1 indicator) and Management (1 indicator).

³¹ MOE (2012). *Early Childhood Development*, Presentation at UNICEF Annual Review Meeting, MiCasa Hotel, Yangon, 17 December 2012.

³² MNPED and UNICEF (July 2012). *Situation Analysis of Children in Myanmar*, Yangon, p.77.

2.2 Universalization of Primary Education (UPE)

National EFA Goal and Targets for UPE

The National EFA Goal relating to universalization of primary education (UPE) is to ‘ensure 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’ and the EFA targets on UPE are:

- Reduce Gross Intake Rate (GIR) to 105.0 by 2010 and 100.0 by 2015
- Increase Net Intake Rate (NIR) to 96.0 by 2010 and 98.0 by 2015
- Increase Gross Enrolment Ratio (GER) to 98.0 by 2010 and 99.5 by 2015
- Increase Net Enrolment Ratio (NER) to 90.0 by 2010 and 95.0 by 2015
- Increase the Promotion Rates from Grade 1 through Grade 5 respectively: 85.0 by 2010 and 90.0 by 2015, 98.0 by 2010 and 99.0 by 2015; 98.0 by 2010 and 99.0 by 2015, 98.0 by 2010 and 99.0 by 2015, 99.0 by 2010 and 99.0 by 2015
- Increase the Percentage of children having reached at least Grade 5 or equivalent competencies 72.0 by 2010 and 80.0 by 2015
- Increase the Survival Rate to Grade 5 to 83.0 by 2010 and 91.3 by 2015
- Increase the Coefficient of Efficiency (primary) to 94.0 by 2010 and 97.1 by 2015
- Increase current public expenditure in primary education (as a % of GDP) to 0.6 by 2010 and 0.7 by 2015
- Increase current public expenditure in primary education (Per pupil, as a % of per capita GDP) to 4.0 by 2010 and 4.1 by 2015
- Increase public expenditure on primary education (As a % of total public expenditure on education) to 43.0 by 2010 and 45.0 by 2015

Situational Analysis

The existing structure of education in Myanmar is 5:4:2, which is 5 years in primary school, 4 years in lower secondary/middle school and 2 years in upper secondary/ high school, totalling 11 years of schooling.³³ In Myanmar, schooling begins at age 5.

In recent years, the government has increased expenditure on education (from 0.6% of GDP in FY 2009-2010 to 2.1% of GDP in FY 2013-2014)³⁴ and also made arrangements to distribute free textbooks to all primary school students; provide scholarships to outstanding students; and stipends to students from poor families; and construct more schools in villages and border areas. As a result, the number of schools, teachers and students in the formal education system has been increasing year after year (see Table 2.1, Figure 2.1 and Annex C). Figure 2.1 shows the

³³ The existing education structure will be changed from 11 years of schooling to 12 years in the near future.

³⁴ MOE (March 2014). *CESR Phase-2 Report (Draft)*

increased Gross Enrolment Rates at the primary school level between AY 2010-2011 and AY 2012-2013, that is, before and after the provision of free textbooks and exercise books.

At present, there are over forty-three thousand basic education schools in Myanmar, where two hundred and eighty thousand teachers are teaching more than eight and a half million students. Most of the schools (nearly 90%) exist in rural areas of the country.³⁵ Between AY 2007-2008 and AY 2013-2014, the percentage of increased number of schools, teachers and students are 9.6%, 8.6% and 10.8% respectively (see Table 2.1).

Implementation of compulsory primary education was trialled out in pilot townships,³⁶ namely, Kalaw (Shan State), Yetarshi (Bago Region), Zabuthiri (Nay Pyi Taw), Seikkyi Khanaungto (Yangon Region) and Mudon (Mon State) and Maha-Aungmyay (Mandalay Region) in AY 2013-2014.³⁷ These townships were selected according to their location, socio-economic situation and population.

Table 2.1- Number of Basic Education Schools, Teachers and Students (AY 2007-2008 vs. AY 2013-2014)

Sr.No.	No. of Schools, Teachers & Students	AY 2007-2008**	AY 2013-2014*	Increase (%)
1	Basic Education Schools			
	Upper Secondary (High) Schools	1,095	2,795	155.3
	Lower Secondary (Middle) Schools	2,159	3,748	73.6
	Post-Primary and Primary Schools	36,144*	36,638	1.4
	Total	39,398	43,181	9.6
2	Teachers			
	Senior/High School Teachers	23,192	29,068	25.3
	Junior/Middle School Teachers	58,809	71,769	22.0
	Primary School Heads & Teachers	177,331	180,922	2.0
	Total	259,332	281,759	8.6
3	Students			
	High School	657,108	745,946	13.5
	Middle School	2,077,024	2,586,270	24.5
	Primary School	5,042,016	5,265,132	4.4
	Total	7,776,148	8,597,348	10.6

Source- *MOE (2014). *Education Development in Myanmar*, Nay Pyi Taw, p. 3; ** MOE (2014)

Note: 1) See Annex C for data on schools, teachers and students from AY 2007-2008 to AY 2013-2014.

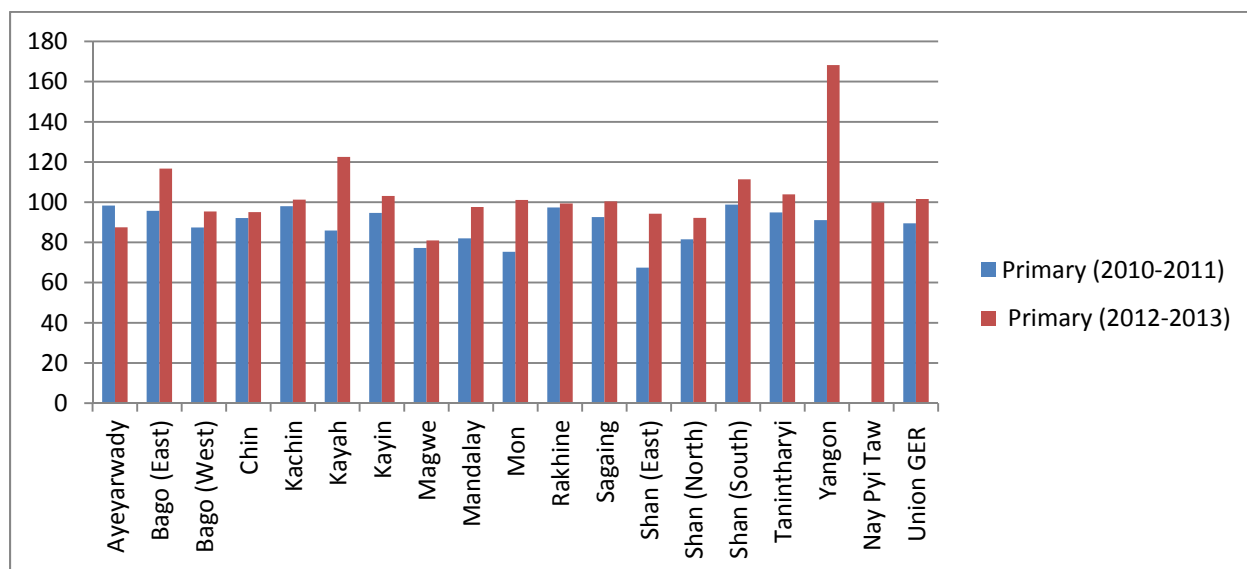
2) High and middle schools in Myanmar usually contain primary level classes: High schools have classes from Grade 1 to Grade 11, and middle schools include classes from Grade 1 to Grade 9.

³⁵ MOE (2012). *Educational Statistics as of 31 March 2012*, Nay Pyi Taw.

³⁶ In Myanmar, village-tracts and wards or towns are organized as township.

³⁷ MOE (2014). *Education Development in Myanmar*, Nay Pyi Taw, p. 4.

Figure 2.1 – Gross Enrolment Rates at the Primary School Level by Academic Year and Region/State (AY 2010-2011 vs. AY 2012-2013)



Source- MOE 2014; Note- Until March 2011, Nay Pyi Taw Council Area was part of Mandalay Region.

More post-primary schools have been opened in the communities where no middle school exists. Post-primary schools are primary schools, which are permitted to officially open middle school classes, except Grade 9, so that students who have completed primary education can pursue lower secondary school education conveniently in their community. In AY 2013-2014, there were 6,618 post-primary schools in Myanmar. In addition to the post-primary schools, community or self-help schools are allowed to open as branch schools or affiliated schools of the nearest basic education schools so that primary or lower secondary school graduates do not have to travel a long distance to attend the next higher level classes in a school far from their home, or in the existing congested school located in the community. To date, a total of 5,759 schools, of which 5,466 are branch schools and 293 affiliated schools, have been opened.³⁸

Access to basic education for children who are out-of-school and from poor families is mainly provided through Monastic Education and Non-Formal Primary Education.

Monastic Schools

Monastic schools play an important role in UPE. It is an alternative to the formal education for poor children. Monastic schools follow the basic education curriculum prescribed by the government, and they aim to provide poor children with education, including room and board and enable them to become culturally refined citizens. Monastic schools are under the

³⁸ MOE (2014). *Op.cit.* p.6.

administration of the Ministry of Religious Affairs (MORA), and the focal department for monastic education is the Department for the Promotion and Propagation of the Sasana (DPPS). In addition to MORA, monastic schools are supported by MOE, INGOs, NGOs and well-wishers.

There are more than 1,500 monastic schools in Myanmar, and they are supervised by ‘Sayadaw’, the Head Monk of the respective monastery. The majority (70.5%) of monastic schools provide primary education, and less than one third provide lower secondary education. Between AY 2010-2011 and AY 2013-2014, the percentage of increased number of schools was 9.4% (see Table 2.2). Of the total attendance of 263,996 in AY 2013-2014, 8.0%, 3.4%, 44.7% and 43.9% are novices, nuns, boys and girls respectively. Accordingly, the number of primary school students was the largest (76.7%). Mandalay Region has the largest number of monastic schools and students, and it is the only region with two Monastic High Schools.³⁹

Table 2.2- Number of Monastic Schools by Region/State (AY 2010-2011 vs. AY 2013-2014)

Sr. No.	State/ Region	No. of Schools in AY 2010-2011				No. of Schools in AY 2013-2014 *			
		Primary	Middle	High	Total	Primary	Middle	High	Total
1	Ayeyarwady Region	118	28		146	128	38		166
2	Bago Region	90	35		125	108	48		156
3	Chin State	17	3		20	17	3		20
4	Kachin State	18	2		20	18	6		24
5	Kayah State	7	1		8	6	2		8
6	Kayin State	31	3		34	32	3		35
7	Magway Region	95	33		128	77	44		121
8	Mandalay Region**	241	75	2	318	204	109	2	315
9	Mon State	45	20		65	54	5		59
10	Rakhine State	66	18		84	55	20		75
11	Sagaing Region	152	54		206	157	78		235
12	Shan State	40	16		56	46	20		66
13	Tanintharyi Region	34	12		46	40	16		56
14	Yangon Region	117	56		173	141	57		198
15	Nay Pyi Taw***					20	10		30
	Total	1,071	356	2	1,429	1,103	459	2	1,564
	%	75.0	24.9	0.1	100.0	70.5	29.4	0.1	100.0

Source- MNPED (2012). *Statistical Yearbook 2011*; * MORA (2014).

Note- ** In Mandalay Region, number of primary schools have decreased but the number of middle schools has increased as some primary schools have been upgraded to open as middle schools;

*** Until March 2011, Nay Pyi Taw Council Area was part of Mandalay Region.

³⁹ Historically, Monastic Education played a vital role in education of Myanmar and Mandalay was a city with many monasteries as planned and built by King Mindon when he founded the last royal capital of Myanmar in 1857. Consequently, Mandalay has the largest number of schools opened by monasteries.

Non-Formal Primary Education (NFPE)

Access to primary education for out-of-school, over-aged and poor children is being provided through NFPE. The NFPE Programme was initiated by MOE in collaboration with UNESCO and UNDP in 1998, and it was revitalized in 2008. It has been implemented by the Myanmar Literacy Resource Centre (MLRC)⁴⁰ since AY 2010-2011 with support from MOE, UNICEF and local donors (individual well-wishers, foundations and the private sector). The main purpose of NFPE is to offer a second chance of education to out-of-school children (10-14 years old) who missed the opportunity of completing primary education and who have never attended schools.

Table 2.3 Number of NFPE Townships and Students by Academic Year

Sr. No.	AY	No. of Townships	No. of Students						
			Level 1			Level 2			Grand Total
			Male	Female	Total	Male	Female	Total	
1	2008-2009	5	422	377	799	149	146	295	1,094
2	2009-2010	12	686	575	1,261	479	451	930	2,191
3	2010-2011	20	1,050	1,014	2,064	732	717	1,449	3,513
4	2011-2012	48	2,610	2,178	4,788	2,575	1,648	3,223	8,011
5	2012-2013*	73	2,598	2,066	4,664	2,076	1,969	4,045	8,709
6	2013-2014*	80	2,483	1,663	4,146	1,797	1,610	3,407	7,553

Source- MOE and MLRC (2014)

Note*- The number of NFPE students decreased from 8709 in AY 2012-2013 to 7553 in AY 2013-2014, while the number of townships increased from 73 to 80. In most of the old townships, NFPE has been implemented for more than two years. Generally it is found that the number of out-of-school children of old townships becomes decreasing after implementation of NFPE programme for a certain years there. As a result, the number of NFPE learners decreased in AY 2013-2014.

