
ANNEXES

ANNEX 1: OVERVIEW OF MYANMAR BASIC EDUCATION

1. Education System in Myanmar

1.1 Formal Education

The structure of basic education consists of primary education (consists of 1-year Kindergarten and primary school levels of 1-4 grades) and secondary education (middle school levels of 5-8 grades and high school levels of 9-10 grades) as is shown in **Figure 1**. The middle school has classes of primary school levels as well as those of middle school levels. Most high schools have classes of primary and middle school levels in addition to those of high school levels. A few high schools, particularly those in urban areas, have classes of only middle and high school levels.

| | (Basic Education) | | | | | | | | | | (Higher Education) | | | | | | | | | | |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|-------------------------------|-----------------------------|-------------|--|--|--|--|
| Age | 5+ | 6+ | 7+ | 8+ | 9+ | 10+ | 11+ | 12+ | 13+ | 14+ | 15+ | Universities and Colleges | | | | | | | | | |
| Grade | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Universities (Arts & Science) | | | | | | |
| Primary School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Universities (Law) | | | | | |
| Middle School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Workers' College | | | | | |
| High School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Professional Institutes | | | | | |
| | | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Economics, Computer Science | | | | | |
| | | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Education | | | | | |
| | | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Nursing, Pharmaceutical | | | | | |
| | | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Forestry | | | | |
| | | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Engineering | | | | |
| | | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Medicine | | | | |

Source: Ministry of Education

Figure 1: Structure of Education in Myanmar

At the end of Grade 10 study, a nation-wide matriculation test, or Basic Education High School Examination (BEHSE), is conducted. Until AY 2000/2001, students who have completed the Grade 10 course at high schools were eligible to sit for the examinations of five subjects; Myanmar Language, Mathematics, English, Integrated Science and Social Science. After AY 2001/2002, the selection procedure of subjects was modified and successful Grade 10 students were to sit for the examinations of three compulsory subjects (Myanmar Language, Mathematics, English) and one of seven combinations of optional subjects. Those combinations are as following:

- 1) Economics, Physics, Chemistry
- 2) Geography, History, Economics

- 1) Geography, History, Optional Myanmar Language
- 1) History, Economics, Optional Myanmar Language
- 1) History, Physics, Chemistry
- 1) Optional Myanmar Language, Physics, Chemistry
- 1) Physics, Chemistry, Biology

There is only one chance to take the test and if a student does not get a satisfactory result, he or she cannot repeat the Test in the following year. But, if he or she fails the Test, the student is able to repeat Grade 10 and the Test only in the following year. The result of the Test decides the selection of institutions and courses in Higher Education. In other words, the BEHSE actually decides the future course of each student.

The last population census in Myanmar was conducted in 1983 and recent data on each age bracket is not relevant to the Myanmar school system. Therefore, the accurate enrollment rates in each school age are not possible to calculate. **Table 1** indicates Study Team's estimates of student enrollments in primary (5-9 years of age) and secondary (10-15 years) schools. The Study Team's estimates that the enrollments are 91.2-85.7% for primary schools and 38.0-37.0% for secondary schools (middle and high schools).

Table 1: Estimates of Student Enrollment Rate (2000)

| Age Group | | 0 - 4 | 5 - 9 | 10 - 14 |
|----------------------|------|-------------|-------------|--------------|
| Age Group Population | 1983 | 4,502 | 4,389 | 4,269 |
| Estimated by MNPED | 1985 | 4,925 | 4,729 | 4,537 |
| | 1990 | 5,238 | 4,799 | 4,664 |
| | 1991 | 5,277 | 4,859 | 4,667 |
| | 1992 | 5,301 | 4,925 | 4,676 |
| | 1993 | 5,202 | 4,800 | 4,683 |
| | 1994 | 5,346 | 4,795 | 4,707 |
| | 1995 | 5,505 | 4,805 | 4,715 |
| | 1996 | 5,668 | 4,863 | 4,715 |
| | 1997 | 5,786 | 4,959 | 4,708 |
| Population Estimates | 2000 | 6,106~6,262 | 5,050~5,364 | *5,511~5,666 |
| Student Enrollment | 2000 | — | 4,606 | **2,096 |
| Enrollment Rate (%) | 2000 | — | 91.2~85.9 | 38.0~37.0 |

Note: *Study Team's estimate for age group population of 10-15 years old.

** Student enrollment for age group of 10-15 years old.

Source: Study team's estimates based on MNPED's estimated population by age group of years 1985 - 1997 in *Statistical Yearbook 2000*, MNPED

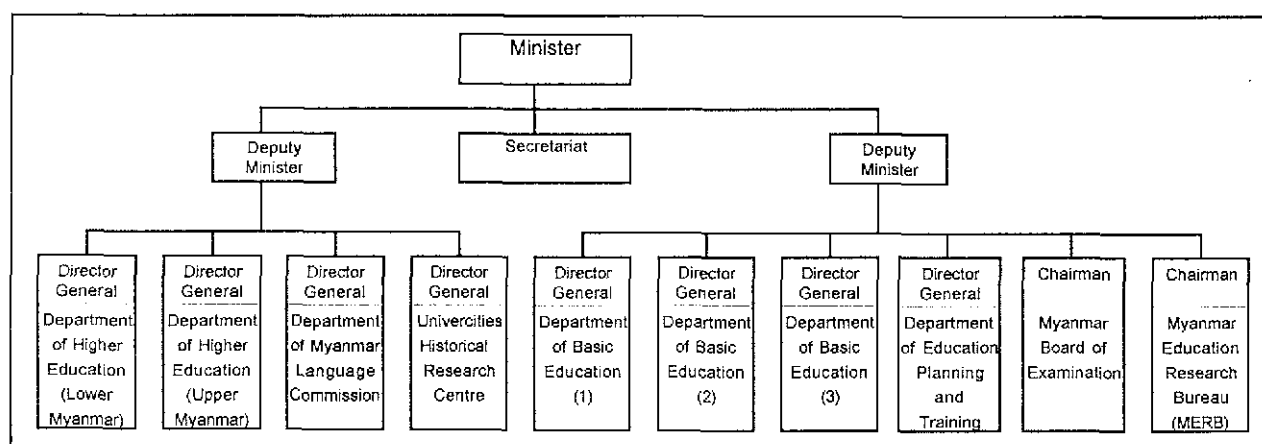
1.2 Educational Administration System

(1) Structure of Ministry of Education

The modern education system in Myanmar has been reestablished after its independence in 1948 led by the Directorate of Education. In 1966, the Union of Burma Basic Education Law was enacted and a number of changes in basic education were initiated. The Law was completely amended and replaced in 1973, matters concerning basic education were to be supervised by the Department of Basic Education. In April 1998, the 1973 structure of basic

education was further amended and reorganized to the current administrative structure of three region-based Departments of Basic Education (DBE1, -2 and -3) and Department of Educational Planning and Training (DEPT).¹

Currently, the Ministry of Education administers and supervises the education and training sector, especially in the areas of basic education, teacher training, and higher education. Under the Ministry of Education, there are 10 Departments and Institutions as are indicated in **Figure 2**.



Source: Ministry of Education, *Education in Myanmar*, December 1999

Figure 2: Organizational Structure of the Ministry of Education

As regards to decision-making process at the ministry level, a coordination committee is formed with Directors-General and Chairmen of 10 departments as members in addition to the Minister and two Deputy-Ministers.

(2) Responsibilities of Departments and Institutions

The administration and management of basic education are undertaken by the three regions' **Departments of Basic Education** and the **Department of Educational Planning and Training**. The Departments are responsible for matters concerning primary education, secondary education (middle and high schools), the inspection and supervision of schools, educational planning and student affairs. The 19 education colleges are under the administration of the Department of Educational Planning and Training and two Institutes of Education are under the administration of the Departments of Higher Education.

Before the enactment of the University Education Law in 1973, higher education in Myanmar was only provided at the Universities of Rangoon and of Mandalay. After 1973, many university-level institutions were established. In order to administer the work of these university-level institutions, the Department of Higher Education was formed in 1972. They are now divided into two **Departments of Higher Education**, one for Lower Myanmar and the

¹ The historical development of Myanmar basic education is based on *Basic Education in Brief*, Department of Basic Education (1), September 2000.

other for Upper Myanmar. There are now 59 tertiary education institutions² under the Ministry of Education including:

| | |
|--|-----------|
| Institutes of Economics | 3 |
| Institutes of Education | 2 |
| Arts and Science Universities | 24 |
| Arts and Science Degree Colleges (4 years) | 7 |
| Arts and Science Colleges (2 years) | 4 |
| <u>Education Colleges</u> | <u>19</u> |
| Total | 59 |

There are also 76 tertiary professional education institutions under the other Ministries. They include the following:

| | |
|---|---|
| Ministry of Agriculture and Irrigation (1) | Agricultural University |
| Ministry of Health (14) | Institutes of Medicine Institutes of Pharmacy Institutes of Nursing |
| Ministry of Science and Technology (44) | Technological Universities Government Technical Colleges Government Computer Colleges |
| Civil Services Selection and Training Board (1) | University of the Development of National Races |
| Ministry of Progress of Border Areas and National Races and Development Affairs (2) | Colleges of Nationalities Youth Resources Development |
| Ministry of Cooperatives (4) | Cooperative Colleges |
| Others (10) | |

After the reorganization of the entire administrative machinery in Myanmar in 1972, the **Myanmar Board of Examinations** was formed. In the following year, the Board of Examination was enacted. The aims of the Act³ are as follows:

- 1) To synchronize any evaluation system of educational qualification and skills that will meet requirements of the various Institutes and Universities.
- 2) To conduct the examinations on a nationwide scale on a fair and systematic basis without losing sight of promoting the national educational system and its vocation.

At present, the Board is conducting the above-mentioned Basic Education High School Examination (BEHSE) only, and it is held annually in every township of the country and in the Myanmar Embassies abroad.

The **Myanmar Education Research Bureau** was established in 1955 aiming at implementing

² Ministry of Education, *Education Sector Data in Brief*, 31 October, 2001

³ Ministry of Education, *Education in Myanmar*, December 1999

educational research programs and using research findings, finding out ways and means of better evaluation and assessment system and providing innovative strategies for the improvement of the Myanmar education system. In 1973, it was confirmed to the present function and legal status by the enactment of the Burma Education Research Law. Its main functions and responsibilities in the education sector are as follows:

- 1) To modernize educational processes and practices,
- 2) To conduct research and development studies on crucial problems in the education system,
- 3) To study and evaluate the management and planning of education,
- 4) To conduct research and development studies on the curricula, syllabi and textbooks of the education system,
- 5) To find out appropriate learning/teaching methods and teaching aids for the enhancement of education,
- 6) To conduct research studies in the field of measurement and evaluation of education, and
- 7) To carry out specific research studies in education that will benefit the state.

Other educational institutions under the Ministry of Education include **Department of Myanmar Language Commission** and **Universities Historical Research Centre**. The former aims to support the development and the preservation of the Myanmar language. They are to be achieved through the compilation of comprehensive dictionaries based on traditional standards in terms of spelling, pronunciation, lexis, grammar, syntax and meaning. The latter's major functions includes the research of Myanmar history, publication of books and periodicals related to Myanmar history and training programs to nurture historians.

(3) Local Educational Administration

The local administrative system of education consists of the State/Division Education Office and Township Education Office. There are seven states and seven divisions in the Union of Myanmar. Each has at least one education office⁴ under the Department of Basic Education. The office has a small number of administrative staff and a team of inspectors. These offices deal largely with the middle and high schools.

The day-to-day decision making for primary education is the responsibility of Township Education Offices. There are currently 321 Township Education Offices in 324 townships all over the country. The Township Education Officer (TEO) heads the Office. Inspection of primary schools is the main function of TEOs and their assistant, Assistant Township Education officers (ATEOs). The TEO makes decisions regarding the recruitment, appointment, and posting of primary-school teachers. The administration and supervision of the primary schools are also in the hands of these offices. TEOs and ATEOs visit primary schools in their township once or twice in a year and observe the effectiveness of teaching at each school.

⁴ Shan State has three Sub-Division Education Offices and Bago Division two Sub-Division Education Offices.

1.3 Education of Ethnic Groups in Border Areas

Since the independence of Myanmar, the socio-economic situation and the infrastructure of the border areas or areas for various ethnic groups lagged far behind because of the absence of security⁵. In order to strengthen and improve the education of ethnic groups and in order for the different ethnic people to understand and breed mutual respect for each others' culture and traditions, the Academy for the Development of National Groups (ADNG) was opened in 1964 in Sagaing. The Academy was later moved to Ywathitgyi in 1968 and upgraded to the University of Nationalities in 1991. The university was later renamed as the University of the Development of National Races under the supervision of the Public Services Selection and Training Board.

To implement measures for the development of border areas and national races effectively, the Ministry for the Development of Border Areas and National Races was formed in September 1992. It was reconstituted as the Ministry for Progress of Border Areas and National Races and Development Affairs in January 1994. Measures for the development of border areas and national races are being implemented by the Ministry, including education matters of operating 17 schools of high-school level in order to promote cultures of minority groups. The Ministry also operates two Colleges of Nationalities Youth Resources Development for similar objectives. The Ministry has also emphasized infrastructure development and opened primary (564 schools), middle (59) and high (33) schools so far in the border areas up to March 2001.

The use of the Myanmar language as communication when teaching at primary schools in border areas is said to have not created any significant problems for students from minority groups.⁶ But the relatively higher dropout rates in lower grades of primary schools in areas of minority groups might indicate the existence of certain language problems for lower grade students in those areas.

1.4 Non-Formal Education

In line with the World Declaration on Education for All adopted at Jomtien 1990 urged all governments to set their targets to meet the basic learning needs of children, youth and adults, the Myanmar Government put emphasis on universal access to basic education and completion of primary education through formal and non-formal education. Concerning the non-formal education, it is necessary to develop a programme of primary education for out-of-school children and youth to produce a literate and numeral population that can deal with problems at home and at work. The aim of non-formal primary education is to offer a second chance of education to the younger age group of 10-14 years who missed the opportunity of completing formal primary schools and who have never attended school.⁷ The non-formal primary

⁵ Ministry for Progress of Border Areas and National Races and Development Affairs, *Progress of Border Areas and National Races Development*. undated

⁶ At the occasion of discussions with officials of Ministries of Education and of Development of Border Areas and National Races, those opinions were expressed.

