

The Government of the Republic of the Union of Myanmar
Ministry of Education

**Education for All: Access to and Quality of Education in
Myanmar**

**(Conference on Development Policy Options
with Special Reference to Education and Health in Myanmar)
(13-16 February, 2012, Nay Pyi Taw, Myanmar)**

Introduction

1. Since the earliest days, education has been highly regarded in Myanmar. The strong tradition of monastic education has contributed significantly to a high literacy level since the time of the Myanmar kings. Nowadays, education places more emphasis, however, on the formal system with its schools and institutions at primary, secondary and tertiary levels. The Ministry of Education (MOE) and 12 other ministries provide varied and diverse courses for learning in higher education sector, but the MOE is also responsible for the basic education schools for all children.

2. **Our Vision:** "To create an education system that will generate a learning society capable of facing the challenges of the **Knowledge Age**"

3. **Our Motto:** "Building a modern developed nation through education"

Policy Framework and Education Development Plan

4. **The Guidance of the Head of State (10 Points Education Policy):** In March 2011, at the first regular session of Pyidaungsu Hluttaw (parliament) on the 18th day, the Head of State, President U Thein Sein gave guidance to give special focus on the implementation of the following tasks for the upgrading of national education:



- (a) To implement free, compulsory primary education system;
- (b) To increase the enrolment rate in basic education sector;
- (c) To nurture new generations as intellectuals and intelligentsia in the human resources development;
- (d) To improve capacities of teachers in both basic and higher education sectors;
- (e) To utilize teaching aids more effectively;
- (f) To upgrade the quality and the socio-economic status of educational personnel;
- (g) To provide scholarships, stipends and awards both locally and internationally;
- (h) To promulgate relevant laws for the participation and contribution of private sectors in education services;
- (i) To collaborate with international and local organizations including the UN, INGOs and NGOs; and
- (j) To upgrade education standard to international level.

5. **Long-Term Basic Education Development Plan:** To promote greater access to and the quality of Basic Education, the Thirty-Year Long-Term Basic Education Development Plan (2001-02 FY to 2030-31 FY) consisting of six 5- year medium-term plans is being implemented with the following ten broad programs:-

- (a) Emergence of an education system for modernization and development;
- (b) Completion of basic education by all citizens;
- (c) Improvement of the quality of basic education;
- (d) Opportunity for pre-vocational and vocational education at all levels of basic education;
- (e) Providing facilities for e-Education and ICT;
- (f) Producing all-round developed citizens;
- (g) Capacity-building for educational management;
- (h) Broader participation of the community in education;
- (i) Expansion of non-formal education; and
- (j) Development of educational research.

6. Concerning the program - completion of basic education by all citizens, targets have been set as follows:-

- Universal primary education by the end of the first five-year medium-term plan;
- Universal lower secondary education by the end of the third five-year medium-term plan; and
- Universal basic education by the end of long-term plan.

7. **Response to the Millennium Development Goals (MDGs):** The implementation of long-term basic education development plan is being responded to **the following Millennium Development Goal 2 and 3:-**

- (a) MDG 2: "**Achieve universal primary education**" with the target of ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling; and
- (b) MDG 3: "**Promote Gender equality and empower of women**" with the target of eliminating gender disparity in primary and secondary education preferably by 2005, and to all levels of education no later than 2015.

8. **EFA National Action Plan (2003-2015) and Myanmar EFA Goals:** In line with the long-term basic education development plan and based on the framework of the Dakar EFA Goals and also adopting the Millennium Development Goals (MDGs), the Myanmar Education for All-National Action Plan (EFA-NAP) 2003-15 was formulated with the following six goals:-

- (a) Ensuring that significant progress is achieved so that all school-age children have **access** to and **complete *free and compulsory basic education of good quality*** by 2015;
- (b) Improving all aspects of the **quality** of basic education: teachers, education personnel and curriculum;
- (c) Achieving significant improvement in the levels of functional **literacy** and continuing education for all by 2015;
- (d) Ensuring that the learning needs of the young people and adults are met through non-formal education, **life-skills** and preventive education;
- (e) Expanding and improving comprehensive **early childhood care** and education; and
- (f) Strengthening Education Management Information System-**EMIS**

9. **Education Activities in the Framework of Rural Development and Poverty Alleviation Plan (2011-2015):** According to the plan, the following activities are being implemented in the formal education sector:-

- Provision of necessary requirements for all school going-age children in schools in order to achieve cent percent successful implementation of free, compulsory primary education;
- Opening of new schools, appointment of teachers, provision for construction of school buildings, furniture and teaching learning materials for mobile families and the rural areas with low population density;
- Fulfilling necessary regional requirement, constructing the buildings for boarding students and establishment of trust fund in order to reduce educational wastage in primary and lower secondary level;
- Provision of scholarships in lower and upper secondary levels;
- Undertaking the program to ensure access to higher education for all students who passed matriculation exam;

- Provision of necessary requirement for having better school infrastructure, sufficient furniture and teaching learning materials;
- Undertaking activities for getting full capacity/strength of teaching staff, having teacher friendliness, improving socio-economic life of teachers in collaboration with local authority and local people; and
- Encouragement of private sector for participation and contribution in education services.

10. According to the plan, the following activities are being implemented in the non-formal education sector:-

- Undertaking basic literacy program with high momentum to increase adult literacy rate;
- Implementing continuing education which consists of post literacy, income generation and better life programs;
- Opening and expanding CLCs and organizing and mobilizing voluntary staff for CLCs through mass media;
- Implementing continuing education through the integration of village libraries and CLCs; and
- Implementing continuing education in collaboration with UN agencies, INGOs and NGOs.

Activities Implemented under the Guidance of the Head of State

11. According to the guidance of the head of state, the following activities are being implemented:-

- Providing primary school textbooks worth over 1835.51 million kyats in free of charges for over 5 million primary students to initiate free, compulsory primary education;
- Preparing the programs for scholarships and stipends which will be implemented starting from 2012-13AY in basic and higher education sectors; and
- Enacting the private school registration law and developing rules and regulations in coordination with concerned departments to contribute the education services by private sector.

Improving Access to Basic Education

12. **Number of Basic Education Schools, Teachers and Students:** The comparison of the number of basic education schools, teachers and students between 1988 and 2011-12 AY is as follows:

Sr. No.	School, Teacher, Student	1988	2011-12	Increase %
1	Basic education schools			
	High schools	722	2395	231.7
	Middle schools	1696	3163	87.0
	Post-Primary schools	0	6761	
	Primary schools	31329	28968	14.0
	Total	33747	41287	22.3
2	Teachers			
	Senior teacher	11828	26612	124.9
	Junior teacher	44994	67398	49.8
	Primary school head /teacher	116950	184170	57.5
	Total	173772	276180	60.1
3	Students			
	High school level	241355	672394	178.6
	Middle school level	1094844	2332249	113.0
	Primary school level	3903679	5195952	33.1
	Total	5239878	8200595	56.5





13. **Density of Basic Education Schools:** The land area of Myanmar is 261228 square miles and as there is a total of 41287 schools in the whole country, the farthest distance from home to school is 1.43 miles in average. As the school is within acceptable limits, the State has provided adequate accessibility to education.

