

Education Sector Analysis and Planning

Preparation of NESP 2021-2030

18 November 2020



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

Myanmar Ministry of Education
IIEP/UNESCO



Outline



Key findings of the Myanmar ESA

Alignment of strategies/components to address ESA findings



Key findings of the ESA

Scope of ESA:

- Statistical update of access & participation and quality key indicators

Not part of this **analysis: governance, management, finance**

Sources:

- Data provided by MoE and analysed with participants of capacity building workshops
- **Mid-term review** of NESP 2016-2021
- Complemented **by international** databases (UIS, World Bank) and recent reports



Key ESA findings

Pre-school and Basic Education Sector



Preschool

Sector	2016-17	2017-18	2018-19	2019-20
Preschool	129,589	154,103	88,479	86,058

Limited offer of preschool services, especially in rural and hard-to- reach areas

- Number of preschools attached to Basic Ed. schools has fallen by 65%

Quality of the services

- Lack of **stable teacher posts**
- Lack of a **formal, specific pre-service training for teachers of preschool** and **kindergarten** organized at **post-secondary level**

Limited progress in coordination of services

- **Most children (56%) attend preschools attached to Basic Ed. schools**
- **Two Ministries** (MSWRR and MoE) are **main providers of preschool services-> need for coordination**



Pre school Coverage

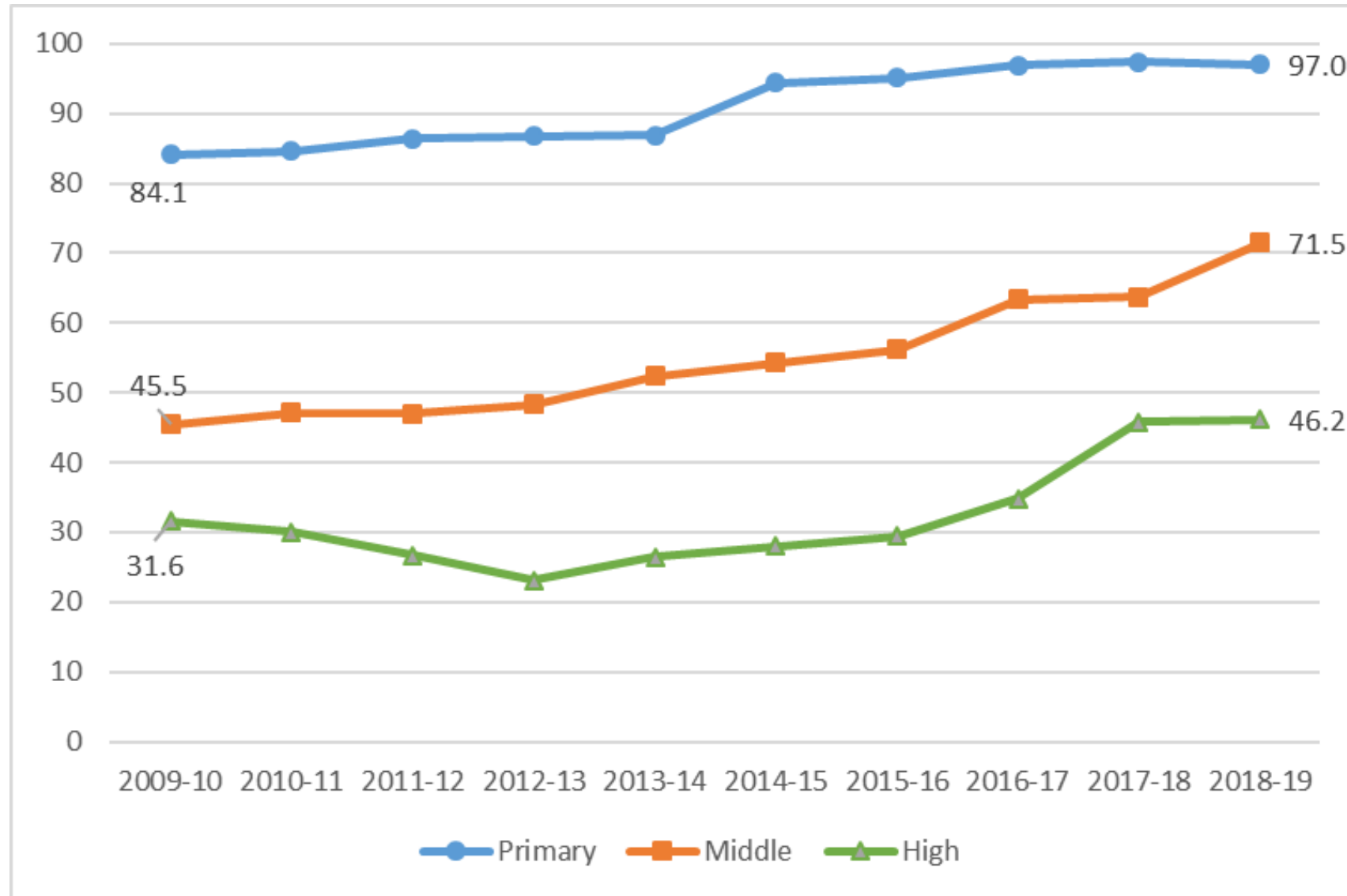
Preschool/Early Childhood Care and Education-ECCE

