

Language, Education and Social Cohesion

MYANMAR

Khin Thin Phyu – MoE
Malar San - UNICEF

ETWG-LESC MEETING
18th September, Yangon

Education in Myanmar - Background

- **Capital:** Nay Pyi Taw
- **Location:** Largest country in mainland southeast Asia (676,578 km²)
- **Population:** 52 million (estimated); rich in natural resources,
- High diversity : at least 135 national ethnic groups; over 100 languages.
- Some ethnic groups are the Bamar, Chin, Kachin, Kayah, Kayin, Mon, Rakhine and Shan
- **Governance:** Transition to civilian rule in 2011; period of extensive political, economic and social reform
- **Peace process:** progressing; education provision in conflict affected areas presents continuing challenges



Convention on the Rights of the Child

The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 (the 30th anniversary of its Declaration of the Rights of the Child). **The CRC was ratified by 191 countries.**

Myanmar ratified CRC in 1991.

■ Article : 28

Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

■ Article : 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Constitution of the Republic of the Union of Myanmar (2008)



**Constitution of the Republic of the
Union of Myanmar**
(2008)

ပြည်ထောင်စုသမ္မတမြန်မာနိုင်ငံတော်
ဖွဲ့စည်းပုံအခြေခံဥပဒေ
(၂၀၀၈ ခုနှစ်)

366. Every citizen, in accord with the educational policy laid down by the Union :

- (a) has the right to education;
- (b) shall be given basic education which the Union prescribes by law as compulsory;
- (c) have the right to conduct scientific research explore science, work with creativity and write to develop the arts and conduct research freely other branches of culture.

368. The Union shall honor and assist citizens who are outstanding in education irrespective of race, religion and sex according to their qualifications.

Early Childhood Care and Development Policy



THE REPUBLIC OF THE UNION OF MYANMAR

MYANMAR POLICY FOR EARLY CHILDHOOD CARE AND DEVELOPMENT



2014

➤ Multi sectorial ECD Policy was adopted in 2013;

➤ **Policy Strategies:**

4. Preschool education for children, 3 to 4 years

Implement and expand high-quality, culturally and linguistically-appropriate and inclusive preschool education, continuing parent education and involvement and related early childhood services, and conduct awareness raising workshops from community to national levels regarding the importance of preschool education.

5. Transition, kindergarten and early primary grades, 5 to 8 years

Develop a strong transition programme for children from 4 to 5 years of age from home and preschool to inclusive kindergarten and primary school that includes parent participation in the schools, use of the mother tongue for learning basic concepts to the extent possible and as requested, and child-centred approaches with active learning methodologies for early grade teaching, learning through play, and learning corners.

Education policy and Basic Education Policy

Education policy

- Education policy – For all subjects and for all grade levels - myanmar language is the medium of instruction
- Upper secondary - science and maths are taught in English
- University - All subjects are taught by English

Basic Education Policy

- Based on multi sectorial ECCD policy, KG and primary level will be taught in Mother tongue based education
- Although it is not mentioned exactly in the current basic education law, ethnic language teaching has been implementing in Kachin, Kayin, Rakhine, who requested to implement mother tongue based education programme in their areas.
- Current policy – agreed to teach ethnic languages in schools,
- Recruited local ethnic teachers and provide 30000 ks by monthly (30 USD per month)
- Government provided text books by ethnic language as well

Language, Education and Social Cohesion (LESC) and Peace Building, Education and Advocacy (PBEA)

- The Language, Education and Social Cohesion (LESC) initiative is a component of UNICEF's Peacebuilding, Education and Advocacy (PBEA) Programme , a four year global initiative (2012-2015), funded by the Dutch Government
- Aims : 'to strengthen resilience, social cohesion and human security in conflict-affected contexts, including countries at risk of – or are experiencing and recovering from – conflict
- LESC : to address questions of language policy and planning, citizenship and ethnicity concerns in educational contexts in order to strengthen policies and practices in education for peacebuilding
- Malaysia, Myanmar and Thailand