⁷ *Non-Formal Primary Education Programme in Myanmar (AY 1999-2000)*, U Myint Han, Daw Htoo Htoo Aung and Daw Nyunt Nyunt

education is a two-year programme and the curriculum is equivalent to Grade 2 and grade 4 levels of formal primary education programmes. The duration of the programme is two years, conducted six days a week, two hours a day and 40 weeks in each year. As of July 2000, there are 10,234 learning circles for 158,238 children in 98 townships.⁸

Another type of non-formal education is the Literacy Programme for adults. The Programme is organized to eradicate illiteracy completely. The programme originally started from 1966 (from 1966 to 1968 was a period of experiment and from 1969 the movement grew rapidly through mass campaigns).

Another important non-formal education system in Myanmar is monastery education. Traditionally from the early Bagan period, the monastery served as the center of education where children could learn the 3 R's. Education at that time was largely religious and ethical rather than secular and economic. Although the current monastery education is not the mainstay of basic education, it still co-exists with the formal education system.

There are three types of monastery education:

- 1) Teaching the same subjects based on the same curriculum with government schools,
- 2) Teaching the Myanmar language and mathematics but mainly religious subjects, and
- 3) Teaching religious subjects.

Concerning the first type of monastic schools, the students are mostly from poor families. They come from all over the country, stay in dormitories, study at the schools and are taught by monks without paying fees and living expenses. All costs for the operation of monastery schools are met by donation. As is indicated in **Table 2**, the number of monastic schools of this type is 1,028 (908 Primary Schools and 120 Middle Schools) and that of students in monastic schools totals 145,844 (131,565 students in Primary Schools, 14,279 in Middle Schools), which constitutes 2.2% of the total students registered in Basic Education Schools⁹. Although this type of monastic school is organized and managed by temples of Buddhism, education in those monastery schools could be considered the same as a formal one, since the teaching at schools is the same subjects based on the same curriculum with government schools.

Concerning the second and third type of monastic schools, the statistical figures on the number of monastic schools and students were not available to the Study Team.

Currently, all schools in Myanmar are in the formal system and administered by the state except the above-mentioned monastery schools. There are no private schools. There are, however, many literacy classes instructed by local volunteer teachers, privately-run single-subject classes and non-curriculum subject classes such as foreign languages, computer studies, business studies, and so on.

⁸ *Brief Description of Education Reforms*, July 2000, Ministry of Education

⁹ DEPT data of 2001-02 Academic Year.

Table 2: Number of Monastic Schools and Students (as of Academic Year 2001/2002)

| State/Division | Grade Townships with M.S. | Number of Monastic Schools | | | Number of Students | | |
|----------------|---------------------------|----------------------------|--------|-------|--------------------|--------|---------|
| | | Primary | Middle | Total | Primary | Middle | Total |
| Kayin S. | 7 | 23 | 0 | 23 | 3,261 | 0 | 3,261 |
| Tanintharyi D. | 8 | 14 | 8 | 22 | 3,465 | 676 | 4,141 |
| Bago D. | 17 | 73 | 13 | 86 | 11,215 | 393 | 11,608 |
| Mon S. | 7 | 48 | 5 | 53 | 4,074 | 379 | 4,453 |
| Rakhine S. | 11 | 49 | 12 | 61 | 4,496 | 428 | 4,924 |
| Ayeyarwady D. | 23 | 91 | 13 | 104 | 9,649 | 1,506 | 11,155 |
| Lower Total | 73 | 298 | 51 | 349 | 36,160 | 3,382 | 39,542 |
| Kachin S. | 7 | 10 | 0 | 10 | 1,415 | 0 | 1,415 |
| Kayah S. | 3 | 4 | 0 | 4 | 498 | 0 | 498 |
| Chin S. | 6 | 10 | 0 | 10 | 412 | 0 | 412 |
| Sagaing D. | 29 | 108 | 15 | 123 | 13,772 | 456 | 14,228 |
| Magway D. | 22 | 78 | 8 | 86 | 6,523 | 567 | 7,090 |
| Mandalay D. | 30 | 232 | 34 | 266 | 46,839 | 7,765 | 54,604 |
| Shan S. | 20 | 30 | 0 | 30 | 3,855 | 0 | 3,855 |
| Upper Total | 117 | 472 | 57 | 529 | 73,314 | 8,788 | 82,102 |
| Yangon Total | 38 | 138 | 12 | 150 | 22,091 | 2,109 | 24,200 |
| Total | 228 | 908 | 120 | 1,028 | 131,565 | 14,279 | 145,844 |

Source: Department of Educational Planning and Training, 2002

2. Basic Education in Myanmar

2.1 National Policy for Basic Education

(1) Educational Objectives

The Ministry of Education sets educational objectives as follows¹⁰:

- 1) To enable every individual to acquire basic education,
- 2) To base education on the raising of moral standards,
- 3) To develop knowledge including scientific and technical know-how needed for nation building,
- 4) To train the citizens so that they will achieve all-round development, and
- 5) To allow those who possess the intellectual ability, caliber and industriousness to acquire university education to do so.

(2) Objectives of Basic Education

Based on the above educational objectives, the Ministry also sets objectives of basic education as follows¹¹:

- 1) To enable every citizen of the Union of Myanmar to become a physical and mental worker well equipped with basic education, good health and moral character,
- 2) To lay the foundation for vocational education for the benefit of the Union of Myanmar, and

¹⁰ Ministry of Education, Department of Education Planning and Training, *Basic Education in Brief*, March 2000

¹¹ Ministry of Education, Department of Education Planning and Training, *op. cit.*

- 3) To give precedence to the teaching of science capable of strengthening and developing productive forces,
- 4) To give precedence to the teaching of arts capable of preservation and development of culture, fine arts and the literature of the state, and
- 5) To lay a firm and sound educational foundation for the further pursuance of a university education.

(3) Education Promotion Programs and Special Four-year Plan

Since 1998, the Education Promotion Program (EPP) was implemented and nationwide seminars on the promotion of Basic Education were held in mid-May every year. The first EPP Seminar Phase I was held in May 1998 in Yangon attended by 1,567 representatives of the education sector, and discussed ten programs of reforms and innovations of the Basic Education Sector. This was considered to “make a turning point in education history.”¹² In the following year, EPP Seminars Phase II, were held in May 1999 in Yangon and Mandalay and nine programs were specified to be implemented in 1999-2000.

The third nationwide seminars, EPP Phase III, were held in May 2000 in Yangon and Mandalay. In these seminars, programs of the Special 4-year Plan for Education for the period 2000/01-2003/04 were discussed and adopted, and later approved by the Cabinet of the Government. The following are objectives of the Special 4-year Plan:

- 1) To develop the international level of education system promoting national education quality,
- 2) To promote the empowerment of basic education schools in training and to nurture the students to become all around harmonious developed citizens,
- 3) To achieve more opportunities to utilize modern technology in the teaching/learning process,
- 4) To improve the quality of teachers, and
- 5) To lay and formulate ways and means to enable every individual to acquire Basic Education.

The Plan consisted of six programs as follows:

- 1) Revising and reforming the basic education curriculum:
 - reviewing and revising primary and secondary curriculum,
 - developing teacher guides.
- 2) Introducing the new assessment system, basic education completion and university entrance examination:
 - workshops for developing standardized tests and measurement procedures for all levels of Basic Education,
 - training on test and measurement,
 - introduction of new systems for matriculation and university entrance,
 - provision of multi-track access to vocational education,
 - monitoring and supervision of the implementation of new assessment procedures.
- 3) Organizing multi-media classrooms for improving teaching/learning process:

¹² Ministry of Education, *Basic Education in Brief*, September 2000

- activities including extensive use of multi-media facilities in high schools and education colleges,
 - training teachers for the use of multi-media facilities,
 - encouraging active participation of community and NGOs for raising money for the budget (2000 million kyats).
- 4) Improving teacher education:
- the strengthening of pre-service teacher training,
 - updated teaching methodology,
 - installation of electronic multi-media facilities,
 - improvement of college infrastructure,
 - workshop on improving teacher education.
- 5) Supporting all-round-development activities:
- the construction of facilities for all-round development activities,
 - provision of chemical and science equipment and materials,
 - encouraging active participation of community and NGOs for raising budget (1700 million kyats).
- 6) Universalizing primary education:
- including access to school for children living in villages far from schools,
 - support for textbooks and stationary for poor children,
 - implementation for the universalisation of Primary Education Program,
 - activation of the local authorities and communities to participate in EFA activities.

(4) The 30-year Plan for Basic Education Sector

The MOE held a Seminar on the 30-year Long Term Education Development Plan (Basic Education Sector) in May 2001 in Yangon, attended by more than 1,600 participants: educators, teachers and administrators in the education sector from all over the country. The aim of the seminar was:

- 1) To review the implementation of the Special 4-year Plan for National Education Promotion (first year), and
- 2) To discuss the formulation of the 30-year Long Term Education Development Plan (Basic Education Sector).

The participants of the Seminar discussed and agreed to the contents of the 30-year Long Term Education Development Plan. The results of discussions by participants of the seminar were to be reflected in the final version of the Plan. In the Plan, the whole Plan period of 30 years are divided into six 5-year Plans.

Comparing the programs of both Plans, those of the Special 4-year Plan were mostly covered by those of new 30-year Long Term Education Development Plan. It may be understood that the Special 4-year Plan was, therefore, integrated within the first 5-year Plan of the newly formulated 30-year Plan.

The objectives of the 30-year Plan are as follows:

- 1) To create human resources capable of constructing a peaceful and modern state,
- 2) To construct Myanmar education with all nationals upholding the belief that a high level of education, knowledge and social skills are resources that guarantee a sound

future,

- 3) For Myanmar education system to be the main resource of the whole of Myanmar society and for Myanmar education system to utilize Myanmar society as its resource,
- 4) To nurture and increase the highly qualified human resources needed by the nation and the human resources needed regionally,
- 5) To create an academic environment that is endowed with dynamic knowledge and to utilize the technology that will emerge according to the times,
- 6) To conduct international standard research not only in the education sector but also in other sectors needed in the construction of a peaceful and modern state,
- 7) To realize the transformation of the working force into a learning force,
- 8) To transform Myanmar society into a knowledge-dominated society,
- 9) To strive for Myanmar society to become a learning society,
- 10) To strive for the promotion of education and arrange for the utilization of private investment in parallel with the growth in the GDP,
- 11) For Myanmar education to attain international standards, and
- 12) However much globalization spreads, to counter the degeneration and disappearance of devotion to the union, national well-being, national values and identity.

Following 10 programs are to be implemented for the coming 30 years:

- 1) To establish an education system that facilitates modernization and development,
The programme includes reviewing of basic education policy, objectives and basic education system and specifying education management plan,
- 2) To enable every national to acquire Basic Education,
The programme covers implementation of compulsory education, opening of special schools for talented children, accelerating the basic education in rural and border areas, examining and comparing with international EFA indicators.
- 3) Upgrading the qualities of basic education,
The areas include upgrading the level of the basic education curriculum and syllabus, educational assessment and supervision, development of teacher education.
- 4) Providing access to pre-vocational education and vocational education at different basic education levels,
The projects in this programme are teaching pre-vocational subjects in secondary schools, teaching vocational education relevant to local needs at different levels of basic education.
- 5) Improving access to teaching/learning and communication technology leading towards e-education,
The programme includes producing and applying software essential for the development of teaching/learning process.
- 6) Nurturing good citizens who achieve all round development education,
The programme includes fulfilling the requirements and effective supervision for all around development of students in basic education schools.
- 7) Capacity building for educational management,
The programme includes managing the required capacity of teaching and administrative staff, promotion of the working efficiency of the staff, developing the Education Management Information System.

- 8) Promoting the development of basic education activities in collaboration with the community,
The programme covers collaborative undertaking for the embodiment of basic education schools
- 9) Improving non-formal education activities,
The programme includes improving literacy and non-formal education activities, undertaking programmes to create an ever-learning society, undertaking programmes of formal/non-formal education/ quality improvement of learners.
- 10) Developing education research programmes.
The programme includes carrying out research on education theories and systems, carrying out research on education statistics and manpower.

The 30-year Plan for the Basic Education Sector has the schedule for the implementation of the above programs. Most of the above programs are to start within the first 5-year Plan period and to be implemented for the entire plan period of 30 years.

In April–May 2002, seminars on promotion of national education in the basic education sector were held in Yangon and Mandalay inviting national leaders, principals of education colleges, township education officers, school heads and school teachers. These seminars are to follow-up the 30-year Long-term Education Plan.

2.2 Statistical Overview

(1) Number of Schools

Table 3 compares the number of schools in 1995 and in 2001.