- (3⁺ ~ 4⁺) School based Pre-school class (Basic Education Schools), Pre-schools (MOSWRR,DSW), Private Pre Schools (ECCE Laws by DSW), Faith based Pre schools
- (5⁺) KG Education (KG + 12 System) (Nearly 1 million Students)
- After 2022-2023 KG+12 system reform will be completed, ECCE coverage in Basic Education Sector will be high
- 3⁺ ~ 4⁺ pre school and KG(5⁺) coverage is surely high in the ASEAN region



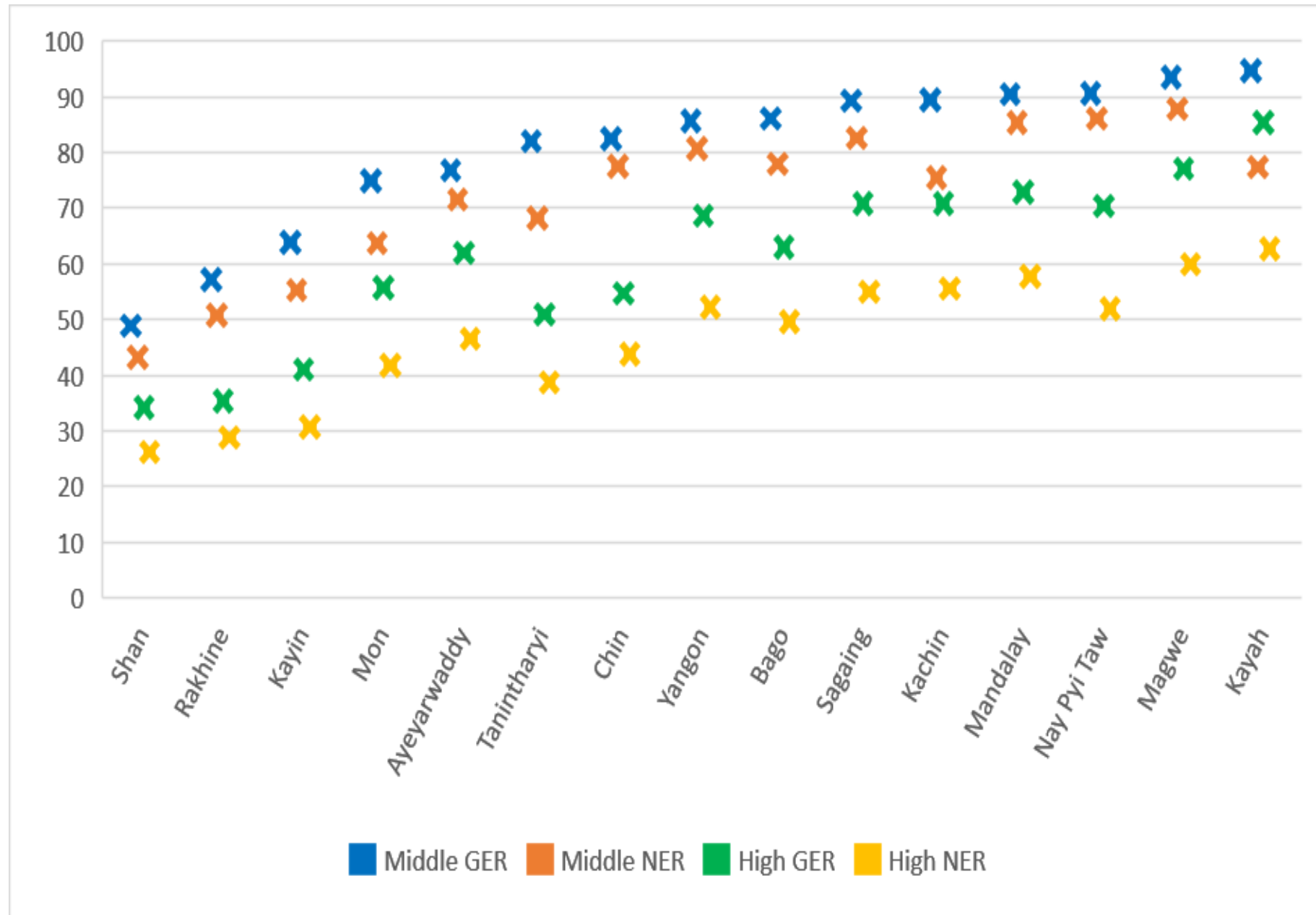
Basic Education

Significant gains in Basic Education, but challenges of progression and equity persist