14. **Expansion of Schools for the Border Area Development:** Since 1989, the number of basic education schools has been increased annually for the border area development. The number of basic education schools, teachers and students in 2011-12 AY are as follows:

(a) Number of basic education schools

(1) High schools	106
(2) Middle schools	91
(3) Primary schools	929
Total	<u>1126</u>

(b) Number of teachers

(1) Senior teacher	1184
(2) Junior teacher	2693
(3) Primary teacher	2614
Total	<u>6491</u>

(c) Number of students

(1) High level	16978
(2) Middle level	69145
(3) Primary level	131156
Total	<u>217279</u>



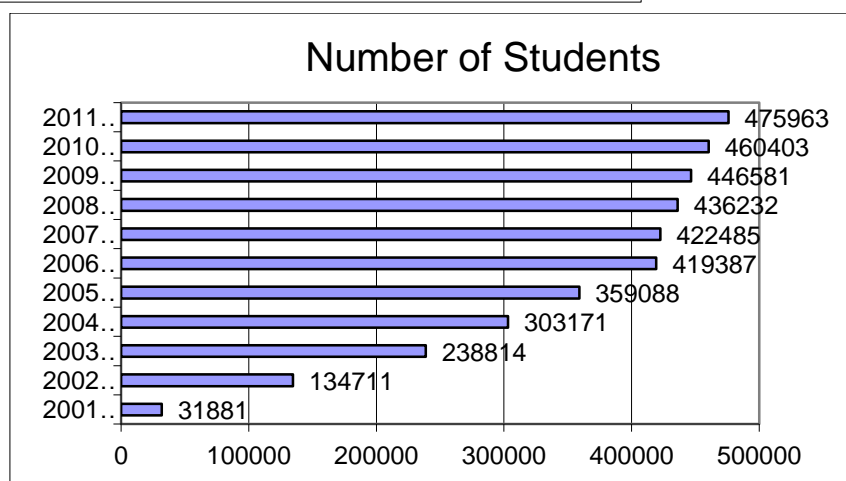
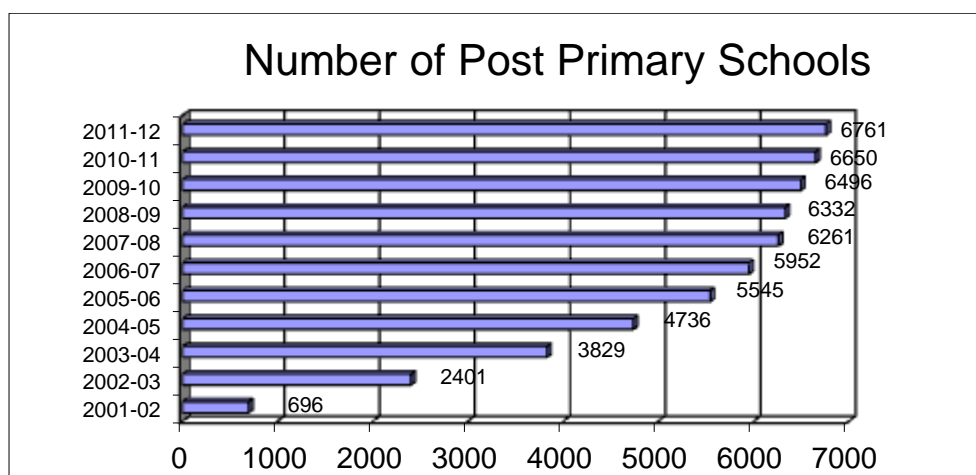
15. **Expansion of Post Primary Schools:** In accordance with the Thirty-Year Long-Term Basic Education Development Plan, aiming at providing opportunities for students who have completed primary education to pursue middle school education conveniently and increasing the transition rate from primary to middle school beginning from the 2001-02 AY, suitable primary schools were upgraded to post primary schools as follows:

- The primary schools situated in the areas where primary school graduates have no opportunity to continue with their studies in the middle schools are upgraded to post primary schools and permitted to add one grade per year up to Grade-8. These schools must have a potential number of students to attend middle school and are in line with other specifications.



- Since 2001-02 AY, primary schools that meet the specifications have been annually upgraded as post primary schools and the number of post primary schools and students are as follows:

No.	AY	No. of Post Primary Schools	No. of Students
1	2001-02	696	31881
2	2002-03	2401	134711
3	2003-04	3829	238814
4	2004-05	4736	303171
5	2005-06	5545	359088
6	2006-07	5952	419387
7	2007-08	6261	422485
8	2008-09	6332	436232
9	2009-10	6424	446581
10	2010-11	6650	460403
11	2011-12	6761	475963



- As a result of opening post primary schools, the transition rate from the primary to middle school level (from Grade-5 to Grade-6) increased from 68.5% in 2001-02 AY to 80.18% in the 2009-10 AY.

16. **Expansion of Branch and Affiliated Schools:** In order to improve access to basic education, the branch and affiliated schools have also been introduced. Especially for the primary school graduates to continue with their studies, the branch and affiliated middle and high schools are opened. Currently, there are 1054 branch high schools, 120 affiliated high schools, 1773 branch middle schools, 338 affiliated middle schools, 1038 branch primary schools and 627 affiliated primary schools, totaling 4950 schools. So, it is a great benefit for primary/middle school graduates for having continuation of their studies by reducing a travel distance.



17. **Opening Pre-school Classes:** For improving access to pre-school education, primary schools with favorable condition for opening pre-school classes have been opened since 1998-99 AY. The number of pre-school classes and pre-school children are as follows:

No	AY	No. of Schools with Pre-school Classes	No. of children
1	2001-02	496	13060
2	2002-03	609	15679
3	2003-04	785	18223
4	2004-05	915	19536
5	2005-06	1416	26312
6	2006-07	1702	35011
7	2007-08	1724	36525
8	2008-09	2013	42327
9	2009-10	2272	50018
10	2010-11	2569	62185
11	2011-12	2567	62942



18. **Undertaking All School-age Children in School Program:** In Myanmar, all school-age children in school project (ACIS) was implemented by the Ministry of Education in collaboration with UNICEF in 1994. Since after 1999-2000 AY, with the aims of reducing the number of over-age students, eliminating non-school going populace, ensuring that all school-age children to attend school and increasing the enrollment rate of primary level students, the last week of May has been designated as the Whole Township Enrollment Week.

