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For the Ministry of Education

Asian Development Bank

Myanmar Comprehensive Education Sector Review (CESR)

Phase 2: In-Depth Analysis

(Basic Education Sub-component 3:

Secondary Education Subsector Access, Quality, and Management)

TECHNICAL ANNEX ON THE

SECONDARY EDUCATION SUBSECTOR

February 2014 *(Revised December 2014)*

Foreword

This report was prepared as part of the In-Depth Analysis (Phase 2) of Myanmar's Comprehensive Education Sector Review (CESR), which is led by the Union of Myanmar Ministry of Education (MOE), coordinating inputs from other government agencies and support from an array of development partners. The report serves as a Technical Annex to the compilation "Volume 2" for CESR Phase 2. Under the umbrella of the CESR, the analysis reported herein was principally funded by Asian Development Bank (ADB) technical assistance projects TA 8187-MYA: Support for Education Sector Planning and TA 8385-MYA: Support for Post-Primary Education Development—both of which are co-financed by the Government of Australia (represented by Australian Aid)—and incorporates additional inputs by ADB staff.

This report expands on the findings and recommendations of the CESR Phase 1 (Rapid Assessment)—including those reported in the CESR Phase 1 Technical Annex on the Secondary Education Subsector[1]—and presents an in-depth analysis of Myanmar's secondary education access, quality and management. The findings and recommendations are based on stakeholder consultation, an initial sample survey of 24 secondary schools[2], participation in a series of CESR discussion forums and presentations, and further analysis of available data and information from MOE and DBEs as well as household survey data.

While the report was principally drafted by TA 8187/TA 8385 consultants Marion Young, Daw Ei Phyu, Daw Khin Than Nwe Soe and Daw Shwe Zin Mon Aung, it reflects a collaborative effort involving inputs from the CESR Team throughout the process, including in particular Daw Tin Tin Shu, U Tin Hlaing, Daw Thin Thin Khine, Daw Tin Min Latt, Daw Soe Pyae Mon, Daw Myat Myat Khine and members of other CESR Basic Education sub-components. The report is also guided by advice and incorporates findings from analysis of data from the Integrated Household Living Conditions Survey by ADB staff Chris Spohr, which is presented in more detail in the attached Supplementary Appendix.

The report also reflects discussions with other ADB-mobilized consultants supporting CESR Phases 1 and 2 (in particular, Nigel Billany, Carsten Huttemeier and Marcus Powell). It also benefited significantly from dialogue with counterparts from Australian Aid and UNICEF (which are supporting overall CESR coordination), as well as other development partners supporting the CESR including British Council, DFID, GIZ, JICA, and UNESCO. Guidance and support from CESR international advisors (Julian Watson, Eric Woods, Peter Mogensen, and Jonathan Caseley) is also greatly appreciated.

Disclaimer:

The views expressed in this paper are those of the authors and do not necessarily reflect the views and policies of the Government of Myanmar or any of its agencies, the Asian Development Bank (ADB) or its Board of Governors or the governments they represent, or the Government of Australia. ADB and its partners do not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use.

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[1] See http://www.adb.org/projects/documents/cesr-p1-rapid-assessment-annex-secondary-education- tacr .
[2] A subsequent survey of 864 secondary schools across all 18 regions and states will be reported separately.

CONTENTS

ABBREVIATIONS

ADB   Asian Development Bank
AY   Academic Year   (in Myanmar context : June-April)
BEHS   Basic Education High School
BEMS   Basic Education Middle School
BEPPS   Basic Education Post Primary School
BEPS   Basic Education Primary School
CCA   Child Centered Approach
CESR   Comprehensive Education Sector Review
CFS   Child Friendly Schools
CPD   Continuous Professional Development
DBE   Department of Basic Education
DEPT   Department of Education, Planning and Training
DHE   Department of Higher Education
EC   Education College
EMIS   Education Management Information System
HE   Higher Education
HS   High School
IHLCS   Integrated Household Living Conditions Survey 2009-10 (Myanmar)
IOE   Institute of Education
JAT   Junior Assistant Teacher
MOE   Ministry of Education
MORA   Ministry of Religious Affairs
MS   Middle School
PPE   Post Primary Education
PS   Primary School
SAT   Senior Assistant Teacher
SE   Secondary Education
SES   Secondary Education Sector
TEO   Township Education Office
TVET   Technical and vocational education and training
UDNR   University of Development of National Races

EXECUTIVE SUMMARY

1.   The Myanmar CESR Phase 2 In-Depth Analysis of Secondary Education Access, Quality and Management (May to December 2013), supported by ADB/Australian AID provides further evidence on the issues and recommendations identified in CESR Phase1.

2.   The key issues for secondary education access, quality and management identified in CESR Phase 1 were the need for:

   (i)   **Strategies to improve access to SE**: targeted support to students who are most at risk of not entering secondary education or of exiting before completion - identification of the main reasons for non-entry or exit of specific groups of students eg: direct and indirect costs of schooling to the family, adequacy of facilities for adolescent girls, location of schools and availability of transport; and a grant funding program to support students from poor families including guidelines and procedures for disbursement, stringent monitoring mechanisms and impact analysis.

   (ii)   **Education System Restructuring Plan** - careful consideration of the range of implications for expanding the school system from 5-4-2 to KG-5-4-3 to ensure that access and quality of education is improved for the majority of students, including realistic timeframes, sequenced tasks, allocation of responsibilities and strategy for communication to all stakeholders.

   (iii)   **A review of regional and international best practice** in education sector reform and school leadership and management to provide useful models and lessons learned from which to inform the process in Myanmar.

   (iv)   **Capacity development and CPD** for head teachers and teachers to support the secondary education sector reforms.

3.   A pilot **secondary school survey** was conducted in July-August 2013 with an initial sample of 24 schools in three regions and states. The secondary school survey was scaled up in October 2013 to include 16 schools in each of 54 townships across all 18 states, giving a total of 864 schools. The full survey includes one urban, one rural and one remote rural school in each district and the sample is representative of all school types. Teachers and students from all secondary school grades, and head teachers have participated in the survey. Information has been gathered on school leadership and management, quality of teaching and learning, infrastructure, learning facilities and the school environment, continuing professional development programs for teachers and head teachers, teacher qualification and deployment.

4.   **Rationalisation of secondary school types** is in progress and affiliated secondary schools have now been upgraded to branch middle or high schools.

5.   **Improved EMIS and school mapping** will be critical to ensuring that secondary education is accessible to all children on an equitable basis. Knowing where and why children have exited education will be a key factor in the efforts to increase transition rates between primary and middle school and middle to high school. Where children live in challenging circumstances that makes it more difficult for them to access secondary school, provision should be made to overcome the barriers. If distance to school is a barrier then school should be brought closer to children or transport and dormitory facilities provided in exceptional cases; if perceived lack

of relevance of the curriculum deters students from attending school the head teacher and teachers have a responsibility to make the curriculum more locally relevant; and if cost of education is the main cause of students exiting school then schemes are needed to reduce the cost burden on families.

6. **Head teacher secondary school leadership and management** will be another key factor in improving and sustaining the quality of education in future since it is at school level that the change will be implemented and experienced by all those involved in the life of the school. Criteria for appointment and job description of head teachers is needed as well as training of head teachers for quality improvement to strengthen their capacity and competency to support teachers, students, parents and the local community in understanding the complexity and challenges of the reforms that are planned to be introduced over the next 5-10 years as Myanmar seeks to achieve education of international standards.

7. **Restructuring of the education system** will impact on secondary level education with children entering middle school one year older than in the present system and graduating from high school two years older, at 18 years old. The new curriculum content, teaching methodology and assessment system will need to be adjusted to the restructured system. Teachers will need to become familiarised with the upgraded and expanded curriculum. School expansion will need to be carefully planned. There is a cost implication for secondary school students and families as their income earning potential will be delayed. Entrance of graduates into the labour market and tertiary level education will be impacted. The restructuring process is complex, involving many stakeholder groups. This process will require careful planning, resource management and capacity development over a period of years to ensure its success.

8. **Quality assurance and school improvement of secondary education** is limited to checking of routine administrative tasks. School and student performance is measured by test and examination results. In order to monitor and measure improvement in school quality the QA system will need to re-focus on observation and measurement of teacher performance and the quality of student learning in the classroom. Student achievement should be based on differentiated methods of assessment of individual abilities. The QA system should include monitoring of relevance of the curriculum to the local context and interests of students and should be a tool that the school members can use as a basis for school improvement planning. The Child Friendly Schools Indicators that are used in the primary school sector in Myanmar may be adapted and applied to school improvement in secondary schools.

9. **Monastic Education in Myanmar** is an important sub-sector of secondary education. The standards and policies for equitable access, improved quality and relevance and strengthened school management systems should be applied equally to children and teachers in the monastic system. While retaining the unique religious and spiritual element of monastic education there should be an alignment and equivalency between this and general education.

10. **Pre-vocational education** is a sub-component of secondary grade 10-11 education though the in-depth analysis indicates that it is largely dysfunctional at present. There is a strong case to be made, that is voiced by many educationalists in Myanmar, to re-instate this system for the benefit of many children who may not be inclined towards university education. Young people with qualifications in technical and vocational skills are going to be in great demand in future as the country develops and new employment opportunities arise. This topic is discussed in

detail in this report and in the CESR Phase 2 Secondary Curriculum Report, and is also being studied by the CESR Australian AID TVET team. It must be emphasised that the concept of pre-vocational education being recommended in this report is focused on locally relevant skills development closely linked to career guidance and counselling services that should be offered in middle and high schools as preparedness for students to start planning their career pathways and making choices about subject specialisms relating to interest, ability and aspirations.

11. **Costs of education and tuition culture** Myanmar has developed a very strong and embedded culture of private tuition especially at Grade 10 and 11, driven to a great extent by the Matriculation Examination system and the high dependence on memorisation required to pass the Matriculation Examination. It is proposed in the curriculum review and specifically in the assessment and examinations review that the Matriculation Examination system should be reformed and a school leaving examination for Grade 9 and Grade 12 introduced to replace it that would not be based on memorisation. This proposal is under discussion through the CESR Phase 2 process and if approved will be a major change that will impact on teachers and students and will take immense technical effort and mind-set change to implement. One of the main impacts will be on the tuition culture and this process of change away from the current high levels of dependence on tuition from parents, students and teachers will require very careful management.

1. **SECONDARY EDUCATION SUBSECTOR ACCESS, QUALITY AND MANAGEMENT**

1. The CESR Phase 1 Rapid Assessment of Secondary Education identified the following areas for further in-depth study in Phase 2:

    (i) Review of the **Restructuring Options** from Phase 1 considering the implications of the selected option to ensure that access and quality of education is improved for the majority of students

    - capacity assessment / functional analysis

    - timeframe and implementation plan

    - capacity implications

    (ii) Information on **education financing** including costs of secondary education

    (iii) Further analysis of data on **equity of enrolment and transition** between primary, middle and high school and a study of out-of-school youth issues

    (iv) A review of **regional and international best practice** in secondary education sector reform to improve access, quality and management

2. Section 1.1 provides an overview of policy as it relates to Secondary Education access, quality and management, including implications of decentralisation and quality assurance. Analysis of the implications of restructuring secondary education with the addition of Grade 12 is discussed in section 1.1.1 with detail provided in Annex 3, mapping out the range of implications. Section 1.1.2 reviews the issue of multiple school types and section 1.1.3 reviews the issues of transition, retention and completion of secondary education. Section 1.2 provides some baseline indicators of secondary education. In section 1.3 some relevant international comparisons are presented with details and references provided in Annexes 4-7. In section 1.4 the Phase 2 findings and recommendations for Phase 3 for secondary education policy, management and access are presented.

3. Table 1 sets out the summary recommendations relating to secondary school policy, management and access as identified in the CESR Phase 1 report, with a note on the focus of Phase 2 in-depth analysis and implications for CESR Phase 3 CESP.

Table 1   **CESR Phase 1 Recommendations relating to Secondary school policy and management, aligned to CESR Phase 2 in-depth analysis and CESR Phase 3 CESP**

CESR Phase 1 Recommendations	CESR Phase 2 In-Depth Analysis	CESR Phase 3 CESP
Upgrade affiliated and branch middle schools, high schools and post-primary schools to branch and basic education middle schools and high schools if they meet the requirements, linked to a plan to implement compulsory middle school education.	Affiliated MS and HS have been phased out. Clarification obtained on how this impacted schools ie trained teachers, school financing	TA to support revision of EMIS data; strengthening of school mapping; monitoring of impacts on school performance indicators; revision of 3-5 year projections on PS, MS and HS enrolments and implications for school budgets, classrooms, teacher supply, etc.
Ensure supervision so that	School upgrade process and	TA support to develop

CESR Phase 1 Recommendations	CESR Phase 2 In-Depth Analysis	CESR Phase 3 CESP
school upgrading processes follow MoE policies and modify relevant instructions to streamline management.	progress reporting (quantitative and qualitative) to be incorporated in MOE policy instructions and revised Quality Assurance procedures	Education Policy and Quality Assurance frameworks to include monitoring of school upgrade and equitable management of all school types
Set a policy framework for implementation based on five broad CFS dimensions and indicators (inclusiveness; effectiveness [i.e., relevance and quality]; health, safety and protection; gender-friendliness; and involvement of students, families and communities).	Review of CFS dimensions and indicators for relevance to secondary education. A draft implementation plan for secondary education prepared.	TA support to incorporate CFS dimensions into quality assurance policy and monitoring procedures
Conduct a continued relevant review during CESR Phase 2 to identify tasks and locations for improving secondary retention and transition rates.	Further in-depth analysis of retention and transition rates and development of strategies to improve equitable transition, retention and completion of secondary education.	TA support to (a) develop a strategy for equitable increase in secondary school enrolment; (b) strengthen EMIS and quality assurance systems to monitor and manage improved equitable transition and completion – school mapping. Scholarships and grants programs scaled up
Consider two options if the duration of Basic Education in Myanmar is expanded by one year (from 11 to 12 years): Option 1: Phase 1 (from 5-4-2 to 5-4-3) and Phase 2 (from 5-4-3 to 6-3-3) Option 2: Direct change from 5-4-2 to 6-3-3	KG-5-4-3 is assumed to be the selected restructuring option. The detailed actions and challenges for implementation of KG-5-4-3 are outlined in Annex 3, across a range of dimensions.	TA to support development of a strategy and implementation plan including capacity development requirements
Coordinate findings and recommendations resulting from the analysis conducted in detail by experts and CESR	Linkages identified between primary education review and linkages with TVET, HE and labour market review findings	CESP underpinned by alignment and continuity in strategy and actions proposed between education sub-sectors / levels
Identify areas with gaps in the numbers, categories and locations of primary, middle and high schools during CESR Phase 2; make preparations to obtain key education indicators during planned 2014 Census.	Provide updated baseline data and indicators. Identify information gaps eg disaggregated data, and issues of validity and reliability eg differences in EMIS, IHLCS and MICS data.	TA to support revision of EMIS data; strengthening of school mapping. Link to the EMIS work of UNICEF/UNESCO.

1.1 POLICY (MISSION AND VISION FOR SECONDARY EDUCATION SUBSECTOR ACCESS, QUALITY AND MANAGEMENT)

1.1.1 Secondary Education Policy

4. **Education Policy** for Basic Education is centralised at the Ministry of Education level. Education policy relating to secondary education is generally subsumed under Basic Education with limited specific, differentiated or direct reference to policy and strategy as it applies to middle and high school education provision. The Development of Myanmar report (2004) and the World Data on Education UNESCO/World Bank report (2010/11) provide description of the school structure and organisation, broad areas of line ministry administration and management responsibility, curriculum and assessment summaries, and basic data on school enrolment, teacher numbers and school numbers. The process of updating this information is on-going. Such reference materials and documentation is a necessary central and official source of reliable information that is needed by many people especially during this reform process.

5. Secondary education is the responsibility of the following departments: Department of Basic Education (DBEI, DBEII, DBEIII) and Department for Education Planning and Training (DEPT) for secondary school curriculum development and training of middle school teachers in Education Colleges, Department of Higher Education for training of high school teachers in Institutes of Education, Ministry of Boarder Affairs for management of schools and teacher training at the University for Development of National Races (UDNR) and Myanmar Board of Examinations. Monastic schools are the responsibility of the Ministry of Religious Affairs.

6. The UNESCO supported CESR Phase 1 report on Education Policy and Legislation noted that there is a need to align secondary education policy with TVET and Higher Education policy through collaboration and coordination between MOE and the respective TVET and HE Ministries. Policy decisions relating to the restructuring of secondary grades and the addition of Grade 12 will need to also be reflected in secondary and tertiary level policy instructions.

7. The main source of information for implementation of secondary school policy is provided in the instructions from the Ministry of Education circulated to all schools, the latest version having been issued in 2012 (Annex 8 lists the topics covered in the School Administration and Assessment Reports) . This includes guidance on (i) upgrade of secondary schools from affiliated to branch and branch to basic school type, (ii) teaching hours and subject structure by school level, (iii) appointments, transfers and promotion of staff, (iv) process of pedagogical supervision (Quality Assurance), (v) upgrading the basic level of English Language and (vi) ensuring enrolment and retention.

1.1.1.1 Decentralisation

8. A process of decentralisation is in progress in Myanmar and this is the focus of CESR Phase 2 work being undertaken with UNESCO support. Clarification will be needed on (i) implications for the impact on secondary education; (ii) the implementation timeframe, and (iii) capacity development requirement. For example the delegated responsibilities that may be handed to secondary school head teachers and school management boards in future could include staffing, localised curriculum, budget management and school management under the

supervision of the DEO or TEO. Clear policy guidelines and instructions would be required and the capacity of all stakeholders would need to be developed.

9. A devolutionary model of management decentralised to school level, presented in the UNESCO technical forum (11-12 Oct 2013) was generally favoured as a future approach to school management. If this decentralisation approach is adopted, some components would remain centralised eg national curriculum and school leaving examination, while others would gradually be devolved to schools eg. staffing and budget management. A critical consideration will be to ensure that there is equitable provision of secondary education under a devolved system including for example necessary infrastructure and fair distribution of secondary school teachers according to subject shortages with well qualified teachers and head teachers appointed to remote and harder to fill positions.

1.1.1.2 Quality Assurance

10. State / Regional Education Officers undertake inspections and supervision of high schools; District Education Offices undertake inspections and supervision of middle schools and supervision of high schools; Township Education Offices undertake oversight of middle and high schools. Under the present arrangements the focus of inspections and school supervision is mainly based on demonstration of compliance with administration and school management regulations. School performance is measured through test and examination results. There is no focus on quality of learning and actual student achievement and teacher performance.

1.1.2 Restructuring Secondary Education

11. The education sector reforms that are being planned include the likely restructuring and expansion of secondary education from six years to seven years to include the addition of Grade 12 in future (awaiting confirmation of restructuring decision). Middle school education will remain as now, with students studying in Grades 6-9. High schools will expand to incorporate Grade 10-12 students.

12. The future expansion of pre-secondary education to include Kindergarten will effectively raise the entry age for middle school from 10 to 11 years old and students will graduate from Grade 9 at age 16. High school entry age will rise from 14 to 15 years old and students will graduate from Grade 12 at age 18.

13. The implications for the restructuring of the education system are detailed in Annex 3 of this report including impact on teachers, students, curriculum, textbooks, instructional materials, teacher training, classrooms, school facilities and assessment.

14. **Zero Years** There will be one zero year through KG to G12 ie when there are no children for a grade level, starting with G1 in the year that KG is introduced and working through each grade level to G12 over a 12 year period. There will be two years when there are no high school graduates, the zero year and the year when G12 is introduced and G11 students transfer to G12 instead of graduating. The two years that have no high school graduates (zero year and G12 introduction) will impact on tertiary level education giving rise to two zero years of high school graduates transitioning to universities and TVET institutions (see diagram that models the tertiary level zero years in CESR Phase 2 Secondary Teacher Education report).

15. The restructuring will impact on entry into technical and vocational education, higher education and entry into the workplace in terms of maturity of graduates, level and standard of education achievement. The implications for curriculum reform, including school leaving certification, and for teacher education are considered in the respective sections (see CESR Phase 2 Report Secondary Curriculum, Textbooks and Learner Assessment, and CESR Phase 2 Report Secondary Teacher Education).

1.1.3 Secondary School Types

16. **Range of school types** The CESR Phase 1 report noted the need to review the range of school types at secondary level. It was recommended that the existing secondary school types be consolidated so that affiliated and branch middle schools are re-categorised as Basic Education middle schools in view of the plan to introduce compulsory middle school; and similarly affiliated and branch high schools be upgraded to Basic Education high schools if they meet the requirements. The findings and recommendations for streamlining of school types are discussed in section 1.4.1.1.

17. **Private Secondary Education and Tuition** There were 28,357 high school students and 332 middle school students studying in 72 private secondary schools in AY 2012/13. Students studying in private secondary schools are more likely to pass the Matriculation Examination than government school students. Teaching quality is considered to be better due to smaller classes, better facilities and teaching resources and higher level of English competency of both teachers and students. Private school education is only available to those who can afford the costs. The CESR Phase 1 (English) Report on secondary education identified a sharp increase in private school attendance at G11[Error! Bookmark not defined.]. Approximately 10% of G11 students are enrolled in private schools which may be "cramming" schools as a form of private tuition.

18. An alternative and common form of private education that is prevalent across Myanmar for students of the low to high income families is private tuition (see cost of education analysis in Annex 2b). This is a particular course of action used by G11 students as tuition provides an increased chance of examination success. Tuition classes are often taught by the same teachers as teach the students in their high school classes.

