

# Teachers' Voice

What education reforms does

# Myanmar need?



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STIFTUNG FÜR DIE FREIHEIT

A report  
by  
**Myanmar Egress**  
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Teachers' voice

# **Teachers' voice – what education reforms does Myanmar need?**

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**A report by Myanmar Egress**

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# 1 Executive Summary

## 1.1 Objectives

The purpose of this research project was to focus on what teachers in Myanmar had to say about the current state of education and what education reforms they felt were needed. This is particularly salient in light of the recent reform process that was engendered after the 2010 elections, and the currently ongoing Comprehensive Education Sector Review (CESR) that was started in the summer of 2012.

## 1.2 Methodology

Data was collected in 19 schools (most were government schools, but there were a few monastic and 2 private schools) in the Yangon Region<sup>1</sup> between June and September 2012. Of these 4 were primary, 7 were middle and 8 were high schools. Surveys were conducted with 308 teachers (out of 443 working in these schools). Follow-on in depth focus groups with 84 teachers and interviews with 16 head teachers were conducted so as to get a comprehensive view on issues ranging from the curriculum, the exam system and teacher salaries to teacher training and teaching methods. Schools were purposively chosen so as to reflect the diversity of education institutions. Schools that agreed to take part were urban and sub urban; based in middle class and poor areas.

## 1.3 Main findings

The main findings of the research showed deep incompatibility between CCA (which is official Myanmar Education policy) and the exam system. The all pass system means that teachers are under time pressure to get through the curriculum and the lack of space and time reduces their ability to use the CCA method. Capacity constraints both infrastructural and curriculum related were the second issue with oversized class room, leading to teaching attention deficit and rote learning methods, and a profession that needed increased professional pride and modernisation.

In addition teachers need better training, a clearer career path and salary increases, so as to make the profession more attractive and so the necessary numbers of teachers can be recruited to deal with the large student teacher ratios.

It was found that the leadership of head teachers is key in making schools successful and that head teachers felt they needed more government support.

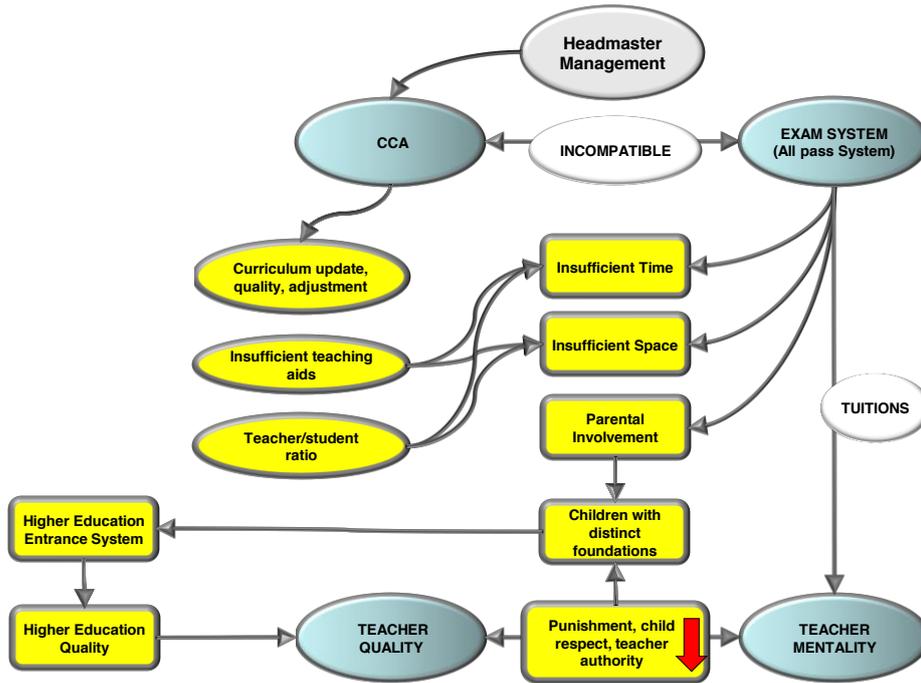
Language issues need to be sorted out – for example the teaching of English does not focus enough on speaking (focus is on reading). There are gaps for students who have to study in English at a later stage.

The diagram below summarises the findings:

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<sup>1</sup>There was not enough funding for the research team to collect data outside of Yangon.

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### 1.4 Recommendations for reform

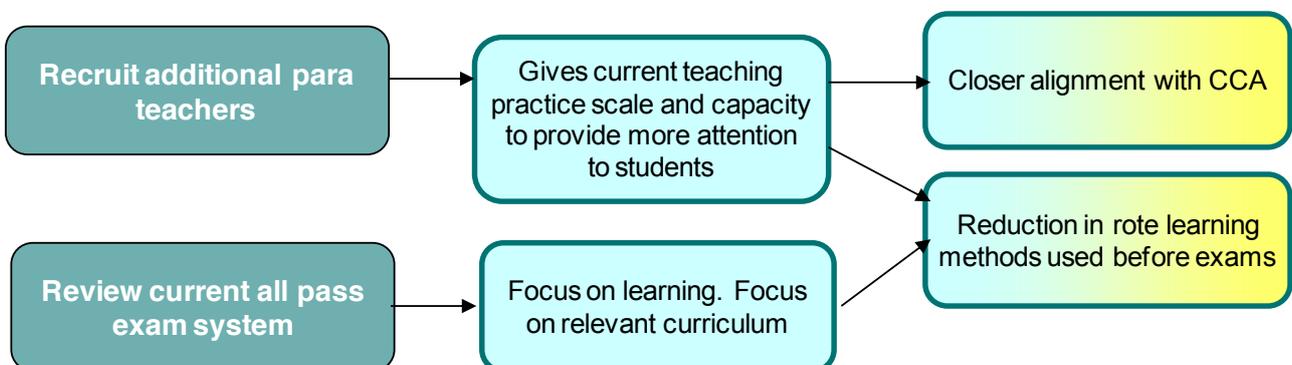
The recommendations have been clubbed as

- Tactical: need to start now, creates oxygen for future reform
- Professional: on-going incremental development of the teaching community
- Strategic: medium to long term recommendations to modernise education

The sequence of how these are tackled is really important as Myanmar Education needs to create the platform first to modernise

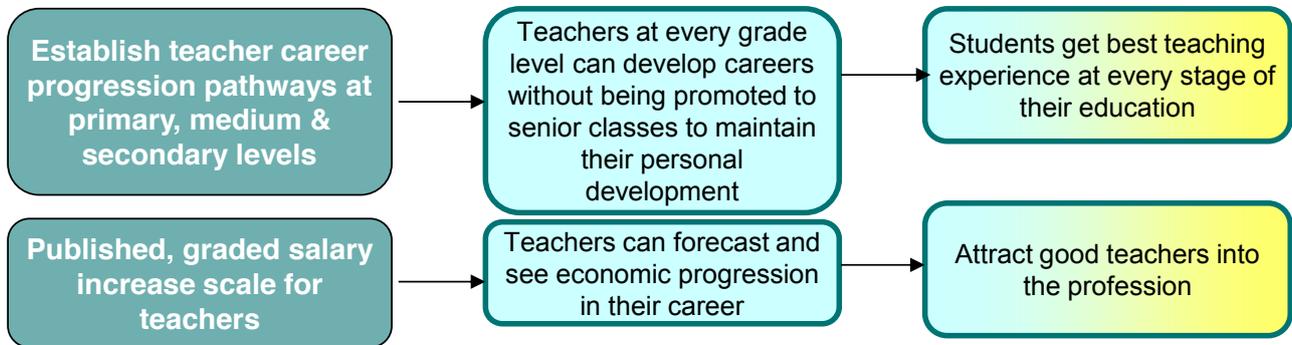
#### 1.4.1 Tactical recommendations:

These recommendations alleviate immediate constraints to align current practices with national goals, needs immediate injection of minimal capital requirements to create space for future reform. The benefits of this are a long term better alignment with CCA.



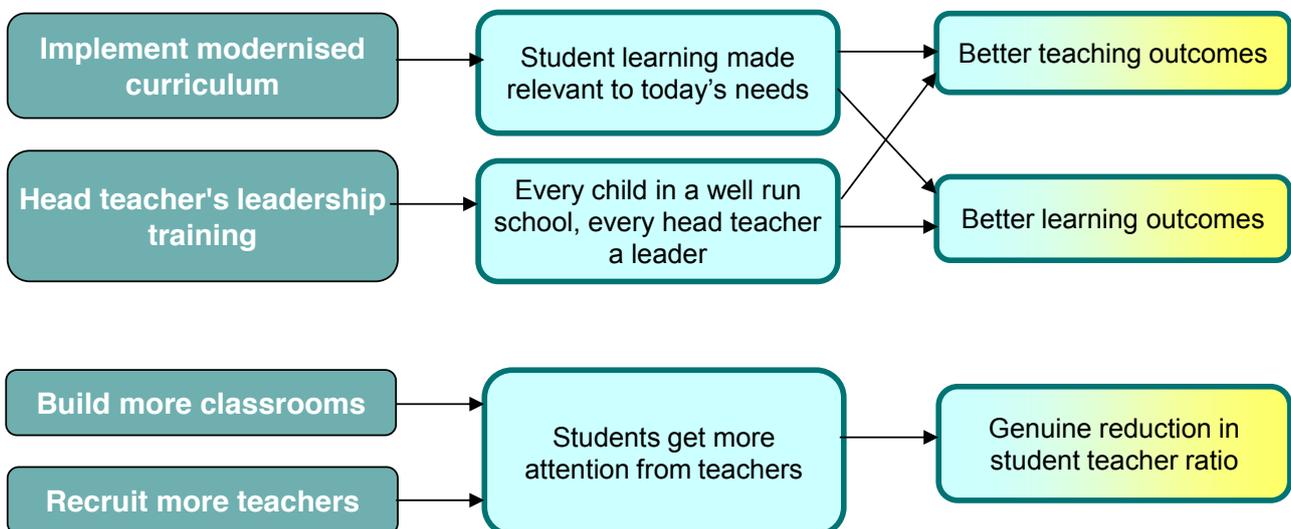
### 1.4.2 Professional recommendations:

These recommendations establish pride and defined progression in the teaching profession at all grades. The benefits of this are a medium term set of empowered teachers and a long term reduction of drop out rates.



### 1.4.3 Strategic recommendations:

These recommendations modernise education and build scale. It needs a platform where some immediate actions (tactical have been taken) on which these initiatives can be built. It is capital intensive and has been recommended a bit further in the roadmap. For example hire more teachers after you have established the career pathways and medium term salary scales or the teaching profession s that one is building on the quality of the profession. The long term benefit of this is that students are better equipped to make the right higher education and professional choices. The additional classrooms give more space to allow for a better implementation of CCA.



## 1.5 Conclusions

There is a lot of good practice in Myanmar schools – not everything needs to be changed. However the teachers were clear that reforms are indeed needed. Their voices have proved an invaluable window into their daily lives, that to date has not been taken into account.

Given the limited resources for this research, the fieldwork was limited to Yangon Region. More research is needed to determine the issues in rural areas. It is also recommended that research be

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undertaken in selected ethnic areas also shows that there is good practice and effective bilingual teaching in certain ethnic states.

