EFA
Mid-Decade Assessment Report

Union of Myanmar
Ministry of Education

EFA
Mid-Decade Assessment Report

Education For All
A Commitment and an opportunity

August-2007, Yangon

Reaching the Unreached

Woods are lovely , dark and deep,
But I have promises to keep,
Miles to go before I sleep,
Miles to go before I sleep.

Robert Frost

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Message from the Minister for Education, Myanmar

Myanmar, traditionally and culturally, has high literacy rate for many centuries through monastic education. Myanmar monastic education system still exists as part of Non-formal Education and helps maintain its literacy and culture. In present days, Myanmar Education programmes are all linked to world literacy movements and their set goals.

Myanmar has set up the Thirty-year Long-term National Education Development Plan since 2001. The Long-term Education Plan is divided into six 5-year short term plans up to 2030.

Education for All-National Action Plan (EFA-NAP) was set up in 2002 linking with the Long-term National Education Plan, Dakar declaration and the Millennium Development Goals. EFA-NAP has 6 National EFA goals in 4 areas and identified 6 strategies and has been implementing with the collaboration of government departments, local authorities, social organizations, international NGOs and local communities.

During implementation of EFA-NAP, Myanmar has many successes and challenges and this Mid-decade Assessment Report presents all these experiences. This report will form a mile stone in the history of Myanmar Education.

Based on the successes and achievements made, Myanmar will be able to successfully realize the visions set by the World Education Forum and the United Nations Millennium Development Goals.

Dr. Chan Nyein
Minister for Education
The Union of Myanmar
4.8.2007

As Myanmar has been actively participating in EFA activities since 1990 right after the Jomtien Declaration on Education for All, I am pleased to present Myanmar's EFA Mid-Decade Assessment Report, 2007 prepared in line with the suggested outlines of UNESCO. This report is the outcome of concerted and coordinated joint efforts of Myanmar nationals representing 13 ministries, 16 departments, UN Agencies, 21 NGOs, 6 INGOs together with EFA Working Groups, Technical Team and EFA Report Writing Team based on a series of meetings, workshops and field surveys.

The report consists of 8 chapters starting with the Executive Summary providing key information covering all goal areas for easy reference. Chapter 1 is the introduction of the report describing the country's profile and development in the economic, health and education development. Chapter 2 focuses on national education policies showing how Myanmar is well committed in education throughout a long period of time starting from the time of Myanmar Kings. Education constitutions, laws, structure and education financing are the main focus of the chapter showing how Myanmar has demonstrated its commitment to education through establishing the right to education for every child, both constitutionally and through legistration.

Chapter 3 is the main and the most important part of the report providing all information on achievements, progress, challenges and recommendations covering Early Childhood Care and Education, Universalisation of Basic Education, Life Skills and Lifelong Learning, Adult Literacy and Continuing Education, Gender and Education Quality. Goal based assessment has been made and the report provides information on how to improve the situations for the betterment of the children, youths and adults. This chapter puts emphasis on reaching the unreached groups such as residence of remote and border areas, children with disabilities, children from mobile families, orphans, children with AIDS, and children from HIV infected families, and children from poor families.

Chapter 4 to 8 provide information on challenges to provide education, linkages between the goals in lifelong perspective, EFA strategies and flagship issues, managing international support and coordination of EFA Partners and overall conclusions and policy recommendations.

Myanmar has achieved most of the EFA targets and only some are expected to be achieved soon and these targets need to be reinforced with continued support from the Government and efforts of the related ministries, departments, NGOs and INGOs. This report is a remarkable milestone of Myanmar showing how far Myanmar has achieved in EFA implementation and the remaining tasks to achieve the EFA goals with focus on reaching the unreached groups. This report will be a great value as one of the future activities is to formulate policy guidelines and at the same time plan, programmes and projects are to be formulated based on the recommendations already mentioned in the report.

The reflections on this assessment report reveals significant improvements in the implementation of EFA programmes. However, MOE, together with related valued partners will be trying their best keeping this momentum to achieve the set targets of Education for All based on the experience learned during this time.

U Tin Nyo
National EFA Coordinator
4.8.2007

Education For All Mid-Decade Assessment Report
Union of Myanmar

Executive Summary

Myanmar views education as a basic human need, an integral part of the quality of life, a support for moral and social values, and an instrument for economic productivity. The social objectives for education in Myanmar are ambitious and include for students: developing a problem-solving and creative orientation toward institutions and social issues; promoting national unity and eliminating discrimination; learning to work cooperatively with others; and developing self-reliance. Recent education reforms have profoundly influenced the meaning and role of education and the development of the Myanmar education system.

Myanmar's concept of disadvantaged and unreached groups encompasses groups who are vulnerable and those in need of special protection. In Myanmar these include (a) very poor children; (b) residents of remote, border or mountainous regions; (c) children with disabilities; (d) children from mobile families; and (e) orphans. These groups are not discriminated and instead are given special attention and protection for their welfare and all-round development. At the same time, women and girls have the same rights as men and boys, so they are not classified as unreached groups. There are many national races in Myanmar, but they are not regarded as ethnic minorities.

Based on the Dakar EFA Framework for Global Action and the Millennium Development Goals, Myanmar has formulated national EFA Goals to be realistic, feasible and achievable in line with Myanmar's needs and context. The EFA National Action Plan 2003-2015 was prepared through a participatory process involving the United Nations System and international and national NGOs, in addition to staff from various Ministries. It is intended to result in the broader involvement of the entire population to enable them to participate in the globalisation process by getting access to and applying new technologies, step by step, within a set time frame. Four Goal areas and six strategies to achieve the Goals have been developed.

❖ **The four EFA Goal areas for Myanmar are:**

➢ Access to and quality of Basic Education
➢ Early Childhood Care and Education;
➢ Non-Formal and Continuing Education
➢ Education Management and Information System (EMIS)

❖ **The six strategies to achieve these Goal areas by 2015 are:**

➢ Developing and expanding Child Friendly Schools
➢ Making Basic Education more accessible to children
➢ Increasing retention and completion rates in schools
➢ Assisting children to develop to their fullest potential
➢ Enhancing literacy and Continuing Education through Non-Formal Education
➢ Modernising the Education Management Information System

Through the EFA National Action Plan, therefore, the Ministry of Education has established a sound, comprehensive framework for education that sets forth strategies and actions in accordance with international standards and goals. Myanmar's 30-Year Long-Term Education Development Plan, initiated in 2001 with 10 main programmes, addresses EFA goals directly. All 10 programmes and 31 projects are being reviewed and revised at annual education seminars.

This assessment reveals that apart from these unreached groups, many other areas still require strengthening.

Global Goal 1: ECCE

The fifth goal of the Myanmar EFA National Action Plan is "Expanding and improving comprehensive Early Childhood Care and Education." The scope of ECCE is very broad, and programmes can only be achieved only with the joint effort of all related departments, NGOs, INGOs and communities. Although targets for 2005 have been reached, the Myanmar target for ECCE coverage in 2015 is still only 25 percent of children aged 3-5 years; ECCE coverage since 2003 stood at just 16.9 percent.

Starting from 2004, more emphasis has been placed on both quantitative and qualitative improvement. Consultative meetings, workshops and seminars have been organised by all stakeholders to obtain data and information on ECCE and provide capacity building training. Findings of surveys revealed that the ECCE programme has provided quality improvements in specific skills such as better health; physical, mental, cognitive, language, social, behavioural and observational development; thinking and reasoning skills; learning skills; and self-confidence, resulting in better school readiness. Both of Myanmar's ECCE-related EFA targets for 2005 were met.

While the numbers of children served by ECCE have increased, data are particularly lacking from the private-sector, NGO and community-based centres. A mechanism needs to be established so that the Education Management Information System (EMIS) can regularly collect, analyse and report on ECCE data. For quality assurance, establishment of standards for preschool curricula, along with guidelines and registration procedures for preschools and daycare centres, should be in place as early as possible, with particular attention to closing the significant gaps between services in rural and urban areas.

Special programmes, including legislative measures, advocacy and awareness raising, capacity building, and provision of financial and technical assistance, are needed to address the unreached groups, which in Myanmar include very poor children; children from remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans.

The Department of Social Welfare, the ECCE focal point, requires collaboration from related Government organisations, NGOs and INGOs to support the creation of more community- and family-based ECCE programmes that will significantly expand ECCE coverage. Highly successful "mothers' circles" represent the flagship for this effort for children younger than age 3. Even as noticeable gaps exist between well-established centres and community centres in terms of enrolment, quality and facilities, almost all families require strengthened awareness of child caring practices regarding very young children. Thus, development and expansion of parenting programmes also must be carried out, by organising seminars, workshops and trainings, producing ECCE-related materials and using a wide range of media.

Global Goal 2: Universalisation of Basic Education

The first goal of the Myanmar EFA National Action Plan is "Ensuring that significant progress is achieved so that all school-age children have access to and complete free and compulsory Basic Education of good quality by 2015." The completion of nine years of Basic Education

by all citizens is the basis from which to achieve Universalisation of Basic Education. Following concerted efforts by the Government, communities, NGOs and INGOs, the primary school intake rate has increased sharply during the EFA period, although the Grade 1 dropout rate remains high. School Enrolment Week activities, begun in 1999/2000, have been particularly effective in bringing increased numbers of school going-age children to school, although further gaps must be filled to significantly raise the percentage of children who complete the primary cycle. A total of seven of Myanmar's 2005 EFA targets were met, while nine requires further achievement.

Quality assurance in Basic Education is especially important, because low quality can lead to low access if students and their families do not see the impact of enrolment in low-quality schools. The Child Friendly School (CFS) Programme introduced by the Ministry of Education with UNICEF assistance, which is the EFA flagship project, and the Child-Centred Approach Project, with JICA assistance, represent the most promising programmes addressing both access and quality issues. CFS was started in townships with the lowest development indicators, such as low enrolment rates and other supporting facilities, in order to be able to cover disadvantaged groups.

Existing primary net enrolment rates indicates that the population of out-of-school children remains a challenge to address. Regarding unreached children, an Inclusive Education programme was initiated in 2004. Other programmes include mobile schools, post-primary schools, special programmes for over-aged children, special programmes for border areas, monastic schools, voluntary programmes for orphans, voluntary night schools and Non-Formal Primary Education (NFPE) programmes.

In particular, NFPE programmes should be expanded in all townships to provide more opportunities for out-of-school children and Non-Formal Middle School Education (NFMSE) should be initiated. The current Extended and Continuous Education and Learning for Out-of-School Children (EXCEL) programme also represents a good example for addressing this need. Based on available data on out-of-school children, identification of specific areas of assistance and creating learning opportunities for them can be organised under the Ministry of Education. Mobile schools for children of mobile families also should be encouraged to increase enrolment.

Global Goal 3: Life Skills and Lifelong Learning

The fourth goal of the Myanmar EFA National Action Plan is "Ensuring that the learning needs of young people and adults are met through Non-Formal Education, Life Skills and preventive education programmes." Myanmar has been implementing two important programmes directly related to Life Skills: introduction of basic Life Skills contents in primary and secondary education in 2000, along with the EXCEL project initiated in 2003. The first programme serves all schools, while the second is covering 15 townships in 2007. These two programmes are proving very beneficial for children, both in- and out-of-school, but traditional concepts and beliefs of parents and teachers, under which they are not comfortable with discussions of sex, condoms and related issues, remain challenging. As a result, and also because of emphasis on academic subjects, teacher fidelity to the curriculum requires much strengthening. Even so, Myanmar is well on its way to meeting its EFA 2015 targets under this Goal.

The small-scale SHAPE programme has proven an excellent base on which to build the Life Skills Curriculum, but provision of Life Skills and vocational skills for unreached groups also remains a challenge. Educational talks, seminars, workshops and trainings on Life Skills are being organised by Government organisations, INGOs and national NGOs, especially Myanmar Women's Affairs Federation(MWAF) and Myanmar Maternal and Child Welfare Association(MMCWA), addressing out-of-school children, youths and adults. However, more concerted efforts must be made to reach the unreached by mobilising additional financial and human resources. An institution or an executive body needs to be designated for establishment of a data collection and analysis mechanism for Life Skills programmes in Myanmar.

Lastly, technical and vocational trainings for youths – basically skills development programmes– are being organised, but more programmes need to be offered to address broad and demanding learning needs.

Global Goal 4: Adult Literacy and Continuing Education

The third goal of the Myanmar EFA National Action Plan is "Achieving significant improvement in the levels of functional literacy and Continuing Education for All by 2015." Literacy rates of youths and adults are high and increasing gradually and have achieved the nationally set targets for 2005, although updated national definitions of both basic and functional literacy are required.

The most significant issue in NFE is the capacity building of personnel in programme development and coordination management. Assessment and monitoring components of NFE are designed systematically, but this process must be thoroughly reviewed to determine whether literacy assessment has been conducted effectively. The programme also should be further monitored to ensure that Community Learning Centres (CLCs) and self-reliant village libraries are providing effective post-literacy programmes as part of Continuing Education, which is important in order to reach Myanmar's EFA Goals.

Integration of literacy programmes with income generation programmes in particular represents a promising development, as does Non-Formal Primary Education (NFPE), which provides the equivalent of primary education in the formal system. In addition, a Special 3Rs Programme for Border Areas has been effective and expanded over the EFA period to bring literacy and numeracy to more than 65,000 people in these disadvantaged areas.

Meanwhile, because Literacy and Continuing Education programmes cover a wide range of age groups and activities, a mechanism for data collection and analysis, as well as for sharing information with cooperating agencies, should be established; a modified and updated Geographical Information System(GIS) for literacy is necessary. A separate Department under the Ministry of Education with offices at state and division levels also is required for this important mission.

Global Goal 5: Gender

Gender is a crosscutting issue for all EFA Goals. The first goal of the Myanmar EFA National Action Plan is "Ensuring that significant progress is achieved so that all school-age children have access to and complete free and compulsory basic education of good quality by 2015." Virtually all gender indicators in education have improved noticeably between 2000/01 and 2005/06.

Myanmar society has never encompassed significant gender disparities, and women are given equal rights to men. Overall, the national education situation is favourable to girls. No gender disparity exists in primary and secondary enrolment, although girls' enrolment at universities is far higher than boys'. Female teachers also significantly outnumber male teachers, but men dominate in management positions. A key gender issue to be considered is ensuring that gender stereotypes are not perpetuated in contents or illustrations of textbooks. A need exists to review newly developed materials from a gender perspective.

It also is necessary to assess what gender mainstreaming has been carried out so far, as well as what gaps remain. Comparative studies are required to assess gender issues using the gender lens and gender analysis to assess existing programmes in both the formal and non-formal education systems. More research on gender indicators will be useful, as will advocacy for a wider use of gender-sensitive indicators.

Global Goal 6: Quality of Basic Education

Quality also represents a cross-cutting issue for the EFA Goals. The second and sixth goals of the Myanmar EFA National Action Plan are "Improving all aspects of the quality of Basic Education: teachers, education personnel, and curriculum" and "Strengthening education management and EMIS." Among Myanmar's national EFA targets under this goal, three have been achieved and three require further achievement.

Primary and secondary curricula have been revised and updated, and teaching-learning practices, teaching-learning materials, facilities and assessment procedures have been augmented for quality improvement. Introduction of Life Skills into the primary and secondary curricula, and multimedia facilities at secondary level, have provided impetus to the initiative toward strengthened quality. However, training of teachers is a challenge in all areas, especially those of priority target groups, and other implementation gaps remain; these include teacher and parental hesitation at embracing innovative approaches, and a continuing orientation toward examination subjects. Establishment of Child Friendly Schools has proven to be a good practice for quality improvement; the Child-Centred Approach likewise has had positive impact on teacher quality and student attitudes toward learning.

Teacher education programmes encompass not only in-service but also pre-service training, and special teacher training programmes are being introduced in line with demands of the current situation. Inspection and supervision procedures for schools, townships and divisions have been revised and new procedures adopted in 2006/07. Reducing the gap between rural and urban areas for the provision of a good learning environment, including capacity building for educational personnel in use of EMIS, needs to be reinforced.

At the same time, maintaining the momentum of EFA implementation in Myanmar depends on effective national strategies and flagship issues. Myanmar's strategies have linkages with the global EFA strategies in many areas, including the aims of enhancing policy input based on evidence and research; integrating EFA mechanisms; ensuring strong partnerships through ongoing consultations with EFA partners; and effective use of aid. In all, Myanmar's EFA strategies have resulted in change and made impact in numerous areas, given the strong enabling policy environment under the EFA NAP for increased support. Now, however, Myanmar's challenge is to enhance collaborative efforts among all education partners to ensure that learning fully serves as a catalyst for social equity and for development of individuals with a broad vision.

A need also exists to further assess and analyse the considerable work done under EFA, the lessons learnt, and the modifications remaining to be made. Policy recommendations include:

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

Chapter 1

Introduction

A. Country Profile

With a land area of 677,000 square kilometres, Myanmar is the largest country in mainland Southeast Asia. If child population is defined as those aged 0-14, Myanmar stands at No.4 among Southeast Asian countries. Myanmar's estimated 55 million people – about 38 percent of whom are younger than 18 – live in a changing family and social environment that both offers opportunities and presents challenges. Two-thirds of the labour force remains engaged in agriculture, while services are focussed on small-scale enterprises and manufacturing is concentrated on State-owned enterprises.

The population of the country has been growing at an annual estimated average of 2.02 percent between 1998 and 2003; a total of 27.540 million, or 49.71 percent, is male, and 27.856 million, or 50.29 percent, is female. The total fertility rate (TFR) among the urban population was estimated at 2.37 per 1,000 live births by the end of the same period, significantly lower than
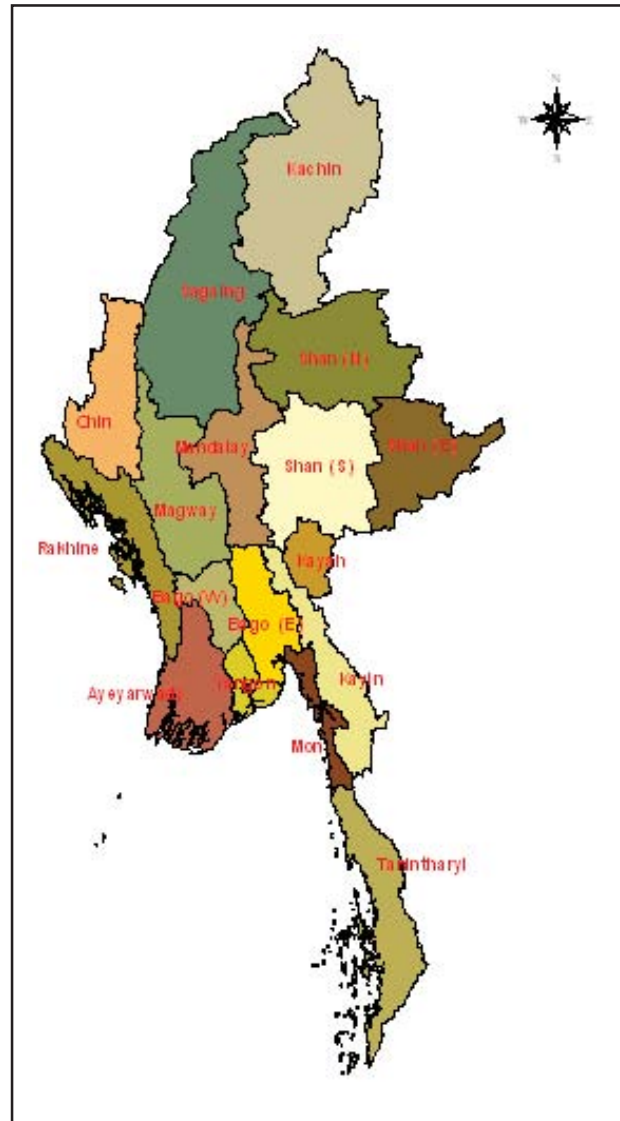
crude birth rate (CBR) per 1,000 population was estimated at 23.8 in 2003, much lower than the 28.9 CBR in 1998; urban CBR (21.2) was less than rural CBR (24.6). Life expectancy at birth was estimated at 64.4 years for females and 61.5 years for males in 2003, an increase over 62.5 years (female) and 60.2 years (male) five years earlier.

In Myanmar's administrative areas – seven States and seven Divisions – live a mosaic of up to over 100 ethnic nationalities. The largest group is the *Bamar,* comprising about 68.95 percent of the population. The population of the States and Divisions ranges from 310,000 to 7.7 million people; the average population of a township is 170,000, but townships may range in size from 1,500 inhabitants (in Yangon Division) to 490,000 (in Kayin State).

the 3.45 urban TFR recorded at the beginning. Meanwhile, the national

The population of Myanmar has become increasingly mobile, creating numerous development challenges. The Fertility and Reproductive Health Survey 2001 found that migrants comprise 17 percent of the population – 38 percent in urban areas and 9 percent in rural areas; in addition, there exist large numbers of seasonal workers.

Since ancient times, people in Myanmar have enjoyed freedom of worship. Buddhism is practiced by 89.4 percent of the population, Christianity by 4.9 percent, Islam by 3.9 percent, Hinduism by 0.5 percent and animism by 1.2 percent. Indeed, the largest civil society groups that influence social development in the country have a religious base; of these, the most numerous are Buddhist monks, of whom there are more than 490,000. Other faith-based groups are active in their representative communities.

The mean household size in Myanmar is 5, both in rural and urban areas. Overall, females head 18.4 percent of households, a percentage that has been increasing in recent years, especially in urban areas. National legislation guarantees women equal opportunity in employment, as well as equal pay for equal or similar work, and more women are working outside the home. Between 1973 and 2001, women's economic participation increased from 36 percent to 51 percent, and the proportion of the labour force that was female increased from 31 to 41 percent – a level similar to that elsewhere in the region. This does not, however, take into account women's significant contribution to their households, where women were more likely to be unpaid family workers.

Turning to the general level of education, 40.2 percent of the household population has primary education, 18.0 percent middle school education, 8.2 percent high school education and 4.2 percent university education; thus, about 58.2 percent (primary and lower secondary) of the household population has Basic Education. Because education has a direct relationship with productivity investing in education is an important strategy for national development. Aspirations of building a modern developed nation are to be materialised through education, which forms the core element to systematic planning and management in various areas in all sectors.

B. General Overview of Level of Development

i. Poverty, Human Development Index, Millennium Development Goals (MDGs)

Like other developing countries, poverty incidence also exists in Myanmar, particularly in the remote and border areas, where families generally have lower incomes and more challenges in access to quality social services. According to the Central Statistical Organization's Household Income and Expenditure Survey 2001, the estimated poverty rate was 20.7 percent for urban, 28.4 percent for rural, and 26.6 percent for the Union as a whole. The poverty gap ratio was 6.8 percentage points.

Based on the poverty reduction strategies highlighted in the National Plan, the Government has laid down the following three development programmes aimed at achieving balanced growth across the country and narrowing disparities, particularly between urban and rural areas:

> ➢ The Border Area Development Plan was launched to fulfil basic needs of the nationalities residing in remote and border areas
> ➢ 24 Special Development Zones were designated in states and divisions in order to achieve equitable and balanced development nationwide

> ➤ The Integrated Rural Development Plan was launched to improve the status and well-being of the rural populace, given that it represents the vast majority of the population

Myanmar also is self-sufficient in food production; at the same time, the average household spends 70 percent of income on food. In accordance with the World Food Summit and the Millennium Development Goal to reduce the number of hungry children, women and men by half in 2015, Myanmar has set a food security programme giving priority to the expansion and production of the agriculture sector.

The Government of Myanmar, together with 190 other United Nations Member States, committed to the Millennium Declaration and the Millennium Development Goals at the United Nations Millennium Summit in 2000. It thus endorsed achievement of the following Goals by 2015:

> ➤ Eradicate extreme poverty and hunger
> ➤ Achieve universal primary education
> ➤ Promote gender equality and empower women
> ➤ Reduce child mortality
> ➤ Improve maternal health
> ➤ Combat HIV/AIDS, malaria and other diseases
> ➤ Ensure environmental sustainability
> ➤ Develop a global partnership for development

The INGOs such as FAO and WFP also play an important role in providing various poverty reduction programmes. Myanmar also participated in the 2002 United Nations General Assembly Special Session on Children, signing the outcome document A World Fit for Children (WFFC) and its supporting Action Plan. It reaffirmed commitments to the Millennium Declaration, MDGs and WFFC Action Plan at the Sixth Ministerial Conference on Children (Bali, 2003) and the Seventh Ministerial Conference on Children (Cambodia, 2005). Important progress has been made in all sectors, but much remains to be done in order to reach a significantly strengthened social infrastructure and achieve the MDGs and the broader Millennium Declaration.

Myanmar possesses good technical capacity and employs high-level commitment, combined with national mobilisation and adequate resources, to successfully undertake major initiatives that support clear health objectives. Examples of this include the National Sanitation Weeks, National Immunisation Days and efforts to achieve Universal Salt Iodisation and Vitamin A supplementation, which have resulted in noteworthy progress toward the achievement of the Millennium Development Goals (MDGs) and World Food for Children (WFFC) declaration. A primary health care approach in partnership with community self-help is emphasised.

Under-5 mortality is falling, from 82 per 1,000 live births in 1995 to 66 in 2003. However, the Infant Mortality Rate (IMR) has not changed markedly on a national scale, standing at around 50 per 1,000 live births. Wide rural and urban variations in child mortality must be further reduced, as well as those between states and divisions. According to the 1999 National Mortality Survey, the highest child mortality rate occurs in Shan (East), with an IMR of 91, the lowest in Mandalay, with an IMR of 39. Myanmar Health Vision 2030, a 30-year long-term plan, has

been drawn up with the objectives of reducing under-5 mortality and infant mortality to 52 per 1,000 live births and 40 per 1,000 live births by 2011. Also based on the National Mortality Survey, maternal mortality was estimated at 255 deaths per 100,000 live births.

Myanmar has identified four major nutrition problems, including Protein Energy Malnutrition (PEM) and three micronutrient deficiencies. The National Nutrition Centre (NNC) has been implementing nutrition promotion and intervention programmes in order to control PEM among children. Nationally, the 2003 Multi Indicator Cluster Survey (MICS) showed that 31.8 percent of under-5 children were wasted, 32.2 percent stunted and 8.6 percent severely underweight.

Further, the national Micronutrient Survey 2005 revealed the prevalence of anaemia was 57.5 percent among children overall. Among women, the prevalence of anaemia was 45.2 percent overall and was found to be highly associated with helminth infection and iron deficiency.

As noted above, Vitamin A capsule distribution has been a particular success story in the country. By linking capsule distribution to National Immunisation Days, the proportion of children receiving Vitamin A supplements soared from 16 percent in 1995 to 71 percent in 1997. During 2003-2004, Vitamin A supplements were made part of National Nutrition Week activities, which again should increase coverage.

During the 1980s, the Government, in cooperation with UNICEF, WHO and other partners, launched a major initiative to reduce the incidence of vaccine-preventable diseases through an Expanded Programme on Immunisation (EPI). This effort, which involved widespread mobilisation of health providers and communities, succeeded in quickly raising immunisation coverage and resulted in dramatic reductions in the incidence of vaccine-preventable diseases.

Access to safe water has increased from 60 percent of all households in 1995 to 79 percent in 2003. In 2003, 92 percent of urban households had access to safe water, compared to 74 percent of rural households. Lastly, Myanmar has made significant progress in improving access to safe sanitation. The Government in 1995 established a National Health Policy that resolved to achieve Sanitation for All by 2000, making sanitation a priority at every level of Government. It also embarked on a massive social mobilisation programme; between 1996 and 2000 it implemented a campaign by health workers in 174 townships, and beginning in 1998 organised an annual National Sanitation Week. According to MICS surveys, between 1997 and 2003 the proportion of households using sanitary latrines increased from 45 to 76 percent.

On the economic front, the GDP for the Third Short-Term Five Year Plan (2001/02 to 2005/06) was targeted with an average annual growth rate of 11.3 percent, with performance achieved during the plan period surpassing this at 12.8 percent. Per-capita income at current prices was 50,927 kyats in the base year and 221,217 kyats in 2005/06. Based on the performance of the Third Short-Term Plan, the output of the agriculture sector (agriculture, livestock, fisheries) increased by 9.8 percent; of the industry sector (energy, mining, process and manufacturing, power, construction) by 23.5 percent; and of the services sector (services and trade) by 13.9 percent. Examining structural changes, the share of the agriculture sector fell to 50.1 percent in 2005/06 from 57.2 percent in 2000/01, while the industry sector gained to 15.2 percent from 9.7 percent and the services sector rose slightly to 34.7 percent from 33.1 percent.

C. The Role of Education in the Context of National Development

Myanmar views education as a basic human need, an integral part of the quality of life, a support for moral and social values, and an instrument for economic productivity. The programmes initiated for education in Myanmar are ambitious and inclusive for students: developing a problem-solving and creative orientation toward institutions and social issues; promoting national unity and eliminating discrimination; learning to work cooperatively with others; and developing self-reliance. Recent education reforms have profoundly influenced the meaning and role of education and the development of the Myanmar education system.

The impact of globalisation, technological change, migration of labour and rate of accumulation of new knowledge all impose new demands on education in Myanmar. An effective, equitable system of formal and non-formal education promotes inter-group parity (rural-urban, male-female), develops shared appreciation, brings school and home closer together, and increases community-level sharing of decisions affecting youth. Emphasis on Basic Education allows the most vulnerable and priority target groups education and social access. In Myanmar as elsewhere, therefore, future development appears to hinge upon increased support for a broader foundation of human capital.

Economic growth contributes much to national development. Growth has been associated with the expansion of opportunities in education, as well as wider availability of health services and increases in quality of life. It is generally associated with higher enrolments, an important but insufficient condition for high-quality education. The relevance of the education to the labour market in Myanmar lies most fundamentally in its ability through Universal Basic Education of quality to produce a literate, disciplined, flexible labour force capable of acquiring new skills and adapting to new working environments.

Technology also is assumed to be part of the growth equation, and the rate of technological change is associated with the availability of highly educated workers. As Myanmar's economy develops and new technology is applied to production, the demand for workers with more and better education will increase. Demand for schooling also reflects changes in employment patterns. For example, the services sector increasingly requires not only knowledge of high technology, but also interpersonal skills and analytical capabilities. In terms of gender parity goals, economic growth has provided employment opportunities for women, thereby improving their ability to support their families.

The link between education and employment is not immediate; many factors mediate this relationship. Nonetheless, the provision of schooling and policies determining how education opportunities are distributed across priority target groups in Myanmar clearly will have far-reaching effects on opportunities for productive work. The status and education level of women and girls can exert particularly strong inter-generational effects, and are thus crucial for reducing poverty. Myanmar has a strong record in this regard.

As with education and economic growth, there exists a two-way relationship between education and poverty. Family income has a strong positive association with education attainment; poverty reduces the opportunities for education attainment and acquisition of

advanced education and preferred employment. Growth strategies that will yield the largest poverty reduction benefits in Myanmar include mass Basic Education to ease the transition from an agricultural to an industrial economy, and an increase in human capital via targeting the expansion of primary, non-formal and literacy education, especially in poor and rural areas.

Urbanisation also brings new opportunities and new problems to education. Higher enrolments in urban areas may be expected, as well as better facilities. However, addressing the education needs of the marginalised urban poor will demand resources and programmes.

The structure of Myanmar's population also provides an important context for understanding the growth of the education system and constraints on support for economic growth. The high dependency ratio in the country helps define the magnitude of social services, and suggests a high demand for early levels of education and significant challenges among efforts to improve education quality.

Coupled with the phenomenon of smaller families, increases in average education attainment and economic opportunities among parents, especially mothers, tend to alter the treatment of children in the home, improving their opportunities for schooling as well as for health and nutrition. However, Myanmar needs to be cautious not to allow development to expand the inter-generational education gap, which may contribute to stress on family relationships.

Myanmar is pragmatic and opportunistic in its attempts to address problems of efficiency, quality and equity in education. The Government will act more than at present as a facilitator, sponsoring and advocating exemplary programmes as the traditionally centralised locus of public decision making on education is modified. The Government is committed to strengthening local authorities and decentralisation of education delivery. The Ministry of Education (MOE) is using available fiscal resources for education by encouraging talented administrators, imaginative teachers and enthusiastic parents in order to obtain additional returns.

Finally, Myanmar has demonstrated its commitment to education through establishing the right to education for every child, both constitutionally and through legislation. As a signatory to the Global Education for All Declaration (Dakar, April 2000), Myanmar formulated a national Education for All National Action Plan (EFA NAP) in 2003 that outlines the educational developments the country requires until 2015.

The EFA NAP is serving as a framework for education reform and improvement in the coming years, and Myanmar will make further efforts to disaggregate education data beyond sex, geography and age, including other relevant categories such as disability, health status, nationality group, language and religion; equally pressing is the need to strengthen national capacities for data analysis and use for priority setting, including risk and vulnerability assessments with geographic and beneficiary targeting. All this will help to address challenges of equality, non-discrimination and vulnerability. Through the EFA NAP, therefore, MOE has established a sound, comprehensive framework for education that sets forth strategies and actions in accordance with international standards and goals.

Chapter 2

National Educational Policies

A. Trends in Educational Development

i. Historical Origins of the Present Structure of the Education System

Education in the Pre-Modern Context

Monastic education was the only form of education during the earliest times in Myanmar, beginning with the introduction of Buddhism into the country before the 10th century. Its main aims were to teach 3R's and the religious texts containing the teachings of the Buddha, so that pupils might be able to live in accordance with these principles. At least one monastery served every village, and the monks taught for free. Thus, education during the time of the Myanmar kings emanated from Buddhism and permeated all strata of society. Everyone, whether rich or poor, came under the influence of monastic education, and it set the pace and standard for everyday living.

In addition to the teachings and life stories of the Buddha, the wide curriculum included traditional spelling and grammar, as well as traditional medicine, alchemy, scroll-writing, agriculture, handicrafts, cultural arts, music and military arts. Rote learning was followed – the pupils learnt by heart and had to repeat to the teacher whatever they had learnt. Writing was usually done on palm leaves. The high rate of literacy, especially among men, has been credited to this universal system of monastery schools. This system was in place for the whole of the period before Myanmar came under British administration in 1886.

Education in the Colonial Context

Beginning around 1826, Christian groups such as the Roman Catholics, Baptists and Anglican Missions played an important part in providing facilities for Western-style education in Myanmar and in producing trained teachers. A Directorate of Public Instruction was established in 1866, and many monastery and lay schools were eventually absorbed into the formal school system. In 1923, after the introduction of dual control under the British, supervision of the Education Department was transferred to the control of a Myanmar Minister. By the time of World War II, in addition to monastic schools there existed Vernacular, Anglo-Vernacular and English schools; in the latter, the medium of instruction was English. These parallel and unrelated types of schools eventually resulted in other issues such as neglect of technical, agricultural and vocational education, and increasing unemployment of educated youth.

By and large, the colonial education system was designed to produce junior administrative staff required for the administrative and commercial machinery of the country. It should be noted that although the literacy rate of Myanmar was about 85 percent during the time of the Myanmar kings, it had sharply fallen to 31 percent during the colonial period. (Commemoration of Mass Education,1997)

Education in the Modern Context

After gaining independence in 1948, general education reform was introduced under the Directorate of Education, formerly the Directorate of Public Instruction. The Pyidawtha Education Plan (Education for the Welfare State), introduced in 1952, set a schooling plan for Basic Education at 4:3:2 (i.e., 4 years in primary school, 3 years in middle school and 2 years in high school). Recommendations from a series of high-level education seminars led to introduction of a new higher education system in 1964 and a new Basic Education system in 1967; private schools already had been nationalized in 1965-66.

With the enactment of the Basic Education Law in 1966, a number of further changes in Basic Education were initiated; this law was replaced by the Basic Education Law of 1973 and the Directorate of Education was renamed as the Department of Basic Education (DBE).

All matters related to the implementation of educational policy, such as teacher training, curriculum, syllabus content and development of national exams, as well as the administration of education – supervision of teachers, hiring and firing of teachers, in-service training and distribution of supplies – are determined at the central level by the Ministry of Education (MOE). MOE supervises both Basic Education and higher education, although other Ministries are responsible for the administration and management of post-secondary and tertiary-level establishments.

Implementation of the Basic Education policy is shared among three Departments of Basic Education (DBE 1-3), for Lower Myanmar, Upper Myanmar and Yangon city. Other Departments/Boards under MOE include two Departments of Higher Education, the Department of Education Planning and Training (DEPT), which is primarily responsible for short- and long-term planning and training for primary and lower secondary teachers in the Education Colleges; the Myanmar Language Commission; the Myanmar Board of Examinations; and the Department of Myanmar Educational Research Bureau (DMERB). The DBEs, along with DEPT, implement policy decisions in the fields of curriculum, syllabus and textbooks.

The Myanmar Naing-Ngan Education Committee was formed in 1991 as a national-level coordinating decision-making body on education. Under the leadership of Secretary 1 of the State Peace and Development Council, the Committee facilitates the development of an education system that is equitable with traditional, cultural and social values, and in keeping with economic and other aspirations of the nation. Within MOE, a special coordination committee, referred to as the Executive Committee, has been formed, comprising the Minister, two Deputy Ministers and the Directors-General and Chairman of the Departments under MOE.

The process for school administration throughout the education sector thus is centralised, but decentralisation of control and responsibility is gradually being developed and community participation is active. Well-wishers and private companies also contribute to school education and NFE activities to a large extent. Education decisions and initiatives are still largely the province of central Ministerial departments. At the same time, provision of qualified teachers and school heads to every school, and of school buildings, facilities and general support, can be a difficult task and subject to make decisions, which may hamper the effectiveness of

education management in the long run. Thus, balancing access and quality remains a major challenge for education planners.

The current primary school curriculum was introduced in 1998 to respond to the need for children to have a more balanced curriculum, rather than emphasising only academic subjects. school heads and teachers have an important task in monitoring and evaluating the curriculum implementation and its impact on children's development.

An additional challenge is to ensure that teachers are able to guide students to achieve learning objectives, and that parents are satisfied with their children's performance. For this, teachers must be able to set learning objectives for their own instruction tasks in their own schools, with the conscious support of the school head. Education administrators at other levels need to support this by encouraging school heads and teachers to learn through doing and to improve through practice, rather than relying on directives, circulars and routine inspection visits. To aim for quality education will require a smooth shift fully to the Child-Centred Approach (CCA) within a given timeline, and for teachers and school heads to learn CCA by practicing within the EFA framework.

Developments in Education in Myanmar since Jomtien (1990) and Dakar (2000)

Following the 1990 World Conference on Education for All (EFA) in Jomtien, Thailand, an EFA 2000 National Action Plan was developed in 1993. This contained targets for increasing primary enrolment from 62 percent in 1990 to 100 percent by 2000; increasing the completion rate from 25 percent to 80 percent; reducing adult illiteracy from 22 percent to 11 percent; increasing Early Childhood Care and Education from 2 percent to 25 percent; and increasing awareness of Facts for Life among families.

Various institutions were involved in implementing the EFA 2000 Plan, largely with assistance from UNICEF, UNDP and UNESCO. In hindsight, it was found that the targets were too ambitious, especially those for the enrolment and completion rates. Plans had been formulated at the central level, with less involvement by local levels. These lessons are helping the EFA 2003-2015 plan to avoid such pitfalls and meet the education needs of children and communities at large, through participatory planning processes at central and township levels and the setting of achievable goals and more realistic targets.

The Myanmar EFA National Action Plan 2015 (EFA NAP) is aimed at improvement of the education sector, especially access, quality and relevance, and management of the primary and lower secondary levels. It also aims to upgrade literacy and Life Skills for out-of-school adults and youth in order to directly support the social and economic development efforts of the nation.

This NAP is drawn up to specifically respond to the Dakar Framework for Action, which calls upon governments to ensure that EFA Goals and targets are achieved by 2015 with support from stakeholders within the country and from international partnerships. The EFA NAP serves as a basis for ensuring that the country meets its commitments concerning the education-related goals of the Millennium Declaration and the World Fit for Children. (See Section B[i] for details.)

Use of ICT in Basic Education

A major activity in developing changes in education in Myanmar is the effective use of mass media in the teaching-learning process. This includes increasing the number and quality of radio and television lessons for Basic Education teachers and trainees of teacher training correspondence courses; utilising computers and other electronic materials in the teaching-learning process; producing and distributing educational journals, periodicals and cassette tapes; supplying sufficient teaching-learning materials at basic education schools; and teaching using video, cassette tapes and CD-ROMs.

The Government is strongly encouraging the use of ICT in education and has collaborated with the private sector and local communities to establish multimedia classrooms and computer laboratories in basic education schools. In 2000/01, MOE launched 203 e-education centres that use the satellite data broadcasting system to promote access to technology-enabling distance modalities, open learning and other flexible systems that facilitate lifelong education opportunities for teachers as well as the general public. A total of 624 learning centres are now located across the country, including in remote, border and mountainous areas; 553 are in basic education schools and 71 are in higher education institutions.

EFA Mid-Decade Assessment: Identifying and Reaching the Unreached

Myanmar's concept of disadvantaged groups encompasses groups who are vulnerable and those in need of special protection. In Myanmar these include (a) very poor children; (b) residents of remote, border or mountainous regions; (c) children with disabilities; (d) children from mobile families; and (e) orphans. These groups are not discriminated against by the Government and instead are given special attention and protection for their welfare and all-round development. At the same time, women and girls have the same rights as men and boys, so they are not classified as unreached groups. In addition, in Myanmar there exist many nationalities, but they are not regarded as ethnic minorities because all nationalities in the country are ethnically the same.