19. **Monastic Secondary Education** CESR Phase 1 report raises a number of issues to be addressed in relation to improving the regulations to align monastic education more closely to general basic education. In academic year 2012-2013, there were 166,431 students studying in monastic schools, 25% of whom are studying in monastic middle and high schools. Evidence from the secondary school pilot survey (Table 2) shows the comparison between level of professional qualification of teachers in monastic secondary schools and teachers in government schools. More than 90% of teachers in monastic schools have a B.A or B.SC, only 2% have a B.Ed professional teaching qualification and 4% have a Master's degree. Among the government school teachers 64% have a B.A or B.Sc, while 29% have a B.Ed degree and 6% have a Masters' degree.

Table 2 Comparison of qualifications of teachers employed in monastic schools and government schools

Government Teacher	Monastic School Volunteer Teacher
■ Ph.D	■ Ph.D
■ M.Ed	■ M.Ed
■ M.Sc	■ M.Sc
■ M.A	■ M.A
■ B.Ed	■ B.Ed
■ B.Sc	■ B.Sc
■ B.A	■ B.A
■ PGDMA	■ PGDMA
■ Less than degree level	■ Less than degree level
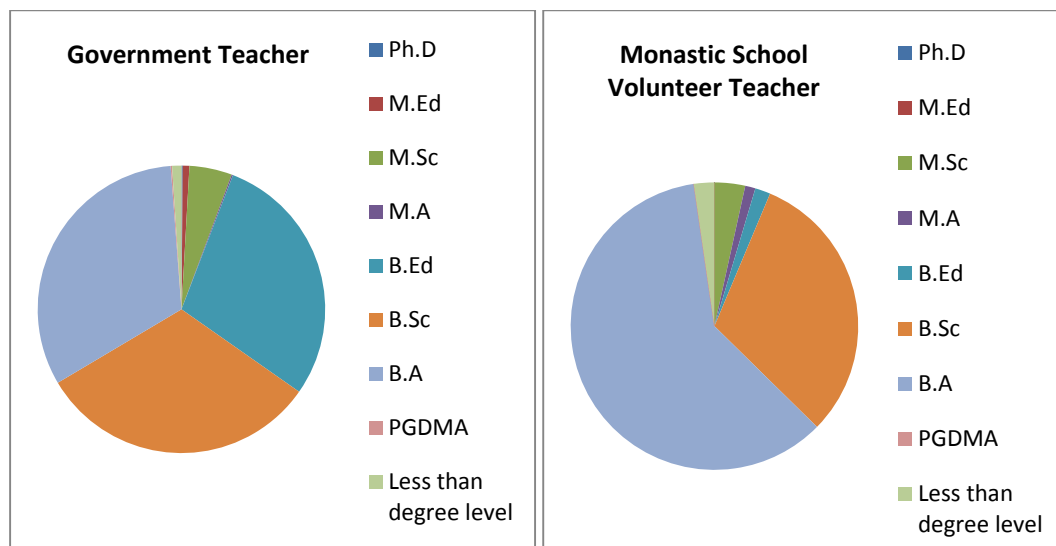
20.   The monastic schools arrange regular short CPD programs for teachers from local monastic schools to update their knowledge and skills. Students studying in monastic high schools have to transfer to government high school to sit the G10 and G11 examinations.

1.1.4 Secondary School Access – transition, retention and completion

21.   The CESR Phase 1 report acknowledges that the transition from primary to middle school and from middle to high school needs to be strengthened with tasks and locations for improvement of secondary transition and retention rates to be identified in Phase 2 (see section 1.2.2 baseline indicators and section 1.4.2 findings and recommendations).

1.1.4.1 Equitable Access and Transition

22.   In the process of strengthening transition from primary to middle school attention should be focused on ensuring equitable access to secondary education for all children including improved opportunity for children from remote and rural areas, children from poorer communities and children from all ethnic backgrounds. A range of issues may need to be considered to address the different needs of girls and boys, for children of different ethnic languages, for children living in different geographical locations, for children who have special learning needs, and for children living in poverty. The strategies that are introduced to improve transition rates will therefore need to be mindful of such factors. For example:

   -    adequate facilities will need to be provided for adolescent girls to encourage them to stay in school.

   -    there may be more pressure on boys in some areas to travel away from home to seek paid work so a more flexible re-entry system may be needed for this group;

   -    children from remote and rural areas may not be able to access education without moving away from home which will be a burden to their family with additional costs

and may also put the children at risk unless they can be properly cared for and supervised away from their family home.

- for children who have to provide income for their families they may not be able to fit into the school hours and in some schools they may be punished or expelled from school if they are absent for a period of time. Attendance is one of the performance criteria included in the Comprehensive Personal Record (CPR) which should be more flexible in responding to specific circumstances.

- children with special learning needs will benefit from an assessment system that measures their individual achievement and uses a variety of approaches to assessment, unlike the present system that applies the same pencil and paper tests to all children based on memorisation of facts.

1.1.4.2 Scholarship and Stipend Scheme

23. A small scale scholarship and stipend program was introduced in AY 2012/13[3]. Additional funding is expected to be allocated in future education budget increases. This strategy will enable students for whom costs of education are not affordable to have increased opportunity to benefit from for secondary school in future and will reduce the risk of students from poor families exiting education before completion of middle secondary school.

24. **Stipend Scheme** Starting from AY 2012-13 the Government of Myanmar provided a small stipend allocation for 11,000 poor but able Grade 1-11 students to contribute to the costs of school attendance. This was increased to 11,022 grants in AY 2013-14. The grants allocation constitutes approximately 0.23% of secondary school students and 0.08% of the total Grade 1-11 student enrolment in AY 2012-13. The stipend amount is the same for 2012-2014 at 6,000 per month for middle school students and 8,000 per month for high school students.

25. **Scholarships** were awarded to 412 high achieving but poor middle school students in AY 2012-13, increased to 1002 middle school students in AY 2013-14. In AY 2012-13 399 high achieving but poor high school students received scholarships, increased in AY 2013-14 to 414 students. The scholarship amount for middle school students increased from 10,000 to 20,000 kyats per month in AY 2013-14 and for high school students the scholarship increased from 15,000 to 30,000 Kyats per month. The scholarship allocation will be received by approximately 0.02% of secondary school students.

26. The stipend and scholarship scheme has yet to be assessed to determine effectiveness, for example in relation to the reliability of the selection process, the adequacy of the amount awarded, systems for monitoring and evaluation, and any impact it may have on transition and retention rates.

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[3] AY 2012-13 MS scholarships (10,000 kyats per month for 4 years) and HS scholarships (15,000 kyats per month for 2 years) will be given to 412 students from 330 townships and 82 sub-townships (1 student per township or sub-township). Grants are awarded to 11,000 students (1000 per grade) who are intelligent, but cannot afford to continue schooling. For MS students a grant of 6,000 kyats per month will be given for 4 years, and for HS students a grant of 8,000 kyats per year for 2 years. Ref: National Development Plan: Education Sector Development Plan, Part 1: Basic Education Sector

1.1.5 Leadership and Management

27. The leadership and management skills of head teachers, TEOs, DEOs and secondary school supervisors will be critical in supporting the reform process and implementation of new curriculum, pedagogy and assessment methods. Head teachers are provided with instructional guidance for administration of their school and school families are established between small groups of secondary schools in each geographical location. Meetings are held once or twice a month to discuss problems, to provide professional support to each other and to make administrative arrangements for example with organisation of the matriculation examination centres and allocation of students and teachers to examination centres.

28. **The process of becoming a head teacher** requires many years of teaching experience and is based on progression from primary or middle school teacher and upgrade qualifications as the main criteria for promotion. With sufficient experience and qualifications a teacher can apply to sit the examination to become a head teacher. Those who are successful in the examination are appointed to a school as head teacher, though they have to be willing to accept the location to which they are assigned. Head teachers are provided with very little orientation and training to take on the responsibilities of managing the school.

29. **The roles and responsibilities of the head teacher** are defined in Myanmar in relation to routine administration for example examination arrangements and administrative record keeping. However the roles and responsibilities of the head teacher are not clearly defined in relation to leadership in school quality improvement and CPD. For example it should be the responsibility of the head teacher to ensure that CCA is practiced by teachers. Similarly, the head teacher should ensure that time is properly allocated to co-curriculum lessons in accordance with the curriculum guidelines. Recurrent training and support is required for all head teachers to be able to fulfil the leadership and management roles and responsibilities.

1.1.6 Capacity Development to support secondary education reforms

30. Secondary school head teachers, teachers, education officers, school supervisors and teacher training providers will require a significant level of support and capacity development to be able to successfully implement the changes that are planned to be introduced into secondary schools over the next 5 to 10 years. A capacity development plan will be needed to be able to provide for the requirements for upgrade and orientation at all levels. The capacity development plan will need to identify the baseline priorities for capacity development and current competencies including identification of teams of potential trainers. School-based support mechanisms such as mentoring and structured school-based CPD will also be needed.

1.2 BASELINE STUDY OF STRUCTURES SUPPORTING PROVISION AND ACCESS, QUALITY AND MANAGEMENT OF SECONDARY EDUCATION

1.2.1 School Mapping

31. More information is needed on the location of schools to student populations through improved statistical data and strengthened EMIS to provide more rigorous data analysis that can be used for planning purposes. Information is needed on secondary schools by location, type and size including proximity to nearest primary feeder schools. Information on geographical location of schools is currently used by TEOs and DEOs for organisation of school clusters (primary level grouping) and school families (secondary level grouping led by the Basic

Education Middle School or Basic Education High School head teacher). Family grouping information is used, for example, to allocate students to examination centres for matriculation examinations. The MOE guideline on organisation and management School Families is quite detailed (ref: Annex 10). The school mapping information may also be used more systematically to identify issues of student access to secondary education and more equitable allocation of teachers to secondary schools matched to subject shortage.

Table 3.   Number of middle schools and high schools (EMIS 2013)

SY 2012/13	DBE 1	DBE 2	DBE 3	Summary Secondary Schools
High Schools	484	678	183	
High Schools (Branch)	447	524	91	
High Schools (Affiliated)	47	40	_	
Total High Schools	**978**	**1242**	**274**	**2494**
Middle Schools	454	807	165	
Middle Schools(Branch)	589	1230	87	
Middle Schools(Affiliated)	246	120	_	
Total middle Schools	**1289**	**2157**	**252**	**3698**
Post Primary Schools	**2435**	**3749**	**390**	**6574**
Primary Schools	12793	16425	1793	
Primary Schools (Branch)	446	800	3	
Primary Schools(Affiliated)	261	826	_	
Total Primary Schools	**13500**	**18051**	**1796**	**33347**
Monastic High Schools	_	3	_	
Monastic middle Schools	81	123	57	
Monastic Post Primary Schools	58	150	_	
Monastic Primary Schools	369	541	138	
Total monastic Schools	**508**	**817**	**195**	**1520**
Private High Schools	10	25	45	
Private middle Schools	_	-	2	
Private Primary Schools	_	2	10	
Total Private Schools	**10**	**27**	**57**	**94**

Source: MOE and MORA Nov 2013

Table 4.   Number of students in middle and high schools (EMIS 2013)

SY 2012/13	DBE 1	DBE 2	DBE 3	Summary Secondary School Students
High School	420270	581454	335483	
High School (Branch)	138953	71006	16286	
High School (Affiliated)	16071	4213	_	
Total High School Students	**575294**	**656673**	**351769**	**1583736**
Middle School	416956	693167	193430	
Middle School(Branch)	151151	207811	27711	
Middle School(Affiliated)	27127	10933	_	
Total middle School Students	**595234**	**911911**	**221141**	**1728286**
Post Primary School Students	**504322**	**263497**	**39930**	**807749**
Primary School	1553993	2058433	408449	
Primary School (Branch)	36805	43490	_	
Primary School(Affiliated)	11666	27290	_	

Total Primary School Students	1602464	2129213	408449	4140126
Monastic High School	_	4093	_	
Monastic middle School	11124	15088	11668	
Monastic Post Primary School	10011	19604	_	
Monastic Primary School	54299	541	40003	
Total monastic School Students	75434	39326	51671	166431
Private High Schools	2071	14235	14122	
Private middle School	27	-	332	
Private Primary School	_	67	789	
Total Private School Students	2098	14302	15243	31643

Source: MOE and MORA Nov 2013

Table 5   **Number of Teachers in middle and high schools**

SY 2012/13	DBE 1		DBE 2		DBE 3	
	Graduated	Under Graduated	Graduated	Under Graduated	Graduated	Under Graduated
High School	17529	256	18204		10532	
High School (Branch)	6261	236	4469		_	
High School (Affiliated)	582	24	298		_	
Total High School Teachers	24372	516	22971		10532	
Middle School	16436	438	22153		6539	
Middle School(Branch)	3941	357	5715		_	
Middle School(Affiliated)	798	28	384		_	
Total middle School Teachers	21175	823	28252		6539	
Post Primary School Teachers	8933	792	11424		_	
Primary School	43187	4976	64834		13743	
Primary School (Branch)	294	167	1154		_	
Primary School(Affiliated)	44	19	110		_	
Total Primary School Teachers	43525	5162	66098		13743	
Monastic High School	_	_	225	_	_	
Monastic middle School	403	44	358	5	_	
Monastic Post Primary School	193	174	740	21		
Monastic Primary School	1067	668	2203	87	_	
Total monastic	1663	886	3626			_

School Teachers							
Private High School	169		_		673		967	
Private middle School	11		_		_		21	
Private Primary School	_		_		12		68	
Total Private School Teachers	**180**		**_**		**685**		**1056**	

1.2.2 Secondary School Transition Rates

32. As identified in the CESR Phase 1 report a significant number of students exit the education system at the end of primary school G5 and a further high number of students exit formal education at the end of middle school G9. Rural exit rates are significantly higher than urban exit rates with the key factors including distance to school, family poverty and perceived lack of relevance of education, with likelihood of matriculation examination success out of reach.

Table 6.   Transition Rate by Level (SY 2010-11)

Level		Transition Rate		
		Urban	Rural	Urban+ Rural
Primary School to Middle School	Male	107%	66%	76%
	Female	110%	63%	74%
Middle School to High School	Male	108%	64%	86%
	Female	112%	68%	91%

Source: Education Management Information System (EMIS)

33. EMIS data (2013) shows an increase in primary to middle school transition rates from 76.3% in AY 2009-10 to 82.8% in AY 2011-12 and a similar increase in middle to high school transition rates from 80.3% in AY 2009-10 to 84.5% in AY 2011-12.

34. EMIS data for SY2002 through SY2012/13 can be used to construct a cohort profile showing an approximated transition path of new entrants to primary school (grade 1) in SY2002/03 as they progressed across grades of primary education, lower secondary education (LSE or "middle school"), and upper secondary education (USE or "high school"), or alternately exited from schooling. While data limitations preclude more rigorous and precise assessment, Figure 1 gives a crude indication of the profile of shares of children progressing through successive grades.

Figure 1

Approximated Enrolment Profile of Cohort of New Grade 1 Entrants in SY2002/03, Showing Transition Across Grades and Levels and Implied Dropout/Exit

Note: Grade 1 to Grade 2 drop may be overstated if Grade 1 repetition underreported.

Dotted line shows profile if Grade 1 repetion rate is actually 15%

PROJECTION: awaiting EMIS data for matriculation passers in SY2012/13

Figure assumes pass rate is the average from prior 3 years of data

EMIS data for enrolment in noted grade in school year.

SY02/03	SY03/04	SY04/05	SY05/06	SY06/07	SY07/08	SY08/09	SY09/10	SY10/11	SY11/12	SY12/23	
1.26M	1.06M	997k	929k	852k	642k	563k	502k	429k	357k	299k	108k

35. More than 210,000 primary school graduates (approximately 20%) do not enter middle school. A further 70,000+ students (approximately 18%) exit secondary education after completion of middle school (EMIS data, MOE 2013). Further analysis is needed of students who have exited the school system before completing middle school by age and location for future planning purposes. Comparison of EMIS data 2002-2012 (Table 7) illustrates that there was a reduction of 964,744 students from the 1,263,541 children enrolled in G1 in 2002 to the 298,797 students enrolled in G11 in 2012. This indicates an overall exit rate of 76.3% in that period. A snapshot comparison of G1 and G11 students in the same academic year (2012) gives a similar profile. There were 1,298,980 students enrolled in G1 and 298,797 students enrolled in G11 in 2012 showing a difference of 1,000,000+ (77%) fewer students in G11 than in G1. This is in keeping with the figure quoted by MOE of approximately 900,000 students in total lost from the system before completion of high school education. The scale of the problem remains significant at completion of middle school G9 with a reduction of more than 810,000 (62.9%) in enrolment between G1 and G9 comparing 2012 enrolment data. More robust disaggregated data is needed on young people of school age who have exited school before completion of middle school or high school. This should be included as part of the school mapping exercise recommended in section 1.2.1.

Table 7   **Transition Rate comparisons by grade (EMIS data, MOE 2013)**

Transition Rates for Students Entering Various Grades in SY2010/11
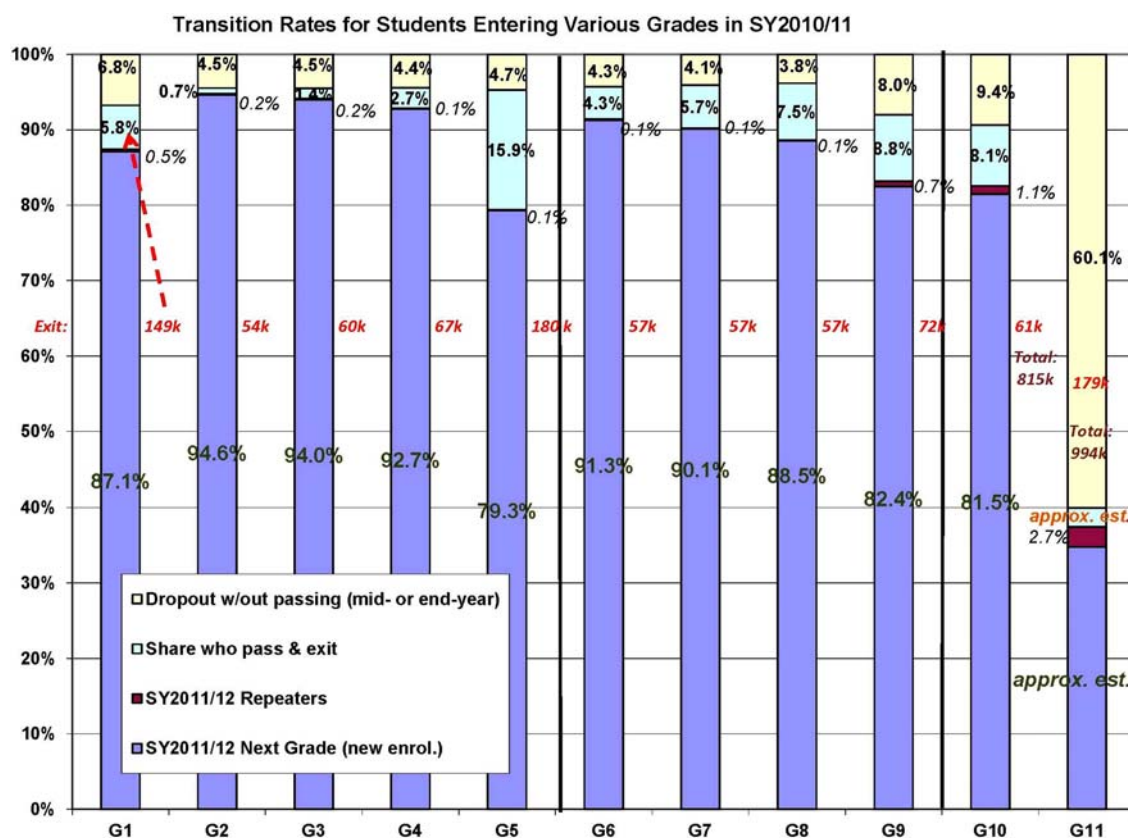
36. Comparison of the EMIS data (2013) shows another measure of inefficiency of the system. Of the 1,237,174 students enrolled in G1 in 2000 only 106,785 G11 students or 8.6% of the G1 enrolment number, passed the matriculation examination in 2010. Comparison of data for 2001/02 to 2011/12 is similar with 1,269,337 students enrolled in G1 in 2001 and 107.910 G11 students, or 8.5% of the G1 enrolment who passed the G11 matriculation examination in 2011. This figure is only a proxy indicator since this basic calculation does not attempt to allow for repetition for example, it is not a intended to be a true cohort based comparison and it does not account for other certifications (TVET and NFE) that students might have attained, but it does provide sufficient evidence that improvements in efficiency of the current secondary school system are urgently needed.

37. **Forward planning** is required to prepare for increases in secondary school enrolment. An increase in transition rates of 10%, for example, would require a proportionate increase in teachers and classrooms to the order of at least 1500 secondary school teachers and classrooms assuming the current secondary school pupil teacher ratio of 60:1. According to the statistics presented in Table 6 this additional requirement will mostly be needed in rural areas where there already exists a shortage of teachers.

1.2.3 In-depth analysis of causes of low transition to secondary education

38. A key recommendation for Phase 2 was for a deeper analysis of transition issues including evidence of disparities and inequity in access to secondary education. The analysis of EMIS, MICS and ILHCS data undertaken in Phase 1 Rapid Assessment of secondary education

identified a range of trends and issues relating to transition rates from primary to middle school and from middle school to high school. The main causes of the transition rate shortfall between school levels were identified as cost of school attendance, lack of interest, agriculture work, care for the family and other non-agriculture work. The CESR secondary school survey (pilot, 2013) also supports these findings.