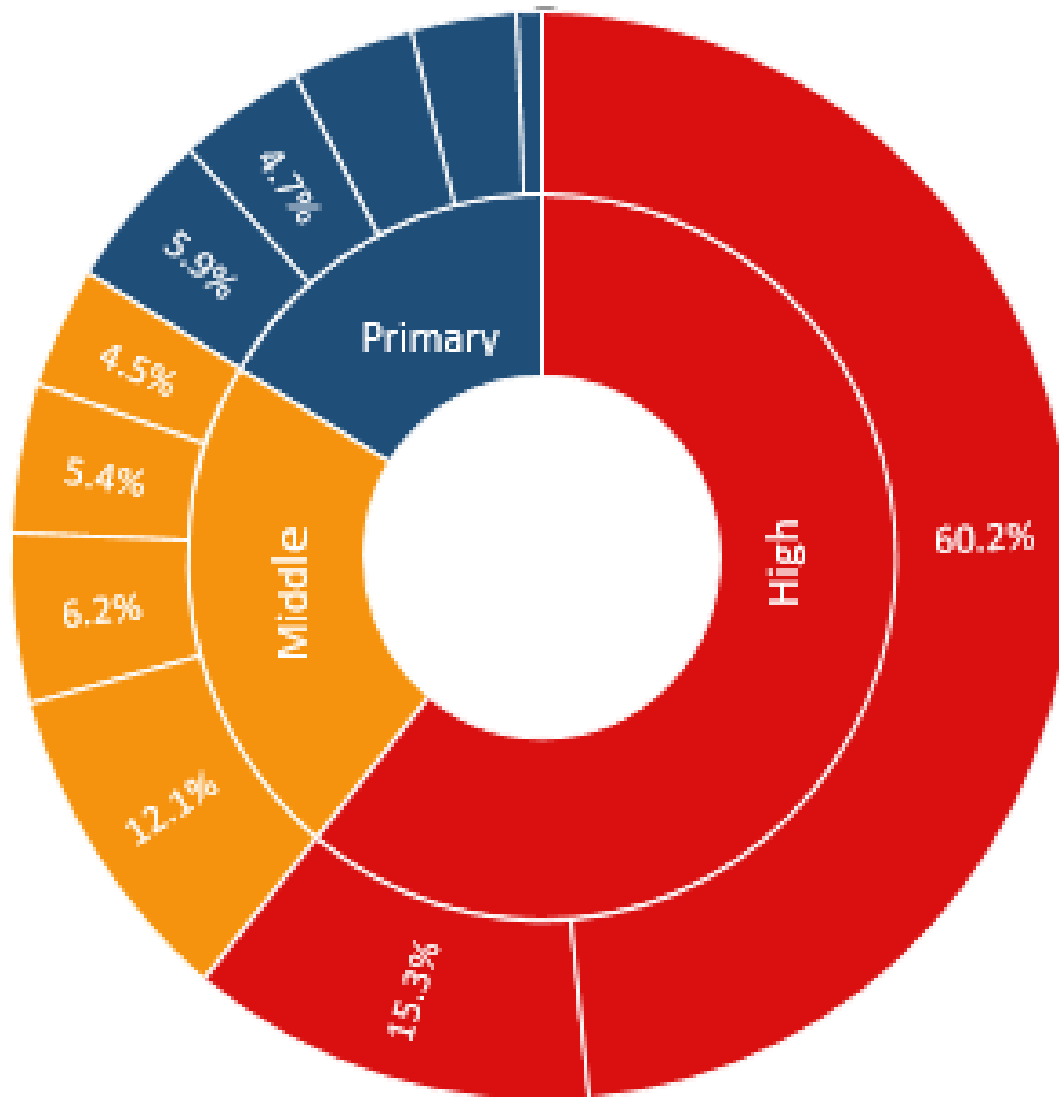


NER by level

Important internal disparities



Low school retention, worse at higher grades



Primary completion rate at 76.4%

Large disparities:

Rakhine state – schools lose between 22% and 30.4% of enrolled children in each [grade of primary](#). In middle education, schools lose [13.2% and 19.5%](#). In G11 dropout reaches [78%](#)

Shan (North) state - dropout rates range [between 8.6% and 14.8%](#) in primary education, 8.3% and 23.3% in middle education and up to 67% in G11



Current Status (Basic Education)

- **Primary Level Enrolment, Retention, Completion are High enough and drop out rate is significantly reduced in primary level (NFPE, ... ECMP, supporting for students, stipends, SIF) (Free Universal Primary Education)**
- **Middle School Level Enrolment, Retention, Completion are also fairly high and also reduce drop out in middle school level(2019 inter census survey) (NFME, ECMP, supporting for students, stipends, SIF) (Free Universal Middle school education)**
- **High school level Enrolment, Retention, Completion is increased but still necessary to take care, to reduce drop out as well as to reduce education wastage in high school level (Round about 570000 students will received this year) (High School Completion Certificate)**



Insufficient availability of schools offering post-primary grades

- MoE efforts to construct and to upgrade: **73.5%** increase in number of middle schools and **47.6%** in number of high schools

However:

- Only **3 out of 10 high-school-age** children have a high school in their village or ward
- Lack of schools nearby is a greater problem in **Kayin, Rakhine, Shan, and Chin states**
- **Missing facilities:** 31% of schools in Kachin have toilets, 40% in Rakhine, and between 40%-50% in Kayah, Shan (South and North) and Chin states and Bago (East) region.



Insufficient adaptation of education services to local context of children, especially ethnic minorities

- **Language barrier**: a significant impediment for children in ethnic areas
- **Positive measures introduced in recent years**: recruitment of local **teaching assistants and language teachers** to teach in ethnic languages, **local curriculum development, textbooks in ethnic languages**

However, **many barriers remain** and reinforce a parallel system:

- **The curricula is not considered culturally and linguistically relevant** for children of some ethno-linguistic groups
- Absence of **recognition and transfer agreements between the MoE and EBEPs**



Education is still not inclusive for children with disabilities

Several factors contribute toward poor school attendance of children with disabilities:

- negative attitudes toward disabilities by parents, teachers, peers and the community;
- weak implementation of existing laws and policies;
- inaccessible environment and lack of support services for children with disabilities;
- inadequate provision of teaching materials for disabilities;
- low pedagogic capacity by teachers;
- lack of training for teachers on special needs children; and
- weak coordination among ministries, NGOs and organizations.



Current Status

- New schools opening, upgrading school,
- Renovation of schools, new schools construction
- Support and provision (Wash Facilities, Teaching and learning materials, Furniture, science equipment, sport materials, etc
- Implementation of Inclusive education (Trainings for Inclusive education, supporting for disable students: stipends for all disable children, awareness raising for I.E)
- Supporting Ethnic Basic Education Providers (Partnership framework)
- TA, LT, 67 ethnic languages are taught for round about 800000 students.