The information from ethnic and rural areas needs to be reviewed so that the lessons learnt can be integrated into the education reform process.

## 2 Objectives of the Project

The purpose of the project was to focus on what teachers in Myanmar had to say about the current state of education and what education reforms they felt were needed. This is particularly salient in light of the recent reform process that was engendered after the 2010 elections, and the currently ongoing Comprehensive Education Sector Review (CESR).

The priorities of President Thein Sein's government have been national reconciliation with the NLD, ethnic peace and economic reform. However closely linked to both economic reforms and ethnic peace is the issue of education. This seems to now be the fourth priority of the government.

In the summer of 2012 Myanmar embarked on a Comprehensive Education Sector Review Programme. The CESR is expected to be in 3 phases, with a comprehensive education plan ready by the summer of 2014. The education consortium, working together with the MDEF is led by UNICEF, closely supported by donors such as AUSAID and the World Bank amongst others. Their focus is mostly on reviewing state education and the formal sector around the country. However in parallel, Save the Children, Burnett and World Vision are focusing their efforts on monastic, community and ethnic education and are feeding into this process through the Myanmar Education Consortium (MEC). In light of this major review this report offers the views of 407 teachers on what the priorities of the reform should be and what they perceive as the institutional challenges facing the schools and the government. Given the government led political reform process, it was possible to conduct ground breaking research in government schools. Whilst there is extensive research on monastic schools and their teachers, there has been little research work on public education. Given that teachers are the education experts on the ground and will be amongst those most affected by any changes, we believe that it is important for their views to be heard and their experience to be taken into account.

The report will analyse the voices of the teachers on education reform and institutional challenges, possibly showing the gap between the understanding at official level and what is actually happening on the ground. The report also identifies 'lessons learned' and existing good practice in Myanmar schools.

### *Methodology*

Data was collected in 19 schools (most were government schools, but there were a few monastic and 2 private schools) in the Yangon Region<sup>2</sup> between June and September 2012. Of these 4 were primary, 7 were middle and 8 were high schools. Surveys were conducted with 308 teachers (out of 443 working in these schools). Follow-on in depth focus groups with an additional 84 teachers and interviews with 16 head teachers were conducted so as to get a comprehensive view on issues ranging from the curriculum, the exam system and teacher salaries to teacher training and teaching methods. Schools were purposively chosen so as to reflect the diversity of education institutions. Schools that agreed to take part were urban and sub urban; based in middle class and poor areas. Permission was sought from the local education officers. All schools, teachers and head teachers have been anonymised, so as to allow for views to be aired without any concerns.

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<sup>2</sup>There was not enough funding for the research team to collect data outside of Yangon.

## 3 Background

### 3.1 Education in Myanmar

#### 3.1.1 History

The British colonial period established three types of schools of which the two upper tier types were used to train people to fill the lower and middle ranks of the colonial administration as they taught in English. The Burmese<sup>3</sup> schools which taught entirely in Burmese were however by far the majority of schools. In 1945 the Department of Education was formed under the British Government to implement the Simla Scheme of Educational Rehabilitation. The scheme was financed out of the military budget. At that time 42 post primary schools and 2060 primary schools were opened. The Education Reconstruction committee of 1947 decided that Burma needed a homogeneous system of schools and that the education system had to be state provided and state controlled.

At independence Burma had the highest literacy rate in its own language across the former British Empire. This was not only due to the Burmese schools but largely to the monastic schools who had always and continue to play a major role in educating the poorer sections of society.

For many years other Asian countries saw Burma as an example in education. Decades of underinvestment and civil strife have today resulted in the slow and steady decay of the state education system across the country. Despite the fact that during the socialist era school buildings continued to be built both in the cities and in the villages, teacher education and pay deteriorated markedly. It was also at this time that Burmese was made the medium for teaching at all schools, abolishing the colonial legacy of English schools for the elite. In 1964 all private schools and universities were abolished.

During the SLORC period all higher education institutions were closed for years at a time. After the students' protest of 1988, all universities were closed for 2 years. Another series of students' strike in 1996 and 1998 resulted in a further 3 years of closure. In Yangon the University was closed for 10 out of 12 years. After the re-opening of universities and colleges in 1999, the government relocated universities to different regions and the undergraduate programmes were moved to campuses far away from any urban centre. Consequently higher education by correspondence is taken up by those who cannot afford to live away from home (Minh Zaw, 2008a).

#### 3.1.2 Government Education in Myanmar

The Myanmar education system is governed through five departments: the Department of Basic Education, the Department of Higher Education, the Myanmar Examination Board, the Myanmar Education Research Bureau and the Myanmar Language Commission, which are each led by a Director General or equivalent. There is also a Council of the Universities Academic Bodies and a Universities Central Administrative Council.

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<sup>3</sup> *Burma* and *Burmese* will be used for the earlier history of Myanmar. *Myanmar* will be used to refer to the country and language as of 1990s when the country's name was changed.

Basic education is divided into the normal mainstream as well as technical and vocational education. The duration of time a child spends in the normal stream is 5, 4, 2 years for primary, lower secondary and upper secondary levels. According to a government data there were 7.2 million students with 224 thousand teachers and 38.8 thousand schools in 1996-97. In 2001-2 the government established a 30 year education development plan in order to develop a 'learned society' for the knowledge age involving the expansion of schools as a priority. The number of schools is said to have increased to over 40,000 catering to 8 million students. (Minh Zaw, 2008b). According to the 2009/2010 Statistical Yearbook published by the Department of National Planning and Economic Directorate, there are currently 29,155 primary schools with 5,125,136 enrolled students with 179,130 teachers; 9,368 middle schools with 2,175,954 students with 61,831 teachers; and 2,278 high schools with 673,014 students with 25,743 teachers. It is clear that the number of schools has indeed continued to increase. Matriculation levels however remained relatively low at around 35% in 2010.

Problems remain especially with regard to access, quality and retention. There is a high primary enrolment ratio. Nevertheless primary education faces two main problems: there are not enough schools (the numbers ranging from one school in 5 villages to one school in 25 villages in the border regions) and there is a very high dropout rate estimated at around 34% as well as a high repetition rate in both rural and urban areas (Khin Maung Kyi, et al. p.145). In part such drop out is based on the high direct costs of sending children to school (such as buying books and uniforms). In the rural areas this is supplemented by the high opportunity cost for parents who need their children's working help. Since 2011 the current government has invested about one billion Kyat for the 5.3 million primary school children so as to reduce dropout rates.

The latest education statistics can be seen in the Appendix of this report.

### **3.1.3 Teacher Education**

There are 2 Institutes of Education (Yangon and Sagain) with 8,159 students taught by 226 teacher trainers and 20 Teachers Training Colleges with 16,219 enrolled students and 1,267 teacher trainers (2009/2010 Statistical Yearbook).

After the selection process every public administrator takes a one month public administration course entitled "Special Training for Public Administrators." This applies to the teachers as well. A primary school teacher must have graduated and finished the Primary Assistant Teacher (PAT) training, a 8 month diploma course. With the sufficient experience and trainings, they can be promoted as Junior Assistant Teacher (JAT) and later as Head Teacher of Primary or Middle School. A JAT who has 15 working years can become a Senior Assistant Teacher after finishing their B.Ed. However, only 400 B.Ed candidates can attend each year.

For advanced training, there are short course trainings run by the UN and INGOs. Some courses are 2 month courses. The government can train 300 persons per year and therefore offers training by levels -national, state and township. Not all can receive direct training and it is expected that the training is passed on by those who receive it in a snowball mechanism.

Teachers from urban areas are reluctant to transfer for promotion because they can make more money in urban areas than in rural areas. So, vacancies for urban areas are rare and this promotes corruption.

### **3.1.4 Monastic schools**

Although schooling is free in principle, parents are expected to contribute to the financing of education as state expenditure on education as a share of GDP has been decreasing. Those who cannot afford to go to state schools go to monastic schools or forego their education altogether.

The history of Monastic education dates back over 1000 years to the Bagan era and was the main education system during the rule of the Burmese kings. The introduction of a more modern British system in the colonial days led to a decline of the monastic system. In essence monasteries no longer catered to the need of the new era. The monastic system was revived under the Burmese socialist party rule as all schools were nationalised but could not reach across the whole country. Monastic schools started to fill the gaps. Under the parliamentary system the state had supported monastic schools. The schools were overseen first by the ministry for social welfare, later by the ministry of education and after 1988 the responsibility moved to the ministry of religious affairs. In the early 1990s monastic schools were encouraged to open and allowed to register so as to gain a certain legal status. This was a window which allowed some of the biggest monastic networks to establish themselves.

Monastic schools were outlawed during the socialist period as of 1962 and only allowed to return in 1993. The sector has been growing ever since. The official numbers for 2009/2010 are 1066 monastic schools catering for 167,551 children at primary level, 331 catering for 32,741 at middle school level and 2 officially recognised monastic schools catering for 4552 children at high school level. However monastic schools operate as networks, and there are more schools that are 'affiliated' to the recognised schools. It is therefore difficult to estimate the total number of children accessing the monastic system.

As Myanmar has signed the 'Education for all' declaration, monastic schools today are seen as part of the solution to provide education across all sections of society and across the country. Only by including the monastic schools will the Myanmar government be able to demonstrate that there is a genuine movement to promote universal education. Consequently today monastic schools are going through interesting times and are in a more prominent position than at any time since independence. The ministerial language referring to monastic schools is reflecting these changes as what was formerly seen as 'non-formal' education is today increasingly referred to as 'formal' education provision. The monastic schools can register with the Ministry of Religious Affairs and there is now a formal structure with monastic school committees at township, state/division and national level. Whilst there are still significant restrictions, advocacy at the National Committee level led to an agreement for Monastic schools to be included in a government sponsored (although limited) child centred teacher training programme.

### 3.1.5 Private education in Myanmar

In the immediate post independence period from 1948 to 1962 both private and state education were accepted in basic and higher education. But during the socialist era of 1962-1988 private institutions were eliminated.

The deterioration of Myanmar's education system is directly correlated to the low economic growth of the country. The state system has been inadequate for a number of years and civil society has jumped in to offer patches where possible, however not managing to replace the state in any significant way. One particular section of civil society, the private sector has used this business opportunity to turn education into a private and profitable good.

Today private schools have sprung up at pre-elementary, elementary, secondary and higher education level to cater to the popular demands of the market in English language, computing, accounting and business related training. Some of them offer a wider curriculum, some focus only on a few subjects. Private schools have only recently been allowed to operate as an alternative to the state system – although there are a few which have had a special status for a few years, such as the Yangon International School and the Diplomatic School in Yangon. Some schools are founded as a business company and some as a service company. The quality of the teaching and curriculum content varies from institution to institution and cannot be verified. There is also a distinction between private schools which act as supplementary schools at the primary and secondary level and the post secondary level schools which prepare students for study abroad. A third category is international schools, such as the International, the Australian and the Diplomatic school in Yangon. Supplementary schools are the most common as children are expected to attend state schools. In fact the state tries to regulate these schools by limiting the number of subjects they can teach.