The Government strives to collect data and statistics on disadvantaged groups, although as noted in Chapter 1, this represents a major challenge. As part of this commitment, steps are being taken to ensure that the birth registration process covers all births.

Although geographic access to many locations has improved since the mid-1990s, remote and border areas continue to be reinforced for better inprovement. (Much has been done to develop the border and remote areas which in the past were charaterised by isolation and lower economic development, and geographic access to many locations has been improved since the mid-1990s.) The Government is aware that because of the geographical challenges posed by steep and difficult terrain in parts of the country, children in remote and border areas lack facilities for their all-around development, including in education. To resolve these issues of geographical inequality, a special Ministry of Progress for Border Areas and National Races and Development Affairs has been established to promote the development of border areas; among other initiatives, many roads and bridges have been built to facilitate easier transport.

Not only the programme for over- aged children but also the programmes, such as Inclusive Education, CFS, Mobile Schools, Post-Primary Schools, Border Areas Development

Programmes cover the disadvantaged children to have education. The Child Law 1993 specifically declares that children with disabilities have the right to education. Successful enforcement of the law has been undertaken by MOE, the Ministry of Social Welfare, Relief and Resettlement, and related Ministries. A programme of Inclusive Education was initiated in 2004.

Migration and mobility represent underlying factors for many school dropouts in Myanmar, since many families have become more mobile. Mobile schools are an innovative response to offset these dislocations to the child's education.

The Department of Social Welfare (DSW) runs orphanages, as do voluntary organisations. Children at these facilities receive both literacy and vocational training. Child victims of domestic abuse, when reported, also are officially taken from their homes and given shelter at DSW institutions.

In Myanmar children who work for added income for their families are defined as working children. By offering stipends to parents along with income generation programmes, the Government and NGOs such as Myanmar Women's Affairs Federation (MWAF) and Myamar Maternal and Child Welfare Association (MMCWA) are urging them to enrol these children so they can finish at least primary education. To educate and protect street children, DSW and NGOs such as World Vision (Myanmar) and YWCA have opened shelters and drop-in centres; at some of these centres children are provided education through NFPE.

Lastly, the Myanmar language is the official language, but nationalities with their own languages are being encouraged to promote their languages within their societies. Local languages are also encouraged to use in NFE related programmes organized by GOs, NGOs and INGOs. Some booklets and pamphlets on NFE are published in local languages.

ii. Policy and System Indicators Relevant to All Goals of the Dakar Framework

By far the main barrier to education for disadvantaged children is the economic factor; other barriers for some disadvantaged groups are geographic, language, social or cultural, e.g., insufficient numbers of trained teachers has resulted in challenges to children in remote and border areas obtaining Basic Education.

Notwithstanding significant challenges in Myanmar, there are a number of important entry points under the international framework to improve the situation. In becoming a State Party to the Convention on the Rights of the Child (CRC) in 1991 and Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1996, Myanmar has acknowledged the rights of all children and women to survival, protection, development and participation in all matters concerning them, without discrimination of any kind.

Development of the EFA NAP, which is in line with international standards and closely aligned with the 30-Year Long-Term Education Development Plan (see Section B[i]), provides another platform for support to improved education action. The EFA NAP also demonstrates the

presence of national development plans encompassing integration of gender equality principles. It also is attempting to develop regular monitoring and evaluation of the education system that gives special attention to marginalised groups.

Myanmar also has ratified the ILO Minimum Age Convention 1973 and the ILO Worst Forms of Child Labour Convention 1997, as well as signing the Declaration of Commitment on HIV and AIDS at the United Nations General Assembly Special Session in 2001.

B. Educational Policy, Laws and Legislation

i. EFA National Action Plan and 30-Year Long-Term Education Development Plan

Providing more opportunities for Basic Education for children, youth and adults is the keystone of the Myanmar Education For All National Action Plan 2003-2015. Prepared through a participatory process involving the United Nations System and international and national NGOs, in addition to staff from various Ministries, the NAP has been formulated incorporating the Dakar EFA Framework for Global Action and the Millennium Development Goals. It is intended to result in the broader involvement of the entire population to enable them to participate in the globalisation process by getting access to and applying new technologies, step by step, within a set time frame. Four Goal areas and six strategies to achieve the Goals have been developed.

❖ **The four EFA Goal areas for Myanmar are:**
  ➢ Access to and quality of Basic Education
  ➢ Early Childhood Care and Education;
  ➢ Non-Formal and Continuing Education
  ➢ Education Management Information System (EMIS)

❖ **The six strategies to achieve these Goal areas by 2015 are:**
  ➢ Developing and expanding Child Friendly Schools
  ➢ Making Basic Education more accessible to children
  ➢ Increasing retention and completion rates in schools
  ➢ Assisting children to develop to their fullest potential
  ➢ Enhancing literacy and Continuing Education through Non-Formal Education
  ➢ Modernising the Education Management Information System

Turning to specific Myanmar EFA Goals, these were formulated in 2002 to be more realistic than EFA 2000 targets and are in line with the 30-Year Long-Term Basic Education Development Plan and the Special Four-Year Education Plan. Myanmar EFA targets were set to ensure the access to and quality of Basic Education.

❖ **The six Myanmar EFA Goals are:**

  ➢ 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
  ➢ 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 young people and adults are met through Non-Formal Education, Life Skills and preventive education programmes
> ➢ Expanding and improving comprehensive Early Childhood Care and Education
> ➢ Strengthening education management and EMIS

Meanwhile, the 30-Year Long-Term Education Development Plan contains 10 programmes for the Basic Education sector to be implemented in six five-year medium-term plans. It is the most ambitious plan ever launched by MOE, with the motto of "building a modern developed nation through education." The Plan's programmes include:

> ➢ 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
> ➢ Broader participation of the community in education
> ➢ Expansion of non-formal education
> ➢ Development of educational research

The Long-Term Education Development Plan was developed in 2001/02 after the first phase of the Special Four-Year Plan for both Basic Education and higher education, which focused mainly on developing "highly qualified human resources" and introducing the area-based Human Resource Development Programmes. The second phase of the Special Four-Year Plan was merged with the Long-Term Plan.

Thus, within the framework of the national education plans, particularly the Long-Term Education Development Plan, the EFA NAP aims to provide strategies to carry out development tasks for the effective organisational and management aspects of the school system, undertake research on education policy and aims, establish teacher education programmes and develop rural areas in conjunction with other national development tasks.

ii. National Constitution

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

iii. National Laws and Legislation

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

The objectives of the Basic Education are as follows:

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

In addition, provisions of the Myanmar Child Law, a special child-focussed legislation developed and enacted in 1993 following Myanmar's accession to the CRC, are specified about the obligations of the State.

iv. International Treaties

As noted in Section A(ii), Myanmar has ratified the following international treaties directly related to EFA:

> ➢ Convention on the Rights of the Child (CRC)
> ➢ Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

C. Education Structure

The Myanmar Basic Education School system consists of five years of primary school (Grades 1 to 5), four years of lower secondary (middle) school (Grades 6 to 9) and two years of upper secondary (high) school education (Grades 10 and 11), totaling 11 years. Preschool classes were introduced in 1998/99. In the EFA usage, Basic Education includes the primary and lower secondary levels. According to 2002/03 data, nearly 5 million students were enrolled in primary schools and nearly 2 million in lower secondary schools. If high school enrolment is included, about 7.5 million children are in Myanmar's basic education schools. (See Figure 2.1 for details of education structure.)

Figure 2.1   Education Structure of Myanmar

EDUCATION STRUCTURE

BASIC EDUCATION

HIGHER EDUCATION

Age 5+ 6+ 7+ 8+ 9+ 10+ 11+ 12+ 13+ 14+ 15+

Grade ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪

Primary   Middle   High

Econimics, Computer Science

Education

Nursing, Paramedical, Pharmaceutical
Community Health, Veterinary Sc, Agriculture

Forestry

Dental, Medicine, Engineering

Medicine (Health)

UNIVERSITIES AND COLLEGES

Arts and Science Universities,
Degree Colleges, University of Distance
Education

University (Law)

First Degrees(Honours)

Post-Graduate Degrees

Master

Prelim/M Res   Ph D

Doctorate

Responsible Agencies

Active support to education is required at all sectors and levels of society- families and communities, Government and funding agencies, service providers of all sectors, the media, the private sector, and civil society. Institutions most actively involved in promoting education in Myanmar include:

(1)   Ministries

Education, Religious Affairs, Forestry, Co-operatives, Progress of Border Areas and National Races and Development Affairs, Health, National Planning and Economic Development, Home Affairs, Immigration and Population, Social Welfare, Relief and Resettlement, Railways, Transport, Agriculture and Irrigation, Information, and Labour.

(2)   Departments

All Departments under MOE, Cottage Industries, Health, Myanmar Agriculture Enterprise, Social Welfare, General Administration, Information and Public Relations, Myanmar Television and Radio, Animal Husbandry and Veterinary, Central Statistical Organisation.

(3)   Social and Religion-Based Organisations

Myanmar Red Cross Society (MRCS), Myanmar Women's Affairs Federation (MWAF), Myanmar Maternal and Child Welfare Association (MMCWA), Union Solidarity and Development Association (USDA), Fire Brigade, YMCA, YWCA, YMBA, Myanmar Anti Narcotic Association(MANA), Pyinnya Tazaung, Myanmar Karuna Social Services, Yinthway Foundation, Myitta Foundation, Kachin Baptist Convention (KBC), Kayin Baptist Convention (KBC), Myanmar Baptist Convention (MBC), Myanmar Medical Association (MMA)

(4)   International Agencies /INGOs

United Nations Agencies: UNICEF, UNESCO, UNDP, WFP, WHO, UNFPA, UNODC;

INGOs: Japan International Cooperation Agency (JICA), Save the Children (Myanmar), World Vision (Myanmar), CARE Myanmar, Association for Aid and Relief (AAR), Population Services International (PSI), Francois-Xavier Bagnoud (FXB)

D. Education Financing

The Basic Education expenditure of MOE has been gradually increased over the EFA period within the Ministry's total education expenditure, as shown in Table 2.1. In 2000/01, MOE's total budget for education was 28,170 million kyats, with 19,557 million kyats targeted to Basic Education. By 2004/05, the total budget for education expenditures had increased to 90,623 million kyats, with 45,000 million kyats devoted to Basic Education.

Table 2.1 Education Expenditure of MOE (Kyats in Million)

Year	Current		Capital		Total	
	Total	Basic Education	Total	Basic Education	Total	Basic Education
1998/99	6086.75	5279.24	2472.66	640.74	8559.41	5919.98
1999/2000	6612.65	5652.39	3547.72	940.05	10160.37	6592.44
2000/01	20471.35	18323.54	7699.07	1234.29	28170.42	19557.83
2001/02	22664.35	20028.04	9333.09	1264.51	31997.44	21292.55
2002/03	23613.26	20681.85	14237.68	2128.28	37850.94	22810.12
2003/04	25780.59	22118.00	22294.76	3390.09	48075.35	25508.09
2004/05	46169.22	40769.72	44454.00	4230.37	90623.22	45000.09

Source: Education Expenditure, Department of Education Planning and Training, 2006

E. Assessment of EFA Coordination

i. Existence of a Functioning National EFA Forum

Following the Jomtien Declaration on Education For All, the EFA Central Coordinating Committee, chaired by the Chairman of the Myanmar Naing-Ngan Education Committee, was formed in 1996. Under this main committee, the EFA Executive Committee, headed by the Minister for Education, was established together with the following sub-committees:

(1) Planning and Statistics Committee,
(2) Formal Education Committee,
(3) Non-Formal Education Committee,
(4) State and Divisions Implementation Committees,
(5) Fund Raising Committee
(6) Information Committee

The EFA Forum was formed in 2002, chaired by the Deputy Minister for Education, comprising Directors General from related Departments and representatives from NGOs, INGOs, and international agencies. (For complete member list of EFA Forum, Working Groups and NAP Reporting Team, see Annex 1). The EFA Forum has organised consultation meetings for monitoring the programmes undertaken across the country and then reports to MOE. To support the EFA Forum, the following committees and teams have been formed.

- EFA MDA Steering Committee
- EFA Task Force
- EFA MDA Technical Team
- EFA Working Groups (*ad hoc teams for specific purposes*)
- EFA Secretariat

Figure 2.2 EFA Coordination in Myanmar
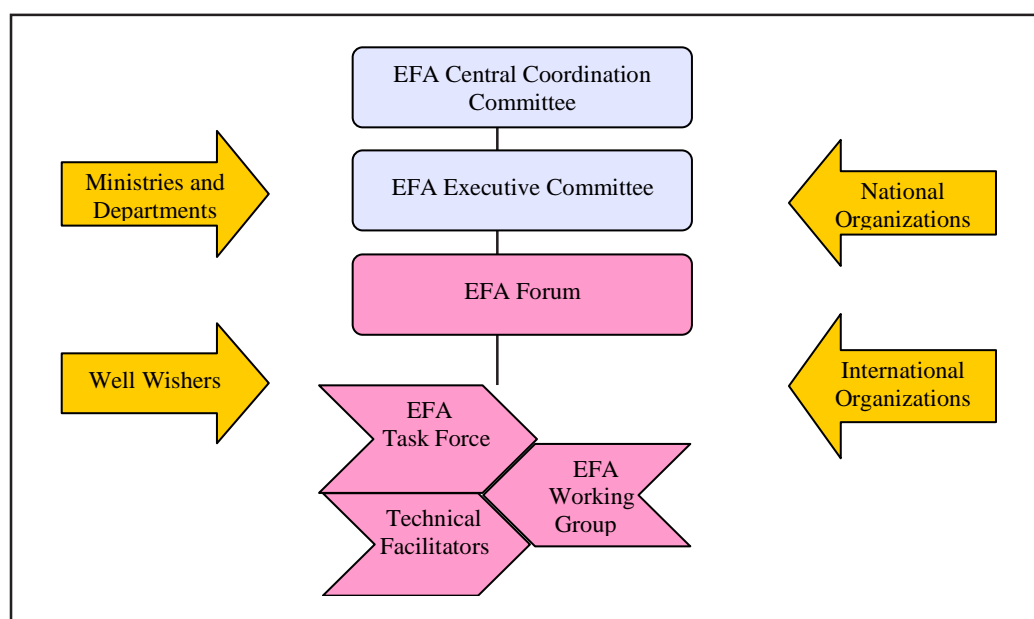
Source: Government of the Union of Myanmar, 2003 EFA NAP , p.9

ii. Presence of an EFA National Coordinator

U Han Tin, Rector of Yangon Institute of Education, was the first EFA National Coordinator and served from 1990 to 2002. After his retirement, U Tin Nyo, Director General of Department of Basic Education 1, became EFA National Coordinator in 2002. When U Tin Nyo retired in 2005, he was asked to continue to provide his services as EFA National Coordinator. U Tun Hla, the Deputy Director General of the Department of Educational Planning and Training, now serves as Deputy EFA National Coordinator.

iii. Publication of an EFA National Action Plan

As noted in Section B(i), the Myanmar EFA National Action Plan 2003-2015 incorporates the Dakar EFA Framework for Global Action and the Millennium Development Goals. Copies of the EFA NAP have been distributed to Cabinet members, all relevant Departments, NGOs, INGOs and international agencies; translations into the Myanmar language were distributed to State and Division EFA Committee members. Copies also have been distributed to all basic education schools for the smooth implementation of Township EFA Plans.

iv. Integration of EFA NAP into National Education Development Strategy and National Development Planning Framework and Process

As noted in Section B(i), the EFA NAP has been developed in line with the 30-Year Long-Term Education Development Plan and the Special Four-Year Plan, all of which built upon the Education Promotion Programmes begun in 1998. The latter programmes were aimed at ensuring access to quality Basic Education and promoting Human Resources Development, not only in the education sector but also in sectors such as health and science and technology.

v. Budget Allocation for Implementation of EFA National Action Plan

A special fund has been provided under the MOE budget for EFA activities, amounting to about 120 million kyats per year for free of charge of Grade I Text books for Grade I students. It is primarily for providing textbooks, stationery and stipends to children from vulnerable and disadvantaged groups during Enrolment Week in the last week of May.

Implementation costs for EFA activities are borne by MOE and other Ministries responsible for education, including Religious Affairs, Social Welfare, and Progress for Border Areas and National Races and Development Affairs (MPBND). Several Departments within MOE have been allocated funds for EFA, but these EFA expenditures are part of the overall Departmental budgets and not a segregated budget item.

It should be noted that MPBND already has a separate budget for providing education in 19 specific border regions in education, health, agriculture, livestock, transport and communications, and social affairs. Traditionally, a strong community contribution to education also exists, with communities providing support for school construction, maintenance and facilities, as well as accommodation for teachers in certain areas.

Tables 2.2.1 and 2.2.2 reflect the indicative costs 2003-2005 for implementation of EFA activities, both by Government and international inputs:

Table 2.2.1 Indicative Costs for EFA Programmes (Government)

Government inputs (Kyats in Million)

Programmes	2003	2004	2005	Total
Development and Expansion Programme	85	85	85	255
Capacity Development Programme	55	55	55	165
Systems Improvement Programme	10	10	10	30
Community Involvement Programme	41	41	41	123
Support Programme	2,840	2,840	2,840	8,520
Studies and Surveys Programme	65	65	65	195
Total	**3,096**	**3,096**	**3,096**	**9,288**

Source: Government of the Union of Myanmar, 2003 EFA NAP , p.65

Table 2.2.2 Indicative Costs for EFA Programmes (International)

International inputs (US $ in '000)

Programs	2003	2004	2005	Total
Development and Expansion Programme	333	333	333	999
Capacity Development Programme	120	120	120	360
Systems Improvement Programme	0	0	0	0
Community Involvement Programme	0	0	0	0
Support Programme	120	120	120	360
Studies and Surveys Programme	70	70	70	210
Total	**643**	**643**	**643**	**1,929**

Source: Government of the Union of Myanmar, 2003 EFA NAP, p.56

vi. External Funding Support for the EFA Plan

Because every uneducated child is a lost opportunity, international assistance must focus on immediate needs to improve access to, and completion of, Basic Education through community and school-based schemes to support education services at the local level for all children, with a special focus on priority target groups.

External funding for the implementation of EFA-related programmes in Myanmar comes through programmes and projects jointly organised by the concerned Ministries and United Nations Agencies. As the focal institution for internationally supported projects carried out under MOE, DEPT takes responsibility for managing these projects.

The main United Nations Agencies that provide support are UNICEF, UNDP and UNESCO. UNICEF has been carrying out five main programmes, e.g., Health and Nutrition; Water, Environmental Sanitation and Hygiene; Basic Education; Children in Need of Special Protection; and Advocacy, Information and Communications Capacity Building for Planning and Monitoring. The total budget for the 2001-2005 five-year cycle was nearly US$60 million. For 2006, the first year of the 2006-2010 programme cycle, UNICEF's indicative budget for the five programmes was nearly US$16 million. Almost all the programmes are linked directly and indirectly with the EFA NAP and its activities. However, funding figures from the other INGOs and NGOs are not available.

Meanwhile, the UNDP/UNESCO funded Human Development Initiatives (HDI) Project is in progress in 11 townships with the cooperation of MOE. The Strengthening Child-Centred Approach (SCCA) Project has been implemented since 2004 with the assistance of Japan International Cooperation Agency (JICA); by emphasizing a child-centred approach, it will contribute to the promotion of children's creativity, analytical skills and critical thinking and will enhance independence learning. Other international agencies such as WHO, UNODC and WFP provide further support to EFA-related programmes.

Regarding the coordination of EFA partners, officials from relevant Ministries, Departments, NGOs and INGOs have been working together in planning, implementation, monitoring and evaluation of projects under EFA programmes.

vii. Strategy in Place for Monitoring and Evaluation of the EFA Programme

For the quality control of EFA programme performance, all concerned parties, such as DEPT and the DBEs, have developed appropriate planning procedures and instruments for self-monitoring or joint evaluation of progress.

Programme planners from DEPT and implementation staff from the DBEs, together with selected members of the EFA Team (Working Groups), formed Monitoring Teams to develop monitoring mechanisms. With the technical cooperation of the consultant group from Environmental Professional (Myanmar) Co.Ltd.(ENVIPRO), this team began preparing working materials and reference materials in late 2003. Myanmar EFA Monitoring Indicators were finalised for national, departmental, state/division and township levels. Succinct manuals are being developed including methods for producing indicators with interpretation. User-friendly software for data entry and calculation of indicators also is being developed. For ECCE data, the DBEs, DEPT and DSW collect relevant information from centres run by NGOs; data from many home- and family-based centres in the community are collected by means of ad hoc surveys. Formal education is being monitored by the Basic Education Departments, and NFE by the Department of Myanmar Education Research Bureau. Other relevant areas such as health, early childhood care and education are monitored by the ministries concerned. Findings are reviewed at the central-level education seminars held annually. Based on the EFA indicators, the EFA monitoring team compiled and analyse the data every year.

EFA-Related Analysis or Evaluation over the Past Two Years

UNESCO is providing technical and partial financial assistance in development of the EFA manual and software noted above, which will establish a set of core education monitoring

indicators in Myanmar. These indicators will be particularly useful for monitoring the progress or implementation of all education plans and programmes, including the EFA NAP and the 30-Year Long-Term Education Development Plan.

F. Plan for EFA Mid-Decade Assessment

Actions Taken for Mid-Decade Assessment

Numerous activities have been undertaken in connection with the EFA MDA, including surveys and information gathering, followed by preparation, discussion, finalisation, adoption and dissemination of the Myanmar National Mid-Decade EFA Assessment Report. The major activities include:

❖ **EFA Assessment Survey**

During preparation of the EFA NAP, nationwide data collection through the basic education schools was conducted to produce an analysis of the Myanmar formal education system that was as thorough as possible. This study covered general education (primary, lower and upper secondary), Non-Formal Education (literacy) and ECCE. The findings of the study, together with statistics and indicators provided by the regular EMIS data collection at that time (base period 2001/02) were used as the baseline data for comparison in the Mid-Decade Assessment. The study covered the following areas:

· Access to Basic Education in the country
· Quality of Basic Education provided
· Educational attainment and literacy status of population
· Reliable data and information on types of ECCE programmes
· Availability of and participation in ECCE programmes by preschool-age children
· Current functioning of and potential for modernising EMIS

❖ **Conference/Forum with Key ECCE Actors**

Because ECCE is the weakest EFA sub-sector in Myanmar, it is important to draw up a strategy for its rapid development – that is, to enhance access to preschools and improve the quality of preschool education. An ECCE Conference/Forum conducted with all key ECCE actors represented the first step in developing a comprehensive ECCE strategic plan for the nation.

❖ **Meetings/Trainings/Workshops**

· Consultations and workshops with GOs, NGOs, INGOs for the implementation of EFA NAP at all levels
· Workshop on EFA information system and DevInfo
· Provision of information at Basic Education Seminar
· Collection of data and required information
· Regular and ad hoc data collection

·   Establishing networking mechanism among line Ministries, NGOs, INGOs, EFA Committees at different levels
·   Reorganising EFA Technical Coordinating Team, EFA Task Force, EFA MDA Monitoring Team, EFA Assessment Team /Technical Team/Working Groups
·   Strengthening EFA Secretariat
·   Appointing National Consultant/ Specialist

❖ Regular EMIS Data Collection from Townships

EMIS provides formal general education data collected from townships for all basic education schools, both State and community schools.

❖ Collecting Data at State and Division Levels

Data collection exercises are conducted for reviewing EFA implementation work and for monitoring programme performance at the state/division levels.

❖ Collecting Data from Ministries

Relevant data are available from the ministries, namely, MOE, MOH, MPBND, MSW and so on.

❖ Preparing EFA MDA Report

Drafting of the Mid-Decade Assessment report was undertaken by several committees. Approval will be given from the EFA Forum, MOE, the Myanmar Naing-Ngan Education Committee and the Government.

Chapter 3

Goal-Based Assessment

3.1 - Early Childhood Care and Education

A. National Action Plan

i. Statement of EFA Goal

The first goal of the Global Education Forum, held in Dakar, Senegal, on 26-28 April 2000, is: **"Expanding and improving comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children."** To achieve all the global EFA Goals, Myanmar has organised an EFA Forum in May 2002 and adopted six national goals for EFA under the EFA National Action Plan 2003-2015. The EFA NAP has been drawn up within the framework of the 30-Year Long-Term Education Development Plan and is in line with global EFA goals and the education-related goals of the Millennium Declaration and the World Fit for Children. The fifth goal of the Myanmar EFA is **"Expanding and improving comprehensive Early Childhood Care and Education."**

ii. Description of EFA Goal and Specific National Targets

ECCE is defined as nurturing children younger than 5 years physically, socially, mentally and spiritually, referring to both preschool (ages 3-5) programmes and diverse child rearing practices and daycare programmes for children younger than 3. "Expanding" is intended to encompass not only more children in ECCE programmes, but also to provide them with education and care in improved service centres and pre-primary schools of quality that adopt child-centered models to promote lifelong learning.

Likewise, "expanding" covers the introduction of technical services, including parenting education. "Improving" means ensuring quality and equality in access to and participation in ECCE programmes, including for sub-national target groups. "Comprehensive" means that all children younger than 5 years are the target group, but that priority is given to the most vulnerable groups, i.e., poor children; children from remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans. Types of ECCE programmes include centre-, community-, home- and family-based "mother circles" and parenting education, as well as integrated ECCE activities.

Two of the 18 national EFA targets relate specifically to ECCE:

> ➢ Gross enrolment in ECCE programmes, by percentage of total population aged 3-5 years, was set at 10 percent in 2002 and 15 percent in 2005. Further targets are 20 percent by 2010 and 25 percent by 2015.
> ➢ Percentage of new Grade 1 entrants with ECCE attendance was set at 8 percent in 2002 and 10 percent in 2005. Further targets are 15 percent by 2010 and 20 percent by 2015.
> ➢ Both targets for 2005 were achieved in 2006 (see Section C[i]).

iii. Strategies to Achieve the Goal

The strategy to achieve this EFA goal has been formulated as "Assisting (0-5) Children to Develop to Their Fullest Potential." Under the EFA NAP, major actions include:

> ➢ Creation of a policy framework and advocacy for ECCE at the high level
>
> ➢ Raising awareness in ECCE effectively through Information, Education and Communication (IEC)
>
> ➢ Expanding home- and family-based ECCE, including "mother circles," and providing technical services, including parenting education
>
> ➢ Supporting the establishment of quality ECCE centres by providing training and helping to coordinate funding and material support
>
> ➢ Creating an ECCE database and multi-sector network with active support of partners
>
> ➢ Providing increased budget to Government Departments involved in development of pre-primary education and ECCE services.

iv. Budget

As noted in Chapter 2, a special fund has been provided under the Ministry of Education budget for EFA activities annually. Implementation costs of EFA activities are borne by relevant Ministries, including Social Welfare, Relief and Resettlement, Health, Religious Affairs, and Progress of Border Areas and National Races and Development Affairs; in addition, Ministry has its own budget for child and adult education in 19 specific challenged regions, in education, health, agriculture, livestock, transport and communications, and social affairs.

B. Implementation of EFA Goal

i. General Policies and Programmes

Education is the unfolding of a child's ability to move, think, feel and interact with people and objects in his/her environment. The concept of the "whole child" provides a framework for developing guidelines for programmes of child development in Myanmar. One of the four Social Objectives of the State Peace and Development Council is to "Uplift the Health, Fitness and Education Standards of the Entire Nation." To achieve this objective, an important factor is to achieve the all-around development of children younger than age 5 years. Regarding the EFA goals, ECCE is fundamental, being the first step to EFA as well as critical to achieving the Millennium Development Goals of Universal Primary Education and gender equality in education by 2015.

In addition, provisions of the Myanmar Child Law, a special child-focussed legislation developed and enacted in 1993 after Myanmar's accession in 1991 to the Convention on the Rights of the Child, are specified about the obligations of the State.

Also as noted in Chapter 2, the national education policies of Myanmar are encompassed in the 30-Year Long-Term Education Development Plan and the EFA NAP 2003-2015. The Long-Term Education Development Plan is committed to quality Education for All and to

producing all-round developed citizens, both of which are pertinent to ECCE, while the EFA NAP specifically highlights ECCE in "assisting children to develop to their fullest potential." Registration procedures for pre-primary schools and day care centres were developed in 2004, reviewed in 2006 and have been submitted to higher authorities.

The Department of Social Welfare (DSW), under the Ministry of Social Welfare, Relief and Resettlement (MSW), has been responsible for all early childhood programming since 1948. ECCE efforts led by DSW, based on the concept of the development of the whole child, have led to the establishment of daycare centres and pre-primary schools throughout the country. Since 1998, the Ministry of Education has become more actively involved and helped to stimulate the very recent expansion of ECCE programmes, even as communities generate most of the necessary resources.

Other relevant Ministries include the Ministry of Health and the Ministry of Information, which conduct health care programmes and child-participating activities for children under age 5, and the Ministry of Progress of Border Areas and National Races and Development Affairs, which has collaborated with UNDP to establish preschools in villages of remote areas in Kachin and Chin States.

Through the Education Promotion Programmes launched in 1998 under comprehensive education reforms, schools have been allowed to open pre-primary school or pre-primary classes if space and the number of teachers permit. The more than threefold increase in number of pre-primary schools from 2000/01 through 2005/06 is shown in Table 3.1.1 below.

Table 3.1.1   Number of Schools under MOE Having Pre-Primary Classes and Children

Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Schools	354	512	667	785	905	1,311	1,773
Children	9,560	12,860	15,679	18,223	19,077	24,685	36,595

Source: DEPT, May 2007

Community-based pre-primary schools and daycare centres also have been opened by DEPT, DSW and INGOs; at present, 1,656 community-based preschools are open, nurturing more than 62,400 children. Parenting education has been carried out in villages and wards through discussion programmes on parent care, malaria prevention, HIV/AIDS education and child care for young children under age 5. NGOs and INGOs also participate in the implementation of ECCE programmes and as of 2006 had established 2,800 preschools serving more than 100,000 children and some 1,400 "mother circles" serving more than 14,000 children younger than age 3. These facilities provide help to children who cannot attend the Government preschool and to parents for income generation, parenting education, awareness raising and child health care and nutrition assistance.

DSW also nurtures orphans, abandoned children and poor children younger than 5 years in six residential nurseries in Yangon, Mandalay, Kyinetone, Magwe and Mawlamyine. Currently

174 children are being looked after at these nurseries. Out of the 174, four children are disabled with cerebral palsy, one is hypertensive and four are HIV-positive.

In 2006, DSW opened a Disabled Care Centre in Yangon for disabled children older than age 5 from the residential nurseries and the community; the centre currently serves 28 children with disabilities; another school in Yangon for children with disabilities serves 217 physically and mentally challenged children. In addition, a School for the Deaf is opened under DSW, while NGOs have opened schools for the blind and deaf as well as serving other children with disabilities. Voluntary Orphanage Homes also have been established by voluntary social organisations to nurture orphans and poor children, including infants. Such facilities provide food, accommodation, medical care, social support, family life, formal education and vocational training.

As noted in Chapter 1, mobility is an increasing factor in the lives of many Myanmar families. Children from these families have only rare opportunities to receive ECCE services. Mobile ECCE Programmes are necessary to serve such children.

Government and community efforts have benefited from the support of international agencies as well, from United Nations Agencies to bilateral donors. UNICEF gives assistance and cooperates to bring out the whole picture of Early Childhood Development in the children of Myanmar. Together with DEPT, UNDP has carried out ECCE activities in 11 townships since 1999 through a UNESCO project. In addition, local and international NGOs have become active in out-of-centre ECCE.

Turning to health aspects, the Ministry of Health is responsible for promoting the better health of mothers, decreasing the infant and under-5 mortality rates, as well as implementing survival, health, nutrition and immunisation programmes for children younger than age 5 in collaboration with United Nations Agencies. All schools, including preschools, were to be covered by the School Health Programme by 2006, with the support of WHO. The Myanmar Naing- Ngan Education Committee, headed by Secretary I of the State Peace and Development Council, and the National Health Committee respectively give guidance and support to these programmes.

ii. Policies Mentioning Specific Target Groups

Specific target groups for EFA in Myanmar include poor children; children from remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans. National policies adopted in Myanmar Child Law (1993) encourage the participation of NGOs, communities and families in ECCE activities, an important initiative with relevance to these target groups. Although these groups are not singled out in the EFA NAP and other policies, their inclusion is implicit in the four national EFA Goal Areas:

- ➢ Access to and Quality of Basic Education
- ➢ Early Childhood Care and Education
- ➢ Non-Formal and Continuing Education
- ➢ Education Management Information System (EMIS)

At the same time, this sub-Chapter highlights many child development initiatives that have involved these specific target groups, including development of registration procedures for

preschools and daycare centres; development of preschool curricula, teachers' manual and guidelines for caring for children under 3 year; donor-sponsored pre-primary schools [assisted by MMCWA, World Vision Myanmar (WVM)]; preschool teacher training in UNICEF Project intervening townships; DSW-conducted residential nurseries for children younger than age 5; voluntary orphanages run by social and monastries, churches and islamic associations; triplets and mothers assistance scheme and adoption scheme, and training for caregivers at residential nurseries, preschools and daycare centres by DSW.

iii. Legislation and Legal Framework

Section 57 of the Child Law 1993 states that Director General of Department of Social Welfare may establish local residential nurseries required for nursing and caring of children younger than age 5. Section 58 (a) of the Law prescribes that DG of DSW may supervise, inspect, give guidance and render expertise and support as may be necessary to day nurseries and pre-primary schools established on self-help and section 58 (c) prescribes that DG of DSW may supervise, inspect, give guidance and render expertise to private day nurseries and pre-primary schools established on payment of fees. DSW is developing a plan to monitor such schools. The Child Law also guarantees that every child, irrespective of religion, shall be equal before the law and given equal opportunities. Religious practices of all faiths – Buddhist, Christian, Islam and Hindu – are respected in preschools, carefully supervised by authorities.

iv. Responsible Agencies and Coordination of Implementation

Responsible agencies for ECCE include:

Government Organisations
- MOE , MSW, MOH, Ministry of Information, Ministry of Progress of Border Areas and National Races and Development Affairs (MPBND)

International Agencies
- UNICEF, UNDP, UNESCO, WFP

INGOs
- Save the Children in Myanmar (SC - Myanmar), World Vision Myanmar

NGOs
- MMCWA, Pyinnya Tazaung Association (PTZA), Yinthway Foundation, Karuna Myanmar Social Services (KMSS), Metta Foundation, Myanmar Council of Churches (MCC), Kachin Baptist Convention (KBC), Kayin Baptist Convention (KBC), Chin Baptist Convention, Myanmar Baptist Convention (MBC), YMCA, YWCA

v. Budgeting and Financing: Resource Mobilisation and Allocation

Implementation costs for EFA activities are borne by MOE and other Ministries responsible for education, including MSW, MOH, MPBND, Ministry of Religious Affairs. Several departments within MOE have been allocated funds for EFA, but these EFA expenditures are part of the overall departmental budgets and not a segregated budget item.

Traditionally, a strong community contribution to education also exists, with communities providing support for school construction, maintenance and facilities, as well as accommodation for teachers in certain areas.

The Government, communities and NGOs/INGOs contributed a total of 5809.94 million kyats for ECCE in 2006-07. Within the Government, DSW, MOE and MPBND spend annually from their allotted State budget to carry out ECCE programmes. The combined budget allocation of these Ministries for ECCE programmes in 2006-07 was 2939.43 million kyats. (Figure 3.1.1)

Figure 3.1.1 Government Budget for ECCE by Year
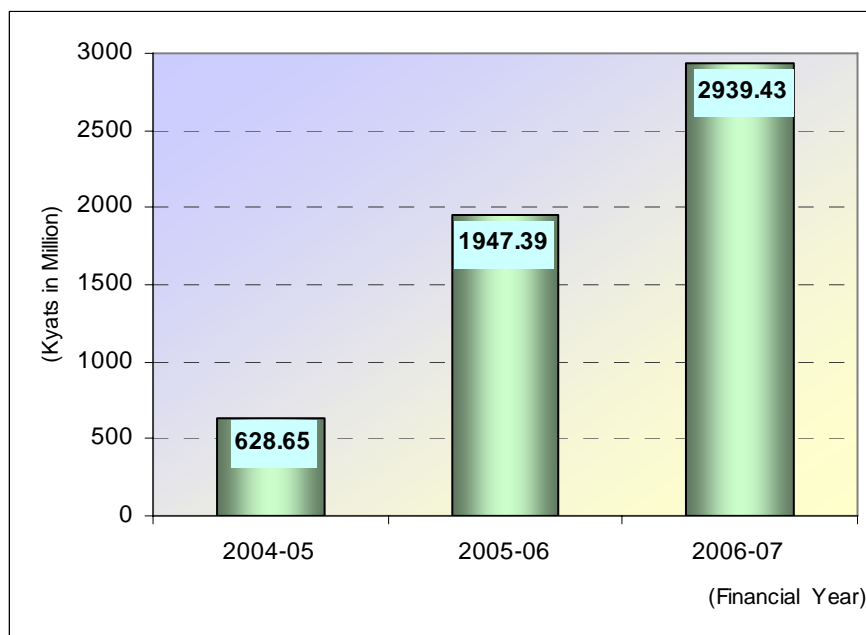
Source: EFA secretariat, May 2007

Because DSW remains the focal point for the provision of ECCE services and encompasses the budget allocation for ECCE programmes such as opening of preschools and residential nurseries, Table 3.1.2 shows the breakdown of DSW budget.

Table 3.1.2   Department of Social Welfare Budget for ECCE (Kyats in Million)

FY	Pre-Primary School	Voluntary Pre-schools	Residential Nurseries	Triplets Children	Total
2004-05	125.15	5.47	19.76	0.07	150.45
2005-06	103.21	5.47	17.09	0.07	125.89
2006-07	228.92	45.79	46.53	0.2	321.44

Source: DSW documentary paper (1-3-2007)

At the same time, national NGOs and INGOs contributed 885.53 million kyats and communities and parents contributed 1,984.98 million kyats for ECCE programmes, together providing more than 49 percent of the proportion of contributions, as shown in Figure 3.1.2.

Figure 3.1.2   Percentage of Budget Allocation for ECCE Programmes by Organisation (2006/07)

NGOs & INGOs,
885.53 million kyats,
15.24%

Community,
1984.98 million kyats,
34.17%

Government,
2939.43 million kyats,
50.59%
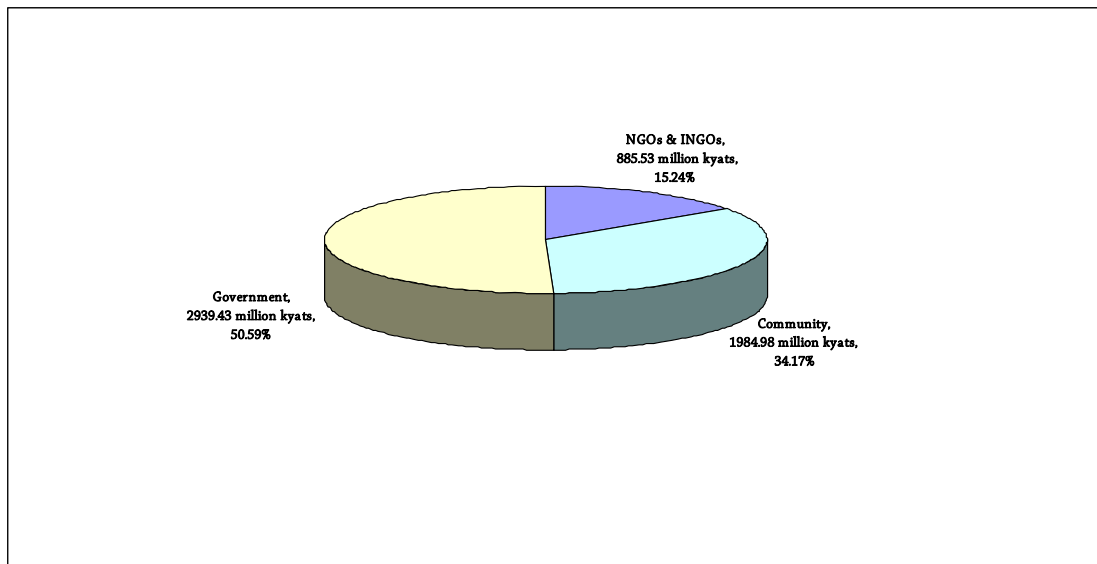
Source: EMIS, May 2007

vi. Quality Assurance, Monitoring and Evaluation

In 2006 Department of Education Planning and Training (DEPT), in collaboration with UNICEF, conducted monitoring and evaluation assessments of ECCE performance and impact in 13 out of 61 Area Focus Townships in which programmes have been based since 2001. In order to assess the performance of ECCE programmes in its preschools, DSW also made a field study of 30 preschools in Yangon in 2006. Other impact assessments have been conducted by Save the Children-US and Save the Children-UK. Qualitative Assessment by Most Significant Change Technique have also been done by an international consultant in 2006.