Costs associated to attending school

- **Costs of schooling are the main reason** argued by households for **early school leaving** - particularly at **post-primary education levels**
- Even without fees, there are **other costs: uniforms, transportation, school supplies, accommodation, tutoring**
 - **31.8% of educational expenditures** of high school students is on **accommodation and tutoring**
- **Indirect costs: income foregone** if a person is in school instead of working
 - **Stipends** – studies suggest they contribute to student retention. But only reaches those already in school. Might need to also consider children who are already out of school due to poverty
 - **Child labourers** – need specific, flexible learning approaches



Perceptions of the value and quality of education

- Some of the major reasons given by children for having dropped out of school
 - **poor performance**
 - **the perception that further education** is not essential for their lives -
> the education system is **not providing the skills and knowledge**
children and youth need to improve their welfare
- And **engagement of parents** is linked to the quality of education offered



Current status

- Providing SIF
- Stipends for the needy students
- Textbooks, exercises books, Teaching and Learning Materials provision in free of charges
- Masks, face shields, Digital thermometer
- Awareness raising for parents for education reforms
- Programme for reducing drop out and Programme for Out of schools children



School closures and disruption caused by natural disasters, conflict, health crises

- **Displaced children**, those affected by natural disasters or conflict -> **limited access** to government schools and universities; lack of qualified teachers, teaching materials and language barriers
 - Availability and quality of educational services **in conflict-afflicted areas are low** - although there are a number of locally supported schools, there is no accurate information as to their coverage and quality
- > The development of an **Emergency Preparedness and Response** framework in 2020 is a major step to be incorporated into NESP 2



Current status

- **Inclusive Access to Quality Education –IAQE(ECM, Education for Migrant Children, Education for children with special needs(Conflict, natural disaster, emergency condition , etc)**
- **Implementation of EIE using Emergency Preparedness and Response framework in 2020**



Alternative education

- Out of school children 5-15 years old:
 - **1,824,113 children**
 - **21% of children of middle school age** and **42.7% of adolescents of high school age**

Non-formal programmes still have a limited reach

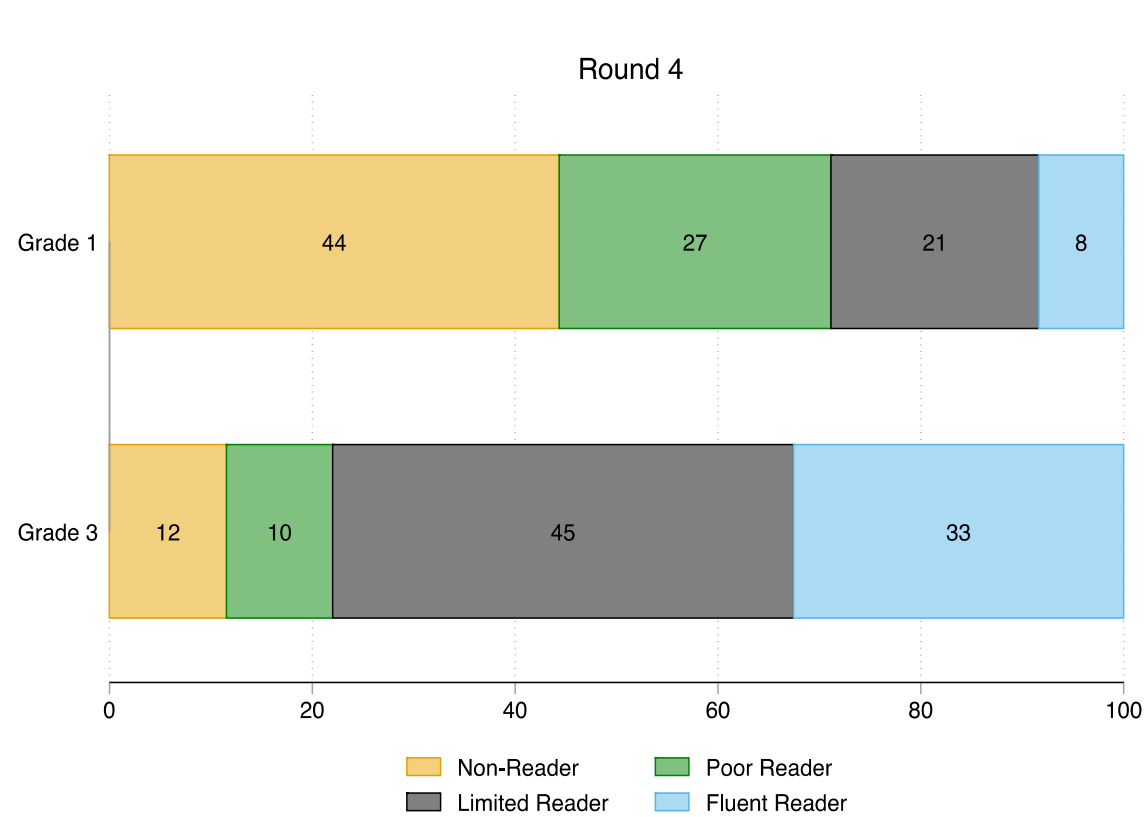
- **Non-formal Primary Education Equivalency Programme** coverage of students falls short of the eligible population
- **Non-government providers** -> equivalencies, coordination
- Positive steps that need to be reinforced: **Non-Formal Middle Education Equivalency Programme**; vocational trainings with a non-formal education approach, 'second-chance' programmes