It is clear from the listings (MMRD publication '*The Edge*') that most private institutions cater to the pre-primary age (which includes both pre-school and Kindergarten), nevertheless offering a variety of subjects such as Myanmar, English, Maths, and general knowledge as well as singing, playing and drawing. In certain cases other languages such as Mandarin are also on offer. The day care centres/ Kindergarten cater to those aged 3-5, but some offer their services as of the age of one. The private sector is only available to the upper echelons of society, and some families in the middle classes are prepared to spend between 25 and 50% of their household income on fees.

The Private School Law of the 2<sup>nd</sup> December 2011 allowed around 46 private schools to be set up officially in Yangon, Mandalay and Pyin Oo Lwin. Private schools are now allowed to open for high school classes from 5<sup>th</sup> to 9<sup>th</sup> standard. The Myanmar's Ministry of Education granted 10 private- run high schools to run for the last academic year 2010-11 In Yangon region. The 10 pilot-run private high schools were listed as Maha Myagyuntha, Zinyaw, EC Education Center, Educational Palace, Success, N-3, Maths-Tham Sein, Thein Naing ( Academic), Arr Mann, Shwe Pin Shwe Thi.

### **3.1.6 Higher education and pre collegiate programmes:**

Today there are 168 higher education institutions in Myanmar. 68 institutions are under the jurisdiction of the Ministry of Education (MoE), 61 under the Ministry of Science and Technology, 15 under the Ministry of Health and 21 universities under 10 other specialist ministries. All the higher education institutions are state-financed. After finishing their matriculation most students will go for further studies to state universities or colleges. They do so at a comparatively young age as they finish school at the age of 16. Due to declining quality of state education system, students and parents crave for better qualifications and study opportunities abroad. This is however only an option for the rich and upper classes who can afford to send their children abroad. Many use pre- collegiate programmes which prepare the students for studies abroad and help them apply to foreign universities.

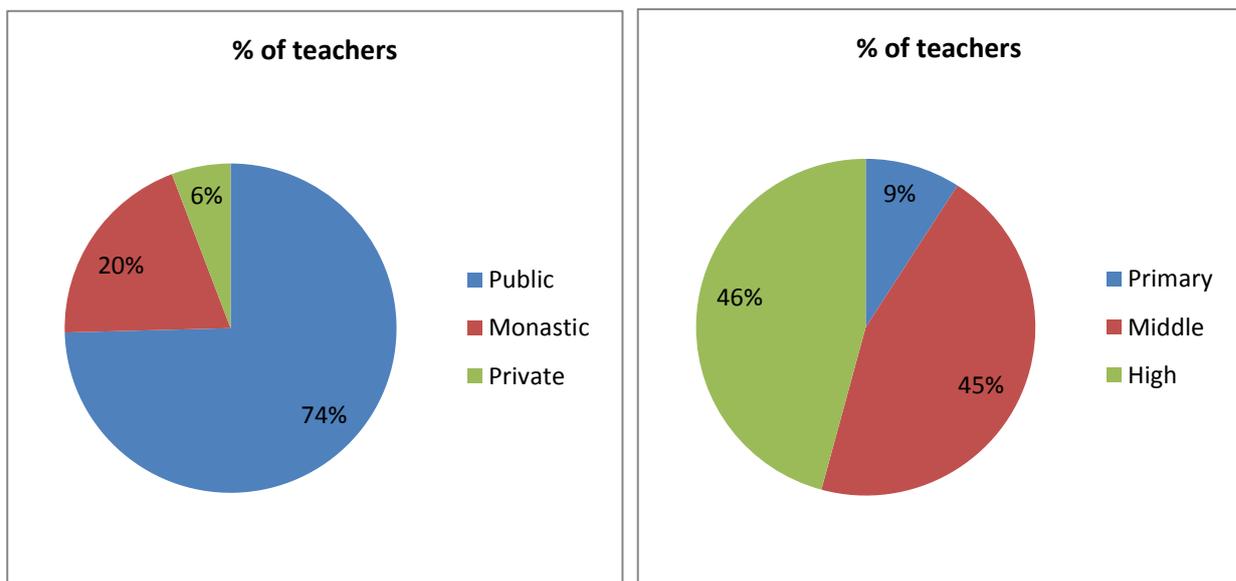
The market for international qualifications and the preparation for these courses exist principally in Yangon. There are quite a number of education agents representing a range of study destinations in Singapore, Malaysia, USA, Australia, New Zealand, and Canada. However, there is no official agent association to regulate these agencies. Increasingly institutions from Singapore, Malaysia, Australia and New Zealand have become competitors for UK and US qualifications. Most of their customers are those who have their UK or US student visas rejected or those who couldn't afford the high cost of study options in the UK or USA.

One needs to remember however that the situation in Yangon is atypical of Myanmar in general. Whilst there are similar trends to be observed in Mandalay, other state capitals have fewer alternatives to offer to the failing state system.

## 4 The teachers and their backgrounds

### 4.1 Teachers and the schools

Research was undertaken at 12 government, 5 monastic and 2 private schools in Yangon Region. 4 of these were primary, 7 were middle and 8 were high schools. 308 teachers (out of 443 teaching at these schools) were surveyed with a mixed methods questionnaire. Furthermore an extra 84 teachers took part in focus group discussions (FGD) and 16 head teachers (HT) were interviewed. Figures 1 and 2 below show what percentage of teachers who filled in the questionnaire are from the government, monastic or private sector and at what level they teach.

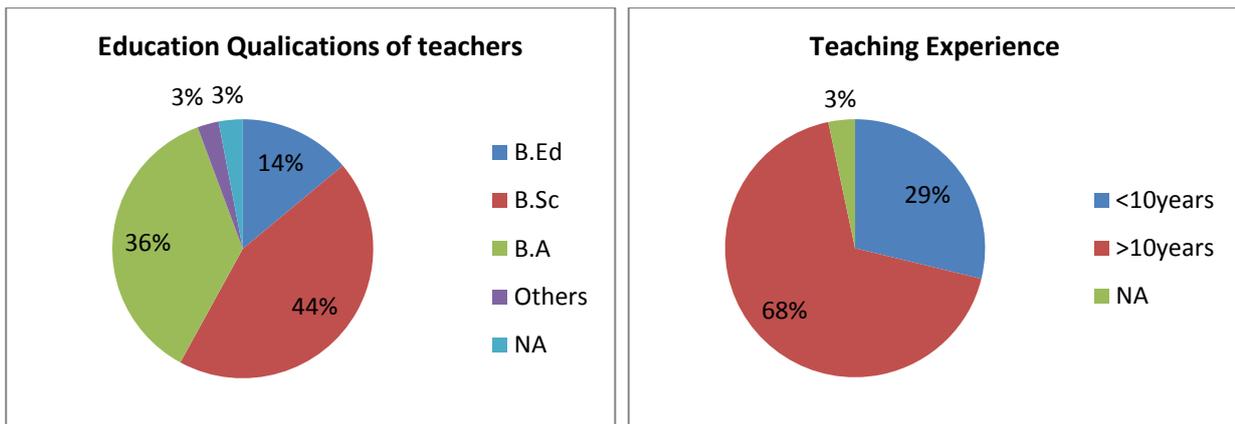


Figures 1 and 2

Of the teachers surveyed only 14% held a B.Ed. however 40% had received some form of NGO education (Figure 3 and below Figure 7). Teachers themselves spoke about how they felt that they were under qualified, recognizing that a university degree was not enough to be able to teach. Older teachers compared the education they had received to today's pre-service training and found it lacking.

'In our days we had to take 32 modules for a B.Ed degree, including Classroom Management and Child Psychology as compulsory subjects. But today, there are teachers who have no such B Ed education but have just specialized in other university subjects. The result is, we often find these teachers are not well qualified in matters of classroom management and pedagogy. (HT AAZ)

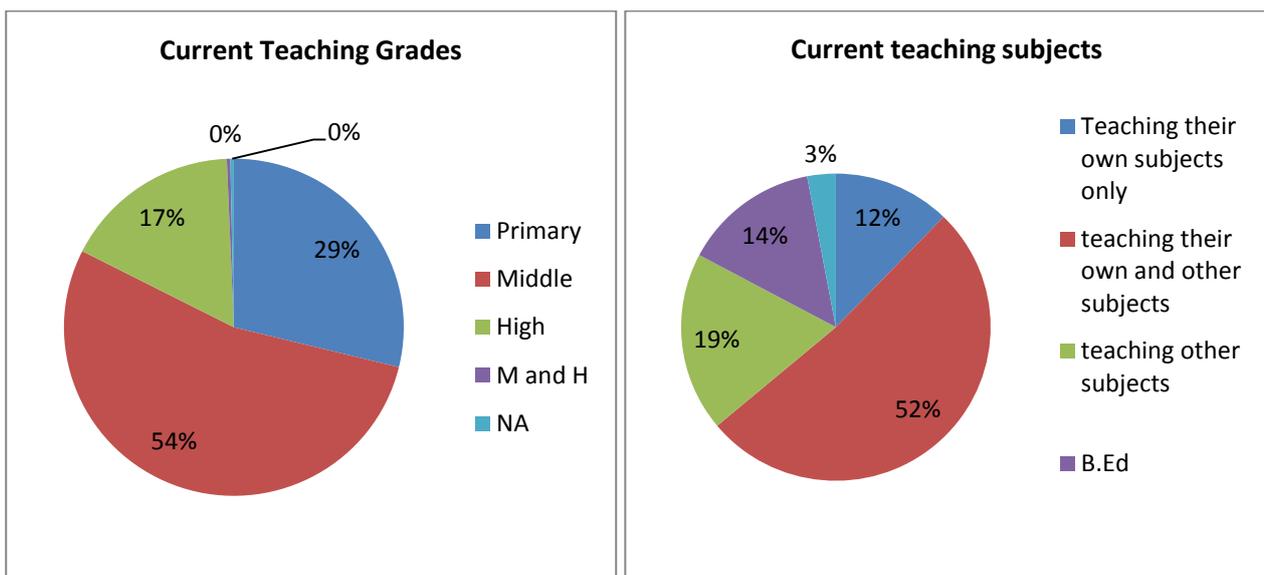
It is interesting to note that pre-service training seems to be better for government employed teachers and may who work in the monastic schools sector have little or no teacher training (and some do not even have a university degree). However monastic teachers benefit from NGO in-service training, which often is not available to government teachers. This will be further detailed in the next section.