39. The CESR Phase 1 findings relating to primary to secondary school transition are summarised below:

(i) exit from school is particularly marked at the transition from primary to secondary school: among children in that cohort, it appears that fully 1 in 4 primary school completers never entered middle school" (EMIS data) compared with a particularly marked drop after grade 5: roughly 1 in 5 primary graduates in recent years appear not to have continued into middle school (IHLCS data). The difference in data may indicate an under-estimate of Grade 1 repetition in EMIS data. However even with some modest improvement in transition rates and low levels of repetition there is an acceleration in the rate of dropout after grade 3 and it remains unclear what happens to the large number (more than 200,000) of primary school completers who do not enter SES. The non-formal primary and middle school programs and short TVET skills courses may be able to accommodate a limited number of primary graduates and out-of-school youth.

(ii) Based on estimated transition rated across the latest 2 years of EMIS data[4] transition to middle school remains problematic: more than 150000 grade 5 students (including 17.6% of students successfully completing grade 5) in SY2011/12 are estimated to have exited schooling.

(iii) Disparities in access across states and regions are sizeable at primary school level but become much more marked at the secondary level[5]. The noted drop-off at the transition from primary to middle school likely exacerbates inequality, as prospects for entry into middle school appear to be weakest for disadvantaged groups (e.g., ethnic group students from remote rural areas), who may also have weaker academic preparedness, increasing their risk of dropout if they do enter secondary education.

(iv) Of the 17.9% of 18-21 year-old respondents who completed exactly 5 years of education, the largest share (32.5%) are reported to have exited schooling due to high costs, 25.0% cited lack of interest, and 18.3% cited agricultural work. Compared to the data showing exit at any grade level, it appears that financial and opportunity costs (particularly the need to work on the farm) are particularly important in explaining exit after grade 5. While still a major factor, "lack of interest" appears somewhat less important among those exiting after grade 5".

(v) A much smaller share of rural youth enter at least middle school. For example, only 59.6% of rural respondents age 18-21 (born around 1989) completed any middle school

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[4] Using different cohorts of children for different grades comparing SY 2009/10 and SY 2010/11 EMIS data)

[5] As detailed in the ADB Initial Assessment of PPE in Myanmar (2012): "access issues remain pervasive at all levels, particularly in rural areas, some border states/regions, and among the poor and other disadvantaged groups (e.g., ethnic groups). In addition to such access-related challenges, a striking lack of systematic data and information on quality aspects poses a major challenge to decision-making and efforts to strengthen the sector, including internal and external efficiency".

(or higher), with at least 18.6% failing to complete primary schooling and 21.5% of these individuals exiting schooling after completing grade 5. By contrast, for urban youth in the same cohorts, 88.6% completed at least grade 6 while only about 6.1% failed to complete primary school and 5.3% completed primary but did not transition to secondary school. Not surprisingly, comparisons (between rural and urban student data) suggest that the need to work on the farm is a much stronger contributor to exit from schooling among rural children completing grade 5. Distance to the nearest school offering middle school grades also appears to be an issue only for rural children: it still ranks as only a secondary obstacle, however, it is likely that many parents may conceive of distances more in terms of costs in their responses. For urban youth, costs and lack of interest explain much larger shares of grade 5 completers who exit schooling, followed by non-agricultural employment (likely in the urban informal sector). The larger share of exiters attributed to costs in urban versus rural areas may possibly suggest a greater private cost burden for urban schooling (e.g., in many countries, urban schools impose a greater range of sanctioned and/or informal fees), however, this requires further investigation.

40. CESR Phase 1 SES report highlights some concerns about the situation of youth who have exited formal education prior to completing basic education. "Further analysis is required during Phase 2, if possible, also looking at transitions across higher levels of education (though IHLCS may not support such analysis). At the same time, an urgent priority for policy dialogue would seem to be to expand pathways for youth exiting formal education prior to or during SES to avail of various forms of skill training or non-formal education: such opportunities are very limited, suggesting that it will be very difficult for youth exiting prior to completion of high school to obtain decent jobs, even at the base of the skill pyramid and particularly in modern sectors". These concerns are being addressed as an interim measure, through a proposed pilot program to deliver short skills training courses leading directly to employment of unemployed and unskilled youth. As a longer term measure this issue may be considered within the review of secondary school curriculum to support the policy of a more skills-based and less subject-centred curriculum.

1.2.4 Secondary Education quality improvement

41. Baseline information currently used for performance monitoring of secondary Education quality is measured using student test and examination scores and records of teaching that provide evidence that the necessary chapters of the textbooks have been covered (Table 8). Recommendations for a revised procedure for school inspection is being developed under the PLMF component of CESR and this will provide new baseline information on which to measure school quality improvements.

Table 8   School Inspection Indicators (Ka Ka Sa)

Indicator-1	School Head's Competency
Indicator-2	Students' attendance
Indicator-3	Teaching according to the curriculum with established monthly schedule
Indicator-4	Student achievement
Indicator-5	Practical teaching with teaching aids, media materials and laboratory
Indicator-6	Morals and Discipline
Indicator-7	Teaching Staff for workforce (Enough or not)

Indicator-8	Classroom/Table/Chairs (Enough or not)
Indicator-9	Water Sanitation/Toilet
Indicator-10	Sufficiency of teaching aids in Multimedia
Indicator-11	Green School Compound
Indicator-12	School Appearance

42. Baseline measures of school quality improvement are also included as a component of the secondary school curriculum review (CESR Phase 2 Secondary Curriculum Report) describing the requirement for quality assurance mechanisms to monitor the effectiveness of curriculum implementation in more depth than simply test scores and examination results. Baseline measures of school quality improvement should also include information on teacher qualifications and competencies and continuing professional development of head teachers and teachers. This aspect of school quality improvement is addressed under quality assurance of teacher education in the secondary teacher education review (CESR Phase 2 Secondary Teacher Education Report) which describes the need to ensure equitable deployment of qualified teachers to schools matched to subject shortages and opportunity for teachers, head teachers and teacher educators to engage in CPD.

1.2.5 Secondary School Management

43. A baseline is needed for monitoring of school management effectiveness. The present school inspection criteria includes head teacher competency (Table 8, Ka Ka Sa Indicator 1). This may be expanded to include criteria for Effective School Management, criteria for selection and capacity development of secondary school leaders, and criteria for monitoring of school leadership effectiveness including the roles and effectiveness of the school management board. This aspect of secondary school leadership and management is also addressed in the CESR Phase 2 Secondary Teacher Education Report with respect to the need for initial orientation and on-going leadership and management CPD for school managers. Several examples of international best practice in head teacher school leadership and management and the associated responsibilities of the School Management Board are given in section 1.3 and Annex 5.

1.3   INTERNATIONAL COMPARATIVE STUDY

1.3.1 Secondary School Policy and Management References

44. The CESR team and other secondary education stakeholders who were consulted during CESR Phase 2 identified a range of priority areas for improvement relating to secondary school policy and management in Myanmar. A document review of international best practice was undertaken in the following identified priority areas of focus:

Topic	Reference Materials included in Annexes
(i) Procedures for recruitment, selection and appointment of teaching staff (Annex 4)	Australia: Policy Statement on Recruitment, Selection and Appointment of Teaching Staff UK: Appointing a New Head Teacher
(ii) Functions, roles and responsibilities of Head Teacher and School Management Boards including:	UK: Roles of Governing Bodies and Head Teachers

- School budget		
- Staffing		
- Secular Curriculum		
- Performance Management		
- School Premises (Annex 5)		
(iii) Leadership and management training for head teachers (Annex 6)	Sub-Saharan Africa (World Bank) Recommendations for Strengthening the Quality of Head Teachers	
(iv) Motivation of Teachers (Annex 6)	Teacher Motivation: Incentives and Working Conditions (World Bank)	
(v) References : School Staffing (Annex 7)	UK: School Staffing Regulations (2009) UK: Guidance on Managing Staff Employment in Schools UK: Guidance – Roles of Governing Bodies and Head Teachers	

1.3.2 International Comparison - Compulsory Education

45. Starting from the academic year 2013/14 the policy of free and compulsory education has been introduced in Myanmar for primary grades G1-G5. In future it may be anticipated that the policy will be upgraded to a more international standard of compulsory education to completion of middle school Grade 9. Table 9 below shows the international comparison of age range of compulsory education in a number of countries across the world including developed and developing countries.

Table 9   Summary of Compulsory Education in selected countries

Country	Age Range	Notes
Australia	5-15	Waived if pursuing full-time employment or full-time education
PRC	6-15	Except Hong Kong, China: 12 years of compulsory education
India	6-14	The Right of Children to Free and Compulsory Education Act in August 2009, made education free and compulsory for children between 6 and 14.
Indonesia	Grades 1-9	
Malaysia	7-17	
Singapore	6-14	
Taipei,China	7-15	Typical ages for 9 years of compulsory education. 12-year compulsory education starting from 2014.
United Kingdom	5-17	Will rise to 18 in 2015.
United States	about 6-17	Varies by state. Beginning age varies 5-8, ending age varies 15-18. Some states allow early leave with parental approval.

1.3.3 Philippines Education Sector Reform: K-12

46. Education sector reform in is currently being implemented in the Philippines, with the addition of two extra years of schooling to bring the system up to K-12. The reforms are being introduced into schools over a six year period on a two cohort model K-6 and 7-12 being introduced in parallel. This puts less strain on the system. The process is being supported by capacity development and materials development programs and there are a wide range of internet-based resources and information accessible to teachers, teacher educators and parents.

What is the K to 12 Program?

The K to 12 Program covers **Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS])** to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.
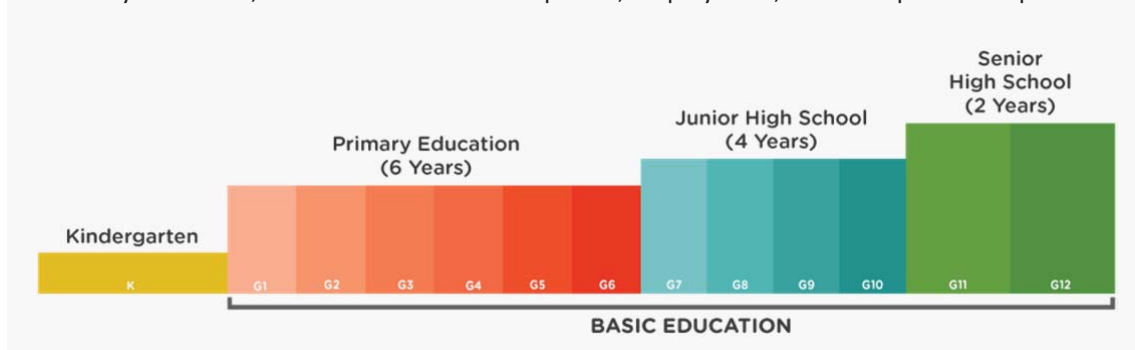
Implementation
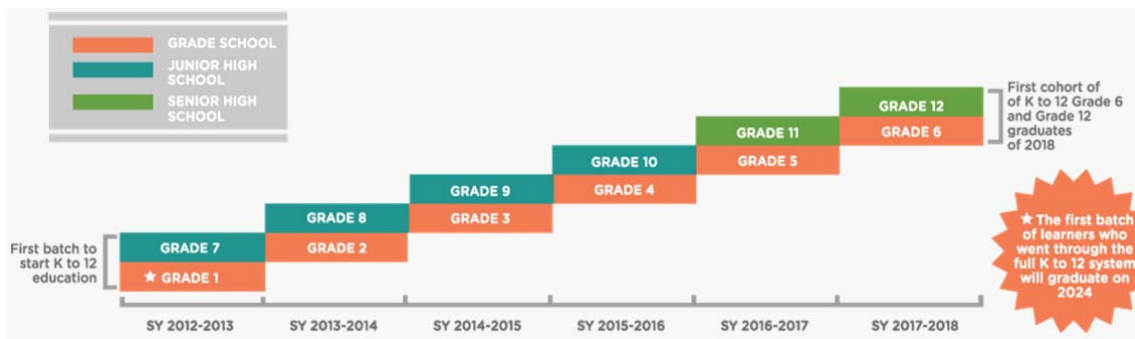
(i) Kindergarten and 12 years of basic education is offered for free in public schools.

(ii) There are additional indirect costs, but government agencies are collaborating to provide programs that will enable everyone access to quality education, especially to those with lesser means.

(iii) Proposals such as the expansion of the Education Service Contracting (ESC) scheme under the Government Assistance to Students and Teachers in Private Education (GASTPE) and other cost-sharing arrangements are being developed by DepEd.

(iv)   K to 12 graduates should have higher earning potential as they will be more competent and skilled.

(v)   As a result of the K to 12 Program, particularly the more specialized education in Senior High School, CHED is exploring the possibility of decreasing the number of years of certain degree programs in college.

(vi)   K to 12 graduates can obtain national certification from TESDA, which will enable them to have more employment opportunities.

(vii)   Kindergarten and 12 years of basic education is offered for free in public schools.

(viii) There are additional indirect costs, but government agencies are collaborating to provide programs that will enable everyone access to quality education, especially to those with lesser means.

(ix)   Proposals such as the expansion of the Education Service Contracting (ESC) scheme under the Government Assistance to Students and Teachers in Private Education (GASTPE) and other cost-sharing arrangements are being developed by DepEd.

(x)   K to 12 graduates should have higher earning potential as they will be more competent and skilled.

(xi)   As a result of the K to 12 Program, particularly the more specialized education in Senior High School, CHED is exploring the possibility of decreasing the number of years of certain degree programs in college.

(xii)   K to 12 graduates can obtain national certification from TESDA, which will enable them to have more employment opportunities.

(xiii) To manage the initial implementation of the K to 12 Program and mitigate the expected multi-year low enrolment turnout for colleges, universities, and Technical-Vocational Institutions (TVI) starting SY 2016-2017, DepEd shall engage in partnerships with them to use their existing facilities and teaching staff. This ensures that during the transition period, the reduction in enrolment in these colleges and universities may be offset.

1.3.4 Lao Secondary School System Reform

47.   The Lao People's Democratic Republic (Lao PDR) embarked on a major education reform in 2009 supported by the ADB funded Basic Education Development Project (BESDP) and the follow-on Secondary Education Support Development Project (SESDP, 2012-2018). The proposed BESDP and SESDP Programs are in close alignment with the government's National Education Sector Reform Strategy and the Education Sector Development Framework which aligns with broader Government strategies and commitments to mention the Millennium Development Goal of which a development strategy was articulated in the National Growth and Poverty Eradication Strategy (NGPES) (GOL 2004). SESDP helps flesh out the sixth National Socio-Economic Development Plan (NSEDP) 2006-2010 (GOL 2006) which emphasized the improvement of education quality as one of its four pillars; and the seventh NSEDP 2011-2015 (MPI 2010) adopting human resource development as a key directive. The education sector reforms respond to the 3 pillars of education detailed in the Education Sector Development Framework (ESDF): access, quality and strengthened governance and management. The SESDP

is being implemented by the Department of Secondary Education (DSE) with support from other MOES implementing units.

48. Under BESDP lower secondary school buildings and classrooms were constructed, new M1 and M2 textbooks and teacher guides developed and distributed, M1 and M2 teacher training conducted, and a school and scholarship grants program implemented. Restructuring of the education system in Lao included adding a year in the lower secondary sub-sector (M1-M4) and another year in its upper secondary sub-sector (M5-M7).

49. SESDP builds on the work undertaken in the BESDP including assistance to the MOES to complete the introduction of the new 4-year LSE curriculum focusing on M3 (SY 2012-13), and M4 (SY 2014-15), and in all 3 USE grades: M5 (SY 2014-15), M6 (SY 2015-16) and M7 (SY 2016-17). SESDP aims to further improve the Secondary Education Sector (SES) promoting key thrusts such as (i) improving access by building classrooms in remote areas, providing stipends to disadvantaged students, and building dormitories for girls and ethnic groups; (ii) enhancing quality by assisting MOES in rolling out the reformed SES curriculum; improving teacher training, recruitment, and deployment; and improving performance monitoring and evaluation (M&E); and (iii) strengthening SES management by refining and operationalizing SES strategies, expanding subsector resources, and building planning capacity and other human and institutional capacities at various levels.

50. INCREASING ACCESS Outputs to improve education access will cover the construction of 30 new LSE schools and 15 USE schools, plus a funding facility for Pupils Parents Associations (PPAs) to build school dormitories.

51. ENHANCING QUALITY Outputs to improve education quality and relevance includes strengthening pre-service teacher training systems and placement for new SE teachers, in-service teacher training and support for delivering the new SE curriculum, support for new curriculum materials (textbooks and teacher guides), teaching and learning equipment and materials to support improved teaching (in 30 new LSE schools and 15 existing) USE schools and support for student assessment;

52. BETTER GOVERNANCE Outputs to strengthen education governance includes support for enhanced sub-sector analysis to guide decision making, capacity building for improved SE sub-sector management levels, support for community engagement in school support and management in 92 target schools and M&E and special study.

1.3.5 Lao Scholarships and School Grants Program (BESDP / SESDP) and lessons learned

53. Lao PDR provides an example from the region of a scholarship and grants scheme to enable students from poor families to continue their secondary school education. This example may provide lessons for Myanmar as the scholarship program is scaled up.

Lao PDR Lower Secondary Student Grant Program: Grant Purpose

The Lower Secondary School Grant Program (LSSGP) is a financial assistance program established by the Ministry of Education to provide scholarships to poor and disadvantaged ethnic students, especially female students, in poor and rural areas under the Grant 0069 – LAO Basic Education Sector Development Project funded by Asian Development Bank.

The scholarship will be provided to 1,638 students who have successfully completed their primary school (P5) in order to allow them to study further in the secondary school for a period of 4 years, so they can be able to complete their lower secondary education.

Grant Location and Distribution

The grant amount is six hundred fifty five thousand two hundred dollars (USD655,200) estimated to be given to 1,638 students at 410,000 kips per semester, twice a year, for a period of 4 years. Grant will be allocated for Lower Secondary Students from selected 96 schools in 13 provinces focused on the poorest districts.

The BESDP Scholarship Program used four criteria for selecting the scholars following a 2-stage selection process, as follows: (i) pre-selection stage by the School and the Village Committees; and, (ii) final process stage by the central level through the IEC.

The selection process commenced with the nomination of candidates at the local level. Schools and village councils jointly prepared an initial list of candidates, based on the candidates' meeting of the following four selection criteria:

1. Eligible students shall have successfully completed Grade 5 and be either currently enrolled or seeking to enrol in the 96 lower and complete secondary schools in rural and poor areas selected under the project;

2. They shall be from poor families, predominantly those from disadvantaged ethnic groups;

3. At least half of students in the nomination list must be female; and

4. Eligible students should have displayed good academic performance in their most recent studies.

The rule is to impose the minimum 50% share of girls vs. boys at both/all tiers: nomination lists received from each primary school and villages, and then also at the final selection. Further, most of the scholars should come from ethnic group.

1.3.6 Singapore Secondary School Assessment and Examinations

54. The system of assessment used in secondary schools in Singapore focuses on assessment for learning (continuous assessment) and assessment of learning with examinations at the end of 4 years middle school and 2 years high school. Students can join vocational institutes aged 14.

55. **Singapore Secondary School** Pupils are placed in secondary school courses based on their PSLE performance. Pupils who are within the top 10% in the PSLE can choose to go to the Special course. Other pupils are placed in either the Express course or the Normal course. The Special and Express courses are four-year programmes (grades 7-10) leading to the Singapore-Cambridge General Certificate of Education Ordinary level (GCE O-level) examination. The Normal course offers a four-year programme leading to the GCE N-level examination. Starting from 2008 the Special and Express Courses have been merged into the "Express Course".

56. **Singapore Post-Secondary and Higher Education** Students who have completed secondary education (Secondary 4 or Secondary 5) and have the necessary GCE O-level qualifications may apply for per-university education at the junior colleges (two-year programmes) and centralised institutes (three-year programmes); this course of studies leads to the GCE A-level examination. Students who prefer a more practice-oriented tertiary education and have the necessary GCE O-level grades can opt for three-year diploma programmes in the polytechnics,

which offer a wide range of courses in fields such as engineering, business studies and nursing. Admission to the universities depends on the academic performance at the Singapore-Cambridge GCE A-level public examination.

Source: World Data on Education Vol VII 2010/11, UNESCO.

Note: this system is suited to a small state that is already well developed and is not being recommended as a model for Myanmar at this time but there are some aspects of the Singapore model that can inform MOEs longer term strategy and planning process.

1.4 ANALYSIS AND RECOMMENDATIONS FOR SECONDARY EDUCATION SUBSECTOR REFORM, STRATEGY AND PLANNING

1.4.1 Restructuring of Secondary Education

57. **Findings – Expansion of Secondary Education** In CESR Phase 1 an analysis of the various education restructuring options was undertaken with identification of the implications for each option. In Phase 2 further in-depth analysis of the implications of introducing the KG-5-4-3 system has been considered. Annex 3 provides more detail on the implications and impacts of restructuring based on an assumed KG-5-4-3 model, and based on a phased introduction of the new curriculum over a 6 year timeframe. This model can be modified to the final approved structure and timeframe but the underlying implications remain. There is specific discussion on the curriculum and assessment implications of restructuring under the Phase 2 Curriculum analysis (CESR Phase 2 Secondary Curriculum Report).