Need to strengthen the new institutional set up

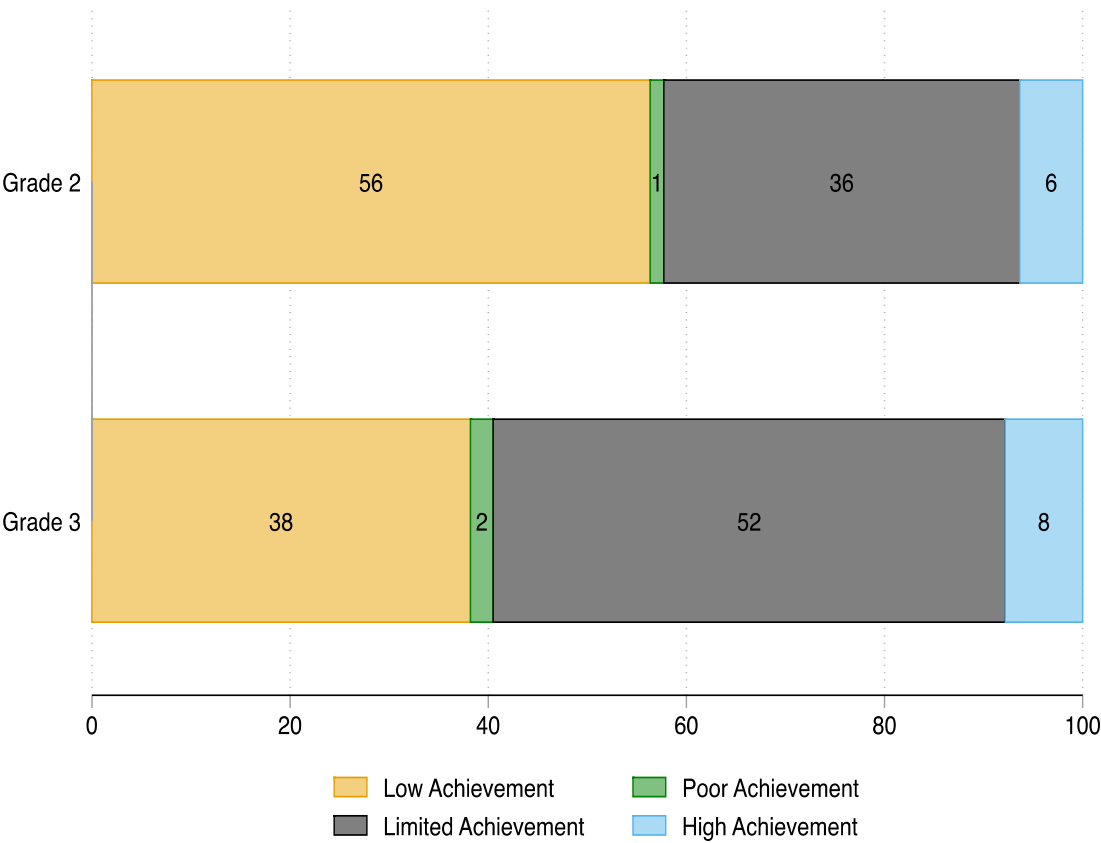
- Operationalize **AE framework**
- Strengthening role of MoE as **coordinator of alternative education services**