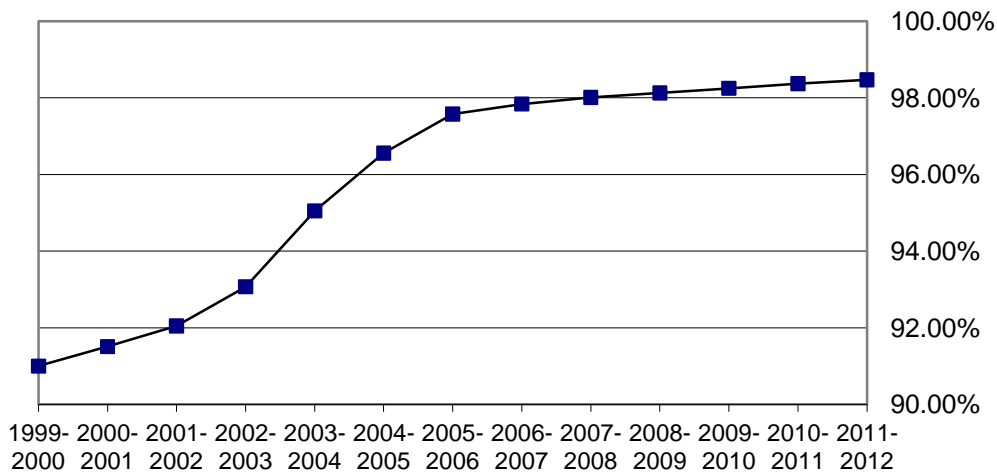
19. Then, starting from 2002-03 AY, the All School-age Children in School Project was initiated and new project townships were designated annually. Responsible persons from regions and states, education personnel, civil society organizations, NGOs and INGOs, well-wishers of education, businessmen and local communities collaborate for the enrollment of all school-age children in schools. All school-age children in school program has been implemented with the following 4 main tasks:-

- Conducting the whole township enrolment activities;
- Supervising for elimination of absentees and dropout;
- Supporting absentees who do not have favorable conditions to attend schools and educating parents; and
- Supervising all primary students to re-enroll school except those who complete primary education.



20. Due to the implementation of above activities and the school enrollment campaigns on a national scale, the intake rates of students aged 5⁺ in Grade 1 have increased since 1999-2000 AY as follows:

No	AY	Increase %
1	1999-2000	91.00
2	2000-2001	91.51
3	2001-2002	92.05
4	2002-2003	93.07
5	2003-2004	95.05
6	2004-2005	96.56
7	2005-2006	97.58
8	2006-2007	97.84
9	2007-2008	98.01
10	2008-2009	98.13
11	2009-2010	98.25
12	2010-2011	98.37
13	2011-2012	98.47



21. In the implementation of All School-age Children in School Project, the Ministry of Education, social organizations, local communities and well-wishers have donated both cash and learning materials such as textbooks, exercise books, and stationary. The annual total amount of donation is as follows:-

No	AY	Donation (kyats in million)
1	2002-2003	290.344
2	2003-2004	565.380
3	2004-2005	898.360
4	2005-2006	668.680
5	2006-2007	693.570
6	2007-2008	689.840
7	2008-2009	815.728
8	2009-2010	1123.510
9	2010-2011	1109.520
10	2011-2012	2709.654

22. **Inclusive Education Program:** To enable every citizen to complete basic education, the Inclusive Education Program was initiated. Children with mental/physical handicaps, those being deficient in sight and hearing, those having difficulty to attend school, those who are members of socially excluded families, and those who dropped out before completion of primary education are accepted in Basic Education Schools and also learning circles under the Non-formal Education Program. In 2010-11 AY, there were 801 disable children in formal schools, 1450 children in special schools for the blind and the deaf, 30 disable students in universities and colleges and 6 disable students in master degree courses.



23. **Opening of Mobile Schools:** Children from mobile schools learn the same curriculum in the same duration as the formal education system. This programme has been implemented in collaboration with local authorities and social organizations. The mobile school teachers have to move along with the children whose parents migrate to a new place for their employment. In 2011-12 AY, there were 27 mobile schools with 1287 students in Bago, Sagaing, Ayeyarwaddy, Magway Regions and Rakhine and Mon States.



24. **Special Program for Over-age Children:** With the aim of further ensuring that all school going-age children in school, a special program for over-age children was implemented in 2003-04 AY at Basic Education Schools. This accelerated program enables children of age 7⁺ or 8⁺ to complete primary education in 3 years and those of age 9⁺ to complete primary education in 2 years.



25. **Monastic Basic Education Schools:** The monastic basic education schools use the formal basic education curriculum and the schooling hour is flexible according to the students' availability. These schools are supervised by the Ministry of Religious Affairs in collaboration with the Ministry of Education. This program is especially beneficial for the marginalized children. In 2010-11 AY, there were a total of 1431 Monastic Schools with 0.215 million students including novices and nuns. These include 1071 Primary, 246 Post Primary, 112 Middle and 2 High Schools. It shows, to some extent, that monastic education is complementary to the formal education system.

26. **Non-Formal Primary Education (NFPE) Programme:** The programme was initiated by the Department of Myanmar Education Research, the Department of Educational Planning and Training, and Yangon Institute of Education under the Ministry of Education in collaboration with UNESCO and UNDP in 1998. In 2000-01 AY, Non-formal Primary Education (NFPE) Project was implemented as a pilot project in some townships. Then, the Departments of Basic Education (DBEs) have taken responsibility to implement NFPE program since 2002-03 AY. This programme is targeted out of school children aged 10-14 in order to get the second chance for learning.

27. Currently NFPE project is being implemented by DBEs in collaboration with non-government organizations. There are 2 levels in NFPE: level-1 is equivalent to Grade-3 and level-2 is equivalent to Grade-5. The duration of NFPE is 2 years and after completion of NFPE, the students can join lower secondary education at Grade-6. UNICEF started to contribute NFPE activities in 5 project townships in 2008-09. In 2011-12 AY, there are 23 NFPE project townships assisted by UNICEF and 25 project townships donated by well-wishers.

28. From 2002-03 AY to 2011-12 AY, the number of project townships, students and learning circles are as follows:-

AY	Townships	Learning Circles	Level-1 Students	Level-2 Students
2002-03	27	-	1238	-
2003-04	36	-	714	237
2004-05	23	-	366	372
2005-06	31	-	500	221
2006-07	23	-	290	219
2007-08	11	-	123	109
2008-09	5	30	799	295
2009-10	12	84	1261	930
2010-11	20	134	2130	1493
2011-12	48	337	5107	4300

29. **Undertaking Non-Formal Education:** Non-Formal Education (NFE) focuses on basic education services for all children, youths and adults. It targets those who have not been reached or completed the primary level by the formal school system in various reasons; for example, those who could not afford schooling or have dropped out of school, as well as those who completed primary school but could not continue further. Out-of-school children and adults need equal opportunity of access to basic education to enable them to participate actively and effectively in national development. The NFE programs in Myanmar include Basic Literacy Program, Post Literacy Program, In-come Generating Program, and Quality of Life Improvement Program. These programs were implemented through 2742 CLCs in 2011.