58. **Recommendation – Education Policy for Restructuring Secondary Education** A detailed implementation and capacity development plan will be needed to support the restructuring process. Within the expanded and restructured school system a review and revision to education policy will be needed to clarify the meanings of and distinctions between the terms: basic education, compulsory education, secondary education, middle school, high school. Aligned with this is the need for clarity on the vision, mission and strategy process for restructuring and development of secondary education. Policy and strategy is needed for effective school performance monitoring of the secondary education sector. A systematic and planned approach to capacity development should be based on prioritisation and training needs assessment for teachers, head teachers, teacher educators, school supervisors and others who will be directly responsible for ensuring effective implementation of reforms.

1.4.1.1 Restructuring of school types

59. **Findings – Upgrade of affiliated middle and high schools** to branch middle and high schools and upgrade of branch middle and high schools to basic education middle and high schools has been implemented in AY 2012/13 and 2013/14 as shown below. Teachers in affiliated schools who were unqualified have been replaced by qualified teachers ensuring that each upgraded branch middle school had 5 qualified teachers and each branch high school had 8 qualified teachers. Teachers have been assigned to the upgraded middle schools from among the Education College graduates and to high schools from IOE graduates, as well as promotion of Junior Assistant Teachers (JAT) to Senior Assistant Teachers (SAT). The teachers are paid by the government instead of community aided funding under the arrangement for affiliated schools. The branch middle and high schools also receive government budget instead of the previous community aided budget received by affiliated schools.

Table 10 Affiliated Middle Schools and High Schools upgraded to Branch and Basic Education Middle Schools and High Schools

	2011-12	2012-13
Affiliated MS to Branch MS	36 schools	3 schools
Branch MS to Basic Education MS	52 schools	93 schools
Affiliated HS to Branch HS	38 schools	21 schools
Branch HS to Basic Education HS	39 schools	90 schools

Source: CESR National Adviser - information gathered from each DBE

60. **Recommendation – upgrade of secondary schools from affiliated to branch and branch to basic education schools**. The secondary school upgrade process needs to be planned and resourced in future to ensure that all primary school graduates have access to a branch or basic education middle or high school within reach of their home. A process of school mapping is needed to identify student populations and out of school youth in relation to access to school. Criteria should be established for school construction and expansion specifying the standard in terms of maximum distance from home to school. Implications will need to be considered at each township level with an action plan formulated and shared with schools, teachers, students, parents and local communities. The process should be supervised and monitored so that the school upgrading processes follow MoE policies and relevant instructions will need to be amended to streamline the management of the upgrade process. This strategy will be particularly important in targeting those communities that are currently underserved or where primary school and middle school graduates are most at risk of exiting education rather than progressing to the next level.

1.4.1.2 Equitable distribution of resources

61. **Finding – school infrastructure and resources** Equitable distribution of resources is needed to support the upgrade process, for example school building programs and deployment of qualified teachers to support implementation of middle and high school curriculum. The secondary school survey identified lack of clean water and sanitation facilities in secondary schools as one of the main aspects that students dislike. In the secondary school pilot survey head teachers identified improvement of school buildings and water and sanitation facilities as one of the priorities for school improvement.

62. **Finding – decentralised management of budgets** may be explored as part of the decentralisation process to provide head teachers, school management boards and the local community with more flexibility to make improvements to the school environment and quality of teaching and learning. Also the expansion of the scholarship and stipend scheme will provide individual families the opportunity to access to secondary school education for high achieving students who are from poor families. Options such as cost and viability of transport arrangements and dormitory provision for boarding students are among the options that could be considered . Lessons may be learned from similar initiatives in the primary school sector for example school improvement grants

63. **Findings – unqualified teachers in monastic schools** Analysis of the secondary education survey (Annex 2a) shows that very few teachers in monastic secondary schools have a professional teaching qualification. Further analysis of education in monastic secondary schools is needed. Some research is being undertaken by the Monastic Education Development Group and Burnet Institute, Myanmar.

64. **Recommendation – improvement in monastic secondary schools** Teachers in monastic secondary schools should be provided with teacher training equivalent to the standards required in government schools.

1.4.2 Access to Secondary Education

1.4.2.1 Secondary School enrolment, retention and completion

65. **Findings – Enrolment, Transition and Completion of Secondary Education** A list of factors causing children either to have never been enrolled in school or causing them to exit from school before completion were analysed from ILHCS data[Error! Bookmark not defined.]. The list has been used in the SES survey to elicit information from students as to the reasons why their peers have exited school. The root causes and corresponding possible strategies for improved secondary school enrolment, retention and completion are detailed in Annex 2a showing that the main reason among rural youth is the need to perform household chores and among urban youth the reason is related to the need to work. Sickness and the need to attend family events is given as a reason for dropout in urban, rural and remote schools.

66. **Strategies and considerations to improve transition and retention in secondary grades** include the following:

    (i)   **Distance to school** For primary school graduates who are only 10 years old the transition from primary school close to home to a new school location, perhaps some distance away from home, may be one reason for the high dropout rate. Construction of schools closer to secondary school populations or expansion of primary schools to accommodate secondary school grades is one solution. Another solution in some localities would be the provision of local transport including bicycles and pickup bus or dormitory facilities. A dormitory facility for boarding students is another option that functions in countries around the region where secondary aged children in rural areas cannot access a school as day students. Boarding school arrangements must include provision of safeguards for children's health, safety and security.

    (ii) **Poverty** has been identified as another reason for students dropping out of school at the transition between primary and middle school and between middle and high school. The cost of education increases for families as students graduate to secondary school, calculated to be in the range from free or very low cost (USD 5 or 5,000 KS) to USD 2000 (2,000,000 KS) per year. The average cost of secondary education falls within the range USD 50-100 (50,000 to 100,000 KS) per year. This amount combined with the opportunity costs of paid work or contribution to the family business makes secondary school unaffordable for many families.

(iii) **Value and relevance of education.** The value of secondary education may not be realised or appreciated by families in some communities. This may be because the quality of education is low, the curriculum is not relevant to the lives of the students or the benefits and returns from education are not apparent. In the Myanmar context the benefits of secondary education are too far out of reach for many children because six years of secondary education is required to reach matriculation, at present the only recognised school leaving qualification, and this is only attainable by a minority of students who are able to pursue education to the end of Grade 11.

67. **Recommendation - Strategies to improve transition into secondary school**. Strategies that may be considered to improve transition into secondary education and retention through to completion, include:

(i) **Targeted support to students who are most at risk** of not entering secondary education or of exiting before completion. The strategy would include as a first stage the identification of the main reasons for non-entry or exit of specific groups of students, with support tailored to address the issues, for example the direct and indirect costs of schooling to the family, adequacy of facilities for adolescent girls, location of schools and availability of transport, and perceived lack of relevance of education.

(ii) **Expansion of the scholarship and stipend program** to support high achieving students from poor families. This strategy requires a sound approach to implementation including guidelines and procedures for disbursement, stringent monitoring mechanisms and impact analysis.

(iii) **Student-seeking actions** by schools, students and the local community to encourage and welcome students back into education. More flexible arrangements, alternative pathways and consideration of individual circumstances are all needed, with support and counselling provided by teachers and peers.

(iv) **Alternative learning pathways** In future, if the KG-5-4-3 system is introduced students will need to complete 7 years of secondary education to reach graduation and they will be two years older on completion. This may be a dis-incentive for some students due to the reasons of poverty and lack of interest and relevance already identified. Alternative pathways through education including NFE equivalency programs for school dropouts, re-entry programs and short modular skills training courses that award credits, provide students with a wider range of options in addition to secondary school education. The TVET and NFE Phase 2 in-depth analysis provides more focus on these alternative pathways for continuation of secondary education.

(v) **Alternative learning outcomes recognised** In the reform of the assessment and examination system it will be important to give consideration to a school leaving qualification at the end of grade 9 and grade 11(12) that recognises the learning achievement of all students. This should include certification of learning achievement for those in academic (science and arts) and vocational pathways as well as equivalency for those in NFE. The middle and high school leaving certificates should be aligned to higher education and TVET entry requirements. Each of these end of level qualifications

will need to be adjusted and aligned year by year as the restructuring of the education system is rolled out.

(vi) **Better coordination between primary and middle schools** will encourage students and can provide support to their parents in preparation for the transition, which should contribute positively to the increase in enrolment into secondary school.

(vii) **Resource planning** Successful implementation of strategies to increase transition from primary to middle school will have implications for expansion of secondary school grades, increased requirement for teachers, classrooms, teaching resources and relevant local curriculum including academic and vocational skills.

68. **Recommendation – decentralised strategy and action plans to improve transition rates** Efforts to improve transition rates should be targeted to those regions, states, districts and townships showing the lowest transition levels. Table 6 Section 1.2.2 shows that transition rates are lower in rural areas than in urban areas. Further analysis at the local level will be needed to identify the most relevant and viable strategies for each locality, in consultation with local stakeholders – head teachers, teachers, students, parents and community.

1.4.2.2 Improved status and quality of pre-vocational education

69. **Findings – pre-vocational schools** Raising the status, quality and relevance of pre-vocational education should be included as a key strategy to improve transition from primary to middle school and from middle to high school. Though it is not possible to provide concrete evidence, it would seem highly likely that some proportion of students exit school at the end of primary completion because they know that completion of academic high school studies and matriculation examination pass is unattainable. This may be for any number of reasons including those cited above (para.24 and 39)

70. A good quality vocational education can be provided that is more directly relevant to children's lives and local contexts, paving the way to employment, career opportunities and further studies in technical and vocational skills training.

71. In-depth analysis of pre-vocational education, undertaken in CESR Phase 2 under the secondary curriculum sub-component, revealed that pre-vocational schools are not functioning at present and the 121 schools that were earlier assigned as pre-vocational schools are delivering the general education curriculum. The general findings about pre-vocational schools are as follows:

- There are no particular prevocational schools;

- There is no particular curriculum for prevocational school subjects;

- Few pre-vocational schools use the Teacher's Guide (old) book which were published and used during 1964-1974.

- Pre-vocational subjects have been taught as co-curriculum subjects since about 1978.

- Some schools give one extra class for the vocational skills subjects.

- There are no specific trainings for pre-vocational school teachers. In the past, pre-vocational school teachers were qualified and graduated from Technical High School or other relevant institutes

- There are no trained teachers to substitute for retired teachers who had attended earlier training courses.

- More teaching and learning materials should be provided.

72. During the CESR secondary curriculum consultation workshop (8.11.2013) participants discussed the issues of pre-vocational schools and made the following comments: there were pre-vocational schools once but none survived because there was no linkage between local contexts, needs and demand; human resource planning is needed for school programs to be liked to job opportunity; parents make decisions about their children's education and the majority of students drop out because they expect that they cannot progress through to higher education; there is a huge need for skilled workers in Myanmar and there may be issues of unemployment in future as well as the arrival of migrant skilled workers from other ASEAN countries seeking job opportunities.

73. **Recommendations – strengthening of Pre-Vocational Education[6]:** The learning pathways through secondary school need to offer a vocational careers oriented option to cater to a wider range interests and abilities of all students in addition to the existing academic science and arts options. These options should be aligned through a common core curriculum in literacy and numeracy which all children should attain to a minimum level of competency by graduation from middle or high school. The options should also be of equivalent quality in terms of qualified teachers, relevant curriculum, pedagogy and methods of assessment, good quality of learning environments, and recognised learning outcomes for both academic and vocational programs that lead to future career opportunities and pathways to higher qualifications.

74. **Recommendation – locally relevant and good quality pre-vocational skills courses** Vocational skills should be included in the middle school curriculum, not as traditional workshop skills courses which would duplicate the vocational schools curriculum, but through soft skills for employment and application of locally relevant knowledge as a preparation for the transition from school to work. It is neither feasible nor affordable to include workshop skills in middle schools which would overly stretch an already loaded system. All subjects should be made more relevant and applied to skills and knowledge used in the world of work for all secondary school students.

75. **Recommendation – pre-vocational education and restructured education system** In future when students graduate from high school at the end of grade 12, aged 18+ they will be the equivalent of the present graduates from the General Technical High Schools (GTHS) who study for two years beyond the present grade 11. Graduates from GTHS achieve a certificate level 1-4. Consideration will need to be given by MOE and TVET providers to ways in which the

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[6] Note that, unless otherwise noted, "pre-vocational education is used in this report to refer to elements of general education that provide relevance and foundational skills development for the world of work, as distinct from general technical skills provided in General Technical High Schools.

pre-vocational grades in high school and GTHS should be aligned and certified in the new school structure.

76. Strengthening of pre-vocational education is analysed and discussed in further detail in the CESR Phase 2 Secondary Curriculum and Assessment Report.

1.4.2.3 Implications of increasing student transition into middle and high school

77. **Grade 9 Completion** The anticipated expansion of secondary education provides the opportunity to enhance the status and importance of middle school education Grade 6-9 for an increasing number of students who should in future progress from primary to middle school. By raising the status and recognition of the Grade 9 middle school completion examination students will have added incentive to remain in school for the four extra years.

Table 11   Summary of secondary school enrolment, retention and completion issues and strategies

Target	Indicator	Root Cause	Possible Interventions
Improved ACCESS to Secondary Education	Increase in transition rate from PS to MS and MS to HS	• Poverty (cost not affordable, no clothing, shoes)	• scholarships for students from poor families • Conditional Cash Transfer scheme
		• Conflicting family demands • Care for family • Agriculture work	• flexible schooling • seasonal school timing
		• Distance to school - remoteness • Bad weather	• establish schools / classes closer to community • provide community transport to schools • boarding facilities
		• Personal illness • Other reasons for temporary exit from school	• Re-entry opportunity • Equivalence and recognition of NFE courses • Alternative career pathway and opportunity for skills development
		• Lack of coordination between PS-MS and MS-HS	• Improved coordination between feeder and receiving schools for teachers, students and parents • Orientation program for students and parents

1.4.3 Improved Quality of Secondary Education

1.4.3.1 School Facilities

78. **Findings – School Facilities**. The secondary school survey includes an investigation into the quality of secondary school facilities. In one third of the secondary schools the head teacher states that class size is considered to be inadequate for the number of students. 42% of schools have insufficient seating for all students. 21% of schools do not have sufficient toilet facilities for students. 41% of schools had a ratio of toilets to boys of more than 1:50 and 37% of schools had a ratio of toilets to girls of more than 1:50. Only one of the 24 schools surveyed in the pilot phase had no access to drinking water on the campus.

79. **Recommendations – School Facilities** Each secondary school should have a campus improvement plan that includes plans for facilities improvement and building improvement and sufficient budget managed at school level.

1.4.3.2 School Improvement Plans

80. **Findings – School Improvement Plans**. 96% of the secondary schools in the pilot sample indicated that they have school improvement plans. Two thirds of the schools have a facilities development plan or a building development plan. 64% of schools have a professional development plan. Head teachers in the secondary school pilot survey identified their priority areas for school improvement.

Head teacher priorities for school improvement (HT.Qu.25)
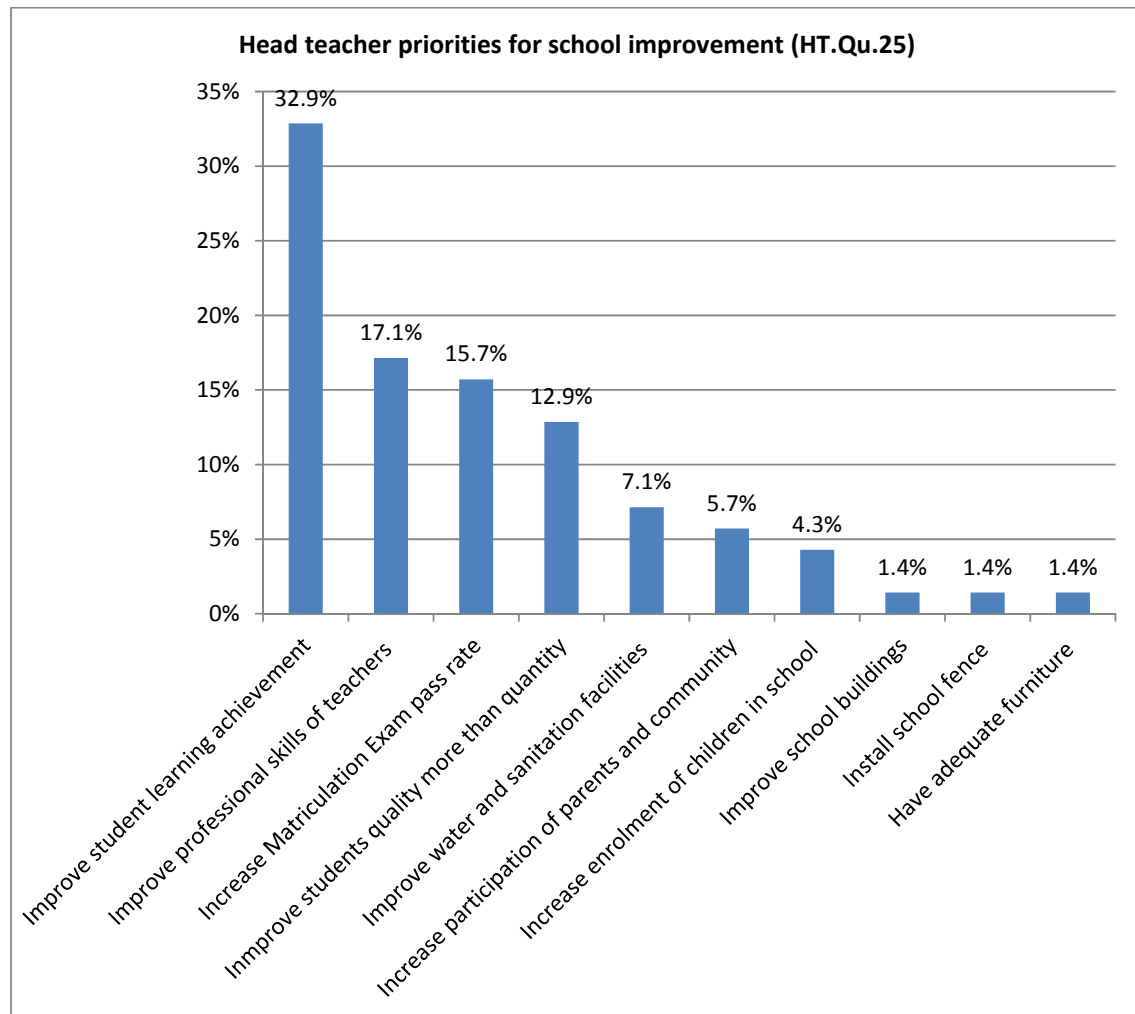
81. **Recommendation – School Improvement Plans** In order for schools to be able to implement the new secondary school curriculum content, pedagogy and assessment their school improvement plans should include a focus on quality improvement of the teaching and learning process. School improvement plans could include the following components:

- **CPD Action Plan** – staff meetings, mentoring, lesson planning, teachers journals, internal staff monitoring and evaluation of new curriculum implementation, team teaching, demonstration lessons, classroom observation and critical feedback[7]

- **Whole school focus** on one aspect of the curriculum reforms each semester – discussion, familiarisation, practice, review, monitoring and evaluation

- **Improved communication** with parents and community

- **Increase in local curriculum** to make learning more relevant to the children

- **More active school leadership role** of the head teacher in supporting quality improvement in classroom practice – encouraging teachers to use new pedagogy and assessment approaches, and informing students, parents and community of the curriculum reforms

- **More active school based support from supervisors and inspectors** for school quality improvement in curriculum implementation

- **Strengthened school support networks** through exchange of information on school quality improvements through the "school families" network.

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[7] CPD is discussed in detail in the CESR Phase 2 Secondary Teacher Education Report

Table 12   **Analysis of Factors Affecting Quality of Secondary Education**

Target	Indicator	Root Cause	Possible Interventions

Improved QUALITY of Secondary Education	Increase in student learning achievement measured through improved approaches to formative assessment	• Lack of interest	• Improve relevance of the MS curriculum
			  - local curriculum
			  - vocational skills / soft skills

		• Teaching approaches not student centred • Teachers have to teach according to regulations	• Improve teaching methods • Practical application of learning • Reform teaching and QA regulations to give more authority to the school (head teacher and teachers)
		• Under-qualified teachers in some schools • Small schools / affiliated / branch schools under resourced	• Equitable deployment of qualified teachers to match needs of the school • Incentives for teachers in the more challenging schools • Local conditions for teachers improved • CPD / capacity development and mentoring for teachers • Improved teacher manuals and classroom resources/posters *NOTE: also included in Teacher Education recommendations*
		• Parent perception of school learning achievement based on rote learning	• Public awareness strategy
		• Assessment methods cause stress • Few students will achieve high school graduation pass (high stakes) • No meaningful external recognition of learning achievement below G11 • Matriculation exam result based on pass / fail in aggregated score from all six subjects – approx. 35% pass rate	• Improve formative assessment • Make assessment more meaningful to students • Enhance status of MS completion • Recognition of learning achievement at each grade and at key stages of G9 and G12 for all students

82. Table 12 is a summary of some key quality issues each of which will vary from school to school, district to district and region to region. Other issues may be identified and each one will have greater or lesser significance for each location. Various solutions can be suggested to each of these generalised statements and a selection of these solutions may be prioritised and incorporated into the Comprehensive Education Sector Plan (CESP).

83. **Recommendation - to improve quality of secondary education**: the root causes of poor quality education should be identified (i) at a decentralised level, ideally at school level where school improvement planning and head teacher leadership training could be targeted to make direct impacts on school quality and performance; and (ii) at system level for example where training and deployment of teachers is a wider level challenge to be addressed at national level and included in the quality assurance procedure for monitoring school performance.