In NFPE, students are taught at their convenience by basic education school teachers or other trained teachers. NFPE students have convenience in terms of instructional time and venue. NFPE requires two and a half contact hours a day and six days a week. The daily contact hour is delivered at a time most convenient for learners. In other words, when to take daily instructional time is determined based on their convenience. Moreover, NFPE centre takes place at the most appropriate site which is accessible to target learners. The duration of NFPE is 2 years and there are 2 levels in NFPE:

- Level 1 (first year) is equivalent to the lower primary level and

⁴⁰ MLRC was established as NGO in March 2000 with an aim to promote literacy activities in Myanmar. It has implemented NFPE in 80 townships and Extended and Continuous Education and Learning (EXCEL) Project for out-of-school children in 6 townships. Moreover, it provides technical support and training to NFE implementers from different INGOs and NGOs.

- Level 2 (second year) is equivalent to the upper secondary level.

Based on results of the placement test, learners are divided into two groups: Level 1 and Level 2. Students are to study 6 days a week and 42 weeks a year. Since the beginning of AY 2013-2014, instructional time for each day has been increased from 2 hours a day to 2½ hours. The total number of hours for 204 days is 510. After completion of NFPE Level 2, students can join the formal lower secondary school at Grade 6. In AY 2013-2014, a total of 7,553 students participated in NFPE implemented in 80 townships (see Table 2.3). NFPE covered 24.2% of the 330 townships in the country, and reached 12 Regions/States and Nay Pyi Taw in AY 2013-2014 (see Table 2.4). Among the 80 townships, 16 were supported by MOE, 35 by UNICEF, 27 by local donors, and 2 by community members of the two townships respectively.

Table 2.4- NFPE Implementation Townships by Region/State/ (AY 2013-2014)

Sr. No.	State/ Region	Total No. of Townships	No. of NFPE Townships
1	Ayeyarwady Region	26	18
2	Bago Region	28	9
3	Chin State	9	0
4	Kachin State	18	1
5	Kayah State	7	0
6	Kayin State	7	2
7	Magway Region	25	3
8	Mandalay Region	28	3
9	Mon State	10	10
10	Rakhine State	17	2
11	Sagaing Region	37	4
12	Shan State	55	3
13	Tanintharyi Region	10	3
14	Yangon Region	45	14
15	Nay Pyi Taw	8	8
	Total	330	80

Source- MLRC (2014)

Inclusive Education

According to the First Myanmar Basic Disability Survey (2008-2009), the national disability prevalence of Myanmar is 2.32% (1,276,000 persons) out of general population (about 55 million), and one in every two persons with disabilities (PWDs) has never attended schools.⁴¹ Myanmar has initiated Inclusive Education for children who are mentally or physically handicapped, deficient in sight and hearing, or socially excluded and those who have difficulty

⁴¹ DSW and TLMI (Myanmar) (2010). *First Myanmar Basic Disability Survey (2008-2009)*, Nay Pyi Taw.

attending school or who dropped out of school before completion of education. They are accepted in basic education schools as well as in the NFPE programme, at monastic schools in addition to special schools⁴² for the blind and the deaf. In AY 2011-2012, there were 9,738 students with disabilities in basic education primary schools, 11,536 in basic education middle schools, and 47 in basic education high schools.⁴³

Moreover, mobile schools with mobile teachers are opened for children of migrant families living in the places far from basic education schools, in coordination with local authorities and civil society organizations. In AY 2013-2014, 12 mobile schools were opened in Bago Region (West), Magway Region and Rakhine State, where 24 mobile teachers taught 416 children of migrant workers who moved from other Region/State of Myanmar for their livelihoods.⁴⁴

School Feeding

To improve children's access to and retention in primary schools, World Food Programme Myanmar coordinates with MOE, and partners with UNICEF, INGOs and NGOs on school feeding. The school feeding has two separate modalities: 1) In-school Feeding with a daily food snack of fortified high energy biscuits (HEBs), and 2) Take-home Family Rations of rice in severely food-insecure areas in Chin State, Northern Rakhine State, Northern and Southern Shan State, and Magway Region. In-school Feeding provides 58,000 children a daily snack of 75g fortified HEB in school and Take-home Family Ration distributes 10 kg of rice monthly to 174,000 schoolchildren as well as to their 696,000 family members.⁴⁵

Private Schools

The Private School Registration Law was enacted in December 2011. Since then private schools, which follow the national curriculum, have been allowed to open officially across the country in accordance with the Law. To date 159 private schools have been opened in 10 Regions/States and Nay Pyi Taw (see Annex D). Out of 46,665 private school students, the number of high school students is the largest (58.1%), followed by middle school students (27.2%) and primary school students (14.7%). Due to smaller Class Size (about 30 students)⁴⁶ and Student-Teacher Ratio (15:1 on average), private school students receive more personal attention from teachers.

Assessment

⁴² In Myanmar, special education is provided at training schools run by DSW, associations of persons with disabilities, INGOs, NGOs and the private sector.

⁴³ MOE (2014). *Op.cit.*, p.10.

⁴⁴ *Ibid.*

⁴⁵ WFP Myanmar (June 2014). *School Feeding*, Yangon.

⁴⁶ MOE (March 2014). *CESR Phase-2 Report (Draft)*.

Myanmar has made efforts to achieve the National EFA Goal of Basic Education for All Children, focusing on the provision of free and compulsory education at the primary school level and planning towards provision of free secondary education. The number of schools, students and teachers has been increasing, and it will increase more in the near future. Along with formal basic education schools, monastic schools, NFPE and Inclusive Education also support UPE.

As mentioned earlier, the education expenditure as a percentage of GDP increased to 2.1% in FY 2013-2014 from 0.7% in FY 2010-2011, and the government spends about two thirds of its education expenditure in the basic education sector.⁴⁷ MOE has increased 26.3% of its basic education expenditure between FY 2013-14 and FY 2014-2015.⁴⁸ Relatively, the expenditure on primary education has also increased. Compared to the ASEAN member states, however, Myanmar's education expenditure is still low.⁴⁹

Achievements made in UPE are recorded as follows: the current NIR (98.8) shows that the National EFA NIR Target for 2015 (98.0%) has been achieved. According to the *Myanmar Multiple Indicator Cluster Survey (MICS) (2009-2010)*, the majority of children aged 5-9 (90.2%) were attending school in 2009-2010 with little difference between rural and urban areas (93.0% vs. 89.2%) at the primary school level.⁵⁰ The GIR (100.1) in AY 2013-2014 suggests that the country is likely to achieve its National Target (100.0) by 2015. The GER at the primary school level has increased to 100.6 from 89.5 in AY 2010-2011, meaning that more over-aged children are attending primary school (see Figure 2.1). This could be due to the free and compulsory primary education intervention or support provided to primary school students.

The National EFA NER Target for 2015 (95.0%) has yet to be achieved, compared to the NER (86.4%) in AY 2013-2014 (see Table 2.5). Findings from *MICS* show that although the difference between urban and rural areas is very slight at the primary level, there are disparities in net enrolment by geographical location (Regions/States), economic status of households and education level of mothers.⁵¹ In addition to NER (86.4%), the completion rates of primary, lower secondary and upper secondary levels (73.8, 74.2, and 31.0 respectively) also suggest that there are many school dropouts at each level of education (see Table 2.5). Most school dropout cases are related to economic reasons. Findings from CESR Phase -2 reveal that secondary school students drop out from school because: they do not have interest (32%); they cannot afford to go to school (27%); they have to earn living for family members or to work (21%); and they have

⁴⁷ MOE (March 2014). *CESR Phase (2) Report (Draft)*.

⁴⁸ MOE (2014)

⁴⁹ UNICEF (2013). *Snapshot of Social Sector Public Budget Allocations and Spending in Myanmar*, Yangon, p.36.

⁵⁰ MNPED, MOH and UNICEF (October 2011). *Op.cit*, p.44.

⁵¹ *Ibid*, p.45.

illness (10%). Measures such as the provision of stipends to students from poor families and free textbooks for all lower secondary school students have been taken.⁵²

Table 2.5- Comparison between National EFA Targets and Actual Education Indicators

Sr. No.	Indicator	Target		Actual	
		2010	2015	2010-2011	2013-2014
1	Gross Intake Rate (GIR) of Grade 1	105.0	100.0	100.3	100.1
2	Net Intake Rate (NIR) of Grade 1	96.0	98.0	98.4	98.8
3	Gross Enrolment Rate (GER)-Primary Level	98.0	99.5	89.5	100.6 [#]
4	Net Enrolment Rate (NER)				
	Primary School Level Age (5-9)	90.0	95.0	84.6	86.4 [#]
	Middle School Level Age (10-13)	-	-	47.5	63.5
	High School level Age (14-15)	-	-	31.9	32.1
5	Promotion Rate by Grade				
	Grade 1	85.0	90.0	87.6 [†]	87.5 ^{**}
	Grade 2	98.0	99.0	99.0 [†]	97.1 ^{**}
	Grade 3	98.0	99.0	98.4 [†]	97.1 ^{**}
	Grade 4	98.0	99.0	96.1 [†]	94.4 ^{**}
	Grade 5	99.0	99.0	99.2 [†]	82.7 ^{**}
6	Percentage of Children having reached at least Grade 5 or equivalent competencies	72.0	80.0	73.2 [†]	74.7
7	Completion Rate by Level				
	Primary School Level	-	-	68.6	73.8
	Middle School Level	-	-	65.7	74.2
	High School Level	-	-	30.3	31.0
8	Transition Rate				
	Primary to Middle School level	-	-	80.2	85.7 ^{**}
	Middle to High School level	-	-	90.6	94.6 ^{**}
9	Survival Rate to Grade 5	83.0	91.3	81.3	74.7
10	Coefficient of Efficiency (primary)	94.0	97.1	92.0 [*]	-
11	Student-Teacher Ratio				
	Primary	30:1	30:1	25:1	29:1
	Middle	28:1	27:1	35:1	35:1
	High	-	-	24:1	25:1
12	Current public expenditure in primary education (As a % of GDP)	0.6	0.7	NA	0.6 [#]
13	Current public expenditure in primary education (Per pupil, as a % of per capita GDP)	4.0	4.1	NA	7.1 [#]
14	Public expenditure on primary education (As a % of total public expenditure on education)	43.0	45.0	NA	42.4 [#]

Source- 1) MOE (February 2012). *Access to and Quality of Education: Education for All in Myanmar.*

2) MOE (2014). *Education Development in Myanmar.*

Note- 1) * (AY 2008-2009); † (AY 2009-2010); ** (AY 2011-2012); # (AY 2012-2013)

⁵² MOE (March 2014). *Op.cit.*

- 2) '-' in the Target column = 'It is not included in the National EFA targets but relevant to EFA', e.g., Completion and Transition Rates.

2.3 Learning and Life Skills for Young People and Adults

National EFA Goal and Targets for Life Skills

The National EFA Goal on Life Skills is to 'ensure that the learning needs of young people and adults are met through non-formal education, life skills and preventive education'. However, specific targets on Life Skills are not described in the National EFA Action Plan (March 2003). The following are the National EFA Targets adapted from the *EFA Mid-Decade Assessment Report* (August 2007), p.99:

- Develop Life Skills Education through the formal education system by implementing revised Life Skills primary curriculum nationwide and by incorporating it in the pre-service Teacher Education Programme by 2015.
- Provide Life Skills Education to out-of school youth through the non-formal education system by implementing community-based Extended and Continuous Education and Learning (EXCEL) to 50,000 out-of-school young people in 46 townships by 2015.
- Formulate new policies, guidelines and strategies for Technical and Vocational Education and Training (TVET) by 2015.

Situational Analysis

Through the active participation and involvement of teachers, students, school principals, education officials, parents and community members, MOE in collaboration with UNICEF has implemented the revised Life Skills Education (LSE) as part of the core curriculum at all primary schools (from Grade 1 to Grade 5) in Myanmar since 2006. Teaching of LSE along with History, Geography, Moral and Civics under the subject named 'Social Studies' is being carried out at the primary school level. More than 100,000 primary school teachers and principals, including monastic school teachers, were trained in 2006-2009 to implement LSE successfully. In addition, the pre-service teacher education programme being provided at the 20 Education Colleges has incorporated LSE in the curriculum to train prospective teachers since 2007.

The Secondary School LSE Curriculum is in the process of implementation at all lower and upper secondary schools as a compulsory co-curricular subject in Myanmar. With over 10,000 trained secondary school teachers, the implementation of the revised LSE curriculum at the lower secondary level (Grades 6, 7 and 8) has begun nationwide since 2013. The lower and upper secondary LSE curriculum (Grades 9, 10 and 11) has been revised and the LSE training of upper secondary school teachers is now in progress. By 2015, the implementation of revised LSE curriculum will cover all upper secondary schools in Myanmar.