Table 3: Number of Schools (1995 and 2001)

| State/Division | 1995 | | | | 2001 | | | | Growth 2001/1995 | | | |
|-----------------|---------------|--------------|------------|---------------|---------------|--------------|------------|---------------|------------------|--------------|--------------|--------------|
| | Primary | Middle | High | Total | Primary | Middle | High | Total | Primary | Middle | High | Total |
| Kayin S. | 1,109 | 75 | 25 | 1,209 | 1,133 | 80 | 28 | 1,241 | 102.2 | 106.7 | 112.0 | 102.6 |
| Tanintharyi D. | 1,002 | 59 | 25 | 1,086 | 1,006 | 60 | 29 | 1,095 | 100.4 | 101.7 | 116.0 | 100.8 |
| Bago D. | 3,954 | 220 | 91 | 4,265 | 3,964 | 226 | 95 | 4,285 | 100.3 | 102.7 | 104.4 | 100.5 |
| Mon S. | 1,192 | 85 | 47 | 1,324 | 1,198 | 84 | 55 | 1,337 | 100.5 | 98.8 | 117.0 | 101.0 |
| Rakhine S. | 2,503 | 131 | 42 | 2,676 | 2,506 | 135 | 48 | 2,689 | 100.1 | 103.1 | 114.3 | 100.5 |
| Ayeyarwady D. | 5,637 | 268 | 94 | 5,999 | 5,615 | 269 | 102 | 5,986 | 99.6 | 100.4 | 108.5 | 99.8 |
| Lower Total | 15,397 | 838 | 324 | 16,559 | 15,422 | 854 | 357 | 16,633 | 100.2 | 101.9 | 110.2 | 100.4 |
| Kachin S. | 1,155 | 78 | 36 | 1,269 | 1,173 | 87 | 40 | 1,300 | 101.6 | 111.5 | 111.1 | 102.4 |
| Kayah S. | 329 | 33 | 9 | 371 | 338 | 34 | 11 | 383 | 102.7 | 103.0 | 122.2 | 103.2 |
| Chin S. | 1,109 | 75 | 25 | 1,209 | 1,054 | 84 | 24 | 1,162 | 95.0 | 112.0 | 96.0 | 96.1 |
| Sagaing D. | 3,931 | 196 | 77 | 4,204 | 3,847 | 191 | 83 | 4,121 | 97.9 | 97.4 | 107.8 | 98.0 |
| Magway D. | 3,595 | 182 | 64 | 3,841 | 3,595 | 184 | 70 | 3,849 | 100.0 | 101.1 | 109.4 | 100.2 |
| Mandalay D. | 3,955 | 219 | 103 | 4,277 | 4,072 | 230 | 112 | 4,414 | 103.0 | 105.0 | 108.7 | 103.2 |
| Shan S. | 4,116 | 200 | 76 | 4,392 | 4,212 | 209 | 98 | 4,519 | 102.3 | 104.5 | 128.9 | 102.9 |
| Upper Total | 18,190 | 983 | 390 | 19,563 | 18,291 | 1,019 | 438 | 19,748 | 100.6 | 103.7 | 112.3 | 100.9 |
| Yangon Total | 2,208 | 227 | 148 | 2,583 | 2,237 | 238 | 158 | 2,633 | 101.3 | 104.8 | 106.8 | 101.9 |
| Practicing Sch. | n.a. | n.a. | n.a. | n.a. | 14 | 5 | 0 | 19 | | | | |
| Total | 35,795 | 2,048 | 862 | 38,705 | 35,964 | 2,116 | 953 | 39,033 | 100.5 | 103.3 | 110.6 | 100.8 |

Source: DEPT, *Education Statistics* (each year)

The Table indicates that the change in the number of primary schools in six years is almost

negligible as an increase of only 0.5%. The increase in the number of middle schools in the same period is moderate, 3.3%, and those of high schools substantial, 10.6%.

(2) Number of Teachers

The number of teachers in primary, middle and high schools in 1995 and 2001 is shown in the Table 4. Concerning the number of primary school teachers, a substantial decrease in six years is observed. The total number of primary school teachers in 1995 was 158,011 and that in 2001 was 144,469, or a decrease of approximately 13,500 primary school teachers.

Table 4: Number of Teacher (1995 and 2001)

| State/Division | 1995 | | | | 2001 | | | | Growth 2001/1995 | | | |
|-----------------|----------------|---------------|---------------|----------------|----------------|---------------|---------------|----------------|------------------|--------------|--------------|-------------|
| | Primary | Middle | High | Total | Primary | Middle | High | Total | Primary | Middle | High | Total |
| Kayin S. | 3,565 | 914 | 293 | 4,772 | 3,638 | 1,041 | 355 | 5,034 | 102.0 | 113.9 | 121.2 | 105.5 |
| Tanintharyi D. | 3,313 | 997 | 324 | 4,634 | 3,265 | 1,205 | 410 | 4,880 | 98.6 | 120.9 | 126.5 | 105.3 |
| Bago D. | 19,957 | 6,220 | 1,604 | 27,781 | 17,785 | 6,450 | 1,691 | 25,926 | 89.1 | 103.7 | 105.4 | 93.3 |
| Mon S. | 6,856 | 2,898 | 779 | 10,533 | 6,927 | 2,876 | 854 | 10,657 | 101.0 | 99.2 | 109.6 | 101.2 |
| Rakhine S. | 8,698 | 2,243 | 641 | 11,582 | 8,621 | 2,256 | 673 | 11,550 | 99.1 | 100.6 | 105.0 | 99.7 |
| Ayeyarwady D. | 22,309 | 5,518 | 1,558 | 29,385 | 18,141 | 5,245 | 1,640 | 25,026 | 81.3 | 95.1 | 105.3 | 85.2 |
| Lower Total | 64,698 | 18,790 | 5,199 | 88,687 | 58,377 | 19,073 | 5,623 | 83,073 | 90.2 | 101.5 | 108.2 | 93.7 |
| Kachin S. | 3,972 | 1,475 | 455 | 5,902 | 3,375 | 1,540 | 492 | 5,407 | 85.0 | 104.4 | 108.1 | 91.6 |
| Kayah S. | 1,180 | 352 | 115 | 1,627 | 1,158 | 333 | 127 | 1,618 | 99.8 | 94.6 | 110.4 | 99.4 |
| Chin S. | 2,790 | 707 | 271 | 3,768 | 2,561 | 799 | 294 | 3,654 | 91.8 | 113.0 | 108.5 | 97.0 |
| Sagaing D. | 16,858 | 5,552 | 1,363 | 23,773 | 16,949 | 5,825 | 1,350 | 24,124 | 100.5 | 104.9 | 99.0 | 101.5 |
| Magway D. | 14,133 | 3,855 | 1,223 | 19,211 | 13,684 | 3,958 | 1,273 | 18,915 | 96.8 | 102.7 | 104.1 | 98.5 |
| Mandalay D. | 21,883 | 7,809 | 2,217 | 31,909 | 20,361 | 7,739 | 2,075 | 30,175 | 93.0 | 99.1 | 93.6 | 94.6 |
| Shan S. | 13,115 | 3,255 | 966 | 17,336 | 11,632 | 3,238 | 1,082 | 15,952 | 88.7 | 99.5 | 112.0 | 92.0 |
| Upper Total | 73,911 | 23,005 | 6,610 | 103,526 | 69,720 | 23,432 | 6,693 | 99,845 | 94.3 | 101.9 | 101.3 | 96.4 |
| Yangon Total | 19,402 | 10,345 | 3,293 | 33,040 | 16,231 | 10,301 | 3,220 | 29,752 | 83.7 | 99.6 | 97.8 | 90.0 |
| Practicing Sch. | n.a. | n.a. | n.a. | n.a. | 141 | 59 | 0 | 200 | | | | |
| Total | 158,011 | 52,140 | 16,102 | 226,253 | 144,469 | 52,866 | 16,636 | 212,870 | 91.4 | 101.4 | 102.9 | 94.5 |

Source: Education Statistics (March 2001), DEPT

Particularly, the decreases in the divisions/states of Ayeyarwady (81.3%), Yangon (83.7%) and Kachin (85.0%) are significant. While middle schools in most states/divisions indicate a minor increase in the number (101.4%) in the same six-year period, high schools indicate a decrease in many states/divisions, particularly the Mandalay Division (93.6%) shows a significant decrease.

(3) Number of Students

The number of students in primary, middle and high schools in each Grade is indicated in Table 5. The biggest figure of enrollment is recorded in KG Grade. The number of enrolled students decreases gradually as the Grade advances. A large gap exists as the Grade advances from Grade-4 to Grade-5 (from 727,482 to 459,553 or a 37% decrease), which suggests that many students finish their school education when they finish their primary education. The increase in enrollment from Grade-9 to Grade-10 may be caused by substantial number of students who failed the Matriculation Examination and repeated their study in Grade-10.

The comparison of the number of students in primary, middle and high schools in 1995 and 2001 is exhibited in Table 6.

Table 5: Number of Students in Each Grade

As of March 2001

| State/Division | High School Level | | Middle School Level | | | | Primary School Level | | | | | Total |
|-----------------|-------------------|---------|---------------------|---------|---------|---------|----------------------|---------|---------|---------|-----------|-----------|
| | G10 | G9 | G8 | G7 | G6 | G5 | G4 | G3 | G2 | G1 | KG | |
| Kayin S. | 5,441 | 4,990 | 6,384 | 8,070 | 9,823 | 12,589 | 17,979 | 20,403 | 24,032 | 26,542 | 32,522 | 168,775 |
| Tanintharyi D. | 6,367 | 7,309 | 8,496 | 10,371 | 11,871 | 13,870 | 21,955 | 26,064 | 30,091 | 33,081 | 42,330 | 211,805 |
| Bago D. | 34,954 | 29,766 | 35,099 | 38,237 | 43,724 | 49,828 | 78,392 | 85,593 | 99,047 | 102,353 | 138,460 | 733,453 |
| Mon S. | 14,516 | 12,396 | 14,196 | 16,892 | 19,322 | 21,991 | 31,273 | 35,373 | 39,650 | 41,385 | 48,299 | 295,293 |
| Rakhine S. | 11,752 | 10,529 | 13,097 | 14,876 | 17,089 | 20,128 | 35,042 | 40,430 | 44,941 | 49,276 | 68,524 | 326,784 |
| Ayeyarwady D. | 32,048 | 27,700 | 34,740 | 37,875 | 42,225 | 49,207 | 89,380 | 101,446 | 120,526 | 131,319 | 196,588 | 863,054 |
| Lower Total | 105,078 | 92,690 | 112,012 | 128,321 | 144,054 | 167,613 | 272,021 | 309,309 | 358,287 | 383,956 | 526,823 | 2,598,164 |
| Kachin S. | 11,093 | 10,979 | 13,381 | 15,949 | 17,537 | 20,412 | 25,994 | 27,634 | 28,561 | 29,766 | 35,951 | 237,187 |
| Kayah S. | 2,917 | 2,092 | 2,558 | 2,835 | 3,196 | 3,610 | 4,725 | 5,259 | 5,435 | 5,255 | 6,889 | 44,771 |
| Chin S. | 4,192 | 4,359 | 5,634 | 6,316 | 6,388 | 7,558 | 11,118 | 12,719 | 13,900 | 15,061 | 17,136 | 104,381 |
| Sagaing D. | 29,576 | 25,236 | 29,926 | 32,291 | 36,006 | 41,428 | 91,625 | 101,068 | 107,624 | 104,744 | 139,716 | 739,240 |
| Magway D. | 24,789 | 20,900 | 25,898 | 28,166 | 31,570 | 36,562 | 70,755 | 78,094 | 85,990 | 83,320 | 97,497 | 583,540 |
| Mandalay D. | 50,118 | 42,679 | 48,570 | 53,736 | 58,944 | 69,004 | 105,725 | 118,773 | 128,353 | 131,905 | 157,416 | 965,223 |
| Shan S. | 17,377 | 17,670 | 22,800 | 26,760 | 30,324 | 36,691 | 55,966 | 63,885 | 73,453 | 81,104 | 116,484 | 542,594 |
| Upper Total | 140,061 | 123,915 | 148,767 | 165,953 | 183,965 | 215,265 | 365,908 | 407,532 | 443,316 | 451,155 | 571,069 | 3,218,906 |
| Yangon Total | 59,935 | 62,693 | 65,886 | 65,648 | 71,248 | 76,240 | 88,709 | 98,763 | 104,190 | 104,121 | 122,695 | 920,126 |
| Practicing Sch. | 0 | 0 | 333 | 386 | 450 | 435 | 844 | 864 | 943 | 960 | 1,000 | 6,216 |
| Total | 305,074 | 279,298 | 328,998 | 368,306 | 398,717 | 459,553 | 727,482 | 818,468 | 906,736 | 940,192 | 1,221,587 | 6,741,411 |

Source: Education Statistics (March 2000), DEPT

A big problem for Myanmar primary education is that the enrolled number of primary school students has decreased in six years between 1995 and 2001 in spite of all MOE's efforts to increase the enrollment rates. This has been observed in almost all states/divisions. The biggest decrease in primary enrollment was recorded in Mon State, and Chin, Sagaing and Bago State/Divisions. All of them indicated a decrease of more than 20%. Although the population census has not been conducted since 1983 and the population of each school age bracket is not available, the number of school age children may be estimated to have certainly increased in six years between 1995 and 2001. The decrease of the number of primary school children may, therefore, be well estimated to be caused by the lower enrollment of primary schools all over the country.