Low learning outcomes in early grades

EGRA Round 4 (2017-2018): reading results for grades 1 & 3



EGMA results (2016-2017) grades 2 & 4



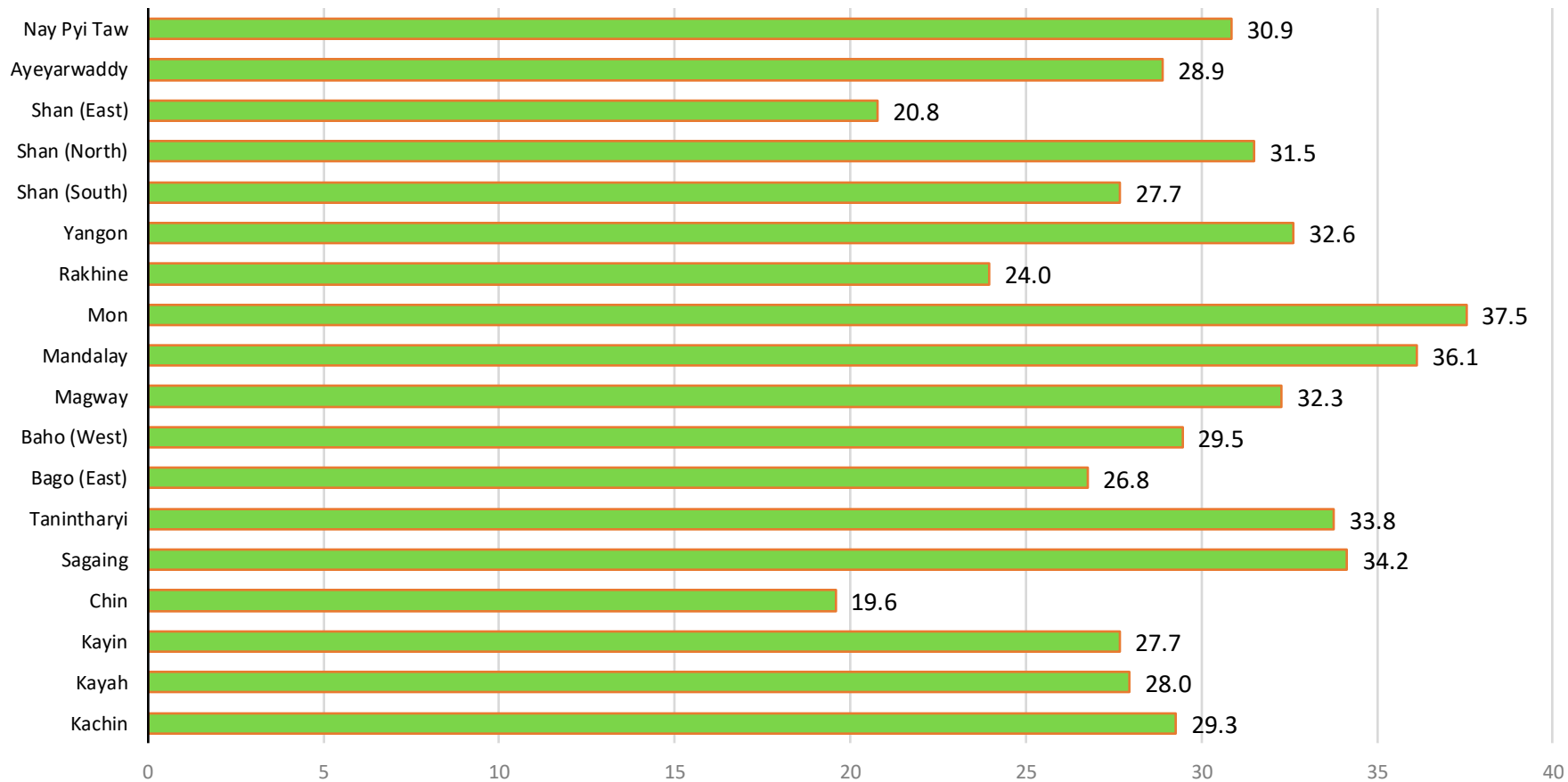


Current Status

- Early Grade Reading Assistance Programme
- Early Grading Mathematic Assistance Programme

Based on findings of EGRA and EGMA (Sample based Assessment/Research Studies)

Low pass rates at matriculation examinations



Percentage of students who passed the matriculation examinations in 2018-19, by state/region



Current status

- **Wastage in Basic Education by low pass rate of Matriculation Exam**
- **High School Completion Certificate (Based on 7 criteria, 570000 students eligible to receive) link with skills based trainings by DTVET**



Curriculum reform

Considerable improvements with the new curriculum. However, there are some **remaining challenges**:

- Important to ensure that the **new four-year teacher pre-service programme of Education Colleges** is aligned with **the new curriculum**
- Roll out of the **new curriculum in the remaining grades in the context of COVID19 pandemic**: a need to adapt **in-service teacher training to distance learning modalities**
- Lack of a **curriculum management and review mechanism**
- **Local Curriculum Development** - needs for additional LT & TA, monitor implementation



Lack of teaching/learning resources

- Libraries, science laboratories and computer rooms are absent in most schools, though variations by region and education sub-sector exist:
 - Primary and middle schools, and schools in rural areas are **under-equipped**
 - More disadvantaged states: Rakhine, Bago (E) and Chin



Current status

- Curriculum management and review mechanism
- Provision of computers, books, small scale science equipment for Libraries, science laboratories and computer rooms



Teacher management challenges

- **Need to plan ahead to avoid shortage** of qualified teachers:
 - **teacher education reform** may lead to a lack of graduates over **2021-2023**
 - needs increase as **secondary education expands**
 - **Attention needs to be given** to sustainability of strategies (e.g. different status of teachers)
- **Teacher deployment:**
 - Difficulties to retain teachers in **rural, conflict-affected and remote schools** -> equity implications (e.g. less experienced teachers deployed)
- **Teacher career policy not conducive to quality improvement**
 - System based on the years of experience rather than performance
 - Best teachers promoted upwards through the **basic education levels away from primary schools**
 - **Head Teachers selected** among teachers without training on **education leadership or school management**



Teacher training challenges

- Risks in the implementation of reforms in **pre-service teacher training**:
 - reports found that Education Colleges (ECs) have not been well prepared for the start of the 4-year course: e.g. training on the new curriculum remains insufficient
- Other issues:
 - Limited progress in addressing ethnolinguistic inclusion, disability and EiE in pre-service training and ECs
 - No specialized content on teaching at ECCD in the curriculum
 - Lack of content and materials to prepare teacher educators and **teacher students for the use and teaching of ICT**
- A need to adapt and **redesign in-service teacher training**:
 - **Too short and not sufficiently thorough**
 - **Often top-down strategies**
 - **Quality of training tends to decline** away from the centre

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Current status

- **Teacher Education Reform: Pre-service Education; EDCs, In-Service Teacher Education; trainings for new curriculum rolling out and CPD for teachers**



A national assessment system in the making

- **Classroom-based assessments:** teachers not yet familiar with new assessment modalities (e.g. lack of training, lack of assessment manuals)
- **Examinations:** reinforce patterns of rote memorization and repetitive teaching
- **National large-scale assessment:** under development
- **Weak capacities** and a lack of human resources to manage assessments and their data
- Lack of material resources and information and communication technology infrastructure
- Weak feedback loop at central administration level and schools

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Current status

- **Assessment Reform**
- **Reform DME to be An Assessment Agency**



Alignment NESP 2 strategies/components with ESA findings



Alignment of NESP 2021-2030 ToC with ESA findings

- Basic Education, TVET and Higher Education:
 - ✓ **Strategies related to access and quality pillars aligned and most components**
 - ✓ Strategies of Finance, Management and Partnerships pillars– not part of the statistical update of ESA, but found to be supportive conditions for implementation of access and quality measures
- A few issues remain to be addressed ->
Some suggestions to consider when further developing the content of the components