All these provided snapshots of the various ECCE programmes and interventions being implemented by both Government and Non-Governmental agencies in the country. The surveys sought to identify significant outcomes related to children's development and success in school, as well as outcomes related to the awareness and appreciation of the programme by the other principal stakeholders, i.e., primary caregivers, teachers and the community at large. The surveys showed that the ECCE Programme not only achieved quantitative improvement, but also provided quality improvement in specific skills such as better health; physical, mental, cognitive, language, social, behavioural and observational development; thinking and reasoning skills; learning skills and self-confidence. Most preschools appeared to be satisfying parents' expectations. Among outcomes, school readiness stands out as the most significant domain of change from the point of view of the various stakeholders. The DEPT/UNICEF survey also

showed progress in the area of teacher training: 71 out of 79 teachers in charge of preschool classrooms had attended ECCE courses.

Further progress was linked to parents' increased ability to concentrate on their work while children are regularly cared for, along with parents' improvement in time management skills. By participating in ECCE meetings and discussions, parents attain real community spirit and can put more effort into community affairs. Mothers' role in particular has been promoted, expanding their ability to participate in social activities and gain self-confidence as well. Continuing challenges identified in these assessments are further elaborated in Section C(iv).

C. Progress in Achieving EFA Goal

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

Investments in education, health and nutrition in the early years of childhood can bring a high return by increasing a person's productivity in later years. Furthermore, preventive programmes can produce savings, such as reducing expensive health care costs and improving the efficiency of education systems through remedial programmes and reductions in dropout and repetition. ECCE programmes, therefore, can ultimately affect the quality of family life and of educational achievements, since children who have obtained quality preschool education tend to enjoy school life.

Thus, preschool contributes directly to increased enrolment and retention in primary schools. ECCE also can free mothers and older sisters to learn and earn well, leading to increased participation of women in the labour force. Such a setting is included in Myanmar's EFA vision, contributing to a modern developed nation.

All data collection on ECCE needs to be strengthened and disaggregated further by geographic region, gender, rural-urban disparities, national groups, language, disabilities, economic quintile and professional qualifications. In collecting data on ECCE children, a need to consider not only centre-based preschool children but also children under community-based, family-based and home-based ECCE programmes, Mother Circles as well as parenting education programmes. An overall mechanism for data collection and analysis on ECCE, and on out-of-centre ECCE in particular, must be developed at the first opportunity. All this affects analysis of some core EFA indicators.

Under the EFA NAP 2003-2015, Myanmar has two ECCE-related EFA targets. The EFA NAP had set a target for gross enrolment in ECCE programmes of 10 percent by 2002 and 15 percent by 2005. According to the Multiple Indicator Cluster Survey 2003, based on data from states and divisions, ECCE enrolment already stood at 16.9 percent, thereby surpassing the EFA target before 2005. But Education Management Information System (EMIS) data was based on Union as a whole. Meanwhile, EMIS data showed that the number of pre-school children has soared nearly 80 percent since 2004, from 142,438 that year to 256,357 in 2006. This EMIS data does not include out-of-centre programmes. Therefore enrolment figures were most likely reporting lower than actual. The increase in the number of pre-school enrolment children depends upon the number of pre-schools opened. Thus it is needed to open more pre-schools. But there are some limitations to establish pre-schools.

Regarding the achievement of the above target, local and international NGOs, including MMCWA, PTZA, Save the Children-UK and Save the Children-US and WVM, have become active in out-of-centre ECCE; this represents an area where education partnerships have great potential. In recent years NGOs, churches, monasteries and social organisations have helped communities add many new centres, some linked to schools or churches; between 1997 and 2002 alone, MMCWA more than tripled its ECCE services, from 300 to 1,034 centres, and increased the number of children served from 20,000 to 43,000. Because of the rising level of NGO and community activity, DSW has recently modified its strategy from that of direct provision of childcare services to one of community support.

Table 3.1.3   ECCE Centres and Children by Organization in 2006

Particulars	MMCWA	Religion-based	INGOs	Local NGOs	MOE	DSW	MPBND	Private	Total
Centres/ Classes	1656	1347	248	393	1773	877	38	1196	7528
Children	62440	59444	10958	11780	36595	26404	2601	46135	256357

Source: EMIS, May 2007

According to MICS data, participation has increased in all regions except Rakhine. Enrolment rates vary from a high of 32 percent in Kachin to less than 3 percent in Kayin. At the same time, participation rates for children of the wealthiest families stand at nearly five times those of the most disadvantaged families, according to MICS data. In 2003, participation was seven times higher among children whose mothers had completed secondary schooling than among those whose mothers had not completed primary school.

Worldwide, many children face challenges when they enter school because they have not had the chance to develop appropriate skills, habits and attitudes. They often are ill-equipped to adapt basic academic and social skills, have low alertness and suffer a weakness of concentration expected of the average child in Grade 1. Turning to the second performance indicator, the EFA NAP had set a target for the percentage of new Grade 1 entrants with ECCE attendance at 8 percent in 2002, 10 percent in 2005 and 15 percent in 2010. According to EMIS data, 128,901 out of 1,205,257 new Grade 1 entrants in 2006 had ECCE experience, representing 10.69 percent of new entrants. Thus, this EFA target was surpassed in 2006.

Table 3.1.4   Core and Performance Indicators in 2006

Performance	Core Indicator	Performance Indicator
Gross Enrollment Rate	16.00%	16.90%
New Grade 1 Entrance Rate	10.00%	10.69%

Source: EMIS, 2007/MICS, 2003/EFA-NAP, 2003

School-centred ECCE models remain widespread in Myanmar, just as worldwide, school-centred models have proven popular with other ECCE programmes that are starting up. Since 2001, however, child-centred ECCE models have received increasing emphasis in Myanmar. Teachers, Government officials, NGOs, parents and communities are together learning an

approach to early childhood education that is more holistic and child-centred. Rather than concentrating on reading and writing, which may be poorly suited for very young children, more centres are giving children opportunities for the type of play that promotes physical, social and cognitive development.

The Ministry of Social Welfare, Relief and Resettlement, in cooperation with relevant Ministries and Departments, UNICEF, NGOs and INGOs, has developed a curriculum for preschools and daycare centres, along with a teachers' manual and guidelines for caring for children under 3 years. These guidelines were again reviewed in 2006 and approved by higher authorities in 2007.

Careers for ECCE care providers are being professionalised. Increasing numbers of teachers, school heads and caregivers are being trained in basic and advanced ECCE courses, including trainings designed to address the special target groups of children with disabilities and orphans. Trainees are from all areas, including remote, border and mountainous areas.

Between 2004 and 2006, a total of 265 courses were offered by DEPT; DSW, including the Social Welfare Training School and State and Division Social Welfare Offices; Department of Myanmar Education Research Bureau (DMERB); and NGOs. These trainings produced 8,951 trainees. Even so, among teachers working at preschools run by GOs and NGOs, the overall proportion of trained teachers was found to be 56.2 percent in 2006.

The process of smooth transfer from preschool and home to primary school is critical, and difficult, for most children and their families. In addition to posing difficulties for children who have not participated in pre-primary education, it is particularly challenging for the estimated 30 percent of Myanmar's children whose mother language is not Myanmar. The EFA NAP recommends that specific methodologies designed to deal with the introduction of young children to the Myanmar language be developed.

To address this issue and provide an incentive to make the transition to formal schooling as child- and family-friendly as possible, a special transition curriculum will be applied in selected pilot primary schools. This is being facilitated by the collaborative effort of DEPT, UNICEF and SC-Myanmar. The transition curriculum, developed by ECCE technical personnel, trainers, curriculum development committee for primary level, teacher educators from Education Colleges and others, is being introduced through active participatory methods in the first eight weeks of primary schools based on the existing curriculum. The training will be conducted for Grade 1 teachers of selected pilot schools in selected area.

More than 100 dialects are spoken in Myanmar. However the official language in schools is Myanmar. In preschools, according to the ECCE learning method, pre-primary children learn their own dialect as a first language, then Myanmar. Pre-primary children of Myanmar nationalities learn bilingually. About 2,300 bilingual preschools have been established. Bilingualism is included in preschool teachers' training, with core trainees sent to Israel and Singapore. Bilingualism experts from Israel also have come to Myanmar and conducted bilingualism workshops.

Preschool personnel emphasise the appointment of teachers from the dominant local nationalities in border, remote and mountainous areas, although some teachers who are not native to the

region also may be appointed. In classes where children of different nationalities study together, the use of volunteer teachers who speak the local language can help teachers to cope.

Because centre-based preschools are the total responsibility of the community, in poor or remote areas, they may need appropriate materials and supplies that could support the early development and learning of young children, if the community cannot afford to establish a centre at all. DSW, in cooperation with UNICEF, has conducted preschool teacher trainings on toys and playthings and has provided teaching aids and toys to preschools. Likewise, DEPT has provided teaching aids and toys to pre-primary classes run by MOE, also in cooperation with UNICEF. NGOs and INGOs, such as Yinthway Foundation and SC-Myanmar, have conducted toy making courses in cooperation with DSW, while UNICEF has helped distribute ECCE teaching aids and create information, education and communications (IEC) materials. Under the health programme, new IEC materials on Soil-Transmitted Helminthiasis (2 million pamphlets, 0.2 million posters and 0.2 million guidebooks), a major health issue in Myanmar, were developed and distributed to all schools.

Meanwhile, children who lack early exposure to reading tend to suffer from low self-esteem, struggle academically, and are at much higher risk of dropping out, as well as prone to substance abuse and delinquency. Parents who are functionally illiterate tend to have children who struggle with reading, thus perpetuating an inter-generational problem – an intertwined cycle of poverty and illiteracy.

In 2005, DEPT and UNICEF started exploring ways to increase children's access to appropriate reading materials, especially designed to reach the unreached. A series of pioneering productions and Training of Trainers (TOT) inter-sectoral workshops were held over the course of the year to ensure a holistic approach to children's learning needs.

As a result, the first culturally and developmentally appropriate board books for young children were produced, together with books depicting lives of children with their families and friends. Production included formative research and guidance throughout by an international early childhood and children's media consultant. All children, including children with disabilities, have been portrayed in the books to demonstrate children's different values and capacities.

The strategy was to develop innovative reading materials for young children that would, at the same time, include messages for and empower families and teachers and build their confidence and competence to better respond to the early learning needs of the children.

To distribute the books, DEPT designed the "Box Library", where the books are placed inside of the box. They are placed in preschools and lower primary Child Friendly School classrooms for children to access and use as part of their reading, language and story telling activities. Box Libraries thus play an important role in disseminating ECCE practices to families, teachers, community and community leaders and are instrumental in reaching the unreached. A total of 21,000 Box Libraries have been distributed, nearly 10 percent in tsunami-affected townships.

Box Library

Turning to the health issues critical to the care of very young children in Myanmar, in line with the innovative life cycle approach the Department of Health has implemented a Women and Child Health Development Project since 2002, building upon earlier birth spacing and Integrated Management of Mother and Child Illness (IMMCI) projects. As a result, the infant and under 5 mortality rates are declining, although still slightly high (see also Chapter 1). The proportion of births attended by skilled health personnel and the contraceptive prevalence rate also show increasing trends but require further strengthening.

Because most births in Myanmar occur at home, birth weight is frequently not recorded. For infants with reported birth weights, the Ministry of Health reported in 2000 that 12 percent were low birth weight, half the reported rate in 1991.

Nutrition promotion activities are carried out with the aim of reducing childhood malnutrition, which varies across states and divisions, and achieving nutritional well-being for all citizens. As noted in Chapter 1, Myanmar has identified Protein Energy Malnutrition (PEM) and micronutrient deficiencies such as Vitamin A deficiency, Iron deficiency, Anaemia and Iodine deficiency disorders as its major nutrition challenges. Interventions on these issues are targeted at the two most vulnerable groups, namely, pregnant women and children younger than age 5 years. Growth Monitoring and Promotion (GMP) for children younger than age 3 years is the major PEM control activity taking place throughout the country, and nutrition rehabilitation activities also are carried out in selected rural and urban areas.

Although immunisation coverage in Myanmar peaked in 1990 – the target year in the global drive for Universal Child Immunisation – and has declined somewhat subsequently, coverage levels remain high overall. The proportion of under-5 children receiving DPT 3 immunisations held steady at 82 percent between 2000 and 2004.

Under-nutrition among children has declined slowly over the last decade, with steady improvements in iodine status and Vitamin A status of children. Since 1999, Universal Salt Iodisation (USI) has been adopted for sustained elimination of iodine deficiency disorders and effectively reached its goal in 2004; Table 3.1.5 indicates the successes achieved under USI. Biannual supplementation with high-potency Vitamin A capsules for children aged 6 months to 5 years represents the major intervention against Vitamin A deficiency (see also Chapter 1). One indicator of the effectiveness of capsule distribution is that between 1991 and 2000, the prevalence of Bitot's spot (an eye lesion symptomatic of Vitamin A deficiency) fell from 0.6 to 0.03 percent.

Table 3.1.5 Virtual Elimination of Iodine Deficiency Disorders

Sr. No	Present Status	Myanmar	Goal
1	Total Goitre Prevalence Rate	5.50%	<5%
2	Median Urinary Iodine Excretion (ug/l)	205.0 ug/l	100-200 ug/l
3	Effectively Iodated Salt Consumption	62.65% (86.28% iodated salt)	>90%

Source: National Goitre Survey, NNC, 2003-04

Iron supplementation for under-5 children, as well as for adolescent schoolgirls and pregnant women, also is being implemented in selected areas. The National Micronutrient Survey 2005 showed the prevalence of anaemia in preschool children to be 64.6 percent, with 71.6 percent of infants aged 6-12 months and 76.8 percent aged 12-24 months having inadequate iron nutrition.

Meanwhile, integrating helminth reduction interventions into the School Health Programme and other programmes represents the main strategy to address the serious problem of Soil-Transmitted Helminthiasis (STH), which is widespread and which may be associated with anaemia. Myanmar initiated its school de-worming programme in 2002 following a baseline survey in the delta region, one of the four major ecological zones in the country. This survey showed a high level of prevalence and high intensity of STH among schoolchildren, which required regular de-worming twice yearly.

The survey was followed by training of 200 teachers in the area on health education and treatment for STH. A total of 25,000 children in 200 schools in the area were treated in 2002, but by the end of 2005, 2.1 million preschool-aged and 4.8 million school-aged children from all states and divisions had been de-wormed as an integrated approach, with the support of WHO and UNICEF.

Preschool children also benefit from the increases in access to safe water and significant progress in improving access to safe sanitation (see also Chapter 1).

ii. Time and Cross-Sectional Analysis of Indicators

As noted above, the number of children aged 3 to 5 years who benefited from ECCE rose sharply from 142,438 in 2004 to 256,357 in 2006. In 2004, a total of 967 preschools were

run by the Government and 3,483 schools by NGOs and private organisations; by 2006, those figures had nearly doubled, with the Government operating 1,876 preschools and NGOs and private organisations operating 5,652 preschools.

As noted above, the overall proportion of trained preschool teachers in 2006 was found to be just over 56 percent, despite rapidly increased training. Future emphasis will be given on capacity building and expanded training for preschool teachers.

Among states and divisions, Yangon, Ayeyarwady, Bago (West) and Mandalay Divisions–all of which have dense populations with good knowledge of the importance of ECCE, as well as good transportation and urban and nucleus-family lifestyles had the high number of pre-primary schools. The low number of preschools were reported in Shan State (East) and Chin State, both of which are in remote border areas with difficult transportation and communications. Figures 3.1.3 and 3.1.4 indicate the numbers of preschools run in 2006 by GOs in states and divisions, and per 100,000 children younger than age 5.

Figure 3.1.3
Number of Preschools Run
by Government Organisations,
by States and Divisions (2006)
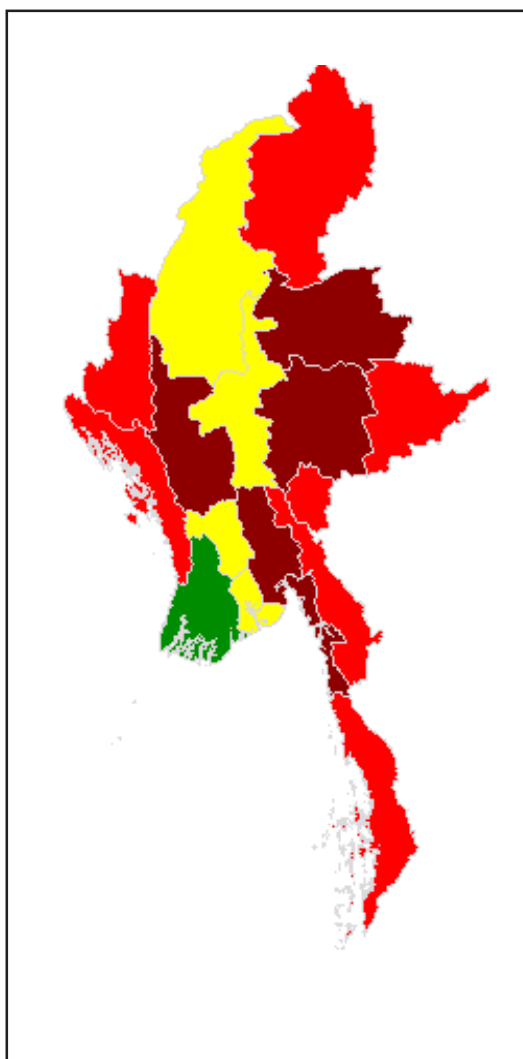
Figure 3.1.4
Number of Preschools Run
by Government Organisations,
Per 100,000 Under-5 Children
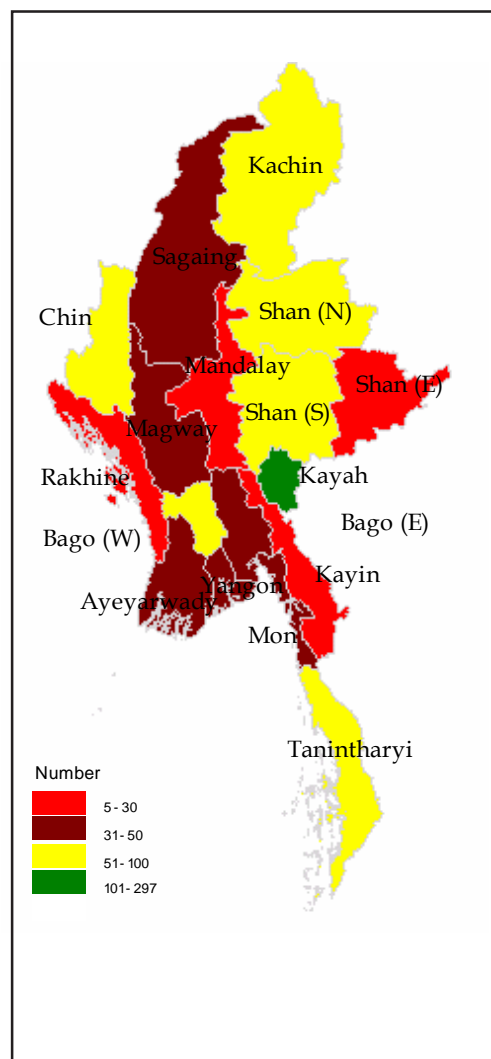
iii. Analysis of Disaggregated Indicators

Significantly, more than half of Myanmar's preschools are in urban and peri-urban areas, indicating an urgent need to expand ECCE programmes in rural areas (see also Section D[i]).

Of the 256,357 children attending preschools in 2006, a total of 127,170, or 49.60 percent, were girls. The sex ratio of preschool children thus stood at 101.59 boys per 100 girls. At the same time, 3-5 population sex ratio is 101.09 boys per 100 girls. Thus there is no discrimination between male and female.

iv. Quality and Equity Outcomes

Children-to-teacher ratios, class size, learning corners, curriculum and timetables are important factors in ensuring quality preschools. As noted in Section B(vi), quality assessments on ECCE in Myanmar have found numerous positive changes among children up to age 5 years, ECCE teachers and parents/communities.

At the same time, the pupil-to-teacher ratio varies widely in ECCE in Myanmar. A 2006 monitoring and evaluation report showed that DSW preschools average a pupil-to-teacher ratio of 15:1. Class size averages 30 children, although up to 35 children are allowed in exceptional circumstances. DSW appoints two teachers for one class. Following DSW's 2006 assessment of 30 Yangon preschools, voluntary preschools recognised by the Department are monitored by Divisional Social Welfare Offices to ensure they follow DSW regulations.

The 2006 monitoring and evaluation report by DEPT and UNICEF, which covered 61 MOE preschools in 13 townships, showed 79 teachers for 61 pre-primary classes; most classes in these schools thus have one teacher. While 43 classes were strictly for pre-primary, 18 classes were combined with primary classes. Class size varies widely, from six to more than 88 children, with the upper limit clearly challenging quality outcomes.

Learning opportunities also vary widely among preschools, and many preschools, especially in rural areas, are weak in establishing learning corners. The DEPT monitoring report indicated that 20 percent of the 61 pre-primary classes studied had appropriate learning corners, while 40 percent of voluntary preschools recognised by DSW had such opportunities. DSW reports that learning corners are appropriately equipped in its preschools.

Other challenges include the need for additional teaching aids; stronger teaching programmes on a weekly timetable; refresher courses for teachers; separate toilet facilities for girls and boys; and strengthened support from school committees in pre-primary classrooms.

D. Implementation Gaps and Disparities

i. Identifying Gaps and Locating the Reached and Unreached

Young children in Myanmar are more frequently being sent to early education centres or preschools. This is partly because more mothers work in the formal economy and partly because more parents want their children to benefit from an early start in school. Such enthusiasm is

justified, since strong evidence from studies worldwide indicates that children who have even a few months of pre-primary education have an easier time transitioning from home to formal schooling and are less likely to drop out. Both circumstances are major education issues in Myanmar.

As noted in Section C(iii), at present more than half of preschools are in urban areas, indicating a need for more rural-based programmes. SC Myanmar and religion-based organisations are implementing community-based ECCE Programmes in Kachin, Chin, Mon and Shan States, and Taninthayi as well as Ayeyarwady Division. All are remote or border areas. Specifically, Kachin Baptist Convention and Karuna Foundation have opened preschools in the Chin Nationalities villages. Kayin Baptist Convention, Mon Baptist Convention and other religion-based organisations (RBO) are conducting additional ECCE programmes in remote areas.

At the same time, some cultural attitudes may hinder the enrolment of the youngest children in ECCE. A diverse country such as Myanmar has diverse child rearing practices, but many families consider a "good" child to be one who obeys unquestioningly. In addition, available data suggest that parents and caregivers have reasonable levels of knowledge about children's physical needs and development milestones, but are less knowledgeable about cognitive and linguistic development. Until parents understand their children's stages of cognitive development and the importance of play as a foundation for learning, they may expect and demand that programmes resemble centre-based pre-primary schools. Thus, the role of parenting education is critical.

Vocational training, income generation, nutrition and parenting education programmes have enabled children from unreached groups – poor, from remote, border and mountainous areas, with disabilities, from mobile families and orphans – to attend preschools. Providing sufficient and nutritious food, love and affection and children's needs for these groups must be strengthened. MMCWA, World Vision Myanmar, Save the Children and religion-based organisations help to provide sufficient and nutritious food, love and affection and meet children's needs from these groups. These activities were small-scale to date, and it is necessary to expand them.

A key ECCE strategy in reaching the priority target groups and reducing rural-urban gaps has been the innovative development of "mother circles," which represent a hybrid model whereby pre-primary school-based early childhood centres serve as the nucleus of support to home-based satellite programmes (see also Section E[i]). Mother circles were initiated in 2000 in five disadvantaged peri-urban townships in Yangon under the Network Project through DEPT, in collaboration with Pyinnya Tazaung and UNICEF. Now, they form a very successful model for others trying to support the development of the most vulnerable young children in Myanmar.

Another major initiative to reach the unreached has come through the Ministry of Progress of Border Areas and National Races and Development Affairs, which in cooperation with UNDP opened 38 preschools in remote, border and disadvantaged areas where nationalities groups live. Figure 3.1.5 shows the location of these facilities.

Figure 3.1.5   Location of Preschools in Unreached Areas
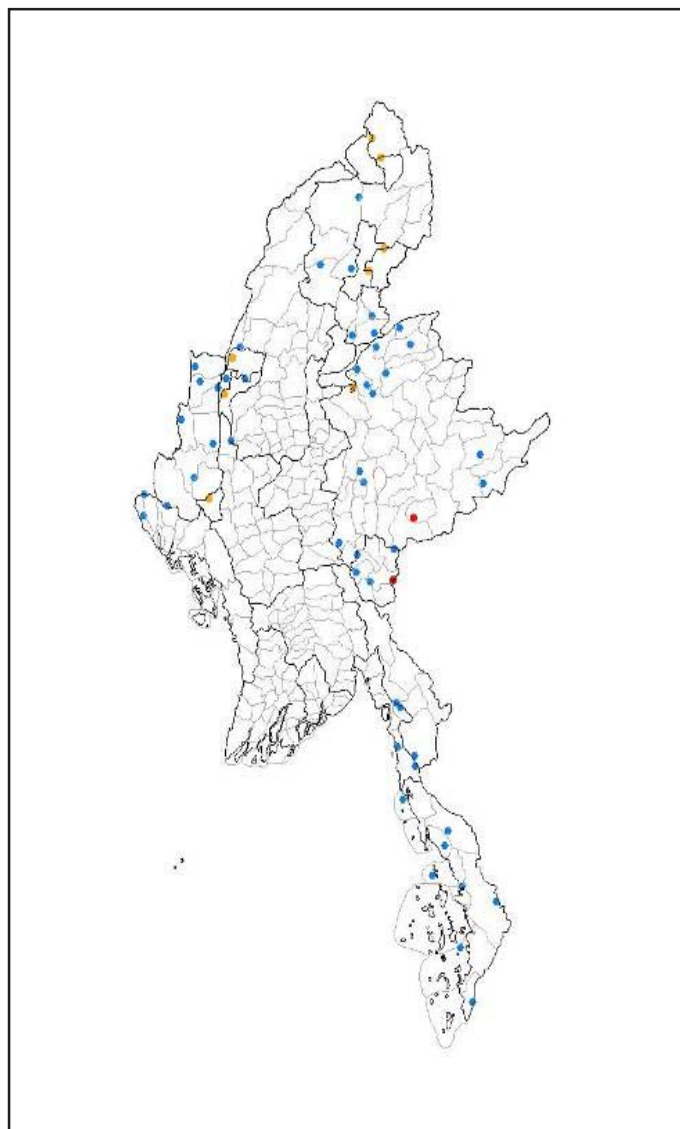
■   Townships in Border Areas
   ■   Townships in Remote Areas
      ■   Townships with Difficulty in Communications
Source: EFA Secretariat, May 2007

In addition to the "mother circles" and special preschool programmes in border areas, other interventions designed to reach the unreached that have had impact include (see also Sections B[i] and C[i]):

➢   Schools for children with disabilities
➢   Use of bilingualism for language development in border areas
➢   Distribution of Box Libraries and toys, including to tsunami-affected areas
➢   Preschool teacher trainings for trainees from all areas, including remote, border and mountainous areas

ii. Analysis of Differential Impact of Policy Implementation

The Child Law section 8 states that "the State recognises that every child has the right to survival, development, protection and care, and to achieve active participation within the community." These aspects can be considered as integrated Early Childhood Care and Education. Moreover, ECCE represents an important strategy for reducing school dropout rates, which in Myanmar are highest during the first year of schooling. Early childhood education also seems likely to contribute to reduced dropouts from Grades 1 to 5, especially for girls, since much of the high dropout rate at this level results in part from the need for older children to serve as child minders for younger siblings.

An additional benefit of community- and home-based ECCE models is that these programmes have the capacity to facilitate pre-literacy skills in the mother tongue of children of various Myanmar nationalities, thereby easing transition to the formal school system.

To promote ECCE coverage in remote and rural areas, a need exists to expand not only centre-based ECCE programmes but also community-based, family-based and home-based programmes as well as parenting education and advocacy programmes. To take care of under-3 children, the innovative and well-regarded "mother circles" also must be conducted more widely. In order to help ECCE programmes better reach priority target groups overall, more collaboration and cooperation with NGOs, INGOs and United Nations organisations also is needed.

Especially for children with disabilities, a need exists not only to nurture at preschools but also to provide caring techniques in the families; in the past, home care for children with disabilities was conducted by forming mobile teams. These children are now accepted and nurtured at preschools, but a great need exists to expand access since most still are taken care of at home. According to EFA data collected by EMIS, only 76 children with disabilities are enrolled in preschools under MOE. Out of these 76, 19 are physically handicapped, 12 are visually- or hearing-impaired, 7 have polio, 30 are mentally challenged, 5 are deaf and 3 are in other categories. For children older than age 5, an Inclusive Education Programme is being expanded by MOE annually (see also Chapter 3.2).

iii. Disparities in Social and Gender Equality

Despite significant progress, further opportunities are needed for children up to age 5 years to develop to their fullest potential. Rural ECCE facilities, with emphasis on remote, border and mountainous areas, must be significantly expanded and strengthened to prevent socio-economic disparities because of the geographic spread of ECCE services that favours urban areas. Improved and significantly expanded services for children with disabilities of the increasing numbers of mobile families also must be in place.

As noted in Section C(iii), preschool students comprised 49.60 percent girls and 50.40 percent boys, indicating gender equality in enrolment. However, gender inequality is high in preschool teaching personnel. Based on available data, it appears that there are 11,248 preschool teachers in preschools, out of which only 108, or 0.96 percent, are male.

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

Increasing numbers of ECCE centres, particularly in remote, border and mountainous areas, must be equipped with a sufficient number of trained teachers, requiring expanded training of preschool personnel. In addition, teaching facilities must be upgraded, including improved infrastructure, more access to appropriately equipped learning corners and teaching aids, and stronger teaching programmes. In particular, class size and pupil-teacher ratios must be monitored carefully to avoid overcrowding and ensure that all children are able to maximise their learning opportunities.

v. Implementation Capacity Gaps

Government departments would benefit from increased budget support for ECCE pre-primary education. In addition, implementation is sometimes constrained by lack of awareness in communities on ECCE, which can be rectified through greater advocacy and communications. Lastly, it is necessary to ensure improved coordination among organisations involved with ECCE activities.

E. Success and Remaining Challenges in Implementation of EFA Goal (Assessing Impact of Policy and Practices)

i. Success and Challenges in Achieving Social and Gender Equality

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

As noted in Section D(i), "Mother Circles (MCs)" represent a particular success in reaching the unreached in ECCE. By 2004, 960 MCs were introduced and 9,600 children under 3 were nurtured; 1,408 MCs were implemented by 2006 and served more than 14,000 under-3 children. Mother Circles are initiated in homes in cooperation with village communities under the administration of Government-run basic education schools. As part of ECCE Parenting Education Activity, parenting education on developmentally appropriate practices is given to community volunteers and support groups in selected townships. The low-income families and rural communities in particular receive ECCE opportunities through MCs, whose activities can be implemented with low costs and a participatory community approach.

Hours are more flexible in the MCs, depending on the most convenient time for the mothers and the leaders. Most are opened for three hours, five days a week year-round and include a nutritious meal, small snack and vitamin supplement. As in pre-primary classes, children also are de-wormed every 6 months and weighed monthly. Each MC is supplied with basic cooking and eating utensils and some play materials; some support groups also have helped by making toys. Besides the MC leaders, there are three MC facilitators for every 10 MCs. They support the leaders by helping with the logistics, bringing the children to the MC, and giving parenting education.

A case study of mother circles found that the project had resulted in positive impact and achievements, especially for children from poor families and in need of special protection. Because the MCs are in the communities themselves, both leaders and facilitators are members of the local society; they enjoy trust and know which children are the poorest and neediest. Parents reported they had changed the way they relate to their children, now doing so with more patience and attention to care. The mother circle programme has demonstrated that it is possible for ECCE to reach the poorest and most vulnerable using a participatory community approach. In all, community participation represents a particular good practice to be reinforced.

The level of "buy-in" to the programme can be measured in a large part by the level of interest and participation of the community. The ECCE assessment found an outstanding example of community involvement in a community-based ECCE Centre in Kyungyi Village in Nyaung Shwe Township. Kyungyi Village is located along Inle Lake and is flooded at least six months of every year. After external support for the ECCE centre was phased out, the community decided to undertake its own fundraising activities for the centre. Proceeds of these activities were then used to purchase a generator to provide electricity to the village. The income derived from the supply of electrical power to the village currently is sufficient to cover the cost of operating the centre, including the salaries of three full-time teachers, and allows families to bring their children to school free of charge. Interestingly enough, some of the leaders of the ECCE Committee of this centre do not even have children in the centre. This indicates that communities can go to great lengths to support their ECCE centres/preschools and take an active interest in the affairs of their schools (see also in the following box).

Community-based ECCE Centre in Kyee-daw Village

U Soe Thein, headmaster of the primary school in Kyee-daw Village, Padaung Township, was interested in ECCE. He learned ECCE knowledge by himself and opened a pre-primary class in his school, organising the villagers and constructing a special facility. He also organised parents, who came weekly and made toys using local materials and waste materials. Indoor and outdoor playgrounds also were created using local materials.

U Soe Thein sent a primary teacher and a voluntary teacher to ECCE training and nurtured the children systematically. Some years later, former preschool children became outstanding in their formal education schools – clever, polite, helpful, healthy and active. After seeing these results from Kyee-daw Village, 14 neighbouring villages also established preschools.

(b) Areas and Groups Where Success Has Been Least

Many parents from low socio-economic groups are still not aware of the importance of ECCE. Moreover, in areas of difficult terrain, parents cannot send children to ECCE centres, even if there is one, because it takes a long time to reach the facilities. As noted in Section C(iii), remote and border areas require expanded ECCE opportunities, as do the other priority target groups.

ii. Success and Challenges in Achieving Quality Education

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

The quality assessment by Most Significant Change Technique for ECCE in Myanmar revealed a number of significant programme outcomes. Knowledge and skills, awareness and appreciation of ECCE, interpersonal skills, value formation, and caregiving practices, were identified by the assessment team as the five primary Domains of Change in the programme, i.e., most commonly identified in collected stories. A separate tabulation conducted on the 18 Most Significant Change stories selected by stakeholders revealed that stakeholders considered school readiness, interpersonal relationships, knowledge and skills, self-help (self-awareness, independence, decision making) and health and hygienic behaviour as the most significant domains. Additional differences were observed in the rankings of the domains among the different sectors (MOE, DSW, INGO/RBO), as well as differences in the rankings of domains between stories in urban settings and rural settings. This suggests the highly contextual nature of ECCE as a programme.

The following excerpts from Most Significant Change stories of teachers and primary caregivers show how children who have had the benefit of the ECCE experience are performing more successfully in primary school than children who have not had the benefit of the programme. A remarkable 184 of the 198 stories (94 percent) mentioned knowledge and skills, describing ECCE children's proficiency in language, reading and numeracy skills, and how these skills for cognitive development are acquired in a relatively short period of time.

Moreover, the stories show how children acquire an enthusiasm to learn and bring this enthusiasm home to their families, thereby multiplying opportunities for family interaction. ECCE children thus seem to be adjusting more readily to primary school compared with their non-ECCE counterparts. An implication of this outcome is that teachers in primary schools are able to administer to their children more effectively and, consequently, more productively.

(1) School Readiness: Excerpts from Most Significant Change Story of a Teacher, Daw Tin Tin

"Those children who went to preschool are more intelligent than other children. They are not like others in lesson or in speech; the child is more experienced than others. The one

from preschool is already familiar with sounds and can handle the pencil. …The one who had attended preschool learned how to write quickly and I feel very happy. They learn their lessons well. If they are taught one thing, they know two things. They can think."

(2) Interpersonal Relationships: Excerpts from Most Significant Change Story of a Mother, Daw Thida

"My elder daughter has attended this preschool since she was 3. Before, she was not active, always clinging to me. When she started attending preschool, she learned how to recite poems very actively and eagerly, with gestures. Now she greets everyone. She has become brave and listens, and obeys what her elders say."

(3) Knowledge and Skills: Excerpts from Most Significant Change Story of a Teacher, Daw Zar Chi Tun Lin

"In my class about 10 children have gone to preschool. These children, when I asked them questions, they wanted to be the first to answer. They are smarter than other children. Recently, one of them attended a training course on Facts for Life. For example, if you say 'Don't waste money,' he knows that smoking is wasting money. If he is taught this, he repeats it at home. Another lesson was 'Use iodised salt.' He tells it to his parents at home."

Learning in Pre-primary Class

While the rapid assessment was limited in scope, it nevertheless provided a glimpse of how ECCE has an impact on the development of the lives of children as well as their primary caregivers, their immediate families, their teachers, their schools, and their communities – with dramatic results. That such enduring positive changes do occur in children as a result of ECCE should serve as an added impetus in the promotion of Education for All in Myanmar.

(b) Areas and Groups Where Success Has Been Least

Nonetheless, the ECCE programme is not without challenges. Foremost among these is that of improving access to ECCE among the unreached target population – poor children; children from remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans.

In addition, despite significant progress, the perceived importance of early childhood development still focuses more on academic needs rather than on a systematic nurturing of the child by parents. Pre-primary schools or daycare centres may teach the alphabet to young children because they think that parents prefer their children to learn early. A challenging task in the EFA context will be the provision of assistance to increase the knowledge and practices of parents of children up to age 5 years in caring and stimulating the child's cognitive and psycho-social development.

F. Recommendations for Adjustments

i. Target Setting with Specific References to Priority Target Groups

With available yet limited resources, ECCE must be further prioritised as the best investment in children to strategically fight against poverty and for the sustainable development of the nation. Even before children enter school, many may already be disadvantaged by need for early stimulation and education experiences, as well as by health and nutrition issues, leading to a need for readiness to tackle the demands of schooling and directly contributing to poor achievement and low retention. The ECCE programme should be expanded and improved to better reach the priority target groups of poor children; children from remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans.

Myanmar still needs to adopt a policy framework for ECCE to make it accessible, with pronounced quality, to all children throughout the country. This policy, providing a quality assurance framework that ensures that all formal and non-formal ECCE providers follow and meet standards, also is inextricably linked to the country's poverty elimination and development strategies. Supportive legal and regulatory frameworks for curriculum, training and certification, as well as for adequate budget allocation for ECCE, also require further development.

Nonetheless, perhaps the most important factor in ensuring quality ECCE is the human resources. The teacher's or caregiver's perception of, and ability to carry out, quality services is likely to be the most decisive element in the child's experience. It must be ensured that teachers are qualified and provided with continuous pre- and in-service trainings. At the same time, Myanmar will expand and improve facilities and materials for ECCE, focusing on social and emotional interaction, games and other activities appropriate to very young children, not simply on imparting knowledge.

The indispensable role of the family in childhood development also must be supplemented and supported by partnerships between policy makers and service providers at all levels of society. Awareness raising is a crucial step toward expected behaviour change. Early childhood

development and education for children up to age 5 underpins the practice of parental skills to nurture small children, given that parents are the first teachers of the child. Therefore, it is critically important to expand parenting education and increase awareness and knowledge among parents and caregivers on the fundamental needs of the young child's development, in order to support this development in the home, in the daycare centre and in the community. ECCE teams should be formed to promote child rearing practices to families at their homes, while awareness can be further raised using a wide range of media (newspapers, newsletters, cartoons/comics, journals, radio, TV, video, movies). Publication of articles and information on ECCE by various groups, departments, organisations and individuals also must be encouraged.

To reduce disparity of access between rural and urban areas and to reach disadvantaged families, services for ECCE should be increased through community-based, home-based and family-based interventions. Quality of ECCE programmes should not suffer as access expands. These programmes should build on traditional sound childcare practices that are appropriate to the young child and not merely an extension of the formal school system. Again, additional priority must be given to the provision of ECCE for the most disadvantaged children.

To increase non-Myanmar speaking children's success in school, preschools and ECCE programmes should adopt a bilingual approach. This way, the non-Myanmar speaking children will have a smoother transition to Grade 1 as they will already be familiar with Myanmar language and their chance to drop out will decrease.

In the area of ECCE management, a systematic management mechanism is needed for quality control and data collection and analysis. It is still required to fully develop a section of EMIS focused on ECCE, and to coordinate closely with DSW in order to track the development efforts and impact of ECCE on children themselves, as well as on the school system. It is important to produce accurate and timely data, both qualitative and quantitative, for analysis and feedback to policy makers and practitioners.

Attention must be paid to collecting further disaggregated data–by age, sex and whether in centre-based or out-of-centre programmes, as well as by nationality group, disadvantaged group and disadvantaged area–in order to identify areas of greatest inequity and to provide data for local-level planning, management and evaluation. In addition, monitoring and evaluation must be strengthened. An important entry point may be a database for the registration of daycare centres run by religion-based, social and other organisations so that DSW can offer its services to these centres for their quality improvement.

ii. Strategies for Attaining the Unattained and Reaching the Unreached

- ➢ Build on flexible and innovative initiatives such as mother circles and expand home-based ECCE
- ➢ Firmly establish a clear policy framework and enhance advocacy for ECCE at the high level, also raising awareness in ECCE through IEC
- ➢ Build families' competencies in developmentally appropriate child care ,and development, and increase their access to information on early childhood development as complementary to the Child Law section 22 (a)
- ➢ Develop a specific programme for reaching the unreached and implement it by GOs, in cooperation with NGOs, INGOs and United Nations Agencies

- Increase synergy among strength of various stakeholders by expanding parenting education and organising technical services to help establish more ECCE service centres and pre-primary schools
- Enhance the quality of ECCE through strengthened training, materials and funding support, including increased budget support to Government Departments for ECCE pre-primary schools
- Create an ECCE database to increase research and data collection/analysis
- Create a multi-sector support network that will increase cooperation and coordination among GOs, NGOs, INGOs and individuals
- Create a directory for easy contact with resource persons and trainers by focal department
- Organise a mobile ECCE team and recruit voluntary ECCE workers at village and ward levels

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

- Form an integrated ECCE committee consisting of MSW, MOE, MOH, MOI, MPBND, UNICEF, UNDP, WFP, NGOs, INGOs and individuals as soon as possible
- Formalise standards for preschool curricula and guidelines and registration procedures for preschools and daycare centres by 2008
- Provide expanded training for preschool teachers, mothers, family members, community leaders and members of PTAs from 2007 to 2015
- Create enhanced awareness of ECCE practices through the mass media from 2007 to 2015
- ECCE database on the status of ECCE coverage, combining MOE, DSW and NGOs is established, with disaggregated coverage reported annually

Today

Many of the things
we need can wait,
but the CHILD cannot.
Many of the things
we need can wait,
but the CHILD cannot.