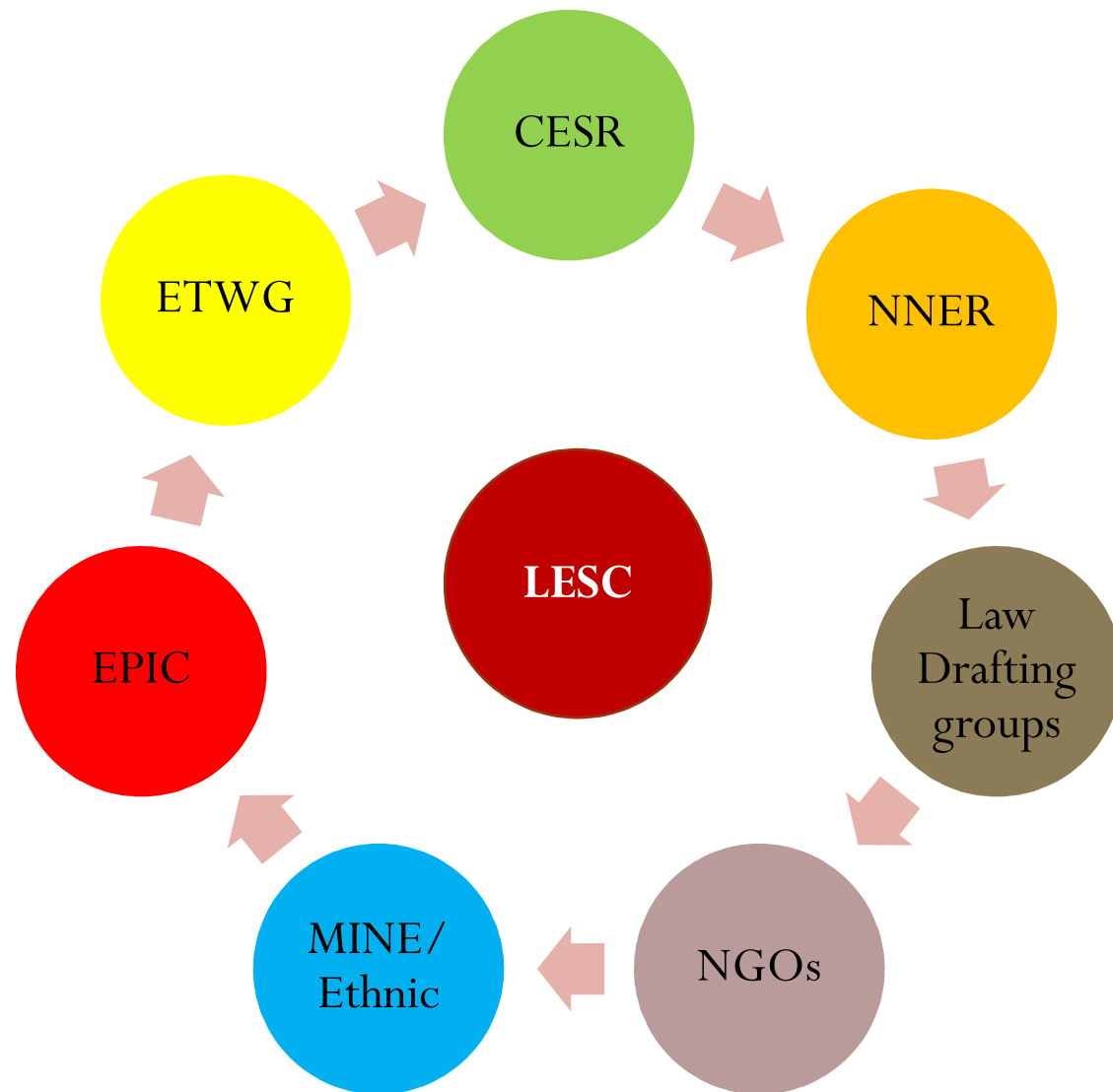
Facilitated Dialogues, Problem Solving *Dialogues* of Experts, Officials, Community Representatives