Figures 3 and 4

Of the teachers surveyed 200 have over 10 years teaching experience. (Figure 4)

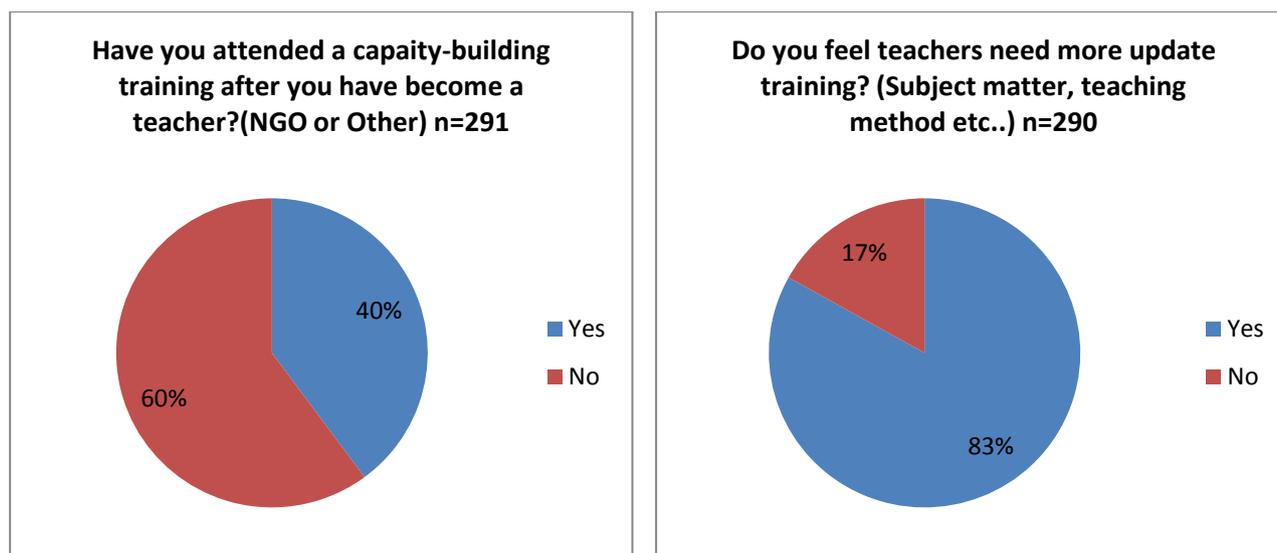
Most of the teachers surveyed taught at middle school level, but 17% taught at high school and 28% at primary school level (figure 5). As is often the case many teachers were found to be teaching other subjects than their subject of specialisation (Figure 6). This is due to a lack of teachers in certain subjects.



Figures 5 and 6

## 4.2 Training

Given the experience many teachers in the sample had, it was interesting to collect more information on both pre- and in-service training.



Figures 7 and 8

As mentioned above, government teachers do not have regular access to in-service training. Most of the teachers who had received this were from the monastic and the private sector (figure 7). However figure 8 clearly shows that 83% of the teachers surveyed felt that updates and in-service training were necessary.

### 4.3 Salary

One of the biggest issues for Myanmar teachers has been the low salaries they receive. This is particularly the case for government and monastic staff. Teachers in the private sector are generally better remunerated. The table below shows the current (2012) teachers' salaries in public schools (in Kyats per month).

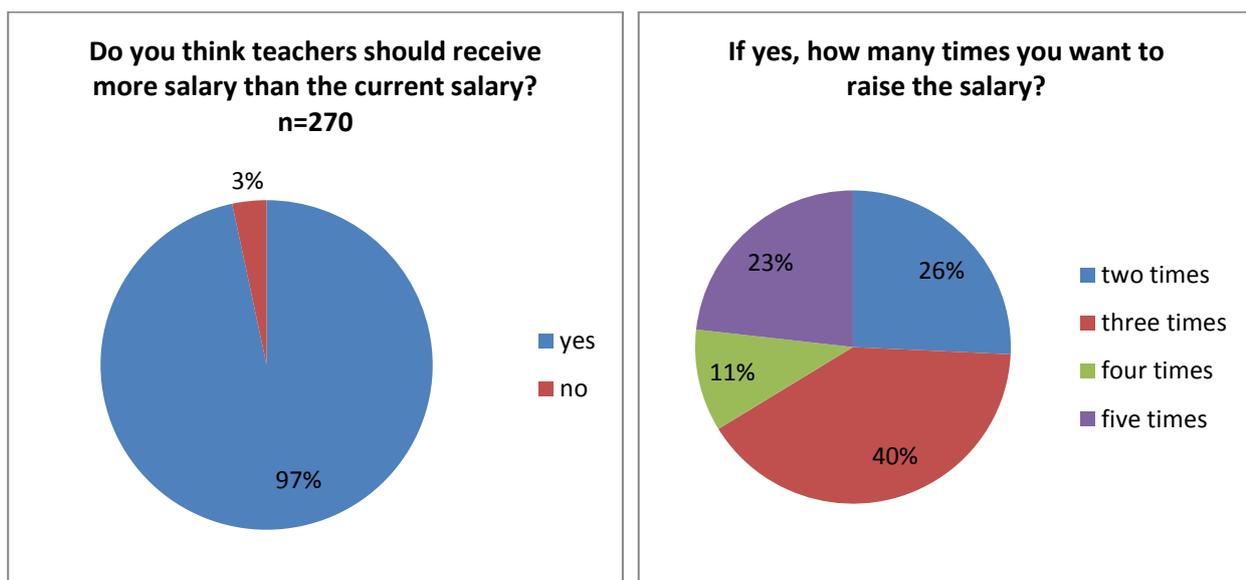
| Teacher (Public)  | Extra supporting <sup>4</sup> | Salaries | Increase salary rate (1 time per 2 years) | Maximum salary | Total  |
|-------------------|-------------------------------|----------|---|----------------|--------|
| High Principle    | 30000                         | 100000   | 2000                                      | 110000         | 140000 |
| High              | 30000                         | 60000    | 2000                                      | 80000          | 110000 |
| Middle Principle  | 30000                         | 100000   | 2000                                      | 110000         | 140000 |
| Middle            | 30000                         | 53000    | 1000                                      | 58000          | 88000  |
| Primary Principle | 30000                         | 59000    | 1000                                      | 64000          | 94000  |

<sup>4</sup> This was added in 2012 by decree of the President

*Teachers' voice*

|         |       |       |      |       |       |
|---------|-------|-------|------|-------|-------|
| Primary | 30000 | 47000 | 1000 | 52000 | 82000 |
|---------|-------|-------|------|-------|-------|

Teachers' salaries in private schools start with a basic salary of 100 000 kyats and increase depending on skills after 6 months. Currently teacher salaries in the public sector start at 47000 kyats. In the 2011-2012 budget year, the government decided to give 'supporting money' of 30 000 kyats monthly to each teacher. In Yangon, living cost per month for one person are between 80 000 to 100 000 kyats per month at least. So, the teachers who have a total salary of 82 000 kyats (that contains supporting money 30 000 kyats, basic salary 47 000 kyats and 5000 kyats, increase rate after 10 month service) have some difficulties in covering their families living expenses. Teacher salaries at monastic schools would be between 45 000 to 75000 kyats per month. In rural areas monastic teachers get in kind contributions such as rice from the community to support their expenses. However if they are from Yangon, their main incentive is to get experience and transfer to a private school. Monastic schools are often places to get experience for graduates, which explains the high teacher turnover in that sector.



Figures 10 and 11

Figures 10 and 11 show that 97% of the teachers surveyed felt they needed to be paid more. 26% felt they needed to receive twice, 40% three times, 11% four times and 23% five times the amount they currently receive.

#### 4.4 Education reforms

Before embarking on more detailed qualitative questions the teachers were asked if they felt an education reform was necessary at all.

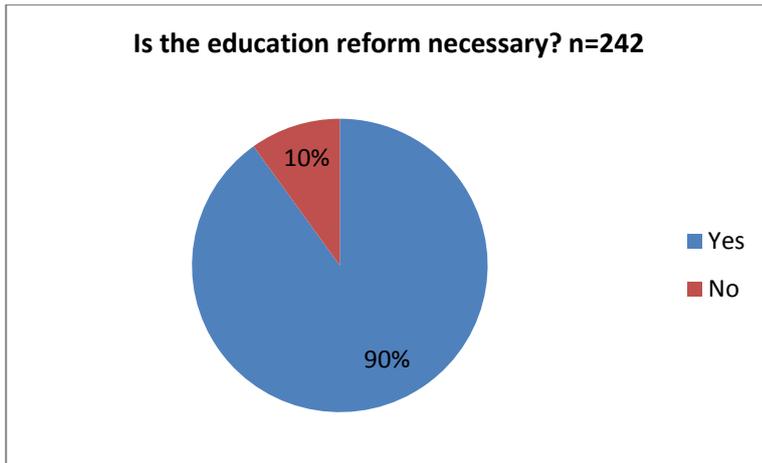
*Teachers' voice*

Figure 12

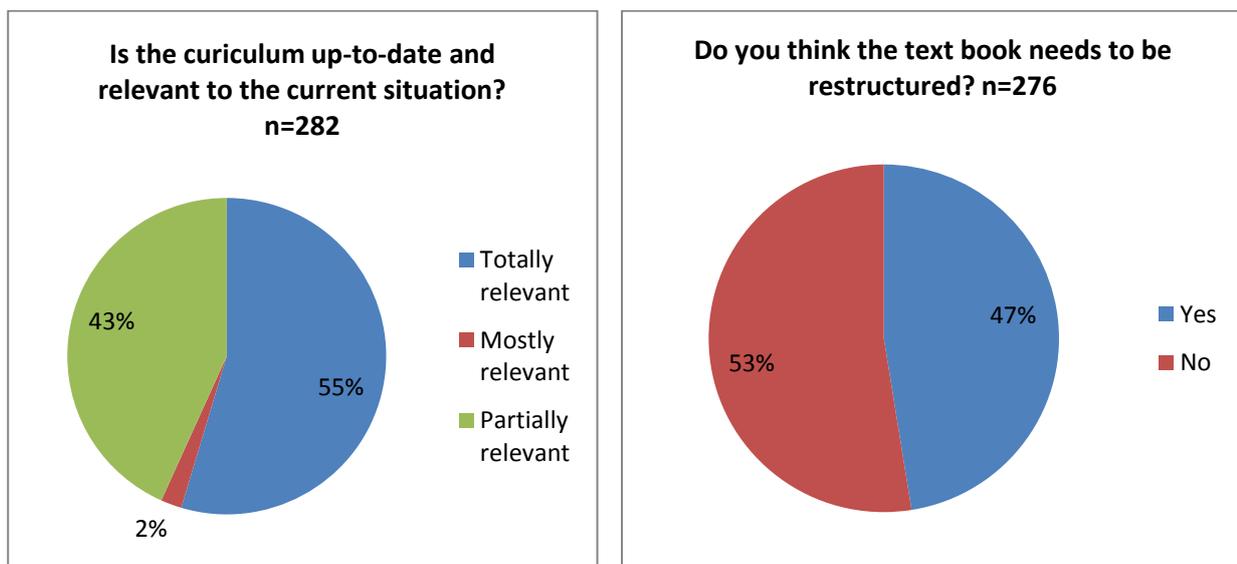
Figure 12 shows that 90% of the teachers who responded to this question, felt that such a reform was indeed necessary. The subsequent sections will give details on what they had to say on a number of salient topics ranging from the curriculum to the exam system.

## 5 Themes – what the teachers say about...

This section describes the crosscutting themes which were identified from the surveys, focus group discussions and interviews of the teachers and head teachers. It includes the direct quotes of a large number of teachers, reflecting their views and their concerns.

### 5.1 Curriculum

Education reforms usually include an overhaul of the curriculum. It was interesting to note however that the teachers surveyed thought that the curriculum did not need a total reform, but rather separate subjects needed updating. The textbooks also needed to be made more student friendly.



Figures 13 and 14

More details on this was collected in the focus groups. The teachers in all sectors seemed to agree that a new curriculum was not the first priority of a reform. Updating exiting curricula so that they would reflect the current times was seen as priority – but more in certain subjects than in others.