Right now   is the time.
His bones are being formed,
His blood is being made
And his senses are being developed.
To him
we cannot answer
'Tomorrow'
His name is 'Today'

Gabriela Mistral

Chapter 3

Goal-Based Assessment

3.2 - Universalization of Basic Education

A. National Action Plan

i. Statement of EFA Goal

The second goal of the Global Education Forum, held in Dakar, Senegal, on 26-28 April 2000, is **"Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to nationalities, have access to and complete free and compulsory primary education of good quality."** To achieve all the global EFA Goals, Myanmar has organised an EFA Forum in May 2002 and adopted six national goals for EFA under the EFA National Action Plan (2003-2015). The EFA NAP has been drawn up within the framework of the 30-Year Long-Term Education Development Plan and is in line with global EFA goals and the education-related goals of the Millennium Declaration and the World Fit for Children. The first goal of the Myanmar EFA is **"Ensuring that significant progress is achieved so that all school-age children have access to and complete free and compulsory Basic Education of good quality by 2015."**

ii. Description of EFA Goal and Specific National Targets

Universalization of Basic Education (UBE) is not compulsory education, but it provides access to Basic Education (primary Grades 1-5, lower secondary Grades 6-9 and upper secondary Grades 10-11) for all children aged 5 to 15 in Myanmar. Thus, it brings Basic Education within the reach of all children in the school going-age group; in Myanmar priority is to be given to poor children; children from remote, border and mountainous areas; children with disabilities; children from mobile families; and orphans. Unreached children in Myanmar can be located through birth registration, hospital and school records, as well as through community sources. Girls are given the same opportunities as boys.

A total of 16 national EFA targets relate specifically to UBE. They are as follows:

- ➢ Reduce Gross Intake Rate from 112.4 in 2002 to 108 by 2005
- ➢ Increase Net Intake Rate from 92.1 in 2002 to 95 by 2005
- ➢ Increase Gross Enrolment Ratio from 90.8 in 2002 to 94 by 2005
- ➢ Increase Net Enrolment Ratio from 78 in 2002 to 85 by 2005
- ➢ Increase the percentage of teachers having the required academic qualification (matriculated) from 95.5 in 2002 to 96 by 2005
- ➢ Increase the percentage of primary and lower secondary school teachers who have attended certified courses from 80 in 2002 to 97 by 2005
- ➢ Lower the pupil-teacher ratio for primary from 33:1 in 2002 to 32:1 by 2005 and in lower secondary from 30:1 in 2002 to 29:1 by 2005
- ➢ Increase the promotion rates from Grade 1 through Grade 5 respectively from 80 in 2002 to 82.5 by 2005, 94 in 2002 to 96 by 2005, 92 in 2002 to 95 by 2005, 91 in 2002 to 95 by 2005, and 98 in 2002 to 99 by 2005
- ➢ Increase the survival rate to Grade 5 from 67 in 2002 to 74 by 2005
- ➢ Increase the coefficient of efficiency (primary) from 82 in 2002 to 88 by 2005

Seven out of the 16 targets were achieved in 2005, while nine required further achievement (see details in Section C[i]).

iii. Strategies to Achieve Goal

For Universalization of Basic Education, the following three strategies are being undertaken:

Strategy 1: Developing and Expanding Child Friendly Schools

Child Friendly Schools (CFSs) being the EFA flagship are being established by UNICEF to address holistic approach to education. Child friendly schools promote the following key dimensions to ensure equity and quality at the school level:

> **Inclusive & Child Seeking** - Schools and communities identify the children who are not in school and try to enrol them by providing support to the child & family.

> **Child-Centred Learning** - Training the teachers in interactive and child-centred methodologies to make learning an enjoyable and meaningful experience for children.

> **Gender Responsive** - Promoting gender sensitive teaching to bring out the ultimate potential of both girls and boys.

> **Parent-Community Participation** -Training of Parent-Teacher Associations for more involvement in school management,

> **Conducive Leaning Environment** - Support to improvement of the physical school infrastructure including water and sanitation facilities.

CFS also addresses factors that influence the effectiveness of schools, including the school infrastructure and learning environment (see also Section E[i][a]). In Myanmar, some schools in rural, remote and peri-urban areas can be regarded as ineffective because of their poor building facilities, poor maintenance and improper use, poor building quality and inadequate facilities which contribute to the problem. In some urban areas, classrooms are overcrowded. Moreover, many schools need proper playgrounds, safe water and sanitation, and healthier and more conducive learning environments.

Teaching-learning conditions may represent another major reason for ineffective schools. Underlying causes include needs for improved teacher competency and a less academic-oriented curriculum focused more on activities rather than memorisation. Use of appropriate teaching-learning methods and materials require significant improvement. Expanded opportunities are needed for children to use their initiatives and develop their creativity.

School ineffectiveness is often related to inefficient management by the school head. Underlying causes of this issue include the lack of continuous management training to tackle the seemingly heavy workload. Before becoming a school head, she/he was a teacher and has a professional teaching background. However, the role of school head is quite different.

For schools to be more effective, education quality development must include activities at both school and system levels. At the school level, the following major activities are being implemented under the Child Friendly Schools programme:

> ➢ Construct or renovate schools
> ➢ Practise the Child Friendly Schools approach
> ➢ Ensure adequate supply and use of learning materials
> ➢ Improve school management
> ➢ Motivate and organise community participation

Through the advent of CFS, the role of Parent Teacher Associations (PTAs) also has been expanded to include increased participation in school affairs and management and in children's learning. Since 2001, more than 42,000 PTA members have participated in training on the CFS approach, its concepts and methodologies, and ways PTAs can become more involved with schools and their children's education.

In addition, the student assessment system is a key to promoting a child-centred approach as well as to delivering quality education in schools. Case studies, exchanges of experiences, respect for basic human values and work ethics, as well as character development of learners, all are being taken into account in improving the assessment system.

At the system level, in order to support quality improvement activities, the following two areas will be continuously improved: school inspection system and teacher deployment system. Improvement of the school inspection system calls for a thorough examination of the existing system and outcomes. Improving this system is linked to education management and the Education Management Information System (EMIS), as the improvement process goes well beyond the school.

Improvement of the teacher deployment system is linked to teacher training and education programmes, recruitment and deployment policies, teacher career development considerations, teacher remuneration and rewards, and the extent of centralisation. In the longer term, Township Education Officers' capacity in school mapping and micro-planning will provide specific assistance to teacher deployment operations.

Strategy 2: Making Basic Education More Accessible to Children

Access to education is not a one-time arrangement. The Township Education Office (TEO) is the logical place to coordinate and facilitate access within townships. At present, TEO personnel are understaffed and lack training in management and facilitation skills. Although some children with mild disabilities and other vulnerable children are enrolled in formal schools, Inclusive Education still needs much preparation in infrastructure, social development, and training of specialised teachers. At the same time, outreach programmes for children with mobile work parents is an area that has been given special attention within the system. Non-Formal Primary Education and Non-Formal Middle School Education for out-of-school children will be an immediate solution, but also requires more deliberations and preparations.

Regarding access to education, particularly for the priority target groups, the following activities have been identified under this strategy:

> ➢ Conduct case studies and formulate a policy framework and expanded plans to develop Inclusive Education
> ➢ Develop outreach programmes for children in remote, border and mountainous areas

> ➤ Ensure increased enrolment through Enrolment Week and post-primary school projects
> ➤ Undertake a pilot programme on Non-Formal Primary Education (NFPE) (see also Chapter 3.4)
> ➤ Undertake a pilot programme on Non-Formal Middle School Education (NFMSE) (see also Chapter 3.4)
> ➤ Provide training to Township Education Officers in school mapping and/or micro-planning
> ➤ Increase coordination with monastic schools

Strategy 3: Increasing Retention and Completion Rates in Schools

The present retention and completion rates indicate that in many areas barely 60 percent of children complete the full five-year primary cycle. Schooling expenses that are unaffordable for poor or large families are probably the major reason for dropping out of school.

Many schools, especially in remote areas, do not have enough teachers, another factor to lowered retention and completion rates, especially among priority target groups. Although on average there is one teacher per 30 students, many primary schools operate without enough teachers assigned to them throughout the school year.

In addition, it is generally believed that, at the initial stage, children will find it difficult to learn in another language at schools. Language difficulties are perhaps contributing to increased school dropouts, especially among various national groups. MOE has suggested that when hiring teachers, priority should be given to local recruits.

Meanwhile, in this age of knowledge, e-education has become a necessity; MOE is overseeing the provision of e-facilities in urban schools and some rural schools. Equitable development must be ensured when equipping schools, in phases, with facilities for ICT multimedia classrooms, Internet access and resource centres.

Support programmes also are essential to assure retention and completion of schoolchildren, at least in the primary cycle. The following activities have been identified under this strategy:

> ➤ Provide free textbooks and stationery to primary pupils
> ➤ Support poor pupils in primary schools with basic requirements
> ➤ Organise motivational activities using IEC materials
> ➤ Find creative ways of teaching-learning for nationalities groups
> ➤ Ensure each school has an adequate number of trained teachers throughout the school year
> ➤ Practise flexible learning programmes for maximum participation
> ➤ Expand ICT and e-education facilities in basic education schools

iv. Budgeting and Financing Plan

As noted in Chapter 2, a special fund has been provided under the Ministry of Education budget for EFA activities, amounting to about 120 million kyats annually. These funds are primarily used for providing textbooks, stationery and stipends to children from vulnerable and disadvantaged groups during Enrolment Week. Implementation costs of EFA activities are

borne by relevant Ministries, including Social Welfare, Religious Affairs, and Progress of Border Areas and National Races and Development Affairs; the latter Ministry has its own budget for child and adult education in 19 specific challenged regions. Traditionally, a strong community contribution to education exists, with communities providing support for school construction, school maintenance, school facilities, accommodation for teachers in certain areas, and so forth.

B. Implementation of EFA Goal

i.   General Policies and Programmes

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

In addition, one of the social objectives promulgated by the State Peace and Development Council is to "Uplift health, fitness and education standards of the nation." Provisions of the Myanmar Child Law, a special child-focussed legislation developed and enacted in 1993 after Myanmar's accession in 1991 to the Convention on the Rights of the Child, are specified about the obligations of the State.

In August 2005, the Head of State directed that the following tasks be prioritised for the upgrading of national education:

> ➢   Ensure teacher quality
> ➢   Upgrade syllabuses and curricula to international level
> ➢   Use teaching aids effectively
> ➢   Respect and abide by laws, regulations and disciplines
> ➢   Nurture and strengthen patriotism and Union spirit

Education Promotion Programmes were launched in phases in 1998, 1999 and 2000 to carry out various reforms in curriculum, teacher education and teaching-learning approaches, and many programmes aimed at the quality improvement of education. The annual Education Promotion Programmes were aligned with the mainstream of the current socioeconomic and political order, attempting a balance between global and local values, thoughts and ways of life and of the notion of "global citizens."

The Special Four-Year Plan 2000-2004 encompassed all the activities of the Education Promotion Programmes to strive for the development of highly qualified human resources. The Plan defined six programmes to be implemented by Basic Education sector, including:

> ➢   Revise and reform the Basic Education curriculum
> ➢   Introduce a new assessment system and redefine completion of Basic Education

➤ Introduce multimedia classrooms to enhance the teaching-learning process
➤ Upgrade the quality of teacher education
➤ Support all-round development activities
➤ Universalize primary education

The Special Four-Year Plan resulted in significant impact, including the following achievements:

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

The Special Four-Year Plan has now been incorporated in the 30-Year Long-Term Education Development Plan 2001-2031, which is being implemented in six phases of five years each. It is the most ambitious of the plans launched by MOE, containing 10 programmes for the Basic Education sector:

➤ 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-around developed citizens
➤ Capacity-building for educational management
➤ Broader participation of the community in education
➤ Expansion of non-formal education
➤ Development of educational research

Schools can take a number of alternative or community forms, especially in very remote areas. These include branch schools, essentially part of a main school but located closer to the homes of children who live some distance away; and affiliated schools, which are linked with a nearby State school through which their students sit for examinations. In order to meet the local demand for education, local communities in remote, low-income rural areas are encouraged to build and run schools on their own initiation and expense, with the promise that the schools will be gradually converted into branch schools. School fees are the main source of income at these schools. Whereas branch schools are supported and supervised by MOE, affiliated schools are established by the community and pay salaries of teachers through the community.

Self-help schools, meanwhile, are established and managed completely by communities but often do not cover the full primary cycle. Usually not recognised by MOE, these are typically located in the most remote areas. Here the community may construct a new school or rent a building, as well as furnish, operate and manage the school and hire a teacher, paying the salary from fees from the students' families.

Monastic schools remain an important source of education, especially for children from poor families and children without primary caregivers. Monasteries run about 1,000 primary schools and 120 middle schools that are registered with the Department of Religious Affairs, serving about 160,000 students. Monastic schools offer free education, often including room and board. They have proven excellent sources for local language instruction.

Finally, with the liberalising of the Myanmar economy and increasing job opportunities, many young people have turned to privately run single-subject courses. The private sector offers education in computer studies, foreign language studies, and studies in business management and administration, accounting and secretarial training.

Regarding programmes for access to and quality of Basic Education, the following activities have been implemented (see also Section B[ii] for further details):

- School Enrolment Week Programme
- All School Going-Age Children in School Programme
- Preschool Education under MOE (see also Chapter 3.1)
- Special Programme for Over-Aged Children in Primary Classes, with accelerated curriculum
- Post-Primary School Programme, which adds middle-level classes to primary schools
- Inclusive Education
- Opening More Schools in Remote, Border and Mountainous Areas
- Monastic Schools
- Mobile Schools, especially in remote areas
- Education for HIV/AIDS-Infected and -Affected Children
- Voluntary Night Schools
- Orphanage Homes (Pa-ra-hi-ta Homes)

Moreover, the following key activities have been implemented with the assistance of international agencies such as UNICEF, JICA and World Food Programme (see also Sections E[i][a] and C[iv]): Child Friendly Schools; Strengthening the Child-Centred Approach; and Food for Education. (For details on programmes for improving Non-Formal Education, see Chapters 3.3 and 3.4)

ii. Policies Mentioning Specific Target Groups (Disadvantaged Groups)

Since the initiation of the Long-Term Basic Education Development Plan, the vision and motto of Myanmar education have been specified as follows:

- **Our Vision**: To create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age
- **Our Motto**: Building a modern developed nation through education

At present, programmes for Inclusive Education, education in remote, border and mountainous areas, mobile schools, monastic education, education for the orphans and Non-Formal Primary Education are encouraged and implemented.

Out of the general policies and programmes stated above, those related to specific target groups are:

Completion of Basic Education by all citizens Improvement of the quality of Basic Education Opportunities for pre-vocational and vocational education	(For border and remote area children)
Improving Non-Formal Education activities	(For out-of-school children)
Inclusive Education	(For children with disabilities and excluded children)
Post-primary schools	(For rural children)
Opening more schools in border areas	(For children from remote and border areas)
Mobile schools	(For children from mobile families)
Monastic schools	(For poor children)

It also is Government policy to exempt poor parents from many fees, and some schools have lightened the economic burden on disadvantaged households. This practice requires more widespread application. The Seven Township Survey 2003 found 7.9 percent of primary students and 2.5 percent of middle school students benefited from PTA fee exemptions. A higher proportion of students benefited from free notebooks/papers (19 percent in primary school; 10 percent in middle school). All possible efforts must be made so that all poor parents can send their children to school.

Inclusive Education

Increased implementation of the EFA NAP opens access to and opportunities for education, as well as offering quality education for all students. It also provides opportunities for children who need special care and attention to have access to Basic Education. Inclusive Education is an education programme that creates opportunities for children with disabilities and other disadvantaged children to pursue education together with non-disadvantaged children at formal schools. The number of children in Inclusive Education is shown in Table 3.2.1.

Table 3.2.1   Children in Inclusive Education Programme, Ages 5-15 (2005)

Type	Number
Children with disabilities in Special Schools	708
Children with disabilities in Formal Schools	10,268
Disadvantaged Children in Monastic Schools	9227

Source: DEPT, 2006

Following regional and national awareness workshops, MOE opened a Centre for Inclusive Education and launched Inclusive Education in the first phase. A total of 125 townships were selected for implementation, which was discussed at the local level and a discussion paper was presented at the National Education Seminar in 2005. As a result, the Department of Myanmar Education Research Bureau (DMERB) has produced sample lessons for blind and deaf students in audio and video formats respectively. More samples are to be produced, up to high school level. In addition, MOE is planning to distribute Braille equipment to all blind students.

Lastly, Myanmar has completed translating the Toolkit for Creating Inclusive Learning-Friendly Environment (ILFE Toolkit) and distributed it to trainers and trainees in Education Colleges, as well as schools in project townships, NGOs and GOs.

Mobile Schools

Many children in Myanmar also have to accompany their parents as they move from one place to another to earn a living. Mobile schools, with mobile teachers, have been opened as an effective means for promoting access to Basic Education for these children (see also Chapter 3.4), through the cooperative efforts of educational and administrative personnel and the community. These schools are recognised and supervised by Township Education Offices; details are given in Table 3.2.2.

Table 3.2.2 Number of Mobile Schools, Students and Teachers (2006/07)

States/Divisions	Townships	Localities	Students	Teachers
5	16	47	1,883	69

Source: DEPT, 2007

Children from the mobile school learn the same curriculum, in the same duration, as if they were in the formal education system. Teachers may be from the formal schools or hired by the parents or community; thus, in some cases teachers may go along with the children when their parents migrate.

Opening More Schools in Remote, Border and Mountainous Areas

Equal access to primary education for remote, border and mountainous areas is another important and prominent task. This is undertaken by the Ministry of Education in close cooperation with the Ministry of Progress of Border Areas and National Races and Development Affairs. The Border Area Development Association (BDA) was formed in 1996 to raise the living standard of indigenous races. Since then, BDA has actively promoted education, health, agriculture and income-generating programmes. Table 3.2.3 shows the number of schools and students in remote and border areas under these special schools.

**Table 3.2.3   Number of Schools and Students in Remote and Border Areas
(2001/02-2005/06)**

Academic Year	Schools				Students			
	High	Middle	Primary	Total	High	Middle	Primary	Total
2001-2002	33	59	586	678	3992	23084	55018	82094
2005-2006	91	90	853	1034	12704	52461	105755	170920
Increase	58	31	267	356	8712	29377	50737	88826

Source: DEPT, 2005

In 2005/06 the pupil-teacher ratio of border area schools was 41.8:1 for primary level, 28.4:1 for middle level and 14.13:1 for high school level. By opening more schools in border areas, education in these areas is being developed and access to primary education promoted for more children.

Monastic Schools

Monastic schools that follow the official primary curriculum under the supervision of the Ministry of Religious Affairs cater to children in townships where access to public primary schools is difficult (see Table 3.2.4). Some children in monastic schools receive free lodging, textbooks and stationery.

**Table 3.2.4   Number of Schools and Students in Monastic Schools
(2001/02-2005/06)**

Academic Year	Schools				Students			
	High	Middle	Primary	Total	High	Middle	Primary	Total
2001-2002	-	120	908	1028	-	14279	131565	145844
2005-2006	2	115	1174	1291	3437	20880	160432	184749
Increase	2	-5	266	263	3437	6601	28867	38905

Source: Department of Promotion and Propagation of the Sasana, 2006

The total number of students for each type of schools in 2005/06 is as shown in Table 3.2.5

Table 3.2.5   Student Enrolment (2005/06)

Type of School	Mobile Schools	Border Area Schools	Regular MOE Schools	Monastic Schools	Total
Primary	1,883	105,755	4,918,951	160,432	5,187,021
Middle	-	52,461	1,966,653	20,880	2,039,994
High	-	12,704	632,841	3,437	648,982
Total	**1,883**	**170,920**	**7,518,445**	**184,749**	**7,875,997**

Note :   There are private schools specializing in specific areas like foreign languages, ICT and business education. Most of them conducted the courses during weekends or in the evening.

Source: DEPT, 2007

Education for HIV/AIDS-Infected and -Affected Children

With the help and encouragement of the community and social organisations, HIV/AIDS-infected and affected children are accepted without discrimination in basic education schools and monastic schools.

NGOs are not only providing education to Children Living With AIDS (CLWA) but also to children of HIV infected parents. One of the social organizations that is giving support to this particular target group is an international NGO, namely, Association of Francois Xavier Bagnoud (AFXB).

AFXB provides various means of education support for children faced in vulnerable situation, especially children of HIV infected parents. During the academic year of 2006, a total of 42 HIV infected (27 male and 15 female) and 108 HIV affected children (53 male and 55 female) received formal schooling support and psycho-social life skill lessons in Yangon. In Mawlamyine, 21 HIV infected and 36 HIV affected children received formal schooling support and psycho-social life skill lessons. About 150 street and working children come regularly to FXB centre every Saturday and Sunday. They received non-formal education and psycho-social life skill lessons during three hours of their regular meeting. UNICEF Myanmar, the co-partner of FXB, provided education assistance such as schooling entrance fees, uniforms, stationery and schooling bags for 80 children in Yangon and Mawlamyine. Apart from that, children received the monthly education assistance which resulted in the awareness of the value of education as an investment by the parents. Hence, the HIV infected or affected children had an opportunity to continue the formal education like other children. The learning status and the monthly education progress report of the children at the government school was followed by the AFXB staff members.

Psycho-social life skill education is essential for children to develop their reasoning power and to enhance their critical thinking. Lessons on health education and social relationship are helpful, especially to children in a vulnerable situation. Studies have revealed that formal education i.e. lessons from the government schooling system combined with psycho-social life skill education are equally important for children to enhance the development perceptive. The above issues should be considered as an important approach as toolkits in education at child-centres in order to attain the optimum achievement.

Voluntary Night Schools

Voluntary night schools have been opened in states and divisions for out-of-school children and youth by the Myanmar Women Affairs Federation (MWAF) and Myanmar Maternal and Child Welfare Association (MMCWA). In 2006 , the number of students who attended such schools run by MWAF was 12,535 , while the number of such schools run by MMCWA was 66; the number of students who attended such schools, both primary and secondary, was about 8,000. Moreover, voluntary night schools (primary) have been opened by communities; these schools are recognised by DSW. In 2006/07 the number of such schools is 87, while the number of students is more than 6,066 and teachers total 270. The MWAF and MMCWA also support poor and outstanding students at different levels of education by giving stipends, outstanding awards, stationery and uniforms.

Orphanage Homes (Pa-ra-hi-ta Homes)

For more than 50 years, orphanage homes have been opened by social and faith-based organisations and well-wishers to take care of orphans and children from poverty-stricken families in Myanmar. These centres are registered at DSW, which to some extent supports them with regard to costs of clothing, food and home-in-charge honoraria. In 2005/06, 68 centres served 14,830 children.

iii. Legislation and Legal Framework

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

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

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

In addition to the constitutional directives noted above, the Child Law 1993 prescribes that every child shall have opportunities of acquiring education and have the right to acquire free Basic Education (primary level) at schools opened by the State.

Myanmar Naing-Ngan Education Committee

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

Basic Education Council

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

iv. Responsible Agencies and Coordination of Implementation

Responsible Agencies

Government Organisations

- ➢ Ministry of Education (MOE)
- ➢ Ministry of Social Welfare, Relief and Resettlement (MSW)
- ➢ Ministry of Progress of Border Areas and National Races and Development Affairs (MPBND)

International Agencies

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

International Non-Government Organizations

- ➢ World Vision, Save the Children, AFXB

Non-Government Organisations

- ➢ Metta, Pyinnya Tazaung, MMCWA, MWAF, Union Solidarity and Development Association, Yinthway Foundation, Nyein

Community Support Associations

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

Coordination and Administrative Responsibilities

The following departments are responsible for Basic Education:

- ➢ Department of Basic Education (1) for Lower Myanmar (DBE1)
- ➢ Department of Basic Education (2) for Upper Myanmar (DBE2)
- ➢ Department of Basic Education (3) for Yangon (DBE3)
- ➢ Department of Educational Planning and Training (DEPT)
- ➢ Department of Myanmar Language Commission
- ➢ Myanmar Board of Examinations
- ➢ Department of Myanmar Education Research Bureau (DMERB)

ECCE services are included in policy and implementation, in accordance with EFA Goal 1.

As regards the decision-making process at the Ministry level, a special coordination committee, referred to as the Executive Committee, has been formed with the Directors-General and Chairman of the 10 departments under MOE as members, in addition to the Minister and the two Deputy Ministers. It may take education matters to the Cabinet.

v. Budgeting and Financing: Resource Mobilisation and Allocation

Figure 3.2.1 shows that both total education expenditure and Basic Education expenditure have increased regularly each year. It should be noted that the amount of capital expenditure of Basic Education is small compared to total education expenditure. Government priority is being given to tertiary education for long-term benefit; if tertiary expansion is achieved, capital expenditures on Basic Education will rise further. Figure 3.2.2 shows that the current Basic Education expenditure also increases regularly each year, especially because of increased salaries.

Figure 3.2.1 Total Education Expenditure vs. Basic Education Expenditure (Total)
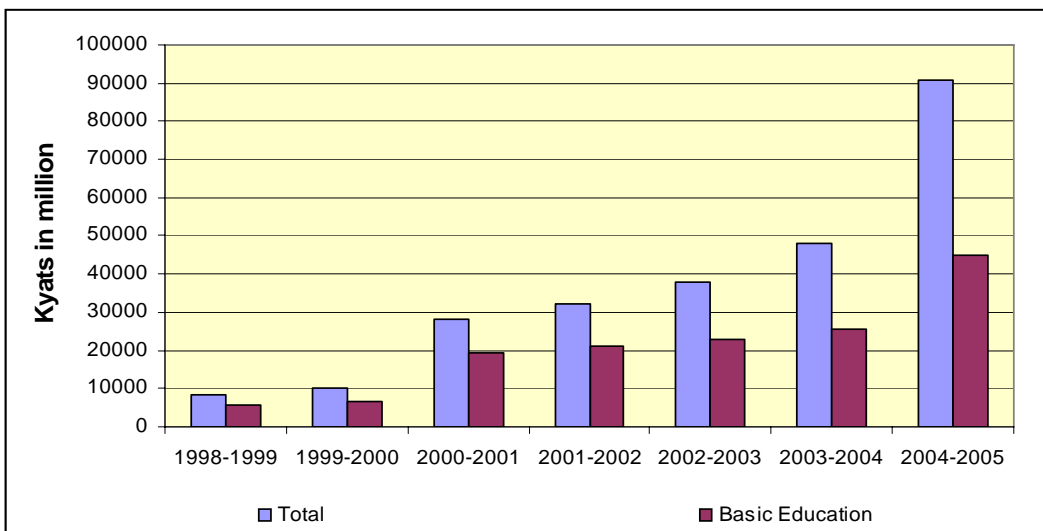
Source: DEPT, 2006

Figure 3.2.2   Total Education Expenditure vs. Basic Education Expenditure (Current)
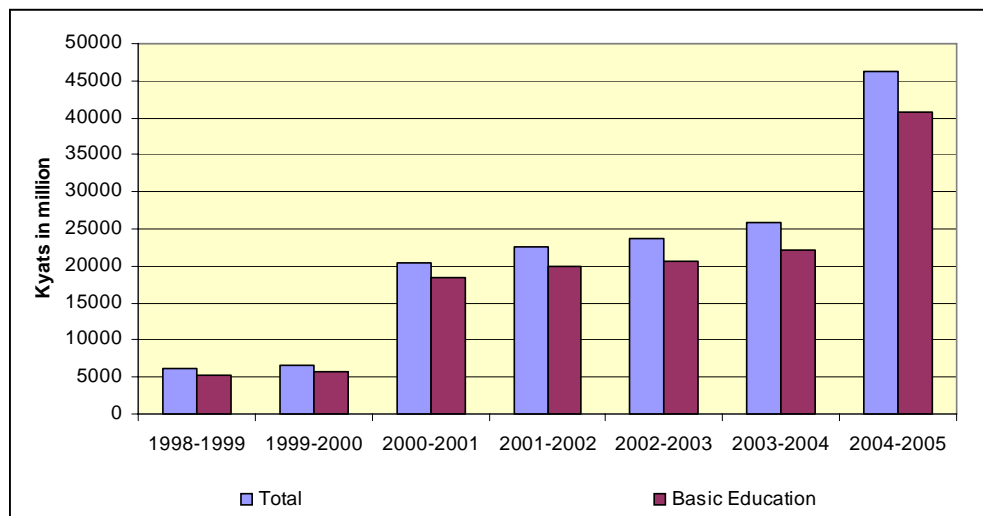
Source: DEPT, 2006

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

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

A factor that contributes to effectiveness in schools is community participation in education. In Myanmar, PTAs and School Boards of Trustees (SBTs) play major roles in financing education at the school level; for Enrolment Week 2004/05, out of a total of 668.68 million kyats the communities contributed 82 percent of the funds. All government schools are required to have a PTA comprised of the school head, selected teachers and parents elected by the majority of parents in the community. PTAs are the regular provider of funds for public schools, as the annual PTA fees are levied on enrolled pupils. Voluntary contributions by individuals and funds raised through events are other sources of income for schools. The imagination and social skill of the school head and president of the PTA is a crucial factor in the success of such fund raising.

After 1998, SBTs were introduced in schools. The advent of SBTs has somewhat relaxed the burden on PTAs to raise funds for the construction of new buildings and facilities, school maintenance, accommodation for teachers, annual prize distributions and meetings, as well as for extracurricular activities such as sports events, arts exhibitions, essay writing competition and so forth. There remains nonetheless a great need to increase community awareness and interest in participating in children's learning activities.

vi. Quality Assurance, Monitoring and Evaluation

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

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

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

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

Regarding access (primary level):	**Target**	**Actual**
Gross Intake Rate by 2005	108	105.6
Net Intake Rate by 2005	95	97.6
Gross Enrolment Ratio by 2005	94	89.6
Net Enrolment Ratio by 2005	85	82.2

Regarding quality:		
Percentage of teachers having the required academic qualification (matriculated) by 2005	96	97.0
Percentage of primary school teachers who have attended certified courses by 2005	97	97.7
Percentage of lower secondary school teachers who have attended certified courses by 2005	97	93.8
Pupil-teacher ratio for primary education by 2005	32:1	30:1
Pupil-teacher ratio for lower secondary education by 2005	29:1	33:1

➢	Promotion rate (Grade 1) by 2005	82.5	86.6
➢	Promotion rate (Grade 2) by 2005	96	91.6
➢	Promotion rate (Grade 3) by 2005	95	93.1
➢	Promotion rate (Grade 4) by 2005	95	94.6
➢	Promotion rate (Grade 5) by 2005	99	99.0
➢	Survival rate to Grade 5 by 2005	74	71.5
➢	Coefficient of efficiency (primary) by 2005	88	85.1

Among the four targets regarding access, Gross Intake Rate and Net Intake Rate exceeded planned targets (GIR 108 vs. 105.6, NIR 95 vs. 97.6). However, Gross Enrolment Ratio and Net Enrolment Ratio did not reach the set targets (GER 94 vs. 89.6, NER 85 vs. 82.2). Thus, two access targets were achieved and two more targets are expected to be achieved in the near future.

Concerning the targets for quality, qualified (matriculated) teachers (96 vs. 97), pupil-teacher ratio in primary (32:1 vs. 30:1), promotion rate (Grade 1) (82.5 vs. 86.6) and percentage of certified primary school teachers (97 vs. 97.7) have exceeded the targets. The promotion rate (Grade 5) (99 vs. 99.0) was achieved as planned. Percentage of certified lower secondary teachers (97 vs. 93.8), pupil-teacher ratio for lower secondary education (29:1 vs. 33:1), promotion rate (Grade 2) (96 vs. 91.6), promotion rate (Grade 3) (95 vs. 93.1), promotion rate (Grade 4) (95 vs. 94.6), survival rate (Grade 5) (74 vs. 71.5), and coefficient of efficiency (88 vs. 85.1) must be further achieved. Thus, five targets were achieved successfully and the remaining seven targets are expected to be acheived.

Low retention has been a fundamental issue in primary education. Recent reforms, particularly the Education Promotion Programmes, have led to improvements at the primary level. In 2000/01 the retention rate was nearly 54 percent for the five-year primary cycle and 69 percent for the four-year middle school cycle. However, continuing high dropout rates indicates a need to make schools more effective and child friendly, although external factors such as economic and social issues also may have a significant impact. The situation calls for a careful investigation into the quality aspects, including complex issues of teaching-learning approaches, assessment systems, class size, availability of learning materials, quality of teachers, leadership of school heads and, above all, the effectiveness of supervision and assistance provided by Township Education Officers.

ii. Time and Cross-Sectional Analysis of Indicators

Figure 3.2.3 shows the increase in the Net Intake Rate from 2000/01 to 2005/06. The large number of children in primary education (Grade 1) may be attributed to the success of annual national school Enrolment Week and encouragement of streaming children with disabilities into formal education (see also Figure 3.2.11 for NIR by States and Divisions).

Figure 3.2.3 Net Intake Rates at Primary Level (2000/01-2005/06)
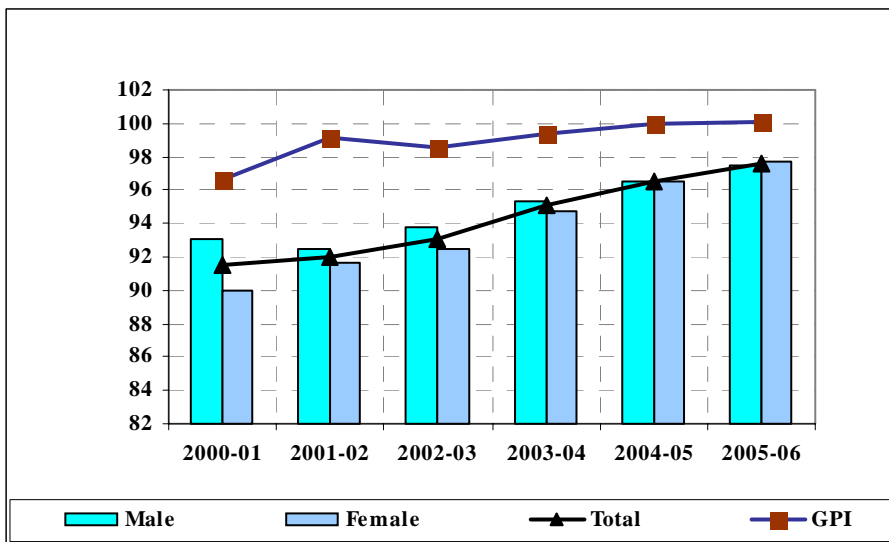
Note: GPI = Gender Parity Index
Source: DEPT, 2007

As seen in Figure 3.2.4, the number of primary school going-age children – that is, those aged 5 to 9 years – who attend school is increasing. The Multiple Indicators Cluster Survey (MICS) data also show increases in school enrolment for every age cohort between 2000 and 2003. While increases were modest for 7- to 9-year-olds, they were dramatic for 6-year-olds. In 2000 only 63 percent of 6-year-olds were in school – a figure that had soared to nearly 84 percent just three years later. Again, this is attributed primarily to intensive community mobilisation and a campaign around school Enrolment Week, which succeeded in boosting enrolment in Grade 1.

Figure 3.2.4 Net Enrolment Ratios at Primary Level (2000/01-2005/06)
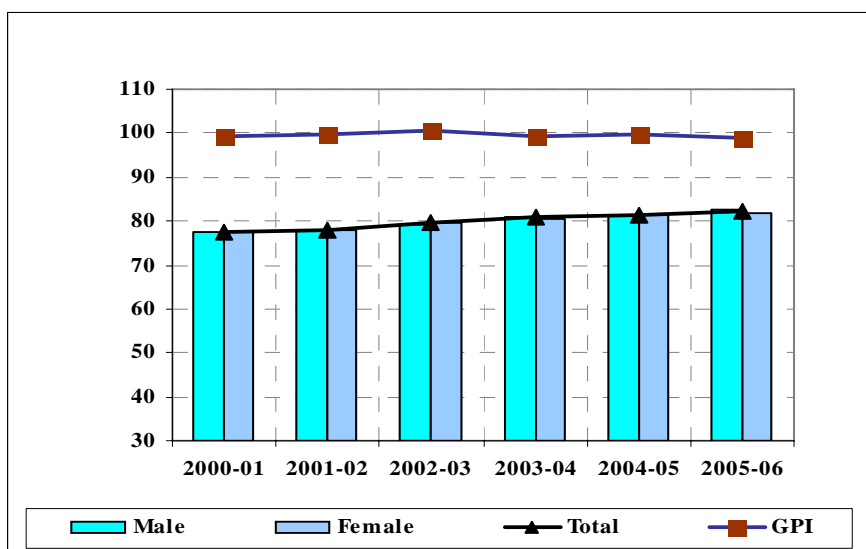
Note: GPI = Gender Parity Index
Source: DEPT, 2007

The survival rate to Grade 5 for 2002/03 and 2003/04, by state and division, was derived from school statistics and is shown in Figure 3.2.5. Survival rates in Bago (East), Shan (South), Chin State, and Rakhine State were noticeably increased, while survival rates fell sharply in Shan (East), Kayin, Bago (West), and Shan (North). The general anticipation is that survival rates in easily accessible states and divisions would be better than in remote and border areas. However, it is necessary to explore underlying causes.

Figure 3.2.5 Survival Rate to Grade 5 by State and Division (2002/03 - 2003/04)
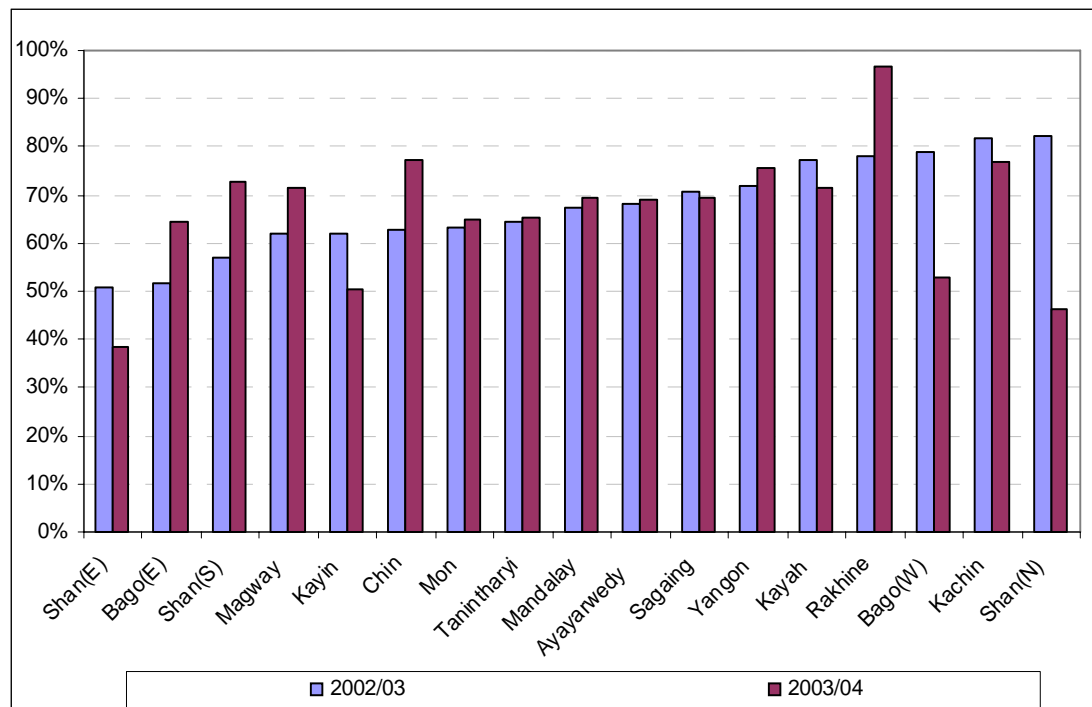
Source: DEPT, 2004

Enrolment and survival rates for 2003/04 by state and division is shown in map form in Figure 3.2.6, while Figure 3.2.7 and Table 3.2.6 present 2005/06 results by state and division. No states or divisions have enrolment lower than 60 percent, and enrolment of one state (Shan East) stood below 70 percent. Enrolment of the majority of states and divisions was more than 80 percent. In order to promote the NER, expansion is required of poverty reduction measures and access-related activities such as the All School-Age Children in School Programme for preschool education attached to basic education schools. From the survival rate aspect, meanwhile, four states and divisions stood at less than 60 percent, while six states and divisions lay between 60 and 70 percent, indicating that a significant number of students still dropped out during the primary cycle.