Date	Dialogues
June 2013	Yangon, Ethnic Language Rights in Education
November 2013	Language And Social Cohesion to be undertaken under CESR Phase 2- Education Thematic Working Group
January 2014	Language Rights, Social Cohesion, Effective Education: Each Supports the Other – NNER
Feb 2014	Mae Sot, Eastern Burma Community
May 2014	Mawlamyine, Mon State Language Policy
May 2014	Basic Education Law Drafting Group
August 2014	Naypyidaw, Myanmar wide Language Policy

Site Visits, Discussions and Interviews wider participation

- ❑ Discussions have been held with Comprehensive Education Sector Review Team (CESR)
- ❑ Discussions have been held with Education Thematic Working group (ETWG)
- ❑ Discussions have been held with Education Promotion Implementation Committee (EPIC)
- ❑ Discussions have been held the Basic Law Drafting Committee regularly through the LESC.
- ❑ Discussions have been held with Civil Society such as NNER and MINE
- ❑ Collaborative relations have been established with CSO Pyoe Pin, Shalom Foundation, Ethnic Education bodies.

LESC Dialogue with Different Stakeholders



Focus of LESC in Myanmar

To support the Comprehensive Education Sector Review.

To promote peace building through language policy

To transfer skills in language planning

To solve language issues and problems through democratic facilitated dialogues and evidence based policy writing

To encourage collaboration between experts, communities and government

Main Topics

- Learning of Myanmar language and English.
- The place of ethnic languages in education
- Support for endangered languages
- Multilingualism in schools
- Academic literacy for all
- Specific case studies in Mon and Kayin states as examples of new language policies.

Discussions have been held with Comprehensive Education Sector Review Team (CESR)

- A two-year **sector reform process** for ensuring that the education system meets the needs of the people in a rapidly changing and modernizing society
- Endorsed by **H.E President U Thein Sein**, February 2012
- ***Phase 1 (Rapid Assessment)*** is identifying areas for immediate action; results due February 2013
- ***Phase 2 (In-depth studies)*** – analysis of more complex reform issues through 2013
- ***Phase Three (sector planning)*** – development of strategic, fully-costed Education Sector Plans 2014-16; 2016 -21
- Discussed with with CESR Management Team during CESR P II
- Worked with CESR Technical Team Team during CESR P II

CESR Team and LESC Dialogue



Comprehensive Education Sector Reform P II Findings : Language Summary

Main results of the assessment

- Weaknesses are found in the enacted policies of Burmese (the official language), other ethnic languages and foreign languages, and it is still weak to lay down policies of which languages should be put in what curriculum and should be taught and what language should be used in teaching and learning process.
- The role of native language is vital. The more knowledge about the native language the students acquire the more competence and problem solving skills they will get. It will become a great support for them when they learn foreign languages.

Approvals and Suggestions to Be Prioritized based on CESR PII Findings

- In making policies on languages, the following facts should be included; all students should have right study at school, to learn their mother-tongue until they are fluent in it, to make them have competence in their mother-tongues when they leave the school; a policy should be made to add Burmese and English languages including all ethnic tongues into school curriculums of each grade systematically and to use those languages as teaching language, to set English and Burmese languages as individual subjects in the Primary curriculums, ethnical languages should be put in specific regional curriculums within limited duration. Besides, foreign languages should be introduced, in Elementary grades, with happy activities. Text Books in basic primary level should be written in Burmese version (if the children from other ethnic races find it difficult to learn those text books, they should be taught by using their individual mother tongues.) In those schools where children of multi races are attending, with the help advices from local teachers and parents, schedules which includes which curriculum of a certain language is to use what time should be made depending on the regions or the state they are in.