30. The Number of CLCs in 2011 by Regions and States are as follows:-

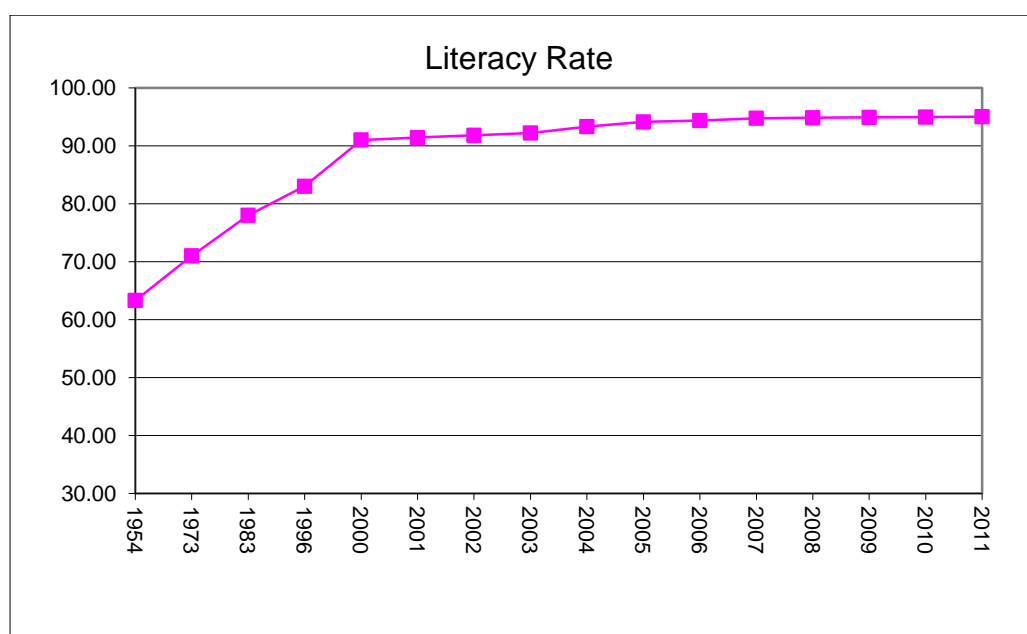
No	Regions/States	CLCs
1	Kachin	44
2	Kayah	4
3	Kayin	20
4	Chin	43
5	Sagaing	518
6	Tanintharyi	165
7	Bago	371
8	Magwe	688
9	Mandalay	216
10	Mon	99
11	Rakhine	27
12	Yangon	7
13	Shan	212
14	Ayeyarwaddy	328
Total		2742

31. **Undertaking Adult Literacy Programmes:** Before 1886, the literacy rate of Myanmar was 85 %. But the literacy rate dramatically fell to 35% in the colonial period. In 1973, the Ministry of Education introduced adult literacy programme of 3Rs (Read, Write and Arithmetic) programme for the illiterates throughout the nation. In every summer holiday, the following adult literacy programmes are carried out:

- (a) Since 1996, summer literacy programmes and 3Rs classes have been opened. Every summer, literacy programmes are undertaken in the Regions and States including border areas, and as a result, the literacy rate of Myanmar rose to 95.01 % in 2011.
- (b) Due to the literacy activities carried out after the post-independent period, the adult literacy rate grew yearly as shown in the following table:

Year	Literacy Rate
Before 1886	85.0
Colonial period	35.0
1954	63.3
1973	71.0
1983	78.0
1996	83.0
2000	91.0
2001	91.4

Year	Literacy Rate
2002	91.8
2003	92.2
2004	93.3
2005	94.1
2006	94.35
2007	94.75
2008	94.83
2009	94.89
2010	94.95
2011	95.01



Ensuring Quality of Basic Education

32. **Introducing Continuous Assessment and Progression System (CAPS):** Under the Continuous Assessment and Progression System, if students do not progress as much as they should, immediate remedial measures can be taken in order to improve learning. As this system is practiced in the majority of countries, the Continuous Assessment and Progression System was piloted in project townships with the collaboration of UNICEF in 1991. Since 1998, CAPS has been introduced up to the middle school level in the whole country.

33. **Adopting Child Centered Approach (CCA):** Child Centered Approach was adopted in order to promote children's creativity, analytical skills, critical thinking, and problem-solving skills. Since 2004-2005 AY, CCA project townships have been expanded to use Child Centered Approach in teaching learning process at the primary level in collaboration with JICA. As the adoption of CCA nation wide, CCA teacher training will be conducted in

phase manner from 2012-13 to 2015-16 AY for the effective use of CCA in teaching and learning process at the primary level throughout the country.



34. **Upgrading Curricula and Syllabuses:** The following actions have been taken to upgrade curricula and syllabuses of the basic education to the international level:

- (a) Since 1998-99 AY, primary education curriculum has been revised and starting from 2000-01 AY, the revised primary curriculum has been implemented. According to the revised primary curriculum, General Studies (natural science, moral and civics, life skills), Aesthetic Education (painting and music), Physical Education and School Activities are added to the lower primary education curriculum. Social Studies (geography, history, moral and civics, life skills), Basic Science, Aesthetic Education (painting and music), Physical Education and School Activities are added to the upper primary education curriculum.
- (b) Syllabuses and textbooks were revised and taught according to the modified curriculum at the high school level in 2000-01 AY and at the middle school level in 2001-02 AY. Physical Education, Aesthetics (painting and music), Moral and Civics, Union Spirit, Life Skills and pre-vocational subjects (industrial arts, agriculture and domestic science) are also taught as co-curricular subjects.
- (c) To modify and upgrade the high school curriculum to the international level, the Seminar on Upgrading Curricula and Syllabuses of the Basic Education High School Level was held in April, 2006. Currently, the modified and upgraded high school curricula and syllabuses have been implemented since 2008-09 AY.
- (d) Lessons on human rights education are taught under Moral and Civics from Grade 6 to Grade 10 and personal hygiene/health education and environmental education are imparted in all basic education schools through various subjects.

35. **Child-Friendly Schools:** Child Friendly School was introduced with support of UNICEF in selected schools in 2001 as an approach to whole-school transformation for school effectiveness, promoting child-right based education principles and practices in the schools. Later, the CFS approach was adopted as a national strategy for increasing access to, and improving quality of education in the Education for All National Action Plan (EFA NAP) in 2003. Since then, CFS has been implemented in all schools in 96 townships throughout the country. The CFS approach promotes inclusive enrolment and participation of all children in the school, effective teaching and learning, and improvement of school environment for healthy and better learning; while carefully considering gender sensitivity and responsiveness in education service delivery, and involving parents and communities in all the efforts for their children. The review of CFS approach in 2009 indicated that many schools demonstrated quality processes and outcomes over three year periods of the effort. For example, learning achievement in Myanmar language increased from 24 to 59%. Despite those promising results, the initiative is being implemented only in selected schools yet, and there is a need to have a national campaign towards CFS in all schools in Myanmar. Apparently mainstreaming CFS principles and practices in the regular training programmes for teachers and education officials at different levels will be a critical endeavor for Myanmar to promote and sustain CFS as a viable strategy for ensuring all children's access to quality education.

36. **Upgrading Teacher Quality:** In order to improve the quality of teachers, teacher training colleges and schools were upgraded to Education Colleges in 1998 and the pre-service training courses have been reintroduced as follows:

- (a) Education Colleges offer Diploma in Teacher Education (DTEd) Course for those who have passed the matriculation examination and Diploma in Teacher Education Competency (DTEC) Course for university graduates. Successful trainees are appointed as primary school teachers.



- (b) The Institutes of Education provide the pre-service Bachelor of Education (B.Ed) course for matriculates and the Post-Graduate Diploma in Teaching (PGDT), and Post-Graduate Diploma in Multi-Media Arts [Education] (PGDMA) Courses for

university graduates. Successful trainees are appointed as primary and junior teachers.