Table 6: Number of Students (1995 and 2001)

| State/Division | 1995 | | | 2001 | | | | Growth 2001/1995 | | | | |
|-----------------|-----------|-----------|---------|-----------|-----------|-----------|---------|------------------|--------|-------|-------|-------|
| | Primary | Middle | High | Primary | Middle | High | Total | Primary | Middle | High | Total | |
| Kayin S. | 122,878 | 26,926 | 5,770 | 155,574 | 121,478 | 36,866 | 10,431 | 168,775 | 98.9 | 136.9 | 180.8 | 108.5 |
| Tanintharyi D. | 168,428 | 31,475 | 7,720 | 207,623 | 153,521 | 44,608 | 13,676 | 211,805 | 91.1 | 141.7 | 177.2 | 102.0 |
| Bago D. | 641,904 | 149,764 | 41,472 | 833,140 | 501,845 | 166,888 | 64,720 | 733,453 | 78.2 | 111.4 | 156.1 | 88.0 |
| Mon S. | 257,572 | 69,740 | 19,939 | 347,251 | 195,980 | 72,401 | 26,912 | 295,293 | 76.1 | 103.8 | 135.0 | 85.0 |
| Rakhine S. | 250,988 | 50,138 | 12,489 | 313,615 | 238,313 | 65,190 | 22,281 | 325,784 | 94.9 | 130.0 | 178.4 | 103.9 |
| Ayeyarwady D. | 795,187 | 151,545 | 41,904 | 988,636 | 639,259 | 164,047 | 59,748 | 863,054 | 80.4 | 108.2 | 142.6 | 87.3 |
| Lower Total | 2,236,957 | 479,588 | 129,294 | 2,845,839 | 1,850,396 | 550,000 | 197,768 | 2,598,164 | 82.7 | 114.7 | 153.0 | 91.3 |
| Kachin S. | 164,828 | 49,525 | 10,956 | 225,309 | 147,906 | 67,179 | 22,072 | 237,157 | 89.7 | 135.6 | 201.5 | 105.3 |
| Kayah S. | 29,814 | 10,014 | 2,617 | 42,445 | 27,563 | 12,199 | 5,009 | 44,771 | 92.4 | 121.8 | 191.4 | 105.5 |
| Chin S. | 68,756 | 19,313 | 5,667 | 93,736 | 69,934 | 25,896 | 8,551 | 104,381 | 101.7 | 134.1 | 150.9 | 111.4 |
| Sagaing D. | 700,916 | 126,195 | 33,309 | 860,420 | 544,777 | 139,651 | 54,812 | 739,240 | 77.7 | 110.7 | 164.6 | 85.9 |
| Magway D. | 532,657 | 111,948 | 31,122 | 675,727 | 415,656 | 122,196 | 45,688 | 583,540 | 78.0 | 109.2 | 146.8 | 86.4 |
| Mandalay D. | 800,283 | 199,446 | 56,710 | 1,056,439 | 642,172 | 230,254 | 92,797 | 965,223 | 80.2 | 115.4 | 163.6 | 91.4 |
| Shan S. | 403,459 | 88,190 | 20,354 | 512,003 | 390,972 | 116,575 | 35,047 | 542,594 | 96.9 | 132.2 | 172.2 | 106.0 |
| Upper Total | 2,700,713 | 604,631 | 160,735 | 3,466,079 | 2,238,980 | 713,950 | 263,976 | 3,218,906 | 82.9 | 118.1 | 164.2 | 92.8 |
| Yangon Total | 592,832 | 273,728 | 86,749 | 953,309 | 518,478 | 279,020 | 122,628 | 920,126 | 87.5 | 101.9 | 141.4 | 96.5 |
| Practicing Sch. | n.a. | n.a. | n.a. | n.a. | 4,611 | 1,604 | 0 | 6,215 | | | | |
| Total | 5,530,502 | 1,357,947 | 376,778 | 7,265,227 | 4,612,465 | 1,544,574 | 584,372 | 6,741,411 | 83.4 | 113.7 | 155.1 | 92.8 |

Source: Education Statistics (March 2001), DEPT

Contrary to the primary school, the number of enrolled students in middle and high school, particularly that in high school, has increased substantially. The enrollment in middle school increased 13.7% in six years and in high school 55.1%. Comparing figures in **Tables 3, 4 and 6**, the following can be deduced:

- 1) The student/teacher ratio has been eased in the last six years, but it is due to the decrease of student enrollment in primary schools, which is contrary to MOE's policy.
- 2) The low and stagnant rate of increase in the number of middle and high school teachers and, to some extent that of middle and high schools, compared with the rapid increase in the middle and high school student enrollment may have strained the student/teacher ratio in those schools.

It is not possible to get an accurate figure of the school enrollment rate, because the population census has not been implemented since 1983. According to the DEPT's recent statistics¹³, the primary school enrollment rate is estimated to be 92.1%. As the UNICEF Report has pointed out,¹⁴ "...due to limited capacity at the national level, data is not processed and analyzed on a timely basis, nor is it readily available to facilitate planning support to education initiatives..." and "... it [is] difficult to access basic education information on such issues as enrollment, retention, completion, dropouts and transition rates." The establishment of a reliable education data collection system and timely distribution of the data are highly expected. For the purpose of data collection, the function of township education office would be further mobilized and strengthening and expansion of its capacity would be required.

(4) Repeaters and Dropouts

In 1998, the MOE has changed its assessment system from former grade-by-grade examination for promotion to a new continuous assessment system for children in primary school. Instead of year-end examinations for all grades from kindergarten to 10th grade, a child's performance is now measured by basic skills, classroom attendance and participation in school activities. This has resulted in a sharp decrease in the number of repeaters as is indicated in **Table 7**.

The percentage of primary school repeaters in 1998 was on average 11.85%, which has sharply decreased to 0.70% in the year 2001. The drop in repetition rate is particularly evident in lower Grades-KG, -1 and -2. Although the effort to institute change in the education system has been put in place, further input to teacher training, textbooks and teaching materials, and a coherent policy of training for these changes would be required.

¹³ Ministry of Education, *Education Sector Data in Brief*, 31 October, 2001

¹⁴ UNICEF Myanmar, *Children and Women in Myanmar: Situation Assessment and Analysis*, April 2001

Table 7: Enrollment and Repeaters (1998 - 2001)

| Year | 2001 | | | | | |
|-----------------|-------|-------|-------|------------|----------|--------------|
| | 1998 | 1999 | 2000 | Enrollment | Repeater | Repetition % |
| Kindergarten | 16.25 | 3.80 | 1.04 | 1,221,587 | 14,838 | 1.21 |
| Grade-1 | 12.97 | 2.38 | 0.55 | 940,192 | 6,789 | 0.72 |
| Grade-2 | 10.93 | 1.84 | 0.42 | 906,736 | 5,483 | 0.60 |
| Grade-3 | 9.54 | 1.59 | 0.28 | 816,468 | 3,522 | 0.43 |
| Grade-4 | 5.35 | 0.95 | 0.24 | 727,482 | 1,537 | 0.21 |
| Primary Total | 11.85 | 2.30 | 0.55 | 4,612,465 | 32,169 | 0.70 |
| Grade-5 | 9.93 | 1.68 | 0.29 | 459,553 | 1,609 | 0.35 |
| Grade-6 | 7.39 | 1.31 | 0.27 | 399,717 | 987 | 0.25 |
| Grade-7 | 6.35 | 3.88 | 1.45 | 358,306 | 6,478 | 1.81 |
| Grade-8 | 4.91 | 4.00 | 1.45 | 326,998 | 5,158 | 1.58 |
| Middle Total | 7.35 | 2.59 | 0.81 | 1,544,574 | 14,232 | 0.92 |
| Grade-9 | 11.33 | 6.58 | 3.67 | 279,298 | 10,473 | 3.75 |
| Grade-10 | 21.96 | 18.01 | 11.48 | 305,074 | 44,532 | 14.60 |
| High Sch. Total | 16.04 | 11.60 | 7.89 | 584,372 | 55,005 | 9.41 |
| Total | 11.06 | 3.11 | 1.26 | 6,741,411 | 101,406 | 1.50 |

Source: *Education Statistics* (each year), DEPT

The Education Statistics edited by DEPT does not contain a table on dropout rates. The Study Team estimated the number of dropouts in each Grade based on the existing statistical data on numbers of registered students (in the previous year and in the new year), the number of student who sit for the examination, the results of the examination and the repeater. The result of the estimate is shown in **Table 8**.

Table 8: Dropout Rate (1999/2000 Registered Students)

| | G10 | G9 | G8 | G7 | G6 | G5 | G4 | G3 | G2 | G1 | KG |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|
| Registered Student (1999.6) | 321,936 | 273,954 | 320,758 | 358,519 | 378,342 | 442,527 | 723,647 | 831,566 | 901,871 | 979,412 | 1,169,634 |
| Std. Sit for Exam. (2000.2) | 318,636 | 263,292 | 304,974 | 341,188 | 360,750 | 411,241 | 674,865 | 772,488 | 845,824 | 913,352 | 1,092,443 |
| Exam-passed Std. (2000.3) | 111,803 | 250,940 | 295,893 | 330,288 | 359,369 | 405,803 | 674,014 | 770,850 | 843,481 | 910,640 | 1,088,907 |
| Repeater (1999.6) | 36,976 | 10,051 | 4,661 | 5,181 | 1,039 | 1,286 | 1,726 | 2,306 | 3,789 | 5,400 | 12,109 |
| Dropout <1> <1>=(1) - (3) - (4) | 173,157 | 12,963 | 20,204 | 23,050 | 17,934 | 35,438 | 47,907 | 58,410 | 54,601 | 63,372 | 68,618 |
| Repeater (2000.6) | 44,532 | 10,473 | 5,158 | 6,478 | 987 | 1,609 | 1,537 | 3,522 | 5,483 | 6,789 | 14,838 |
| Registered Student (2000.6) | 305,074 | 279,298 | 326,998 | 358,306 | 399,717 | 459,553 | 727,482 | 816,468 | 906,736 | 940,192 | 1,221,587 |
| Dropout <2> <2>=(3)+(6) ¹ - (7) ¹ | | | 27,088 | 8,448 | 7,541 | 7,073 | 216,070 | 44,905 | 30,535 | 9,387 | 155,504 |
| Dropout Rate (%) (<1> + <2>)/(1) | | | 14.74 | 8.79 | 6.73 | 9.61 | 36.48 | 12.42 | 9.44 | 7.43 | 19.16 |

Note: Dropouts <1> are those who failed exam and did not repeat the same grade in the following year.

Dropouts <2> are those who passed examination but left the school.

Source: Study Team's estimates based on data in *Education Statistics* (each year), DEPT

The dropout rates are particularly high in Grade-4 (36.48%) and Kindergarten Grade (19.16%). The high dropout in Grade-4, i.e. students who give up being promoted from primary school to

middle school, is already indicated in **Table 5**, although the number of students who are promoted to middle school has substantially increased in the six-year period (see previous **Section 2.2 (3)**).

The dropout in Grade-KG indicates different problems. One is that there are under-age students in Grade-KG enrollment. They do not proceed to Grade-1 and, therefore, may be counted as a dropout. Another could be the language problem. The Study Team interviewed students of teacher training colleges whose mother tongues are not Burmese and asked whether they have been faced with language problems when they were in primary school. Their replies were mostly “yes” and particularly at their times of low grades in primary schools. The students in low grades’ at primary schools in border regions seem to be facing difficulties in understanding Burmese. The overloaded curriculum and the current form of teaching load might be another cause of the high dropout rate in lower Grades.

(5) Urban/Rural Disparities

One of the remaining issues to be addressed in Myanmar Basic Education is that of urban/rural differences. As is observed in **Tables 9 to 11**, there are many gaps in the educational structure between urban and rural areas.

Table 9: Number of Students per School (2001)

| State/Division | Primary School Level | | | Middle School Level | | | High School Level | | |
|-----------------------|----------------------|--------------|--------------|---------------------|--------------|--------------|-------------------|--------------|--------------|
| | Urban | Rural | Total | Urban | Rural | Total | Urban | Rural | Total |
| Kayin S. | 232.4 | 98.3 | 107.2 | 1,242.6 | 349.1 | 460.8 | 578.7 | 239.1 | 372.5 |
| Tanintharyi D. | 387.2 | 129.0 | 152.6 | 2,247.7 | 442.6 | 743.5 | 625.8 | 281.8 | 471.6 |
| Bago D. | 285.0 | 113.6 | 126.6 | 1,828.3 | 525.1 | 738.4 | 817.2 | 536.5 | 681.3 |
| Mon S. | 239.6 | 148.1 | 163.6 | 1,452.4 | 652.4 | 861.9 | 642.0 | 342.1 | 489.3 |
| Rakhine S. | 328.2 | 81.5 | 95.1 | 869.9 | 357.7 | 482.9 | 640.1 | 288.3 | 464.2 |
| Ayeyarwady D. | 237.7 | 105.3 | 113.8 | 1,636.5 | 446.1 | 609.8 | 722.2 | 443.8 | 585.8 |
| Lower Total | 272.3 | 107.5 | 120.0 | 1,501.7 | 462.8 | 644.0 | 707.7 | 399.4 | 554.0 |
| Kachin S. | 269.0 | 107.8 | 126.1 | 1,977.2 | 500.6 | 772.2 | 669.7 | 392.4 | 551.8 |
| Kayah S. | 306.0 | 63.6 | 81.5 | 718.2 | 229.4 | 358.8 | 505.8 | 228.5 | 455.4 |
| Chin S. | 170.2 | 62.0 | 66.4 | 1,087.6 | 237.4 | 308.3 | 544.2 | 134.3 | 356.3 |
| Sagaing D. | 315.0 | 130.7 | 141.6 | 2,476.7 | 515.5 | 731.2 | 834.6 | 443.8 | 660.4 |
| Magway D. | 285.5 | 106.0 | 115.6 | 1,718.0 | 474.9 | 664.1 | 870.9 | 393.5 | 652.7 |
| Mandalay D. | 403.1 | 129.9 | 157.7 | 2,306.3 | 619.8 | 1,001.1 | 1,042.6 | 497.8 | 828.5 |
| Shan S. | 386.7 | 68.8 | 92.8 | 1,153.6 | 300.7 | 557.8 | 386.9 | 276.5 | 357.6 |
| Upper Total | 345.5 | 104.6 | 122.4 | 1,726.7 | 456.3 | 700.6 | 733.3 | 394.7 | 602.7 |
| Yangon Total | 426.2 | 133.9 | 231.8 | 1,730.3 | 534.0 | 1,172.4 | 832.7 | 534.6 | 776.1 |
| Practicing Sch. | 329.4 | - | 329.4 | 320.8 | - | 320.8 | - | - | - |
| Total | 337.8 | 107.2 | 128.3 | 1,642.6 | 464.3 | 729.9 | 747.5 | 408.1 | 613.2 |
| Av. Std./Grade | 67.6 | 21.4 | 25.7 | 182.5 | 51.6 | 81.1 | 68.0 | 37.1 | 55.7 |

Source: Study Team’s calculation based on *Education Statistics (March 2001)*, DEPT

Major aspects of the gaps drawn from **Table 9** are as follows:

- 1) The number of students per school in primary schools in rural areas (107.2) is about one third compared with those in urban areas (337.5);
- 2) There exist huge differences in the school size among primary schools of states/divisions. The smallest in school size are of rural primary schools in such border states as Chin (62.0), Kayah (63.6), Shan (68.8) and Rakhine (81.5), while the largest are of urban primary schools in Divisions of Mandalay (403.1), Tanintharyi (387.2) and Yangon (337.8); and

- 3) The average student size per Grade of urban middle school (83.5) is far larger compared with urban/rural primary schools and rural middle and high schools.