January 2014: Language Rights, Social Cohesion, Effective
Education: Each Supports the Other – NNER



Facilitated Dialogues

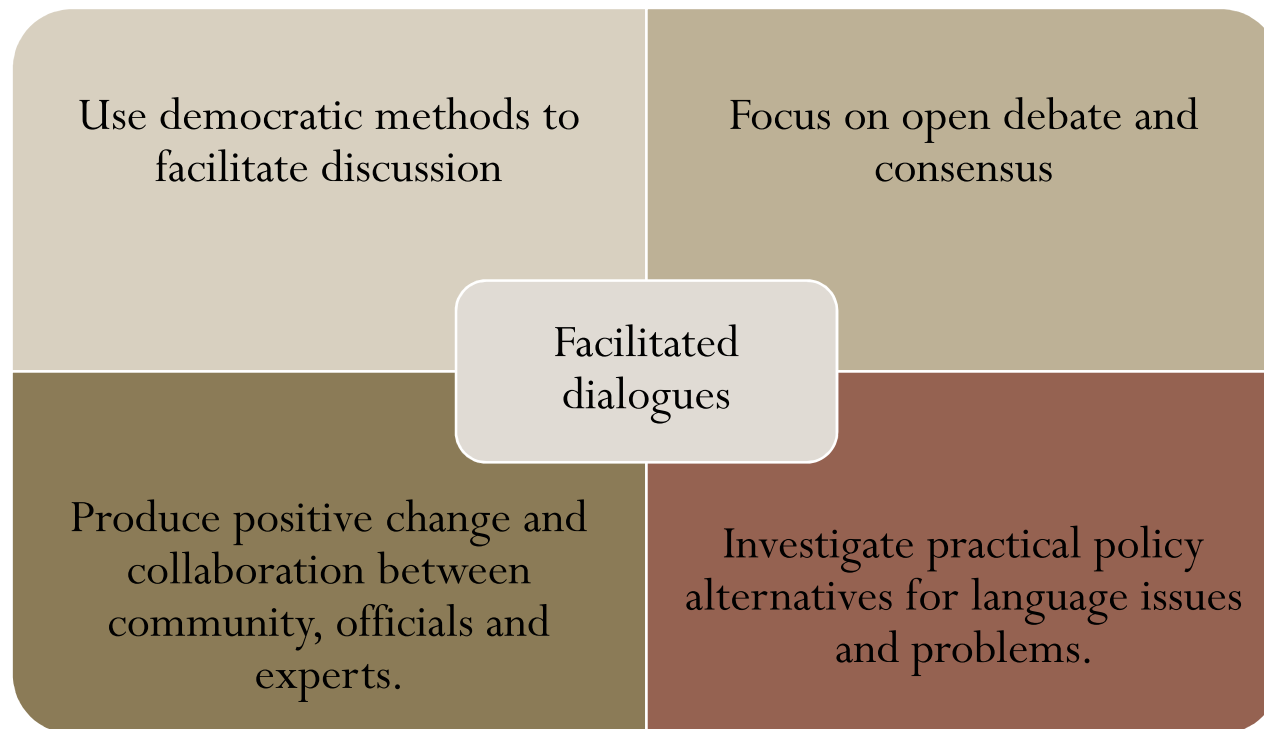
*Language Policy Forum, Eastern Burma Community
Schools. Mae Sot,
12-14 February 2014*

*Language, Education and Social Cohesion. Mawlamyine,
27-28 May 2014*

*Language, Education and Social Cohesion. Naypyidaw,
29-30 July, 2014*

Facilitated dialogues

Participants do action-based language planning. They write policy agreements and build local solutions to problems of language



Facilitated dialogues : Targeted Groups



Officials



Experts



Community
Representatives

Mae Sot Thailand (Eastern Burma Community Schools) Feb 2014



MINE

The Myanmar/Burma Indigenous Network for Education – MINE – was launched on Friday 21st February, International Mother language day. An ethnic education seminar hosted by the Karen Teacher Working Group (KTWG) in Mae Sot from 12 – 14 February led to the creation of MINE.