The LSE curriculum is designed to cover health and social topics, which are important and relevant to the age and grade level of children and young people. The lesson activities promote the development of knowledge and skills that can be applied in real life situations such as communication, coping with emotions and stress, critical thinking, decision-making, problem solving and so on. The Primary School LSE Curriculum, revised in 2004-2005, has five thematic areas: Social Skills, Emotional Intelligence, Healthy Living, Disease and Drug Prevention, and Environmental Education. The lower Secondary School LSE Curriculum (Grades 6, 7 and 8), revised in 2007-2008, has seven thematic areas: Social Skills, Emotional Intelligence, HIV/AIDS and *Sexually Transmitted Infection* (STI), Drug Use, Reproductive Health, and Environment and Sanitation, and Disease Prevention and Nutrition (see Table 2.6).

The completion rates at Primary, Lower Secondary and Upper Secondary School Levels are 73.8, 74.2, and 31.0 respectively in AY 2013-2014. The transition rate from Primary to Lower Secondary School Level is 85.7, and the transition rate from Lower Secondary to High School Level is 94.6 in AY 2013-2014. These data indicated that it is necessary to create learning opportunities for out-of- school youth and adults. In Myanmar, learning opportunities for youth and adults are provided through formal and non-formal education.

Table 2.6 - Revised Life Skills Curriculum at the Primary and Lower Secondary School Levels

Sr. No.	Primary School Level		Sr. No.	Lower Secondary School Level	
	Thematic Area	No. of Lessons		Thematic Area	No. of Lessons
1	Social Skills	24	1	Social Skills	36
2	Emotional Intelligence	8	2	Emotional Intelligence	14
3	Healthy Living	14	3	HIV/AIDS and STI	20
4	Disease and Drug Prevention	16	4	Drug Use	12
5	Environmental Education	12	5	Reproductive Health	18
			6	Disease Prevention and Nutrition	13
			7	Environment and Sanitation	7

Source- MOE (2014)

The upper Secondary School LSE Curriculum (Grades 9, 10 and 11), revised in 2012-13, has five thematic areas for Grade 9, four for Grade 10 and three for Grade 11 (see Table 2.7).

The Extended and Continuous Education and Learning (EXCEL) is a non-formal nine-month LSE programme for out-of-school youth aged 10 to 17 years. The EXCEL programme is supported by MOE and UNICEF. It is currently being implemented by selected NGOs, namely, Border Areas Development Association (BDA), Karen Baptist Convention (KBC), Karuna

Myanmar Social Services (KMSS), Myanmar Literacy Resource Centre (MLRC), Tedim Baptist Convention (TBC), Thiri May Women Development Co-operative Society (TWDC), and Yinthway Foundation (YF). Youth facilitators from communities are trained to deliver the LSE training package in three phases to out-of-school youth in their respective communities. EXCEL activities take place at various convenient places such as schools, homes, churches and temples. The EXCEL content covers a wide range of relevant topics such as personal safety, protection against HIV/AIDS, drug abuse, reproductive health and disease prevention. Since 2011, it has included a prerequisite basic literacy component for illiterate learners.⁵³ (See Table 2.8)

Table 2.7 - Revised Life Skills Curriculum at the Lower and Upper Secondary School

Sr. No.	Thematic Area	No. of Lessons		
		Grade 9	Grade 10	Grade 11
1	Social Skills	5	3	1
2	Emotional Intelligence	5	-	-
3	HIV/AIDS and STI	8	3	2
4	Drug Use	2	1	-
5	Reproductive Health	6	4	3

Source- MOE (2014)

Table 2.8- EXCEL Curriculum Components

	Component 1	Component 2	Component 3
* Basic Literacy Component	1. Self Awareness	1. Self Awareness	1. Self Awareness
	2. Goals and Expectations	2. Reproductive Health	2. Reproductive Health
	3. Important Things in Life	3. Drugs	3. Mental Health
	4. Adolescents and Dangers	4. Self-protection	4. Drugs
	5. Emotional Intelligence	5. HIV/AIDS	5. Diseases
	6. Drugs	6. General Healthcare	6. HIV/AIDS
	7. Self-protection		7. Gender Identity
	8. Friends		8. Communication
	9. Empathy		9. Natural Disasters
	10. Diseases		10. Decision-making and Problem-solving
	11. HIV/AIDS		
	12. Positive Thinking		

Source- DEPT

Note- 1) Each component lasts 3 months. 2) * - Basic Literacy (Myanmar Language and Mathematics) Component is taught 2 days per week and 2 hours per day.

⁵³ MOE (2011). *Community-Based Extended and Continuous Learning (EXCEL) for Out-of-School Children*. Information Sheet, DEPT.

In 2009-2010, the EXCEL programme was implemented in 33 townships with more than 22,000 out-of-school youth.⁵⁴ Between 2006 and 2010, it reached more than 75,000 out-of-school youth.⁵⁵ In 2011–2012, nearly 11,000 out-of-school youth participated in the EXCEL programme in 24 townships. In the following year, 9,500 learners from 21 townships received EXCEL training.⁵⁶ In 2013-2014, EXCEL reached 10,800 learners in 29 townships. Planning is underway to integrate EXCEL with NFPE in the near future.

Regarding TVET opportunities, young people and adults can learn technical skills related to construction, electrical, electronic, and mechanical areas, hotel and tourism, pharmaceutical and nursing, agriculture and livestock breeding, and various vocational skills such as tailoring, food processing, and lacquer-ware making from courses provided by the 20 concerned Ministries, Local and International NGOs, and the private sector. The Ministries are listed below: MOE, MOH, MSWRR, Ministry of Science and Technology, Ministry of Border Affairs, Ministry of Industry, Ministry of Labour, Employment and Social Security, Ministry of Agriculture and Irrigation, Ministry of Environmental Conservation and Forestry, Ministry of Railways Transportation, Ministry of Foreign Affairs, Ministry of Finance and Revenue, Ministry of Defence, Ministry of Communication and Information Technology, Ministry of Cooperatives, Ministry of Hotels and Tourism, Ministry of Transport, Ministry of Culture and Ministry of Sports, and Ministry of Livestock, Fisheries and Rural Development.

After completing the lower secondary education, students who prefer to study technical education can enrol at 36 government technical high schools (GTHS) located across the country. GTHS are under the administration of the Ministry of Science and Technology (MOST). In AY 2013-2014, there were 1,077 first year students and 1,056 second year students, totalling 2,133 students at GTHS in the country.⁵⁷

There are 10 youth training schools in the country and they are under the administration of Department of Social Welfare (DSW), MSWRR. The targets of the youth training schools are vulnerable children and youth aged 8-18 years consisting of orphans; children in conflict with the law; children in armed conflict areas; destitute children; abused, neglected and exploited children; and street children. They are provided basic needs (food, clothing and shelter), health care, basic education, education for youth and vocational training, such as hair cutting,

⁵⁴ MOE and UNICEF (2009-2010). *Quantitative Assessment Study of Extended and Continuous Education and Learning (EXCEL) Project*, Unpublished Report, p.9.

⁵⁵ MNPED and UNICEF (July 2012). *Situation Analysis of Children in Myanmar*, p.87.

⁵⁶ MOE and UNICEF (2014)

⁵⁷ MOST (2014)

carpenters, repairing motor vehicle services, and so on. As of 1 February 2014, 1,399 children and youth are receiving education as well as vocational training at the youth training schools.⁵⁸

For those who are aged 16- 45 years with basic literacy and numeracy skills, there are 7 Home Science Schools located in Myitkyina, Mandalay, Zepingyi, Taungoo, Yangon, Mawlamyine and Patheingyi. The young or adult learners can attend various courses such as cooking, embroidery, knitting, sewing and so on. Training courses are conducted seven times a year. In AY 2013-2014, a total of 6,920 learners participated in the home science training courses.⁵⁹

In addition to the government, INGOs and NGOs are providing basic literacy, life skills and TVET. Regarding TVET for out-of-school children and youth, there is a centre for vocational training (CVT) in Yangon, which offers Education for Youth (E4Y), prevocational education, and vocational training courses in five professional fields: commercial assistant, cabinet maker, metal worker, electrician, and hotel and gastronomy assistant. Out-of-school children/youth (13⁺) receive another chance of learning from E4Y at the CVT, which enables them to take the vocational training courses after completing E4Y. In May 2012, there were 103 students in E4Y and 463 in vocational training courses.⁶⁰

There are other non-formal education programmes for out-of-school children and youth in Myanmar. For instance, the World Vision (WV) Myanmar's Non-Formal Education (NFE) Programme provides second chance learning opportunities for children aged 8 to 18 years who have not been to school before, children who dropped out from primary education or children who cannot access the formal school system to ensure that children attain functional literacy and essential life skills. The curriculum contains basic Myanmar language and basic mathematics. At present, nearly 3,000 out-of-school children are studying at 99 NFE centres located in 25 townships in four Regions (Yangon, Mandalay, Ayeyarwady, and Tanintharyi) and two States (Mon and Kayah).⁶¹

Under the Basic Literacy and Income Generating Activities Project, in January 2014, 96 street children aged 8-15 in Yangon and Bago Regions received primary education including life skills

⁵⁸ DSW (2014)

⁵⁹ DSW (2014)

⁶⁰ CVT Myanmar (undated). *Annual Report 2012/2013*, Yangon: CVT Board Switzerland, http://cvt-myanmar.org/new/images/downloads/en/2013_AnnualReport12-13_EN.pdf, Retrieved 25 March 2014.

⁶¹ WV Myanmar (March 2014)

and handicraft skills through 13 NFE classes with trained facilitators, organised by the Scholarships for Street Kids (S4SK)-Myanmar.⁶²

Since 2008, the Episcopal Commission for Education (ECE) has been implementing its Access to Support Basic Formal Education in the Catholic Church of Myanmar, which provides community teachers trainings, parental awareness for education, leader workshops in rural, mountainous or hillside areas or villages, where basic education schools do not exist. It is estimated that there are about 270 teachers and 7,000 children beneficiaries in the targeted areas in Kachin, Kayah, Kayin and Shan States as well as Pyay and Pathien townships.⁶³

TVET policies and the role of skilled labour have been recognized as vital initiatives raising the country's socio-economic development. TVET is one of the sub-sectors being studied under the CESR process to further strengthen it through new policies and reforms. At the same time it is also under discussion led by the TVET Working Group of the Education Promotion Implementation Committee (EPIC) to formulate new policies and reforms.

Assessment

The nationwide implementation of LSE at the primary and lower secondary school level is a major achievement. Furthermore, the achievement that LSE has been incorporated in the pre-service teacher education programme being offered at the 20 Education Colleges is also significant. Implementation of the EXCEL Programme has also achieved the target to reach 50,000 out-of-school young people in 46 townships by 2015. As Myanmar has been developing new policies, guidelines, and strategies to strengthen TVET, the third target has also been achieved. The draft National Education Law submitted to the Pyithu Hluttaw (Parliament) in March 2014 includes policies relating to TVET in two chapters: TVET Sector and Non-Formal and Informal Education Sector.

A baseline assessment study of LSE conducted in 2012 with a sample of 5,320 lower secondary students from 14 townships indicate that there is a significant increase in knowledge in all the seven thematic areas after learning LSE for one academic year.⁶⁴ Among the seven thematic areas, Emotional Intelligence shows the highest scores with Grade 6 students, Social Skills with Grade 7 students, and Environment and Sanitation with Grade 8 students.

⁶² S4SK-Myanmar (June 2014)

⁶³ ECE (June 2014)

⁶⁴ MOE and UNICEF (2012). *Baseline Study of Life Skills Education at the Lower Secondary Level*, unpublished Report.

According to findings from the study, Reproductive Health is the weakest thematic area with all graders. This could be related to the Myanmar Culture: teachers may find it difficult to teach students such sensitive topics as sexuality and reproductive health. Findings also indicate that students have much more improvement in knowledge than in competency skills.

These findings suggest that it is necessary to develop a continuous professional development programme for teachers, under which they might have more opportunities to learn and practice participatory and interactive teaching methods for better learning outcomes.

In Myanmar, basic literacy skills and technical and vocational training opportunities are being provided for out-of-school children, youth and adults. The issue is how to create opportunities for NFE learners to rejoin or join the formal education or continue to the next higher level of NFE programmes, such as Non-Formal Middle School Education (NFMSE) and TVET, and to find jobs in the formal and informal sectors of employment according to the level and type of skills they have attained.

A stronger network between the concerned government departments, UN agencies, development partners, INGOs, NGOs and the private sector is needed to mobilize necessary human, financial and material resources, and to create systematic and long-term effective learning opportunities for young people and adults in the country.

2.4 Adult Literacy

National EFA Goal and Targets for Adult literacy

The National EFA Goal on Adult Literacy is to ‘achieve significant improvement in the levels of functional literacy and continuing education for all by 2015’ and the targets are as follows:

- Increase Literacy Rate of 15 - 24 years old to 97.0% by 2010 and 99.0% by 2015.
- Increase Adult Literacy Rate to 95.0% by 2010 and 99.0% by 2015.

Situational Analysis

It has been recognised that NFE is one of the focal education programmes in Myanmar and the NFE Unit of the Department of Myanmar Education Research Bureau (DMERB) is responsible for implementation of basic literacy activities. The basic literacy project has been implemented jointly by DMERB and the three Departments of Basic Education (DBEs) since 2008. Achievements of the basic literacy project included the development of the Basic Literacy Training Packages (Level 1- Level 3), the basic teaching-learning materials for language and mathematics which are being used in the adult literacy activities.