Table 10: Number of Teachers per School (2001)

| State/Division | Primary School Level | | | Middle School Level | | | High School Level | | |
|-----------------|----------------------|-------|-------|---------------------|-------|-------|-------------------|-------|-------|
| | Urban | Rural | Total | Urban | Rural | Total | Urban | Rural | Total |
| Kayin S. | 8.2 | 2.9 | 3.2 | 41.3 | 9.0 | 13.0 | 16.5 | 10.2 | 12.7 |
| Tanintharyi D. | 9.8 | 2.6 | 3.2 | 71.5 | 9.8 | 20.1 | 17.1 | 10.5 | 14.1 |
| Bago D. | 11.2 | 3.9 | 4.5 | 81.5 | 18.2 | 28.5 | 20.6 | 14.8 | 17.8 |
| Mon S. | 10.8 | 4.8 | 5.8 | 73.0 | 20.5 | 34.2 | 19.0 | 12.1 | 15.5 |
| Rakhine S. | 14.1 | 2.8 | 3.4 | 31.2 | 12.0 | 16.7 | 18.0 | 10.0 | 14.0 |
| Ayeyarwady D. | 8.5 | 2.9 | 3.2 | 61.7 | 12.8 | 19.5 | 21.2 | 10.8 | 16.1 |
| Lower Total | 10.3 | 3.2 | 3.8 | 60.8 | 14.2 | 22.3 | 19.6 | 11.9 | 15.8 |
| Kachin S. | 6.5 | 2.4 | 2.9 | 47.4 | 11.0 | 17.7 | 14.5 | 9.4 | 12.3 |
| Kayah S. | 12.6 | 2.7 | 3.4 | 22.8 | 5.1 | 9.8 | 12.9 | 5.5 | 11.5 |
| Chin S. | 8.3 | 2.2 | 2.4 | 48.3 | 6.0 | 9.5 | 15.8 | 8.0 | 12.3 |
| Sagaing D. | 13.7 | 3.8 | 4.4 | 136.4 | 17.4 | 30.5 | 21.4 | 9.9 | 16.3 |
| Magway D. | 13.0 | 3.3 | 3.8 | 67.8 | 13.2 | 21.5 | 23.8 | 11.5 | 18.2 |
| Mandalay D. | 13.6 | 4.0 | 5.0 | 92.6 | 16.4 | 33.6 | 21.9 | 13.3 | 18.5 |
| Shan S. | 11.3 | 2.1 | 2.8 | 33.3 | 7.8 | 15.5 | 11.8 | 9.0 | 11.0 |
| Upper Total | 12.1 | 3.1 | 3.8 | 66.2 | 12.7 | 23.0 | 18.1 | 10.7 | 15.3 |
| Yangon Total | 13.7 | 4.0 | 7.3 | 67.2 | 15.9 | 43.3 | 22.8 | 10.2 | 20.4 |
| Practicing Sch. | 10.1 | - | 10.1 | 11.8 | - | 11.8 | - | - | - |
| Total | 11.9 | 3.2 | 4.0 | 64.2 | 13.6 | 25.0 | 19.6 | 11.2 | 16.3 |

Source: Study Team's calculation based on *Education Statistics* (March 2001), DEPT

From **Table 10**, we can observe the following phenomena:

- 4) The number of teachers in rural primary schools is 3.1 on average. The smallest are those in Chin State (2.1) and the largest in Mon State (4.3). Since primary schools consist of 5 Grades, this indicates that multi-grade classes are common in the rural primary schools all over the country; and
- 5) When taking into account various subjects to be studied at high schools, the high school student/teacher ratio, particularly in such state as Chin (5.9), Shan (6.2), Kayah (6.5) and other border states are very tight.

Suggestions from **Table 11** are as follows:

- 1) The student/teacher ratio in primary schools is not much different between states/divisions except urban/rural schools in Tanintharyi Division (39.4 and 49.9) and Kachin State (41.2 and 44.7), which are considerably in tight condition compared with primary schools in other states/divisions;
- 2) The student/teacher ratio in middle school is tight in several states/divisions. Kachin (41.7) in urban middle schools and Kachin (45.5), Tanintharyi (45.2) and Kayah (44.8) in rural middle schools; and
- 3) The student/teacher ratio in high schools is relatively high and tight compared with primary and middle schools. Since the numbers of students who want to proceed to high schools is rapidly increasing (see Table A1.6), the further strengthening in the training of high school teachers seems to be an urgent issue for improving Myanmar basic education.

Table 11: Number of Students per Teacher (2001)

| State/Division | Primary School Level | | | Middle School Level | | | High School Level | | |
|-----------------|----------------------|-------------|-------------|---------------------|-------------|-------------|-------------------|-------------|-------------|
| | Urban | Rural | Total | Urban | Rural | Total | Urban | Rural | Total |
| Kayin S. | 28.3 | 34.4 | 33.4 | 30.1 | 38.9 | 35.4 | 35.2 | 23.4 | 29.4 |
| Tanintharyi D. | 39.4 | 49.9 | 47.0 | 31.4 | 45.2 | 37.0 | 36.5 | 26.9 | 33.4 |
| Bago D. | 25.4 | 28.9 | 28.2 | 22.4 | 28.9 | 25.9 | 39.7 | 36.2 | 38.3 |
| Mon S. | 22.2 | 31.1 | 28.3 | 19.9 | 31.9 | 25.2 | 33.7 | 28.2 | 31.5 |
| Rakhine S. | 23.4 | 28.9 | 27.6 | 27.9 | 29.8 | 28.9 | 35.6 | 28.7 | 33.1 |
| Ayeyarwady D. | 28.0 | 36.7 | 35.2 | 26.5 | 34.9 | 31.3 | 34.1 | 41.2 | 36.4 |
| Lower Total | 26.3 | 33.1 | 31.7 | 24.7 | 32.6 | 28.8 | 36.1 | 33.7 | 35.2 |
| Kachin S. | 41.2 | 44.7 | 43.8 | 41.7 | 45.5 | 43.6 | 46.3 | 41.9 | 44.9 |
| Kayah S. | 24.3 | 23.6 | 23.8 | 31.5 | 44.8 | 36.6 | 39.2 | 41.5 | 39.4 |
| Chin S. | 20.6 | 28.4 | 27.3 | 22.5 | 39.7 | 32.4 | 34.3 | 16.8 | 29.1 |
| Sagaing D. | 22.9 | 34.2 | 32.1 | 18.2 | 29.6 | 24.0 | 39.1 | 44.7 | 40.6 |
| Magway D. | 22.0 | 32.2 | 30.4 | 25.4 | 35.9 | 30.9 | 36.6 | 34.1 | 35.9 |
| Mandalay D. | 29.5 | 32.3 | 31.5 | 24.9 | 37.7 | 29.8 | 47.5 | 37.6 | 44.7 |
| Shan S. | 34.2 | 33.4 | 33.6 | 34.7 | 38.4 | 36.0 | 32.9 | 30.6 | 32.4 |
| Upper Total | 28.5 | 33.2 | 32.1 | 26.1 | 35.9 | 30.5 | 40.4 | 36.8 | 39.4 |
| Yangon Total | 31.0 | 33.6 | 31.9 | 25.8 | 33.5 | 27.1 | 36.6 | 52.2 | 38.1 |
| Practicing Sch. | 32.7 | — | 32.7 | 27.2 | — | 27.2 | — | — | — |
| Total | 28.5 | 33.2 | 31.9 | 25.6 | 34.2 | 28.2 | 38.1 | 36.4 | 37.6 |

Source: Study Team's calculation based on *Education Statistics (March 2001)*, DEPT

3. Donor Assistance for Basic Education

The donor assistance to Myanmar basic education is currently limited to those from UNICEF and Japan. UNICEF's cooperation aims to transform the existing schools to child friendly schools. The Japanese government provides grass-root grant aids for building primary schools and providing teaching equipment. Some long-term and short-term education experts are also sent to upgrade the quality of basic education and to introduce new educational concepts and theories through JICA's technical cooperation schemes. Until recently, UNDP/UNESCO had also provided assistance to the education sector, but they have now phased out the education sector assistance and integrated the education into the wider concept of human development.

3.1 UNICEF

Until the end of UNICEF's last 5-year Cooperation Program, UNICEF has mainly assisted the Myanmar education sector through CAPS (1991-2000) and ACIS (1994-2000) Projects. But those two projects have now been phased out and their concepts have been integrated into the newly started CFS Project (2001-2005), which is now in operation. The SHAPE Project (1998-2005) has been conducted continuously from the last to current 5-year Cooperation Program period. The concept of it is also partly reflected in the CFS Project.

The CAPS and the ACIS programs have been designed to complement one another. Both projects emphasize data collection, target setting and monitoring at the school, cluster and/or township levels. The conceptual framework includes training, materials and institutional capacity-building at the national, township, cluster and school levels in order to improve the quality of education and to increase enrollment, retention and completion rates in primary schools. Raising community funds for school expenses and community participation are also an integral part of the Program.

(1) Continuous Assessment and Progression System Project (CAPS)

The project focused primarily on in-school factors in order to improve the quality of primary education, to increase the completion rates and to reduce the repetition. Decentralized teacher training emphasized teaching strategies that changed the teaching and learning process away from learning direct teacher instruction and promoted a more child-centered, activity-based learning, continuous assessment of student learning, and the development of critical thinking skills. Greater contact between parents and teachers was encouraged to mobilize community support for increasing school enrollment and completion rates.

The CAPS involved about 8,000 primary schools in 277 townships out of 324 townships in the country. In 67 of these townships, all rural schools participated in the program. In the remaining 210 townships, a selected number of primary schools (5~12 schools in selected townships) participated in the Project.

(2) All Children in School Project (ACIS)

The All Children in School (ACIS) Project focused on out-of-school factors addressing the high direct cost faced by families and communities in order to increase primary school enrollment. Community members and teachers participated in mobilization efforts to increase enrollment and retention among out-of-school youth from poor families. UNICEF incentives were targeted on students from the poorest families, supplementing community resources that would be redistributed in the form of fee exemptions and other forms of support. Parent Teacher Associations (PTAs) became focal points for community participation.

To further the objective of making primary education free for poor families and students, the Program has encouraged PTAs to develop income-generating schemes to subsidize poor children's participation in primary school. A number of successful cash-generating efforts were organized by communities, including peanut and fruit cultivation and fish farming. Cash generated in this ways have been directed towards support of poor students and hiring additional teachers.

The ACIS covered 81 townships and about 16,000 rural primary schools in Myanmar. In providing incentives to local communities, individual schools, families and students, the Program tried to reduce costs incurred to communities. All schools covered by ACIS received incentives in the form of latrine pans and blackboards, while teachers received teaching materials.

(3) School-based Healthy Living and HIV/AIDS Prevention Education Project (SHAPE)

This project aims to lay a sound foundation for the practice of healthy habits, to provide HIV/AIDS preventive knowledge and to promote the awareness that preventive health is more beneficial than curative health. To achieve those aims of the project, the DEPT approved the inclusion of a curriculum about healthy living and the prevention of HIV/AIDS for basic education. The textbooks and teacher's manuals for the curriculum have been printed and

distributed. Training on core trainers (70 people) at the central level and training of teachers (from 9,000 schools in 60 townships) have already been conducted.

(4) Child Friendly Schools Project (CFS)

The core project in the UNICEF's 2001-2005 Myanmar Cooperation Program is the Child Friendly Schools (CFS) Project. Based on the experience from CAPS and ACIS projects, UNICEF initiated the project taking into account:

- 1) Schools as a place where children, teachers, parents and the community work together,
- 2) Insufficiency of trained teachers, a high level of vacancies, particularly in rural areas, and multi-grade teaching being routine,
- 3) Participatory teaching methodologies to be new and unfamiliar to teachers,
- 4) Need for the development of teacher curriculum guides and the provision of these guides to every school, and
- 5) The limited availability of teaching materials.

The objectives of the CFS Project are as follows¹⁵:

- 1) Improve all schools in Area Focused Townships (AFTs) with at least 60 percent progressively becoming child-friendly,
- 2) Improve the learning outcomes of 30 percent of the primary school students in selected schools in the AFTs that have a high proportion of ethnic minority speakers, children with reading and writing difficulties and in multi-grade classes, and
- 3) Increase appropriate practices concerning life-skills, healthy living and HIV/AIDS prevention among students, teachers and community members involved in SHAPE.

Activities in the project consisted of three sub-projects, namely 1) improving the quality of primary education, 2) specialized teaching/learning needs, and 3) school-based healthy living and HIV/AIDS prevention education (SHAPE). The main target groups include primary and secondary school students, teachers, parents, communities and national and township education officers.

Concerning the improvement of education quality, teacher training places more emphasis on child-centered participatory teaching and learning methods. The support for community-based data collection systems, school-community collaboration, monitoring, evaluation and leadership training education, and supplies of basic office supplies and equipment to township education offices and selected school clusters in AFTs are also emphasized. The second sub-project, specializing in teaching/learning needs, addresses the teaching of multi-grades, remedial reading and writing based on the reality of children's lives. The third sub-project is SHAPE, which is now a co-curricular course taught in grades 2-9, and a community involvement component is considered particularly critical.

The coverage of the project is currently 40 townships with about 6,000 schools. But the

¹⁵ UNICEF, *Myanmar Cooperation Programme 2001-2005, Chapter 2*

project will cover 12,000 schools by the end of the current country cooperation program.