Ethnic education leaders from 22 organisations attended, with 12 different ethnic groups represented. *“I am very encouraged by the level of enthusiasm of the group and the cooperation and participation in exploring different ways to preserve and promote our mother tongue language”* said Lway Naw Chee, MINE Spokesperson.

MINE

...Although the promotion of Indigenous language rights is at the heart of MINE, the network also recognises the importance of education in Burmese and English language and is seeking a Tri-lingual language policy for the Union.

“Recognising our language and culture rights is important to us, but is also essential if there is going to be peace and stability in Myanmar / Burma” added Saw Kapi, a spokesperson for MINE.

Mawlamyine : National Level Facilitated Dialogue



Outcome of Mon State Dialogue

Preamble : Mon Sate Language Policy and Planning
The Language, Education and Social Cohesion workshop
(27-28 May), Mon State

- နိဒါန်း
- ပြည်ထောင်စုသမ္မတမြန်မာနိုင်ငံတော်သည် တိုင်းရင်းသားလူမျိုးများ စုစည်းနေထိုင်သည့်နိုင်ငံတစ်ခုဖြစ်သည် နှင့်အညီ တိုင်းရင်းသားများအားလုံး၏တန်းတူညီမျှရေး၊ မိမိတို့၏ကိုယ်ပိုင်စာပေ၊ယဉ်ကျေးမှုအမွေအနှစ်များကို ထိမ်းသိမ်း ကာကွယ်ရေးအတွက်လည်းများစွာအရေးပါပါသည်။ ပြည်ထောင်စုအတွင်းရှိပြည်နယ်/ တိုင်းဒေသ ကြီးအသီးသီး ၏ ဖွံ့ဖြိုးမှုသည် နေထိုင်ကြသော တိုင်းရင်းသားလူမျိုးအားလုံး၏တိုးတက်မှုပင်ဖြစ်ပါ သည်။ ပြည်နယ်ဖွံ့ဖြိုးမှု အား ဆောင်ရွက်ရာတွင်တိုင်းရင်းသားများအားလုံးဝိုင်းဝန်းပါဝင်ကြရန်ဖြစ်ပါသည်။ ထို့ကြောင့် တိုင်းရင်းသား များ၏ မိခင်ဘာသာစကားဖွံ့ဖြိုးရေးကိုအားပေးကူညီနိုင်ရန် လိုအပ်ပါသည်။ မွန်ပြည်နယ် အတွင်း တွင် မွန်၊ကရင်၊ ပအိုဝ်း(ဂ်) ၊ ဗမာလူမျိုးများအပြင်ပြည်ထောင်စုဖွားတိုင်းရင်းသားများစွာတို့မှီတင်း နေထိုင်ကြပါ သည်။ ကျောင်း (သို့မဟုတ်) ပညာရေးက ျတွင်အသုံးပြုနေသော သင်ကြားမှုမူဝါဒဘာသာစကားသည် မိခင် ဘာသာ စကားဖြစ်ပါက သင်ယူမှုက ျတွင်၎င်း၊ နေ့စဉ်ဘဝနှင့်ကိုက်ညီမည်ဖြစ်ပါကပိုမိုထိရောက်စွာ အထောက် အကူ ပြုနိုင်မည်ဟု ခံယူပါ သည်။ သို့ဖြစ်ပါသဖြင့် နိုင်ငံတော် (သို့မဟုတ်) ပြည်နယ် ၏ ပညာရေး မူဝါဒရေးဆွဲရာတွင်မိခင်ဘာသာစကားအခြေခံ ရုံးသုံးဘာသာစကားအပြင်နိုင်ငံတကာ ဘာသာ စကားများ သင်ကြားနိုင်ရေးကိုထည့်သွင်းဆောင်ရွက်သင့်ပါသည်။ သို့ဆောင်ရွက်ခြင်းအားဖြင့် စည်းလုံးခြင်း၊ ညီညွတ်ခြင်း မှသည် ငြိမ်းချမ်းခြင်း၊သာယာဝပြောခြင်း၊ ပန်းတိုင်သို့တက်လှမ်းနိုင်မည်ဖြစ်ပါသည်။ သို့ပါ မွန်ပြည်နယ် အတွင်းနေထိုင်ကြသော တိုင်းရင်းသား များ အားလုံး ပညာရေး တိုးတက်မှု၊ အချင်းချင်း ချစ်ကြည် ရင်းနှီးမှုနှင့် ရိုးရာစာပေအမွေအနှစ်များ တိုးတက်ရေး အတွက် ကူညီ အားပေးနိုင်ရန် မိခင် ဘာသာ စကား အခြေပြုပညာသင်ကြားရေး မူဝါဒ(Mother-tongue Based Education Policy) ကို ရေးဆွဲ တင်ပြပါသည်။