‘Current Maths textbooks should be changed like kyats and pyas. English and Myanmar need no change. Some necessary changes have already been made. Social studies should be changed. As this subject is separated into 4 subjects; geography, history, morality and life skills, kid have to learn a lot. [...] they should be separate subjects. [...] (A1 FGD)

‘Lessons like kyat and pyas make us difficult to teach and for students difficult to learn. We need a lot to change he textbooks like in sience they don’t have lessons on climate change and earthquakes.’ (T1 FGD)

‘Grade 9 Geography textbook is out of date. This does not include the things changing after 2000. [...] For example, the maps of the Balaminhthin Bridge, the Nyaung Done Bridge, Kyauk Sei factory and the new gas evolving regions in Rakhine etc are still not included.’ (C FGD)

The design of the textbooks were seen as a problem, especially in primary schools and for younger children.

'Current texts should be up to date with colourful pictures.' (A2 interview)

'The textbook committee should take care of colours and designs of the texts. For example to teach the word 'run' it is better to teach with a picture of a man running. It would be more effective.' (M FGD)

More colourful textbooks are especially needed in light of the government push towards more child friendly teaching and learning approaches. More on CCA and the issues it poses in section 5.4.

## 5.2 Student-teacher ratio

Student-teacher ratio was identified as the biggest problem that teachers face. Students can't be made to focus in large classes and in addition there are issues with different abilities in the same class.

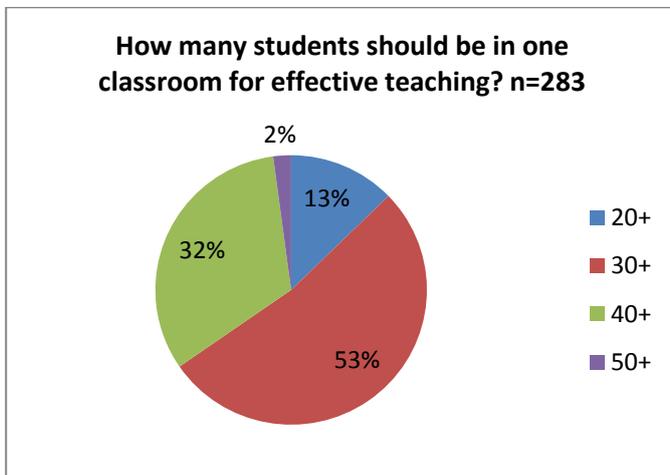


Figure 15

The survey revealed that the teachers ideally wanted to see between 30 and 40 students in a class. However in many Myanmar schools, especially in poorer areas and monastic schools, classrooms will routinely have between 60 and 100 students in one class. Government schools in middle class areas are better off with a more appropriate student ratio. However even then teachers view it as a problem. The focus groups and interviews gave more detail on this issue:

'Here we have 40 students per class though private schools have only 15-20 students per class. So CCA is not appropriate for public schools which have at least 40 students per class. Meanwhile we are still in need of classrooms, furniture, teachers and teaching resources.' (A2 Interview)

It is difficult to separate the student-teacher ratio issue from the other problems. Below issues and views on time, space, teaching aids and child friendly teaching and learning approaches are discussed.

## 5.3 Time, Space and teaching aids

The number of students in a class is closely linked to issues of time, space and teaching method. CCA might be government policy BUT can often not be used because there is not enough time,

space or there are insufficient teaching aids. Time is felt to be particularly short, especially in middle and high school classes where a lot of material has to be covered for test to be taken.

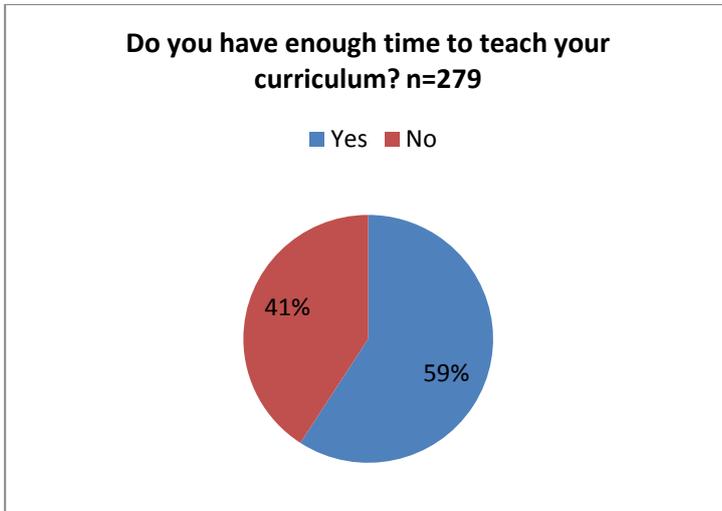


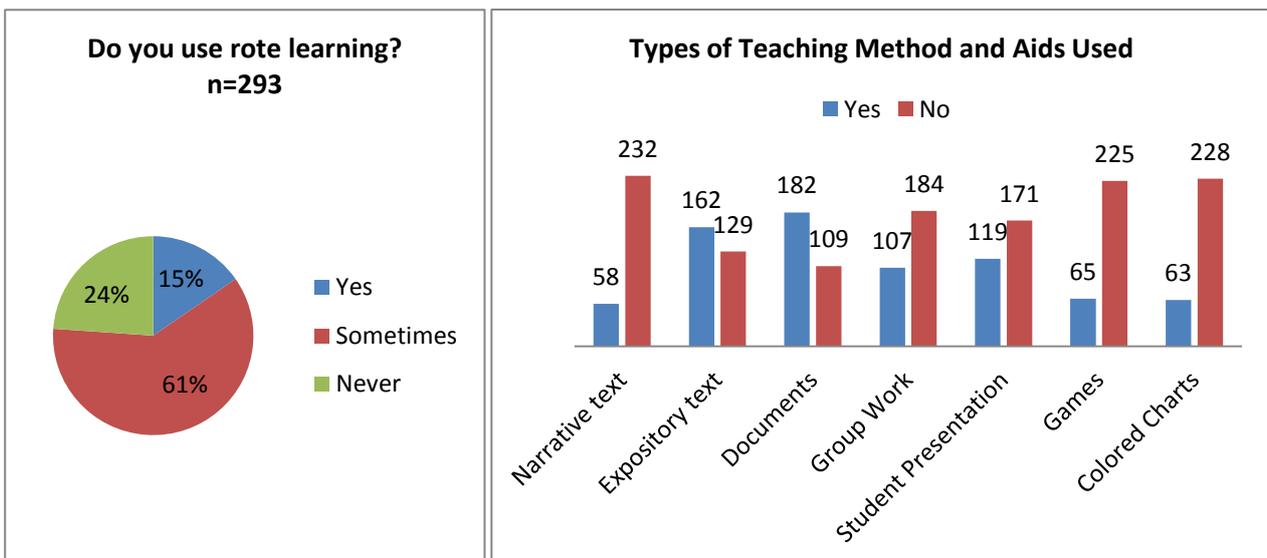
Figure 16

'We don't have time. Let me say. For biology we need 18 periods for teaching, 4 periods for practicals, so it is altogether 22 periods. But in practice I have only 21 periods for this month. [...] We are in haste every month, we feel like change it.' (T FGD)

'To finish the course in time set by the MoE, CCA is used less than TCA.' (P HT interview)

It is clear that whilst the curriculum content might not need a total overhaul, the time it takes to teach the subjects allocated by the ministry needs to be looked at and reviewed.

## 5.4 Teaching methods



Figures 17 and 18

As can be seen in figures 17 and 18, many teachers still use a teacher centric method. However more and more try to use some forms of child centered approaches. CCA has been part of Myanmar education policy for a number of years. Both JICA and UNICEF helped train teachers in

child friendly teaching and learning methods. However this training is far removed from the realities in the classrooms. When teachers can't use CCA this is due mostly to time and space issues.

'But in our opinion we don't think the current syllabus is fit for CCA. Not only children but also teachers prefer CCA but in the meanwhile a limit of time, lots of lessons to teach, examinations and the number of children more than we can manage are things hindering CCA to be successful in current Myanmar schools. [...] With CCA we cannot assess each and every child thoroughly. We don't have time. Current exam system does not go well with CCA. If we are to use CCA, we are obliged to reduce the curriculum.' (M FGD)

There are other issues with CCA as well. A previous report (Lall, 2010) showed that monastic teachers in particular felt that there were cultural issues. This was also reflected in the focus groups conducted for this project.

'CCA is ok for KG, but things like no respect to elders can be prevented only by TCA. We have to use both.' (P2 FGD)

'In my opinion CCA in a way makes children rude, as they have no respect for teachers because we cannot hit them, punish them. So we use CCA only a bit.' (A HT interview)

'First we don't like limitations to teachers like we are not allowed to punish students with a stick. We need some authority. [...] But now we are not allowed and it's really difficult to ask parents to visit and discuss with us. But now no parent comes to us and consults us.' (C HT interview)

In present, Myanmar primary and secondary schools are trying to apply the CCA method as the new curriculum was adopted in 2002. However, there are a number of reasons in which teachers cannot practice CCA in their lectures. One of the main reasons is the incompatibility with the Exam System, named "Pass System", used from Grade 1 to Grade 8. The intention of this system is to make sure that the whole class passes the final exams with a basic understanding of each and every lesson. However, there are some constraints to exercise this principle. In the primary and high schools, teachers have to finish the given curriculum within the timeframe and exams have to be held on target dates. Because of this time limitation, teachers choose some lessons out of the whole curriculum and teach the students through rote learning so that they may finish teaching the lessons in time and the students can sit the exams on time as well. The current exam system includes only monthly exams. The questions in the exams only focus on reading and writing skills so that students only need to memorize what has been taught in the classroom and write down the exact answer. After the exams, the students pass rate is used as an indicator for teacher and school evaluations. If students fail in the exams, the teachers have to prepare reports to their respective district education offices (even sometimes to the ministry of education) and they have to teach the students again in the summer so that they can pass the supply exam and move onto the next grade. Most of the schools skip this process of supply exams and they allow the all students to pass in the first stage of exams as the supply exams consume time, money and it is felt that students never learn better. Teachers don't want to prepare reports and don't want to be disqualified so

*Teachers' voice*

students pass the grade even they have not acquired proper knowledge and quality. This pass system indirectly reduces the teachers' authority over students and parents' participation in their children's education. Students don't pay proper attention and respect to teachers because they know they will pass the exams and parents don't care about their children's knowledge and understanding of the lessons as their children pass the grades regularly.

Other reasons of not applying CCA include insufficient teaching aids, inappropriate class sizes and large students to teacher ratios, small class spaces and outdated curriculum in some subjects, especially the science subjects. There is also big issue with regard to teacher qualifications and teacher salaries. Graduates from the Institute of Education become high school teachers directly. Graduates who are specialized in one subjects become primary and middle school class teachers after attending a teaching assistant course for eight months. However, they do not receive regular in-service training after entering into service. Their understanding on teaching methodology and child psychology is not up to date. The salary scheme of public servants is not realistic and there are no subsidies for them. Tuition is now a popular business for teachers especially in urban areas to balance the cost of living. Making money outside the classroom reduces teaching capacity in schools as well as creating corruption. Students rely on tuition and only students who can attend tuition get high marks and high grades in exams.