- (c) The Institutes of Education also offer Certificate in Education Technology (CET) course for Master Degree holders and Special Certificate in Education Technology (SCET) course for those with higher degrees from universities. Successful trainees are appointed as senior teachers.
- (d) In-service teachers can also attend Master of Philosophy (M.Phil), Master of Education (M.Ed) and Doctor of Philosophy (Ph.D) courses.
- (f) From 2006-07 AY to 2008-09 AY, in order to improve quality of teaching and learning process, the instructor courses, refresher courses, multiplier courses for primary and secondary level teachers were conducted and 269908 teachers have been trained.



- (g) To improve the capacity of English language and Mathematics teachers, central level instructor course was conducted in Yangon Institutes of Education in October, 2009 and 634 instructors were trained. The Region and State level refresher courses, District and Township level refresher courses were also conducted in November, 2009 to May 2010 and 130662 English and Mathematics teachers were trained. The school and cluster level multiplier courses were conducted in June 2010. Therefore, all English and Mathematics teachers have been trained to improve their teaching capacity.

37. **Monitoring and Supervision:** For improving the quality of school education, monitoring and supervision mechanism has been strengthened since 2006-07 AY by focusing on the teaching and learning process. The Ministry of Education increased the number of school supervisors at all levels and provided trainings. Basic education schools were

classified by 5 levels (A, B, C, D, E) based on applying the following monitoring and supervision criteria-

- (a) Accomplishment of the school principal;
- (b) Level of school attendance;
- (c) Implementation of monthly lesson plans;
- (d) Students' achievements;
- (e) Use of teaching aids, facilities & laboratories;
- (f) Cultivating morale and ethics;
- (g) Capacity of teaching staff;
- (h) Adequate classrooms and furniture;
- (i) School sanitation and tidiness;
- (j) Adequate teaching aids and multimedia facilities;
- (k) Greening of school campus; and
- (l) Good physical setting of schools.

38. During the years from 2008 to 2011, five batches of training courses for school management and administration were conducted for educational personnel from Departments of Basic Education, State, Region and Township Education officers, and also High School Heads. Altogether 1381 participants attended.

39. **Development of Morale and Discipline:** The students of basic education schools are nurtured for patriotism, union spirit and willingness to abide by laws, regulations and disciplines by undertaking the followings:

- (a) The Union Spirit lessons under Moral and Civics have been introduced since 1999-2000 AY;
- (b) Myanmar History Volume (2) has been added to History starting from grade 5 in order to nurture patriotism;
- (c) Moral and ethics are taught to formulate the habits of respecting and obeying disciplines, and abiding by the laws of the nation. Physical education, and aesthetic education (painting and music) are also provided to foster following the regulations and obligations;
- (d) School principals and teachers give educative talks at school assemblies held regularly in order that Union Spirit, patriotism, school spirit, team spirit and the spirit of fair play are instilled in students; and
- (e) To develop the qualities of good citizens, students are trained through cooperative activities, participation in literary and art competitions at the school calendar activities, the commemorative activities of national events and important events of the United Nations.

40. **Utilization of Multimedia Facilities and Laboratories:** To improve the teaching learning qualities the following activities are undertaken:-

- (a) Laboratory apparatus multimedia facilities such as computers, televisions, VCR, DVDs and cassettes etc. are provided as teaching aids.
- (b) The above multimedia facilities for schools are donated and provided by Local Authorities, NGOs and well-wishers.

41. **Choice of Optional Subject Combinations:** Since 2000-01 AY, the following optional subject combinations in addition to three compulsory subjects (Myanmar, English and Mathematics) have been introduced in order for the students to have more choice to study at the high school levels:-

- (a) Economics, Physics and Chemistry;
- (b) Geography, History and Economics;
- (c) Geography, History and Optional Myanmar;
- (d) History, Economics and Optional Myanmar;
- (e) History, Physics and Chemistry;
- (f) Physics, Chemistry and Optional Myanmar;
- (g) Physics, Chemistry and Biology; and
- (h) Geography, Physics and Chemistry.

42. **Human Rights Lessons in Basic Education Curriculum:** The Ministry of Education has introduced Human Rights Education in basic education curriculum since 2004-05 AY. There are Human Rights Education Teacher's Manuals for Lower and Upper Secondary Levels. For the Primary Level, the concept of Human Rights is integrated in Moral and Civics as well as in other subjects like Myanmar Language and Social Studies.

43. The **Objective of Human Rights Education** is that through Human Rights Education, students will become aware of the rights as well as their responsibilities they have according to their age.

44. The Human Rights Education lessons are organized in five areas: **Knowledge about Rights, Values and Attitudes for Individual Development for Respect to Rights, Civic Responsibilities, Legal Framework and Peace Education.** And the lessons contents for each area are based on the followings:

- (a) In the **Knowledge about Rights Area**, the lessons are based on the Convention on the Rights of the Child (CRC), the Universal Declaration on Human Rights, the Child Law, the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) and the International Covenant on Economic, Social and Cultural Rights;
- (b) The lessons concerning **the Values and Attitudes for Individual Development for Respect to Rights Area** are based on accepting the diversity, the ethics of teachers, students, parents and children as well as the valuable interpersonal relation in the society;

- (c) For the **Civic Responsibilities**, the lessons are developed based on patriotism, civic responsibilities, good citizenship as well as strength of unity;
- (d) Relating to the **Legal Framework**, the lessons are based on rights and esteem protected by law, organizations from which children can ask help, various law systems and levels of courts in Myanmar, seven road map and peaceful living under law; and
- (e) In **Peace Education Area**, the lessons are based on the fact that cooperation brings good results, the importance of taking individual responsibility and making collective right decision, having peaceful happiness by helping each other, definition of peace, forgiveness and patience, way for solving disputes, and creating peaceful society.

45. **Health and Environmental Education Lessons:** Lessons on personal hygiene/health education and environmental conservation are mainly included in Life Skills subject. These lessons are also integrated in other subjects such as moral and civics, general science, geography, Myanmar and English.

46. Life Skills lessons are developed as competency/skills based ones. These lessons are taught using child centered approach. The students are nurtured to develop healthy and happy life style and also to have good attitude and habits to conserve the environment.

47. **Drug Abuse and Anti-narcotic Education Programme:** The working group of drug abuse and anti narcotic education programme has conducted teacher trainings on the danger of narcotic drugs, HIV/AIDS, Atropine Type Stimulus –ATS, tobacco and its products. The trainees are from project townships and regions and states having high risk for drug abuse.

48. According to the peer education programme, the pre-service trainees from the Institutes of Education and Education Colleges have been trained through discussion among peers about the lessons concerning the danger of drugs and health education.