Improve access to quality preschool

Key ESA finding	Alignment with NESP 2 ToC	Remaining issues to be considered
Low coordination, weak management	<ul style="list-style-type: none"> ✓ P7.S1: Strengthening Governance and Co-ordination of Preschool Services ✓ P5.S2.C2: Strengthening management capacities of education officials at all levels 	
Low participation in preschool education		<ul style="list-style-type: none"> • Limited offer in rural, ethnic areas • Sustainability of school-based preschools
Lack of holistic services for preschool age children at-risk		<ul style="list-style-type: none"> • Health and nutrition: consider inclusion of preschool children in school-based programs • Developmental screening
Low quality of preschool services		<ul style="list-style-type: none"> • Teachers don't have specific training: consider specialized certificate for ECCD; include preschool teachers in CPD programs • Insufficient, unstable teacher posts in preschools

Improve access to basic education - KG

Key ESA finding	Alignment with NESP 2 ToC	Remaining issues to be considered
Low participation in Kindergarten	<ul style="list-style-type: none">✓ P1.S1.C1: Providing KG infrastructure, recruitment of KG + Primary school teachers✓ P7.S2.C1: Promoting Stakeholder involvement in KG + Primary Education	
Low quality of services provided	<ul style="list-style-type: none">✓ P3.S1: Improving the Quality of Kindergarten + Primary Education✓ P1.S1.C1: ...appropriate teaching and learning materials, including Teacher's Manuals and KG Kits✓ P7.S2.C1: Promoting Stakeholder involvement in KG + Primary Education	<ul style="list-style-type: none">• Some strategies/components of basic education would, in principle, also apply to KG, but could be helpful to refer more specifically to KG given the importance of this level as entry to school. For example:<ul style="list-style-type: none">in P1.S2.C5: ...school-based programs aiming to improve health and nutrition of school age children<ul style="list-style-type: none">Or, teaching and learning materials in ethnic languages for KGOr, supporting recruitment of LT, TA in ethnic areas, for KG

Increase retention in basic education with special focus on disadvantaged children

Key ESA finding	Alignment with NESP 2 ToC	Remaining issues to be considered
<p>Insufficient availability of schools offering post-primary grades</p> <p>Missing facilities (electricity, WASH)</p>	<ul style="list-style-type: none"> ✓ P1.S2.C2: Upgrading schools, providing school buildings, technology and infrastructure ✓ P5.S3: Ensuring Implementation of Quality Basic Education (EMIS) ✓ P5.S4: Improving the quality of schools through a School-Based Quality Assurance System (School improvement plans) ✓ P6.S4: Supporting Technology and Infrastructure for education media resources and technologies ✓ P6.S1: Supporting Technology and Infrastructure for Basic Education Schools (prioritizing ethnic areas) 	<ul style="list-style-type: none"> • Lack of relevant MoE experience in construction management
<p>School closures and disruption caused by crises</p>	<ul style="list-style-type: none"> ✓ P1.S2.C2:...promoting a culture of healthy, safe and resilience in schools to ensure learning continuity ✓ P6.S4: Supporting Technology and Infrastructure for education media resources and technologies 	<ul style="list-style-type: none"> • More specific integration of measures related to disaster, conflict & health crises planning, mitigation and response programs -> EPR framework

Increase retention in basic education with special focus on disadvantaged children

Key ESA finding	Alignment with NESP 2 ToC	Remaining issues to be considered
Unmet learning needs for children in ethnic areas	<ul style="list-style-type: none"> ✓ P1.S2.C1: Supporting all school-age children with equitable access to free basic education, prioritizing the ethnic areas ✓ P6.S1.C1: Strengthening financial support for Technology and Infrastructure for the Basic Education sector, prioritizing ethnic areas ✓ P7.S2.C1: Encouraging an Ethnic Basic Education Providers Programme ✓ Other components related to quality 	<ul style="list-style-type: none"> • Language is a significant barrier for educational progression. Consider pilot mother tongue based multilingual education for early grades
Poverty, child labour, migrants -> dropout	<ul style="list-style-type: none"> ✓ P1.S5.C2: Promoting inclusive access and quality basic education for migrant children in Myanmar ✓ P1.S3: Strengthening Free and Compulsory Primary Education 	<ul style="list-style-type: none"> • Consider ways to reduce accommodation, transportation costs • Measures for child labourers (e.g. flexible schedules) • Incentives to remain in school: stipends for post-primary with a tighter link to education performance

Increase retention in basic education with special focus on disadvantaged children

Key ESA finding	Alignment with NESP 2 ToC	Remaining issues to be considered
Unmet learning needs for children with disabilities	<ul style="list-style-type: none"> ✓ P1.S2.C3: Developing and implementing an inclusive and equitable education policy and Programmes including (...) Special Education Programme ✓ P1.S5.C1: Supporting students with special needs,(...) for inclusive and equitable access to quality basic education ✓ Other components related to quality also have an impact 	<p>To be considered when developing these components:</p> <ul style="list-style-type: none"> • Involve PTAs and community organizations in creating awareness and positive attitudes for inclusive education • Coordination with relevant ministries/ organizations for children with disabilities • Accessible infrastructure and materials for children with disabilities
Low perceived value of education	<ul style="list-style-type: none"> ✓ P7.S4: Strengthening Advocacy and Communication ✓ P7.S5: Strengthening Parent-Teacher Associations for Quality Basic Education ✓ P6.S2: Providing Education Financing with a Focus on Schools and Students with the highest needs ✓ P1.S3: Strengthening Free and Compulsory Primary Education 	