Outcome of Mon State Dialogue

Preamble : Mon Sate Language Policy and Planning
The Language, Education and Social Cohesion workshop
(27-28 May), Mon State

- **ရည်မှန်းချက်များ**

- ကလေးသူငယ်များအားလုံး အခြေခံပညာသင်ကြားရေး တွင်မိခင်ဘာသာစကားကို အခြေပြု သင်ကြား သောဘာသာစကားစုံပညာသင်ကြားမှု (Mother-tongue Based Multilingual Education) အခွင့်အလမ်းများရရှိစေရန်။
- မိခင်ဘာသာစကားအပေါ် အခြေခံကာ ရုံးသုံးဘာသာစကားဖြစ်သော မြန်မာဘာသာစကား၊ နိုင်ငံ တကာ ဘာသာစကား (International language) ကိုပါ ကျွမ်းကျင်စွာတတ်မြောက်စေသော ပညာ ရေး စနစ် ဖြစ်ပေါ်လာစေရန်။
- တိုင်းရင်းသားဘာသာစကားဆိုင်ရာများအားထောက်ပံ့မှု ပေးနိုင်သော အဖွဲ့ အစည်းများပိုမိုခိုင်မာစွာ ပေါ်ပေါက်လာရန်နှင့် ပေါင်းစပ်လုပ်ဆောင်မှုများအားကောင်းလာစေရန်။
- ပြည်နယ်ပညာရေးဌာနမှ ပြည်နယ်အတွက် တိုင်းရင်းသားဘာသာစကားတစ်ခုခုကို လည်းတတ်ကျွမ်း ပြီး ဒေသအခြေအနေများနှင့်လည်း ရင်းနှီးသော အရည်အသွေးပြည့်ဝသော ဒေသခံတိုင်းရင်းသား ဆရာ/ ဆရာမများကိုလေ့ကျင့်ပြုစုပို့ချပေးထောက်ပံ့မှုပေးရန်။