Table 2.9- Literacy Rate by Region/State (2012 and 2013)

Sr. No.	Region/State	Literacy Rate (%)	
		2012	2013
1.	Ayeyarwady	99.76	99.82
2	Bago (East)	97.22	97.26
	Bago (West)	99.66	99.71
3	Chin	94.82	94.87
4	Kachin	93.70	93.73
5	Kayah	97.93	97.99
6	Kayin	97.65	97.68
7	Magway	94.82	95.93
8	Mandalay	98.76	98.79
9	Mon	97.55	97.58
10	Rakhine	86.72	86.74
11	Sagaing	96.58	96.61
12	Shan (East)	55.90	55.96
	Shan (North)	75.48	75.51
	Shan (South)	92.59	92.61
13	Tanintharyi	98.84	98.87
14	Yangon	98.79	98.80
	Union Literacy Rate	95.08	95.13

Source- MOE (September 2012). *Report on the Implementation of Literacy Activities in 2012*, DMERB.

MOE (September 2013). *Report on the Implementation of Literacy Activities in 2013*, DMERB.

Note- The census was not conducted for nearly 31 years. It is expected that illiterate population data will be available after results of the 2014 Population and Household Census are published in 2015.

Basic literacy activities are carried out in all States and Regions during the summer holiday (April-May), and learners are assisted by facilitators such as teachers, university students, members of *Myanmar Women Affairs Federation* (MWAF) and *Maternal and Child Welfare Association* (MMCWA), and other local volunteers. Ayeyarwady Region has the highest rate of basic literacy, and Shan State (East), where population disperse widely over the mountainous area, has the lowest basic literacy rate (99.82% vs. 55.9% in 2013), and Rakhine State, where transportation and communication is difficult, has a low literacy rate at 86.7% (see Table 2.9).

The States with low literacy rates and the border areas are given priority to conduct literacy activities. In the States and Regions with high literacy rates, literacy training is mainly focused on the population groups that remain illiterate including those who migrated from other parts of the country. With the technical support of DMERB, the Region/State's authorities prepare a plan for literacy activities in accordance with the local context and implement literacy activities in

their respective States and Regions. In 2013, a total of 212,000 learners participated in literacy activities carried out in 216 out of 330 townships in the country.

The recent Adult Literacy Rate of the country was 95.08% in 2012 and it became 95.13% in 2013 with an increased rate of only 0.05%. The slow progress is related to constraints such as the lack of a separate budget for NFE and insufficient human resources at the focal department, which hinders effective implementation and supervision of adult literacy activities.⁶⁵

In Myanmar, communities are encouraged to establish Community Learning Centres (CLCs) and carry out NFE programmes such as income generation, basic literacy and post-literacy activities for community members targeting out-of-school children, youths and adults. There are 3,077 CLCs in Myanmar⁶⁶, but it is often said that many CLCs are not as active as intended due to low capacities of those managing CLCs and the lack of technical support. Findings from a field survey of 44 CLCs in 11 Regions/States conducted by MOE and Myanmar Education Consortium (MEC) in 2013 revealed that some CLCs are functioning as libraries and some have stopped functioning.⁶⁷

Assessment

The country's Literacy Rate of 15-24 years old was 97.88% in 2013.⁶⁸ Therefore, it is likely to achieve the National EFA Target (99.0%) by 2015. On the other hand, the country's Adult Literacy Rate was 95.13% in 2013 and it seems that the progress is being made at a slow and steady pace (0.05% increase between 2012 and 2013).

It also appears that the National EFA Target for adult literacy is set much higher than it should be. According to the Dakar Framework for Action (April 2000), Myanmar should make 50% improvement in the level of adult literacy by 2015. With reference to its achieved adult literacy rate of 91.0% at that time in 2000, the country set its National EFA Target to reach 99.0% by 2015 with 89% improvement instead of 95.5% with 50% improvement. Thus, it will be hard to achieve the National EFA Target of 99.0% by 2015 unless more concerted efforts are made to mobilize resources and accelerate the implementation of adult literacy activities like the mass movements conducted in Myanmar in 1970s.

It is also important to conduct needs assessment studies of CLCs in Regions/States to provide relevant technical support and build capacities as necessary so that they can, in turn, contribute to the community development and poverty reduction in the country.

⁶⁵ MOE (March 2013). *Comprehensive Education Sector Review Phase (1) Summary Report (Draft)*.

⁶⁶ MOE (2014). *Education Development in Myanmar*, Nay Pyi Taw.

⁶⁷ MOE (March 2014). *CESR Phase-2 Report (Draft)*.

⁶⁸ MOE (2014)

2.5 Gender Parity and Equality

National EFA Goal and Targets for Gender Parity

The National EFA Goal relating to gender parity and equality is to ‘ensure 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.’ The National EFA Target is:

- Increase Literacy Gender Parity Index (GPI) to 0.97 by 2010 and to 0.99 by 2015.

Situational Analysis

Myanmar has a relatively high level of female enrolment as a proportion of all children in school. Generally, there is no gender disparity issue at the primary and secondary school levels as well as in literacy and ECCE.^{69; 70}

Table 2.10- GPI at the Primary School Level by Region/State (2013)

Sr. No.	Region/State	GPI
1	Ayeyarwady	0.95
2	Bago	1.03
3	Chin	0.98
4	Kachin	0.95
5	Kayah	1.03
6	Kayin	1.02
7	Magway	1.01
8	Mandalay	1.00
9	Mon	0.99
10	Nay Pyi Taw	0.93
11	Rakhine	0.92
12	Sagaing	0.99
13	Shan	1.04
14	Tanintharyi	0.99
15	Yangon	0.96
	Union	0.98

Source- DBE 1

The country’s literacy GPI was 0.99 in 2011.⁷¹ At the primary school level, the country’s GPI (0.98 in 2013) suggests that the enrolments of girls and boys are almost the same although there are slight discrepancies in GPI among the Regions/States (see Table 2.10).

⁶⁹ MOE (February 2012). *Access to and Quality of Education: Education for All in Myanmar*, Nay Pyi Taw.

⁷⁰ MNPED, MOH and UNICEF (October 2011). *Op.cit.*, p.42.

⁷¹ MOE (February 2012). *Op.cit.* p.26.

In addition to the gender parity indexes, gender equality should also be taken into account. In the Myanmar Context, no social inequalities can be discerned between men and women or between boys and girls. In teaching- learning situations, boys and girls are generally considered equal.

Assessment

The country's literacy GPI (0.99 in 2011) indicates that the National EFA Target on literacy GPI (0.99 by 2015) has already been achieved. GPI at the primary school level (0.98 in 2013) also shows that equal number of boys and girls are attending primary school. In this regard, Myanmar must maintain a GPI around 1.00 in ECCE, literacy and basic education even beyond 2015.

2.6 Quality of Education

National EFA Goal and Targets for Quality of Education

The National EFA Goals on quality of education are mainly two-fold: to 'ensure 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' and to 'improve all aspects of the quality of basic education: teachers, education personnel and curriculum'. The first National EFA goal on the quality of Education and its related Targets have been presented in the earlier section entitled 'Universalization of Primary Education'. This section focuses on the second National EFA Goal and its related targets. The National EFA Targets are:

- Increase the percentage of school teachers having required academic qualification (Matriculated) to 98.0 in 2010 and 99.5 in 2015.
- Increase the percentage of primary and lower secondary school teachers who have attended certified courses to 98.0 in 2010 and 99.0 in 2015.
- Lower the Pupil Teacher Ratios at the Primary Level to 30:1 from 2010 till 2015 and at the lower secondary level to 28:1 in 2010 and 27:1 in 2015

Situational Analysis

The EFA National Goals on quality of education can be discerned in the 'improvement of the quality of basic education programme' of the Thirty-Year Long-Term Basic Education Development Plan (FY 2001-2002 to FY 2030-2031) of Myanmar. Moreover, it has been recognised that quality of basic education depends on many factors such as teachers' qualifications, competency and professional development, student- teacher ratio, curriculum and textbooks, accessibility and use of instructional materials and infrastructure.

There are 24 teacher education institutions in Myanmar offering pre-service teacher education courses. They are 21 Education Colleges (ECs), 2 Institutes of Education (IOEs), and 1 University for the Development of National Races of the Union (UDNR). For example, ECs

offer a two-year Diploma in Teacher Education (DTEd) course for those who have passed the matriculation examination, and a one-year Diploma in Teacher Education Competency (DTEC) course for university graduates. IOEs offer a five-year pre-service Bachelor of Education (BEd) course for matriculates and a one-year Post-Graduate Diploma in Multi-Media Arts (PGDMA) [Education] for university graduates. The successful student teachers from these teacher education courses, approximately 8,500 a year, are officially appointed as primary and secondary school teachers in basic education schools. For in-service teachers they can pursue their postgraduate studies in education at IOEs and UDNR. At present, all basic education school teachers have the academic qualification which is higher than matriculation and they have attended one or more of the training courses in education such as a short capacity building training, a diploma, a bachelor degree, or a master degree course.

To fulfil the requirement of teachers in basic education primary schools and to keep student-teacher ratio below 30:1, recently 28,053 bachelor degree holders have been appointed as probationary primary school teachers and will be trained during the summer holiday in 2014 to be able to teach in primary schools as permanent primary school teachers.⁷²

A baseline study on Child-Centred Approach (CCA) was conducted in November 2011 with a sample of 182 primary schools from 20 townships. The study found that nearly 80% of the schools were multi-grade without wall or partitions between classes, the classes are overcrowded with insufficient desks and chairs, and school buildings particularly in rural areas are in a poor condition. Findings from Mathematics and Myanmar Language lesson observations in Grade 3 and Grade 5 classes revealed that teachers often used a traditional chalk and talk method, and students spent a great deal of time listening to their teacher's explanation with little opportunity to ask questions, work in pairs or in groups, and share opinions during the lesson.⁷³

To improve the quality of teaching and learning achievement, the government implemented the Strengthening Child-Centred Approach (SCCA) Project Phase 1 and Phase 2 at the primary school level from 2004 to 2011 in 67 townships. Built upon the experience from the SCCA Project, the government has formulated a national CCA project (AY 2012-2013 to AY 2015-2016) to introduce child-centred methodologies in all basic education schools, especially at the primary school level. Training on CCA is being conducted for primary school teachers from all townships phase by phase. To date, 93,580 primary school teachers have been trained in 178

⁷² MOE (2014). *Op.cit*, p. 22.

⁷³ MOE and UNICEF (May 2012). *Baseline Study: Child-Centred Approaches and Teaching and Learning Practices in Selected Primary Schools in Child-Friendly School Focused Townships in Myanmar*, Unpublished Report, pp. 8-9, 12.

project townships.⁷⁴ The training of teachers from the remaining townships is planned as follows: 72 townships in 2014 and 80 townships in 2015. Refresher training will also be conducted in 2015 in the townships, where CCA implementation is identified as weak.⁷⁵

To enhance the quality of teachers as well as to ensure the quality of students, regular inspections of schools are made by the school inspection teams of Region/State, District, and Township education offices twice a year. In order to improve education management and quality of teaching in basic education, the upgrading of 15 Region/State Education Director Offices including Nay Pyi Taw Council Area and 330 Township Education Offices, and the establishment of 60 District Education Offices have been carried out. Essential posts for these offices have been appointed since 2012. According to the new organizational set up, the appointment of 2,531 officers and 11,229 staff has been approved.⁷⁶

In order to develop the capacity in educational management and administration at different levels, capacity building training in school management and administration has been conducted since 2008. In 2008-2011, a total of 1,381 education personnel participated in the 5 capacity building training courses. In December 2013, 600 officers from Region/State Education Director Offices, District Education Offices and Township Education Offices were trained for capacity development in educational management and administration.⁷⁷

It has been identified that the existing basic education curriculum is overloaded with content, and the quality and durability of textbooks is low as they are printed with low-cost newsprint paper according to the budget allotment.⁷⁸ As a result, the curriculum has been reviewed and revised to reduce the overloaded contents without affecting the quality. The percentage of trimmed down content is 20 % in the primary school curriculum, 10 % in the lower secondary school curriculum and 13 % in the upper secondary school curriculum respectively. The textbooks are in the process of printing with good quality paper and better graphic designs. The revised curriculum and the newly printed textbooks with improved quality will be implemented in all basic education schools starting from AY 2014-2015.

The government has constructed more school buildings and renovated schools in poor condition. In 2012-2013, 1,477 new school buildings were constructed, and 2,542 were renovated. Based on

⁷⁴ MOE (2014). *Op.cit*, p. 19.

⁷⁵ MOE (April, 2012). 'Effective Teaching through CCA', *Papers Presented at the National Education Seminar on the Basic Education Sector-2012*, Nay Pyi Taw.

⁷⁶ MOE (2014). *Op.cit*, pp. 21-22.

⁷⁷ *Ibid*, pp. 25.

⁷⁸ MOE (March 2013). *Comprehensive Education Sector Review Phase (1) Summary Report (Draft)*, p.37.

the number of students, the government has provided school grants to all basic education schools for operational costs since AY 2012-2013.