3.2 UNDP/UNESCO

Over the last ten years, UNDP/UNESCO have been one of the leading donors for the development of the Education Sector in Myanmar. For the period 1990-1993, the Education Sector Study was carried out and is still a reference document for understanding the background of the education sector in Myanmar. Since 1994, UNDP/UNESCO have engaged the Human Development Initiative in the areas of education/training, health, HIV/AIDS, environment and food security. In the area of education, the objectives of the project were as follows¹⁶:

- 1) To improve access to primary education for children, men and women of poor households:
 - increasing enrollment opportunities in primary education
 - providing new non-formal education opportunities
 - strengthening capabilities of local communities in their own educational development and
- 2) To promote quality in the learning process of both formal and non-formal education:
 - promoting human resources involved in education
 - providing suitable teaching/learning materials
 - devising innovative approaches to non-formal education
 - strengthening decentralized managerial capabilities.

The Human Resources Initiative covers 11 townships in Shan State, Dry Zone, and Delta Area. Under the Initiative, the following five projects are currently ongoing:

- 1) Construction of primary schools and community learning centers (CLCs),
- 2) Working out quality education at the primary level,
- 3) Early childhood care and development,
- 4) Developing non-formal education in community learning centers,
- 5) Income generating activities and
- 6) Education needs assessment for Rakhine State.

Numbers 1) through 5) of these projects are targeted to achieve the above objectives and their implementing partners are local communities, CLC Management Committees, PTAs and Township Education Offices. The last and sixth project is an education needs assessment in five townships of Rakhine State and has been implemented in cooperation with UNHCR and the European Commission.

¹⁶ UNESCO, *Education for the Poorest Communities*, 2001.

ANNEX 2: TEACHER DEMAND PROJECTION

Teacher demand projection is required to foresee the real needs of teacher education. The government of Myanmar (Department of Educational Planning and Training: DEPT) has conducted a teacher demand forecast for its 30-year plan of the education sector. The projection was completed for the period of AY 2001-2002 to the end of the Second Five Year Plan (AY 2010-2011), and is revised on a yearly basis. This document only discusses the demand projection of the primary school teachers with some suggestions.

1. Projection Model Currently Employed

Teacher demand is calculated by totalling the increment/decrease of teachers based on the needs and the number of teachers who leave the profession. When the number of students increases, the change in the number of teachers will be a positive figure, and vice versa. When the number of teachers who leave the profession increases, the teacher demand will increase. The projection structure employed by the DEPT consists of the following six steps shown in **Figure 1**.

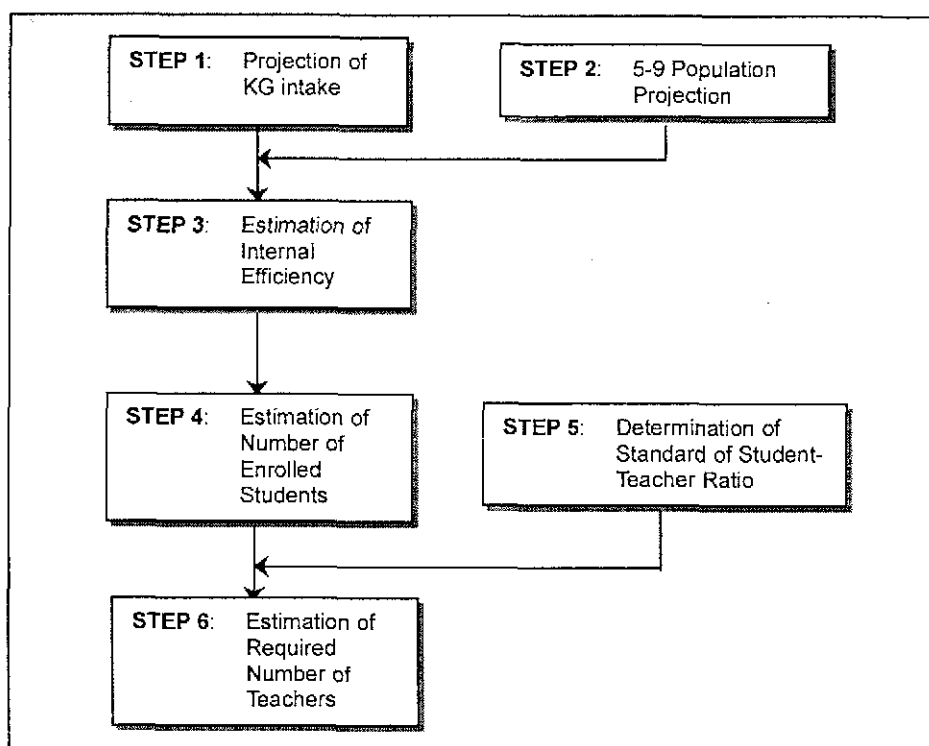


Figure 1: Flow of the Projection Model

2. Steps for Projection

2.1 STEP 1: Projection of KG Intake

The purpose of STEP 1 is to estimate the intake of KG, the first year of primary education. DEPT

collects the education data from State/Division Education Offices every year, which includes the number of KG enrollment. Using the KG enrollment data for students at the age of 5, 6, and 7, the total KG intake is calculated. The time series data of KG intake is employed to make a projection of the increment. Usually the average of the data in the most recent three to five years available is utilized, which is from a 1.8 % to 2 % yearly increment.

2.2 STEP 2: Projection of Primary School Age Population

The last population census was conducted in 1983, and this was used as the basis of the population projection carried out by the Ministry of Immigration and Population¹. The demographic statistics publicized by the Central Statistics Office (CSO) is based on the data from the Ministry of Immigration and Population. This population projection is used as a reference to ensure the validity of the enrollment data collected from the State/Division Education Office.

2.3 STEP 3: Estimation of Internal Efficiency

Step 3 is to calculate the internal efficiency using repetition rate and drop out rate for each grade. As shown in Table 1, there is significant fluctuation among the data for each year, therefore, the data of the recent few years are used to project the future repetition and dropout rate.

Table 1: Progression, Repetition, and Dropout Rate of Primary School Students

| Year | Rate | KG | G1 | G2 | G3 | G4 |
|---------|--------|-------|-------|-------|-------|-------|
| 1996/97 | P.Rate | 58.6% | 73.5% | 74.8% | 72.1% | 58.2% |
| | R.Rate | 14.3% | 12.2% | 10.1% | 8.8% | 5.0% |
| | D.Rate | 27.1% | 14.3% | 15.1% | 19.1% | 36.7% |
| 1997/98 | P.Rate | 73.5% | 89.9% | 90.8% | 88.4% | 65.2% |
| | R.Rate | 3.6% | 2.3% | 1.9% | 1.6% | 1.0% |
| | D.Rate | 22.9% | 7.8% | 7.3% | 9.9% | 33.8% |
| 1998/99 | P.Rate | 77.3% | 89.8% | 89.1% | 87.4% | 61.7% |
| | R.Rate | 1.0% | 0.5% | 0.4% | 0.3% | 0.2% |
| | D.Rate | 21.8% | 9.7% | 10.4% | 12.3% | 38.1% |
| 1999/00 | P.Rate | 81.3% | 93.5% | 92.3% | 89.8% | 63.6% |
| | R.Rate | 1.1% | 0.5% | 0.4% | 0.3% | 0.2% |
| | D.Rate | 17.6% | 6.0% | 7.3% | 9.9% | 36.2% |

Source: DEPT

2.4 STEP 4: Estimation of Number of Enrolled Students

STEP 4 forecasts the number of actual enrollment for primary education. It is calculated by applying the outcomes of STEP 1 (projected KG intake) to that of STEP 3 (estimation of internal efficiency). The projection result for STEP 3 is shown in Table 2.

¹ Ministry of Immigration and Population has the data based on registration of birth, death and migration.

Table 2: Enrollment Projection by Grade

| Year | KG | Grade I | Grade II | Grade III | Grade IV | Total |
|-----------|-----------|-----------|-----------|-----------|----------|-----------|
| 1998-99 | 1,251,942 | 994,525 | 924,711 | 821,813 | 711,402 | 4,704,393 |
| 1999-2000 | 1,224,382 | 993,087 | 907,650 | 843,009 | 737,342 | 4,705,470 |
| 2000-01 | 1,242,748 | 1,001,835 | 931,165 | 850,147 | 777,435 | 4,803,329 |
| 2001-02 | 1,260,146 | 1,029,290 | 939,367 | 872,178 | 784,017 | 4,884,992 |
| 2002-03 | 1,276,528 | 1,056,301 | 965,110 | 879,854 | 804,329 | 4,982,123 |
| 2003-04 | 1,291,846 | 1,082,799 | 990,438 | 903,967 | 811,414 | 5,080,463 |
| 2004-05 | 1,306,057 | 1,108,711 | 1,015,283 | 927,689 | 833,651 | 5,191,390 |
| 2005-06 | 1,319,117 | 1,133,967 | 1,039,579 | 950,960 | 855,528 | 5,299,152 |
| 2006-07 | 1,329,670 | 1,158,498 | 1,063,261 | 973,717 | 876,989 | 5,402,135 |
| 2007-08 | 1,337,648 | 1,181,063 | 1,086,262 | 995,899 | 897,976 | 5,498,847 |
| 2008-09 | 1,342,999 | 1,201,525 | 1,107,420 | 10,17,443 | 918,432 | 5,587,818 |
| 2009-10 | 1,345,685 | 1,219,762 | 1,126,606 | 1,037,260 | 938,300 | 5,667,613 |
| 2010-11 | 1,347,031 | 1,235,658 | 1,143,705 | 1,055,231 | 956,575 | 5,738,201 |

Source: DEPT

2.5 STEP 5: Determination of Standard of Student-Teacher Ratio

The maximum student-teacher ratio set by the government of Myanmar is 1:40. The aggregated data by state/division shows that only a few states/divisions (Tanintharyi Division and Kachin State) exceed this standard. The average student-teacher ratio in the whole nation is 1:31 as shown in Table 3. For projection purposes, 1:33 of teacher-student ratio was employed for the whole projection period.

Table 3: Enrollment, Number of Teachers, and Student-Teacher Ratio

| State/Division | Urban | | | Rural | | | Total | | |
|--------------------|------------------|---------------|-----------|------------------|----------------|-----------|------------------|----------------|-----------|
| | Enrolment | # of Teachers | S-T Ratio | Enrolment | # of Teachers | S-T Ratio | Enrolment | # of Teachers | S-T Ratio |
| Kayin S. | 17,495 | 615 | 28 | 99,948 | 2,894 | 35 | 117,443 | 3,509 | 33 |
| Tanintharyi D. | 34,717 | 886 | 39 | 118,470 | 2,505 | 47 | 153,187 | 3,391 | 45 |
| Bago D. East | 61,154 | 1,811 | 34 | 249,414 | 7,204 | 35 | 310,568 | 9,015 | 34 |
| Bago D. West | 29,555 | 1,552 | 19 | 169,460 | 7,238 | 23 | 199,015 | 8,790 | 23 |
| Mon S. | 50,804 | 2,099 | 24 | 154,151 | 4,678 | 33 | 204,955 | 6,777 | 30 |
| Rakhine S. | 38,326 | 1,995 | 19 | 189,656 | 6,723 | 28 | 227,982 | 8,718 | 26 |
| Ayeyarwady D. | 83,419 | 3,330 | 25 | 539,394 | 15,528 | 35 | 622,813 | 18,858 | 33 |
| Lower Myanmar | 315,470 | 12,288 | 26 | 1,520,493 | 46,770 | 33 | 1,835,963 | 59,058 | 31 |
| Kachin S. | 33,778 | 810 | 42 | 111,418 | 2,684 | 42 | 145,196 | 3,494 | 42 |
| Kayah S. | 7,550 | 311 | 24 | 18,842 | 852 | 22 | 26,392 | 1,163 | 23 |
| Chin S. | 9,113 | 348 | 26 | 56,424 | 2,356 | 24 | 65,537 | 2,704 | 24 |
| Sagaing D. | 70,228 | 2,975 | 24 | 478,782 | 14,153 | 34 | 549,010 | 17,128 | 32 |
| Magway D. | 55,819 | 2,407 | 23 | 369,824 | 11,423 | 32 | 425,643 | 13,830 | 31 |
| Mandalay D. | 182,311 | 6,005 | 30 | 480,150 | 14,994 | 32 | 662,461 | 20,999 | 32 |
| Shan S. North | 44,765 | 1,685 | 27 | 155,156 | 5,379 | 29 | 199,921 | 7,064 | 28 |
| Shan S. East | 13,520 | 374 | 36 | 24,898 | 1,139 | 22 | 38,418 | 1,513 | 25 |
| Shan S. South | 43,878 | 1,374 | 32 | 98,675 | 3,165 | 31 | 140,553 | 4,539 | 31 |
| Upper Myanmar | 460,962 | 16,289 | 28 | 1,792,169 | 56,145 | 32 | 2,253,131 | 72,434 | 31 |
| Yangon D. | 315,414 | 10,688 | 30 | 197,187 | 5,938 | 33 | 512,601 | 16,626 | 31 |
| Practicing School | 4,435 | 136 | 33 | 0 | 0 | 0 | 4,435 | 136 | 33 |
| Union Total | 1,096,281 | 39,401 | 28 | 3,509,849 | 108,853 | 27 | 4,606,130 | 148,254 | 31 |

Source: *Education Statistics (March 2000)*, Department of Educational Planning and Training, Ministry of Education

2.6 STEP 6: Estimation of Required Number of Teachers

In STEP 6, a number of teachers required in each year is calculated, using the enrollment projection (result of STEP 4) and the target student-teacher ratio (STEP 5). The result is

shown in **Table 4**.

Table 4: Projected Required Number of Primary School Teachers

| Year | Number of Teachers |
|---------|--------------------|
| 1998/99 | 141,132 |
| 1999/00 | 141,164 |
| 2000/01 | 147,489 |
| 2001/02 | 146,550 |
| 2002/03 | 149,464 |
| 2003/04 | 152,414 |
| 2004/05 | 155,742 |
| 2005/06 | 158,975 |
| 2006/07 | 162,064 |
| 2007/08 | 164,965 |
| 2008/09 | 167,635 |
| 2009/10 | 170,028 |
| 2010/11 | 172,146 |

Source: DEPT

3. Findings and Implications

3.1 Assumption and Consideration

Theoretically, teacher demand is projected using the model described in **Figure 2**. It has nine steps:

- 1) Step 1: Projection of school-age population,
- 2) Step 2: Projection of enrollment rate,
- 3) Step 3: Projection of number enrolled students, using the results of Step 1 and Step 2,
- 4) Step 4: Determination of standard of teacher-student ratio,
- 5) Step 5: Estimation of required number of teachers, using the results of Step 3 and Step 4,
- 6) Step 6: Estimation of the number of teachers by age group,
- 7) Step 7: Estimation of the number of teachers who leave the profession before retirement,
- 8) Step 8: Projection of teacher attrition rate using the results of Step 6 and Step 7, and
- 9) Step 9: Projection of teacher demand using the results of Step 5 and Step 8.