Figure 3.2.6 NER and Indicators of Efficiency at Primary Level (2003/04)

Net Enrolment Ratio (Primary Level)
2003/04 Academic Year

Indicators of Efficiency (Primary Level)
Survival Rate to Grade 5

Reference:

🟥	0.0 - 60.0
🟧	60.1 - 70.0
🟩	70.1 - 80.0
🟩	80.1 - 92.5
	Missing Data

Reference:
- more than 80 percent
- between 70 and 80 percent
- between 60 and 70 percent
- less than 60 percent
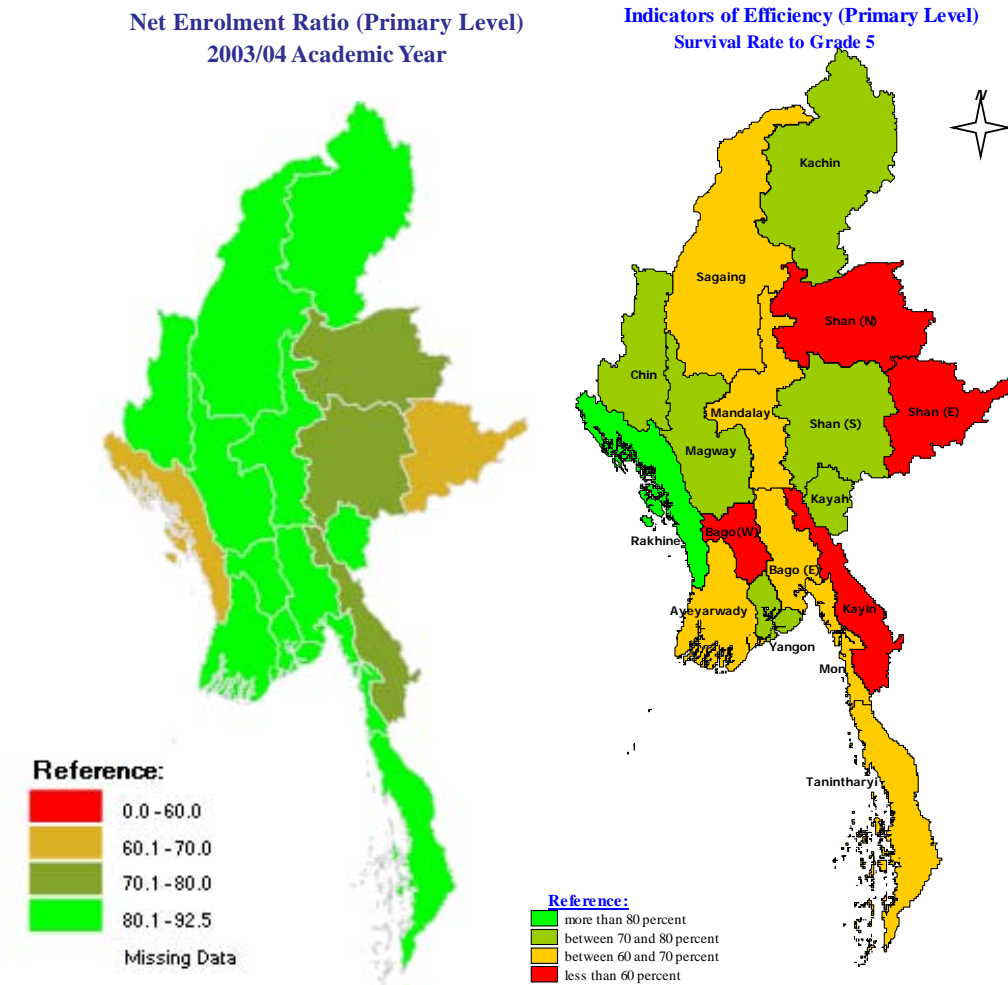
Figure 3.2.7 Net Enrolment Ratio at Primary Level by State and Division (2005/06)
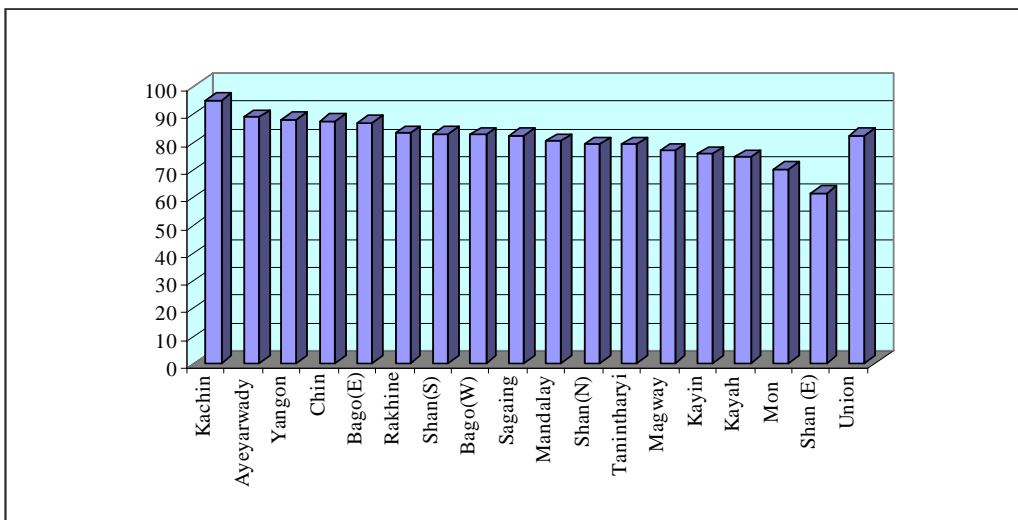
Source: DEPT, 2007

Table 3.2.6 Net Enrolment Ratios at Primary Level by State and Division (2005/06)

State/ Division	NER
Kachin	94.77
Ayeyarwady	88.75
Yangon	87.77
Chin	87.22
Bago(E)	86.71
Rakhine	83.05
Shan(S)	82.74
Bago(W)	82.54
Sagaing	82.03
Mandalay	79.99
Shan(N)	78.97
Tanintharyi	78.97
Magway	76.63
Kayin	75.40
Kayah	74.38
Mon	70.03
Shan (E)	61.24
Union	**82.17**

Source: DEPT, 2007

Turning to the dropout rate of 2004-2005, Kayah State had the lowest rate at the primary level, while Chin State had the highest, as shown in Table 3.2.7. This is because Chin State is located in mountainous and border area and also transportation is difficult. At the lower secondary level, Magway Division had the lowest dropout rate and Kayin State had the highest. Kayin State is located in border area and some students may have gone to neighbouring country with their parents likely for work. In order to improve the situation in these two areas, post-primary school programmes are required. Moreover, income generation activities or other poverty reduction initiatives should be created to attract migrant parents back to the area.

Table 3.2.7 Basic Education Dropout Rates by State and Division (2004/05)

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

*Note: Dropout status: * = Lowest , # = Highest*

Source: DEPT, 2006

The primary transition rate is estimated from the proportion of the students advancing to Grade 6 from Grade 5. The national primary transition rate is gradually increasing but remains low, particularly in some remote and border areas. Similar increases can be found in some states and divisions. However, the transition rate fell between 2003/04 and 2005/06 in other disadvantaged states and divisions such as Rakhine and Ayeyarwady, as shown in Figure 3.2.8. Meanwhile, Figure 3.2.9 shows the transition rates from primary to middle (lower secondary) and middle (lower secondary) to high (upper secondary) in map form.

Figure 3.2.8 Transition Rates by State and Division and by Year (2003/04-2005/06)
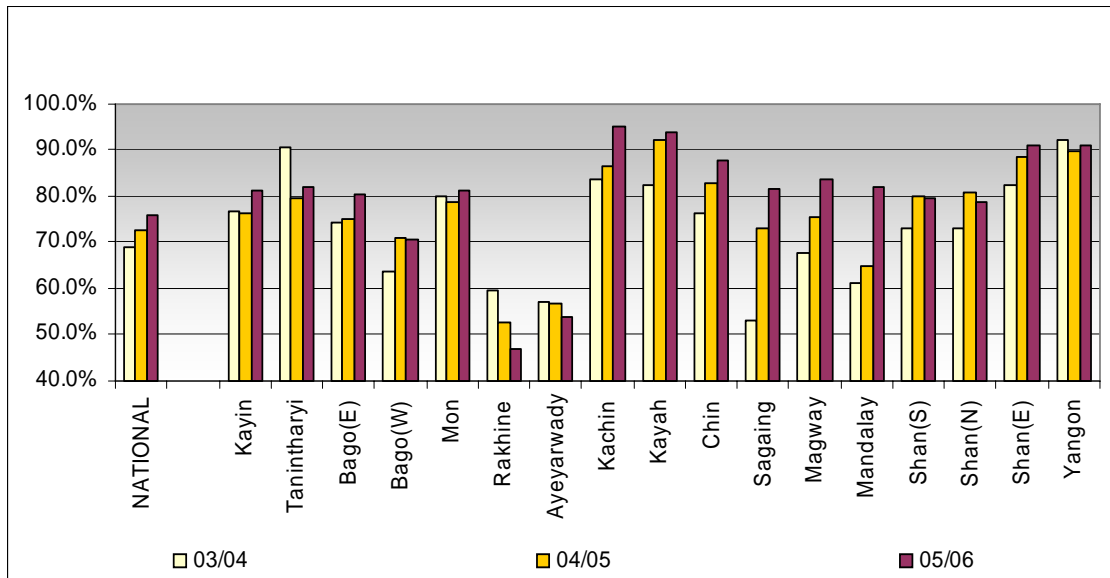
Source: DEPT, 2006

Figure 3.2.9   Transition Rates Primary to Middle and Middle to High School (2003)
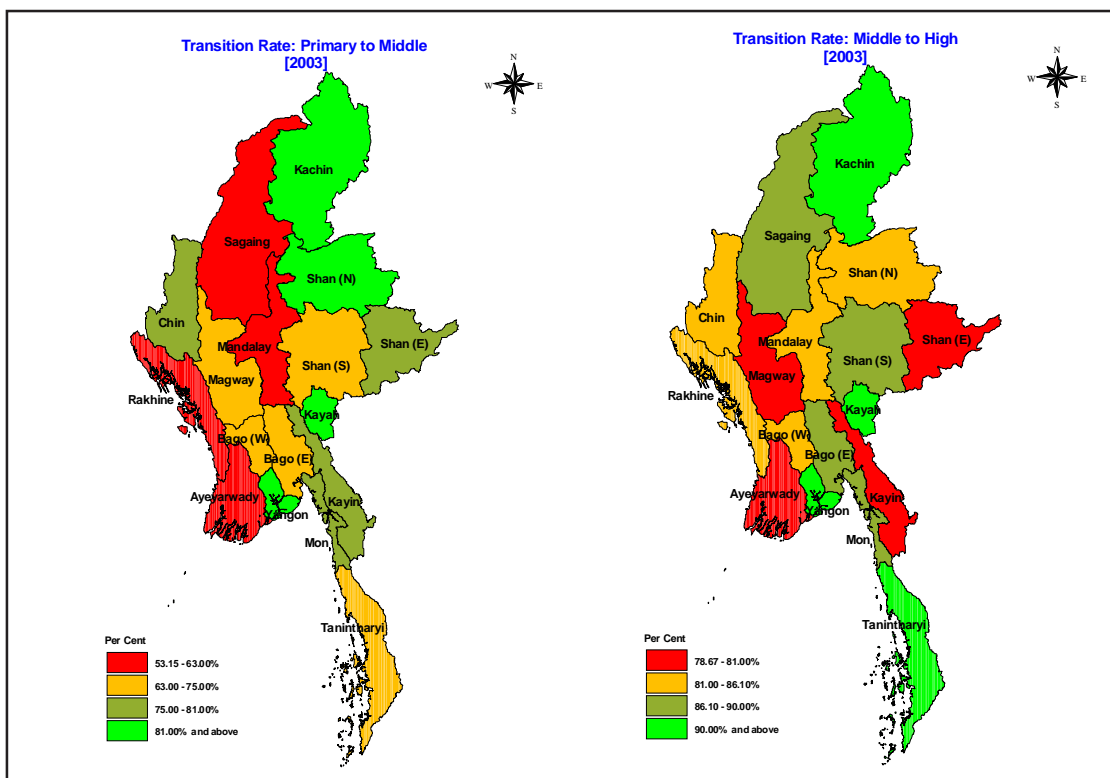
Source: DEPT, 2005

Figure 3.2.10 indicates that internal efficiency of Basic Education at the national level is nearly 60 percent. However, in many states and divisions, it is found that internal efficiency is below the national level.

Figure 3.2.10 Internal Efficiency of Basic Education (2004/05)
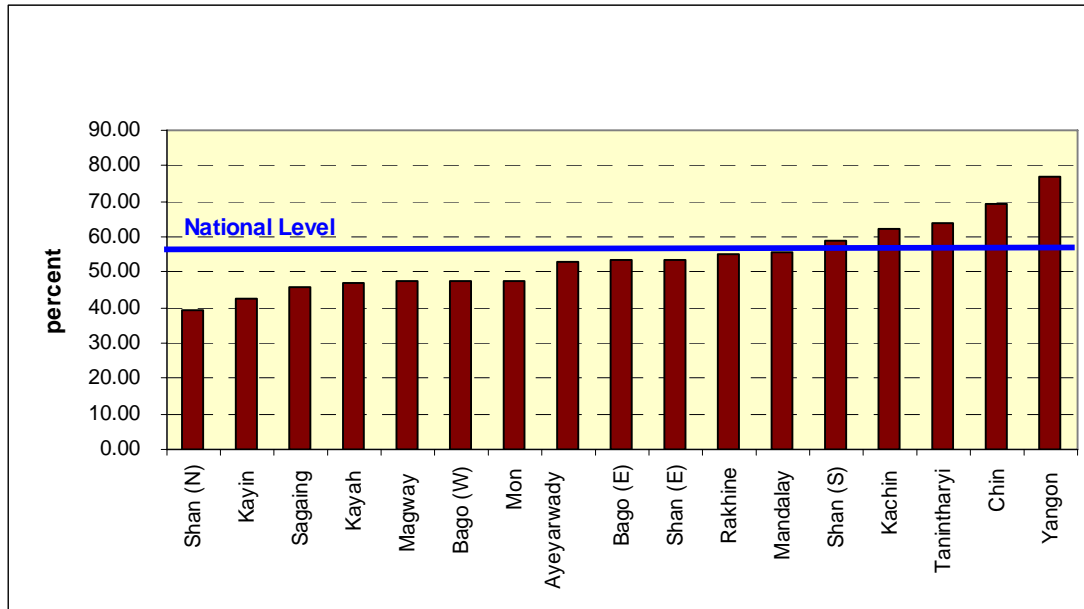
Source: DEPT, MOE, Education Handbook (2004/05)

iii. Analysis of Disaggregated Indicators

In observing the Net Intake Rate (Grade 1) by state and division in Figure 3.2.11, it is found that Shan (East)'s NIR was 51.75 and Kayah's NIR was 53.26 in 1988. However, in 2005, Shan (East)'s NIR (95.98) and Kayah's NIR (95.50) showed a great increment for both of the states although they had the lowest NIRs among states and divisions in 1988.

Figure3.2.11 Net Intake Rates by State and Division (1988 and 2005)
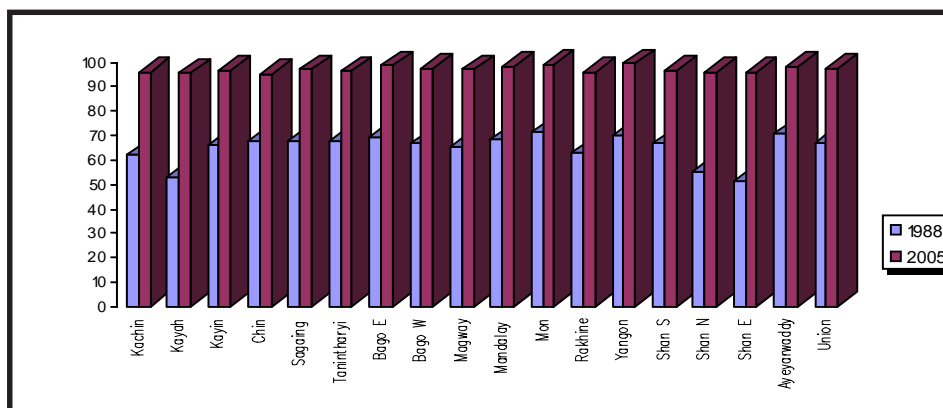
Source: DEPT, 2006

Table 3.2.8   Net Intake Rates by State and Division (1988 and 2005)

State/Division	1988	2005	Increase
Kachin	62.13	95.99	33.86
Kayah	53.26	95.50	42.24
Kayin	66.28	96.91	30.63
Chin	67.97	95.13	27.16
Sagaing	67.97	97.08	29.11
Tanintharyi	67.97	96.21	28.24
Bago (East)	69.42	98.66	29.24
Bago (West)	66.57	97.50	30.93
Magway	65.77	97.25	31.48
Mandalay	68.40	98.42	30.02
Mon	71.42	99.00	27.58
Rakhine	62.70	96.05	33.35
Yangon	70.45	99.50	29.05
Shan (S)	66.61	96.69	30.08
Shan (N)	55.25	96.04	40.79
Shan (E)	51.75	95.98	44.23
Ayeyarwady	70.52	98.07	27.55
UNION	**67.13**	**97.58**	**30.45**

Source: DEPT, 2005

As with the overall dropout rate, in order to promote the NIR for Grade 1 in disadvantaged areas, appropriate interventions should be initiated, such as expanding poverty reduction measures and providing access-related activities like the All School-Age Children in School Programme for preschool education attached to basic education schools. In such areas, further innovative measure such as mobile schools should be introduced.

iv. Quality and Equity Outcomes

Remote, border and mountainous areas in Myanmar experience consistently lower socioeconomic indicators and there is difficulty in retaining teachers, all resulting in the need for improved quality and equity outcomes.

Meanwhile, in observing the pupil-teacher ratio of 2005/06 at the primary level in Table 3.2.9, Chin State (20:1) and Bago (West) Division (20:1) had the lowest ratio, while Tanintharyi Division (38:1) had the highest. The highest pupil-teacher ratios in Tanintharyi Division and Kayin State (37:1) may be associated with the fact that transportation is difficult in these border areas. Moreover, native teachers are generally not available locally since many prefer more remunerative work. In order to have better pupil-teacher ratios, more teacher strength should be sanctioned in Tanintharyi Division and Kayin State. Local authorities and communities may want to provide some necessities as incentives to attract teachers.

Table 3.2.9   Pupil-Teacher Ratios by State and Division (2005/06)

State/Division	Pupil-Teacher Ratio (Primary)
Kachin	27
Kayah	24
Kayin	37
Chin	20 *
Sagaing	28
Tanintharyi	38 #
Bago(E)	31
Bago(W)	20 *
Magway	22
Mandalay	30
Mon	29
Rakhine	36
Yangon	34
Shan(S)	25
Shan(N)	32
Shan (E)	26
Ayeyarwady	34
Union	**30**

Note: * = Lowest ratio,   # = Highest ratio

Source: DEPT, 2007

Some international programmes contribute substantially to quality and equity outcomes. The United Nations World Food Programme (WFP) has assisted education in northern Rakhine, Shan (North) and Shan (East) States and Magway Division through Food for Education Programmes that distribute rice to children who attend regularly. This may serve as an important incentive for poor children, especially girls, to stay in school. In 2006 nearly 255,000 students in more than 1,800 primary schools were assisted by WFP, as shown in Table 3.2.10.

Table 3.2.10   Number of Schools and Students Assisted by WFP (2000-2006)

Year	No. of Schools	No. of Students			Teachers
		Girls	Boys	Total	
2000	331	36413	-	36413	-
2001	339	44490	-	44490	-
2002	346	40447	-	40447	-
2003	345	54822	-	54822	248
2004	841	72508	19694	92202	930
2005	1424	93413	95396	188809	536
2006	1808	127258	127669	254927	711

Source: World Food Programme documentary data, 2006

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

i. Identifying Gaps and Locating the Reached and Unreached

Many socio-economic issues prevent access to schooling and, according to 2003 DEPT figures, result in many children not being enrolled in primary, secondary or high school education. Introduction of non-formal channels for primary and post-primary will be invaluable for children and young people who have never enrolled in school and for those dropping out of school (see also Chapter 3.4).

Besides the usual costs of uniforms, books, supplies, lunches and transportation, Myanmar parents also pay mandatory PTA fees, as noted above, and contribute to school improvements, classroom construction, supplies and equipment, as well as hiring of supplementary teachers.

As noted in Section C (ii), dropout rates range up to 6.9 percent at primary level and 6.1 percent at lower secondary level, indicating a strong need to increase retention and completion rates. Similarly, national transition rates from primary to lower secondary level are gradually increasing and still need to improve.

Meanwhile, geographic access to primary schools remains some issues to be addressed in remote and border areas, areas with unique geographic or transportation constraints, and for highly mobile children. In rural border areas, where many nationalities live, distances between villages and the school remain a challenge to education, and children may have to walk a long distance to attend school. At the same time, geographic access is a more important constraint to participation at the lower and upper secondary school levels, especially in areas where transport is limited. Post-primary classes created by communities can improve access in these areas. In 2003, about 10 percent of primary schools offered post-primary grades; however; a shortage of qualified teachers has been identified as a constraint to expansion of post-primary classes.

ii. Analysis of Differential Impact of Policy Implementation

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

iii. Disparities in Social and Gender Equality

Table 3.2.11 shows that no gender disparity exists in primary and secondary school enrolment in both rural and urban areas. However, while there is no gender disparity among students, overwhelming gender disparity is found among teachers of basic education schools. (see Table 3.2.12) Female teachers comprise some 85 percent of all basic education school teachers (see also Chapter 3.5). To address this gender disparity, a policy has been adopted to reduce

male teachers' entrance marks for entering pre-service training courses as compared to marks for female teachers.

Table 3.2.11 Percentage of Girls' Enrolment by Level and by Location (2003/04-2005/06)

Academic Year	Urban		Rural	
	Primary	Secondary	Primary	Secondary
2003-04	49.27	48.83	48.83	47.80
2004-05	49.02	49.54	50.10	48.94
2005-06	48.84	49.70	49.78	48.98

Source: DEPT, 2006

Table 3.2.12 Percentage of Male and Female Teachers in Basic Education Schools (2003/04-2005/06)

Gender	2003-04		2004-05		2005-06	
	No.	%	No.	%	No.	%
Male teachers	30654	15.83	29252	14.39	29356	13.93
Female teachers	162938	84.17	174059	85.61	181349	86.07
Total	193592	100.00	203311	100.00	210705	100.00

Source: DEPT, 2006

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

The level of teacher training remains challenging, in part because teachers were previously recruited from the community and assigned directly to schools. Following a changed MOE recruitment policy, only certified teachers will be recruited for schools directly from Education Colleges. In-service training remains to be strengthened.

The Seven Township Survey also showed that 55 percent of primary schools, 42 percent of lower secondary schools and 44 percent of upper secondary schools need to be improved in some aspects especially in rural schools. Improvements are required in basic educational infrastructure such as libraries, play spaces and electricity, as well as in maintenance budgets.

v. Implementation Capacity Gaps

Pre- and in-service teacher training must be expanded because of the increase in primary school enrolment. Indeed, technical backstopping is essential to be on a par with rapid global changes, since capacity gaps often depend on the training provided. In Myanmar refresher

training courses for improvement of the teaching-learning are provided, but those who are promoted to upper management must be encouraged to attend additional trainings to cope with new management tasks.

In teaching Life Skills, some teachers do not follow guidelines for allocated time or curriculum (see also Chapter 3.3). At all levels of Basic Education, teachers usually emphasise teaching of core subjects so that teaching of co-curricular subjects need to be strengthened.

Lastly, the expanded involvement and contribution of social organizations, communities and well-wishers is necessary.

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

i. Successes and Challenges in Achieving Social and Gender Equality

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

Increasing Equity, Access and Quality in Basic Education Through Child Friendly Schools

The Child Friendly School (CFS) approach is a flagship and a key strategy of the Myanmar EFA National Action plan to increase children's access to quality Basic Education. It is a holistic and integrated approach to addressing equitable access to quality education.

The CFS initiative began in partnership with UNICEF in 2001 and was initially implemented in 19 disadvantaged townships; gradually it expanded to 94 townships by 2005, covering more than 10,000 primary schools and benefiting 1.2 million children in Myanmar. Its primary focus is to increase disadvantaged out-of-school children's access to education by reducing the cost of schooling to their families through provision of basic school supplies such as text books, exercise books and pencils. It further supports and sustains increases in primary school enrolment and completion rates, particularly among girls.

Key strategies for project implementation include mobilisation of PTAs and communities for enhanced participation in school management, capacity building of school clusters for more decentralised management, and provision of supplies to needy students and schools, as well as baseline data collection and target monitoring by communities. In addition, training for capacity building of teachers and school heads facilitates the building of partnerships among parents, communities and teachers for the schools to become real Child Friendly learning environments. With cross-sectoral collaboration with other relevant progammes, the convergence of Basic Education, water and sanitation, and health interventions in the school provide significant improvements to the school environment, facilities and services.

Other broad dimensions that provide the framework for implementation of Child Friendly Schools are inclusive and child-seeking, i.e., schools and communities identify children who are not in school and try to enrol them by providing support to the child and family; child-centred learning, so that learning becomes enjoyable and meaningful for children; and gender-responsive, to bring out the ultimate potential of both girls and boys. A total of 10 outcome indicators and 33 process indicators exist for CFS initiatives (see Annex 4). Based on these indicators, self-monitoring tools (rubrics) are developed to monitor the degree of Child Friendliness of each school.

The following graphs (all Figure 3.2.12- a,b,c,d,e,f) show the Child Friendly Schools' progress during 2001-2005 in the original 19 CFS townships, as well as enrolment by grade.

Figure 3.2.12 (a)   Number of Primary Students in Child Friendly Schools
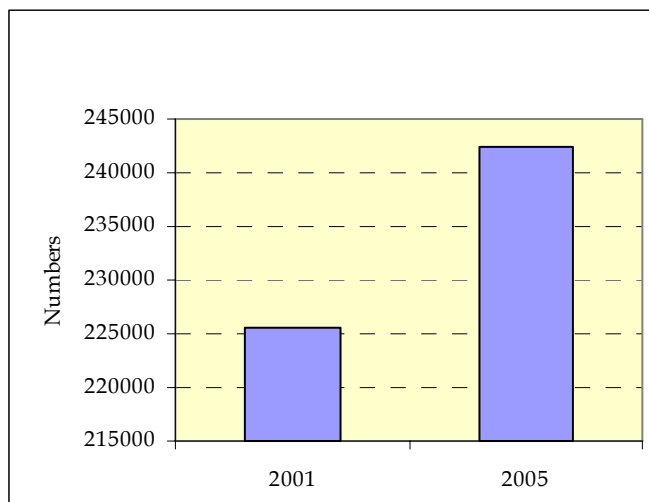
(2001-2005)

Figure 3.2.12 (b)   Gross Enrolment Ratio in Child Friendly Schools (2001-2005)
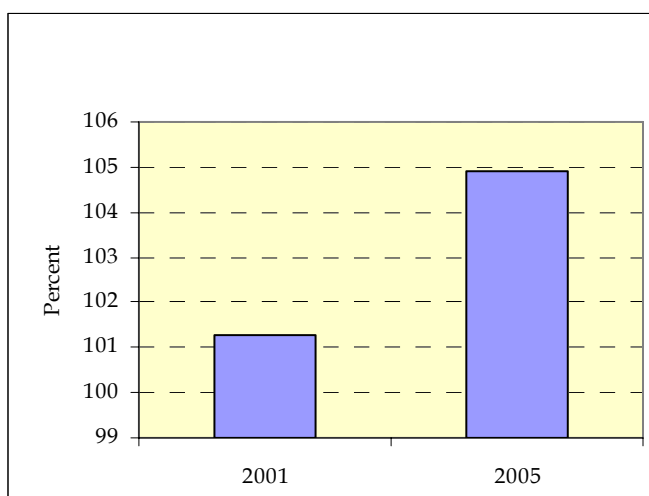
Figure 3.2.12 (c)   Transition Rate (Primary to Middle) (2001-2005)
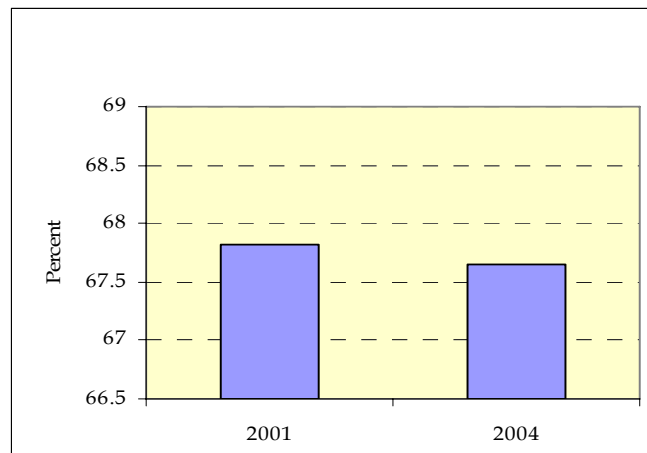
Note: The transition rate is estimated as the proportion of the students advancing from Grade 5 to Grade 6 of the respective year.

Figure 3.2.12 (d) Pupil -Teacher Ratio (Primary Level) (2001-2005)
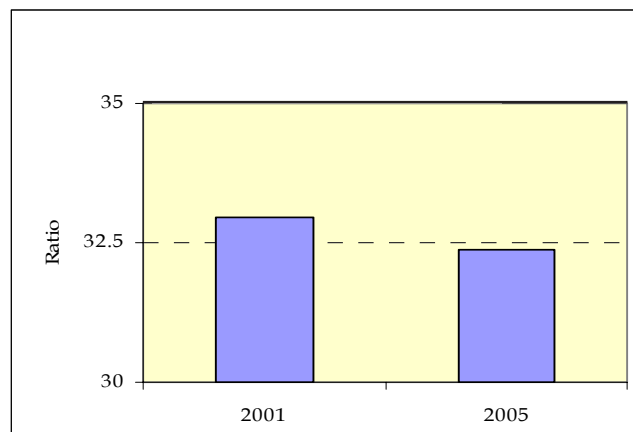
Figure 3.2.12 (e) Number of Primary Teachers (2001-2005)
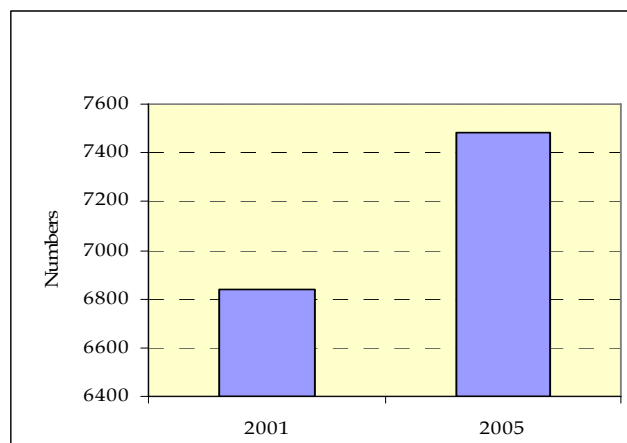
Source:DEPT, MOE and DHP, 2006, Educational Statistics Yearbook, (for only population figure)

Figure 3.2.12 (f) Enrolment by Grade in 19 CFS Townships
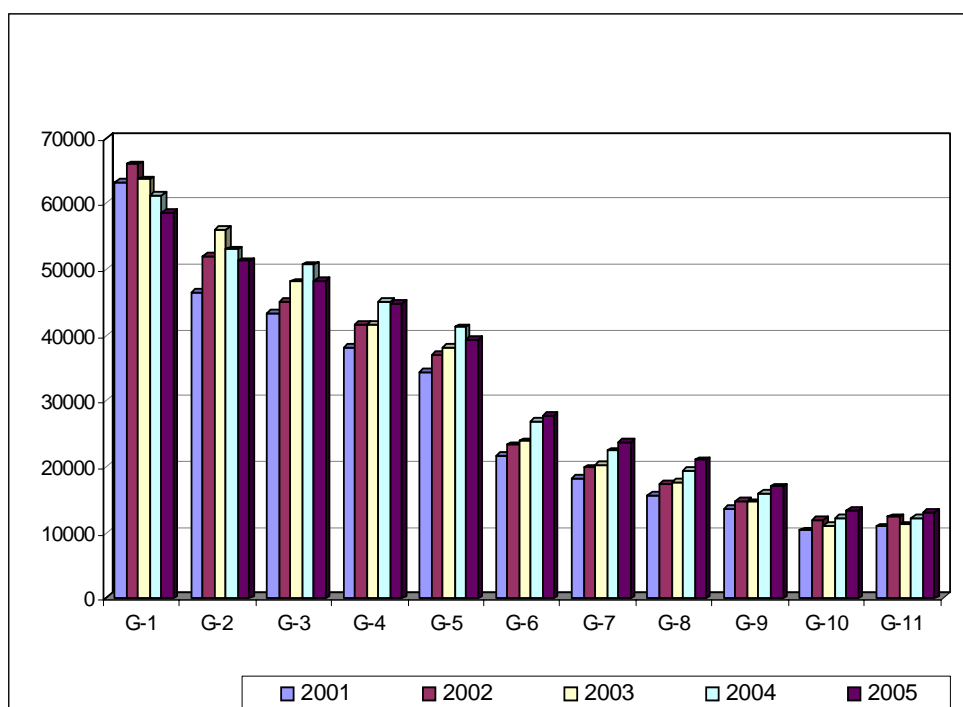
Source:DEPT, MOE and DHP, 2006, Educational Statistics Yearbook, (for only population figure)

The findings of a small-scale survey on CFSs also showed that:

- Child Friendliness is more effective in nationalities and rural communities, particularly in increasing performance in Mathematics and Language
- CFS students in rural schools did better than those in urban schools in Mathematics and Language
- 85 percent of all teachers had teachers' guides on Myanmar language and Mathematics, and in all schools, all or most students had textbooks
- Nearly all teachers had teachers' guides on Social Science and Science
- Students from urban nationalities schools did better in language than those in rural nationalities schools
- Students with better language proficiency generally performed better in Mathematics and other subjects
- Most teachers and most school heads had received university training and teacher training
- Large class size has been cited by teachers as a remaining constraint to adoption of more child-friendly teaching-learning methods

Although most elements of CFS are still in the early stages of going to scale, continuous assessment already has been successfully introduced nationwide. Instead of promoting children based solely on year-end assessments using standardised testing, as was formerly the practice, students are now assessed continuously throughout the school year on the basis of chapter-end tests. This policy change may have contributed to the increases in promotion and retention rates recently observed.

Strengthening the Child-Centred Approach (SCCA)

The major aim of CCA is to improve teaching methods based on a child-centred approach, especially in social science and basic science. Teaching-learning methods have been a key issue in primary schools for decades. The DEPT Teacher Training and Curriculum Divisions now emphasise CCA in most training workshops and documents. By giving emphasis to CCA, this contributes to promoting children's creativity, analytical skills, critical thinking and independent learning.

According to evaluation reports, some schools in CFS Area Focused Townships (AFT) are already using CCA successfully, particularly through the School-Based Healthy Living and HIV/AIDS Prevention Education (SHAPE) Programme. Keen interest exists on the part of teachers and school heads in using CCA, which has been implemented since 2004 with the assistance of JICA, for improved teaching and learning. Schools covered by CCA have increased from 1,039 in 2005 to 1,677 in 2006. Yearly trainings include central and follow-up training for Education College teachers; supervisor training for TEOs and Assistant TEOs; and primary assistant teachers training.

School Enrolment Week Programme

A groundbreaking endeavour of the Basic Education sub-sector has been initiation of the School Enrolment Week programme on a national scale to accelerate the achievement of universalisation of primary education. Since 1999/2000 the last week of May has been delineated as Enrolment Week, under which a Whole Township Enrolment Day is observed in every township.

This mass movement mobilizes parents to send their children to school and makes arrangements for the provision of classrooms, furniture and teaching aids to the schools involved. It also harnesses the resources of communities to support needy children with school uniforms, textbooks, stationery and stipends. The mass media, including television, radio and newspapers, are used to mobilise public participation in the programme. As a result of such efforts, Grade 1 intake rose from 91 percent in 1999/2000 to 97.58 percent in 2005/06; moreover, given the current rate of progress in primary education net enrolment and retention rates, Myanmar should achieve universal primary education by 2015. The total amount of contributions for Enrolment Week in 2004/05 was nearly 670 million kyats, including nearly 550 million kyats from communities and 120 million kyats from MOE.

All School Going-Age Children in School Programme

The All School Going-Age Children in School Programme was implemented beginning in 2002/03 with the objective of enrolling all primary school going-age children in school and continuing schooling up to the completion of primary education. The four main functions of the programme were: (i) formulating the Whole Township School Enrolment Plan; (ii) supervising absences and dropouts in schools; (iii) supporting out-of-school children and those who have difficulty with schooling and consulting with parents; and (iv) supervising that all children re-attend school except those who already have completed primary education. Local authorities, educational personnel, departmental personnel, social organisations, PTAs, SBTs, well-wishers, parents and communities took part in the implementation. By 2005, the programme was to be extended to include all townships, as shown in Table 3.2.13.

**Table 3.2.13   All School Going-Age Children in School Programme
(2002/03 - 2005/06)**

Department	Number of Townships by AY				
	2002-03	2003-04	2004-05	2005-06	Total
DBE (1)	23	25	25	25	98
DBE (2)	23	52	52	55	182
DBE (3)	9	12	12	12	45
Total	**55**	**89**	**89**	**92**	**325**

Source: DEPT, 2006

Pre-School Education under MOE

MSW is the focal institution for ECCD and for opening of pre-schools. The MOE in 1998 extended pre-school classes in schools. The increase in number of pre-schools from 2000-01 through 2005-06 is shown below:

**Table 3.2.14 Number of Schools Having Pre-primary Classes and Children under
MOE (2000/01-2005/06)**

Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Schools	354	512	667	785	905	1,311
Children	9,560	12,860	15,679	18,223	19,077	24,685

Source: DEPT, 2006

Pre-school education has been highlighted since 1998 so that 3+ age children to have access to pre-school education and to make children be school friendly or be ready for school.

Special Programme for Over-Aged Children in Primary Classes

With the aims of further ensuring that all school going-age children were in schools, a special programme for over-age children is being implemented in 2003-2004 AY at basic education schools. The accelerated programme 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. Learning through the special curriculum, these over-aged children were able to attend lower secondary school after their primary education. In 2005/06, this programme served more than 103,000 children.

Post-Primary School Programme

In many areas, particularly remote and border areas, children who finished primary education had no opportunity to continue their studies because there were no lower secondary schools in the area. In 2001/02, existing primary schools in such regions had Grade 6 added to their classes so that graduating children could attend; the following year Grade 7 was added, and so on. The number of students in post-primary schools has soared from fewer than 32,000 in 2001/02 to more than 334,000 in 2005/06, while the number of schools also has expanded dramatically, from 696 in 2001/02 to 5,545 in 2005/06. This has contributed to the increase in transition rate from primary to lower secondary level from 67.9 percent in 2001/02 to 78.3 percent in 2005/06.

Table 3.2.15 Number of Post-Primary Schools and Students (2001/02-2005/06)

Year	2001/02	2005/06	Increase
Number of Schools	696	5,545	4,849
Number of Students	31,881	334,090	302,209

Source: DEPT, 2005

Mobile Schools

Mobile schools represent a unique method for reaching the unreached. Children from mobile schools learn the same curriculum, in the same duration, as the formal education system. Teachers may be hired from formal schools or by the parents or community. In some cases, teachers themselves move along with children when parents migrate to a new place of employment.

Maung Nyi Nyi and His Teacher

"I am very pleased to learn. When I told my friends that I am studying ABC, my friends asked me who taught me. I proudly answered, ' My teachers.' I will try to learn like them to be able to recite, write and read. Thanks to our teachers."

Maung Nyi Nyi, age 7, attends a small mobile school in Tharkyettaw village, Longlon Township, Tanintharyi Division, on the coast of Andaman Sea in southern Myanmar. His parents moved to this village as seasonal fisherfolk. Because there was no formal school, township education officials, in collaboration with local authorities and community members, opened a mobile school to provide education for the children.

Maung Nyi Nyi is one of the many children who has pursued formal education in mobile schools. For children who have to accompany parents who move from one place to another to earn their living, mobile schools, with mobile teachers, represent an innovative answer.

It should be noted that the Government has proposed a number of other changes in the education system to make education more responsive to student realities, particularly for working children. These changes include: (i) local development of school calendars to reflect local conditions; (ii)

adjustment of school breaks to coincide with cyclic work demands; and (iii) development of non-traditional classes that meet the needs of working children.

b.   Areas and Groups Where Success Has Been Least

There are many children who do not attend schools. In line with the Inclusive Education initiative, provision of Inclusive Education in the formal as well as non-formal system is being encouraged with the aim of further ensuring that all school going-age children are in school. In particular, out-of-school children who are in difficult circumstances because of poverty, disabilities or family mobility or are affected or infected with HIV/AIDS may still need to gain access to schools.