Moreover, UN agencies, JICA, SDC, INGOs, NGOs and individual well-wishers also contribute school buildings and facilities to improve the learning environment in the communities. For example, under the Support for Education in South-Eastern Myanmar (SEE) Project, implemented by Adventist Development Relief Agency (ADRA) Myanmar in collaboration with local education authorities and NGOs in the border areas of Kayin State, Mon State and Tanintharyi Region, learning materials were distributed to 3,396 children and 110 teachers, 16 primary schools were renovated, and 2 primary schools constructed between 2013 and 2014.

The Child Friendly School (CFS) initiative, which began in 2000 with 20 townships, has been expanded to more than 120 townships integrating with CCA to promote access to school in remote areas. Priority for new school reconstruction is given to primary schools with dilapidated facilities and lower indicators in enrolment and completion. The new school buildings incorporate child-friendly features such as adequate toilet and clean water facilities, school furniture, basic school supplies, learning materials for children and a playground. They are expected to improve learning environment for about 6,000 primary school children. It also includes training of teachers and Parent Teacher Associations.⁷⁹

The Monastic Education Development Group (MEDG) has been working on quality of education in monastic schools since 2011, targeting 7 Regions/States, namely, Ayeyarwady, Bago, Kachin, Mandalay, Rakhine, Sagaing and Tanintharyi. To date 553 school principals and administrators have participated in administration and financial management training, 1,408 teachers attended Core Competencies Training to improve their capacity development, 45 schools received toilets and tube wells, and 84 schools obtained small grant for the maintenance of school furniture, renovation of school, improvement of water and sanitation.

To upgrade the basic education curricula and syllabuses to the international level, the curriculum reform at the primary school level has been initiated in Myanmar since 2014. Efforts to strengthen teacher education institutions through capacity building of teacher educators and provision of teaching and learning facilities have also been initiated recently. With the support of the British Council, a two-year project on English Language Proficiency Skills Development will begin from August 2014 and all teacher educators of the teacher education institutions will be receiving training from the 50 English Language Teachers from the United Kingdom.

⁷⁹ UNICEF Myanmar (March 2013). *Improving Learning Environment for Primary School Children in Myanmar*, http://www.unicef.org/myanmar/media_20729.html, Retrieved 15 July 2013.

The Myanmar Boy Scouts and Girl Guides programme, which was dissolved by the Revolutionary Council Government in March 1964, has been reactivated in basic education schools since AY 2012-2013. Students are trained to build good moral characters, develop leadership and team work skills, promote fitness and foster citizenship. To date, more than 9,000 students have been trained as boy scouts and girl guides.

Assessment

The government has been striving to improve access to quality basic education, and Myanmar has achieved the National EFA targets on teacher qualification and training: all basic education school teachers have acquired academic qualifications higher than matriculation, and they have completed attending one or more teacher education and training courses. Another achievement is the student-teacher ratio, which is kept below 30:1 at the primary school level.

Moreover, there are a number of ongoing projects related to the quality of basic education in Myanmar. They are listed along with the number of townships where implementation is carried out: 1) CCA Training in all 330 townships; 2) CFS in 25 townships; 3) Language Enrichment Programme (LEP) in 25 townships; 4) Township Education Management Information System (TEMIS) in 15 townships; 5) School-based In-service Teacher Education (SITE) in 4 townships; 6) Instructional Leadership in 8 townships; 7) Township Education Improvement Planning (TEIP) in 10 townships; and 8) School Head Management in 25 townships.

In partnership with UNICEF, the Multi-Donor Education Fund (MDEF)⁸⁰ supports the Quality Basic Education Programme (QBEP) (2012-2015), which provides the largest contribution to the basic education sector in Myanmar, and also provides significant support for Myanmar's education sector reform. Thus, it is observable that the country has made a great deal of efforts to promote the quality of inputs (teachers, curriculum, textbooks, school building and facilities, teaching aids, etc.) to the basic education system.

It is necessary to ensure the quality of inputs and output/outcomes of the education system such as learning achievements. However, recent studies conducted in Myanmar revealed that the quality inputs are still required in many basic education schools including post-primary, branch, affiliated and rural schools, monastic schools, non-formal education programmes and in the teacher education institutions. Responses given by 5,843 teachers in a survey of secondary schools conducted by CESR in 2013 include: their schools do not have enough desks and chairs for students (54.6%); the classroom space is not wide enough for the number of students in class (49.3%), and their schools need toilets (38.0%).⁸¹ A baseline study of monastic schools

⁸⁰ The Multi-Donor Education Fund (MDEF) comprises Australia, Denmark, DFID (UK AID), the European Union and Norway.

⁸¹ UNICEF Myanmar (March 2013). *Op.cit.*

conducted in 2013 reported that out of randomly selected 127 monastic schools from eight states and regions, 70% have several different classes in the same room, only 60% of classrooms had both chairs and desks for students, and only 29% of schools had a library.⁸² Further efforts are needed to provide quality inputs adequately and on an equity basis considering more support for schools in disadvantaged areas.

In this regard, the establishment of a national quality assurance system and development of appropriate measurement tools is needed in basic education as well as in pre-service and in-service teacher education.

2.7 Summary

Myanmar has made significant achievements and progress to meet the National and Global EFA Goals. However, there are many challenges Myanmar must try to overcome especially to achieve UPE and to ensure the quality of education.

While the majority of students in Myanmar are attending school, only 73.8%, 74.2% and 31% complete the primary, lower secondary and upper secondary school level respectively. To achieve 'Basic Education for All', the national education system needs to strengthen the formal education services and at the same time expand NFPE to more townships and create more alternative NFE opportunities for the out-of-school children and youth including those residing in conflict and disaster prone areas. The Law on Rights of Persons with Disabilities is being drafted and will be implemented once it is enacted. At present, Non-Formal Middle School Education (NFMSE) learning packages are being developed in the country for children who have dropped out from the lower secondary education and those who have completed NFPE.

In trying to improve access to education and the quality of education, capacity building of teachers and education administrators at different levels is essential. The establishment of the quality assurance system is critical to improve the education service delivery and outputs. The provision of quality inputs adequately and on an equity basis is also an important factor to produce quality outputs that could further contribute to the development of the country.

⁸² Burnet Institute and MEDG (2014). *Monastic Schools in Myanmar- A Baseline Study*, Yangon.

Chapter 3

Review of EFA Strategies and Sector Management

This chapter presents national EFA strategies with reference to the recently developed policies/legislation and on-going programmes. Next, it identifies gaps quantitatively in the achievement of National EFA Targets and examines enabling and constraining factors. Finally, it describes best practices and lessons learnt in EFA implementation in Myanmar.

3.1 Assessment of EFA strategies

Myanmar has been implementing the EFA National Action Plan (2003- 2015), which endorses six National EFA Strategies to guide implementation of EFA activities. These strategies are as follows: 1) Developing and expanding child-friendly schools (CFS); 2) Making basic education more accessible to children; 3) Increasing retention and completion rates in schools; 4) Assisting children to develop to their fullest potential; 5) Enhancing literacy and continuing education (CE) through non-formal education (NFE); 6) Modernizing education management and information system (EMIS).⁸³

The country's top priority in the Basic Education Sector is 'Education for All', and all the EFA strategies are reflected in the on-going education plans and programmes such as the Child-Centred Approach (CCA) Project (AY 2012-2013 to AY 2015-2016), the Literacy Project (Yearly), the Comprehensive Education Sector Review- CESR (2012-2014), the Basic Education and Gender Equality Programme- BEGE (2011-2015) and the Quality Basic Education Programme- QBEP (2012-2015). The CESR process is supported by development partners, consisting of ADB, AusAID, BC, Denmark, DFID, EU, GIZ, JICA, MDEF, Norway, UNESCO, UNICEF and World Bank. The BEGE and QBEP Programmes are supported by UNICEF/MDEF.

In addition, a significant large-scale movement on EFA in Myanmar is 'Free and Compulsory Primary Education for All'. Since AY 2011-2012, the government has been providing free textbooks and exercise books to all primary school students and stipends for children from poor families to improve access to education. 'Free Lower Secondary Education for All' will be implemented in AY 2014-2015 and 'Free Upper Secondary Education for All' in AY 2015-2016.

In February 2012, the *Conference on Development Policy Options with Special Reference to Health and Education Sectors* was jointly organised by the government and UN agencies with support from EU. This was followed by an official launching of the Comprehensive Education

⁸³ MOE (March 2003). *Myanmar Education for All National Action Plan (2003-2015)*, Yangon.

Sector Review- CESR (2012-2014) in July 2012, which aims to achieve quality improvement and development of the education sector. CESR focuses on the following areas: 1) Policy, Legislation, Management and Finance; 2) Basic Education; 3) Teacher Education; 4) Non-Formal Education; 5) TVET; 6) Higher Education; and 7) Information and Communication Technology (ICT). Findings from CESR Phase-1 (2012) highlighted the need for policy formulation and educational reform in the country.

Table 3.1- National EFA Strategies, Policy/ Legislation and Implementation

National EFA Strategies	Policy/ Legislation (2008- 2014)	Implementation
1. Developing and expanding CFS	<ul style="list-style-type: none"> The Constitution of the Republic of the Union of Myanmar (2008): Article 28 (c) and Article 366 (b). Paragraph No. 14-29, Chapter 5- Basic Education Sector in the Draft National Education Law submitted by MOE to the Parliament (March 2014). Draft Law on Rights of Persons with Disabilities 	Provision of free textbooks, exercise books and stipends; School grants; Opening more schools in rural and border areas; Expansion of CFS; Implementation of CCA training; curriculum and textbook revision; Monastic Schools, NFPE; Development of NFMSE curriculum and learning packages, etc.
2. Making basic education more accessible		
3. Increasing retention and completion rates		
4. Assisting children to develop to their fullest potential	<ul style="list-style-type: none"> The Early Childhood Care and Development Bill (February 2014) Paragraph No. 11-13, Chapter 5 - Basic Education Sector of the Draft National Education Law mentioned above. Draft Multi-sectoral ECCD Policy (2013) Draft Five-Year Strategic Plan for ECCD (2014-2018) 	Submission of the Draft Multi-sectoral ECCD Policy (2013) to the Cabinet. Development of quality indicators; Expansion and quality improvement of ECCE services; Development and implementation of transition curriculum; Opening pre-school classes at basic education schools
5. Enhancing literacy and CE through NFE	<ul style="list-style-type: none"> Paragraph No. 48-55 under Chapter 8 - Non-Formal and Informal Education Sector of the Draft National Education Law mentioned above. Paragraph No. 38-47 under Chapter 7 – TVET Sector of the Draft National Education Law mentioned above. 	Implementation of adult literacy activities, NFPE, EXCEL, CLCs, etc.
6. Modernizing EMIS	-	Implementation of TEMIS in 25 selected townships

Source- MOE (March 2014). 'A-myoe-thar Pyin-nya-yay U-ba-de Gyan (The Draft National Education Law)', *The Kyaymon Daily*, 16 & 17 March 2014.

Following the Forum for Pragmatic Reform in Education Sector held in October 2013, the Education Promotion Implementation Committee (EPIC)⁸⁴ undertakes policy formulation and identification of reform activities to be carried out urgently in the short term as well as in the long term. The CESR team and the Working Groups are collaborating to develop an education reform agenda that will incorporate the National EFA strategies.

In March 2014, MOE submitted a draft National Education Law to the Pyithu Hluttaw (the Parliament) for approval. NFE has been recognized as one of the important modes of education in the draft National Education Law. These recent developments indicated that the country is moving forward towards the achievement of the National EFA Goals on ECCE, UPE, QBE and Adult Literacy, using the National EFA Strategies. Table 3.1 presents the six National EFA Strategies and the relevant Policies/Legislation, formulated or enacted in 2008-2014, and educational plans/projects activities that are being implemented. As shown in Table 3.1, all National EFA strategies, except EMIS, are reflected in the policies and laws. However, an EMIS project at the township level is being implemented in selected 15 townships.

In Myanmar, there are two main active coordination mechanisms in the education sector: the Education Thematic Working Group (ETWG) and the Joint Education Sector Working Group (JESWG). The first, ETWG, was formed in 2009 and supports national efforts to achieve EFA through coordination and collaboration. It is co-chaired by UNICEF and Save the Children. The members include government departments, NGOs, UN agencies, bilateral and multilateral agencies, community-based organizations, education experts, and practitioners. ETWG has sub-groups and they focus on particular areas such as ECCE, NFE, Basic Education, and Disaster Risk Reduction Education. The second, JESWG, was formed in 2012 and is led by MOE with the partnership support of UNICEF and AusAID as Co-chairs, provides strategic direction to the CESR process. The members include representatives of bi-lateral, multi-lateral, UN agencies, International and local NGOs, and development partners. When natural disasters occur in the country the Education Cluster is activated to provide effective education response to disaster-affected areas.

3.2 Enabling and Constraining Factors

Enabling Factors

The main enabling factor is the government's political will and commitment for political, social and economic development. In the education sector, CESR has been endorsed by the government, and EPIC has been formed by the government. In line with the National EFA

⁸⁴ There is a Special Taskforce, an Advisory Board and 18 Working Groups consisting of experts, academicians, educationists, and education administrators under EPIC.

Strategies, the government has laid the stress on ‘Free and Compulsory Primary Education’. Primary school students are provided free textbooks and exercise books to improve access to education. Since AY 2013-2014, a small grant (1,000 Kyats per head) for stationery has been added to the provision of free textbooks and exercise books to primary school students to help reduce cost of education borne by families to some extent.