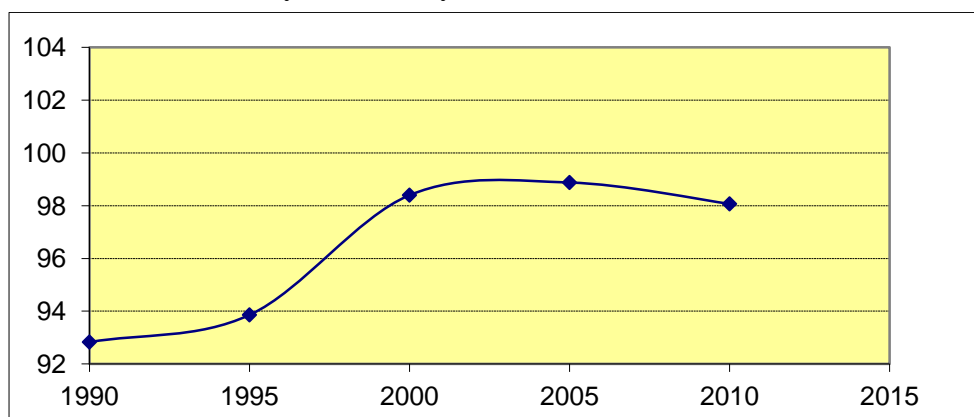
49. In order to eliminate the use of narcotic drugs and ATS, the working groups educate students regarding drug abuse and ATS as well as HIV/AIDS prevention education and the drug preventive education activities are being carried out in all basic education schools.

Gender Equality in Education

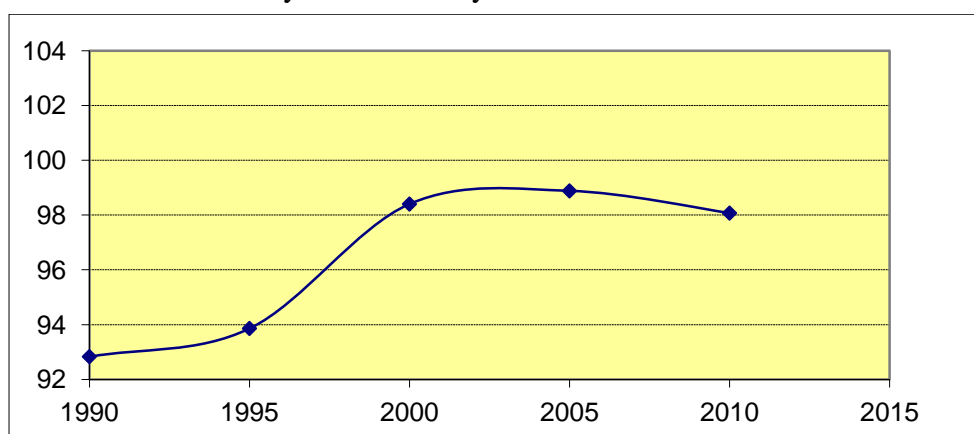
50. In Myanmar, the family is the basic unit and most families are of the extended type. Traditionally, the head of the house hold is the father. However, the mother is the one who plays a major role in rearing children in the family. Women in Myanmar have equal rights with men in political, economic, administration, judicial, and social spheres according to the law. There has never been any struggle by women to achieve the rights to education as it has been guaranteed in the aims and objectives of pre-primary, primary, secondary and tertiary level of education which give the right to education for every citizen without discrimination of sex.

51. The general trend on primary, secondary and tertiary education, related to ratio of girls to boys is shown in the following charts indicating that the ratios are relatively high:-

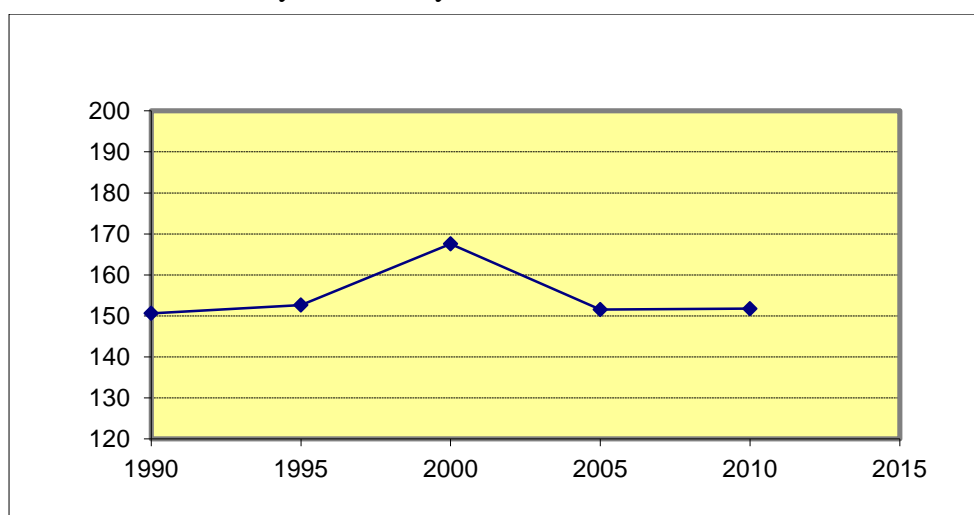
(a) Ratio of Girls to Boys in Primary Education



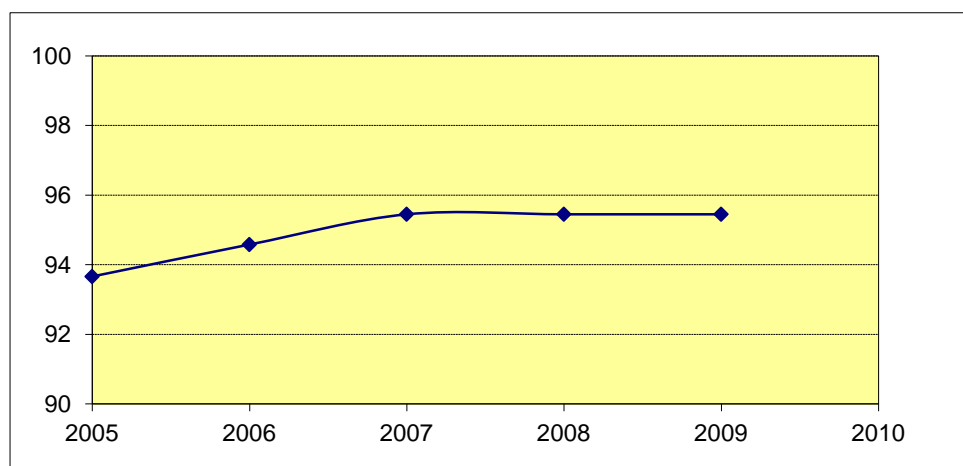
(b) Ratio of Girls to Boys in Secondary Education



(c) Ratio of Girls to boys in Tertiary Education



(d) Ratio of Literate Females to Males of 15-24 Years Old



52. Myanmar's general education system is based on the co-education system. Boys and girls have equal chances to pursue any education, either general education or professional, at their will. It is expected that the number of girl students will be on increase in the years to come. At a glance at the above-mentioned trend, the ratios of girls to boys are steadily going upward. In all learning centres, every chance of pursuing education or admission to any institutes is opened to the girl students.

53. Apparently, the government's education policy "Education for All" occupies greater area for girl students and has wider scope for promotion of educational standard of girl students.

54. There has never been any significant gender disparity in respect of girls' enrolment in the Myanmar education system. Enrolment of girls is equal to or sometimes surpasses that of boys in the primary and secondary levels. In the tertiary level, more girls enroll than boys. This is due to the fact that Myanmar families give emphasis on education as assurance of a good livelihood for their daughters. It also indicates that there is no gender disparity issue regarding enrolment of girls and the gender ratio in literacy.