A deputy director from a township education office added:

Most of the teachers do not want to change CCA. They think CCA is good, but there are some problems such as parents' economic and education status, student-teacher ratio imbalance, time, curriculum, exam system, teachers' salaries. They think these factors make problems for CCA. In current situation, they want to use TCA not only CCA.

The exam system was also seen as a related problem. Parental involvement is discussed further down, however the fact that students have to pass exams means that teachers feel they have to teach to the test and not for children to learn.

'We have to spoon-feed here in our country. They have to learn by heart. We don't have self study though children from international schools have self study. [...] we have to teach for exams, not to teach them so that they really learn!' (T FGD)

'It has to take time for CCA system is related with the intelligence of the children. There will have problems for this system because of our 'all pass' system. [...] We are weak in every sector in comparison with foreign countries. There should be music halls and sports halls for the children to cope with every aspect. The spacious classrooms and teaching aids should also be well-installed.' (C FGD)

In effect the system needs to be adapted to the teaching method and vice versa. Just changing the method, without changing the exam system and without addressing issues of time and space, will not lead to a successful adaptation of CCA. As the head teacher below explained:

'It is important to be provided with material resources together with system change. For example to change into CCA we need enough teachers.' (M HT interview)

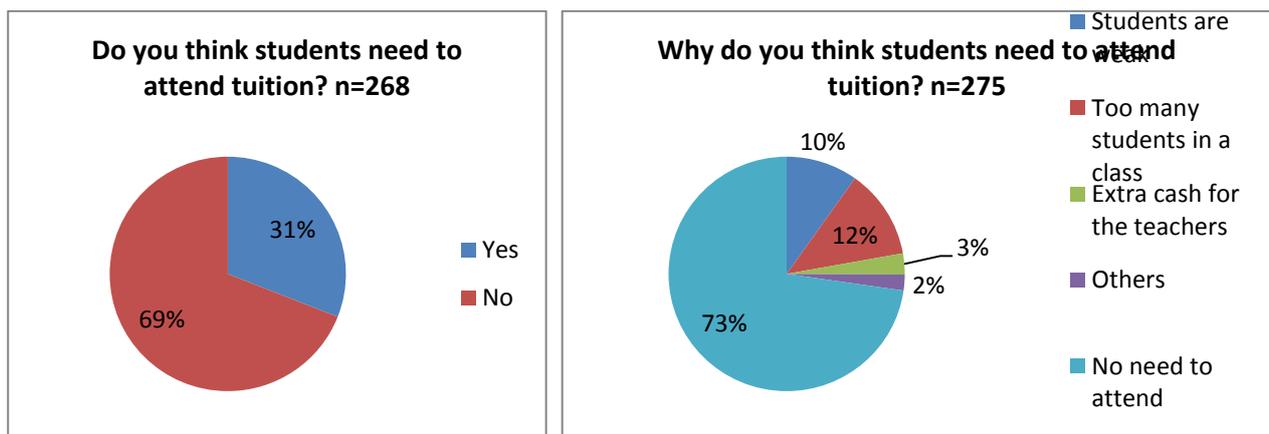
In other schools teaching according to ability was seen as more important than CCA:

'Most of the parents are daily wagers. Less than 30% has their own house. Mostly migrant slum dwellers. We are teaching 70% of children who just is going to drop out tomorrow. Most parents are poor [...] We divide students into three categories, B and C. Students from A class are smart and I have told teachers to teach as they need. We need more effort for students from C and B than A. It really works.' (C Interview with HT)

Teaching methods are a crucial issue in any education reform. Today the biggest education issues are access and quality. Myanmar suffers from some access issues – but not as much as many other developing countries. Myanmar's prime issue in education is quality – and that is directly related to issues of adapting teaching methods to circumstances or changing the system to fit the chosen teaching methodology.

## 5.5 Students and tuitions

Due to the large classes and the low pay, tuitions are seen as part of the system. Interestingly however 69% of the teachers surveyed did not think that students needed to attend tuitions. Those who did advocate tuitions said this was to help weaker students (10%) or because there were too many students in class (12%).



Figures 19 and 20

'We still have to solve the tuition system. The parents think it is necessary though we tell them it is not as they think. They feel better for their children if they send them to tuition.' (C Interview HT)

It is unclear from the data if tuitions are largely teacher or parent driven, but the results of this question (figures 19 and 20) would require some follow up research. What is clear is that tuitions are not a foregone conclusion and it can be assumed that if student teacher ratios were lower, there was more time and teacher salaries were better, they would largely vanish.

## 5.6 Exam System

The exam system was the issue most teachers were most vocal about. They say that the 'all pass' exam system is not working. The monthly exam system takes too much time and students tend to

forget things after the exam.

'Let all pass system is in a way discouraging students [...] They already know they will pass when time comes.' (C1 FGD)

'Using chapter end test - the current method does not work. The system in which disqualified students are rejected should be used. The system in which the students are pushed to learn the only one question set by heart and have to answer it is unacceptable. It can affect grade 11.' (M FGD)

'I would like to change the exams of grade 5 and grade 6 to be examined by state led-board. And would like to have a system in which we can let them chose between art and science based on their exam merits.' (T HT interview)

However there were dissenting voices as well. A few teachers felt that the system was not to blame - and that children should not be made to fail at a young age. The system according to them requires teachers to teach those who fail again and then test them again. If this was properly done they contend, the all pass system would be a true pass system, and not one letting children reach the next grade without the necessary foundations.

'I don't think it's necessary to change the current examination system. We don't want young children to get of school because they fail while they are very young. So if a child fails a subject, we teach him again very meticulously and then let him pass. But since no one is committed to this system and lets all pass, this system fails. If we take good care it would be ok.' (T HT interview)

However despite these dissenting voices, the exam system does need to be looked at in detail as the current practice is allowing children to finish school without having necessarily learnt what is in the curriculum.

## **5.7 Transition to high school and university**

Related to issues with the exam system is the transition system from middle school to high school and from high school to university. Transition to high school is complicated by the fact that as of grade 9 science subjects are in English whilst all teaching up to that point was in Myanmar.

'We have language problems in teaching Mathamathics, Physics, Chemistry, Biology as it is all written in English. So we have to explain them the concepts first. It is an abrupt change as students are to learn in Myanmar till grade 9.' (T FGD)

But more importantly teachers worry about admissions to university.

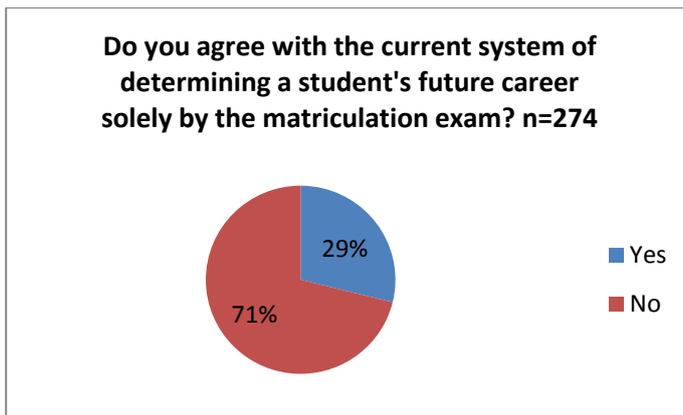


Figure 21

As in many countries in Asia, students who get the top marks are 'encouraged' by parents and society to take up medicine. Myanmar has ended up with a myriad of doctors who then search for careers outside of the medical sector. As one teacher in a focus group put it: 'they study medicine and then they don't practice - it's useless.'

But the problem does not only lie with medical studies.

'We need to change the current exam system. University entrance exam would be better. In current system only two things - marks in standard 10 and parents' guidance are important; Nothing is considered for a student's natural bent. It doesn't work. It is not suitable to judge the whole life of a student by his exam results. This is one of his or her rights. One can only succeed in his or her career only if one is interested.' (A2 Interview)

'I think we should encourage the children to take up their natural bent. [...] we should design a suitable format to locate the strengths and interests of the children more effectively. After matriculation, children should be encouraged to take up the trend they like. I think the university admissions system should be more acceptably managed.' (P1 FGD)

The current university admissions system sees a vast majority of students take up study by correspondence and leave higher education with degrees that do not lead to jobs. An earlier (unpublished study) by Myanmar Egress shows that today urban young people are unable to find employment without 'supplementary' training that is offered by training institutes from the private sector.

## 5.8 Parental involvement

As everywhere else, in Myanmar parents are seen as the backbone to a child's education. Parental involvement in education is key for children to succeed in their studies. However often teachers feel that because of the all pass system, parents are not involved or interested enough.

'Parents are not worried as the system is in a way 'let all pass''. (A1 FGD)

'I think parents should come at least three times annually to make sure that their children are working well. But now the system is 'let all pass' way and children are all spoilt.' (C HT interview)

This is particularly the case for poor parents whose priority will be to feed the family.

'Poor parents cannot support their children. [...] Parents support matter.' (C1 FDG)

'Most of the students are from parents of low education. Most of them are migrant workers. As they cannot give tender loving care to children and they are sending them to school in a way to get rid of them while they are at work....' (HT interview C4)

Parental education is seen as the solution that will help involve greater number of families.

'Not only for students, but we should also arrange educative workshops for parents before starting school.' (P1 FGD)

Making parents part of the process will be key in the upcoming education reforms.

## 5.9 Specific primary school issues

Some issues mentioned were sector specific. In the first section on curriculum, the issue of layout and design of textbooks was mentioned. This is particularly the case for primary schools who need to keep the children engaged and interested. Child friendly teaching and learning is not only about the method the teacher uses in class, but also about how nice the textbooks look.