As mentioned earlier in Chapter 2, the government has increased educational expenditure every year since AY 2011-2012. More and more schools are constructed or renovated to accommodate more students. Teachers are being trained to apply CFS and CCA methodologies under the National CCA Project and the School-based In-service Teacher Education (SITE) Programme of QBEP. The government also supported NFPE to provide alternative learning opportunities to out-of-school children and youths. Life skills education has been implemented in all basic education schools, as well as for out-of-school children and youths.

The country’s official language is Myanmar. Children of national races whose mother tongue is different from the Myanmar Language have language difficulty in learning. To reduce the language barrier in education, MOE in collaboration with UNICEF has initiated a special Language Enrichment Programme for national ethnic children in Grades 1 to 4. Besides the Myanmar Language, the teaching of national races’ language at out of school hour has been initiated since AY 2013-2014. The textbooks and teacher manuals on some national races’ languages for Grade 1, 2 and 3 have been already developed and used. Literacy activities for young people and adults are carried out every year in all States and Regions. As a result, access to and quality of education has significantly improved more recently than in the past. The previously mentioned efforts could be regarded as enabling factors that have impacted the progress of the EFA implementation in Myanmar.

Table 3.2 presents a list of gaps against the National EFA Targets for 2015. As shown in the table, out of the 27 EFA targets, 9 do not have gap, meaning that they are already achieved, but 7 have small gap, ranging from 0.1 to 2.1, and 11 have big gap, ranging from 2.5 to 16.6. The achieved targets include: ECCE enrolment, NIR and Student-Teacher Ratio in primary education, Life Skills Education and Gender Parity. It is likely that the EFA targets with small gap will be achieved by 2015. However, the 11 targets with big gap, such as NER at the primary school level, the Grade 1 promotion rate and the adult literacy rate, indicate that they are less likely to be achieved by 2015, and further efforts are needed in order to be able to achieve the targets as planned. (See also Chapter 2 for details)

Table 3.2- Gap between National EFA Targets and Achievements

Sr. No.	Indicator	Target	Achieved	Gap
		2015	2013-2014	
1	Gross enrolment (3-5 years old) in ECCE Programme	25.0	22.9**	2.1
2	Percentage of Grade 1 (KG) entrants with ECCE attendance	20.0	22.5	-
3	Gross Intake Rate (GIR) of Grade 1	100.0	100.1	0.1
4	Net Intake Rate (NIR) of Grade 1	98.0	98.4	-
5	Gross Enrolment Rate (GER) at Primary Level	99.5	100.6 [#]	1.1
6	Net Enrolment Rate (NER) at Primary Level	95.0	86.4 [#]	8.6
7	Promotion Rate- Grade 1	90.0	87.5 [*]	2.5
8	Promotion Rate- Grade 2	99.0	97.1 [*]	1.9
9	Promotion Rate- Grade 3	99.0	97.1 [*]	1.9
10	Promotion Rate- Grade 4	99.0	94.4 [*]	4.8
11	Promotion Rate- Grade 5	99.0	82.7 [*]	16.3
12	Percentage of Children having reached at least Grade 5 or equivalent competencies	80.0	74.7	5.3
13	Survival Rate to Grade 5	91.3	74.7	16.6
14	Coefficient of Efficiency (primary)	97.1	92.0 [*]	5.1
15	Student-Teacher Ratio at Primary School Level	30:1	29:1	-
16	Student-Teacher Ratio at Middle School Level	27:1	35:1	8.0
17	Percentage of schoolteachers having required academic qualification (Matriculated)	99.5	100.0	-
18	Percentage of primary and middle schoolteachers who have attended certified courses	99.0	99.0	-
19	Current public expenditure in primary education (As a percentage of GDP)	0.7	0.6 [#]	0.1
20	Current public expenditure in primary education (Per pupil, as a percentage of per capita GDP)	4.1	7.1 [#]	3.0
21	Public expenditure on primary education as a percentage of total public expenditure on education	45.0	42.4 [#]	2.6
22	Implementation of revised Life Skills primary curriculum nationwide and in the pre-service Teacher Education Programme	100.0	100.0	-
23	Implementation of community-based EXCEL to 50,000 out-of-school young people in 46 townships	100.0	100.0	-
24	Development of new TVET policies and guidelines	100.0	100.00	-
25	Literacy Gender Parity Index (GPI)	0.99	0.99 [*]	-
26	Literacy Rate of 15 - 24 years old	99.0	97.9	1.1
27	Adult Literacy Rate	99.0	95.1	3.9

Source-MOE

Note- *(AY 2008-2009); ** (MICS, 2009-2010); *(AY 2011-2012); # (AY 2012-2013)

Achieved;
 Likely to be achieved;
 Yet to be achieved;
 known.

Constraining Factors

Irrespective of small or big gaps so far in the EFA targets, the country is committed to continue striving for the achievement of the National EFA Targets and Goals by 2015. It is therefore necessary to examine constraining factors that might have affected the EFA implementation especially for targets where achievements made have been slow.

The main constraining factors on EFA could be identified as follows: poverty, education expenditure, school culture, curriculum, school building and facilities, and incentive for teachers. In Myanmar 26% of population was living under the national poverty line in 2010.⁸⁵ Due to poverty, most out-of-school children have to support their families by earning money or taking care of younger siblings when parents are at work, or by doing household chores at home. Students and families living in poverty sacrifice education for opportunity costs and children from poor families drop out from formal primary education as well as non-formal primary education.

Another constraining factor is school culture. When taking CCA implementation as an example, findings from the monitoring of training and implementation showed that teachers attained knowledge and concepts well but they were not able to apply child-centred pedagogy adequately in practice.⁸⁶ The training is adapted to provide school level support to help teachers apply knowledge and skills they have learned.

Teachers usually tend to teach how they have been taught at school. Many teachers in Myanmar were taught at school and at the teacher education institutions using traditional methods of teacher-centred teaching. At the workplace, teachers trained in CCA were influenced by senior teachers and colleagues, most of whom apply their familiar ways of teaching. It is likely that school culture imbued with traditional views, beliefs and practices also was conducive to the use of chalk and talk methods and rote learning.

The remaining constraining factors such as education expenditure, curriculum, school building and facilities, and incentive for teachers, are inter-related. The total expenditure on education was very low, less than 1% of GDP until AY 2010-2011. With limited education budget, schools were not so friendly to students and teachers in terms of school buildings, facilities, teaching aids, and the teaching-learning environment.

⁸⁵ MNPED, Sida, UNICEF, and UNDP (June 2011). *Op.cit.*

⁸⁶ UNICEF (2013). *UNICEF Annual Report 2012 for Myanmar, EAPRO*, http://www.unicef.org/about/annualreport/files/Myanmar_COAR_2012.pdf, Retrieved 12 March 2014.

Moreover, the school curriculum was overloaded until AY 2013-2014: teachers had to finish teaching the prescribed syllabus and administer chapter-end tests in time. It was not uncommon that classes were crowded with students in schools located in urban areas, while multi-grade classes exist in rural schools. For teachers, technical support was not available when needed from other teachers or concerned education officers. The teaching-learning environment with insufficient facilities made it hard to implement CCA or CFS. The salary, which has been increased recently, but is still low, when compared to the cost of living, coupled with very few fringe benefits received by teachers meant there were few incentives for them to develop themselves or to take on challenging tasks.

These constraining factors are addressed in policies mentioned in the draft National Education Law, which has been submitted to the Parliament for approval.

3.3 Good Practices and Lessons Learned

Despite the constraints, the concerned government departments, in collaboration with UN agencies, INGOs and NGOs, tried to implement EFA activities through the participation of students, learners, teachers, facilitators, and community members. The Life Skills Education (LSE) and the Non-Formal Primary Education Programme (NFPE) could be taken as two good practices in Myanmar (see Figure 3.1 and Figure 3.2).


In a time of scarce foreign investment and external assistance, major reforms are not really feasible. Regardless of limited resources and external assistance in the past, the country has made progress to the extent that at least nine National EFA targets set for 2015 have so far been achieved and seven nearly achieved with support and cooperation from the local community. It is learnt that when resources are limited the active participation and generous contribution of the community is one of the important enabling factors to achieve the EFA goals.

There are also important lessons learnt. EMIS has been mentioned as one of the National EFA Goals and Strategies (See Chapter 1, section 1.3.3 for the National EFA goals). However, National EFA targets for EMIS was neither included in the National EFA Action Plan nor in the Mid-decade Assessment. As noted in Table 3.1, the draft education policies do not mention EMIS explicitly. The country's EMIS is still weak and data are not yet sufficiently disaggregated and comprehensive enough for educational planning, policy making, and management and administration. Myanmar needs to have a better EMIS, which is essential for monitoring EFA progress in ECCE, UPE, Learning and Life Skills for Youth and Adults, Adult Literacy, Gender Parity and Equality, and Quality of Education.

Although the EFA Secretariat Office exists in the building of the Department of Basic Education No. 1, the role of National EFA Coordinator is relatively dormant. No senior official is designated to coordinate and cooperate effectively with all the concerned Ministries and organizations for the implementation and documentation of EFA activities/progress. Consequently, education stakeholders are not aware of EFA progress in the country and receive little feedback to improve their activities as necessary to meet the EFA Goals by 2015.

Figure 3.1- Life Skills Education (LSE) at School


Life Skills Discussion in Progress




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- LSE is implemented nationwide at 43,000 primary and secondary schools.
- Over 8.5 million students are receiving LSE.
- Baseline studies and needs assessment were conducted for the development of learning materials.
- The content of the learning materials is designed according to learners’ needs, age and grade.
- Monitoring and evaluation is conducted regularly.
- The learning materials are revised as necessary.
- LSE teachers received training facilitated by Master Trainers directly instead of multiplier trainings.
- Studies indicate that students gain knowledge of LSE significantly.

(See Chapter 2, Section 2.3 for more details.)



Primary LSE Textbooks



Lower and Upper Secondary LSE Textbooks

Figure 3.2- Teaching and Learning at NFPE Centre

Learning Circles in Progress



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NFPE is implemented in learning centres as follows:

- Placement of learners is determined based on their performance in placement test prepared by the central level technical team.
- Average teacher pupil ratio is around 1:10.
- Expected learning outcomes have been drawn and provided for each lesson by the technical team.
- Remedial teaching is given to those children who could not achieve the expected learning outcomes.
- Active participation and problem solving skills of learners are emphasized rather than rote learning.
- Completion of each level is determined by considering different aspects including attendance, performance in class work and level end test.
- Level 2 completion certificate is recognized as the completion of primary education.
- After completing Level 2, learners can join Grade 6 of a formal school.

(See Chapter 2, Section 2.2 for more details.)



Naw Aster Htoo

“I’m a student of *Bu Dar* NFPE School, Thaton in Mon State. Actually, I used to live with my parents in Thingankyun Township, Yangon. My father, who had a stroke, is bedridden. My mother, who left home for a job, hasn’t returned home yet. So I had to leave school and stay with my grandfather in Thaton. There I had a chance to continue my education at the NFPE centre. I’ve passed Level 2 and I will try to attend Grade 6 at a basic education school in Thaton. I intend to become a good teacher and nurture students like me.”

Chapter 4

Emerging Challenges and Government Priorities

This chapter identifies developmental challenges that Myanmar is likely to face and review new policy directions in the country's socio-economic development. Furthermore, the implications for future education development and a new vision for education towards and beyond 2015 are discussed with reference to challenges that exist in the education sector.

4.1 Major Emerging Development Challenges

Myanmar is currently on the right track towards a democratic society and socio-economic development. In recognition of its recent political developments the majority of international sanctions have been lifted. Subsequently, there are more opportunities for foreign and local investment and rapid industrialisation. For instance, the enactment of Myanmar Special Economic Zones (SEZ) Law and the establishment of three special economic zones: Dawei SEZ in Tanintharyi Region, Thilawa SEZ in Yangon Region and Kyaukpyu SEZ in Rakhine State will attract increased investment and create job opportunities. Accordingly, the demand for manpower is also increasing and human resource development is essential. It is important for the education sector to be able to produce human resources with relevant knowledge, skills and competencies in accordance with national and international standards in order to work efficiently and effectively.

Myanmar is likely to be affected by rapid industrialisation with increased consumption of and high demand for natural resources and energy. Moreover, many people living in poverty (26% of population) are extremely vulnerable to natural disasters such as droughts, floods, cyclones and extreme weather conditions caused by climate change.⁸⁷ Myanmar is ranked first on the UNOCHA's list of 'most at risk' countries in the Asia-Pacific in 2012 due to its vulnerability to a wide range of natural hazards. Based on historical data, UNOCHA also predicts that medium to large-scale natural disasters are likely to occur every two years in the country.⁸⁸

Armed conflicts and inter-communal conflicts in Kachin, Kayin, Rakhine and Shan States have affected the education and livelihoods of children, young people and adults. Following a series of discussions and negotiations, it is expected that the government and the national race armed groups will be able to sign a nationwide ceasefire agreement in the near future. On the other

⁸⁷ ADB (August 2012). *Myanmar in Transition: Opportunities and Challenges*, Manila.