Basic Education Progress Indicators

55. The general public participates in activities related to all school-age children in school and the completion of basic education. The following is a comparison of indicators in 1988 and 2010-11 AY:

No.	Indicator	1988	2010-11	Increase (%)
1	Net Intake Rate (NIR) of Age 5+ in kindergarten	67.13	98.37	31.24
2	Net Enrollment Rate(NER) Primary Level age (5-9)	74.70	84.61	9.91
	Middle School Level Age (10-13)	23.60	47.16	23.56
	High School level Age (14-15)	10.10	30.01	19.91

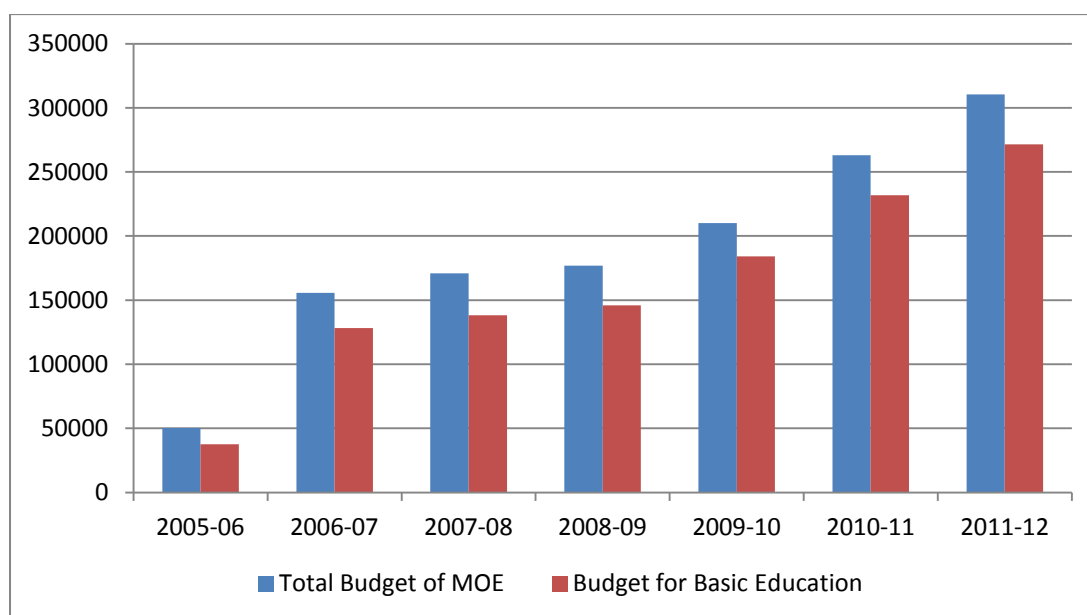
No.	Indicator	1988	2010-11	Increase (%)
3	Completion rate by level (2009-10 AY)			
	Primary level	24.80	81.20	56.40
	Middle School level	47.10	71.70	24.6
	High school Level	29.32	30.83	1.51
4	Transition Rate (2009-10 AY)			
	Primary Level to Middle School level	45.60	80.18	34.58
	Middle School level to High School level	53.70	90.57	36.87
5	Teacher-Student Ratio	1:43	1:29	
6	Adult Literacy Rate (2011)	79.7	95.01	15.31

Basic Education Expenditure

56. Education expenditure for basic education sector from 2005-06 AY to 2011-12 AY is as follows:-

Education Budget (Ministry of Education) (Kyats in Million)

A Y	Total Budget	Basic Education Sector Budget	% of Total Education Budget
2005-06	50374.119	37579.445	74.60
2006-07	155572.892	128342.240	82.49
2007-08	170888.425	138210.316	80.87
2008-09	176781.543	145941.542	82.55
2009-10	210223.447	184050.443	87.54
2010-11	262907.000	231883.830	88.18
2011-12	310401.266	271448.104	88.00



Assessment with Myanmar EFA Target in 2015

57. In the EFA National Action Plan, the targets are set to ensure the access to and quality of basic education. The goals of the current EFA National Action Plan were formulated in May 2002 to be more realistic and to be in line with the Long-Term Basic Education Development Plan and the Special Four-Year Education Plan. The six Myanmar EFA goals were set against the Dakar Framework for Global Action. The EFA National Action Plan will also allow the country to meet the Millennium Development Goals of Achieving Universal Primary Education by ensuring that all boys and girls complete a full course of primary schooling and the World Fit for Children education goals.

58. The achievements against targets mentioned in Myanmar EFA National Action Plan (2003-2015) are shown in the following table:-

No	Type of Indicator	Target (2015)	Achieved (2010-11)	Gap	Remark
Enrolment					
1	GER in ECD Program (Percent of Total population of 3to 5 Years of Age)	25.0	22.9 (MICS)	-	Nearly Achieved
2	Gross Intake Rate	100.0	100.27	-	Achieved
3	Net Intake Rate	98.0	98.37	+0.37	Over Achieved
4	Gross Enrolment Ratio(5-9)	99.5	89.45	-10.05	Nearly Achieved
5	Net Enrolment Ratio(5-9)	95.0	84.61	-10.39	Under Achieved
Teachers					
6	Percentage of School Teacher Having required academic qualification (Matriculated)	99.5	99.37	-0.13	Nearly Achieved
7	Percentage of primary and middle school teachers who have attend certified courses	99.0	97.52	-1.48	Nearly Achieved
Efficiency					
8	Pupil-Teacher Ratio (Primary)	30:1	25:1	-5	Over Achieved
9	Pupil-Teacher Ratio (Middle)	27:1	35:1	+8	Under Achieved
10	Promotion Rate –Grade 1 (2009-10)	90.0	87.63	-2.37	Under Achieved
11	Promotion Rate –Grade 2(2009-10)	99.0	99.00	0	achieved
12	Promotion Rate –Grade 3(2009-10)	99.0	98.37	-0.63	Nearly achieved
13	Promotion Rate –Grade 4(2009-10)	99.0	96.06	-2.94	Nearly achieved
14	Promotion Rate –Grade 5(2009-10)	99.0	99.17	+0.17	Achieved
15	Survival Rate (Grade 5) (2009-10)	91.3	81.30	-10.00	Under Achieved
16	Coefficient of Internal efficiency (2008-09)	97.1	92.0	-5.1	Under achieved
Learning Achievement and Out Come					
17	Percentage of Children having reached at last Grade 5 (2009-10)	80.0	73.22	-6.78	Nearly achieved
18	Literacy Rate of 15-24 years old (2009)	99.0	97.83	-0.17	Nearly achieved
19	Adult Literacy Rate (15 Years of age above) (2011)	99.0	95.01	-3.99	Nearly Achieved
20	Literacy Gender parity Index	99.0	99.2	+0.2	Over Achieved

59. **Current Endeavor for Decentralization, Effective Administration and Monitoring in Basic Education Sector:** The existing organizational structure of Region and State Education Offices is now being reviewed and new organization structure of District Education Offices is also under the developing process. Existing structural organization of Township Education Offices will be reviewed to expand the strength of staff.