Among the 17 states/divisions, Chin State has the lowest Net Intake Rate with 95.13, and Yangon Division has the highest with 99.50, as noted in Section C(ii). This may be due to the fact that Chin State is in a sparsely populated mountainous region and transportation is difficult. Yangon, meanwhile, is densely populated and has good transportation facilities. Necessary arrangements must be made to increase the NIR and other education indicators such as enrolment, dropout and transition rates in not only Chin State but also in other remote and border area states/divisions that may fall short of national standards.

Lastly, not all communities have active PTAs or SBTs or can afford to build or maintain schools. In poor villages, a majority of households can spare little time or cash for schools, which also means the community is unable to accept donations of materials for school construction, since they would also have to contribute labour and local materials.

ii.   Success and Challenges in Achieving Quality Education

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

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.

Inclusive Education in Myanmar plays a vital role as a continuous process of enhancing the school environment to ensure that the EFA NAP is addressing the needs of unreached groups for the realisation of the goal "Education for All" is really for all. It aims to address the right of all children who need access to education. Under Inclusive Education are children with disabilities, who, although they may have different backgrounds, skills and abilities, may find learning difficult. Inclusive Education not only provides access to education for children of disadvantaged groups but also promotes their qualifications so that some become outstanding students, as seen in the box below.

> *"If I may say so, I, Su Pon Chit, will go on to gain university-level education. I shall continue studying with whatever access is available,"* says Ma Su Pon Chit, a 15-year-old girl with disabilities from Hlaing Tharyar Township who has been awarded the **"Student of the Decade"** for excellent academic achievement and high performances in educational activities. Because of Ma Su Pon Chit's devotion to her studies, she excelled at the matriculation examination and is now pursuing her further studies at Yangon Technological University, specialising in IT.

Now, hundreds of children with disabilities are in the formal education system, receiving special care and attention. The blind can follow lessons by using special devices such as Braille, while deaf children are learning in the classrooms following the sign language used by their teachers. Inclusive Education also has been introduced in the Education College Curriculum since 2005.

Other Achievements

While significant further improvements must be made, quality-related indicators such as retention and transition rates and internal efficiency of primary education have indeed progressed under the implementation of the EFA NAP. As noted in Section C(ii), quality-related indicators such as retention rate, transition rate and internal efficiency of primary education have improved: The transition rate rose from 67.9 in 2001/02 to 78.3 in 2005/06, the retention rate rose from 56.9 in 2001/02 to 69.9 in 2005/06 and the internal efficiency of primary education rose from 78.4 in 2001/02 to 85.1 in 2005/06.

Moreover, according to the curriculum revision of 1998, Life Skills, Natural Science, Morals and Civics in the lower primary level, along with Social Studies and Basic Science in the upper primary level, have been introduced as core subjects. This has kept up with and is more reflective of the rapidly changing society largely brought about by globalisation. Likewise, the new assessment programme introduced at the same time emphasises Comprehensive Personal Record and chapter-end tests to avoid the burden of final examinations, making education more conducive to the all-around quality aspects of students.

Finally, the harnessing of ICT in education in Myanmar is expected to have an enormous impact on the provision of quality education to every part of the country and will lead to the development of better-qualified human resources.

b. Areas and Groups Where Success Has Been Least

Observing the disaggregated data, it can again be noted that border areas (e.g., Shan State-East, Tanintharyi Division), localities with transportation difficulties (e.g., Chin and Kayah States), and less socioeconomically developed areas still require special attention to improve at least up to the national level. For these areas, specific regional education plans, together with other education-related sector improvement plans, must be formulated and implemented as soon as possible. The following challenges in particular will need attention:

> Managing the significant increase in primary school intake rate to achieve the completion of primary education by all children, with strong collaboration and cooperation between the Government and communities
> More effective utilisation of multimedia facilities in the teaching-learning process in primary education
> Expansion of both pre- and in-service teacher training because of the increase in primary education enrolment
> More involvement by and contribution of social organisations, communities and well-wishers
> Introduction of Inclusive Education in almost all schools

F. Recommendations for Adjustments

i. Target Settings with Specific References to Priority Target Groups

Although expansion and improvement of the formal primary education under the EFA Plan will undoubtedly greatly increase the quantity and quality of schooling available to children, there will still be a large number of children, aged 5-14, who are unable to study full time in the formal system because they must work assisting their families or do not have access to schools. The common problem in dealing with working children is how to keep the poorest, whose income is most critical to their own or their family's survival in school. Relevant curricula, flexible class schedules and quality education are essential. Scholarships and other ways of covering the direct costs of schooling (e.g., CFS) are some key strategies.

Strengthened arrangements must be made to ensure that all children and youth who cannot attend the formal education system, have access to, and complete, free non-formal equivalency education of good quality at the primary level. This can be done through expansion of the existing Programme for the Over-aged Children and increasing children's access to such a programme especially in remote and rural areas. Myanmar also could benefit from a sound primary and middle school "equivalency" programme, where children and young people could take the "equivalency" test and receive certificate of completion in primary and middle school. The aim of this programme should not be to create a parallel system competing with the formal school. Rather, the purpose should be to use the methods and flexibility of the non-formal education approach to provide recognized basic education certification (at the grade 5 and grade 9 levels) to those children and adolescents of an age and/or life situation at which they cannot enter or re-enter the formal system on a full-time basis. Additionally, it is critical to fulfill the constitutional guarantee of nine years of basic education as well as meet the millennium goals. Equivalency must allow for both the possibility of further study and/or for entering the world of work. As much as 75% of the content could be equivalent to the formal system while 25% could be replaced by work/community experience.

This "primary" or "middle" school equivalency education certificate can then allow the children to attend secondary school and complete their secondary education. It will also give them a chance to pursue higher education. Examples of equivalency programmes from neighbouring countries such as Indonesia and Cambodia could help Myanmar develop its own equivalency education programme.

In addition to the above, a law or policy must be developed so that responsible employers take responsibility for education of children from mobile families. Furthermore, one reason for achieving the universalisation of primary education is to extend universal education to the lower secondary level by 2015. This must be continued through the All Lower Secondary-Age Children in Schools project.

Strengthening the Education Management Information System at township and school levels will provide adequate information about each school, its condition and students' performance, and will allow proper allocation of resources especially to schools in the rural and remote areas, and thus decrease the disparity among the "rich" and "poor" schools.

The network of "well wishers" in Myanmar needs to be expanded. By expanding partnerships in education NGOs and INGOs will be able to sponsor and support individual schools as "well wishers" and help strengthen schools and to provide the resources that schools may need and where communities alone cannot support. This could greatly help with creating equity of resources for children and schools in remote and hard to reach areas.

For promoting the transition rate from primary to lower secondary (middle) level, not only more post primary schools should be opened yearly but also "All School Going - Age Children in School for Lower Secondary Education) should be introduced as soon as possible.

For reducing dropout rate, the cooperative effort of PTA, SBT, community, government organization and non-government organization should be strengthened for supporting the needy children for their continuation of schooling.

ii. Strategies for Attaining the Unattained and Reaching the Unreached

As noted in Section A(iii), the three strategies being pursued to reach the unreached and achieve EFA Goal 2 are: To develop and expand Child Friendly Schools; to make Basic Education more accessible to children; and to increase retention and completion rates in schools. These will continue to be followed.

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

Access

- Gross Intake Rate of 105 by 2010 and 100 by 2015
- Net Intake Rate of 96 by 2010 and 98 by 2015
- Gross Enrolment Ratio of 98 by 2010 and 99.5 by 2015
- Net Enrolment Ratio of 90 by 2010 and 95 by 2015

Quality

- Percentage of teachers having the required academic qualification (matriculated) at 98 by 2010 and 99.5 by 2015
- Percentages of primary and lower secondary teachers who have attended certified courses at 98 by 2010 and 99 by 2015
- Pupil-teacher ratio for primary education of 30:1 by 2010 and 30:1 by 2015
- Pupil-teacher ratio for lower secondary education at 28:1 by 2010 and 27:1 by 2015
- Promotion rate from Grade 1 to 85 by 2010 and 90 by 2015
- Promotion rate from Grade 2 to 98 by 2010 and 99 by 2015
- Promotion rate from Grade 3 to 98 by 2010 and 99 by 2015
- Promotion rate from Grade 4 to 98 by 2010 and 99 by 2015
- Promotion rate from Grade 5 to 99 by 2010 and 99 by 2015
- Survival rate to Grade 5 to 83 by 2010 and 91.3 by 2015
- Coefficient of efficiency (primary) to 94 by 2010 and 97.1 by 2015

Chapter 3

Goal-Based Assessment

3.3 - Life Skills and Lifelong Learning

A. National Action Plan

i. Statement of EFA Goal

The third goal of the Global Education Forum, held in Dakar, Senegal, on 26-28 April 2000, is **"Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and Life Skills programmes."** To achieve all the global EFA Goals, Myanmar has organised an EFA Forum in May 2002 and adopted six national goals for EFA under the EFA National Action Plan (2003-2015). The EFA NAP has been drawn up within the framework of the 30-Year Long-Term Education Development Plan and is in line with global EFA goals and the education-related goals of the Millennium Declaration and the World Fit for Children. The fourth goal of the Myanmar EFA is **"Ensuring that the learning needs of young people and adults are met through Non-Formal Education, Life Skills and preventive education programmes."**

ii. Description of EFA Goal and Specific National Targets

Life Skills-based education is a right for all young people and an important element of quality. Based on the Dakar Framework, it is defined as "The acquisition of knowledge, values, attitudes and skills through the four pillars of learning: learning to know, learning to do, learning to live together and with others, and learning to be." Learning needs in Myanmar include decision making, communications, income generation, technical and vocational education, health, literacy and numeracy. Life Skills and Lifelong Education will equip young people (aged 10-24) and adults (aged 25+) with psychosocial competencies that will allow them to deal effectively with demands and challenges of everyday life and make informed decisions about their health and well-being. Reaching a steadily increasing number of out-of-school young people is a challenge and priority in Myanmar.

No specific national targets on Life Skills and Lifelong Education exist for the period covered by the EFA MDA. However, specific national targets by 2015 include:

> ➢ To develop Life Skills and Lifelong Education programmes through the formal education system by implementing a revised Life Skills primary curriculum nationwide by 2009 and a revised Life Skills secondary curriculum nationwide by 2015

> ➢ To improve Life Skills and Lifelong Education programmes through non-formal out-of-school education by implementing community-based Extended and Continuous Education and Learning (EXCEL) for up to 50,000 out-of-school young people in 46 townships by 2015, and by expanding the pre-service Education College Peer Education Programme

> ➢ To formulate new policies, guidelines and strategies for Technical Vocational Education and Training (TVET), not only to meet current manpower needs but also to address future human resource requirements in industry and the economy as a whole, by developing the teaching quality and effectiveness of teachers

iii. Strategies to Achieve Goal

Linking education to life after school is a strategic factor in modernising an economy. With the growth in population and in the labour force, Myanmar needs to create more jobs that will eventually generate demand for a wide range of new skills. An efficient education system must develop that which provides capacity and flexibility to respond effectively with a labour force possessing the skills and entrepreneurial attitudes needed in an emerging economy. Moreover, NFE programmes need to be structured to meet the immediate needs of the out-of-school population so that they can pursue a variety of Life Skills development programmes at their own pace. NFE programmes should be structured flexibly and be of a quality equivalent with the formal system, so that learners can independently self-develop through Continuing Education or Lifelong Education. Thus, MOE aims to integrate all NFE programmes, including ECCE services and the various education programmes of different Ministries.

The overall relevant strategy under the EFA NAP is "Enhancing literacy and Continuing Education through NFE." Further strategies to reach the EFA Goal on Life Skills and Lifelong Learning include:

Improving Quality of Life Skills Curriculum

- Provide input of lessons learnt from the pilot School-Based Healthy Living and HIV/AIDS Prevention Education (SHAPE) project for the revision of national Life Skills curriculum
- Update and revise the primary Life Skills core curriculum
- Undertake a pilot programme on self-assessment tool for teachers and secondary students
- Conduct a secondary Life Skills baseline assessment for revision of secondary curriculum
- Update and revise the secondary co-curriculum based on identified criteria (learning needs of young people)
- Introduce Life Skills contents such as vocational education and entrepreneurship ideas in the secondary school education curriculum

Ensuring All School children Receive Skill-Based Learning Approach

- Provide awareness training to Township Education Officers (TEOs) and Assistant State Inspectors for supervision of Life Skills-based preventive education
- Provide sufficient and free Life Skills teacher guides and student books
- Increase school management support systems for teacher fidelity to the curriculum
- Ensure sufficient numbers of Life Skills-trained teachers in every school

Increasing Partnership and Sustainability

- Increase involvement of Life Skills-trained teachers at different levels of capacity building trainings
- Integrate Life Skills into all Education College and Education Institute curricula
- Provide in-depth additional preventive education through peer education programme for pre-service teachers
- Increase provision of school health services for students

Increasing Community Participation

➢ Motivate and organise parent and community participation for both in- and out-of-school children to create an enabling environment for the development of safe behaviours and healthy practices

➢ Increase NGO partners in non-formal approach to Life Skills to reach out-of-school children through EXCEL project

Increasing TVET

➢ Expand Technical and Vocational Education and Training to meet national manpower needs

Increasing Lifelong Education

➢ Expand out-of-school programmes in income generation and skills-based training

➢ Expand Human Resource Development Centres in universities and institutes under the Departments of Higher Education to design and offer courses for employment, e.g., business, computers, foreign languages

iv. Budgeting and Financing Plan

As noted in Chapter 2, a special fund has been provided under the Ministry of Education budget for EFA activities, amounting to about 120 million kyats annually. Implementation costs of EFA activities are borne by relevant Ministries, and come from project funds provided by international agencies and INGOs.

B. Implementation of EFA Goal

i. General Policies and Programmes

Myanmar has a strong need for non-formal education to serve out-of-school children and youth. About 10 percent of the adult population still requires basic literacy training, while early school leavers need post-literacy reinforcement training to maintain and strengthen literacy skills. In addition, school-aged children who are not in school need alternative Basic Education equivalency programmes that will allow them to finish primary and secondary education, and qualify them for pursuing higher education. Both groups need Life Skills, which are the bridge from school to home and the community, as well as occupational skills development through TVET and Lifelong Learning in non-formal education.

Recent education reform in Myanmar made Life Skills mandatory for inclusion at the primary level as a separate core curriculum in 1998 and at secondary level as separate co-curriculum in 2001. This was the first such programme in South-East Asia. Between 2003 and 2005, delegates from Vietnam, Nepal, Bangladesh, Indonesia and Timor-Leste visited Myanmar to learn about this innovation.

The small-scale SHAPE project, assisted by UNICEF, provided experience and made an impact for the revision of the primary curriculum in 2004 toward a skills-based teaching-learning process. The secondary curriculum currently is being updated and revised according to the recommendation of the baseline assessment, such as:

- Peer pressure is a theme that needs to start early and continue throughout the secondary curriculum
- Greater attention should be given to the identification of personal values in the influence one's values have on personal behavior and decision making
- Activities should be created to analyze both the motivations to smoke and the consequences of smoking as a part of the decision making and problem solving process
- Lessons need to explore the influence of the media on alcohol consumption
- Lessons should provide students with increased opportunities to develop or strengthen their skills in negotiation and refusal
- Drug and substance use needs to be more strongly link to possible HIV infection
- The personalization of issues related to drug use need to be strengthened
- Increased information and greater opportunities for discussion on the need for special care of the body during physical and emotional change in adolescence should be provided
- Information on the four principles of transmission and the condom and other birth spacing methods need to be strengthened in the reproductive health and HIV related lessons

In all, the age-appropriate Life Skills curriculum covers areas of personal health and hygiene; nutrition; physical growth and development; reproductive health; mental health; preventable diseases such as diarrhoea, malaria, iodine deficiency, tuberculosis, hepatitis, HIV/AIDS, and alcohol and substance use/abuse; and environmental health and sanitation.

Social skills such as decision making, communication skills, interpersonal relationships, empathy, critical and creative thinking, coping with emotion and stress and fostering self-esteem and self- expression have been incorporated into lessons. Contents, teaching-learning methods and hours have been carefully specified for lower primary, upper primary and secondary school curricula. Booklets, reading cards and learning materials developed by DMERB and MLRC, with the assistance of UNICEF and UNODC, have been distributed to schools.

As noted in Chapter 2, the national education policies of Myanmar are encompassed in the 30-Year Long-Term Education Development Plan and the EFA NAP 2003-2015. The Long-Term Education Development Plan is committed to quality Education for All, to producing all-around developed citizens, to opportunities for pre-vocational and vocational education at all levels of Basic Education and to expanded NFE – all of which are pertinent to Life Skills and Lifelong Education. For its part, the EFA NAP specifically highlights NFE for out-of-school children and adults "to enable them to participate usefully and effectively in national development."

In particular, the national strategic plan for HIV/AIDS 2006-09 gives high priority for reducing HIV-related risks, vulnerability and impact among young people through the Life Skills programme in basic education schools and Education Colleges.

ii. Policies Mentioning Specific Target Groups (Disadvantaged Groups)

Myanmar's policies on Life Skills and Lifelong Education are focused on out-of-school young people and adults as a whole; however, priority is given to poor children; children from remote, border and mountainous areas; children with disabilities; children of mobile families; and orphans.

iii. Legislation and Legal Framework

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

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

Provisions of the Myanmar Child Law, a special child-focussed legislation developed and enacted in 1993 after Myanmar's accession in 1991 to the Convention on the Rights of the Child, are specified about the obligations of the State.

All Ministries and agencies, including NGOs, are to abide by their own legal framework in delivering Life Skills and Lifelong Learning programmes.

iv. Responsible Agencies and Coordination of Implementation

Responsible Agencies

Government Organisations

- Department of Education Planning and Training (DEPT)
- Departments of Basic Education 1, 2 and 3 (DBEs)
- Department of Health (DOH)
- Department of Technical and Vocational Education (DTVE)
- Department of Social Welfare (DSW)
- Department of Cottage Industries (DCI)
- Department of Culture (DOC)
- Department of Agricultural Planning (DAP)
- Department of Myanmar Education Research Bureau (DMERB)
- Departments of Higher Education (Lower and Upper Myanmar) (DHEs)
- Department of Education and Training (Border Areas) (DET)
- Department of Labour (DOL)

International Agencies

- UNDP, UNICEF, UNODC et al.

INGOs

➢ Save the Children, CARE, World Vision et al.

NGOs

➢ Pyinnya Tazaung (PTZA), MWAF, MMCWA, MWEA, Kayuna Yangon Social Services (KYSS), Kayin Baptic Convention (KBC) et al.

v. Budgeting and Financing: Resource Mobilisation and Allocation

Overall data are not available on budget resources for Life Skills and Lifelong Learning, although programmes are currently financed by respective Ministry's budgets and through project funds provided by international agencies and NGOs.

In the implementation of the national Life Skills programme at primary and secondary levels, inputs from the Ministry of Education include human resources; schools and facilities, salaries and time resources (teaching-learning periods while UNICEF assisted technical input, teacher guides and student books, daily subsistence allowance and traveling allowance for training workshops). Likewise, community participation includes human, time and material resources. For its part, UNICEF has provided assistance from 2001 to 2006 of US$2.15 million for capacity building and US$1.34 million for supply of materials. It also supports EXCEL project implementers (PTZA, KBC, KYSS) in cash and kind.

vi. Quality Assurance, Monitoring and Evaluation

Life Skills for In-School Young People

Various interventions have been undertaken to ensure quality of programme delivery in Life Skills. Training programmes used a cascade model at central, zonal and township levels. At all levels, 80 percent of the training period for Life Skills is used for practical sessions/demonstrations of lesson plans from the Life Skills curriculum. Constructive feedback to these demonstrations by trainers and trainees alike is essential to improve the next training phase.

Night studies help teachers prepare for demonstration lessons, and training teams are formed with inputs from the next level of trainers to match strengths among team members. Follow-up monitoring visits are made to townships during and after trainings to provide necessary support and conduct focus group discussions with children, teachers and school heads at randomly selected schools to assess programme implementation.

A teacher guidebook that includes guidelines and lesson plans for implementation of the curriculum is a key tool for state/divisional school inspectors to monitor whether teachers are teaching according to the curriculum. Weak implementation of the curriculum has been found, especially at the secondary level, given that Life Skills was not part of the core curriculum and students and teachers were focusing more on academic subjects.

Self-assessment tools for secondary students and teachers have been introduced as a pilot programme to help monitor implementation of the Life Skills curriculum. This also can help determine the programme's impact on children because it includes a two-step knowledge, attitudes and Life Skills questionnaire for pre- and post-term. However, use of self-assessment

needs to be reinforced and will be revised along with the Life Skills curriculum for secondary level.

Life Skills for Out-of-School Young People and Adults

With regard to Life Skills for out-of-school young people and adults, implementing partner NGOs have a management structure to the level of Learning Circles in communities, which is reinforced by EXCEL management committees formed from community members who provide close monitoring of the programme. Disaggregated indicators were introduced to assess the magnitude of the issues of out-of-school children as part of the monitoring system for the EXCEL programme.

Monitoring tools also were developed to be used by partner NGOs at all levels to maintain the quality of teaching-learning and management, and for systematic documentation and review. Once monitoring and evaluation reports are completed, the curriculum committee, Teacher Training Colleges and inspectors will meet again to discuss further improvements.

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

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

None of the 18 core indicators of EFA are linked to Life Skills. Even so, assessment of Life Skills can be guided through consideration of four broad areas; inputs (resources, teachers); processes (teaching-learning methods); outcomes (social/emotional skills, behaviour) and impact (peace, welfare, health, livelihoods, civic participation). In Myanmar, as in many other countries, data on the Life Skills dimension of the EFA Goals continue to be limited, given that Life Skills is very new to the country. However, the national Life Skills primary curriculum was revised in 2005 and implemented in 238 out of 325 townships, ahead of the nationwide target of 2009.

The SHAPE programme, implemented by DBE, DOH and national HIV/AIDS personnel with UNICEF assistance beginning in late 1993, has proven to be an excellent base on which to build the Life Skills curriculum. While, the national Life Skills secondary curriculum will be revised in 2007, the implementation of the Life Skills secondary level in 137 out of 325 townships will continue. Myanmar can be said to be ahead of the nationwide target of 2015. Thus Myanmar is well on its way to meeting its EFA 2015 targets.

Data collection on Life Skills requires further improvement by developing a database with a mechanism for information generation and a focus on disaggregated data to identify quality and disparity components for Life Skills.

A core EFA MDA indicator for Life Skills and Lifelong Learning is the designated curriculum time in education systems to develop children and young people's knowledge, skills and attitudes for health. The curriculum time in Myanmar is as follows:

> ➢ For lower primary, 3 periods per week, 108 periods per year, or 54 hours for 40 lessons
> ➢ For upper primary, 2 periods per week, 72 periods per year, or 42 hours for 34 lessons
> ➢ For lower secondary, 1 period per week, 36 periods per year, or 27 hours for 41 lessons
> ➢ For upper secondary, 1 period per 2 weeks, 18 periods per year, or 13.5 hours for 9 lessons

Linked to this is Life Skills materials distributed to trained teachers at primary and secondary levels and EXCEL-trained facilitators, as shown in Table 3.3.1. In 2005, 16,181 primary schools received the materials.

Table 3.3.1 Primary Life Skills Material Distribution by Year

Item	2002	2005	2006
Revised teacher guides	54,800 sets	30,677 sets	9,000 sets
Student books	0.127 million	0.825 million	0.63 million

Source: UNICEF, 2007

Materials distribution for out-of-school Life Skills programmes in 2006 included: training manuals and materials for facilitators, monitors and out of school children; 81 sets of lighting fixtures and batteries; 175 bicycles for facilitators and monitors; 30,000 kyats cash and in-kind contributions to learning cycles by EXCEL committee members in one village; and HIV prevention pamphlets to more than 26,000 youths.

ii. Time and Cross-Sectional Analysis of Indicators

Targeted townships and attained level of performance of Life Skills education through 2006/07 can be seen in Table 3.3.2. The revised national Life Skills primary level curriculum has reached more than 4 million students annually, covering 73.3 percent of total townships, 77 percent of total primary schools, and 76 percent of teachers from each township.

Table 3.3.2 Revised Life Skills Curriculum Target and Attainment

Basic Education	Target		Attained (2006/07)			
	Tsp	Year	Township	School	Teacher	Student
Primary Level	325	2009	238 (73.3% of total tsp)	31,351 (77 % of total schools)	83,067 (76% from each tsp)	4.05* millions
Secondary Level (SHAPE)	325	2015	137 (42.2% of total tsp)	1,571 (60.3% of total schools)	26,764	1.038* millions
Education Colleges	-	-	-	23	46,575	8,000*
EXCEL	46	2015	22 (50% of 46)	-	420	16,620

* Yearly

Source: UNICEF, DEPT and PTZA, 2007

To implement the Life Skills curriculum, primary and secondary teachers and PTA members were trained, as shown in Table 3.3.3.

According to plan, townships that are hard to reach are put in latter phases for expansion and for better preparation while it can be seen as a gap in reaching the unreached.

Table 3.3.3 Teachers and PTA Members Trained in Life Skills by Year

Year	Township TEO/ATEO	Secondary (New) Teachers	Refresher Teachers	Primary (New) Teachers	PTAs
1998/99	30	9,497		14,529	
1999/00	20	5,908		10,103	
2000/01	10	959		4,095	
2001/02	50				38,130
2002/03	30	3,580	9,350		4,615
2003/04	21	1,725	1,827		7,990
2004/05	23	1,624			
2005/06	15	3,471		1,165	
Total	**134**	**26,764**		**29,892**	**50,735**
2006-2010 Life Skills and HIV/AIDS Prevention Education					
2006/07	144			38,447	
2007/08	94			44,620	

Source: UNICEF, 2007

Life Skills integrated in the curriculum of 23 Education Colleges and Institutes reaches 8,000 pre-service teachers yearly. In these Education Colleges and Institutes, Life Skills is provided to in-service teachers who have attended teachership training.

The transition rate, a core EFA MDA indicator, conveys information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered an output indicator, and from the higher educational cycle or level, it constitutes an indicator of access. Importantly, it provides a measurement of which groups of students are excluded from secondary and post-secondary learning opportunities and therefore in need of TVET and Lifelong Learning.

To express the learning opportunities of students in Myanmar, the transition rates of primary to lower secondary level and lower secondary to upper secondary level in 2001/02 were 67.9 and 93.1 and increased in 2005/06 to 78.3 and 93.3 respectively, as shown in Table 3.3.4.

Table 3.3.4 Transition Rates by Year (2001/02-2005/06)

Level	2001/02	2002/03	2003/04	2004/05	2005/06
Primary to Middle	67.9	70.6	71.5	76.2	78.3
Middle to High	93.1	93.8	92.5	93	93.3

Source: DEPT, 2007

In Basic Education, the survival rate to Grade 5 was 74 in 2005, while the transition rate was 78.3. What this means is that 26 percent of primary students were left out from the education system altogether; out of the survived 74 percent of students, only 78 percent of these transferred to the upper level. The remaining 22 percent of students should be targeted for TVET and Lifelong Learning. Dropouts from the secondary level also should be targeted.

Another core EFA MDA indicator is found in the youth literacy rate, where Myanmar's results are high, as shown in Table 3.3.5. The definition of literacy in Myanmar is the same as provided by UNESCO: a person who can both read and write, with the understanding of a short, simple statement on everyday life (see also Chapter 3.4).

Table 3.3.5 Youth Literacy Rates by Year (2001/02-2004/05)

Year	Total
2001/02	94.4
2002/03	96.5
2003/04	96.5
2004/05	98.2

Source: DEPT, 2007

This high youth literacy rate suggests a national primary education system that has enabled a large proportion of the young population to acquire the ability of using the written text and making simple arithmetic calculations in daily life. The increase is largely the result of concerted efforts by the Government, NGOs and INGOs in implementing the delivery system of formal and non-formal education. Positive trends in the youth literacy rate from 1990/91 to 2003/04 are indicated for both males and females in Table 3.3.6.

Table 3.3.6   Trends in Youth Literacy Rates by Gender

Male		Female	
1990/91	2000/04	1990/91	2000/04
90.1	95.6	86.2	93.2

Source: UNESCO Institute for Statistics, 2005

Turning to youth employment, participation in the labour force for youth aged 15-19 is 64 percent for males and 54 percent for females, as seen in Figure 3.3.1. A small decline is observed in the proportion of economically active youth, both male and female, during the period 1990-2005, in part because more young people were enrolled and stayed on in schools.

**Figure 3.3.1 Percentage of Economically Active Adolescents Aged 15-19
(1990 and 2005)**
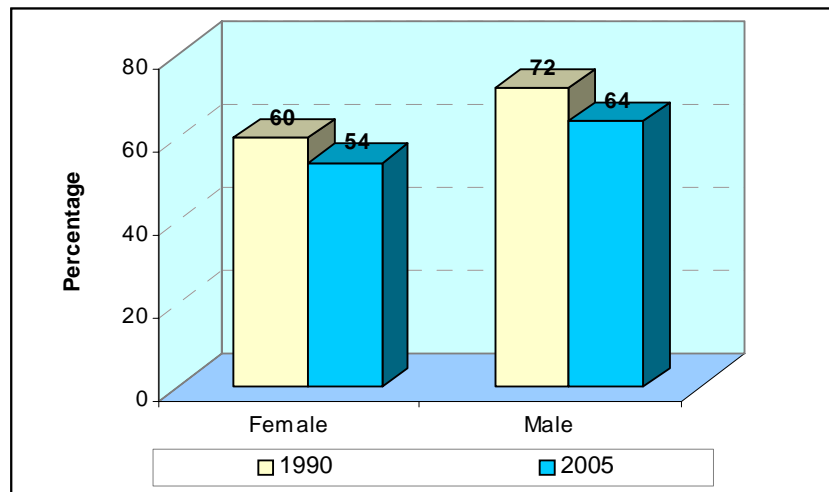
Source: Human Development Report, 2005

However, employment opportunities for out-of-school youth are very limited. Many uneducated young people from rural areas and different nationalities migrate to Yangon and other large towns. Life Skills and literacy training, particularly for out-of-school youth, therefore need to be reinforced with income-generating skills. Linking learning to the learner's productive life or personal life renders it more meaningful for learners and family members and has positive impacts on the community at large. This also is in line with Myanmar's long-term objective of building a learning society.

iii. Analysis of Disaggregated Indicators

Knowledge of Health-Related Prevention Practices among Young People and Adults

Knowledge of health-related prevention practices among young people and adults represents an important indicator of Life Skills education. The Global Youth Tobacco Survey (GYTS) among Grade 8, 9 and 10 students (aged 13-15) in Myanmar, conducted by WHO in 2002, revealed that 1 in 5 uses some form of tobacco. The smoking rate for girls (4.7 percent) is significantly lower than that of boys (37.3 percent). Passive smoking or environmental smoke affected a substantial proportion of non-smokers and current smokers alike. Boys were likely to be more exposed to environmental smoke than girls, both at home and in public places.

Almost 87 percent of current smokers said they wanted to stop smoking, and schools are also contributing to generating awareness against smoking. About 67 percent of students were taught about or had participated in classroom discussions about the dangers of smoking and the effects of tobacco use. It was also observed that almost 1 in 10 currently smoking students smokes at home, reflecting the absence of parental pressure to stop. More than 70 percent of young people are able to purchase tobacco products from shops in spite of their young age, showing the easy availability of these products to students.

Myanmar has designated HIV/AIDS as a priority disease of national concern, and necessary measures are being taken for its prevention and treatment. The Ministry of Health, Myanmar

and WHO Headquarter, UNAIDS and partners jointly held a workshop on 22-23 July 2004 for estimation of the number of people living with HIV and AIDS in the country. The group estimated that there were total of 338,911 people living with HIV/AIDS at the end of 2004 in Myanmar. In addition, as a result of workshop on HIV/AIDS, projection and demographic impact analysis was also conducted during September 2005; it was noted that HIV prevalence in Myanmar has reduced from 1.5 % in 2000 to 1.3 % in 2005 (Myanmar Millennium Development Goals Report, 2006 page 35).

A 2003 survey by the Department of Health Planning suggests a high level of awareness among young people of the importance of condoms: 90 percent of boys and 73 percent of girls said that HIV infection could be prevented by using a condom. Even so, knowledge of condoms does not necessarily result in their use.

The other principal mode of HIV transmission in Myanmar is via shared needles among injecting drug users. A national workshop in 2004 generated an estimate of 12,000 to 60,000 injecting drug users. Nationally, the infection rate among injecting drug users is about 50 percent, but in some locals it is much higher – up to 100 percent in some HIV/AIDS "hot spots."

The MOE's Working Committee for Educating Students and Youths in 2006 implemented activities on anti-drug education, whereby 0.24 million teachers and 7.8 million students of more than 40,000 basic education schools, as well as trainees of 20 Education Colleges, were made aware of the dangers of narcotic drugs.

Percentage of Schools with Water and Toilets

Based on a review of National Sanitation Week by MMRD related to school-based activities, 91.9 percent of 562 schools in 26 townships had built twin sanitary latrines by 2004/05. A total of 13 schools constructed more than two latrines. Between 21 and 40 students use each latrine at more than one-third of the schools (37.1 percent), with more than 40 students using one latrine in about two-thirds of schools. In 6.4 percent of schools, the ratio of students to latrines stood at more than 100 to 1. The highest ratio of students to latrines was found in Kayin and Mon States, both disadvantaged areas.

Health Education Talks

School-level committees hold annual educational talks and essay, poster and art competitions/ exhibitions on the International Day Against Drug Abuse and Illicit Trafficking (26 June), World No-Tobacco Day (31 May) and World AIDS Day (1 December). Some schools have been declared tobacco-free.

Meanwhile, the Myanmar Women's Affairs Federation (MWAF) is joining hands with local social organisations and international organisations to provide health care services for HIV/ AIDS, malaria and TB in the health sector. With members of these latter groups, members of the federation gave health education talks to 2.88 million people, including health personnel, in all states and divisions in 2006. In border areas, talks for 90,000 people were held. The Myanmar Maternal and Child Welfare Association (MMCWA) also gave 191,000 health talks to 12.3 million people and HIV/AIDS educational talks to 4.2 million people in 2005; in

border areas, these included health talks to 7 million people and HIV/AIDS educational talks to 1.8 million people.

MMCWA, MWEA and other NGOs also provide HIV/AIDS counselling, condom promotion, Voluntary Counselling and Testing, and Sexually Transmitted Infection(STI) treatment and prevention. Advocacy events were conducted at all levels, and coordination meetings were held to develop a comprehensive response to HIV/AIDS. Outreach activities were conducted through paid outreach workers in all project townships as well as through volunteers in some townships.

iv. *Quality* and *Equity* Outcomes

Currently, anecdotal evidence from trainers and teachers suggests the following outcomes regarding Life Skills and Lifelong Learning quality and equity in school:

- Knowledge gained among students, and attitudes and behaviours changed positively.
- Increased awareness among students on preventive health measures with regard to HIV/AIDS, STIs, drugs and smoking.
- Improved nutrition knowledge, personal hygiene, decision making and social skills among students.
- Eagerness among parents to learn more about HIV/AIDS and a higher acceptance level of open discussion of the epidemic.
- Satisfaction among teachers, parents, students and communities alike on increased knowledge on health and social issues.

Regarding quality and equity outcomes of Life Skills and Lifelong Learning in out-of-school programmes, facilitators have observed the following positive behaviour changes:

- Improved family relationships
- Increased awareness of personal safety and protection
- Significantly improved personal hygiene practices
- Awareness of HIV/AIDS and drug use improved and alcohol, tobacco, betel nut and narcotics avoidance increased
- Improved time management
- Greater awareness of nutrition and healthy eating
- Improved literacy
- Greater self-confidence and ability to bargain wages with farm owners.
- Increased use of small loan programme developed by MWEA, MWAF and MMCWA

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

i. Gaps and Locating the Reached and Unreached

The revised national Life Skills curriculum reached 74.6 percent of total education townships in 2006/07. However, improvement is still needed in 25.4 percent of the townships. As seen in Table 3.3.7 and Figure 3.3.2, priority should be given to Shan, Sagaing and Kachin.

Table 3.3.7 Life Skills Education Implemented Townships by Region

State/Division	Targeted Townships	Reached Townships	Unreached Townships
Kachin	18	6	12
Kayah	7	4	3
Kayin	7	5	2
Chin	9	8	1
Sagaing	38	14	24
Tanintharyi	10	10	-
Bago	28	28	-
Magway	25	25	-
Mandalay	30	30	-
Mon	10	9	1
Rakhin	17	14	3
Yangon	45	45	-
Shan	49	16	33
Ayeyarwady	26	24	2
Union	**319**	**238**	**81**

Note: 319 Education townships = 325 administrative townships
Source: UNICEF and DEPT, 2007

Figure 3.3.2 Implemented Townships by Region
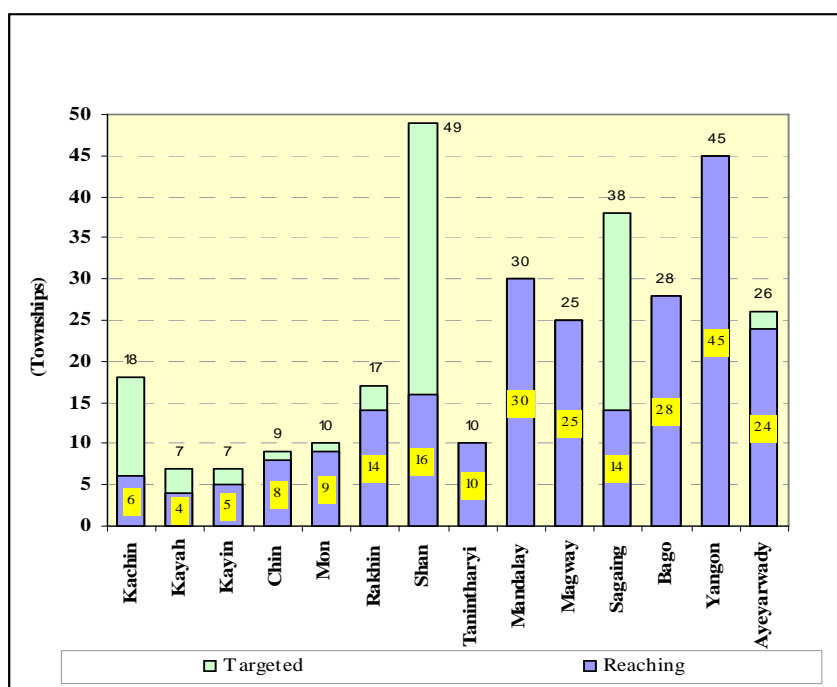
Source: UNICEF and DEPT, 2007

Turning to out-of-school education, as noted above, the EXCEL programme reached 50 percent of targeted townships and served 16,620 children in 2006, of which around 50 percent were females. A gap of 50 percent thus still exists and must be narrowed sharply.

Discussion during EXCEL training

TVET programmes aim to be responsive to national market trends; regarding TVET education, the Government is largely responsible for all financial aspects. In TVET, girls' access is basically equal to boys'. Various Departments offering skills training to school leavers can be seen in Tables 3.3.8 and 3.3.9. In 2003/04 eight types of technical institutions accepted more than 14,400 students, of which 45.7 percent were females, while weaving and home science training schools accepted more than 2,100 students in the same year, of which 96.6 percent were females.

Table 3.3.8   Enrolment and Schools in TVET

Schools	Output (01/02)	Intake (03/04)		
		Male	*Female*	*Total*
GTIs and GTC	7,325	6,605	3,875	10,480
State Agricultural Institute	826	522	357	879
Commercial School	578	84	283	367
Machinery Repair and Maintenance School	72	49	-	49
Handicrafts School	566	426	-	426
Fisheries (1998/99)	40	-	-	-
Music and Drama	-	24	16	40
Fine Arts	-	57	6	63

Source: DMERB, 2005

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Table 3.3.9 Enrolment of Vocational Training

Schools	2002/03		2003/04		2004/05		2005/06		2006/07	
	F	T	F	T	F	T	F	T	F	T
Saundar Weaving	22	24	19	19	16	18	9	11	26	28
Weaving High	103	110	93	102	89	102	81	94	101	112
Weaving Basic	75	75	62	73	69	70	76	80	76	77
Home Science	-	-	1,896	1,948		2,574		2,810		

Source: Department of Cottage Industry (DCI) and DSW, 2007

Upper secondary level school leavers (aged 15-25) can join 11 Government Technical Institutes for two-year courses, seven State Agricultural Institutes for two-year courses and three Commercial Schools for three- to six-month courses. They also can join Government Weaving High Schools for a one-year course, Saundar Weaving School for a six- to eight-month course, or Schools of Music and Drama and School of Fine Arts for a three-year course. Primary-level school leavers (aged 15-30) can join Government Weaving Basic School, Handicrafts School, or Machinery Repair and Maintenance School for six-month courses, and School of Home Science for a three-month course.

Meanwhile, the concept of Lifelong Learning underpins this EFA Goal, with an emphasis on continuous learning for improved knowledge, skills and competencies within personal or civic-social- and employment-related perspectives. As such, this notion extends to all areas and phases of life and is crucial in forming young people's and adults' needs to extend and acquire new skills in a rapidly changing world.

The principle of lifelong education is to provide each individual with the means for educating him/herself throughout the entire lifetime. Lifelong learning is not an unrealistic ideal, but a real possibility and a goal for planned development. Details of training for priority target groups and women are shown in Tables 3.3.10.