⁸⁸ UNOCHA Myanmar (undated). *Myanmar: A Country Prone to a Range of Natural Disasters*, http://reliefweb.int/sites/reliefweb.int/files/resources/Myanmar-Natural%20Disaster_Aug%202013.pdf, Retrieved 30 March 2014.

hand, inter-communal conflicts still occur in Rakhine State sporadically. In light of EFA, the children in conflict-affected areas need special attention and support for education.

It is generally accepted that any country or organisation that initiates a change or reform will face difficulties and challenges, particularly if change agents are not well prepared. In Myanmar, the government has accelerated a series of reforms in various sectors for the socio-economic development of the country, which covers public administration, rural development and poverty alleviation. This means that those who will implement reforms from the central to the grass-root levels need capacity development. Due to time and resource constraints, capacity development will be a huge task for the implementation of rapid reforms with success.

As mentioned previously in Chapter 1, 26% of the population is living below the national poverty line and the value of poverty incidence is much higher in the rural areas than in the urban areas.⁸⁹ Moreover, the country's Human Development Index (HDI) is low at 0.498.⁹⁰ All in all, poverty alleviation and rural development, human resource development, capacity development for reforms, disaster risks reduction and conflict prevention could be the major developmental challenges Myanmar has to face.

4.2 New National Policy Directions in Socio-Economic Development

Myanmar is increasingly adopting a participatory policy making approach which provides new opportunities for socio-economic development. The government has been enacting new laws, amending the existing ones and revoking out-of-date laws as necessary to support socio-economic reforms. The country has formulated its first five-year national development plan as well as the National Comprehensive Development Plan so that development partners can better align their aid, support and assistance with the country's development priorities and plans and continue cooperation with the government in its reform process.

In Myanmar, rural and border areas lag behind in development and their socio-economic level is low compared to urban areas. Geographical disparity arises from poor transport, infrastructure and limited economic opportunities. The country's poverty rate is still high, compared with other countries in the region. The government has adopted the Rural Development and Poverty Alleviation Strategy since 2011 and all-round socio-economic development of the people is a priority task. As the country's socio-economic development depends on a stable and sound macro economy, macroeconomic reform is also considered a priority. The strategy entails improved access to quality education, health care and social security.

⁸⁹MNPED, Sida, UNICEF, and UNDP (June 2011). *Op.cit.*

⁹⁰ UNDP (2013). *Op.cit.*

In 2013, the government launched the Framework for Economic and Social Reform (FESR), which includes four policy priorities:

- Sustained industrial development to catch up with global economies;
- Equitable sharing of resources among regions and states and promoting foreign and local investments for regional development;
- Effective implementation of people-centred development to improve education, health and living standards; and
- Reliable and accurate gathering of statistical data and other information for better public policy decisions.

Moreover, the government has identified seven priority areas to implement projects that will directly benefit the people. These seven areas are: electricity, water supply, agriculture development, employment creation, tourism development, financial development and trade and investment development. The government has called for assistance from the international community, UN Agencies, development partners, INGOs and NGOs to support the country's socio-economic development efforts.

4.3 Implications for Future Education Development

The government policies and actions have resulted in good progress in the education sector. Based on findings and recommendations from the CESR Phase 1 (2012), the government has planned to reform the basic education structure to KG+5:4:3 (KG + Grade 1 to Grade 12) in AY 2014-2015 from 5:4:2 (Grade 1 to Grade 11). Preparations have begun for the basic education structure reform and the development of a new curriculum framework, syllabuses, textbooks, teacher manuals and teaching and learning materials. More teachers need to be recruited to meet the increased number of students and grades. More textbooks, teaching-learning materials and school buildings and facilities will be required. This means that the government will have to raise its education expenditure drastically in the near future.

Many education stakeholders in Myanmar are now aware of potential natural disasters and possess knowledge about disaster preparedness. In collaboration with UN agencies, INGOs and NGOs, the government since 2008, after Cyclone Nargis, has provided capacity building training in disaster risk reduction (DRR) education, targeting school principals, teachers and education administrators. Regarding disaster management, schools are expected to prepare school disaster preparedness plans, put them into practice, and make revisions as necessary.

However, schools usually do not have enough time and resources to organise DRR activities due to such factors as tight school schedules for teachers and students, a three-month long summer

holiday and insufficient DRR teaching aids to stimulate students' interest and participation.⁹¹ The number of disaster-resistant schools is still limited and safer school construction with proper maintenance is needed. For the sustainability of education development, it is important to promote three pillars of comprehensive school safety: 1) Safe School Facilities, 2) School Disaster Management, and 3) Risk Reduction Education.⁹²

Peace Education is taught in basic education schools as part of Human Rights Education. Peace Education lessons include benefits of cooperation and coordination among individuals, the importance of being dutiful and right decision-making in cooperation with others and the peaceful mind obtained by helping others. These lessons also cover meaning of peace, methods for getting peace in argument, meaning of forgiveness and tolerance and building peaceful community by living together in harmony.⁹³ At present, only the teacher's guide is available at school. It is also desirable to promote peace education by developing information, education and communication (IEC) materials and organising workshops and seminars.

4.4 A New Vision of Education towards and beyond 2015

In view of the National EFA Goals and strategies, many education projects and activities have been implemented for the development of education sector. While focusing on 'free and compulsory primary education' and 'free lower secondary education' at present, Myanmar will make continued efforts to improve access to quality education in accordance with the basic principles and policies laid down in the new National Education Law when it is enacted.⁹⁴

As mentioned in Chapter 2, the common key issues in EFA include improving the quality of education, enhancing equity to alleviate disparities between the rural and urban areas as well as the poor and the rich, and reducing school dropouts to raise the efficiency of the education system. In order that the education system in Myanmar can reach the National EFA Goals and further contribute towards achieving the national development goals, a new vision of education towards and beyond 2015 would be quality, equity and efficiency in education.

⁹¹ MSWRR (November 2010). *Myanmar National Progress Report on the Implementation of the Hyogo Framework for Action (2009-2011) –Interim*, http://www.preventionweb.net/files/16315_mmr_NationalHFAprogress_2009-11.pdf, Retrieved 14 July 2013.

⁹² SC (2013). *Myanmar Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies*.

⁹³ MOE (May 2012). *Education Development in Myanmar*, Nay Pyi Taw.

⁹⁴ The draft National Education Law was approved by the Pyithu Hluttaw, the lower house of Parliament, on 21 March 2014.

Chapter 5

Conclusions and Recommendations

This chapter briefly presents findings from the assessment of progress Myanmar has made recently in Early Childhood Care and Education, Universalization of Primary Education, Learning and Life Skills for Young People and Adults, Adult Literacy, Gender Parity and Equality, and Quality of Education. Recommendations are also made for future education development.

5.1 Recapitulation of Major Findings and Conclusions

Although some of the National EFA Targets are yet to be achieved all the education indicators show improvement in Myanmar. In ECCE, the enrolment target for 2015 is most likely to be achieved and the target percentage of Grade 1 students who had preschool experience has been already achieved. However, the ECCE enrolment rate is low, compared to other countries in the region. Undergraduate or postgraduate ECCE specialisation courses are not yet available at the higher education institutions in Myanmar.

The education expenditure has been increased significantly in recent years but the percentage of GDP spent on education is still lower than other countries in the region.

Regarding UPE, the country has made progress but the completion rates of primary, lower and upper secondary school levels (less than 75% at the primary/lower secondary school level and 31% at the upper secondary school level) indicate that there is an urgent need to improve access to quality basic education. Monastic schools and Non-Formal Primary Education (NFPE) also play a vital role in UPE. Inclusive education and school feeding support UPE. However, the coverage is still small considering the present completion rates.

For out-of-school children, youth and adults, basic literacy, technical and vocational training opportunities are being provided mainly through NFE. However, creating opportunities for NFE learners to rejoin or join formal education or at least to have informal employment remain challenge. The country's Adult Literacy Rate has been increasing at a slow and steady pace and more concerted efforts are needed. CLCs in the country are in need of capacity development and technical support to be able to implement community development activities.

The nationwide implementation of Life Skills Education (LSE) at the primary and lower secondary school level, the incorporation of LSE in the pre-service teacher education programme, and the implementation of the EXCEL Programme bring a major achievement. The

target on TVET has also been met as Myanmar has drafted and developed new policies, guidelines, and strategies for TVET. However, expansion of access to TVET is needed.

It seems that gender parity and equality is not an issue in ECCE, basic education, NFE and literacy, and both girls and boys are generally considered equal in teaching- learning situations. The country has made a great deal of efforts to promote the quality of inputs to the basic education system (teachers, curriculum, textbooks, school building and facilities, etc.). Attention should be paid to disparities in access to education between rural and urban areas, among Regions/States, and between the poor and the rich according to findings from *Myanmar Multiple Indicator Cluster Survey (2009-2010)* and *Integrated Household Living Conditions Survey (2009-2010)*. Provision of adequate inputs to meet the increased number of students/learners and a quality assurance system to ensure the quality of outputs is needed.

5.2 Key Recommendations for Future Education Development

In order that Myanmar education system can achieve all the National EFA Goals and further contribute towards achieving the national development goals, the education sector reform process is developing policy options to address quality, equity and efficiency issues. Myanmar needs to further increase the education expenditure to implement education reforms and to reach the international standard.

The key recommendations include enhancing quality of education through sufficient quality inputs and quality assurance of outputs and reducing disparities in basic education. To ensure an equitable development and equal access to quality educational services, the following points would be worth considering in implementation of education programmes and activities:

- Quantitative expansion as well as qualitative improvement in the education sector, which covers:
 - Infrastructure and human resource development;
 - Provision and use of Information and Communication Technology (ICT)
- Institutional arrangements and resource mobilization to accelerate the implementation of adult literacy activities and NFE programmes
- Needs assessment studies of CLCs to provide relevant technical support and build capacities as necessary
- Safe School Facilities, School Disaster Management, and Risk Reduction Education for sustainable education development
- Incorporation of peace education in formal, non-formal and informal education programmes
- Use of mass media for public cooperation and participation

- Coordination between the concerned government departments, UN agencies, development partners, INGOs, NGOs and the private sector to mobilize human, financial and material resources, and to create systematic and effective learning opportunities
- Provision of quality inputs (teachers, curriculum, facilities, etc.) to basic education schools, post-primary, branch, affiliated and rural schools, monastic schools, and non-formal education programmes and teacher education institutions
- Supportive supervision at different levels of education
- Systematic data collection, processing and documentation for EMIS
- Establishment of a quality assurance system with relevant tools.

(See also Annex E for Recommendations by CESR Phase-2)

5.3 New Directions for the International Community for Education Development

The government has taken a major step forward with the formulation of education policies and legislation for the education sector development. The CESR process, a collaborative effort of the government and development partners in education, is a watershed in the development of education in Myanmar. As per findings and recommendations made by CESR Phase 1 (2012), the basic education structure reform, the most forward-looking and significant change, is going to take place in AY 2015-2016.

The basic education structure reform will be accompanied by the basic education curriculum and the teacher education curriculum reform. Based on findings from CESR Phase-2 (2013), CESR Phase-3 (2014) will prepare a costed Education Sector Development Plan. There will be a number of education reforms, programmes and projects with priorities for implementation. As a result, UN agencies, development partners, INGOs and NGOs will be able to align their financial and technical assistance with the country's education development priorities and plans and make their development aids more effective.

The First Myanmar Development Cooperation Forum was held in Nay Pyi Taw from 19 to 20 January 2013. At that forum, “Nay Pyi Taw Accord for Effective Development Cooperation” was adopted. Nay Pyi Taw Accord includes both the Government of Myanmar and development partners’ commitments and obligations. It has been recognized that the government’s commitments under Nay Pyi Taw Accord are also in conformity with the current reform processes undertaken by the government. Moreover, there are two coordination mechanisms, ETWG and JESWG, both of which represent the government, UN agencies, DPs, INGOs and NGOs working in the education sector of Myanmar (see Chapter 3, Section 3.1 for more details). In conclusion, Myanmar will have closer cooperation, collaboration and partnerships with UN agencies, DPs, INGOs and NGOs to be able to implement the on-going and upcoming education reforms successfully.

Glossary of Terms

Affiliated School- It is a school attached to the nearest basic education school in the community for students who reside at a distance from the basic education school, and mainly supported by the community.

Alternative Parenting Education (APE) – It is an approach which involves the establishment and training of a ‘mobile ECCD team’ to work in remote communities, where it is too far to travel to receive ECCD services at the centre or difficult to establish ECCD centres. The team has the dual role of working with children to provide regular play and development opportunities as well as working with families and communities on the child development.

Basic Education School- It is a government school under the administration and supervision of the Ministry of Education.

Branch School- It is a school which is attached to the nearest basic education school in the community and supported by the government for students who reside at a distance from the basic education school.

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.

Community Learning Centres (CLCs) - Locally organized educational institutions outside the formal education system for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement in the quality of life.

Community-based ECCD Centres- Community members are empowered through the establishment of strong Management Committees to run the ECCD centres in their respective communities. Special efforts are made to ensure adequate representation on the committees of both mothers and fathers of children attending the ECCD centres.

Continuing Education (CE) - Educational activities which take place after the completion of basic education, to meet the vocational and general educational needs of adults. The terms ‘continuing education’, ‘further education’, ‘life-long education’ and ‘adult education’ are often used as synonyms.