1.4.4 Improved Management of Secondary Education

1.4.4.1 School Management and Leadership

84. **Finding – recruitment and training of secondary school head teachers** The secondary school survey found that 6 of the 24 head teachers in the pilot survey had received some head teacher training in the past year. All six head teachers had attended 10 day leadership training and one head teacher had attended a one month additional leadership program, all provided by the DBE office. One head teacher had attended a three day examination administration training program. No other head teacher training had been provided for this sample of head teachers in the past year.

85. **Recommendation – recruitment and training of secondary school head teachers** A review and revision of procedures is needed to improve the selection and orientation training process for appointment of head teachers / school leaders. Head teachers should have clear job descriptions of their roles and responsibilities. The skills and competencies need to be identified that potential school leaders should demonstrate (See Annex 4 appointment of a head teacher and Annex 5 responsibilities of a head teacher). Head teachers should be provided with leadership and management training that focuses on school quality improvement in addition to administration and management of the school. Head teachers also require opportunities for CPD and professional networking.

86. **Finding – School Based Management (decentralisation)** The decentralisation process that has been initiated by the Government of the Union of Myanmar will be gradually extended in the coming years to introduce a decentralised system of school based management in secondary education. This would align with decentralised school management systems operational in many other countries.

87. **Recommendation - School Based Management (decentralisation)** The in-depth analysis of the secondary education sector identified support for a decentralised approach to school management that would need to be introduced in a phased way to allow for capacity development of the school management board and head teacher. The priority areas of decentralisation to the school level would include (i) increased autonomy in development of a local curriculum; (ii) support for implementation of school based CPD for all staff; (iii) more flexibility in assessment of student achievement using classroom-based CCA approaches to gradually replace the heavy dependence on CETs and memorisation of subject content: (iv)improved quality assurance systems that focus on and positively support school quality improvement.

1.4.5 School Budget Management and Private Tuition Costs

88. **Finding – management of school budgets** Head teachers provided information on the allocation of school budget to various items of expenditure. 6 of the 24 schools in the pilot survey sample indicated that the budget from MOE is mainly allocated to school calendar activities scheduled throughout the school year. The school calendar in Myanmar is understood to be the school improvement plan. The school calendar is set by MOE and indicated what activities should be done each month in all schools. Other schools indicated that MOE budget was provided in the last academic year for expenditure on school repairs and construction, teacher training, plants, electricity and furniture. Funds provided by the

Parent Teacher Association are mostly utilised on school building and repair work with some allocation of funds to teacher training sports facilities and teaching aids. The budget provided by the community to schools, through the Board of Trustees, were used primarily to pay for building repairs and new construction, teaching aids, teacher training, competitions, activities in the school calendar, and furniture. Repairs and new construction are likely to be the highest cost items in the budget though head teachers commented that their priority for the school was to develop and improve learning achievement.

89. **Recommendation - Management of School Budgets** As part of head teacher management training a component should be included to assist head teachers in management of budgets especially in future if this becomes one component of school management that is decentralised to school level. Head teachers and school management board should be accountable and school budget allocation should be sufficient to meet the basic costs. School financing should also be linked to school improvement planning and quality assurance procedures.

90. **Finding – Private Tuition Costs** Data from the IHLCS (2010) data analysis shows that families of G11 students pay on average 42.4% of total annual household education expenditure on private tuition (Annex 2C, Table 22). The range is from 21.7% of annual household expenditure on private tuition for food poor families to 55.9% of annual household expenditure for urban families. The average amount is 36,074KS per year with food poor and poor families spending on average 4,742KS and 7,759KS respectively while the richest quintile spend on average 99,420KS per annum and urban families spend 81,996KS per annum on private tuition. The level of expenditure on education is highest at high school level for all groupings (Annex 2C, Table 23) with the overall level of expenditure for high school studies four times higher than the average estimated expenditure per learner at middle school level. Analysis at the grade level (Annex 2c, Table 24) clearly shows that the highest level of learner and household expenditure on education is at grade 11 for all categories analysed. Overall households spend nearly three times as much on education in grade 11 as in grade 9 and more than twice as much in grade 11 as in grade 10. In the quintiles 1-2 (poorest) the estimated level of cost per grade 11 learner is 96,698Ks per annual compared to 429,856KS per annum for learners in quintile 5 (richest).

91. The practice of private tuition has become embedded in the Myanmar education system. It is driven by the examination system as is clear from the high increase in level of expenditure from grade 9 to 11. The disparity in levels of expenditure between groups and populations is indicative of a high level of inequity and perhaps considerable sacrifice made by poorer and more disadvantaged families.

92. **Recommendation – Private Tuition** Policy guidelines and affirmative actions are needed by the government and the MOE to eliminate the practice of private tuition. Reform of the high school examination system (see CESR Phase 2 Assessment and Examinations Report) will be the key enabling factor but in addition teachers and parents will need to be persuaded that private tuition should be removed. For teachers this will affect their income which, for many, is undoubtedly considerably enhanced through tuition fees. For parents relief from the cost burden will surely be welcomed and the reduction in stress on children and parents should also be appreciated. However, it will be challenging to convince parents that private tuition

should be removed where their main concern is to do all they can to enable their children to be successful in their education.

1.4.6 Secondary School Quality Assurance and Standards

93. **Recommendation – Quality Assurance in Secondary Schools** The indicators for Child Friendly Schools to secondary education should be used as a basis for school improvement planning. The five dimensions of Child Friendly Schools and indicators are outlined in Annex 9. Quality Assurance systems should in future include instructions for secondary school inspectors and supervisors to introduce school performance monitoring of the quality of teaching and learning, and the standard of student learning achievement. This component of school quality assurance should be based on a partnership approach with internal and external review, making a deeper analysis than simply recording test and examination results.

94. **Recommendation – policy framework for secondary school quality improvement** A policy framework for implementation of secondary school quality improvement is needed, based on five broad CFS dimensions and indicators: inclusiveness; effectiveness (i.e., relevance and quality); health, safety and protection; gender-friendliness; and involvement of students, families and communities. The policy framework would describe the roles and responsibilities of the head teacher, the school management board, teachers, parents and the DEO supervisors. The policy framework would also describe the procedures to be followed.

Table 13   **Indicators and possible interventions for improved management of secondary education**

Target	Indicator	Root Cause	Possible Interventions
Improved MANAGEMENT of Secondary Education	Improved QA indicators - school head teacher competency - additional competencies measured	• Lack of head teacher management training	• school mapping • school families / network • head teacher training / mentoring
		• Lack of autonomy delegated to school level	• Gradual transition to decentralisation of some school management tasks to schools (head teacher, school management board)
		• QA system not focused on school leadership support and quality of learning	• Improve focus of school inspection and supervision to evaluate school leadership and quality of learning • Teacher performance monitoring / accreditation

ANNEX 1a   SUMMARY OF RECOMMENDATIONS: CESR PHASE 2 SECONDARY EDUCATION ACCESS, QUALITY AND MANAGEMENT

Recommendation 1 – Education Policy for Restructuring Secondary Education A detailed implementation and capacity development plan will be needed to support the restructuring process. Within the expanded and restructured school system a review and revision to education policy will be needed to clarify the meanings of and distinctions between the terms: basic education, compulsory education, secondary education, middle school, high school. Aligned with this is the need for clarity on the vision, mission and strategy process for restructuring and development of secondary education. Policy and strategy is needed for effective school performance monitoring of the secondary education sector. A systematic and planned approach to capacity development should be based on prioritisation and training needs assessment for teachers, head teachers, teacher educators, school supervisors and others who will be directly responsible for ensuring effective implementation of reforms.

Recommendation 2 – upgrade of secondary schools from affiliated to branch and branch to basic education schools. The secondary school upgrade process needs to be planned and resourced in future to ensure that all primary school graduates have access to a branch or basic education middle or high school within reach of their home. Implications will need to be considered at each township level with an action plan formulated and shared with schools, teachers, students, parents and local communities. The process should be supervised and monitored so that the school upgrading processes follow MoE policies and relevant instructions will need to be amended to streamline the management of the upgrade process. This strategy will be particularly important in targeting those communities that are currently underserved or where primary school and middle school graduates are most at risk of exiting education rather than progressing to the next level.

Recommendation 3 – improvement in monastic secondary schools Teachers in monastic secondary schools should be provided with teacher training equivalent to the standards required in government schools.

Recommendation 4a - Strategies to improve transition into secondary school. Strategies that may be considered to improve transition into secondary education and retention through to completion, include:

(i)   **Targeted support to students who are most at risk** of not entering secondary education or of exiting before completion. The strategy would include as a first stage the identification of the main reasons for non-entry or exit of specific groups of students, with support tailored to address the issues, for example the direct and indirect costs of schooling to the family, adequacy of facilities for adolescent girls, location of schools and availability of transport, and perceived lack of relevance of education.

(ii)   **Expansion of the scholarship and stipend program** to support high achieving students from poor families. This strategy requires a sound approach to implementation including guidelines and procedures for disbursement, stringent monitoring mechanisms and impact analysis.

(iii)   **Student-seeking actions** by schools, students and the local community to encourage and welcome students back into education. More flexible arrangements, alternative

pathways and consideration of individual circumstances are all needed, with support and counselling provided by teachers and peers.

(iv) **Alternative learning pathways** In future, if the KG-5-4-3 system is introduced students will need to complete 7 years of secondary education to reach graduation and they will be two years older on completion. This may be a dis-incentive for some students due to the reasons of poverty and lack of interest and relevance already identified. Alternative pathways through education including NFE equivalency programs for school dropouts, re-entry programs and short modular skills training courses that award credits, provide students with a wider range of options in addition to secondary school education. The TVET and NFE Phase 2 in-depth analysis provides more focus on these alternative pathways for continuation of secondary education.

(v) **Alternative learning outcomes recognised** In the reform of the assessment and examination system it will be important to give consideration to a school leaving qualification at the end of grade 9 and grade 11(12) that recognises the learning achievement of all students. This should include certification of learning achievement for those in academic (science and arts) and vocational pathways as well as equivalency for those in NFE. The middle and high school leaving certificates should be aligned to higher education and TVET entry requirements. Each of these end of level qualifications will need to be adjusted and aligned year by year as the restructuring of the education system is rolled out.

(vi) **Better coordination between primary and middle schools** will encourage students and can provide support to their parents in preparation for the transition, which should contribute positively to the increase in enrolment into secondary school.

(vii) **Resource planning** Successful implementation of strategies to increase transition from primary to middle school will have implications for expansion of secondary school grades, increased requirement for teachers, classrooms, teaching resources and relevant local curriculum including academic and vocational skills.

Recommendation 4b – decentralised strategy and action plans to improve transition rates Efforts to improve transition rates should be targeted to those regions, states, districts and townships showing the lowest transition levels. Table 6 Section 1.2.2 shows that transition rates are lower in rural areas than in urban areas. Further analysis at the local level will be needed to identify the most relevant and viable strategies for each locality, in consultation with local stakeholders – head teachers, teachers, students, parents and community.

Recommendation 5a – strengthening of Pre-Vocational Education[6]: The learning pathways through secondary school need to offer a vocational careers oriented option to cater to a wider range interests and abilities of all students in addition to the existing academic science and arts options. These options should be aligned through a common core curriculum in literacy and numeracy which all children should attain to a minimum level of competency by graduation from middle or high school. The options should also be of equivalent quality in terms of qualified teachers, relevant curriculum, pedagogy and methods of assessment, good quality of learning environments, and recognised learning outcomes for both academic and vocational programs that lead to future career opportunities and pathways to higher qualifications.

Recommendation 5b – locally relevant and good quality pre-vocational skills courses Vocational skills should be included in the middle school curriculum, not as traditional workshop skills courses which would duplicate the vocational schools curriculum, but through soft skills for employment and application of locally relevant knowledge as a preparation for the transition from school to work. It is neither feasible nor affordable to include workshop skills in middle schools which would overly stretch an already loaded system. All subjects should be made more relevant and applied to skills and knowledge used in the world of work for all secondary school students.

Recommendation 5c – pre-vocational education and restructured education system In future when students graduate from high school at the end of grade 12, aged 18+ they will be the equivalent of the present graduates from the General Technical High Schools (GTHS) who study for two years beyond the present grade 11. Graduates from GTHS achieve a certificate level 1-4. Consideration will need to be given by MOE and TVET providers to ways in which the pre-vocational grades in high school and GTHS should be aligned and certified in the new school structure.

Recommendation 6 – School Facilities Each secondary school should have a campus improvement plan that includes plans for facilities improvement and building improvement and sufficient budget managed at school level.

Recommendation 7 – School Improvement Plans In order for schools to be able to implement the new secondary school curriculum content, pedagogy and assessment their school improvement plans should include a focus on quality improvement of the teaching and learning process. School improvement plans could include the following components:

- **CPD Action Plan** – staff meetings, mentoring, lesson planning, teachers journals, internal staff monitoring and evaluation of new curriculum implementation, team teaching, demonstration lessons, classroom observation and critical feedback[8]

- **Whole school focus** on one aspect of the curriculum reforms each semester – discussion, familiarisation, practice, review, monitoring and evaluation

- **Improved communication** with parents and community

- **Increase in local curriculum** to make learning more relevant to the children

- **More active school leadership role** of the head teacher in supporting quality improvement in classroom practice – encouraging teachers to use new pedagogy and assessment approaches, and informing students, parents and community of the curriculum reforms

- **More active school based support from supervisors and inspectors** for school quality improvement in curriculum implementation

- **Strengthened school support networks** through exchange of information on school quality improvements through the "school families" network.

Recommendation 8 - to improve quality of secondary education: the root causes of poor quality education should be identified (i) at a decentralised level, ideally at school level where school improvement planning and head teacher leadership training could be targeted to make direct impacts on school quality and performance; and (ii) at system level for example where training and

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[8] CPD is discussed in detail in the CESR Phase 2 Secondary Teacher Education Report

deployment of teachers is a wider level challenge to be addressed at national level and included in the quality assurance procedure for monitoring school performance.

Recommendation 9 – recruitment and training of secondary school head teachers A review and revision of procedures is needed to improve the selection and orientation training process for appointment of head teachers / school leaders. Head teachers should have clear job descriptions of their roles and responsibilities. The skills and competencies need to be identified that potential school leaders should demonstrate (See Annex 4 appointment of a head teacher and Annex 5 responsibilities of a head teacher). Head teachers should be provided with leadership and management training that focuses on school quality improvement in addition to administration and management of the school. Head teachers also require opportunities for CPD and professional networking.

Recommendation 10 - School Based Management (decentralisation) The in-depth analysis of the secondary education sector identified support for a decentralised approach to school management that would need to be introduced in a phased way to allow for capacity development of the school management board and head teacher. The priority areas of decentralisation to the school level would include (i) increased autonomy in development of a local curriculum; (ii) support for implementation of school based CPD for all staff; (iii) more flexibility in assessment of student achievement using classroom-based CCA approaches to gradually replace the heavy dependence on CETs and memorisation of subject content: (iv)improved quality assurance systems that focus on and positively support school quality improvement.

Recommendation 11 - Management of School Budgets As part of head teacher management training a component should be included to assist head teachers in management of budgets especially in future if this becomes one component of school management that is decentralised to school level. Head teachers and school management board should be accountable and school budget allocation should be sufficient to meet the basic costs. School financing should also be linked to school improvement planning and quality assurance procedures.

Recommendation 12 – Private Tuition Policy guidelines and affirmative actions are needed by the government and the MOE to eliminate the practice of private tuition. Reform of the high school examination system (see CESR Phase 2 Assessment and Examinations Report) will be the key enabling factor but in addition teachers and parents will need to be persuaded that private tuition should be removed. For teachers this will affect their income which, for many, is undoubtedly considerably enhanced through tuition fees. For parents relief from the cost burden will surely be welcomed and the reduction in stress on children and parents should also be appreciated. However, it will be challenging to convince parents that private tuition should be removed where their main concern is to do all they can to enable their children to be successful in their education.

Recommendation 13 – Quality Assurance in Secondary Schools The indicators for Child Friendly Schools to secondary education should be used as a basis for school improvement planning. The five dimensions of Child Friendly Schools and indicators are outlined in Annex 9. Quality Assurance systems should in future include instructions for secondary school inspectors and supervisors to introduce school performance monitoring of the quality of teaching and learning, and the standard of student learning achievement. This component of school quality assurance should be based on a partnership approach with internal and external review, making a deeper analysis than simply recording test and examination results.

Recommendation 14 – policy framework for secondary school quality improvement   A policy framework for implementation of secondary school quality improvement is needed, based on five broad CFS dimensions and indicators: inclusiveness; effectiveness [i.e., relevance and quality]; health, safety and protection; gender-friendliness; and involvement of students, families and communities. The policy framework would describe the roles and responsibilities of the head teacher, the school management board, teachers, parents and the DEO supervisors. The policy framework would also describe the procedures to be followed.

ANNEX 1b   SECONDARY EDUCATION SECTOR – IMPLEMENTATION TIMEFRAME

Secondary Education Policy	ACTIONS	Timeframe
1. **Restructuring of Secondary Education**	Policy for restructured education system	2014
	Strategy and Implementation Plan	2014
	Capacity Development Plan	2014-2020
2. **Upgrade of secondary schools to branch and basic education schools**	Upgrade Plan Budget and resource allocation	2014
3. **Reform of monastic secondary schools**	Teacher training for under-qualified monastic secondary school teachers	2014-2020
4. **Improved transition PS-MS and MS-HS**	Strategic Plan –options to address the range of issues - Students most at risk of exiting - Scholarships and stipends - Student seeking actions - Alternative learning pathways - Recognition of alternative learning outcomes - Strengthening coordination between school levels - Resource planning	2014-2020
	Decentralised strategy and action plan targeted to locations with lowest transition rates	2014-15
5. **Strengthening of pre-vocational education**	Develop vocational curriculum for grade 10-12 aligned with the common core curriculum for high school and GTHS	2014-2020
	Upgrade Prevocational education to equivalent quality of HS and GTHS – trained teachers, pedagogy and assessment, learning environments and recognition of learning outcomes	2014-2020
	Develop locally relevant and good quality pre-vocational skills courses	2014-2020
	Align pre-vocational courses with restructuring of HS grades with certification aligned to GTHS, TVET and HE entrance requirements	2014-2020
6. **Upgrade of secondary**	Campus Improvement Plans	2014-2020

Secondary Education Policy	ACTIONS	Timeframe
school facilities	System for budget allocation and decentralise management to school level	
7. Strengthen School Improvement Planning	Development of: - School based CPD Action Plans - Topic of focus for each semester - Improved communication with parents and community - Develop 10% local curriculum - More active school leadership - More active school based support - Strengthen school family networks	2014-2020
8. Recruitment and training of secondary school head teachers	Review and revision of procedures for selection and training of head teachers	2014-2016
9. Decentralisation of school management and budgets	Review and revise instructions, roles and responsibilities of head teachers and school management boards to allow for decentralisation of school management Capacity development of head teachers and school management board - Development of local curriculum - School based CPD - Flexible assessment of students - QA of school quality improvement	2014-2018
	Review and revise instructions, roles and responsibilities of head teachers and school management boards for school budget management	2014-2018
10. Removal of private tuition	Develop a strategy to remove the practice and burden of private tuition Implementation of the strategy, aligned with introduction of new assessment approaches	2014-2016
11. Quality assurance in secondary schools	Develop the CFS indicators for use in secondary education Develop guidelines and procedures for schools and school inspectors	2014-15
12. School Quality Improvement Policy	Develop a policy framework for secondary school quality improvement	2014-15

ANNEX 2   SECONDARY SCHOOL SURVEY

BACKGROUND

In CESR Phase 1 Rapid Assessment of the Secondary Education Sector (SES) a range of issues were identified requiring further in-depth analysis in Phase 2. In the CESR Terms of Reference for Phase 2 it was proposed that an in-depth study of SES be undertaken, adapting the tools developed under QBEP for the primary subsector. The CESR SES team combined the Phase 1 SES findings and the relevant content from the QBEP survey questionnaires to formulate questionnaires for in-depth analysis of following broad topics as they relate to secondary schools

(i)   Policy information / instructions from MOE / regional/district/township offices

(ii)   School Board of Trustees, parents, PTA and community involvement in the school

(iii)   School financing – costs of education for families / school budget allocation and management / scholarships / tuition

(iv)   School / teacher profiles

(v)   Student / community profiles including out-of-school youth and school access issues

(vi)   Data disaggregated by female / male; urban / rural; ethnic group; poverty level;

(vii)   Access issues including dropout and transition rates and reasons for dropout

(viii)   Opportunities for school graduates

(ix)   Strengths and weaknesses of the present curriculum / changes that should be made to improve the MS and HS curriculum, including skills and knowledge of teachers to implement the curriculum, language of instruction, relevance of the curriculum to 21st century, academic vs vocational curriculum, teaching methods, school assessment and matriculation examination

(x)   Opportunities for teacher professional development, in-service teacher training and supply of qualified secondary school teachers; opportunities for school leadership / principals professional development

(xi)   School improvement planning activities, school management and school development

METHODOLOGY

Questionnaires were drafted by the CESR SES team as the basis for interviews with School Principals, teachers and students (no longer than 30-45 minutes to administer each interview). The majority of questions are closed questions ie single answer, or with answers to be selected from a range of possible responses. These were trialled in advance of the school visits. The format was designed to simplify the coding, data entry and data analysis process. A limited number of open semi-structured questions were included.

A Data Sheet was prepared to gather basic information on teacher / staff and student profiles, teacher qualifications, school building, examination results and financial information. The questionnaires and data sheet were reviewed and approved by the CESR Task Manager. Two members of the CESR team visited each pilot survey school to administer the survey. The international consultant assisted in preparation of the survey instruments and also assisted the CESR team with data analysis.