In Table 3.3.10, 26 schools and centres offered skills to 3,172 trainees in 2005. These included training in income generation, tailoring, weaving and special services for people with disabilities, including the hearing-impaired. MWAF and MMCWA have conducted vocational training courses in sewing, baking, agriculture and other subjects for 346,723 persons. Nearly 40 percent of trainees were from remote or border areas.

Table 3.3.10   Enrolment of Training for Women and People with Disabilities

Type of Training	2004		2005		2006	
	School	Trainee	School	Trainee	School	Trainee
Women Development Centre	2	92	2	70	2	59
Vocational Training School	2	182	2	130	2	127
Centre for Women Care	2	138	2	91	2	100
Vocational Training School for Domestic Science	5	1,681	16	2,180		
Skills Training	1	169	1	169	1	249
Adults With Disability	1	161	1	182	1	-
Children With Disability	1	145	1	150	1	161
Deaf Children	1	185	1	200	1	220

Source: DSW, DET and DTVE, 2007

MWAF and MMCWA also undertook small loan programmes for income generation of people working in agriculture, livestock breeding and small-scale home industry and others for 48,818 peoples, loan amounting to 360.07 million kyats, in which 43.4 percent of the people reached were living in border areas; they obtained 50.5 percent of loans.

Finally, Human Resource Development Programmes represent a more flexible and varied form of post-school education and training that makes optimal use of existing resources. The National Centre for Human Resource Development (NCHRD), under the Department of Higher Education (Lower Myanmar), was established by MOE in June 1998; under NCHRD are centres for Human Resource Development at universities, institutes, degree colleges and two-year colleges. These centres offer nearly 160 options in the form of certificate, diploma or degree courses in diverse fields including foreign languages, computer science, computer engineering, accounting, business management, environmental studies, multimedia arts, gemology, cosmetic technology, law and teaching. These courses are held in addition to the regular courses at these institutions in an arrangement often referred to as "one campus, two systems."

ii.   Analysis of Differential Impact of Policy Implementation

The aim of Myanmar education is the formation of a learning society by transforming the education system to be less rigid, more creative and able to adapt more to the demands of the 21st century, by including not only formal education but also Non-Formal Education. In this kind of education there is no discrimination between male and female, urban and rural, religions, or rich and poor, with every citizen having equal access to education.

Although a policy exists for the teaching of Life Skills at primary and secondary level, with teacher manuals, student books and prescribed allocations of teaching periods, the policy

often is not observed. In addition, Life Skills is a new subject for teachers, who find its health-related orientation difficult to teach. Some teachers thus emphasise academic subject instead and non-trained teachers may be assigned to teach. School inspectors also appear to have less interest in monitoring and evaluating the implementation of Life Skills teaching. For its part, the out-of-school EXCEL project is proceeding according to policy.

iii. Disparities in Social and Gender Equality

Any gap in extended or alternative learning opportunities will compound problems for children and young people, especially girls, who are particularly at risk if they leave their schools and communities in search of work.

However, females disproportionately benefit in Life Skills and Lifelong Learning in Myanmar. Around 70 percent of teachers in school and 80 percent of EXCEL facilitators are female. 93.2 percent of youth literates are also female. Women also are given priority to attend vocational schools/training - technical institutions accepted female 45.7 percent, weaving and home science training schools accepted female 96.6 percent, and gain health knowledge, including on HIV/AIDS and human trafficking from health-related educational talks.

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

Nearly half of Life Skills implementing townships are in remote and border areas, as are all vocational training schools of domestic science for women. MWAF and MMCWA in particular also conducted vocational training, income generation programmes and health and HIV/AIDS educational talks in these areas. At the same time, as noted above, not all teachers from implementing townships who are trained in the national Life Skills curriculum are following policies. Training qualified persons as facilitators in remote areas remains a challenge, as does reaching and communicating with remote schools, especially during the rainy season.

v. Implementation Capacity Gaps

As indicated above, capacity gaps in Life Skills and Lifelong Learning remain wide. The overall Life Skills primary curriculum implemention gap between the number of townships targeted and reached stands at 26.7 percent, while the Life Skills secondary curriculum gap is 57.8 percent and the implementation gap for EXCEL is 50 percent (see also Table 3.3.2). An EFA Task Force is coordinating with different Ministries and agencies to identify in-school implementation capacity gaps regarding:

- Policies to implement Life Skills education in and out of schools, as well as strong strategies and support from all concerned departments
- Trainers, training and data management systems
- Need for strengthened cooperation and coordination with DBEs for improved supervision, monitoring and evaluation at all levels
- Need for additional student books and teaching aids

In all, further potential exists to link Life Skills to dimensions of the CFS concept, particularly dimensions on healthy, safe and productive environments and participation of communities, families and students. Examples include clean water and sanitary hygiene, regular anti-helminth days, child clubs, PTAs and so forth.

For both in and out of school Life skills programmes, areas requiring further improvement include:

➢ Active participation and coordination of MOE, strategic partnerships with local communities, and receptivity to and support for the programme

➢ Length of training is not sufficient for trainers and teachers to internalise new information

➢ Difficulty in maintaining teachers and trainers to conduct multiplier courses; quality of training at township level cannot be controlled

➢ Training venues for TOT are not easily available at central level

➢ Knowledge on data management and information systems is weak at all levels

➢ Commitment of local authorities and community members to sustain training circles

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

i. Successes and Challenges in Achieving Social and Gender Equality

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

Most Life Skills and preventive education objectives in schools have been realised under the revised curriculum. This curriculum was developed with the consideration for the rural poor and schools with few teachers, using the fewest and least costly teaching aids.

On the out-of-school side, EXCEL is 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 in Myanmar, particularly out-of-school and working children aged 10-17. With UNICEF support, the project emerged as a result of the direct need for access to NFE services for out-of-school children, who are at risk of and are most vulnerable to HIV/AIDS, substance abuse and exploitation.

Begun in 2003, the project initially targeted five pilot townships (15 EXCEL circles) and has now been expanded to 14 townships (202 circles) implemented by three national NGOs. Thus far, more than 16,620 children enrolled and 95% completed a three-phase course. Of which more than 50 percent of them are girls and the majority working children have completed a nine-month programme. Nearly 5 % did not complete the course mainly due to migration, as shown in Table 3.3.11 and Figure 3.3.3. In addition, 420 young facilitators and monitors completed the training and support implementation of the programme in the targeted villages; 700 community members also were trained to support village-level training. An internal assessment in late 2004 found several positive behavioural changes among children in the programme, including increased knowledge of HIV/AIDS and preventive measures, as well as improved attitudes on living with people with HIV/AIDS in the community. Healthy practices and improved communications skills were observed in the majority of children and young facilitators.

Table 3.3.11   EXCEL: Number of Selected Townships, Communities and Children

Year	Selected Township	Selected Community	Children Attended (Total)	Children Completed (F %)
2003/04	5	15	1,239	62.8
2004/05	7	36	2,773	56.6
2005/06	10	61	4,693	58.5
2006/07	13	90	7,915	55.7
2007/08	22(Plan)	141	11,560	

Source: PTZA , KBC,KYSS, 2007

Figure 3.3.3   EXCEL: Number of the Children Completed the Training Course by Year
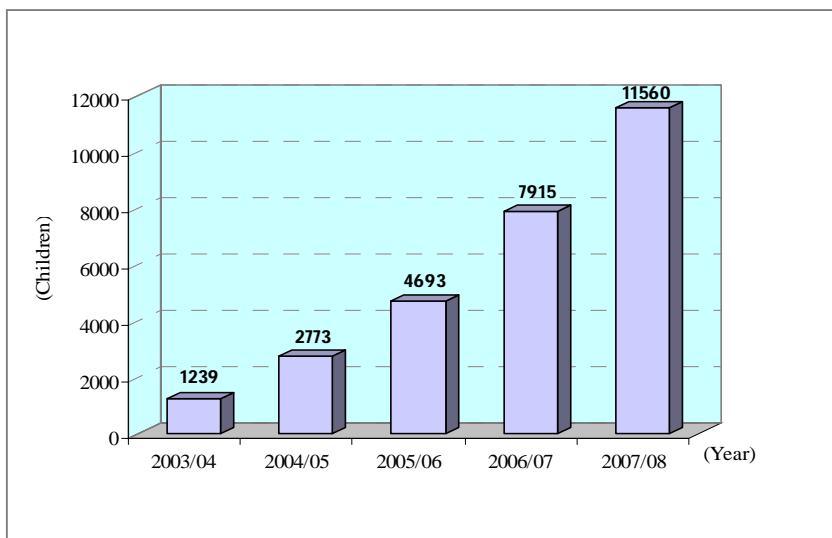
Source: UNICEF, 2007

The programme also aims to increase children's participation in their own communities. Recently, a literacy component was added through the "Let's Read" initiative, where selected EXCEL children participated in a series of book writing workshops and produced 15 books using their own life experiences as a base for the stories (see box below). These children's books will expose the children to appropriate reading materials and serve as a catalyst to increase their interest in reading and writing.

Story Books by EXCEL Children

Out-of-school EXCEL project pupils developed Life Skills-based story books in 2006 to help children improve problem-solving abilities and build skills on issues of bullying, peer pressure, prevention of HIV/AIDS and substance abuse. These 15 young rural working adolescents aged 12-14, who have not completed primary education, also participated in developing booklets on prevention of avian influenza and emergency preparedness. Young facilitators assisted with group work and were supported by Life Skills central trainers from DEPT, as well as young writers, illustrators and graphic designers. International Life Skills experts used innovative training techniques, including elements of a good story presentation; community theatre; video presentations; and Life Skills activities to provide tools for children to be used during the process of developing their stories. All 15 Life Skills-based illustrated books have been finalised and 10,000 copies of each are being printed.
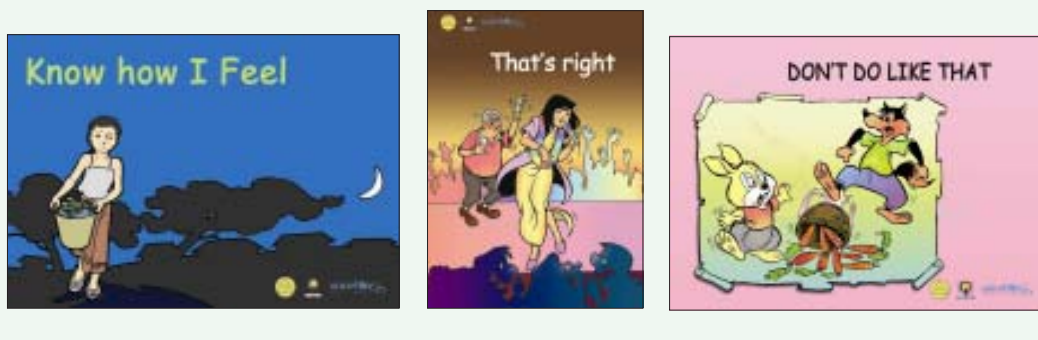
As for challenges, children need to participate in assessing their own progress and learning needs and setting their own long-term goals. Likewise, cultural sensitivities are still challenged by peer education activities, and trust in peer education must be further developed.

b. Areas and Groups Where Success Has Been Least

Perhaps the most significant issue in NFE will be the capacity building of personnel in programme development and coordination management. The long-term objective is to develop such skills at the township level, where local EFA personnel would be able to work independently for the needs of their own community.

Part of this challenge involves development of upgraded learner-oriented functional Life Skills and literacy programmes, as well as promoting and coaching local volunteers, preparing evaluation and testing tools, developing learning materials and managing database and information systems. Shortages of human, financial, material and time resources, at all levels, represent a serious constraint. At the same time, communications channels are limited from central to township levels.

In order for skills-based education implementation to be effective, commitment and ownership of all concerned Departments is essential. Due to the new and very challenging subject, primary-level Life Skills has made good progress, while the secondary level requires more support from school management. Also especially at the secondary level, teacher fidelity to the curriculum needs strong support from school heads. It also is proving difficult to persuade teachers to teach age-appropriate reproductive health, HIV/AIDS and sexually transmitted infection (STI) preventive education. Lastly, regular monitoring and evaluation trips are difficult in remote, border and mountainous areas, particularly during the rainy season.

ii. Successes and Challenges in Achieving Quality Education

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

Pre-Service Teacher Trainees and Peer Education Programme

Every year, several thousand young teachers graduate from 23 Education Colleges and Institutes in Myanmar. More than 90 percent of these teachers are young women aged 17-20. They represent excellent potential for building children's and young people's Life Skills competencies and for the Life Skills programme's sustainability.

To ensure young pre-service teachers protect themselves and to reduce risk, Life Skills-based HIV/AIDS prevention education has been incorporated into the teacher education curriculum since 2003. A hostel-based Peer Education Programme was initiated in 20 Education Colleges in 2004 to increase competencies and reinforce safe behaviours. Age-appropriate Life Skills-based training modules were developed on the issues of reproductive health, prevention of HIV/AIDS and substance abuse. The Peer Education training was conducted by pre-service teacher trainees only after completion of Life Skills lessons. Many trainees reported their critical thinking and communication skills and coping with emotions had improved. They also became more aware of how to reduce risks and protect themselves against not only HIV/AIDS, but also drugs and unplanned pregnancy. This represents a significant policy/system indicator for Life Skills and Lifelong Learning.

Learning through Peer Education

Turning to challenges, these include proper and careful selection of teachers to become township trainers as well as facilitators and monitors for out-of-school programmes; the former should be fully supported by Township Education Officials. Increased fidelity to Life Skills and Lifelong Learning policies is essential, including regular support for teachers to devote the time allotted to Life Skills. Regular support from school heads for teachers to master skills-based and child-centred teaching-learning approaches also is necessary; additional teaching aids must be provided.

Active participation of all trainees should be encouraged. Feedback should include an annual review meeting with township educators, as well as a review meeting with teachers, students and facilitators; in addition, field monitoring by trainers and keeping children's records will be required.

b. Areas and Groups Where Success Has Been Least

In the out-of-school context, social mobilisation of communities is important for understanding that Life Skills education is vital. Joint accountability among all stakeholders in identifying the needs of EXCEL activities at village level is crucial for ownership and sustainability. A wide age gap of eight years (10-17+) among adolescents creates difficulties for young facilitators in conducting training; lesson preparation and group work must be strengthened. It is difficult to maintain service of young volunteer peer educators once they reach age 24. Moreover, some questions raised by peers are difficult for peer educators to answer; frequent refresher training for peer educators is required. Seasonal dropouts due to labour migration necessitate the consideration of flexible and effective alternative programmes. Lastly, data collection and regular reporting systems on project implementation must be established.

Overall, the greatest constraints are found in the challenges of traditional concepts and beliefs. Most parents, teachers and communities are not comfortable with discussion of sex, condoms and so forth. Training venues, especially in secondary schools across the country, are not equipped to hold large training programmes. Perhaps most significantly, as noted above, teachers have not been properly assigned to teach secondary Life Skills, and lessons are not taught according to the set curricula. For out-of-school programmes, financial constraints for sustainability of activities exist, as do difficulties in reaching vulnerable youth such as drug users and those in mobile families. Few or no international donors exist for NFE and a few INGOs involved in NFE activities, especially in border areas. Finally, costs are high in areas with no public transport, including remote, border and mountainous areas.

F. Recommendations for Adjustments

i. Target Setting with Specific References to Priority Target Groups

In the school and out-of-school context, the following targets encompass all Life Skills learners, including those from priority target groups. Quality and equity outcomes will be measured through:

- Study of yield patterns of learning, development and performance on educational outcomes
- Study of evidence-based judgments of how learners benefit from the curriculum and school and out-of-school culture
- Assessment of the criteria, performance against criteria, and shared learning for continuous improvement, accountability and understanding
- Study of explicit public outcomes
- Mechanisms for monitoring and evaluation of behavioural data for those younger than age 15 is essential, and only limited monitoring and evaluation studies have been conducted among high-risk groups, age 15 and older
- Improved coordination among all Ministries and agencies, religious institutions, media and other sectors in promoting Life Skills, using a holistic approach
- Strengthened capacity building through expanded trainings, workshops and meetings on the monitoring, implementation and assessment of Life Skills at both national

and sub-national levels, and for all aspects, including planning, implementation, monitoring and data collection

➢ Expanded advocacy and research on the importance of Life Skills at all levels

➢ Strengthening of data management and information system

➢ Implementation of Life Skills curriculum as exam subject at primary and secondary levels

➢ More detailed training on HIV/AIDS and STIs

➢ Government and NGOs finding ways to provide not only education to children living with AIDS but also to care for the children's overall well-being

➢ More adult life skills programmes should be developed

➢ Sufficient and proper life skills programme both for children and adult should be developed in the border areas

ii. Strategies for Attaining the Unattained and Reaching the Unreached

In addition to the overall strategies outlined in Section A(iii), important strategies for reaching the unreached include:

➢ Strengthen coordination and cooperation with DBEs and those contributing to community learning for better supervision, monitoring and evaluation at all levels

➢ Increase school management support systems for teachers' adherence to the curriculum, including review of training of trainers and teachers

➢ Build a secondary Life Skills baseline data for revision of secondary-level curriculum

➢ Utilise self-assessment tools for secondary students as well as teachers to help monitor implementation of Life Skills curriculum

➢ Establish well-equipped venues at the central and regional levels

➢ Provide in-depth additional preventive education through Peer Education Programme for pre-service teachers

➢ Provide sufficient and free Life Skills teacher guides and student books

➢ Integrate Life Skills in all Education College and Education Institute curricula

➢ Build networks with NFE providers and raise awareness among communities

➢ Increase NGO partners in EXCEL project

➢ Establish drug education facilities for youth in every ward

➢ Expand the income generation programme and skills-based training for out-of-school youths and adults

➢ Formulate new policies, guidelines and strategies for Technical Vocational Education and Training (TVET) not only to meet the current manpower needs but also to address the human resource requirements of the future trends in industry and economy by developing teaching quality and effectiveness of teachers

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

Although Myanmar is well on its way to meeting its targets under the EFA Goal, all the strategies will be applied over the period 2007-2015, with further specific milestones to be determined.

■

Chapter 3

Goal-Based Assessment

3.4 - Adult Literacy and Continuing Education

A. National Action Plan

i. Statement of EFA goal

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

ii. Literacy in the past

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

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

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

iii. Description of EFA Goal and Specific National Targets

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

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

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

iv. Strategies to Achieve Goal

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

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

v. Budget and Financing Plan

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

B. Implementation of EFA Goal

i. General Policies and Programmes

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

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

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

ii. Policies Mentioning Specific Target Groups (Disadvantaged Groups)

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

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

iii. Legislation and Legal Framework

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

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

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

iv. Responsible Agencies and Coordination of Implementation

Responsible Agencies

Government Organisations

➢ MOE leads the literacy programme with implementation and coordination by Myanmar Education Research Bureau (MERB), which became Department (DMERB) in 2004

➢ The Ministry of Social Welfare, Relief and Resettlement, and the Ministry of Progress of Border Areas and National Races and Development Affairs, are the cooperating agencies for the literacy programme

➢ The Ministry of Information has established township libraries that are used as Community Learning Centres for literacy and Continuing Education

➢ Other Ministries have assisted in numerous ways to promote literacy and Continuing Education

Non-Government Organisations

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

International Agencies

➢ UNDP and UNICEF both support literacy programmes

International Non-Government Organisations

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

v. Budgeting and Financing: Resource Mobilisation and Allocation

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

vi. Quality Assurance, Monitoring and Evaluation

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

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

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

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

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

Figure 3.4.1   Progress in Achieving EFA Goal (2005)
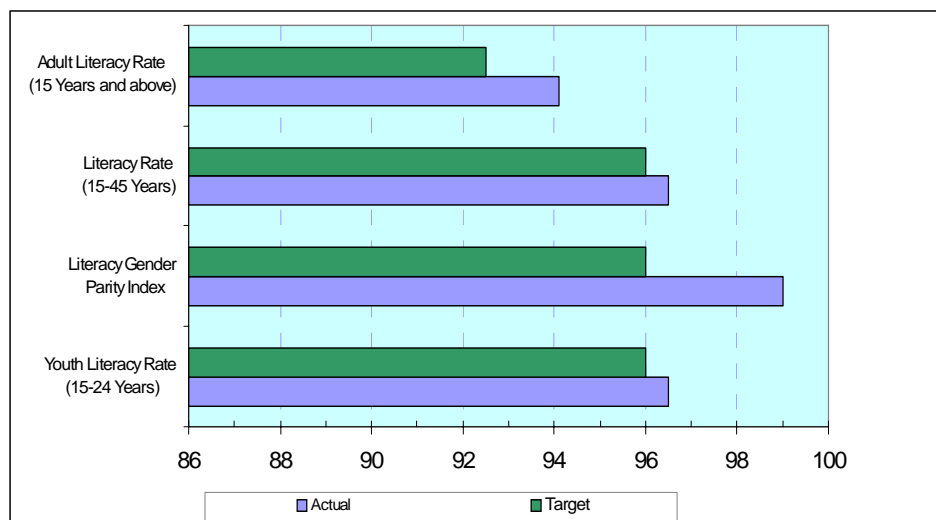
Source: EFA Secretariat, DBE(1),MOE, 2005

ii. Analysis of Disaggregated Indicators

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

Table 3.4.1 Literacy Rates in State and Division by Gender

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

Source: DEPT, MOE, 2006

Figure 3.4.2   Adult Literacy Rates by State and Division
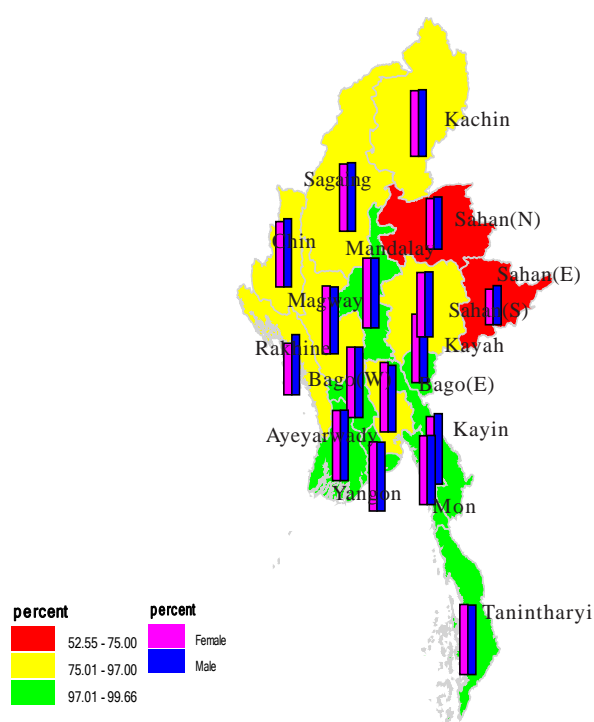
Source: DEPT, MOE, 2006

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

Table 3.4.2   CLCs by State and Division (2006)

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

Source: DMERB, MOE, 2006

Figure 3.4.3   Number of CLCs by State and Division (2006)
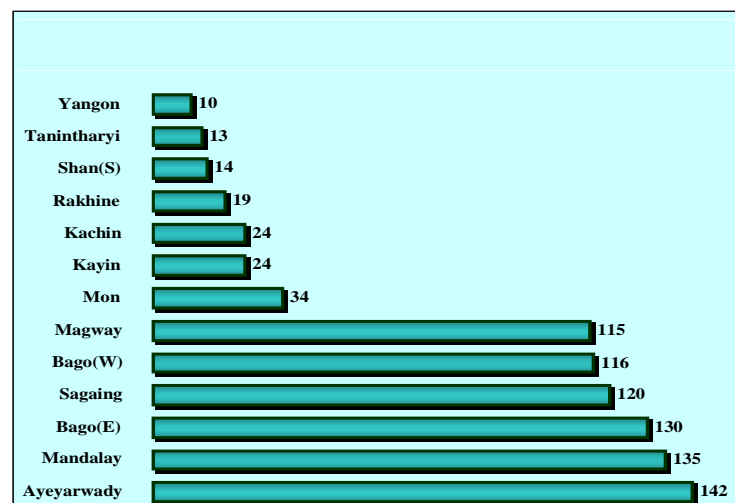
Source: DMERB, MOE, 2006

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

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

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

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

iii. Quality and Equity Outcomes

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

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

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

i. Identifying Gaps and Locating the Reached and Unreached

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

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

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

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

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

ii. Analysis of Differential Impact of Policy Implementation

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

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

iii. Disparities in Social and Gender Equality

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

Table 3.4.3 Literacy Gender Parity Index (2002-2005)

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

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

Figure 3.4.4   Literacy Gender Parity Index (2002-2005)
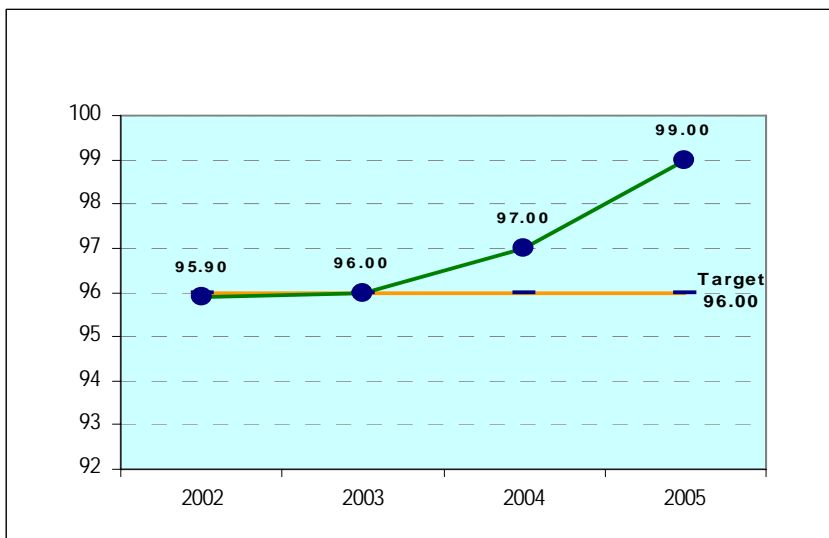
Source: EFA Secretariat, DBE(1), MOE, 2005

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

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

Figure 3.4.5   Literacy Differential by State and Division (2006)
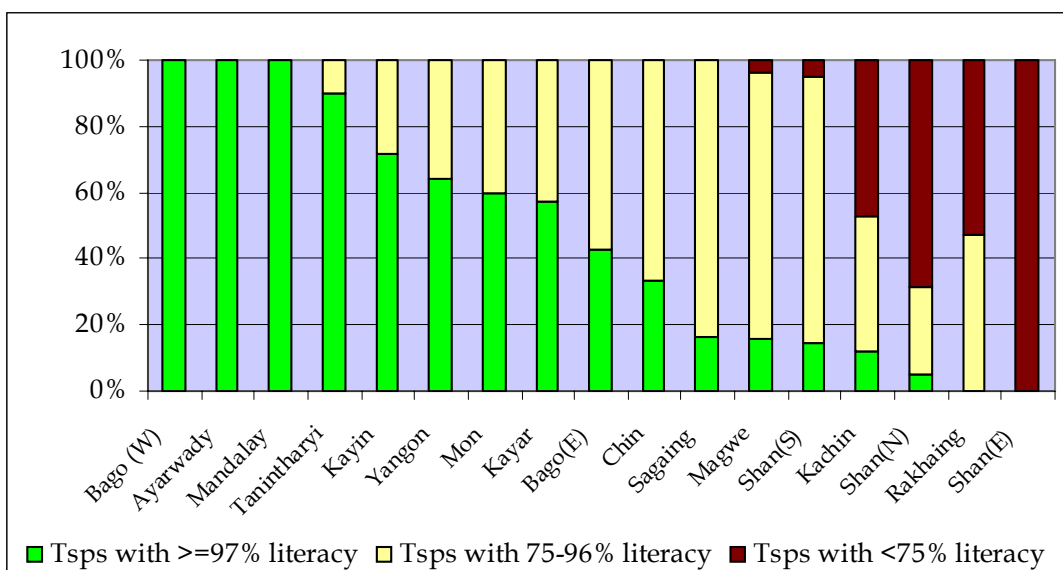
Source: DMERB, MOE, 2006

v. Implementation Capacity Gaps

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

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

i. Successes and Challenges in Social and Gender Equality

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

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

3Rs Programme for the Border Areas

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

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

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

Source: Myanmar NFE records, DMERB, 2007

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

b. Areas and Groups Where Success Has Been Least

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

ii. Successes and Challenges in Achieving Quality Education

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

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

Non-Formal Primary Education (NFPE) Programme

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

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

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

Source: DBE(1), MOE, 2001

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

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

Source: DBE(1), MOE, 2001

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

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

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

Source: DBE(1), MOE, 2007

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

Figure 3.4.6 NFPE Programme by Level (I) & (II) Students (2002/03-2006/07)
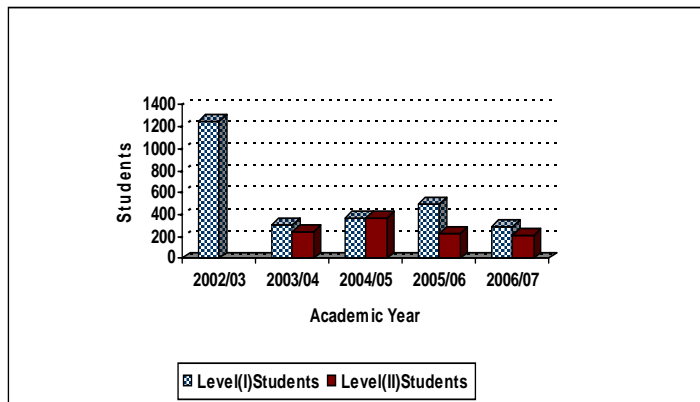
Source: DBE(1), MOE, 2007

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

NFE On-Line Training

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

Facts and Figures of NFE Online Training in Myanmar

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

b. Areas and Groups Where Success Has Been Least

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

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

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

F. Recommendations for Adjustments

i. Target Settings with Specific References to Priority Target Groups

(1) Develop new definitions of literacy, methods of helping learners, monitoring and evaluation techniques, and an information system for literacy and Continuing Education development by 2010, including:

- ➢ Plan and conduct research projects
- ➢ Conduct planning and evaluation training
- ➢ Provide training workshops on teaching-learning methods
- ➢ Arrange seminars and talks
- ➢ Fully develop an upgraded literacy programme, which will be on an individual basis
- ➢ Develop a Non-Formal Middle School Education programme for adolescents who have no chance to study full-time
- ➢ Develop GIS information for five States and Divisions (pilot phase)
- ➢ Plan exploratory on-line training for NFE personnel in increased number of townships
- ➢ Continue Non-Formal Primary Education

(2) Develop a database and GIS system for literacy development by 2015, including:

- ➢ Township information
- ➢ Literacy personnel and Continuing Education information
- ➢ Publication of annual reports on literacy and Continuing Education

(3) Develop a data collection system and share with cooperating agencies by 2015, including:

- ➢ Complete list of organisations and agencies engaged in literacy and Continuing Education development
- ➢ Develop forms and guidelines for data collection
- ➢ Approve draft reports on literacy and Continuing Education

ii. Strategies for Attaining the Unattained and Reaching the Unreached

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

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

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

Go to the people.
Live among them.
Learn from them.
Serve them.
Plan with them.
Start with what they know.
Build on what they have.

JIMMY YEN
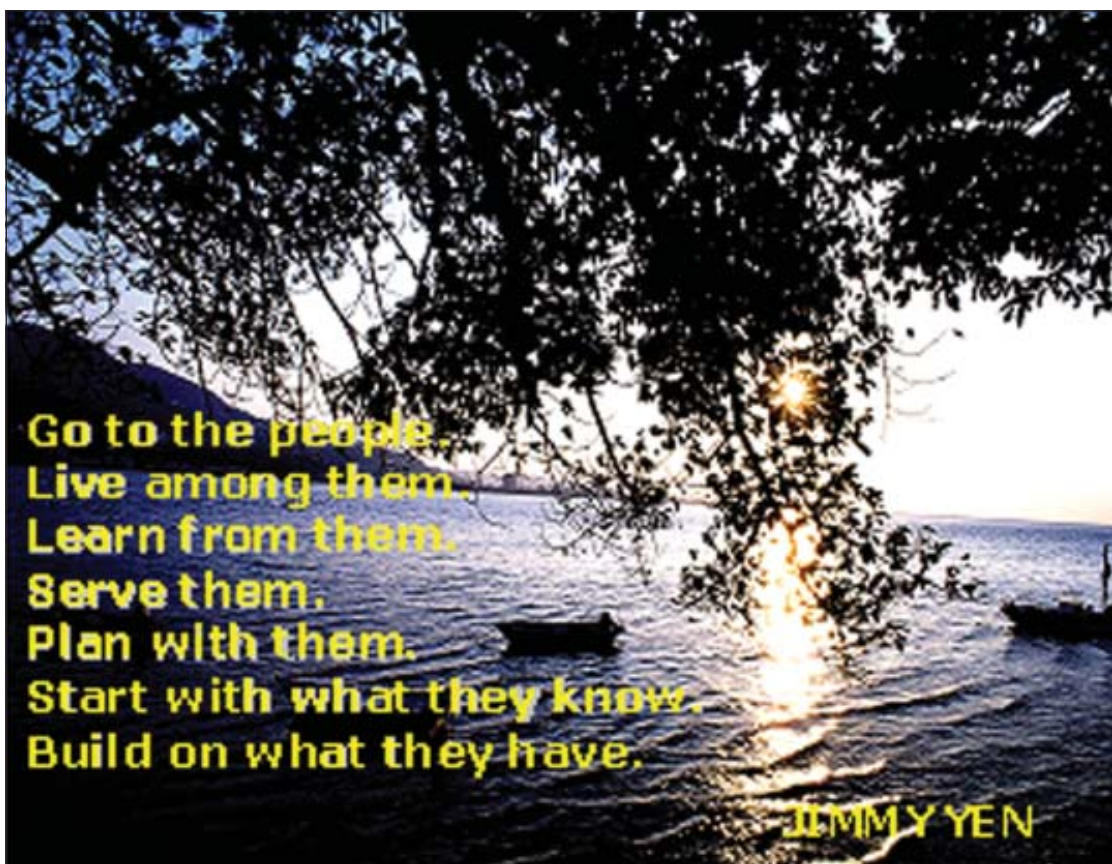
Chapter 3

Goal-Based Assessment
3.5 - Gender

A. National Action Plan

i. Statement of EFA Goal

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

ii. Description of EFA Goal and Specific National Target

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

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

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

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

iii. Strategies to Achieve Goal

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

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

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

iv. Budgeting and Financing Plan

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

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

B. Implementation of EFA Goal

i. General Policies and Programmes

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

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

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

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

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

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

Special Four-Year Plan 2000-2004

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

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

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

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

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

ii. Policies Mentioning Specific Target Groups

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

iii. Legislation and Legal Framework

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

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

iv. Responsible Agencies and Coordination of Implementation

Responsible Agencies

Government Organisations

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

International Agencies

➢ UNICEF, UNDP, WFP

INGOs

➢ Save the Children, World Vision

NGOs

➢ MMCWA, MLRC, Pyinnya Tazaung, Yinthway Foundation

Religion-Based Organisations

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

v. Budgeting and Financing: Resource Mobilisation and Allocation

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

vi. Quality Assurance, Monitoring and Evaluation

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

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

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

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

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

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

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

Access	Base Year (2000/01)	Actual (2005/06)
Gross Intake Rate	108.57	107.23
Net Intake Rate	90.77	97.66
Gross Enrolment Rate (Primary)	87.22	89.11
Gross Enrolment Rate (Secondary)	39.63	39.54
Net Enrolment Rate (Primary)	77.31	81.64
Net Enrolment Rate (Secondary)	33.69	34.38
Literacy (GPI)	94.4	99.00

Quality		
Promotion Rate (Primary)	90.84	92.83
Promotion Rate (L-Secondary)	89.36	96.65
Repetition Rate (Primary)	0.82	0.46
Repetition Rate (L-Secondary)	1.00	0.71
Dropout Rate (Primary)	8.34	6.71
Dropout Rate (L-Secondary)	9.65	2.64
Survival Rate (Primary)	66.6	70.5
Survival Rate (L-Secondary)	79.22	86.15
Pupil-years per Graduate (Primary)	6.3	5.9
Pupil-years per Graduate (L-Secondary)	5.45	6.32
Coefficient of Internal Efficiency (Primary)	79.5	84.7
Coefficient of Internal Efficiency (L-Secondary)	73.35	63.34

Source: DEPT, 2006

ii. Time and Cross-Sectional Analysis of Indicators

(a) Equal Opportunities to Attend School

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

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

Figure 3.5.1 Ratio of Girls to Boys in Education (1990-2005)
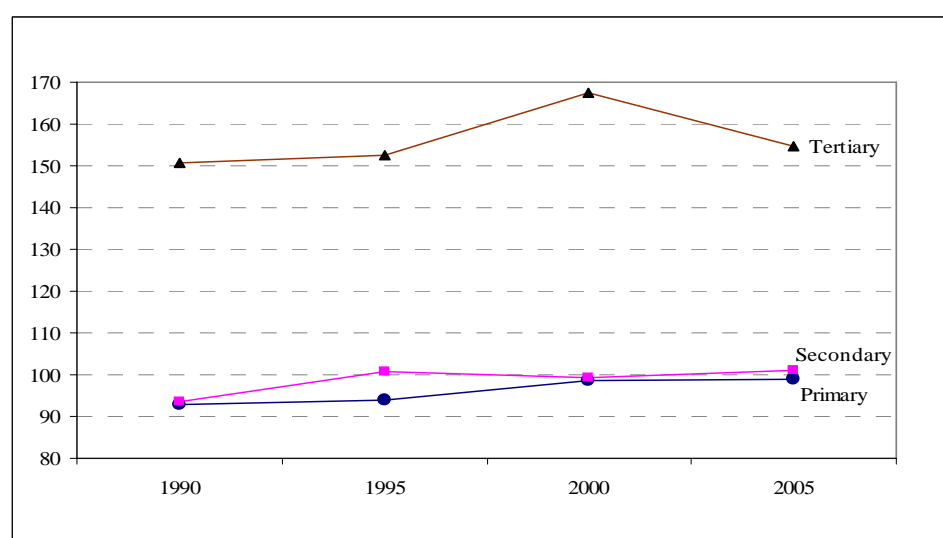
Source: DEPT, 2005

(b) Girls' Participation in Basic Education Sector

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

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

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

Source: DEPT, 2006

Figure 3.5.2 Girls' Primary-Level School-Age Population and Enrolment
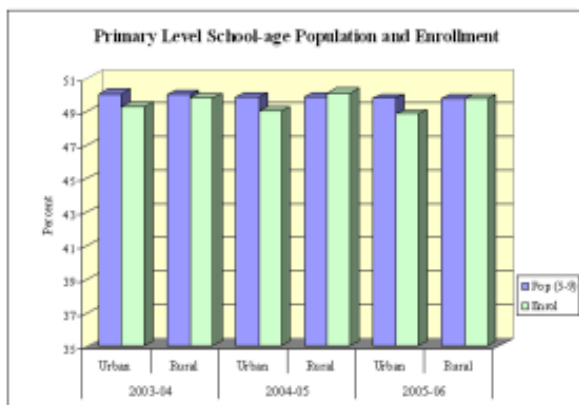
Source: DEPT, 2006

Figure 3.5.3 Girls' Secondary-Level School-Age Population and Enrolment
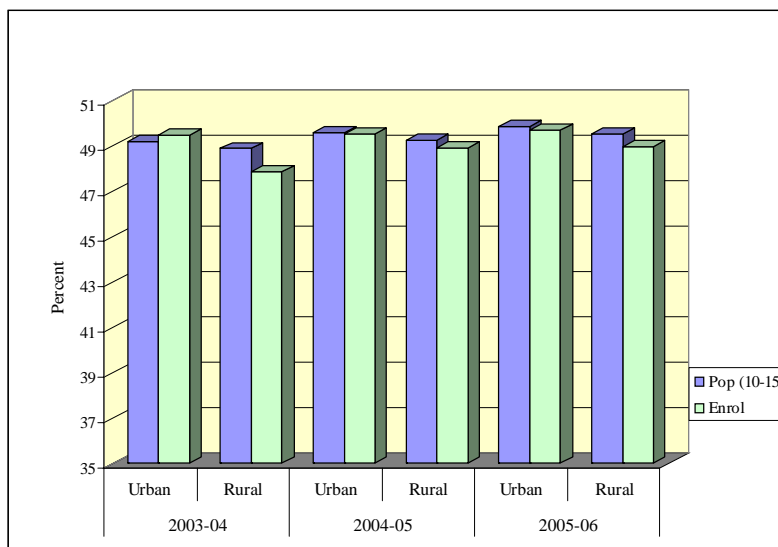
Source: DEPT, 2006