Day-care Centres- A formal or informal set up where children are brought together to be taken care of by a mature adult and where various activities to enhance development of young children are undertaken.

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 such as 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/ECCE- A programme to nurture children of 0 to 8 years old, physically, socially, emotionally, mentally and spiritually. This includes both preschool education (ages 3-5) and under-3 programmes.

Education Management Information System (EMIS) - A formal, institutionalized system of collection, storage, processing, and analysis of quantitative information concerning a wide range of aspects related to the functioning of the education system. It is a network of data collection, storage and analysis units, which are situated at all levels of sector management - all the way from school, via local levels, to the Ministry. It includes sub-systems, such as school mapping and Geographic Information System (GIS), and Decision Support System (DSS).

Educational Personnel- A broad term covering three categories of personnel: Teaching staff, pedagogical personnel directly related to the teaching-learning process, and administrative personnel.

Equity- The extent of disparities in the educational system between, e.g., gender, social groups, family income-level, ethnic groups, urban/rural groups, etc. The smaller the disparities, the higher the degree of equity.

Equivalency Programme- Programmes designed as alternative education programs equivalent to formal education or recognized non-formal education programs.

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.

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, age 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 (e.g. primary) of school, regardless of age, expressed as a percentage of the population of official school entrance age (in Myanmar, age 5+).

Home visit - It is a way of awareness raising and capacity building on Parenting Education (PE) where there is no church, no institution to do PE, and the community is too poor to establish an ECD Centre. Through home visits parents get to know how to raise their children properly and how to take care of their children's development practically and effectively.

Human Development Index (HDI) - Measures the average achievements in a country in three basic dimensions of human development: longevity, knowledge and 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 (IE) - 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.

Internal Efficiency- The degree of efficiency of the flow of pupils through the cycle, expressed as: Promotion rates, repetition rates, dropout rates, or Coefficient of internal efficiency, or Retention rate.

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.

Lifelong Learning- Learning that provides each individual with the means for educating him/herself throughout an entire lifetime.

Literacy Gender Parity Index (LGPI)- The ratio of the female to the male adult literacy rates which measures progress towards gender equity in literacy and the level of learning opportunities available for women in relation to those available to men.

Mother Circle- It is usually comprised of 10 children of 0-3 years old, their parents and a leader, who meet in homes in the community to share health care and parent education with members of the group. The hours are flexible, adjusting to the most convenient time for the mothers and leader. Disadvantaged children from low-income families and rural communities receive ECCE opportunities through the Mother Circle.

Mother Tongue - Language(s) spoken in the home environment as a first language. It is also known as community language.

Net Enrolment Ratio (NER) - The total number of pupils of the official age enrolled in a given level of education (in Myanmar, age 5 - 9 for primary level) expressed as a percentage of the total population of the same age-group.

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 schools, or faith-based schools.

Net Intake Rate (NIR) - The number of new entrants in the first grade of a given level (e.g. primary) of school, at the official school-entrance age (in Myanmar, age 5+) expressed as a percentage of the population of the school entrance age.

Non-Formal Education (NFE) - Organized 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 programs 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.

Out-of-School Children (Youth) - Children or youth of school age who are not enrolled in school because they have never enrolled, or once enrolled, but they have dropped out.

Parenting education (PE) - It gives awareness and information on holistic development of the child and builds capacity of parents on positive parenting practices. It is intended to help kids growing up in loving and supportive homes.

Play Group - Children of the same age group in the community are provided an opportunity to play together once a week or 10 times a month depending on the community’s capacity.

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.

Promotion Rate- The percentage of pupils of a given grade promoted to the next grade in the following school year.

Pupil-Teacher Ratio or Student-Teacher Ratio - The total number of pupils or students per teacher at a given level of education.

Quality of Education- It is 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, equity, health and nutrition, parental and community involvement, and the management of the education system itself.

Repetition Rate- The percentage of pupils of a given grade who remain enrolled in the same grade in the following school year.

Retention Rate- The percentage of a pupil cohort still enrolled in the last year of the cycle.

School- based Preschool- Preschool classes set up to provide comprehensive service delivered by trained caregivers at basic education school to young children of 3-5 years of age to support young children's development and readiness to learn at school.

Self-help School or Community School- It is a school established and run by the community themselves.

Stakeholders- All groups (Government bodies, parent, teacher or employer 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- The 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 the objectives.

Technical and Vocational Education and Training (TVET) - Education responsible for training of middle-level technicians and skilled and semi-skilled manpower.

Transitions Curriculum/Programme- The eight-week Transitions Curriculum offers an effective strategy for children to experience the smooth transitions in their early years of childhood from home and preschool to kindergarten and primary school.

Universal Primary Education (UPE) - 100 percent Net Enrolment Ratio; i.e., enrolment of 100 percent of the children in the primary school-age group.

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Basic Education Objectives and Basic Education Programmes

Basic Education Objectives

The following objectives are set in accordance with the existing Basic Education Law⁹⁵:

- To enable every citizen of Union of Myanmar to become a physical and mental worker well-equipped with basic education, good health and moral character
- To lay foundations for vocational education for the benefit of the Republic 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 further pursuance of university education⁹⁶

Basic Education Programmes

The ten basic education programmes mentioned in the Thirty-Year Long-Term Basic Education Development Plan (2001-2002 to 2030-2031) are:

- Emergence of an education system for modernization and development
- Completion of basic education by all citizens
- Improvement of the quality of basic education
- Opportunity for pre-vocational and vocational education at all levels of basic education
- Providing facilities for e-Education and ICT
- Producing all- round developed citizens
- Capacity building for educational management
- Carrying out basic education activities in collaboration with community
- Expansion of non-formal education
- Development of educational research

⁹⁵ The draft new National Education Law has been submitted to Pyithu Hluttaw (Parliament) for approval.

⁹⁶ MOE (2013). *Education System in Myanmar: Self-Evaluation and Future Plans*, <http://www.myanmar-education.edu.mm/dhel/education-system-in-myanmar/education-law/>, Retrieved 17 July 2013.

Number of Basic Education Schools, Teachers and Students by Academic Year (AY 2007-2008- AY 2013-2014)

Sr. No.	Schools, Teacher, Students	Academic Year						
		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1	Basic Education Schools**							
	Upper Secondary (High) Schools	1,095	1,099	1,119	1,179	1,248	1,343	2,795
	Lower Secondary (Middle) Schools	2,159	2,163	2,171	2,211	2,255	2,245	3,748
	Post-Primary & Primary Schools	36,144	36,159	36,155	36,129	36,219	36,359	36,638
	Total	39,398	39,421	39,445	39,519	39,722	39,947	43,181
2	Teachers							
	Senior/High School Teachers	23,192	22,961	23,806	23,647	27,175	27,200	29,068
	Junior/Middle School Teachers	58,809	59,243	59,897	62,122	68,079	68,057	71,769
	Primary School Heads & Teachers	177,331	179,268	181,666	1,875,777	182,390	184,833	180,922
	Total	259,332	261,472	265,369	273,346	277,644	280,090	281,759
3	Students							
	High School	657,108	651,033	651,643	636,727	650,273	669,056	745,946
	Middle School	2,077,024	2,071,528	2,124,765	2,182,532	2,278,701	2,370,861	2,586,270
	Primary School	5,042,016	5,040,525	5,074,595	5,065,961	5,064,981	5,139,632	5,265,132
	Total	7,776,148	7,763,086	7,851,003	7,885,220	7,993,955	8,179,549	8,597,348

Source- MOE

Number of Private Schools, Teachers and Students by Region/State (AY 2013-2014)

Sr. No.	Region/State & Nay Pyi Taw	Private Schools	Teachers	Students by Level			
				Primary	Middle	High	Total
1	Ayeyarwady Region	6	68	-	77	664	741
2	Bago Region	8	77	-	15	980	995
3	Chin State	-	-	-	-	-	-
4	Kachin State	-	-	-	-	-	-
5	Kayah State	-	-	-	-	-	-
6	Kayin State	2	23	-	4	84	88
7	Magway Region	3	41	42	141	158	341
8	Mandalay Region	46	1,250	-	3,315	4,371	11,213
9	Mon State	1	5	-	-	91	91
10	Rakhine State	-	-	-	-	-	-
11	Sagaing Region	20	272	141	1,243	2,993	4,377
12	Shan State	11	162	653	783	1,811	3,247
13	Tanintharyi Region	1	55	-	575	532	1,107
14	Yangon Region	57	1,183	2,720	5,015	7,866	15,601
15	Nay Pyi Taw	4	79	-	473	705	1,178
	Total	159	3,215	6,871	12,697	27,097	46,665

Source- DBE1, 2 and 3 (2014)

Recommendations by CESR Phase 2

Goal 1. ECCE
<ul style="list-style-type: none"> • Introduce fee free compulsory quality Kindergarten for all 5-year old children.
<ul style="list-style-type: none"> • Capacity development of ECCE service providers
<ul style="list-style-type: none"> • Organise awareness raising of ECCE for parents & ECCE services for children in disadvantaged areas
<ul style="list-style-type: none"> • Initiate school lunch programmes in preschools and KG
Goal 2. UPE
<ul style="list-style-type: none"> • Recruit more teachers who can use regional/local languages in schools in border & remotes areas
<ul style="list-style-type: none"> • Implement special support programmes for children in needs in different forms, e.g. conflict area; children with disabilities, etc
<ul style="list-style-type: none"> • Formulate an overarching language policy
<ul style="list-style-type: none"> • Implement School Lunch/ similar programme
Goal 3. Learning and Life Skills Education for Youth and Adults
<ul style="list-style-type: none"> • Continuous professional development (CPD) programme for LSE teachers
<ul style="list-style-type: none"> • Expand access to TVET through formation of TVET council and enactment of TVET law
<ul style="list-style-type: none"> • Collect and provide labour market information to public and strengthen linkages with training
<ul style="list-style-type: none"> • Produce competent workers from respective sectors that meet skill standards
<ul style="list-style-type: none"> • Provide compulsory pedagogical training for TVET teachers
<ul style="list-style-type: none"> • Establish a research centre for TVET quality assurance
Goal 4. Adult Literacy
<ul style="list-style-type: none"> • Formulate NFE policy
<ul style="list-style-type: none"> • Strengthen NFE Focal Department
<ul style="list-style-type: none"> • Conduct needs assessment of CLCs, provide relevant technical support & build capacities as necessary
Goal 5. Gender Parity and Equality
Goal 6. Quality of Education
<ul style="list-style-type: none"> • Develop a comprehensive curriculum framework
<ul style="list-style-type: none"> • Provide local & overseas training to Curriculum Developers
<ul style="list-style-type: none"> • Evaluate CCA implementation at primary level to improve and expand it to secondary level.
<ul style="list-style-type: none"> • Revise assessment system to avoid rote learning and
<ul style="list-style-type: none"> • Introduce level-wise (primary, middle and high school) completion examinations using standardized tests and a grading system.
<ul style="list-style-type: none"> • Introduce a new private tuition law- practical & useful.
<ul style="list-style-type: none"> • Conduct Monitoring Learning Achievement (MLA) and Early Grade Reading Assessment (EGRA).

<ul style="list-style-type: none"> • Increase the number of school days; teaching hours and class periods of co-curricular subjects.
<ul style="list-style-type: none"> • Create and implement a Pedagogical Support Mechanism to monitor and supervise teachers regularly to improve their teaching practices in schools.
<ul style="list-style-type: none"> • Set minimum standards for different area (class-pupil ratio, toilet-pupil ratio, building standards, etc.).
<ul style="list-style-type: none"> • Support to create good physical environment which meets minimum standards to improve teaching learning situations.
<ul style="list-style-type: none"> • Support for implementation of the school improvement plans.
<ul style="list-style-type: none"> • Establish necessary frameworks to improve the quality of education personnel and offer capacity building courses for them.
<ul style="list-style-type: none"> • Develop a continuous professional development (CPD) system for teachers.
<ul style="list-style-type: none"> • Develop a Quality Assurance System; review and revise current school inspection indicators to cover quality components, and
<ul style="list-style-type: none"> • Offer capacity building courses to promote capacity of inspection teams
<ul style="list-style-type: none"> • Raise the quantity & quality of inspection teams to reach remote schools in areas of difficult transportation.
<ul style="list-style-type: none"> • Form not only internal inspection teams but also external inspection teams
<ul style="list-style-type: none"> • Provide would-be head teachers an effective school management skills training before appointment.
<ul style="list-style-type: none"> • Include “school level financial management” in the management training of head teachers for systematic and transparent management of budget.
<ul style="list-style-type: none"> • Provide funding for a particular development project in each school.
<ul style="list-style-type: none"> • Lay down policy and develop a Master Plan for ICT in the education sector.
<ul style="list-style-type: none"> • Formulate an overarching language policy
<ul style="list-style-type: none"> • Create opportunity for NFPE graduates to continue lower secondary education through FE or Non Formal Middle School Education (NFMSE) or TVET or jobs
<p>EMIS- National EFA Goal & Strategy</p>
<ul style="list-style-type: none"> • To establish an EMIS Master Framework and Database with a view to achieving information which have the quality to overarch the entire education sector.
<ul style="list-style-type: none"> • To strengthen Education Management Information System.

Source-

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