Nonetheless there are the following considerations to make in interpreting the available data in order to make the projection more feasible; one is the data limitation, and the other is the policy changes that affected educational achievement of this country.

1) The population census has not been conducted since 1983. Therefore, the estimated population of age 5-9 may have substantial discrepancy from the real figure. Currently, data collected from State/Division Education Office is used for the basis of the projection, and the estimated population is used as a reference.

2) During 1988-1989, all schools were closed down due to political turmoil, and the following year (AY 1989-1990) received two cohorts of new KG intake. For ten years since that year, two cohorts appeared in the school statistics, which made the data show the

an irregular tendency.

3) The system of student assessment changed in that the chapter-end exam took the place of the year-end exam in 1991. In 1998, the chapter-end exam for kindergarten level was abolished. These policies positively affected to reduce the dropouts and repeaters, which made it difficult to withdraw a feasible estimation of enrollment increases.

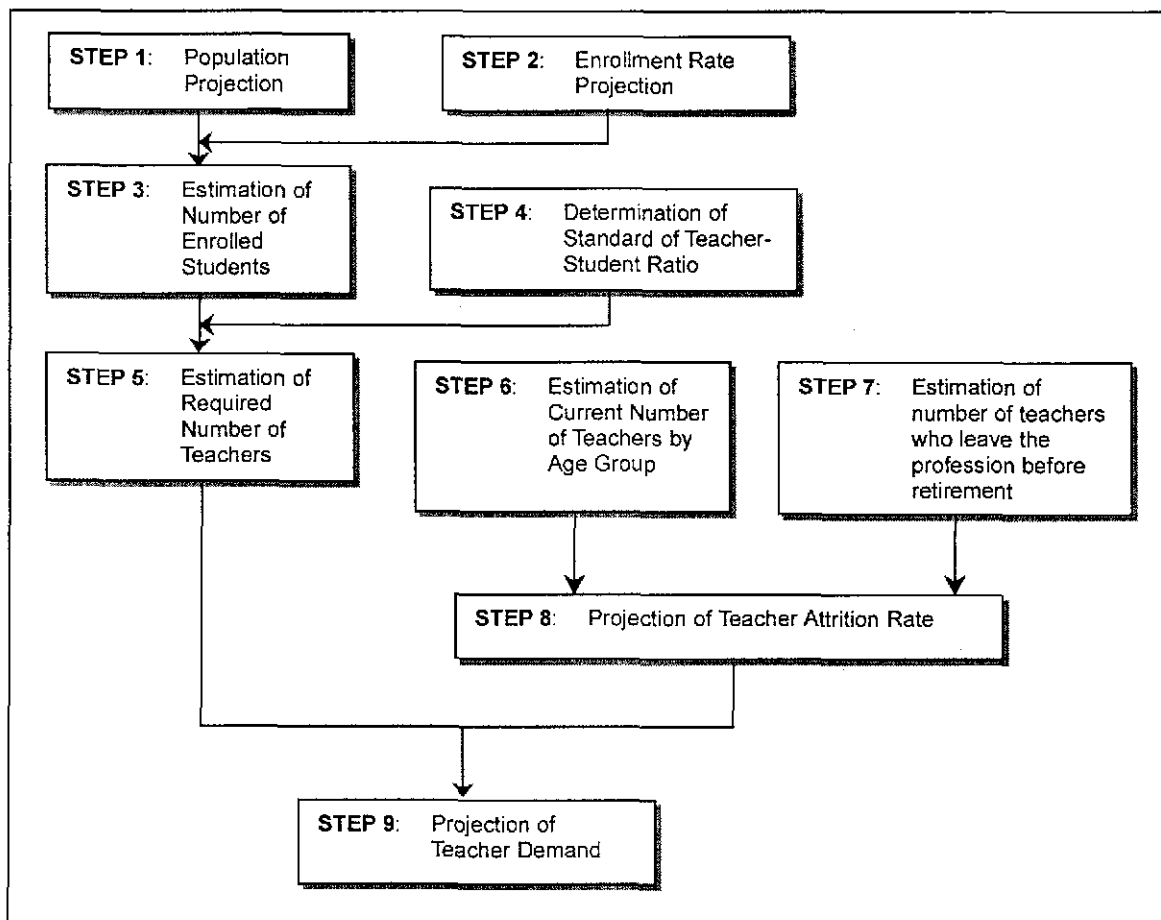


Figure 2: Theoretical Model of Teacher Demand Projection

3.2 Teacher Attrition Rate

Table 4 above shows how many teachers should be ready each year of the next ten years. In order to determine how many teachers should be newly trained for the future, the attrition rate needs to be taken into consideration as well, for the more teachers that retire or leave their position, the bigger the teacher demand will be. In Myanmar, there is a tendency that teachers always look for a position at a higher level of education. For example, after several years of service in primary schools, teachers try to move to middle schools, and later to high schools, taking necessary in-service training courses. Currently DEPT estimates the attrition rate of primary school teachers (including transfer to other levels of schools) as 4%. This data should be incorporated into the demand projection to see the real needs of the training.

As of March 2000, the number of primary teachers is 148,254. The training capacity of education colleges for primary school teachers (Cert. Ed) can be estimated from the total enrollment of education colleges. The data for AY 2000-2001 is shown in **Table 5**.

Table 5: Total Enrollment of Education Colleges (Year 2000/2001)

| No. | Name | Level | Pre-Service First Year | | |
|----------------------|-------------|-------|------------------------|--------------|--------------|
| | | | Male | Female | Total |
| 1 | Yankin | 1 | 264 | | 264 |
| 2 | Madalay | 1 | 211 | | 211 |
| 3 | Mawlamyaing | 1 | | 100 | 100 |
| 4 | Pathein | 1 | | 90 | 90 |
| 5 | Taungoo | 1 | | 77 | 77 |
| Level 1 Total | | | 475 | 267 | 742 |
| 6 | Kyaukphyu | 2 | | 175 | 175 |
| 7 | Sagaing | 2 | | 235 | 235 |
| 8 | Taunggyi | 2 | | 302 | 302 |
| 9 | Pakokku | 2 | | 283 | 283 |
| 10 | Pyay | 2 | | 239 | 239 |
| 11 | Bogalay | 2 | | 183 | 183 |
| 12 | Pa-an | 2 | | 149 | 149 |
| 13 | Magwe | 2 | | 300 | 300 |
| 14 | Monywa | 2 | | 266 | 266 |
| 15 | Myitkyina | 2 | | 280 | 280 |
| 16 | Myaungmya | 2 | | 183 | 183 |
| 17 | Meikhtila | 2 | | 355 | 355 |
| 18 | Hlegu | 2 | | 209 | 209 |
| 19 | Thingunyun | 2 | | 259 | 259 |
| Level 2 Total | | | 0 | 3,418 | 3,418 |
| Grand Total | | | 475 | 3,685 | 4,160 |

When we take the figure of 4,500 as the yearly increment of newly trained primary school teachers, and apply 4% of attrition rate, the shortage of teachers in the future is quite acute.

Table 6: Required Number of Teachers and Estimated Available Number of Teachers

| Year | Required Number of Teachers (1) | Estimated Available Number of Teachers (2) |
|---------|---------------------------------|--|
| 1999/00 | 141,164 | 148,254 |
| 2000/01 | 147,489 | 146,644 |
| 2001/02 | 146,550 | 145,098 |
| 2002/03 | 149,464 | 143,614 |
| 2003/04 | 152,414 | 142,190 |
| 2004/05 | 155,742 | 140,822 |
| 2005/06 | 158,975 | 139,509 |
| 2006/07 | 162,064 | 138,249 |
| 2007/08 | 164,965 | 137,039 |
| 2008/09 | 167,635 | 135,877 |
| 2009/10 | 170,028 | 134,762 |
| 2010/11 | 172,146 | 133,692 |

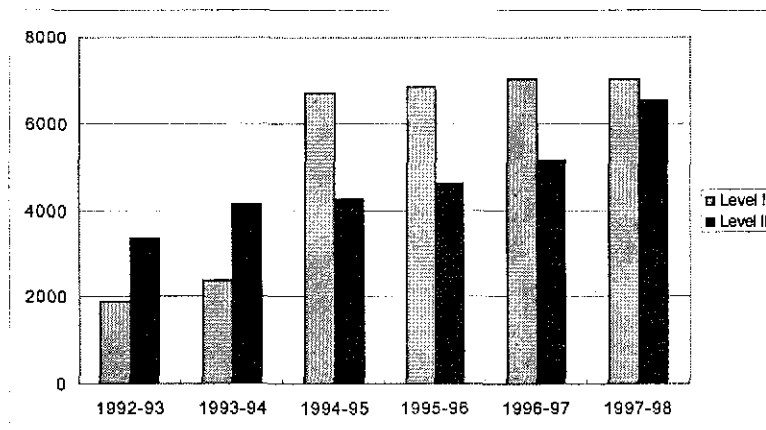
Source: (1): DEPT Estimate

(2): Calculated based on the following assumptions

Teachers newly trained every year = 4,500

Teacher attrition rate = 4%

In addition, the number of teachers by each age bracket needs to be estimated to see the longer-term teacher demand. **Figure 3** shows the number of total graduates of COE Level I and Level II between AY1992-93 to AY 1997-98. During these six years, the number varied quite substantially, and it can be well assumed that in the future, the retirement of these people will considerably affect the demand of teachers.



Source: CSO, *Statistical Yearbook 2000*

Figure 3: Changes in the Number of Graduates of Education Colleges

3.3 Regional Data

Another issue to be considered is how to incorporate the regional disparities into the teacher demand projection and planning of teacher education. Myanmar has a wide regional variety in enrollment, the availability of teachers, and the capacity of education colleges. As already stated in the previous chapter, training and assignment of the teachers in the respective state/division ensures the efficiency of the teacher education system that is closely linked to regional needs. In this regard, teacher demand projection by state/division will be required.

3.4 Need for Long Term Projection

The current model of teacher demand forecast is mainly based on the past trend of student enrollment and student-teacher ratios. The 30-year long-term plan that was approved in May 2001 discusses the introduction of compulsory primary education at the beginning of the first five-year plan and the efforts are to be continued throughout the 30-year plan². The target of enrollment rate and student-teacher ratio to achieve the goals of the plan may need to be incorporated in the demand forecast.

² Ministry of Education, *Presentation of Ministry of Education for 30 Year Long Term Plan (Basic Education Sector)*

ANNEX 3: CHILD-CENTERED APPROACH (CCA) WORKSHOPS

Child-Centered Approach (CCA) Workshop was held many times and in various places during the study period. The first CCA Workshop was organized in the first phase. This workshop aimed mainly at introducing the CCA practice to Myanmar counterparts. This workshop, therefore, was planned to demonstrate lessons of General Studies, Basic Science and Social Studies utilizing CCA approach. This type of workshop, demonstrating the real lessons by local primary school teachers, was the first experience for most Myanmar counterparts. Since then, the JICA Study Team received many requests from various educational institutions and schools to hold such workshops in their places. At the same time, the Ministry of Education in Myanmar also started to realize the importance of CCA workshop in disseminating the CCA concept nationwide.

From the second phase, the JICA Study Team began to include the activities for extension of CCA seriously, besides creating new Teacher's Guides. The JICA Study Team targeted three places and conducted CCA workshops there; Yangon, Mandalay and Taunggyi, which are strategically important for Myanmar education. These workshops were useful in introducing the concept of CCA to the education-concerned people in those areas, and at the same time they provided our counterparts (the working group members) with precious training opportunities.

In the third phase, the JICA Study Team organized CCA workshops more systematically by holding the workshops at the Education Colleges, covering teacher educators and trainees of all 19 Education Colleges, local primary school teachers, and educational administrators as much as possible. The workshops in this phase are characterized by the word, "ownership." Although the outline of the program was prepared by the JICA Study Team, the two-day workshops were conducted mainly by the Myanmar working group members. The working group members already fully digested the concept of CCA under Myanmar's context and used their own language to present it. Most participants gave us positive comments about the workshops and answered in the questionnaire that they understood the CCA well and wanted to apply it in their schools.

1. CCA Workshop in Phase 1

The first CCA workshop was conducted at the Yankin Education College on July 30-August 2, 2001. To introduce the concept of CCA to local people, the JICA Study Team prepared demonstration lessons during this period. Prior to the workshop, the Team set up a three-day training session for the local primary school teachers who acted as demonstrators of the lessons.

Participants were mainly governmental officers, teacher educators and primary school teachers who were based in the Yangon area.

1.1 Objectives of Workshop

Although MBESS was designed to help Myanmar counterparts introduce CCA lessons, they were not given an opportunity to understand what CCA lessons are at the beginning of the Study. The JICA Study Team considered it important to give them a chance to observe real lessons and find out by themselves why they are important in Myanmar education. Therefore, this workshop was a trial for the Team to share our knowledge and to establish common understandings. The objectives of this workshop were as follows;

- (1) To withdraw teacher's real needs in order to support child-centered (activity-oriented¹) approach by observing demonstration lessons,
- (1) To see the applicability of child-centered (activity-oriented) approach in the actual classroom setting, and
- (1) To develop an action plan for child-centered (activity-oriented) approach.