SAMPLE

3 schools of each school type (8 secondary school types) were selected for the small pilot survey, to be as representative as possible including urban and rural schools, and small and large schools.

The survey was scaled up in October 2013 to include 16 schools in each of 54 townships across all 18 states, giving a total of 864 schools. The sample will include one urban, one rural and one remote rural school in each district.

Pilot School Sample The CESR team selected 1-2 secondary schools of each school type in each of the three locations to represent schools in urban and rural locations, including some schools with students from poorer families. The sample of students to be interviewed included a balance of girls and boys selected from both MS and HS grades.

Data Analysis and Reporting

The Survey Team completed data entry and developed some hypotheses for data analysis by ADB. All questionnaires, analysis and report sections will be delivered in English and Myanmar language.

TIMEFRAME

The survey tools were developed and trialed in June 2013. The pilot survey field work was conducted in July and August 2013. The expanded national survey was distributed to schools in October 2013.

Initial Findings

In the initial pilot survey conducted in July and August 2013 8 schools were visited in each of three States, Yangon, Bago and Mandalay.

Types of schools	Pilot Qty
Basic Education High Schools	6
Basic Education High Schools (Branch)	6
Basic Education Middle Schools	4
Basic Education Middle Schools(Branch)	2
Basic Education Post Primary Schools	3
Monastic Schools	3
Total	24

Instruments

Six instruments were developed.

1) Head questionnaire
2) School data questionnaire
3) Teacher questionnaire
4) Student questionnaire
5) Check list for school, and
6) Head teacher and teachers' profile

Sample Summary

1.   The total sample size of respondents in the secondary education pilot survey is shown below.

Gender by location (pilot)

Location	School Data				Head Teacher's questionnaire				Teacher's questionnaire				Teacher's profile				Student questionnaire			
	Female	Male	Missing	Total	Female	Male	Missing	Total	Female	Male	Missing	Total	Female	Male	Missing	Total	Female	Male	Missing	Total
Yangon	6	2	0	8	6	2	0	8	69	7		76	192	15		207	78	64	1	143
Bago	6	2	0	8	6	2	0	8	67	8		75	211	21		232	73	60	2	135
Mandalay	7	1	0	8	7	1	0	8	72	4		76	356	47		403	82	60	0	142
Total	19	5	0	24	19	5	0	24	208	19		227	759	83		842	233	184		420

2.   In the secondary school pilot survey the head teacher sample included 6 males and 18 females, 23 of whom were head teachers with one acting head teacher. The mean age range was between 46-50 years old with two head teachers in the 36-40 age range and one head teacher in the 60+ age range.

3.   In the final student sample (pilot) there were 44% male and 56% female respondents. 95% of students in the sample were within age ie between 10 to 16 years old, as reported.

4.   Analysis of the students by grade and age shows that in each grade there are overage and underage students. Overage students may be explained by repetition keeping them back by one or more years. Underage is sometimes related to teachers enrolling their own children before they are of enrolment age and may also be due to error in reporting.

Student sample by grade

Grade 11 16% — Grade 6 17% — Grade 7 17% — Grade 8 17% — Grade 9 15% — Grade 10 18%

Students by grade and age to show the percentage who are on-age, over age and under age.
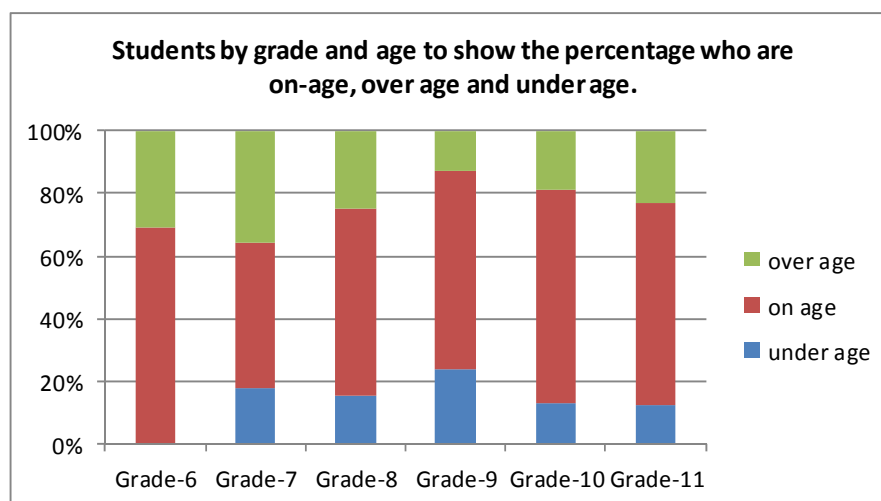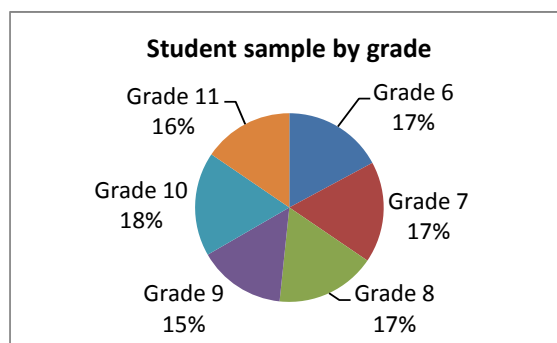
5.   In the teacher sample (pilot) there were 19 male teachers and 208 female teachers of whom 92 (40.5%) were JATs and 135 (59.5%) were SATs .

ACCESS

Reasons for absence from school

6.   28% of secondary school students in the pilot survey indicated that they had been absent from school in the previous month. Students indicated their main reason for absence from school. A comparison of reasons given indicate that boys are more likely than girls to be absent for work and family events. Girls are more likely than boys to be absent for other reasons, for example and for sickness though around one fifth of both girls and boys are absent for this reason and similarly for performing of household chores.

Female Students main reason for absence from school

Work 14%
Family event 7%
Sick 23%
Perform household chores 21%
Others 35%

Male Student's main reason for absence from school (St.Qu.6)

Family event 32%
Sick 17%
Perform household chores 19%
Others 6%
Work 26%
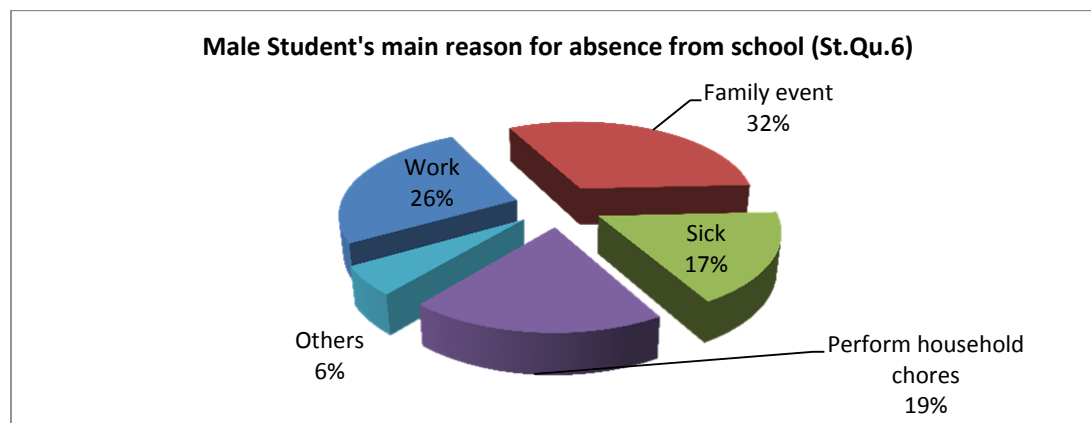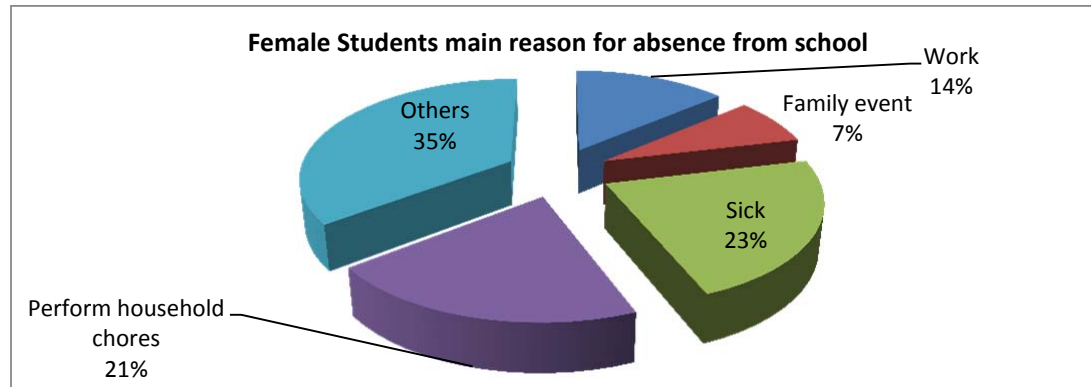
Reasons for out-of-school youth

7.   Students identified the reasons they perceive for out-of-school youth according to friends they know who are out of school. They identified work as one of the main reasons among urban youth whereas sickness and family events are the two reasons why youth in remote areas may have left school. In rural areas the most likely reason for secondary school dropout is thought to be related to household chores and work.

Reasons for out of school youth by location (St.Qu.20)

Dropout student by school type (St.Qu.20)
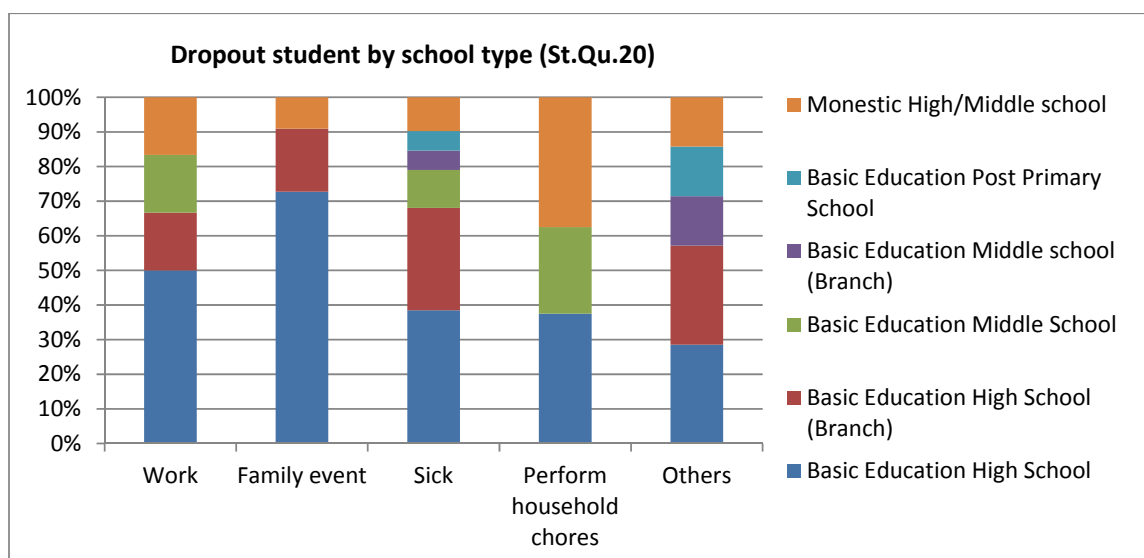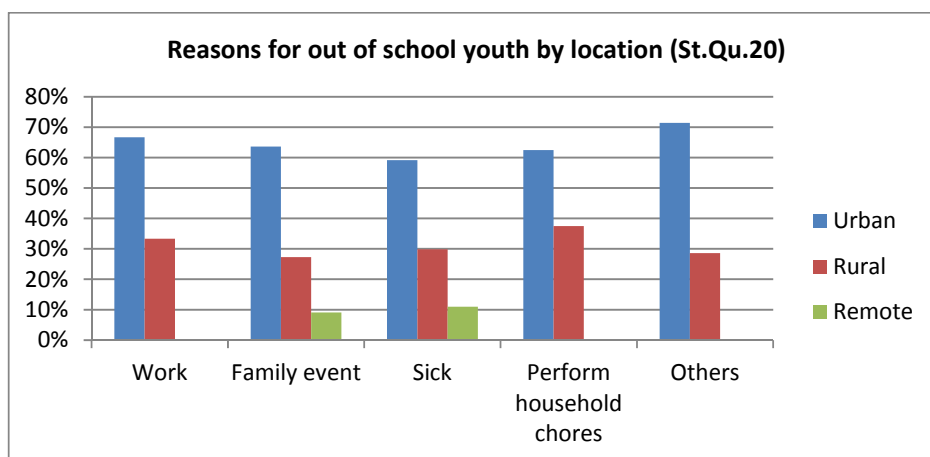
8. Analysis of the same data on perceived reasons for youth drop-out by school type shows that family events is the most common reason for students to drop out from Basic Education High School whereas performance of household chores is the most likely reason for drop-out from monastic school. Sickness is a reason for youth drop-out in all school types.

Distance to school

Secondary student's means of getting to school
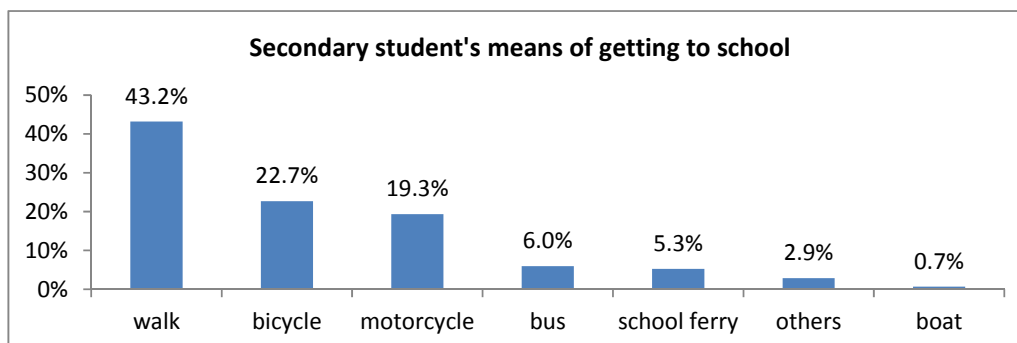
9. More than two thirds of the secondary school students in the pilot survey sample walk or bicycle to school and 85.5% of the students live within 30 minutes walk from school. More

information is needed on location of school to the homes of children who are not attending school where this may be a factor in secondary school drop-out. Future planning needs to map the school locations to student populations and to develop a longer term plan for all children to be able to access school at least to end of middle school within a specified distance from home.

10. 80% of teachers live within 30 mins of the school and half of them are less than 15 minutes away from the school.

QUALITY

Teacher subject specialisation and match with teaching subjects

11. Anecdotal evidence and supporting evidence from the secondary school survey indicates that there is a mismatch between subject taught at middle and high school and subjects for which the teacher is qualified. Analysis of teacher responses in the secondary education survey (pilot) of 24 schools in three states and regions (Table 14) shows a mis-match between subject specialisation of teachers and the subject they are teaching for approximately 18% of teachers who majored in the three core subjects of Myanmar, English and mathematics.

Table 14   Teacher Specialisation and Subject Taught in Secondary Schools

27 out of 227 teachers in the sample majored in **Myanmar**, of whom:			
10 (37%) teaching Myanmar in middle school classes	7 (26%) teaching Myanmar in high school classes	2 (7%) teaching another subject in which they are also trained	8 (30%) teaching another subject in middle school for which they are not trained
15 out of 227 teachers in the sample majored in **English**, of whom:			
3 (20%) teaching English in middle school classes	7 (47%) teaching English in high school classes	2 (13%) teaching another subject in high school in which they are also trained	3 (20%) teaching another subject in middle school for which they are not trained
45 out of 227 teachers in the sample majored in **Mathematics**, of whom:			
11 (25%) teaching mathematics in middle school classes	14 (31%) teaching mathematics in high school classes	15 (33%) teaching another subject in which they are also trained (2 in middle school and 13 in high school	4 (9%) teaching another subject in middle school and 1 (2%) teaching another subject in high school for which they have not been trained
Of the 89 **Myanmar, English and Mathematics** Majors above:			
27% were teaching their major subject in middle school classes	34% were teaching their major subject in high school classes	21% were teaching another subject for which they are also trained	18% were teaching another subject in secondary school for which they have not been trained

12. For Myanmar subject majors, 70% are teaching Myanmar or another subject for which they are trained and there is a fairly even distribution of Myanmar major teachers between middle school and high school.

13. For English subject majors, 80% are teaching English or another subject for which they are trained and 60% are teaching in high school.

14. For mathematics subject majors, 90% are teaching mathematics or another subject for which they trained and 27 (60%) of the mathematics majors are teaching high school classes

15. A summary of the subject specialisations compared to the subjects being taught (secondary education survey pilot data, Table 15) indicates that there is a balance in Myanmar, economics and geography and an apparent imbalance in all other subjects. This simplified analysis indicates that there are fewer teachers with subject specialisation teaching English, middle school science and co-curriculum subjects and there are more teachers with majors in mathematics, history, physics, chemistry and biology suggesting a possible undersupply in the former group of subjects and an over supply of teachers with majors in the latter group of subjects.

Table 15   Percentage of Teachers for Major compared to Subject Taught

Teachers' Majors			Teacher's Current Teaching Subjects		
Myanmar	27	9%	Myanmar	72	11%
Economics	18	6%	Economics	26	4%
Geography	25	8%	Geography	59	9%
English	15	5%	English	63	10%
Science	2	1%	Science	63	10%
Co-curriculum	2	1%	Co-curriculum	158	25%
Mathematics	45	15%	Mathematics	67	11%
History	38	12%	History	51	8%
Physics	36	12%	Physics	30	5%
Chemistry	37	12%	Chemistry	24	4%
Biology	43	14%	Biology	20	3%
Laws, ITBMU,others	18	6%			
Total	306	100%	Total	633	100%

Teaching of co-curriculum subjects

16. Information from discussion with teachers during the Phase 2 in-depth analysis has revealed a common concern that the teaching of co-curriculum subjects is somewhat neglected in secondary schools due to the pressures teachers are under to complete the teaching of core curriculum content. This issue is discussed in the CESR Phase 2 curriculum, textbook and learner assessment report. Several questions in the SES teacher questionnaire provide information on teachers' experience of teaching co-curriculum subjects. This shows that 71% of teachers teach co-curriculum subjects though only 37% of those who teach co-curriculum subjects have received recent training in teaching co-curriculum subjects and 78% indicate that there are insufficient teaching aids for the co-curriculum subjects.

Teaching co-curriculum (TQu32)		Attending co-curriculum Training (TQu35)		Teaching aids for co-curriculum (TQu36)	
Teach Co-Curriculum		**Trained for Co-Curriculum**		**Teaching Aids for Co-Curriculum**	
Yes	71%	Yes	37%	Yes	22%
No	29%	No	63%	No	78%
Total	100%	Total	100%	Total	100%

English as the Language of Instruction

17. More than two thirds of the teachers in the secondary school pilot survey indicated through self-reporting that they use only Myanmar language in the classroom. Only 3.6% of teachers use only English while 27.8% of teachers use a combination of Myanmar and English. 51 (33%) of the 153 teachers who use only Myanmar language are high school teachers. 6 (75%) of the 8 teachers who use only English to teach are high school teachers. 34 (55%) of the 62 teachers who use a combination of Myanmar and English are high school teachers.

English as the Language of Instruction used by secondary school teachers (T.Qu.11)

Secondary teachers' view on the language of instruction for teaching mathematics and science (T.Qu.54)
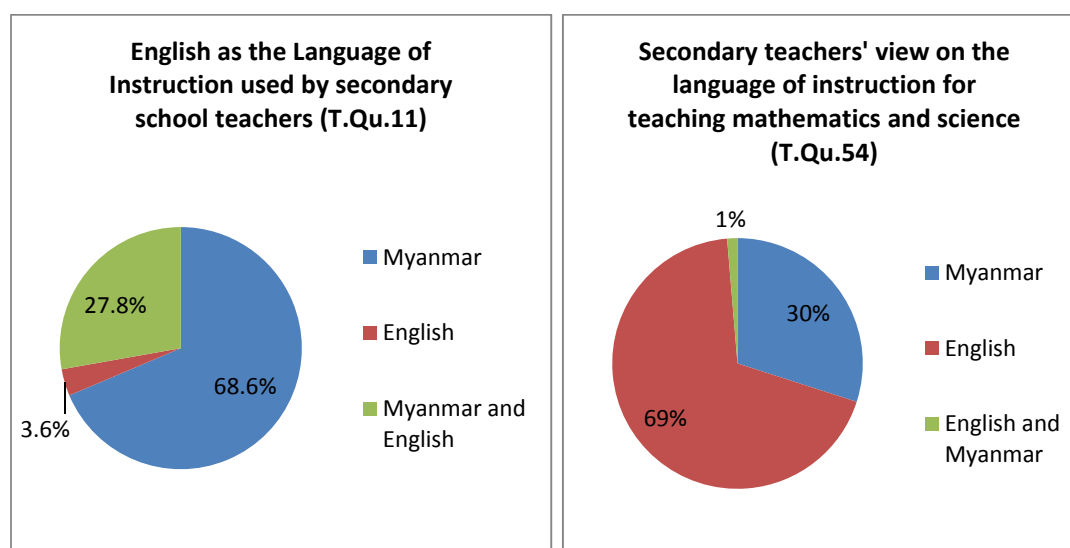
18. Teachers were asked whether they think that mathematics and science subjects should be taught in Myanmar or English. 69% of teachers think that mathematics and science subjects in high school should be taught in English, 30% prefer high school subjects taught in Myanmar and 1% thought a combination of first Myanmar and then English was the better approach.