Another issue is the teaching of the basic Myanmar letters and spelling. Some teachers feel that the

UNICEF methodology focuses on the ethnic students whose mother tongue is not Burmese. However, it does not help Burmese speaking majority as the teaching methodology is a short-cut way and the children did not receive the proper usage of mother tongue. It hinders the spelling ability of children as well as the writing skill especially in grammar usage. (FGD CAT2)

## 5.10 Differences between government, monastic and private schools

|                 | Monastic School  | Public School   | Private School  |
|-----------------|--|---|---|
| Students        | <ul style="list-style-type: none"> <li>• Children from lowest socio-economic classes</li> <li>• From the outskirts of Yangon as well as from the ethnic areas</li> </ul> | <ul style="list-style-type: none"> <li>• Students from families of different socio-economic classes</li> </ul>  | <ul style="list-style-type: none"> <li>• Children from high socio-economic classes</li> </ul>         |
| Teachers        | <ul style="list-style-type: none"> <li>• Undergraduates or fresh graduates from different fields of study. Some have only finished secondary school.</li> </ul>          | <ul style="list-style-type: none"> <li>• For the high school level, all school teachers have B.Ed</li> <li>• For middle and primary schools, most of the teachers have arts or science bachelor/ master and few got B.Ed</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers who have experience on specific subjects</li> </ul> |
| Teaching system | <ul style="list-style-type: none"> <li>• Need teaching materials</li> <li>• Mainly Teacher centred approach</li> </ul>   | <ul style="list-style-type: none"> <li>• Although government support, there are insufficient teaching</li> </ul>  | <ul style="list-style-type: none"> <li>• Adequate teaching materials</li> </ul>                       |

*Teachers' voice*

|                |   |  |   |
|----------------|---|--|---|
|                | <ul style="list-style-type: none"> <li>• Student teacher ratio is very high.</li> </ul>   | <ul style="list-style-type: none"> <li>• materials.</li> <li>• Limited teacher number and limited child centred approach</li> <li>• Students teacher ratio is high.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use mostly child centred approach</li> <li>• Student teacher ratio is adequate.</li> </ul> |
| Support        | <ul style="list-style-type: none"> <li>• Donations and NGO</li> </ul>   | <ul style="list-style-type: none"> <li>• Government support</li> </ul>   | <ul style="list-style-type: none"> <li>• Economic investment</li> </ul>   |
| Infrastructure | <ul style="list-style-type: none"> <li>• Class rooms are built by the persons who donate</li> <li>• Limited classrooms and often shared halls</li> </ul>            | <ul style="list-style-type: none"> <li>• Mainly supported by government</li> <li>• Most class rooms are not ideal/ too small.</li> </ul>   | <ul style="list-style-type: none"> <li>• Buildings are built with ideal system.</li> <li>• Adequate classrooms.</li> </ul>          |
| Salary         | <ul style="list-style-type: none"> <li>• About 40,000 kyats</li> <li>• Some in kind support</li> </ul>  | <ul style="list-style-type: none"> <li>• 79,000 and above</li> <li>• Other support (+)</li> <li>• Retired salary</li> </ul>  | <ul style="list-style-type: none"> <li>• 100,000 and above</li> <li>• Other incentives</li> </ul>                                   |
| Administration | <ul style="list-style-type: none"> <li>• Senior monk is headmaster.</li> <li>• Local persons make up executive committee.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Federal Ministry, state and township level bureaucrats for education and headmaster</li> </ul>  | <ul style="list-style-type: none"> <li>• Investor and team</li> </ul>   |
| Motivation     | <ul style="list-style-type: none"> <li>• According to the observation, young teachers are motivated by volunteer spirit although they are not well-paid.</li> </ul> | <ul style="list-style-type: none"> <li>• Most teachers from downtown area schools, rely on tuitions these days to supplement meagre income and they do not pay enough attention to their students.</li> <li>• Teachers from slum area schools cannot focus on their classes as there are not enough teachers in the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Motivated by salary, convenient environment and other facilities.</li> </ul>               |

The table above shows the main differences between the types of schools that were visited. During the research it was felt that teachers in the monastic schools felt freer to discuss the questions in the focus groups in more detail. Their participation reflected a certain enthusiasm that was missed in state schools. State school teachers were more reluctant to give details and stuck more rigidly to the questions, possibly because they were afraid to talk freely. It was also noted that in monastic schools the issue salary increases was seen as less important than in state schools. However with regard to CCA state school teachers focused more on issues regarding time constraints, whilst monastic school teachers were more concerned about the availability of teaching aids and donations.

Another notable difference was with regard to teacher authority. In the monastic schools it was felt that the teachers had greater authority than the teachers in the state sector. In the state sector the children who go to tuitions tend to give less value to the education they receive in school and this is reflected in their attitudes towards the teachers. In the monastic system, the parents cannot afford tuitions, so this problem does not exist.

Otherwise the concerns expressed by the teachers were pretty much the same across all sectors.

## 6 What the Head Teachers say

Education research on leadership from around the world has shown that schools are largely a reflection of their head teacher. The success of a school depends on the leadership and vision of the principal. This short section focuses on the things the head teachers had to say that were not covered in section 5. Head teachers gave us their opinions and views on all the issues covered above – but they had other things to say as well.

Mostly head teachers have to struggle with the finances of running a school. They spoke about the difficulties of paying the bills and the issues with school maintenance. The fact that they did not receive enough money to fix leaking roofs and broken toilets, or indeed to equip the school with the necessary computer labs, so as to keep the students up to date with technology. Secondary school heads told us about the lack of music and PE teachers and how they often had to fund things out of their own pocket, such as plants for the agricultural class. Many thought that running the school took them away from teaching and was not really part of an 'education career'. Overall they lacked support from the government.

'At the moment we are doing nothing related to teaching like finding carpenters and mending buildings.' (A HT interview)

'We pay bills, hire finance accountant, one security guard and buy 10 computers needed for computer lab from fund of teacher-parent association and now the policy directs us not to accept or request donations from parents' (A HT interview)

'I and some of my friends bought 20 computers and donate them to school computer lab. I even pay computer training course for teachers who will become computer lab instructors in school.' (A HT interview)

But beyond financial issues there were other issues related to their teaching staff. Many of the heads interviewed spoke about the need to improve the capacity of their teachers – through training or reforms, through better morality or increased dedication. As one principal put it:

'We need to upgrade teachers' capacity. We'd like to have education trainings in international standards. Only then will they be able to compete in international education arena.' (A HT interview)

Another principal said,

'Because of insufficient number of teachers, SATs have not only to teach their own subjects but also they have to teach other subjects. In my experience, one of my colleagues is a Chemistry teacher but I also teach Physics and that compromises the quality, it is happening in all of the schools and what I mean is they need trainings for situations like this.' (C HT interview)

It was the interviews with the head teachers that showed clearly that the Myanmar education reform process needs to be a measured one, which takes into account the good practice and dedication that is already on the ground. It can be summarised that head teachers would greatly benefit from leadership training, that is however not available to date.

*Teachers' voice*

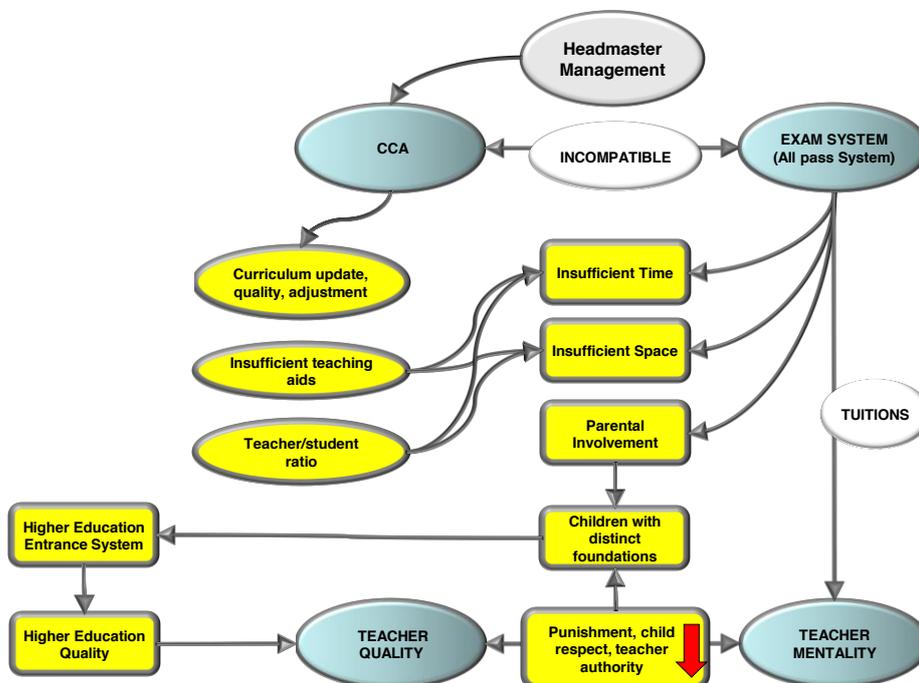
Most of the heads seemed to say that whilst change was necessary, the system was not bad and strategic improvement in specific areas could indeed make a big difference. But there seemed to be a cautious note as to what needed to be reformed and how.

## 7 Research Findings and Recommendations

### 7.1 Main findings

The diagram below summarises the main findings of the research. As was mentioned above one of the main problems is the incompatibility between CCA and the exam system. The all pass system means that teachers are under time pressure to get through the curriculum and the lack of space and time reduces their ability to use the CCA method. It affects teacher mentality, that focuses classes on simply passing exams. However there is pressure from the head teachers to change the teaching method in accordance with Myanmar education policy. In addition the lack of parental involvement and the proliferation of tuitions in the state sector result in a profoundly inequitable outcomes for children, as children leave school with different foundations, depending on which school they went to. This in turn affects their ability to enter HE. Those in the end studying for the teaching profession will not be the top achievers from the school system, in turn affecting teaching quality.

In addition Language issues need to be sorted out – for example the teaching of English does not focus enough on speaking (focus is on reading). There are gaps for students who have to study in English at a later stage.



In order to break this cycle changes need to be made to school leadership, the exam system and the attractiveness of the teaching position, both through adequate training and salary increases.

## 7.2 Recommendations for reform

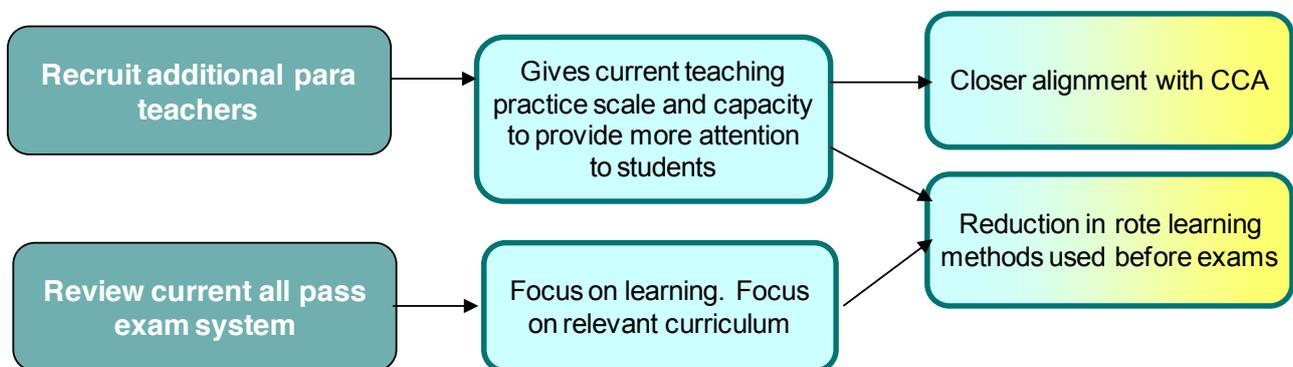
The recommendations have been clubbed as

- Tactical: need to start now, creates oxygen for future reform
- Professional: on-going incremental development of the teaching community
- Strategic: medium to long term recommendations to modernise education

The sequence of how these are tackled is really important as Myanmar Education needs to create the platform first to modernise

### 7.2.1 Tactical recommendations:

These recommendations alleviate immediate constraints to align current practices with national goals, needs immediate injection of minimal capital requirements to create space for future reform. The benefits of this are a long term better alignment with CCA.