(c) Equality in Promotion Rate

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

Figure 3.5.4 Girls' Primary-Level Promotion, Repetition and Dropout Rates
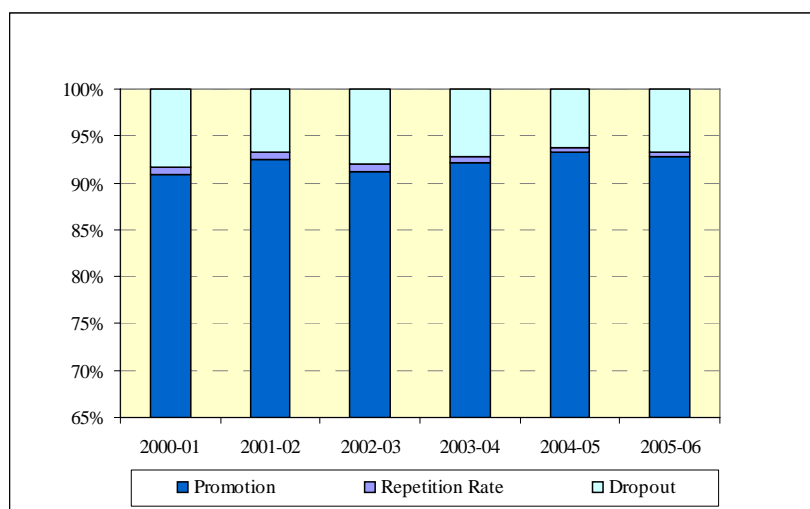
Source: DEPT, 2006

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

Source: DEPT, 2006

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

Source: DEPT, 2006

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

Source: DEPT, 2006

(f) Teacher Training

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

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

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

Source: DEPT, 2006

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

Source: DEPT, 2006

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

Source: DEPT, 2006

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DTECT	-	93.69%	92.45%

Source: DEPT, 2006

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

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

Source: DEPT, 2006

iii. Analysis of Disaggregated Indicators

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

Figure 3.5.10 Percentage of Girls' Enrolment at Primary Level (2004)
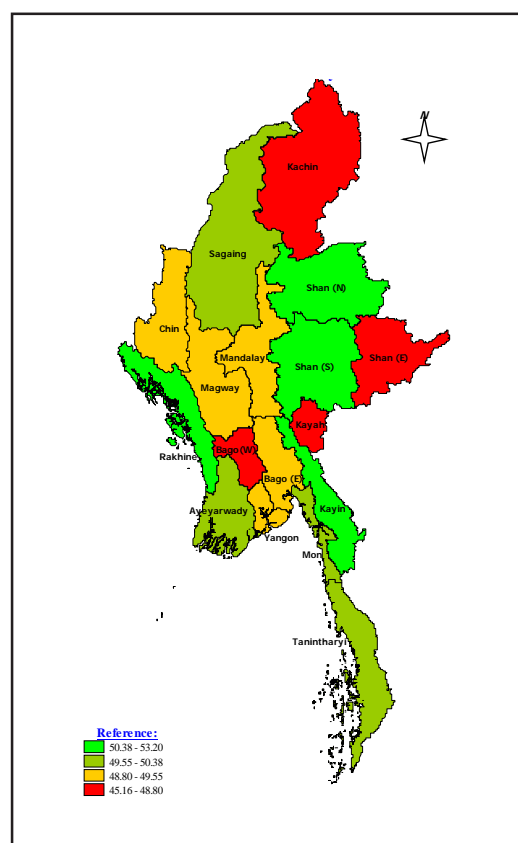
Source: DEPT, 2005

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

Figure 3.5.11 Transition Rate (Female) by State and Division (2003/04-2005/06)
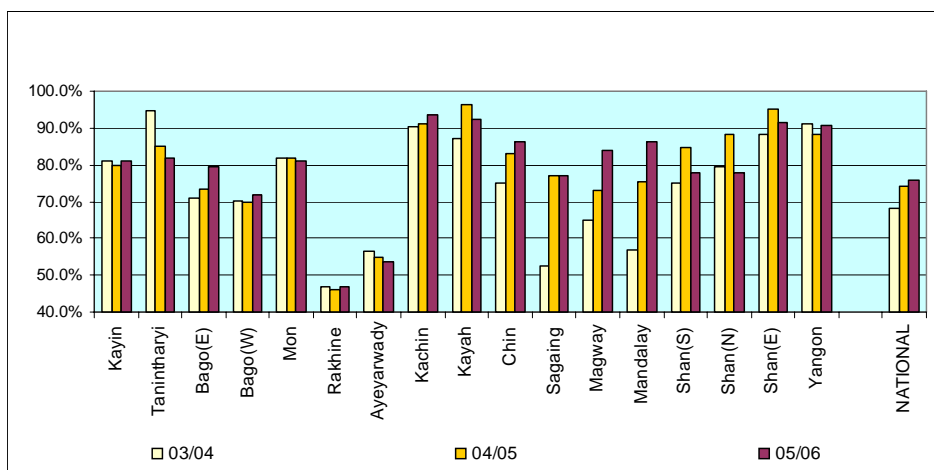
Source: DEPT, 2006

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

Figure 3.5.12 Pupil-Years Per Graduate (Female) by State and Division (2003/04-2004/05)
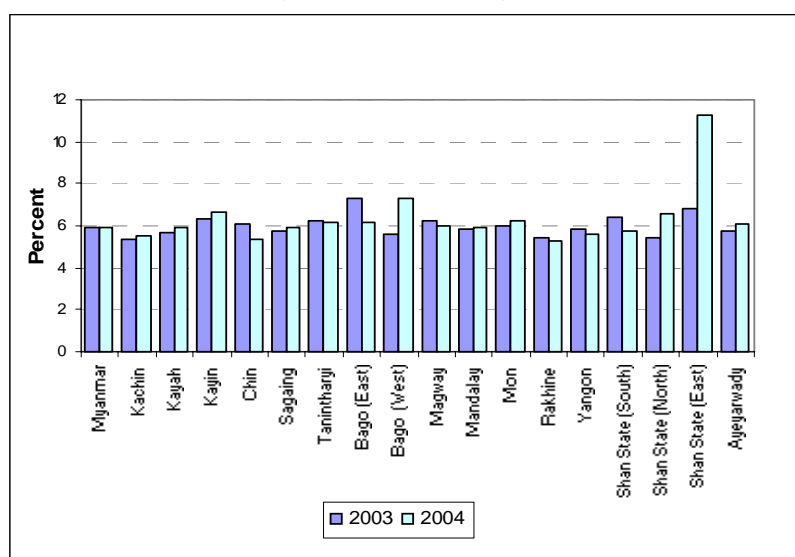
Source: DEPT, 2005

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

Figure 3.5.13 Survival Rates to Grade 5 (Male) by State and Division (2002/03-2003/04)
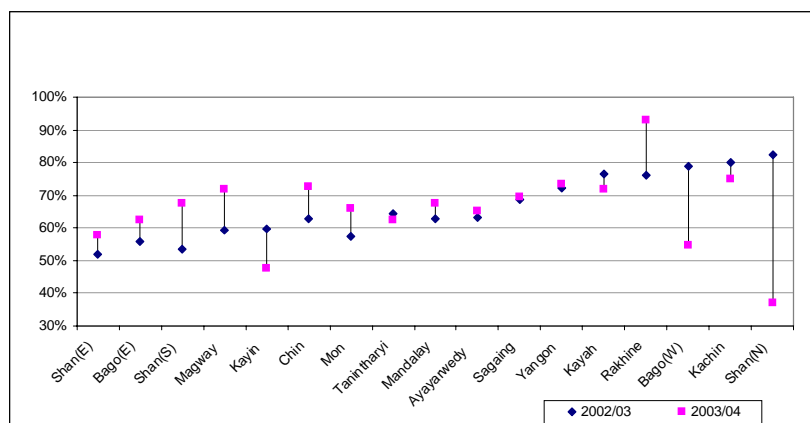
Source: DEPT, 2004

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

Figure 3.5.14 Survival Rates to Grade 5 (Female) by State and Division (2002/03-2003/04)
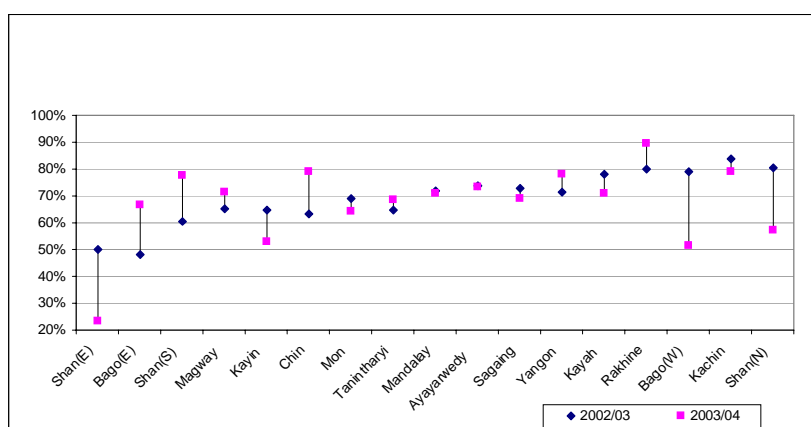
Source: DEPT, 2004

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

Figure 3.5.15 Coefficient of Internal Efficiency (Female) by State and Division (2003/04-2004/05)
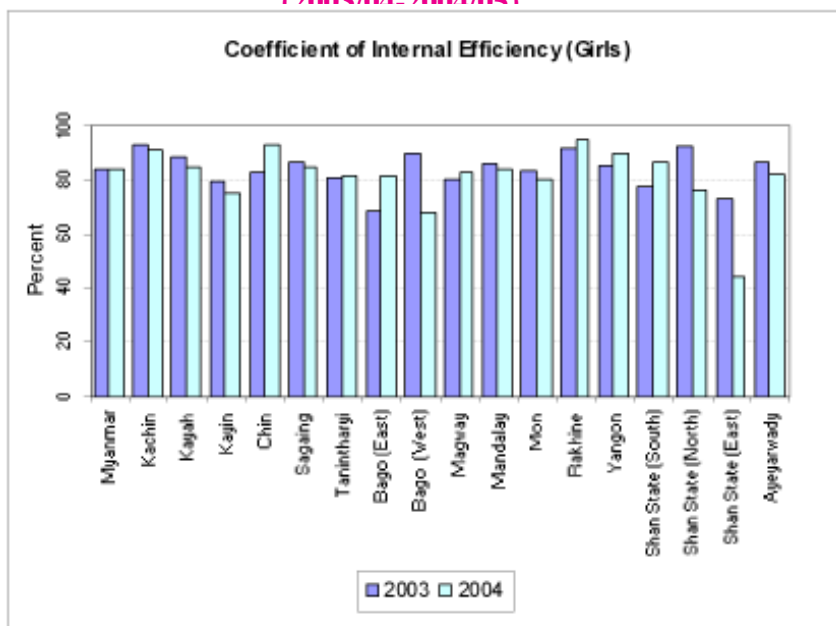
Source: DEPT, 2005

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

Figure 3.5.16 Adult Literacy Rate (2006)
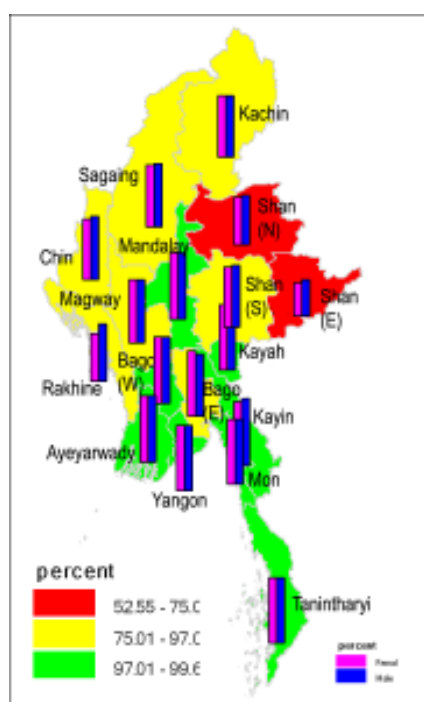
Source: DEPT, 2006

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

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

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

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

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

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

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

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

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

  ➢ Gender disparity in education plans

  ➢ Assessment of gender equity in textbooks, curriculum and learning materials
  ➢ Method of adoption of education strategies

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

E. Recommendations for Adjustment

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

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

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

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

Chapter 3

Goal-Based Assessment
3.6 - Education Quality

A. National Action Plan

i. Statement of EFA Goal

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

ii. Description of EFA Goal and Specific National Targets

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

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

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

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

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

- ➢ Increased percentage of primary school teachers having the required academic qualifications (matriculation), to 96 by 2005
- ➢ Increased percentage of primary teachers who are certified to teach according to national standards, to 97 by2005
- ➢ Increased percentage of secondary school teachers who are certified to teach according to national standards, to 97 by 2005
- ➢ Reduced pupil-teacher ratio (PTR) for primary education, to 32:1 by 2005
- ➢ Reduced pupil-teacher ratio (PTR) for lower secondary education, to 29:1 by 2005
- ➢ Increased survival rate to Grade 5, to 74 by 2005

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

iii. Strategies to Achieve Goal

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

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

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

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

Overall strategies for quality education include:

Strategies to increase survival rate in school

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

Strategies to promote the quality of teachers

- Practice learner-centred approach in teacher training institutions

Strategies to improve Education Management Information System (EMIS)

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

iv. Budgeting and Financing Plan

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

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

B. Implementation of EFA Goal

i. General Policies and Programmes

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

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

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

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

ii. Policies Mentioning Specific Target Groups (Disadvantaged Groups)

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

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

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

iii. Legislation and Legal Framework

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

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

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

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

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

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

iv. Responsible Agencies and Coordination of Implementation

Responsible Agencies

Government Organisations

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

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

International Agencies

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

International Non-Governmental Organisations

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

Non-Government Organisations

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

Community Support Associations

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

Coordination of Implementation

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

v. Budgeting and Financing: Resource Mobilisation and Allocation

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

Table 3.6.1 MOE Basic Education Expenditure (Kyats in Million)

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

Source: DEPT, 2005

vi. Quality Assurance, Monitoring and Evaluation

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

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

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

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

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

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

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

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

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

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

	Target	Actual
Percentage of primary and secondary school teachers having the required academic qualifications (matriculated)	96.0	97.0
Percentage of primary school teachers who are certified to teach according to the national standards	97.0	97.71
Percentage of secondary school teachers who are certified to teach according to the national standards	97.0	93.81

	Target	Actual
Pupil-teacher ratio (PTR) for primary education	32:1	30:1
Pupil-teacher ratio (PTR) for lower secondary education	29:1	33:1
Survival to Grade 5	74.0	71.5

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

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

Training for NFPE Teachers

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

Training for ECCE Teachers

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

Schools with Improved Water Sources and Adequate Sanitation Facilities

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

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

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

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

ii. Time and Cross-Sectional Analysis of Indicators

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

Figure 3.6.1 Percentage of Primary and Secondary School Teachers Certified (2000/01-2005/06)
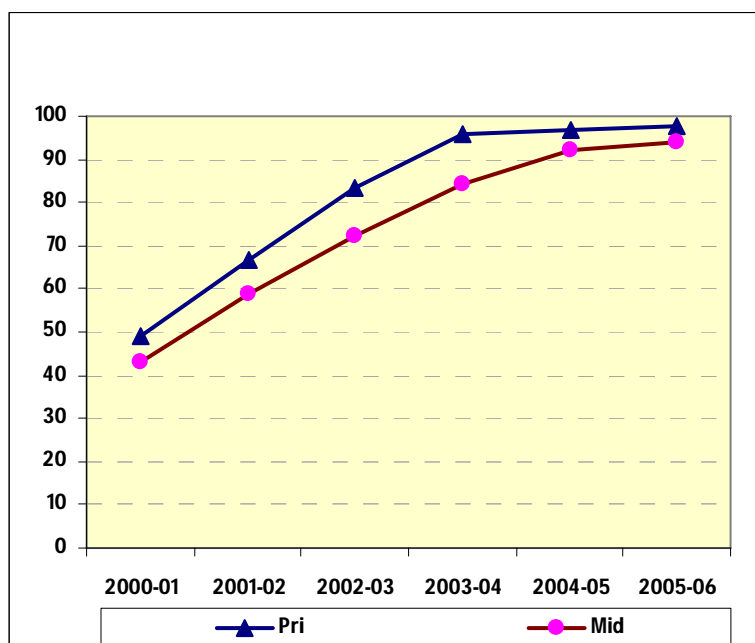
Source: DEPT, 2007

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

iii. Analysis of Disaggregated Indicators

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

Figure 3.6.2 Pupil-Teacher Ratio for Primary Education by State and Division (2005/06)
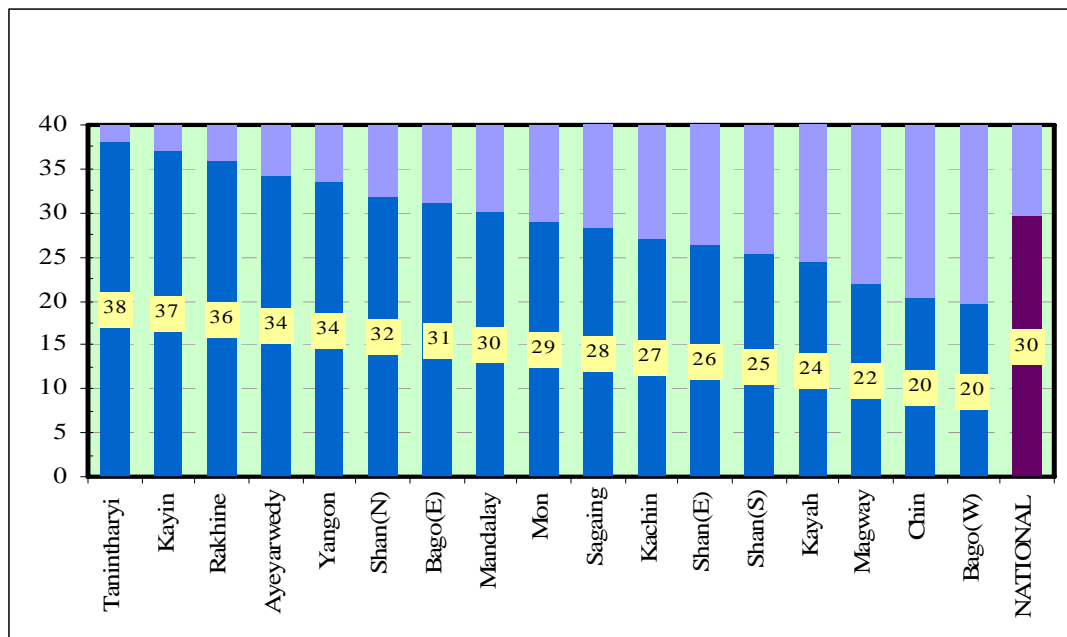
Source: DEPT, 2006

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

Figure 3.6.3 Pupil-Teacher Ratio for Lower Secondary Education by State and Division (2005/06)
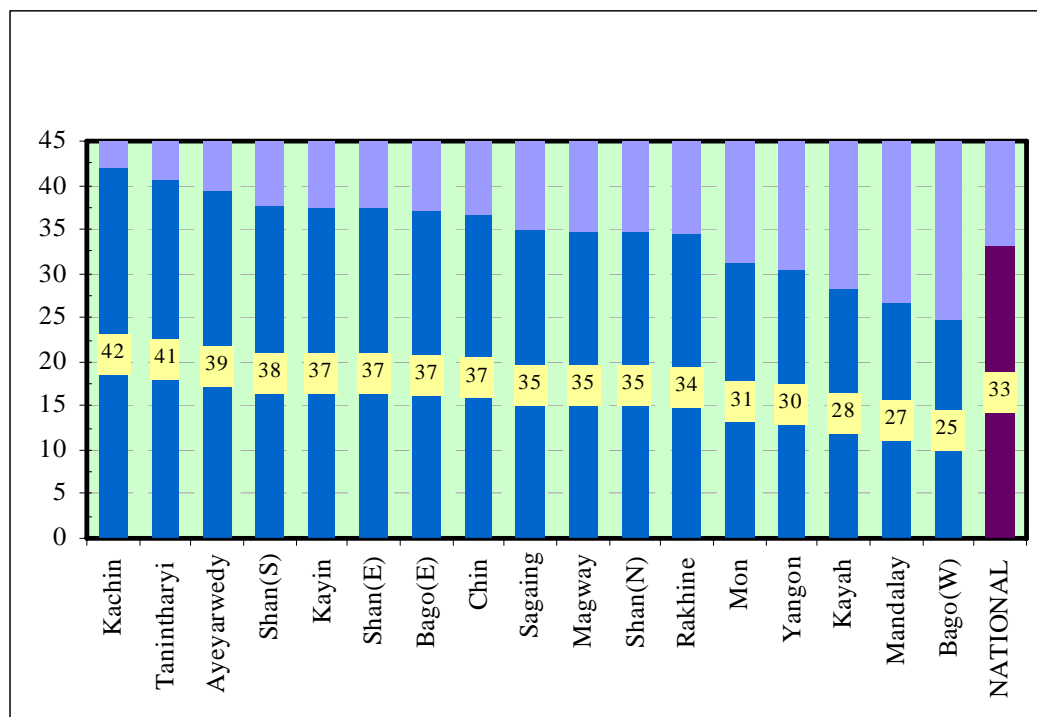
Source: DEPT, 2006

iv. *Quality* and *Equity* Outcomes

Positive quality and equity outcomes in Myanmar schools encompass:

➢ **Inclusion of Life Skills in Basic Education curriculum**

  ▪ As noted in Chapter 3.3, Life Skills has been prescribed as a core subject at the primary level since 1998 and as a co-curricular subject at secondary level since 2000/01.

➢ **Introduction of vocational courses in secondary schools**

  ▪ Related to curriculum revision and reform, vocational subjects such as Industrial Arts, Agriculture, Home Economics, and Fine Arts were introduced at lower secondary level, aiming at comprehensive development of the child. A teacher training course dealing with these subjects was conducted for primary and lower secondary level.

➢ **Inclusion of human rights education in Morals and Civics course**

  ▪ The subject Morals and Civics now includes human rights education, which was introduced in 2004/05 at the lower secondary level and in Grade 10.

➢ **Development and distribution of videotapes on learner guides and examination guides for 11th graders**

  ▪ Examination guide and learner guide videotapes for Grade 11 students, prepared by professors, were distributed to schools.

➢ **CD-ROMs for Information and Communication Technology activities**

  ▪ A set of 8 CD-ROMs for ICT activities was distributed to schools.

➢ **Multimedia facilities for secondary schools**

  ▪ MOE has set a goal that every child leaving school should be familiar with the computer and scientifically literate. The Government is strongly encouraging the use of ICT in education and has collaborated with the private sector and local communities to establish multimedia classrooms and computer laboratories in basic education schools. In addition, specially designed software for Basic Education has been made available. Table 3.6.3 shows the type and number of ICT facilities in schools

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

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

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

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

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

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

Source: DEPT, 2006

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

▪ M Phil course: The in-service B Ed degree holders who are not eligible for M Ed are permitted to attend the M Phil course

▪ Ph D course: The Doctor of Philosophy course was introduced at Yangon Institute of Education in 2000/01 to enable outstanding M Ed degree holders to pursue advanced studies

▪ Post-Graduate Diploma in Teaching (PGDT)**:** This course was initiated in 1999/2000 and was conducted by the Institutes of Education to produce more qualified teachers. The PGDT course accepts pre-service and in-service trainees who hold bachelor degrees

▪ Post-Graduate Diploma in Multimedia Arts (Education) (PGDMA) has been introduced since 1999/2000 to cater to the needs of schools for teachers skilled in ICT to manage multimedia classrooms. This programme accepts both pre-service and in-service trainees

▪ Special Certificate in Educational Technology (SCET) and Certificate in Educational Technology (CET)**:** With the aim of increasing the number of qualified teachers, the SCET and CET courses have been initiated to provide pre-service teacher education to honours and/or master's degree holders from various higher education institutions who are interested in entering the teaching profession

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

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

▪ EMIS provides the 18 core EFA indicators to monitor the process and progress of Myanmar Education for All. Based on the recommendations of a 2005 EMIS assessment, the EMIS needs to be strengthened. This should not be limited to the central and township levels, but will be extended to a school-level management system. To do this, the management challenges facing different levels of the system will have to be examined to identify the right solutions. The education managers' role (including DEPT and DBE project managers, TEOs and ATEOs and Cluster Heads) will have to be highlighted in terms of their influence on ensuring access and quality.

▪ A decision support system (DSS) also will need to be developed alongside an information network with states and divisions, and later, even townships. EMIS should be further strengthened with specialised staff trained in statistical analysis, survey methodologies, rapid appraisal procedures or focus group discussions, and coordination with other sources for related data, so as to be able to provide decision-supporting information.

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

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

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

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

i. Identifying Gaps and Locating the Reached and Unreached

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

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

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

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

ii. Analysis of Differential Impact of Policy Implementation

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

iii. Identify Disparities in Social and Gender Equality

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

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

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

Source: DEPT, 2006

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

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

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

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

Source: DEPT, 2006

v. Implementation Capacity Gaps

➢   **Availability of trained teachers**

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

➢   **Availability of teacher guides and other references**

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

> ➢ **Availability of textbooks**

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

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

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

i. Successes and Challenges in Achieving Social and Gender Equality

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

Teachers for Remote and Border Areas

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

(b) Areas and Groups Where Success Has Been Least

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

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

ii. Successes and Challenges in Achieving Quality Education

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

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

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

Attitude of Students Toward Classes

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

Figure 3.6.4 Attitude of Pupils Toward the Classroom
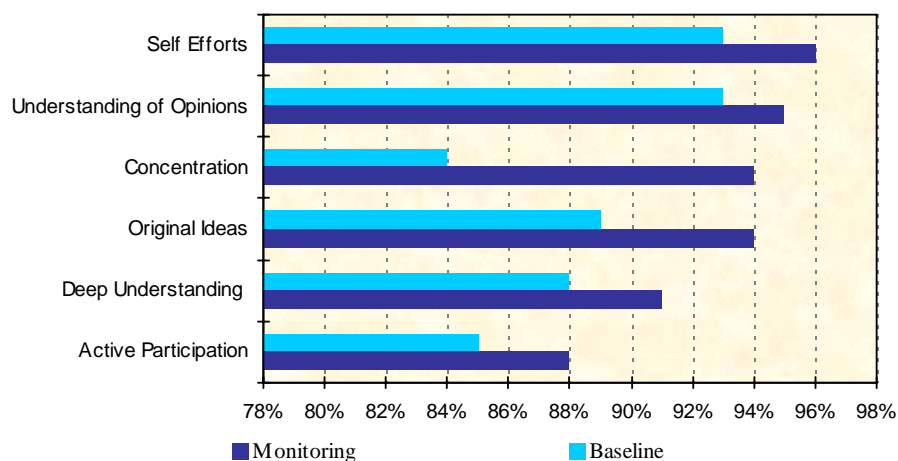
Source: JICA-SCCA Project, 2005

Other successes include:

Promoting Science Performance Skills

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

Professional Development of Teachers

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

(b) Areas and Groups Where Success Has Been Least

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

F. Recommendations for Adjustments

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

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

i. Target Settings with Specific References to Priority Target Groups

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

ii. Strategies for Attaining the Unattained and Reaching the Unreached

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

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

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

Chapter 4

Challenges Providing Education

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

Table 4.1   Synthesis of Issues in Basic Education

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

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

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

Additional challenges and recommendations are as follows:

A. Policy and Budget

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

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

B. Economic Factors

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

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

C. Social and Cultural Factors

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

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

D. Legal Factors

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

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

E. Geographical Factors

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

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

F. Language Factors

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

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

G. School Factors

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

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

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

H. Risk Factors

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

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

I. Natural Disasters

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

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

Chapter 5

Linkage between the Goals in Lifelong Perspective

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

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

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

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

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

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

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

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

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

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

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

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

Chapter 6

EFA Strategies and Flagship Issues

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chapter 7

Managing International Support and Coordination of EFA Partners

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

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

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

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

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

Chapter 8

Overall Conclusions and Policy Recommendations

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

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

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

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

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

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

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

Policy Recommendations

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

Glossary of Terms

Access to Education

A situation in which children can easily enrol to the first grade of primary education, i.e., KG class. Can also be used for access to middle school, i.e., enrolment to the first grade of middle school, or Grade 6. Access may mean access to the entire primary cycle, or to a specific programme. Measured by Gross Enrolment Ratio and Net Enrolment Ratio.

Apparent Intake Rate

See **Gross Intake Rate**

APPEAL

The Asia-Pacific Programme of Education for All is a regional cooperative programme established by UNESCO in 1987. Its programmes focus on the eradication of illiteracy, universalisation of primary education, and expanding the provision of Continuing Education.

Base Year

The year for which the statistical data are considered to be the base or the starting point for the projections. This is usually the year preceding the first Plan year.

Basic Education

In a growing number of countries, Basic Education is considered the complete cycle of nine years of formal education, starting with Grade 1 and ending with Grade 9. In some countries Basic Education comprises two stages, primary and lower secondary education; in others it is a single, continuous cycle of nine years. In a small number of high-income countries, Basic Education comprises more than nine years. The Myanmar Basic Education School system consists of five years of primary, four years of middle school (lower secondary) and two years of high school (upper secondary) education, totalling 11 years. In EFA usage, Basic Education includes only the primary and lower secondary levels. Thus, in this document Basic Education is used in the EFA context, while basic education schools is used in the Myanmar school system context.

Note: The World Declaration on Education for All (Jomtien, Thailand, 1990) uses a wider definition of education intended to meet basic learning needs in general. This comprises not only formal schooling (primary and sometimes lower secondary) but also a wide variety of non-formal and informal public and private educational activities offered to meet basic learning needs of people of all ages.

Note: The Dakar Framework for Action identifies four EFA target groups: children in ECCE and preschool; children in the

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

Basic Learning Needs

Designates both essential learning tools (such as literacy, oral expression, numeracy) and basic learning content (knowledge, skills, values and attitudes) required by human beings in order to survive, to develop capacities, to live and work in dignity, to participate in development, to improve the quality of life, to make informed decisions, and to continue learning.

Bilingual Education

The use of more than one language of instruction to convey either all or part of the curriculum. Second-language instruction usually refers to foreign language or non-mother language teaching and learning. In bilingual programmes, it may be introduced after the first year of formal schooling.

Child Law

The Myanmar Child Law 1993 prescribes that a person younger than age 16 years is a child.

Class Hours

Number of periods per week that the pupil (or the teacher) spends in school, in accordance with the curriculum. Planning uses pupil-class hours and teacher-class hours

Coefficient of Internal Efficiency

The ideal number of pupils required for a pupil cohort to complete a level or cycle of education (e.g. primary level) by the estimated total number of pupil-years actually spent by the same pupil cohort.

Cohort

See **Pupil Cohort**.

Community-Based Organisation (CBO)

Organisations actively involving a large range of members of the community in social and economic development activities at the community or grassroots level.

Community Learning Centre (CLC)

Locally organised educational institutions outside the formal education system for villages or urban areas, usually set up and managed by local people to provide learning opportunities for community development and improvement of quality of life.

Continuing Education (CE)

Educational activities that take place after the completion of Basic Education, to meet the vocational and general educational needs of adults. The terms Continuing Education, further education, lifelong education and adult education are often used as synonyms.

Cycle

Number of grades (school years) of a given level of education (e.g., a primary education cycle of six years).
Note: The primary cycle in Myanmar is five years.

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

Evaluation

Appraisal or assessment of a project, plan or programme against its objectives and targets. This may cover aspects such as pupil learning achievements, social impact or cost effectiveness of the project, plan or programme.

EXCEL

A community-based project designed to build the institutional and programmatic capacity of selected NGOs in Non-Formal Education and to increase access to Life Skills-based education for the most vulnerable children, particularly out-of-school and working children aged 10 to 17.

External Efficiency

The usefulness of education (content, quality, learning achievement, skills acquired) to (1) the future of the pupils with respect to (i) pursuing formal education at higher levels; (ii) undergoing professional, vocational training; (iii) entering the labour market; and (iv) making a living in the non-formal sectors of the economy; and (2) the manpower needs of the economy.

Functional Literacy

The ability to use literacy skills for specific purposes in the community or at the work place.

Geographic Information System (GIS)

GIS is part of a school mapping system and a useful tool to present EMIS geographically. Using a combination of maps with tables and reports, GIS can address issues of location, conditions, trends (what has changed over time), patterns, and models (simulation).

Goals

Also called policy goals, or overall policy goals, or planning goals, all of which describe the ultimate socioeconomic aspirations of a programme, expressed in broad terms. These describe overall achievements to be attained over the long term (10 years or more) through strategic plans (also called implementation strategies). Such goals are thus part of the policy setting process.

Grade

A stage of an education cycle; as a rule, one school year.

Gross Enrolment Ratio(GER)

The total number of pupils enrolled in a given level of education (e.g., primary level) irrespective of age, expressed as a percentage of the total population of the corresponding school-age group (in Myanmar, ages 5-9 for primary level).

Gross Intake Rate (GIR)*or* Apparent Intake Rate

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

Human Development

Measures the average achievements in a country in three basic dimensions of human development: longevity, knowledge and

Index (HDI) standard of living. HDI is a composite index containing three variables: life expectancy, educational attainment (adult literacy and combined primary, secondary and tertiary enrolment), and real GDP per capita.

Inclusive Education An education programme that creates opportunities for disadvantaged children to pursue education together with non-disadvantaged children at formal schools. Disadvantaged children include (1) physically and mentally challenged children; (2) children with different social backgrounds and languages; (3) children who are unable to attend the formal schools because of poverty; (4) working children; (5) children living with HIV/AIDS; and (6) children of seasonal workers and mobile families.

Input-Output Ratio The reciprocal of the Coefficient of Internal Efficiency (see Coefficient of Internal Efficiency).

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

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

Life Skills Education Education that aims to develop knowledge, attitude and skills that enable children to use psycho-social competencies and interpersonal skills for making informal decisions, effectively communicating and developing safe behaviours.

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

Mother Tongue Language(s) spoken in the home environment as a first language. Also known as community language.

Neo-Literate Individuals who have completed a literacy training programme recently and have demonstrated the ability to continue to learn on their own, without the direct guidance of a teacher, using the skills and knowledge they have attained.

Net Enrolment The Net Enrolment is the number of children in 'government' run schools, including the affiliated schools. The data does not include the number of children enrolled in monastic, or faith-based schools.

Net Enrolment Total number of pupils of the official age enrolled in a given level

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

Private Educational Institutions

Educational institutions and activities carried out by a private body, such as a non-Government organisation or association, a religious body, a special interest group, a foundation, or a business enterprise, on a profit or non-profit basis. Private educational institutions may receive public funding and are registered and licensed by a Government authority. Being an integral part of the education system, their programmes and educational performance are controlled by the Government.

Promotion Rate

Percentage of pupils of a given grade promoted to the next grade in the following school year.

Pupil Cohort

A group of pupils who enter the first grade of an education cycle in a given school year and who move through the cycle experiencing promotion, repetition, dropout, and at the end of the cycle, completion.

Pupil-Teacher Ratio

Total number of students per teacher at a given level of education.

Pupil-Year

A convenient non-monetary way of measuring educational inputs (teachers, school buildings, classrooms, equipment). "One pupil-year" stands for all resources spent to keep one pupil in school for one year; "two pupil-years" signifies all resources spent to keep one pupil in school for two years, or, alternatively, to keep two pupils in school for one year, and so on.

Quality of Education

Measured against the school's ability to meet students' cognitive needs and foster their physical, social and emotional development. Education of high quality will be learner-centred and address each student's unique capabilities and needs. The quality of education must be measured against issues of gender equality and equity, health and nutrition, parental and community involvement, and management of the education system itself.

Repetition Rate

Percentage of pupils of a given grade who remain enrolled in the same grade in the following school year.

Retention Rate

Percentage of a pupil cohort still enrolled in the last year of the cycle.

School-Age Population

Number of children in the officially defined school-age group, whether enrolled in school or not.

Stakeholders

All groups (Government bodies, parent, teacher or employers associations, trade unions, external donors and so forth) having a direct and major role in the functioning of the education system and in deciding on its future development.

Survival Rate

Percentage of a pupil cohort eventually reaching the end of the cycle, independent of the number of years spent in school.

Targets

Specific, measurable results to be achieved by the implementation of programmes carried out in order to attain objectives.

Technical and Vocational Education and Training (TVET)

Education responsible for training of middle-level technicians and skilled and semi-skilled manpower.

Universal Primary Education (UPE)

100 percent Net Enrolment Ratio; i.e., enrolment of 100 percent of the children in the primary school-age group.

Universalisation of Basic Education (UBE)

Although not compulsory, UBE provides access to Basic Education (primary five years and lower secondary four years) for all children aged 5 to 15. It thus brings Basic Education within reach of all school going-age children.

World Conference on Education for All (WCEFA)

World Conference on Education for All (Jomtien, Thailand, March 1990)

Acronyms

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

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

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

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

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

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မန္တလေးတိုင်းမိခင်နှင့်ကလေးစောင့်ရှောက်ရေးကြီးကြပ်ရေးအဖွဲ့ ၂၀၀၇ ခု၊ မိခင်နှင့်ကလေးစောင့်
ရှောက်ရေးအသင်းဝင်များ၏ ပညာရေးဖွံ့ဖြိုးတိုးတက်မှု (၁၀)နှစ်တာကြိုးပမ်းဆောင်ရွက်ချက်
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Education No.1, May 2005, That All Flowers May Bloom)

■

Annexes

Annex 1

EFA Forum, Working Groups and NAP Report Writing Team

National EFA Forum

Brig-Gen. Aung Myo Min	Deputy Minister, Ministry of Education	Chairman
U Bo Win	Director-General Dept. of Educational Planning and Training	Member
U Kyaw Thu	Director-General Dept. of Basic Education 1	Member
U Aye Lwin	Director-General Dept. of Basic Education 2	Member
U Aye Kyu	Director-General Dept. of Basic Education 3	Member
U Ohn Myint	Director-General Dept. of Myanmar Education Research Bureau	Member
Dr. Tin Win Maung	Director-General Department of Health	Member
U Sit Myaing	Director-General Department of Social Welfare	Member
Dr. Myo Myint	Director-General Dept. of Promotion and Propagation of the *Sasana*	Member
U Than Win	Director-General Progress of Border Areas and National Races Department	Member
U Tin Yee	Director-General Department of Manpower	Member
U Ohn Kyaw	Director General Department of National Planning	Member
U Tin Htut Oo	Director-General Department of Agriculture Planning	Member
U Sein Than	Director-General Department of Cottage Industries	Member
Dr. Myo Myint	Secretary-General Myanmar National UNESCO Commission	Member
Daw Htoo Htoo Aung	Pro Rector Yangon Institute of Education	Member
U Zaw Win Myint	Head of Office Union Solidarity and Development Association	Member
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U Thaung Tut	Vice Chairman	Member
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U Than Oo	Chairman	Member
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U Khin Maung Win	ARO	DMERB
U Toe Win	DSO	DBE1
U Khin Kyu	Project Officer	UNICEF

Annex 2

Special Literacy Programmes in Border Areas (2001-2006)

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

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

Annex 3

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Annex 4

Myanmar Child Friendly Schools Indicators
Outcome Indicators

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

Process Indicators

Dimension	Process Indicators
Gender-responsive	1. The school provides all students, both boys and girls, equal access to, and opportunities for participation in all schoolactivities. 2. Cooperative methods are used, and girls and boys are encouraged to work together.
Inclusive	3. Teachers use content, language and strategies in their teaching that help all students to learn regardless of their back ground or ability. 4. The school conducts annual campaigns to encourage parents to enrol all of their school-going-age children. 5. The school provides support to poor families to send their children to school and they are exempted from various school fees. 6. The school has master list of all school age children in its catchment area, and knows whether they enrol or not. 7. School has a mechanism to check regular attendance, and pay appropriate home visits by teachers when necessary to improve attendance.
Effective	8. Lesson plans are developed with child-centered learning activities and adaptations to suit local needs and culture. 9. Most teachers facilitate participatory learning, using a variety of interactive teaching-learning methodologies. 10. All students have an opportunity to choose activities of their own interest that are free from the stress of competition and examinations.

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	11. All children are encouraged to express their views, ideas and feelings. 12. Each classroom has "learning corners" with learning materials easily accessible for all children. 13. Feed back about student's work or behaviour is accompanied by positive comments about achievements and suggestions for improvement. 14. Teachers practise positive, non-aggressive and alternative discipline. 15. The school coordinate with communities to promote organized early learning opportunities for preschool-age children. 16. The school has and uses a simple SMIS (School Management Information System) to monitor, know student attendance, teacher attendance, whether all school age children in school, whether all students study in school throughout a school year, and whether all students study in school up to grade 5, and level of students academic achievement.
Healthy, safe, supportive and protective	17. Adequate clean and safe drinking water is always available for all students and school personnel. 18. Clean and well maintained toilets and hand washing facilities are available for every 50 students of each sex, and teachers. 19. The school in collaboration with the Health Department provides micro-nutrient supplements, annual health screening examination of students and ensure safe, hygienic and healthy food catching habits. 20. The school has an implement policies to provide a safe physical environment with protection from physical and biological risk (shelter, lights, heat, ventilation, traffic) (unsafe food, animal, insect, etc.) 21. School waste is properly disposed and school acts to prevent breeding of mosquitoes and other disease vectors on or near school grounds. 22. School has an enforces rules and procedures against bullying, abuse, neglect, physical punishment, violence, sexual harassment and substance abuse (drugs, alcohol, tobacco, etc.) 23. All students know where to go in the school to get psychosocial support when needed. 24. The school coordinates with the community and local authorities in (a child protection network) to ensure safety and protection of student. 25. The school implements Lifeskills-based health education including prevention of risk behaviours for substance abuse and HIV/AIDS. 26. The school ensures and establishes enabling environment for all children to apply Lifeskills to develop healthy habits and safe behaviours.

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