19. Teachers indicated their reasons for their preference for teaching mathematics and science in English or in Myanmar. 66% consider that teaching in English helps students to gain competence in English and to improve their world knowledge. 29% of teachers gave the reason that teaching in Myanmar is better due to the weakness in students English language competency and the barrier to learning that use of English creates. 3% suggested that English language used in mathematics and science teaching helps students to gain knowledge of the terms. 2% indicated that teaching first in Myanmar and then in English is most helpful to learners.

Student Performance

20. **Comparisons of CET performance** Analysis of student scores in the last months CET (St.Qu.21e) shows that, for all grades (415 students) the majority (64%) of students scored higher than 70% with 14.5% of students scoring below 40%. Comparison of scores by gender indicates that more girls than boys achieved high scores and low scores while boys outscored girls in the fair to good range of scores.
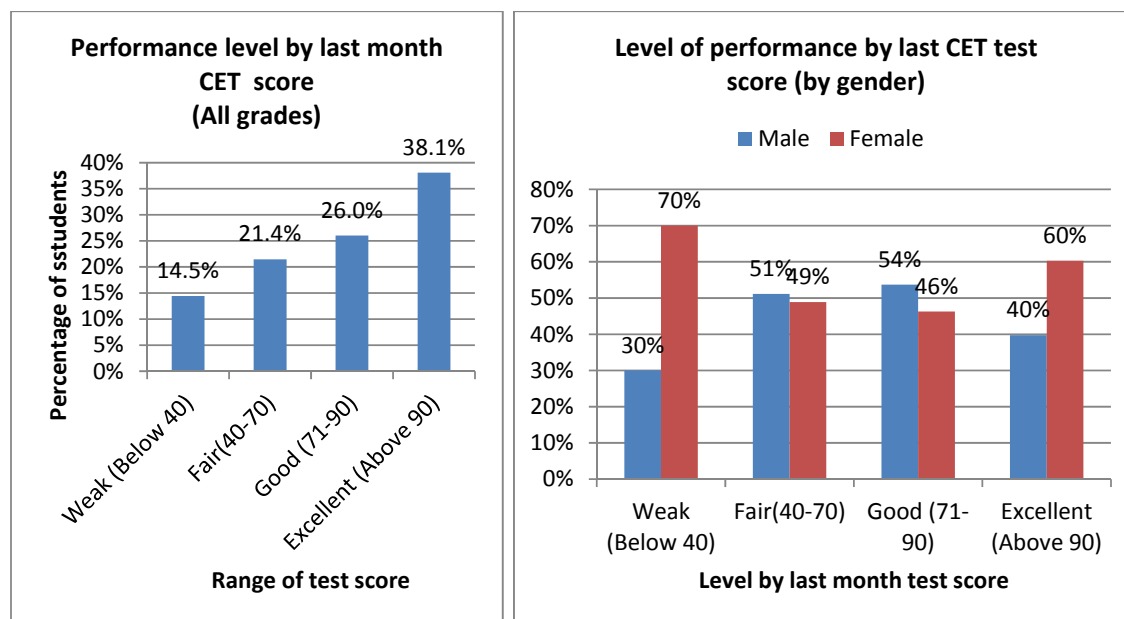
21. Comparing CET scores by grade the profile for grade 10 and 11 is similar with most students scoring in the fair to good range and fewer achieving weak or excellent scores. More grade 6 to 9 students scored in the weak and excellent range with fewer students scoring in the fair and good range. This may indicate that fewer children fail in high school as they would have only remained in school if their achievement level was at least fair and fewer students score in the excellent range as test become more demanding as they progress towards matriculation exam standard.

22. Comparison of CET scores by location indicates consistent proportion of students from urban areas across all performance levels with rural students showing overall weaker performance and remote rural students showing overall stronger performance. The cause of this is not clear since it may be related to reliability of test questions, or class size and number of takers between different locations. The evidence is not available to draw any conclusion but the trend is noted.

Level of performance by July CET score (by Grade)

Level of performance by location

Performance level by school type
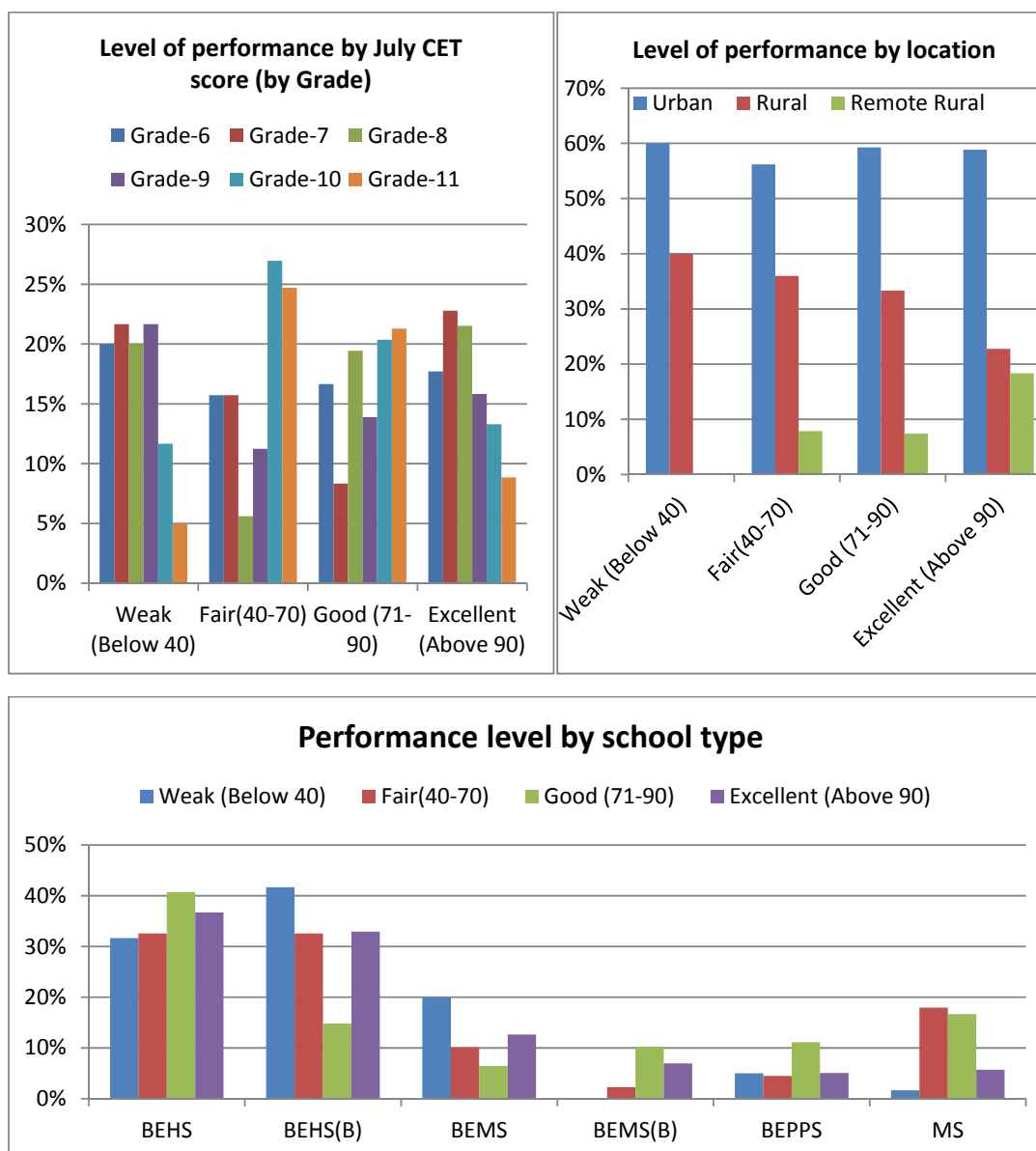
23.   Comparison of CET scores by school type shows that Branch High Schools BEHS(B) amd Basic Education Middle Schools tend to have a trend of low achievers and high achievers compared to all other school types that show a trend towards scores in the fair to good performance range.

24.   **Difficulties in learning (St.Qu.23)** Almost two fifths of students in the pilot survey indicated that they have no difficulties with their studies. Difficulties relating to learning in the classroom included not being able to understand the lesson, unable to memorise the lesson, classroom too noisy and lessons not matched to student ability.

Difficulties in learning (St.Qu.23)
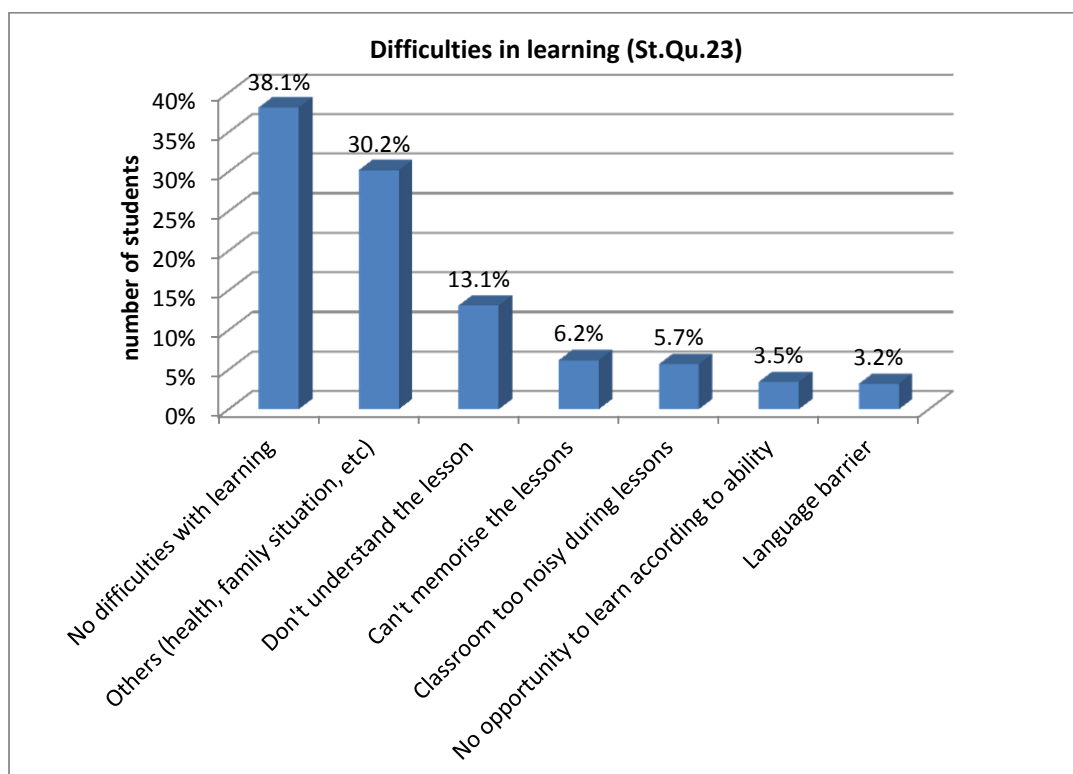
Student evaluation of the secondary school curriculum

25.   Students were asked to indicate which subjects they found most and least interesting. English and mathematics are identified as the most interesting subject by more than half of the respondents while 30% of students very positively indicated that there are no subjects that are not interesting.
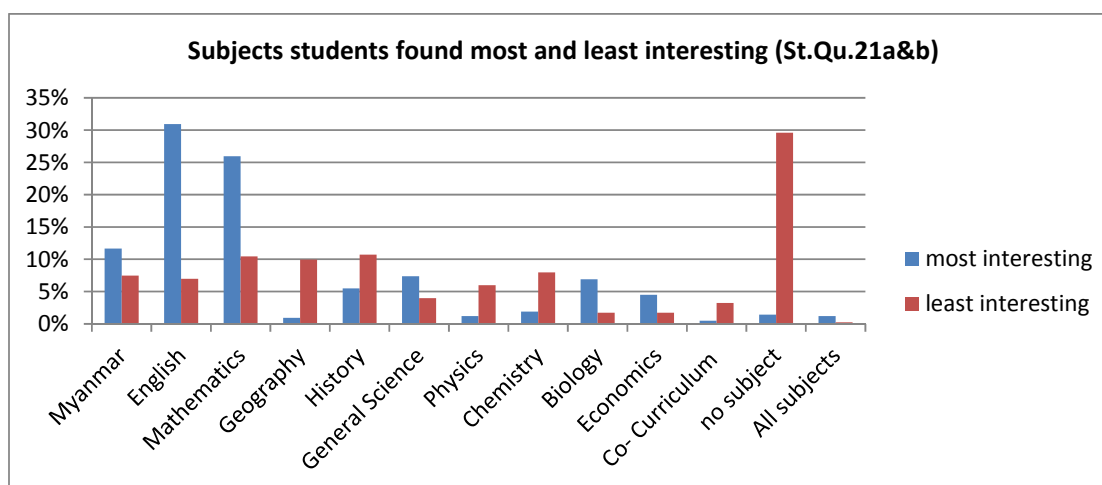
26.   Comparing the subjects secondary students thought are most useful for future work and the subjects they find most difficult, more than half the students indicate that English is the most useful subject for future work opportunity while science subjects are ranked quite low in importance. The most difficult subject is indicated to be mathematics with English ranked

second in terms of difficulty. This may be a reflection of the way the subjects are taught or a reflection of attitude to each subject rather than difficulty in conceptual understanding.

Subjects students found most useful for future work and most difficult (St.Qu.21c&d)

Students best and weakest subjects by last months CET scores (St.Qu.21 e&f)
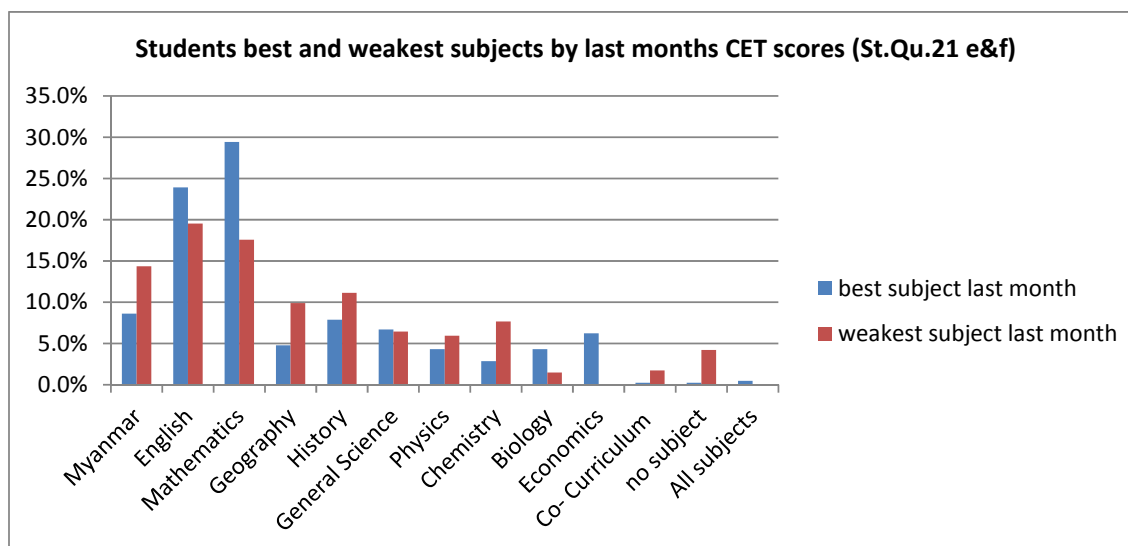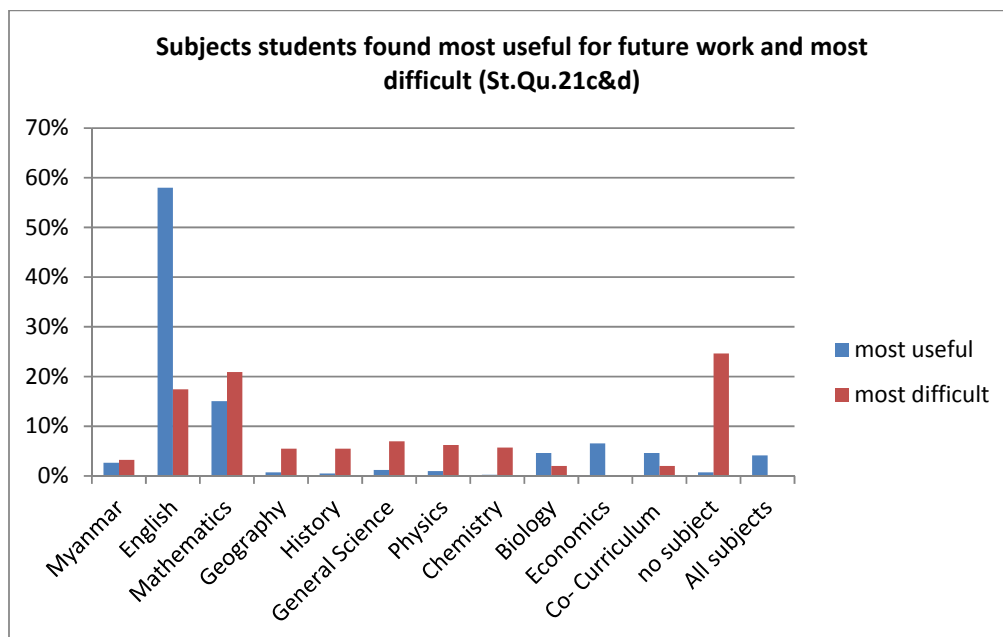
27. Students CET scores show that mathematics was the best subject for almost 30% of the students sampled with chemistry showing as the best core subject for the fewest students. For almost 20% of the student sample English was their weakest subject with the fewest students showing chemistry and biology as their weakest subject. This result contrasts with the findings from the Secondary Teacher Education student teacher survey (CESR 2013 survey of IOEs) in which English, Myanmar and mathematics were subjects in which students performed lower in matriculation scores, with economics, history and geography showing the highest aggregate matriculation scores for the student sample.

Student Perception of School Learning Environment

28.   Students were asked to indicate which three aspects of school they most disliked. The results show clearly that cleanliness of the school toilet facilities, school environment, lack of clean water, and insufficient desks and chairs are considered very important, as well as student bullying. All of these concerns can be addressed be the head teacher and school management board to improve the learning environment and the learning experience of secondary school students. Attending to such issues will also contribute to making the school environment more attractive to students who may otherwise exit the education system.

What are the three most important things you dislike about your school? (ST.Qu.13)

(bar chart showing values for categories: lack of clean toilet ~23.5%, bullied by others ~17%, unclean school environment ~14.5%, lack of clean water ~12%, insufficient desk and chair ~11.5%, bening scolded by teacher ~6.5%, being hit by teacher ~5.5%, exam/test ~4.5%, Others ~2.5%, don't have dislike things ~2.5%)
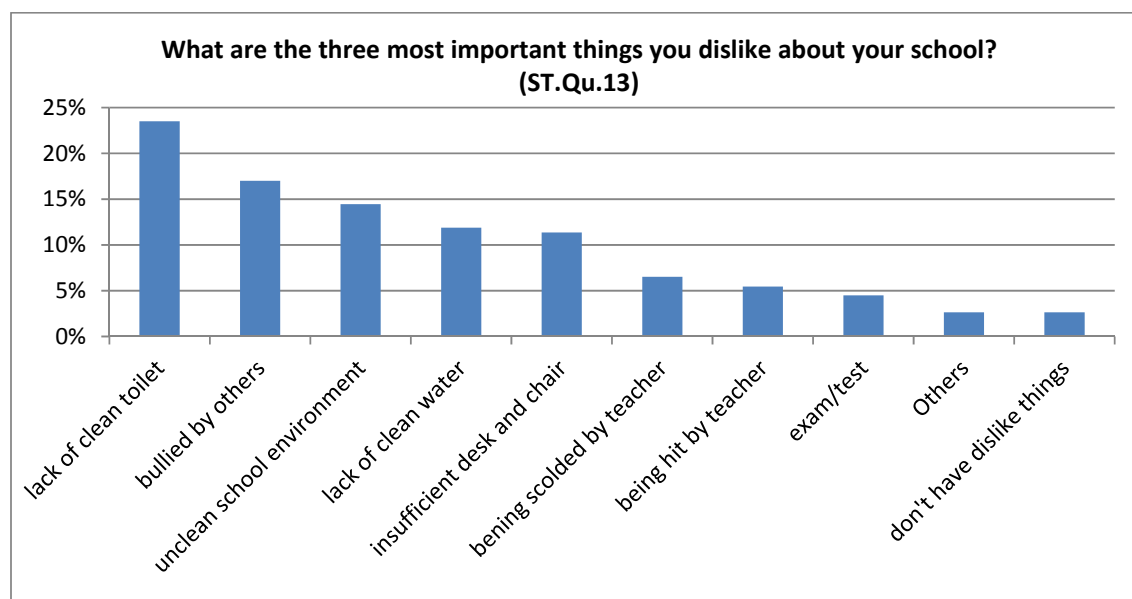
SECONDARY SCHOOL MANAGEMENT

Head teacher management of secondary schools

29.   Analysis of head teacher management of secondary schools is provided in section 1.4.3.2 (School Improvement Plans) and 1.4.5 (School Budget Management).

30.   **Difficulties faced by head teachers** Head teachers and teachers described the main difficulties they face in managing the school learning environment (Table 16). For head teachers and teachers the main challenge was identified as weaknesses in present CET and promotion system. Head teachers and teachers have described two key issues of concern with CETs: one is the stress this causes to children, teachers and parents; another is that CETs are very time consuming and teachers have to spend the majority of their time teaching to the test.