Improve implementation of the new curriculum and provision of teaching/learning resources

Key ESA finding	Alignment with NESP 2 ToC	Remaining issues to be considered
Challenges with the implementation of the new curriculum	<ul style="list-style-type: none"> ✓ P2.S3: Developing and updating the BE Curriculum ✓ P2.S1: Strengthening the BE Curriculum Management System ✓ P2.S2: Enhancing capacity building of curriculum development ✓ P2.S3.C4: Supporting ethnic languages textbooks and learning materials for local curricula of Grade 1,2,3 	<ul style="list-style-type: none"> • Alignment of the 4-year teacher pre-service programme with the new curriculum • Integration of EPR framework in curriculum • Strengthen local curriculum development implementation
Insufficient teaching and learning resources	<ul style="list-style-type: none"> ✓ P1.S2.C4: Revitalizing the school library system in BE ✓ P3.S3: Basic Education Information and Communication Technology (ICT for Basic Education) ✓ P5.S2.C3: Developing policy guidelines and implementing a textbook reusing programme ✓ P6.S1: Supporting Technology and Infrastructure for Basic Education Schools ✓ P7.S2.C3: Providing teaching learning materials and resources for the BE sector with cooperation from development partners ✓ P1.S1.C1: Providing (...) appropriate teaching and learning materials, including Teacher's Manuals and KG Kits 	

Improve provision of quality teachers

Key ESA finding	Alignment with NESP 2 ToC	Remaining issues to be considered
Inefficient teacher management (recruitment, deployment, career structure)	<ul style="list-style-type: none"> ✓ P5.S1: Recruitment, Transfer, Promotion and Quality Improvement of BE Teachers (incl. LT, TAs in ethnic areas) ✓ P1.S1.C1: (...) recruitment of KG + Primary school teachers ✓ HE, P1.S4: Strengthening a comprehensive Teacher Policy ✓ Ch8, S8: Strengthen HRM systems and capacities 	<ul style="list-style-type: none"> • Consider measures to improve teacher deployment issues (e.g. incentives) • Consider measures to address possible teacher shortages in the short term (4-year degree, expansion of post-primary ed.)
Issues with pre-service and in-service teacher training	<ul style="list-style-type: none"> ✓ P3.S1: Improving the Quality of KG + Primary ✓ P3.S2: Improving the Quality of In-service Teacher Training and CPD ✓ P5.S5: Strengthening the quality of Special Needs Education programmes ✓ HE.P2.S2: Reviewing and improving curricula for both pre-service and in-service Teacher Ed. ✓ HE.P3.S2: Providing CPD Programmes for the Education Workforce ✓ HE.P3.S4: Improving the quality of Pre-service T.Ed. ✓ HE.P3.S5: Enhancing CPD In-service T.Ed. ✓ HE.P1.S5: Developing and implementing inclusive T.Ed. ✓ HE.P7.S3: Strengthening internationalization & partnership in T.Ed. 	<ul style="list-style-type: none"> • Specific training for ECCD • Alignment of TCSF with pre-service teacher training • Integration of EPR framework in pre- and in-service training

Develop the learning assessment system and the use of its data for quality improvement

Key ESA finding	Alignment with NESP 2 ToC	Remaining issues to be considered
Need to develop a national assessment system with various types of assessments and feedback mechanisms to learning	<ul style="list-style-type: none">✓ P4.S1: Strengthening Early Grade Reading Assessment and Early Grade Mathematics Assessment✓ P4.S2: Improving School Based Assessment✓ P4.S3: Improving National Assessments and Examinations✓ P4.S4: Supporting International Assessments (South East Asia Primary Learning Metrics-SEA-PLM, IMO, PISA, etc.)	<ul style="list-style-type: none">• Consider feedback mechanisms to teachers and parents, teacher training, curriculum development and other policies• Ensure teachers' familiarity with the new assessment system and use for improvements in the classroom

Provide opportunities to acquire basic competencies to Out of school children, youth and adults

Key ESA finding	Alignment with NESP 2 ToC	Remaining issues to be considered
Limited reach of NFE programmes	<ul style="list-style-type: none"> ✓ P4.S5.C1: Developing certificates system for NFE Programmes ✓ P6.S4.C2: Developing digital contents for MDEP, DBE Box, DAE Box, TV education channel, FM radio 	<ul style="list-style-type: none"> • Alternative education/NFE components are currently placed under 'special needs'. Consider having specific strategies for AE, given the different beneficiaries. For ex.: Promotion of NFPE, NFME, and CLCs
Limited 'second chance' programmes (e.g. vocational, livelihood)		<ul style="list-style-type: none"> • Would require coordination between DAE, DTVET, DBE
Poor quality of services	<ul style="list-style-type: none"> ✓ P2.S4.C1: Reviewing and revising NFE curricula and syllabi to achieve responsible citizenship, skills, attitudes and values ✓ P2.S4.C2: Reviewing and revising teaching-learning process of basic literacy programme 	<ul style="list-style-type: none"> • AE curriculum components are currently placed under 'special needs'. Consider having specific strategies for AE, given the different beneficiaries
Institutional environment for AE needs strengthening		<ul style="list-style-type: none"> • Operationalization of AE framework • Coordination of services provided by partners that also deliver NFE services



THANK YOU!

Questions, comments