- **လုပ်ဆောင်မှုများ**

- လုပ်ငန်းများအကောင်အထည်ဖော်နိုင်ရန် နိုင်ငံတော်မှ လိုအပ်သောဘဏ္ဍာရံပုံငွေနှင့် အခြားလိုအပ် သည့် ပံ့ပိုးမှုများကို ထောက်ပံ့ပေးရန်။
- MTLB အားအကောင်အထည်ဖော်နိုင်ရန်အတွက်နိုင်ငံတကာနှင့်ကမ္ဘာ့ကုလသမဂ္ဂအဖွဲ့အစည်းများနှင့် ပြည်တွင်း ရှိဒေသဆိုင်ရာအဖွဲ့အစည်းများအသီးသီးမှ လိုအပ်သောအကြံဉာဏ်နှင့် နည်းပညာ အကူ အညီများ (Technical assistance) ရယူပြီးပူးပေါင်းဆောင်ရွက်သွားရန်။
- တိုင်းရင်းသားလူမျိုးစုအလိုက် ၎င်းတို့၏ပတ်ဝန်းကျင်နှင့်လိုက်လျောညီထွေ ဖြစ်စေသော မိခင် ဘာသာ စကားအခြေပြုသင်ရိုးညွှန်းတမ်းများ (Culturally & locally appropriate curriculum) များ၊ ဒေသခံ ပြည်သူများ၏လိုအပ်ချက် (Needs of the people) နှင့်အညီ ပြဌာန်းသွားရန်။
- တိုင်းရင်းသားအဖွဲ့အစည်းများ၏ ကျောင်းများသင်ရိုးညွှန်းတမ်းများအား အသိအမှတ်ပြုနိုင်ရေးနှင့် လိုအပ်သောပံ့ပိုးမှုများပေးနိုင်ရေးအတွက်ပူးပေါင်းဆောင်ရွက်သွားရန်။
- တိုင်းရင်းသားဘာသာစကားဖွံ့ဖြိုးမှုများဆောင်ရွက်ပေးနိုင်မည့်အဖွဲ့အစည်းတစ်ခုအားပြည်နယ်အဆင့် ဖွဲ့စည်းတည်ထောင်နိုင်ရေးအတွက် ပါဝင်သင့်သည့် ပုဂ္ဂိုလ်များ၊အဖွဲ့အစည်းများအားသတ်မှတ် ဆောင်ရွက်တာဝန်ပေးအပ်ရန်။
- ဒေသခံပြည်သူများ၏လိုအပ်ချက် (Needs of the people) နှင့်အညီ တိုင်းရင်းသားဘာသာစကား ဆိုင်ရာဌာနများဒေသအလိုက်ဖွင့်လှစ်သွားခြင်းနှင့် တိုင်းရင်းသားဒေသခံ ဆရာ/ဆရာမများအား လေ့ကျင့်ပေးခြင်း
- တိုင်းရင်းသား ဘာသာစကားဆိုင်ရာဖွံ့ဖြိုးရေး အတွက် ဒေသအလိုက် ထောက်ပံ့ပေးနိုင်သော စေတနာရှင်၊ အလှူရှင်များ အဖွဲ့အစည်းအသီးသီး၏ ပူးပေါင်းဆောင်ရွက်မှုများအားကောင်းလာပြီး အခြေခံလိုအပ်ချက်များဆောင်ရွက်ပေးရန်။

Naypyitaw (29-30 July 2014) : National Level Facilitated Dialogue



Naypyitaw : National Level Facilitated Dialogue



Naypyitaw : National Level Facilitated Dialogue



National Level Facilitated Dialogue Outcome

Preamble : National Language Policy and Planning
The Language, Education and Social Cohesion workshop
(29-30 July), Naypyitaw

Language Policy PREAMBLE

Unity: by supporting all to learn Myanmar language and literacy, for common and equal citizenship;

Diversity: by supporting ethnic and indigenous communities to maintain, enjoy and transmit their languages to their children;

Cohesion: by promoting inclusion and participation for ethnic and indigenous minorities;

Education: by improving equitable access and participation, literacy, vocational and life skills, and academic standards;

Employment: by raising standards in Myanmar, English and mother tongues, where relevant, to help young people enter the competitive labour market including in trades and professions;

Service delivery: by supporting communication planning to make sure that public administration are communicating effectively with all citizens especially interpreting and translation in health, legal contexts and social services;

International relations: in order to support trade, diplomacy and travel through widespread knowledge of English, and labour migration in the context of ASEAN mobility, and learning of strategic foreign languages;

Inclusive communication: by integrating support for visually and hearing impaired persons, and other communication disabled citizens.

Evaluations

Extremely positive.

Greatest benefit: learning how to tackle complex problems, dealing with issue of many languages, exploring cost-effective options for MLE, new understanding of language planning and policy, collaboration between government officials, experts and researchers, and community organizations.