### 7.2.2 Professional recommendations:

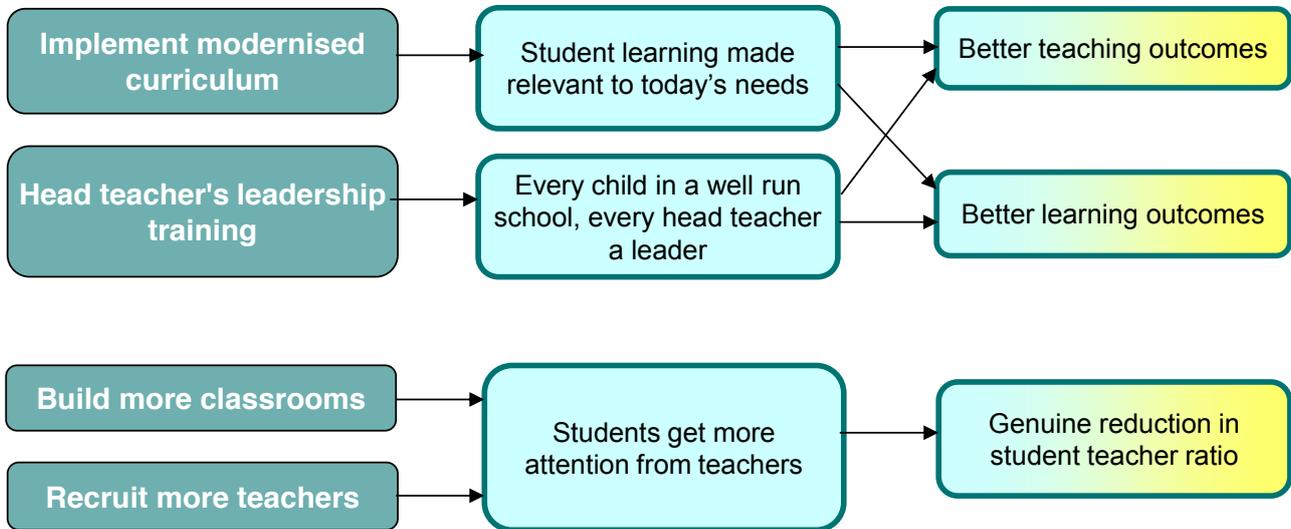
These recommendations establish pride and defined progression in the teaching profession at all grades. The benefits of this are a medium term set of empowered teachers and a long term reduction of drop out rates.



### 7.2.3 Strategic recommendations:

These recommendations modernise education and build scale. It needs a platform where some immediate actions (tactical have been taken) on which these initiatives can be built. It is capital intensive and has been recommended a bit further in the roadmap. For example hire more teachers after you have established the career pathways and medium term salary scales or the teaching

profession s that one is building on the quality of the profession. The long term benefit of this is that students are better equipped to make the right higher education and professional choices. The additional classrooms give more space to allow for a better implementation of CCA.



### 7.3 Conclusions

There is a lot of good practice in Myanmar schools – not everything needs to be changed. However the teachers were clear that reforms are indeed needed. Their voices have proved an invaluable window into their daily lives, that to date has not been taken into account.

Given the limited resources for this research, the fieldwork was limited to Yangon Region. More research is needed to determine the issues in rural areas. It is also recommended that research be undertaken in selected ethnic areas also shows that there is good practice and effective bilingual teaching in certain ethnic states.

The information from ethnic and rural areas needs to be reviewed so that the lessons learnt can be integrated into the education reform process.

## **Acronyms**

CCA - Child Centred Approach in education

TCA - Teacher Centred Approach in education

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## 9 Appendix – Education Statistics

| Sr  | Indicators                                  | 2010/01       | .01/02 | .02/03 | .03/04 | .04/05 | .05/06 | .06/07 | .07/08 | .08/09 | .09/10 | .10/11 |       |
|-----|---|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|
| 1   | GER by Level                                | Primary       | 87.5   | 88.4   | 90.6   | 89.8   | 88.5   | 88.7   | 88.8   | 90.87  | 89.01  | 91.45  | 89.54 |
|     |   | Middle        | 40.2   | 41.8   | 43.8   | 44.4   | 43.5   | 45.9   | 46     | 48.99  | 47.06  | 49.46  | 49.91 |
|     |   | High          | 31.3   | 31.2   | 31.4   | 30.2   | 29.7   | 30.3   | 28.9   | 35.57  | 30.29  | 34.35  | 31.26 |
| 2   | NER by Level                                | Primary       | 77.5   | 78     | 79.6   | 80.8   | 82.3   | 82.5   | 82.7   | 83.63  | 83.94  | 84.13  | 84.61 |
|     |   | Middle        | 38.2   | 39.5   | 40.8   | 40     | 40.4   | 42.7   | 43.7   | 45.07  | 44.71  | 45.5   | 47.16 |
|     |   | High          | 27.2   | 27.6   | 27.8   | 27.1   | 27.6   | 28.2   | 29.5   | 30.6   | 28.93  | 31.6   | 30.01 |
| 3   | Transition rates between level              | P to M        | 68.2   | 67.9   | 70.8   | 71.6   | 73.5   | 73.3   | 77.1   | 77.32  | 77.61  |        |       |
|     |   | M to H        | 94.4   | 93.1   | 90     | 92.5   | 95.2   | 92.1   | 93     | 93.38  | 90.85  |        |       |
| 4   | Recension rates by level                    | Primary       | 53.7   | 62.6   | 64.2   | 71.7   | 67.7   | 69.9   | 70.3   | 72.62  | 74.79  |        |       |
|     |   | Middle        | 69.2   | 75     | 80.8   | 79.9   | 76.6   | 84.8   | 72.1   | 76.78  | 74.35  |        |       |
|     |   | High          | 99.1   | 99     | 99     | 99.7   | 95.9   | 98.2   | 88.4   | 97.51  | 97.82  |        |       |
| 5   | Completion rates by level                   | Primary       | 47.27  | 60.6   | 63.7   | 71.6   | 67.7   | 67.9   | 67.9   | 71.3   | 73.5   |        |       |
|     |   | Middle        | 68.07  | 71.8   | 79.3   | 77.1   | 73.6   | 75.9   | 72.8   | 77.4   | 69.6   |        |       |
|     |   | High          | 45.82  | 40.4   | 39.9   | 41.4   | 44.4   | 34.5   | 34.6   | 32.1   | 30.6   |        |       |
| 6   | Internal efficiency of PE                   | Efficiency(%) | 73.5   | 78.4   | 87.1   | 83.5   | 83.6   | 85.5   | 84.7   | 87.5   | 84.3   | 92     |       |
|     |   | Graduates(%)  | 56.7   | 62.1   | 73.9   | 67.6   | 72.9   | 73.1   | 72.6   | 75.1   | 69.57  | 81.3   |       |
| 7   | Enrollment in Basic Education Primary('000) | Both sexes    | 4664   | 47.58  | 4994   | 4933   | 4944   | 4918   | 4956   | 5042   | 5040   | 5125   |       |
|     |   | Male          | 2352   | 2386   | 2499   | 2481   | 2480   | 2480   | 2506   | 2540   | 2553   | 2596   |       |
|     |   | Female        | 2312   | 2372   | 2495   | 2452   | 2464   | 2438   | 2450   | 2502   | 2487   | 2529   |       |
| 7.1 | Middle ('000)                               | Both sexes    | 1667   | 1741   | 1915   | 1877   | 1935   | 1966   | 1989   | 2047   | 2071   | 2175   |       |
|     |   | Male          | 868    | 903    | 928    | 976    | 86     | 1002   | 1012   | 1029   | 1039   | 1091   |       |
|     |   | Female        | 799    | 838    | 987    | 901    | 949    | 964    | 977    | 1018   | 1032   | 1084   |       |
| 7.2 | High ('000)                                 | Both sexes    | 621    | 627    | 643    | 647    | 650    | 632    | 609    | 609    | 651    | 670    |       |
|     |   | Male          | 311    | 318    | 317    | 328    | 326    | 314    | 294    | 294    | 314    | 318    |       |

*Teachers' voice*

|    |                                    | Female     | 310   | 309    | 326    | 319    | 324    | 318    | 315    | 315    | 337    | 352    |        |
|----|------------------------------------|------------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 8  | Number of villages with school     |            | 34627 | 34644  | 34841  | 35003  | 35109  | 35093  | 35098  | 35054  | 35081  |        |        |
| 9  | Percentage of villages with school |            | 53.1  | 53.2   | 53.6   | 53.8   | 54.05  | 54.07  | 54.12  | 54.05  | 54.72  |        |        |
| 10 | Gross Intake Rate                  | KG         |       | 112.43 | 109.94 | 107.09 | 105.65 | 105.61 | 104.65 | 104.09 | 103.52 | 102.07 | 101.27 |
| 11 | Net Intake Rate                    | KG         |       | 92.05  | 93.07  | 95.05  | 96.56  | 97.58  | 97.84  | 98.01  | 98.13  | 98.25  | 98.37  |
| 12 | Pupil - Teacher Ratio              | Primary    | 31.9  | 32.3   | 32.9   | 31.6   | 30.4   | 29.6   | 28.78  | 29     | 28     | 28     |        |
|    |                                    | Middle     | 29.2  | 29.9   | 32.2   | 32     | 31.5   | 33.1   | 33.5   | 36     | 35     | 34     |        |
|    |                                    | High       | 37.6  | 36.2   | 33.3   | 32.2   | 31.3   | 31     | 27.1   | 28     | 28     | 25     |        |
| 13 | Pre-Primary Enrolment ('000)       | Both sexes | 12.58 | 13.91  | 18.07  | 18.96  | 24.67  | 24.7   | 35     | 43.3   | 43.3   | 55.46  |        |
|    |                                    | Male       | 6.15  | 6.85   | 8.75   | 9.33   | 11.99  | 12     | 17.1   | 20.7   | 20.7   | 26.63  |        |
|    |                                    | Female     | 6.43  | 7.06   | 9.32   | 9.63   | 12.68  | 12.7   | 17.9   | 22.6   | 22.6   | 28.83  |        |
| 14 | Edu: Diplomas                      |            | 4939  | 5833   | 4743   | 9949   | 11148  | 14882  | 11768  | 9768   | 9321   |        |        |
| 15 | Adult Literacy Rate                | Both sexes | 91.4  | 91.8   | 92.2   | 93.3   | 94.1   | 94.4   | 94.75  | 94.83  | 94.89  | 94.95  |        |
|    |                                    | Male       | 91.8  | 92.2   | 92.6   | 93.7   | 94.5   | 94.7   | 94.92  | 94.58  | 94.58  | 94.62  |        |
|    |                                    | Female     | 91    | 91.4   | 91.8   | 92.9   | 93.7   | 94     | 94.58  | 95.07  | 95.19  | 95.27  |        |
| 16 | Youth Literacy Rate                | Both sexes | 94.4  | 94.84  | 95.29  | 96.2   | 96.5   | 96.8   | 97.67  | 97.6   | 97.72  | 97.83  |        |
|    |                                    | Male       | 95.6  | 95.7   | 96.19  | 96.9   | 97.05  | 96.82  | 98.2   | 98.27  | 98.39  | 98.5   |        |
|    |                                    | Female     | 93.2  | 93.92  | 94.33  | 95.5   | 95.91  | 96.8   | 96.9   | 96.91  | 97.02  | 97.14  |        |

Diplomas refers to PGDT, PGDMA, DTEC, D.T.Ed

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

2011