1.2 Program of Workshop

The workshop was conducted for four days; July 30 to August 2, 2001. Prior to this, the training session was scheduled for three days; from July 26 to July 28, 2001. The main agenda was as follows:

I. Training Session for Demonstrators (July 26-28, 2001)

Eight demonstrators were trained for the presentation of demonstration lessons. Each subject consisted of 4 to 6 teachers including demonstrators and supporting teachers, who mainly came from the Yankin Education College Practicing School (YECPS).

II. CCA Workshop (July 30-August 2, 2001)

This workshop was divided into two parts: the session for demonstration and the session for discussion. In the first two days, the demonstration lessons were presented; three lessons for General Studies, two for Basic Science, and another three for Social Studies. In the last two days, the JICA Study Team introduced CCA practices in two other countries: Japan and Netherlands. In addition, the discussion session of CCA and the session for developing action plans were planned.

(1) Demonstration Session (July 30-31)

- Demonstration lesson for General Studies by KG
- Demonstration lesson for General Studies by G1
- Demonstration lesson for General Studies by G2
- Demonstration lesson for Basic Science by G3
- Demonstration lesson for Basic Science by G4
- Demonstration lesson for Social Studies by G4

¹ In the first phase, the JICA Study Team used the word, "activity-oriented" approach, which is commonly used in Myanmar basic education. However, only "child-centered approach" was used after the first phase, because the word, "activity-oriented" creates the misunderstanding that lessons must include activities and that any lessons that include activities are child-centered.

- Demonstration lesson for Social Studies (1) by G4
- Demonstration lesson for Social Studies (2) by G4

(2) Discussion Session (August 1-2)

- Evaluation of demonstration lessons
- Presentation of CCA experience in other countries
- Discussion on the concept of CCA in Myanmar
- Development of action plans

2. CCA Workshops in Phase 2

In the second phase, CCA workshops were held in Mandalay, Taunggyi and Yangon, on 21-22 January, 24-25 January, and 4-5 February, 2002, respectively. Since October 2001, the pilot lessons were prepared by the working group members and implemented by the designated teachers of YECPS. The workshops were planned as a step to introduce the pilot lessons to the educational personnel and to provide them with information of CCA.

Participants were governmental staff from Ministry of Education and local offices, teacher educators and primary school teachers.

2.1 Objectives of Workshops

The main objectives of the workshops were:

- (1) To introduce CCA to education-concerned people and to promote their understanding of CCA,

CCA is still a new approach in Myanmar though it was first formally introduced in the Myanmar's educational sector in 1991. Up to now, CCA has rarely been implemented in the current schools and colleges in Myanmar. The workshop played an important role to provide people with a good opportunity of understanding CCA.

- (2) To confirm the improvement of the designated teachers' (teachers conducting pilot lessons) capability and to motivate them implementing CCA in the future,

In the second phase, the working groups were formed by three subjects and tried to create new lesson plans for CCA. Such designated teachers (mainly YECPS teachers) have implemented new lesson plans in their classes everyday since November, 2001. During these daily practices, their capability and ability for teaching were rather improved. These personnel will be responsible for the future Myanmar education as resource persons and be highly expected to improve the current teaching practices and to spread CCA. The workshops thus give these future resource persons incentives to their future works and confidence for implementing CCA.

- (3) To expose education-concerned people in local areas to CCA and to take an important step to spread it nationwide.

In the first phase, the first CCA workshop was held only in Yangon. After this workshop,

strong requests came from many different local regions to hold such workshops in their areas. Due to the geographically large size of the country and the poor condition of transportation in rural areas, it is rather difficult for people living far away from Yangon to participate in the workshop held in the capital city. In consideration of such situations, the JICA Study Team organized workshops in Mandalay and Taunggyi as well as Yangon, in order for the convenience of the local people and to enable many people to have the same opportunity as in Yangon.

2.2 Program of Workshops

Formal CCA Workshops

The JICA Study Team held three CCA workshops formally under the cooperation with DEPT. These workshops were conducted by all members of the JICA Study Team and the working groups in the major cities: Yangon, Mandalay and Taunggyi. The schedule and participants are shown in **Table 1**.

Table 1: Formal CCA Workshops

| Name of Workshop | Date | Place | Participants |
|-------------------|--------------------|--------------------------------------|--|
| Yangon Workshop | 4-5 February 2002 | Yankin Education College, Yangon | 217 Governmental officer Professor of University Teacher's educator of Education College Primary school headmaster/headmistress Primary school teacher Primary school students |
| Mandalay Workshop | 21-22 January 2002 | Mandalay Education College, Mandalay | 185 Governmental officer Teacher's educator of Education College Primary school headmaster/headmistress Primary school teacher Primary school students |
| Taunggyi Workshop | 24-25 January 2002 | Taunggyi Education College, Taunggyi | 219 Governmental officer Teacher's educator of Education College Primary school headmaster/headmistress Primary school teacher Primary school student Trainee of Education College |

Main Programs

- Demonstration Lessons
General Studies,
Basic Science,
Social Studies, and
Science Experiment
- Panel Discussion "What's CCA?"
- Group Discussion by Subject and Component
- Need Analysis by using New Participatory Method (NPA)

Small CCA Workshops

Besides the formal CCA Workshops, the JICA Study Team also organized several small workshops, which were conducted by a single JICA member and a few working group members. These workshops were mainly held in rural areas where people have not been exposed to any

supports from the international donors because of lack of transportation which has caused isolation from the other areas. Places and dates are as follows:

Main Programs

- Demonstration Lesson (General Studies or Social Studies)
- Discussion of CCA
- Group work

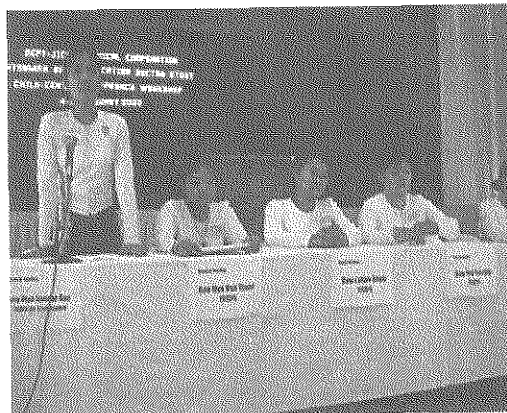
Table 2: Small CCA Workshops

| Name of Workshop | Date | Place | Participants |
|-------------------------------------|------------------|---|--|
| Pakkoku Workshop | 11 February 2002 | Pakkoku Education College, Magway | 92 Governmental officer Teacher's educator of Education College Primary school headmaster/headmistress Primary school teacher Primary school student Trainee of Education College |
| Mrauk U Workshop | 20 February 2002 | Local primary school, Mrauk U, Rakhine | 45 Governmental officer Primary school headmaster/headmistress Primary school teacher Primary school students |
| Sittwe Workshop | 22 February 2002 | Local high school, Sittwe, Rakhine | 50 Governmental officer Primary school headmaster/headmistress Primary school teacher Primary school student |
| Thingungyun Workshop | 4 March 2002 | Thingungyun Education College, Yangon | 350 Teacher's educator of Education College Trainee of Education College |
| Pa-an Workshop | 5 March 2002 | Local primary school, Pa-an, Mon | 40 Primary school headmaster/headmistress Primary school teacher Primary school student |
| Mawlamyine Workshop | 6 March 2002 | Local primary school, Mawlamyine, Mon | 50 Primary school headmaster/headmistress Primary school teacher Primary school student |
| Science Experiment Workshop | 7-8 March 2002 | Yankin Education College, Yangon | 37 Governmental officer Teacher's educator of Education College Primary school headmaster/headmistress Primary school teacher |
| Kyaukphyu Workshop | 11-14 March 2002 | Kyaukphyu Education College, Kyaukphyu, Rakhine | 230 Governmental officer Teacher's educator of Education College Primary school headmaster/headmistress Primary school teacher Primary school student Trainee of Education College |
| Kyaukphyu Workshop | 15 March 2002 | Local primary school, Kyaukphyu, Rakhine | 250 Governmental officer Primary school headmaster/headmistress Primary school teacher Primary school student |
| Yankin Workshop for Trainees | 14-15 March 2002 | Yankin Education College, Yangon | 900 Teacher's educator of Education College Trainee of Education College |

Demonstration Lesson (Yangon)



Panel Discussion (Yangon)



NPM Activities (Yangon)



Exhibition of Materials (Yangon)



Group Work (Mandalay)



Question & Answer (Taunggyi)



3. CCA Workshops in Phase 3

JICA Study Team conducted ten CCA Workshops in the third phase: Toungoo, Pyay, Mandalay, Meikhtila, Pathein, Taunggyi, Mawlamyaing, Magway, Pakokku and Yangon². These CCA workshops covered the most major areas where the Education Colleges are located. These workshops invited governmental officers, teacher educators in the Education Colleges, headmasters and headmistresses in primary schools, and local primary school teachers. The total number of participants in these workshops reached 1,100.

The characteristic of these workshops was to be conducted by the newly created "Mobile Training Teams," which are based on the working groups of General Studies, Basic Science, Social Studies and another working group for Teacher Education. Four mobile training teams, each of which consists of 10 to 13 members, were organized and each visited two or three places to hold the workshops.

3.1 Objectives of Workshops

The main objectives of the workshop in this phase were:

- (1) To extend the concept of CCA and newly created CCA lessons

Since the second phase, the JICA Study Team has developed new lesson plans in cooperation with the working groups. In the workshop, the concept of CCA was presented to let participants understand what CCA is, and the new lesson plans were discussed. During this time, the issues of "What is CCA lesson?" "How is a CCA lesson made?" and "How is a CCA lesson implemented?" are discussed.

- (2) To extend the concept of Learner-Centered Approach (LCA) for Education Colleges

This issue was tackled for first time as the main objective in the workshop. In the second phase, this issue was also touched as a part of the group session. However, the workshop at the third phase dealt with this issue seriously by using the main part of the program. Targeting teacher educators at the Education Colleges, the participants discuss thoroughly the concept of LCA.

- (3) To train the working group members (CCA resource teachers) to hold CCA workshops

This objective is the main characteristic at this phase. Since the project started, the working group members have intensively worked with the JICA Study Team and have understood the concept of CCA. To give them initiative to do the workshop, detailed activities were created and conducted by the working group members, though the main schedule was provided by the JICA Study Team. This chance will be good for them to conduct such workshops by themselves as resource persons in the future.

² CCA Workshop in Yangon, held on 30-31 July, 2002, is called "Seminar for Technical Transfer," in accordance with the contract between JICA Tokyo Headquarters and MBESS Team. However, there is no difference between CCA workshops in nine places and the Seminar for Technical Transfer in Yangon, beside minor changes in the program and the number of the participants.

3.2 Program of Workshops

JICA Study Team organized ten CCA workshops between June 24 and July 31, 2002. The workshops were conducted with all participants together on the first day. On the second day, two different sessions, one is the session for primary teachers and another is for teacher educators, were prepared and the participants separately joined one of the sessions.

The main agenda of the workshops is as follows:

Main Programs

- Demonstration Lessons or Video Lessons
General Studies,
Basic Science, and
Social Studies
- Discussion “What’s CCA?”

Session for Primary Teacher

- Discussion “How do we make CCA lesson?”
- Discussion “How do we implement CCA lesson?”
- Discussion by Subjects (General Studies, Basic Science and Social Studies)

Session for Teacher Educator

- Video Lessons for Model Lectures
- Discussion “How do we develop LCA lesson?”
- Group Discussion by Subjects

Table 3: CCA Workshops and Seminar for Technical Transfer

| Name of Workshop | Date | Place | Participants |
|--|-----------------|---|--|
| Yangon Workshop (Seminar for Technical Transfer) | 30-31 July 2002 | Yankin Education College, Yangon | Number of the participants (208) Governmental officer (DEPT and DBE) Researcher (MERB) Professor (IOE) Local governmental officer (TEO/ATEO) Teacher educator of Education College Primary school headmaster/headmistress Primary school teacher |
| Toungoo Workshop | 24-25 June 2002 | Taungoo Education College, Bago | Number of the participants (102) Teacher educator of Education College Primary school headmaster/headmistress Primary school teacher |
| Pyay Workshop | 1-2 July 2002 | Yankin Education College, Bago | Number of the participants (92) Governmental officer Teacher's educator of Education College Primary school headmaster/headmistress Primary school teacher Primary school student Trainee of Education College |
| Mandalay Workshop | 1-21 July 2002 | Mandalay Education College, Mandalay | Number of the participants (112) Governmental officer (DEO) Local governmental officer (TEO/ATEO) Teacher educator of Education College Primary school headmaster/headmistress Primary school teacher |
| Meikhlia Workshop | 4-5 July 2002 | Meikhlia Education College, Mandalay | Number of the participants (88) Local governmental officer (TEO/ATEO) Teacher educator of Education College Primary school headmaster/headmistress Primary school teacher |
| Pathein Workshop | 24-25 June 2002 | Pathein Education College, Ayeerwady | Number of the participants (130) Governmental officer (DEO) Local governmental officer (TEO/ATEO) Teacher educator of Education College Primary school headmaster/headmistress Primary school teacher |
| Taunggyi Workshop | 1-2 July 2002 | Taunggyi Education College, Shan | Number of the participants (79) Governmental officer (SEO) Local governmental officer (TEO/ATEO) Teacher's educator of Education College Primary school headmaster/headmistress Primary school teacher |
| Mawlamyine Workshop | 24-25 June 2002 | Mawlamyine Education College, Mon | Number of the participants (112) Governmental officer (SEO) Local governmental officer (TEO/ATEO) Teacher educator of Education College Primary school headmaster/headmistress Primary school teacher |
| Magway Workshop | 8-9 July 2002 | Magway Education College, Magway | Number of the participants (90) Governmental officer (DEO) Local governmental officer (TEO/ATEO) Teacher educator of Education College Primary school headmaster/headmistress Primary school teacher |
| Pakokku Workshop | 11-12 July 2002 | Pakokku Education College, Magway | Number of the participants (87) Teacher educator of Education College Primary school headmaster/headmistress Primary school teacher |

* Trainees in the Education Colleges also joined in the CCA Workshop as observers. The number of the participants, however, does not include these trainees.