Participant Comments

The policy, example and explanations which support mother languages to be used in education system

(Mawlamyine)

Ways of MTB-MLE teaching, to develop ethnic language, objective of policy, short/long turn teaching, etc

(Mawlamyine)

Development of education policy for Mon state by working groups

(Mawlamyine)

The conversation with college principles and professor, exchange and sharing of education knowledge and rich diverse language (Naypyidaw)

Process of building up content of policy. Examples, especially how to rescue dying languages and the nest example

(Naypyidaw)

The technique of drawing and making consensus

(Naypyidaw)

Outcome: National Education Law (Draft)

- **Chapter (2) : Aims of Education : 3.C.**

To be good citizens who they can handover these activities to improve the high quality uplift the Union spirit , emphasize and keep control the value of nationalities' language, literature, culture, art , customs, historical heritage and natural environment;

- **Chapter(7) : Curriculum : 39.c,d,g,f**

C. Emerge the good citizens which emphasize the value of positive ethic, understanding of diversity

D. Improvement of rich Literature, culture, art, customs and historical heritage in each nationalities and the acquired value of every citizen

F. Standardize the Curriculums and framework in utilization of each basic education level at the whole country

G. freely perform the curriculum development in each region based on curriculum standard according to Sub-section (f)

Outcome: Basic Education Law (Draft)

❑ Chapter 2; 3

C: To develop the Union spirit and to be the citizens who value, maintain and raise the languages, literatures, cultures, arts and traditional customs of Union races and who can relay them.

F : To be proficient in national official language, Myanmar and to be improved the proficiency of respected ethnic language and English language.

J: To be the world's citizens who can understand diversity between each individual or each society and can value and respect the uniformity and can follow the knowledge of peace in practice.

❑ Chapter 3; 4

E: Being without bias against race, home town, religion, living standard, culture, man, woman, wealth of any student in learning progress.

F: Official language, Myanmar, is being the Medium of Instruction in Basic Education level.

G: Being able to used respected ethnic language as a Medium of Instruction together with Myanmar language if it is necessary

H: Teaching the ethnic languages starting from primary schools and extend in sequence of each Region or State by the effort of each Region or State's administrative levels.

Based on multi sectorial ECCD policy, KG and primary level will be taught in Mother tongue based education

Outcome: Myanmar National Curriculum Framework : Principles

☐ **Appreciation of All Culture, custom and traditions**

- ☐ Students must be nurtured to develop an appreciation of all cultures, customs and traditions of all national groups at the national level and all other nations at the global level

☐ **Medium of Instruction**

- ☐ The Myanmar language which is the official language of the Republic of the Union of Myanmar must be the medium of instruction for use in all Basic Education schools. Being able to use respective ethnic languages as a medium of instruction together with Myanmar Language if it is necessary

☐ **Languages of National Group**

- ☐ One common language must be selected / chosen in each state and textbooks to teach that common language must be prepared by the curriculum developers

☐ **Peaceful, Coexistence and Living in Harmony**

- ☐ The notion of Peaceful Coexistence and living in Harmony and Conflict Resolutions Skills must be developed in students at all levels of society – community, national and global

UNICEF Interventions related to Mother Tongue Based Multilingual Education

- ❑ KG Curriculum and story Book translation
- ❑ ECD story Book and Teacher Guide translation
- ❑ Non Formal Education Story Book Translation
- ❑ Head Teacher Training
- ❑ In-service Teacher Training

Challenges

- No inclusive consultation mechanism, (all voices to be heard)
- language policy and planning process :
 we have expected target but we don't have time
frame and detail plan and we want to have it
- Beyond education, need wider consultation, Legal, administration, political???
- Ethnic and linguistic diversity: complex
- Limitation on Institution Capacity as well as individual to develop teaching/learning materials, policy implementation in national level/state level and school level on mother tongue based education policy

Way Forward

- National Policy and Planning Level ?????
- State and Regional Level ?????
- Township and School Level ?????

Language, Education and Social Cohesion Knowledge - Sharing Workshop

15-17 September 2014

PARKROYAL Yangon





THANK YOU