60. In addition to the review of the existing organizations of the local level education management offices, the review process are being considered for the school principals and teachers' career promotion as well as status of teaching professional based on the qualification, capacity and skills of the person.

Recommendations for improving access to and quality of basic education in Myanmar

61. Concerning with **Legislation, Policy and Education Expenditure in Basic Education Sector**, the following should be considered:-

- **Existing Laws Related to Basic Education Sector** should be reviewed and revised in accord with new administration system and new government policy;
- According to **the Private School Registration Law (2011)**, respective **Rules and Regulations** should be developed and implemented;
- **Free, Compulsory Primary Education Law** should be developed and implemented;
- **Policy framework and enhance advocacy for Early Child Care Education (ECCE)** should be created for both public and private sector services;
- The **NFE Policy** should be developed in order to implement NFE activities more effectively;
- **Documented Basic Education Policy** which will support the existing National Long Term Basic Education Development Plan, EFA NAP and Rural Areas Development and Poverty Alleviation Plan should be developed
- **Education budget** should be increased in line with Regional and International Norms and separate budget for **ECCE and NFE** should be considered; and
- **Policy for more educational cooperation** with UN agencies, INGOs, NGOs, well-wishers and community should be developed.

62. For expansion of ECCE services, the followings should be recommended:

- ECCE should be considered as a high priority because Myanmar is a nation that is left behind in ECCE coverage in the region;
- ECCE policy should be developed and Focal Ministry should be identified;
- Continuous ECCE pre-service and in-service trainings should be provided for having qualified ECCE teachers in both public and private sector services;
- Parenting education to increase awareness and knowledge on the fundamental needs of the whole child development should be expanded among parents and care givers;

- Data collection system and network for different government departments, INGOs, NGOs, private organizations providing ECCE services should be established;
 - Existing programs such as school-based, community-based, home-based ECCE program, etc. should be expanded; and
 - Participation of Regional Collaborative Project “**Pre -School Education for All**” specially emphasized on children from poor family should be encouraged.
63. For improving access to Basic Education, the followings are recommended:
- **Free, compulsory primary education** should be continued for achieving basic education sector development plans and also, MDGs and EFA goals;
 - Primary and Secondary Education should be made more accessible to children and given special attention to increase **retention** and **completion in all Basic Education level**;
 - For ensuring the accessibility of reaching the un-reached groups, the existing Inclusive Education should be enhanced; and
 - Disparity among regions and states in access to education should be reduced.
64. Concerning the implementation of Life Skills, the followings should be considered:-
- The implementation of national life skill education programme should be strengthened by regular supervision; and
 - The EXCEL programme for out of school youths should be expanded in collaboration with NGOs, INGOs and UN agencies.
65. Concerning with Literacy and Continuing Education, the followings should be considered:-
- Disparity should be reduced among regions and states with low adult literacy rate;
 - Continuing education program should be enhanced through CLCs; and
 - Non-formal Education Department should be established separately or the DMER should be strengthened to implement more NFE activities effectively.
66. Regarding to gender parity, although there is no gender disparity in basic education sector, the following points should be considered:-
- Use of gender parity index should be promoted at all basic education levels; and
 - A data collection mechanism should be institutionalized and disaggregated data should be focused.
67. For improving the quality of Basic Education, the followings should be considered-
- Application of Child Center Approach-CCA in all basic education schools and application of Learner Centered Approach-LCA in all Education Colleges should be ensured;
 - Provision of necessary requirement for quality learning environment (i.e. teaching learning materials, furniture, safe drinking water and safety environment, child friendly environment, sanitary latrines, etc.) should be considered;

- CFS principles and practices should be mainstreamed in the regular training programmes for teachers and education officials at different levels to promote and sustain CFS as a viable strategy for ensuring all children's access to quality education;
- Communication strategies and related materials to raise awareness of CFS as a national EFA strategy among Educators as well as general public should be developed;
- Innovations such as CFS, CCA, multi-grade, language enrichment, etc. should be mainstreamed in Education Colleges;
- CFS monitoring should be part of MOE routine monitoring programme;
- In order to control quality of basic education, school leaving exam should be in primary and middle school levels such as **Primary School Leaving Exam-PSLE**, **Middle School Leaving Exam-MSLE** as matriculation exam in high school level;
- Existing regular Monitoring and Evaluation System should be enhanced to improve the quality of education;
- Develop teacher competencies for different school levels, which could be a framework used for further reform efforts to improve teacher education in Myanmar.
- Both quality of in-service and pre-service teacher training programs should be improved;
- Capacity building for township education officers in decentralized planning, management and monitoring of education activities ensuring accountability and transparency should be conducted;
- Training institutions for non teaching staff and administrative personnel should be established;
- Quality assurance and control system in education should be established;
- National Qualification Framework-NQF in basic education sector as well as in higher education sector in line with Regional Qualification Framework-RQF and International Qualification Framework-IQF should be established;
- Accreditation Body for National Qualification in basic education as well as higher education should be established;
- Disparity among the regions and states in quality of education should be reduced;

68. For improving the whole basic education system to be in line with the new administration system, the followings should be considered:-

- Existing 5-4-2 system should be considered to change to be in line with international level such as 6-3-3 or 6-4-2 or 5-4-3 etc.;
- Organization of Region and State Education Offices should be strengthened for decentralization;

- New organization set up of district education offices should be considered;
- Existing number of office staff in township education offices and school inspection teams should be increased;
- The existing teacher promotion system should be reviewed to be in line with the international practices;
- In order to improve the education administration, the salaries of middle school head and primary school head should be reviewed and increased;
- Matriculation exam and university entrance exam should be separated; and
- Computer database program should be used in education system through strengthening EMIS.

69. Finally, for the realization of the recommendations mentioned above, the **Basic Education Sector Review** should be carried out and based on the result of the education sector review, more realistic education policy and action plan can be developed.

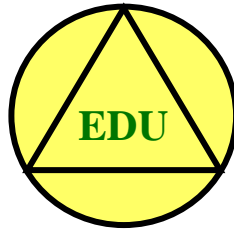
Conclusion

70. With the strong commitment of the Government of the Republic of the Union of Myanmar, as well as in line with the long term basic education development plan and EFA NAP, the Ministry of Education tries her best to achieve the prime objective of “all school aged children in school and ensuring opportunity to raise the quality of basic education”. The Ministry of Education has to take the main responsibility not only for Formal Education but also for Non-formal Education. It is believed that our goals of long term education development plan, EFA goals and MDGs will be achieved in the near future.

Content

No.	Page No.
1. Introduction	1
2. Policy Framework and Education Development Plan	1
3. Activities Implemented under the Guidance of the Head of State	4
4. Improving Access to Basic Education	5
5. Ensuring Quality of Basic Education	16
6 Gender Equality in Education	22
7 Basic Education Progress Indicators	24
8 Basic Education Expenditure	25
9 Assessment with Myanmar EFA Target in 2015	26
10 Recommendations	27
11 Conclusion	30

The Government of the Republic of the Union of Myanmar
Ministry of Education



Access to and Quality of Education:
Education for All in Myanmar



February, 2012