Table 16 Difficulties faces by schools in managing the learning environment	Head teacher perspective (H.Qu.45)	Teacher perspective (T.Qu.45)
Weak CET and promotion system	28.57%	43.81%
Lack of parents' support	23.81%	8.41%
Language barriers	9.52%	5.75%
Teaching aid s+ infrastructure	9.52%	13.27%
Shortage of skilful teachers	9.52%	3.10%

No Difficulties	9.52%	5.31%
Insufficient time to cover curriculum	4.76%	14.16%
Unbalanced Pupil Teacher Ratio (PTR)	4.76%	6.19%

31. **Improving teaching and learning** The Head teachers and teachers identified ways in which they would recommend that teaching and learning can be improved (Table 17). The main suggestion from head teachers was to improve the skills of teachers while teachers prioritised improvement in the CET and promotion system, and provision of teaching aids.

Table 17 Suggestions to improve the teaching and learning environment	Head teacher perspective(H.Qu.46)	Teacher perspective
Need skilful teachers	39.13%	8.48%
Improved support from parents	17.39%	10.71%
Improve CET and promotion system	13.04%	30.80%
Teaching aids +Infrastructure	8.70%	24.55%
Sufficient time for curriculum	8.70%	8.48%
Improve Pupil Teacher Ratio	8.70%	12.05%
Overcome language barriers	4.35%	2.23%
Others		2.68%

32. Head teachers and teachers also suggested the ways in which to improve teaching skills including improved quality of training and CPD activities, and the need for skilful teachers(Table 18).

Table 18 Suggestions to improve teaching skills	Head teacher perspective (H.Qu.47)	Teacher perspective (T.Qu.47)
Quality of in-service training	39.13%	51.80%
Need skilful teachers	30.43%	14.41%
CPD for Teacher Quality Improvement	26.09%	12.16%
Matching major and teaching subjects	4.35%	7.21%
Incentives needed		3.15%
Teaching aids +Infrastructure		5.41%
Sufficient time for curriculum		3.60%
Improve Pupil Teacher Ratio		2.25%

33. Head teachers consider that improving students reading habit and overcoming language barriers would have the most impact on student learning (Table 19). Teachers identified the need to change the assessment system in order to improve student learning.

Table 19 Suggestions for improving student learning	Head teacher perspective (H.Qu.48)	Teacher perspective (T.Qu.48)
Improve reading habit	39.13%	8.07%
Overcome language barriers	26.09%	2.69%
Need skilful teachers	21.74%	12.11%
Improve parents' support	13.04%	16.14%

Change assessment system		33.18%
Teaching aids +Infrastructure		14.80%
Sufficient time for curriculum		9.42%
Improve Pupil Teacher Ratio		2.24%
Others		1.35%

34. Head teachers and teachers gave their suggestions for improving the present curriculum (Table 20). 12 out of 17 responses referred to upgrading the curriculum similar to GCE O level. This may be a reference to familiarity with the curriculum that was used in Myanmar in the past. There is some discussion on the practicality of this in the assessment and examinations reports for Phase 2 indicating various options for examination reform that would be aligned to a Myanmar curriculum. The critical factor would be in alignment of assessment and curriculum to a set of assessment and curriculum standards

Table 20 Suggestions for improving the present curriculum	Head teacher perspective (H.Qu.49)	Teacher perspectives (T.Qu.49)
GCE O Level and up to date curriculum	70.59%	66.32%
Manuals + teaching aids	17.65%	7.89%
Enough time allocation	5.88%	10.53%
Participate in Curriculum Reform	5.88%	1.05%
Quality of textbooks		2.63%
Others		11.58%

35. Head teachers and teachers gave their suggestions for improving the present assessment system (Table 21). Head teachers favoured changing to a test every three months which may be similar to the teachers concern to improve CET and promotion system. Head teachers and teachers recognise the need to improve assessment of higher level thinking skills.

Table 21 suggestions for improving the present assessment system	Head teacher perspective(H.Qu.50)	Teacher perspective (T.Qu.50)
A test every 3 months	58.82%	7.83%
Scope higher level thinking skills	29.41%	19.35%
Grading system	5.88%	4.61%
District Level Assessment - all grades	5.88%	4.61%
Improve CET and promotion system		57.14%
Teachers' quality& Ethic		4.15%
Needed Question Bank		0.46%
More teaching time, test, remediation		1.84%

Student teacher ratio in secondary education

36. The secondary school survey asked head teachers to report on their present student teacher ratio (H.Qu.28). High school grades have lower student teacher ratio with more than half of the schools surveyed indicating that PTR in high school grades is in the region 1:21 to 1:30.

More than half of the middle schools have a PTR of 1:31 or higher with more than two fifths of schools indicating a PTR between 1:41 and 1:50.

Range of Pupil Teacher Ratios (H.Qu.28/29)	Middle School PTR	High School PTR
1:11-1:20	13%	13%
1:21-1:30	35%	53%
1:31-1:40	30%	20%
1:41-1:50	22%	7%

37. Teachers were asked to identify the reasons for weaknesses and ineffectiveness in teaching in secondary schools. Their responses below show clearly the concern about mis-match between teacher specialisation and subject they are required to teach.

Teachers perspectives on Reasons for ineffectiveness in teaching (T.Qu.29)	
No teacher for all subjects	77.11%
Other duties such as librarians	8.43%
Poor system of assessment system	7.23%
Insufficient time to teach contents thoroughly	4.82%
Poor support from parents	1.20%
Unsuitable learning environment	1.20%

ANNEX 2b   EDUCATION COST ANALYSIS FROM IHLCS DATA (2009/2010)

Cost of secondary education to families

38.   Analysis of the cost of education per learner and per household is based on data in the Integrated Household Living Conditions Survey 2009/2010.

39.   Table 22 provides the breakdown of items of education expenditure showing that private tuition takes up on average more than two fifths of a families expenditure on education. Boarding ranks second and it assumed that this relates to costs for students enrolled in tertiary level education since there is no system of boarding at high school or lower levels of general education. The average level of expenditure for all students is 2.7% (85,012KS) of annual household expenditure with food poor families spending 1.2% (21,856KS) of their total annual expenditure on education while the fifth quintile (richest 20%) spend 5% (203,406KS) of their annual expenditure on education costs.

40.   Analysis of the IHLCS data by level of education shows a steep rise in expenditure from primary through to high school a further breakdown to grade level clearly indicates the high level of expenditure that occurs at grade 10 and 11 driven by the matriculation examination and the associated private tuition (section 1.4.5)

Table 22 **Breakdown of Annual Education Expenditure of Households (IHLCS 2009/10)**

Average Annual Education Expenditures in Households with Any Current Students (including Training) Estimated Using 2009/10 IHLCS Data

	All hh. with students	(%)	Urban	(%)	Rural	(%)	Food Poor	(%)	Poor	(%)	Poor & Near-Poor (Quint. 1-2)	(%)	Middle-Class (Quint. 3-4)	(%)	Richest 20% (Quint. 5)	(%)
Total education expenditure	85,012		146,585		62,898		21,856		29,206		34,773		84,934		203,406	
School (including training) transportation costs	5,853	6.9%	11,607	7.9%	3,787	6.0%	1,040	4.8%	1,907	6.5%	1,733	5.0%	6,175	7.3%	14,811	7.3%
School (including training) fees (admisssion and monthly fees)	7,448	8.8%	12,540	8.6%	5,619	8.9%	2,192	10.0%	3,138	10.7%	3,834	11.0%	7,011	8.3%	16,953	8.3%
Contributions to the school	3,099	3.6%	4,336	3.0%	2,655	4.2%	1,621	7.4%	1,895	6.5%	2,085	6.0%	3,021	3.6%	5,663	2.8%
Text books	3,022	3.6%	4,416	3.0%	2,522	4.0%	1,663	7.6%	1,895	6.5%	2,091	6.0%	3,138	3.7%	4,951	2.4%
School stationeries (school bags, exercise books, pencils/pen, erasers, etc.)	8,872	10.4%	12,425	8.5%	7,597	12.1%	4,334	19.8%	5,539	19.0%	6,190	17.8%	9,108	10.7%	14,645	7.2%
Private tutoring	36,074	42.4%	81,996	55.9%	19,582	31.1%	4,742	21.7%	7,759	26.6%	11,811	34.0%	33,346	39.3%	99,420	48.9%
Boarding	18,500	21.8%	16,438	11.2%	19,241	30.6%	5,391	24.7%	5,481	18.8%	5,626	16.2%	20,990	24.7%	43,093	21.2%
Other education costs (e.g. student festival activities)	1,021	1.2%	1,384	0.9%	891	1.4%	268	1.2%	371	1.3%	493	1.4%	1,052	1.2%	2,194	1.1%
Other education costs (Exam fees)	1,121	1.3%	1,445	1.0%	1,005	1.6%	605	2.8%	1,221	4.2%	912	2.6%	1,093	1.3%	1,678	0.8%
Total household expenditure	2,869,045		3,299,151		2,714,574		1,833,097		2,140,450		2,303,341		2,958,695		3,994,869	
Education as share of total hh. expenditure	2.7%		4.2%		2.1%		1.2%		1.3%		1.5%		2.8%		5.0%	

Analysis of IHLCS data, Nov 2013

Table 23   Education Costs per learner and per hosuehold by school level

Regression-based Estimation of Education-Related Costs Per Learner and Per Household Decomposed by Level of Education

	ALL		URBAN		RURAL		QUINTILE 1-2		QUINTILE 3-4		QUINTILE 5	
	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.
ECCD	31,156	1,818	35,936	3,045	23,502	1,149	10,831	483	21,081	1,350	71,299	5,546
Primary	8,413	7,406	20,198	12,782	7,056	6,839	5,273	5,565	12,793	10,435	28,838	17,779
Middle School	39,776	18,321	67,548	31,847	29,415	13,434	20,350	8,597	34,847	16,855	86,074	42,822
High School	166,771	33,390	189,298	52,034	150,140	26,034	72,737	12,011	156,068	32,983	329,304	84,733
Other Training	72,425	3,078	65,984	6,526	77,454	1,722	36,660	901	40,334	1,510	92,450	8,894
Higher Education	137,938	19,174	127,986	33,031	142,009	13,667	75,984	6,666	134,529	20,713	188,333	42,453
Est. total per hh.		83,187		139,264		62,845		34,222		83,846		202,227

Analysis of IHLCS data, Nov 2013

Table 24   Education Costs per learner and per hosuehold by school grade

Regression-based Estimation of Education-Related Costs Per Learner and Per Household Decomposed by Grade or Level of Education

	ALL		URBAN		RURAL		QUINTILE 1-2		QUINTILE 3-4		QUINTILE 5	
	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.	Est. per Learner	Est. per Hh.
ECCD	29,723	1,735	35,722	3,027	21,396	1,046	9,011	402	20,835	1,334	65,317	5,080
Grade 1	11,943	2,085	21,164	2,232	11,445	2,282	5,314	1,142	24,428	3,896	15,645	1,787
Grade 2	4,074	754	(1,410)	(193)	6,344	1,285	2,039	463	13,384	2,340	24,003	2,624
Grade 3	7,433	1,364	8,914	1,141	8,430	1,715	9,563	2,146	14,242	2,346	(2,345)	(306)
Grade 4	9,323	1,598	31,307	3,847	6,658	1,258	6,530	1,333	13,496	2,111	36,980	4,775
Grade 5	15,026	2,490	53,927	7,546	4,885	855	5,473	1,011	2,041	327	73,690	9,833
Grade 6	22,556	3,071	22,458	2,519	23,884	3,457	6,768	916	32,661	4,535	41,298	5,446
Grade 7	25,177	3,145	37,191	4,588	21,635	2,714	14,914	1,747	32,243	4,495	49,421	5,437
Grade 8	38,158	3,902	79,564	8,729	22,588	2,249	33,046	3,134	25,409	2,617	84,200	9,927
Grade 9	81,219	7,903	130,853	16,519	52,739	4,584	36,191	2,720	45,715	4,682	167,678	23,092
Grade 10	105,818	9,561	124,650	14,736	93,481	7,511	47,054	3,881	102,201	8,856	206,752	24,266
Grade 11	216,247	23,757	233,408	36,565	201,111	18,715	96,698	7,992	194,998	24,315	429,856	60,155
Other Training	71,861	3,054	64,749	6,404	76,899	1,710	35,459	872	39,311	1,472	98,773	9,502
Higher Education	134,862	18,747	123,368	31,839	140,360	13,508	74,838	6,565	133,174	20,504	178,010	40,126
Est. total per hh.		**83,165**		**139,500**		**62,888**		**34,323**		**83,829**		**201,745**

Analysis of IHLCS data, Nov 2013

Restructuring of the Education System in Myanmar

1. This paper discusses the issues and implications that need to be considered in the proposed restructuring of the Myanmar education system from 11 years (5-4-2) to KG+12 (KG-5-4-3) years of schooling, with particular emphasis on the impacts of restructuring for Grades 6-12, secondary education.

2. In CESR Phase 1 several restructuring options were presented for discussion. This paper is based on the assumption that the Government of Myanmar and the Ministry of Education will approve a "staged" expansion of general education to include Kindergarten (KG) in SY 2015/16 and 12 years of schooling from G1 to G12 with the new KG to G12 curriculum to be introduced in a phased approach over the period from SY 2016/17 to SY 2020/21. In this model, students who are currently studying in G6 (SY 2014/15) will be the first students to complete G12. The first cohort of students to fully complete the new cycle KG-12 will graduate from G12 in 2027/28 (Diagram 1).

DIAGRAM 1. PHASED INTRODUCTION OF THE NEW SCHOOL STRUCTURE - TRANSITION FROM OLD TO NEW CURRICULUM

Year	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Year
2015/16	\\	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11		2015/16
2016/17	B1	\\	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		2016/17
2017/18		B1	\\	A1	A2	A3	A4	A5	A6	A7	A8	A9		2017/18
2018/19			B1	\\	A1	A2	A3	A4	A5	A6	A7	A8		2018/19
2019/20				B1	\\	A1	A2	A3	A4	A5	A6	A7		2019/20
2020/21					B1	\\	A1	A2	A3	A4	A5	A6		2020/21
2021/22						B1	\\	A1	A2	A3	A4	A5	A6	2021/22
2022/23							B1	\\	A1	A2	A3	A4	A5	2022/23
2023/24								B1	\\	A1	A2	A3	A4	2023/24
2024/25									B1	\\	A1	A2	A3	2024/25
2025/26										B1	\\	A1	A2	2025/26
2026/27											B1	\\	A1	2026/27
2027/28												B1	\\	2027/28
2028/29													B1	2028/29

Annotations (left→right):
- Students who will transition from old to new curriculum
- Completion of introduction of new curriculum KG-G12
- No G11 graduates / fewer tertiary
- Zero Year
- 1st Cohort to complete KG-G12

Assumption

	KG	PS	MS	HS	Assumption
	X				Process starts SY2016/17 in KG
	x	x			Start new PS phase-in
	x	x	x		Start new MS phase-in
	x	x	x	x	Start new HS phase-in
	x	x	x	x	Process complete SY2021/22

Legend:
- B1 : NEW CURRICULUM first cohort from KG-G12
- \\ : no students
- A1 A2 A3 A4 A5 A6 : OLD CURRICULUM
- A1 A2 A3 A4 A5 A6 : NEW CURRICULUM - TRANSITION COHORTS
- students who change from old G5 to new G6 curriculum in 2018/19, 2019/20 and 2020/21, and students who change from old G9 to new G10 curriculum in 2019/20, 2020/21 and 2021/22

3. Diagram 1 shows the assumed timing for the introduction of the new KG and G12 curriculum and the implications of the transition from old to new curriculum for some grades. Notably, the present G1-3 students (SY 2014/15) will study the old curriculum to G5 and will then study the new G6-12 curriculum. Similarly, the present G4-6 students (SY 2014/15) will study the old curriculum to G9 and will then study the new G10-12 curriculum. Zero year as illustrated in Diagram 1 represents a grade with no students for the full cycle until the first cohort of KG students enrolled in SY 2015/16 graduate from G12.

4. Diagram 2 illustrates the impact of the restructuring exercise on age of students in each grade with the overall result that in future students will graduate from G12 the year they become 18 years old. This will in turn impact on age range of students entering the workplace and higher education.
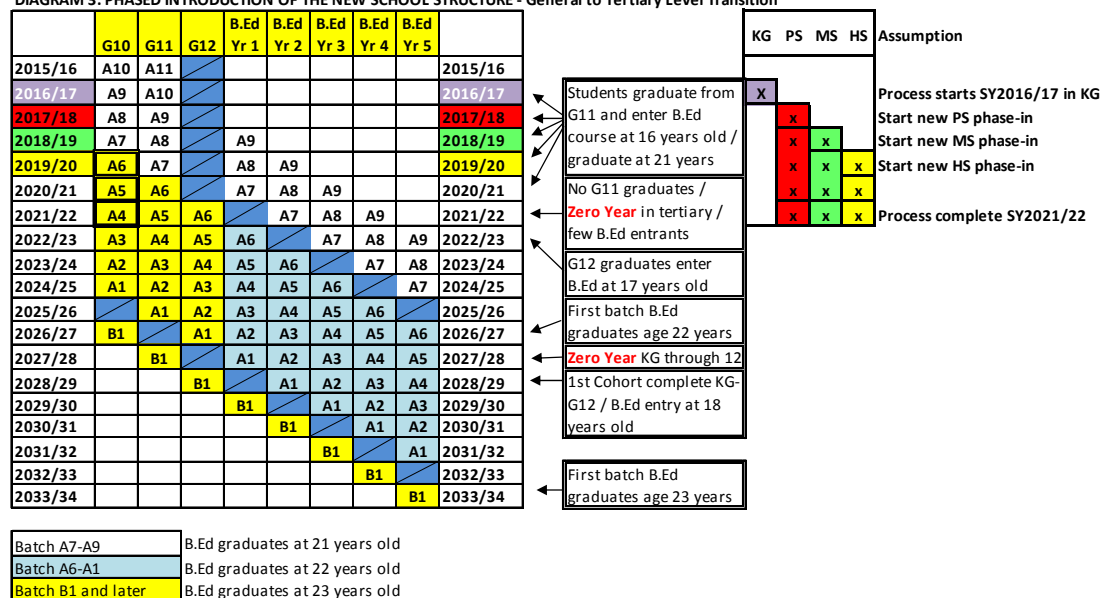
Diagram 2.   Restructuring of the Myanmar Education System

Model for Restructuring of Myanmar General Education System

		KG	Primary School					Middle School				High School		
		KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
5-4-2 system	Current system in SY 2014/15													
	Age on entry		5y	6y	7y	8y	9y	10y	11y	12y	13y	14y	15y	

		KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
KG-5-4-3 system	New system phasing in from SY 2015/16													
	Age on entry	5y	6y	7y	8y	9y	10y	11y	12y	13y	14y	15y	16y	17y

5. **Impacts for Primary Schools** of adding the additional KG grade to primary and G12 to upper secondary / high school:

   (i) Zero year There will be no Grade 1 students in 2015/16 and in subsequent years for the cohort.

   (ii) Additional classrooms needed in primary schools by 2020/21 to accommodate KG-G6 students in primary schools (projection of no. of new classrooms is needed)

   (iii) G1-5 curriculum will need to be adjusted to accommodate new KG curriculum and students who will be one year older.

6. **Impacts for Middle Schools** of adding the additional KG grade to primary and G12 to upper secondary / high school:

   (i) Zero Year There is one year 2020/21 when there will be no PS graduates to enter MS G6 due to the zero year.

   (ii) G6-9 curriculum will need to be adjusted to align with new G5 curriculum and appropriate for students who will be one year older.

7. **Impacts for High Schools** of adding the additional KG grade to primary and G12 to upper secondary / high school:

   (i) Additional classrooms needed in secondary schools by 2021/22 to accommodate G12 students in high schools (projection of no. of new classrooms is needed); there will be spare classrooms in MS in the period 2020/21 to 2023/24 as the zero year works through and year by year there are no G6-G9 grades.

   (ii) Zero year There is one year 2024/25 when there will be no MS graduates to enter HS G10 as G9 students from 2023/24 remain in middle school to complete G9.

   (iii) G10-11 curriculum will need to be adjusted to align with new G9 curriculum, additional curriculum developed for G12 and appropriate for students who will be one year older.

8. **Impacts for Post-Secondary** level of adding the additional KG grade to primary and G12 to upper secondary / high school. Diagram 1 shows the potential impact on tertiary level education and B.Ed teacher education of the proposed restructuring of the education system from 5-4-2 to KG-5-4-3. This is applicable to all post-secondary programs.

DIAGRAM 3. PHASED INTRODUCTION OF THE NEW SCHOOL STRUCTURE - General to Tertiary Level Transition

	G10	G11	G12	B.Ed Yr 1	B.Ed Yr 2	B.Ed Yr 3	B.Ed Yr 4	B.Ed Yr 5	
2015/16	A10	A11							2015/16
2016/17	A9	A10							2016/17
2017/18	A8	A9							2017/18
2018/19	A7	A8		A9					2018/19
2019/20	A6	A7		A8	A9				2019/20
2020/21	A5	A6		A7	A8	A9			2020/21
2021/22	A4	A5	A6		A7	A8	A9		2021/22
2022/23	A3	A4	A5	A6		A7	A8	A9	2022/23
2023/24	A2	A3	A4	A5	A6		A7	A8	2023/24
2024/25	A1	A2	A3	A4	A5	A6		A7	2024/25
2025/26		A1	A2	A3	A4	A5	A6		2025/26
2026/27	B1		A1	A2	A3	A4	A5	A6	2026/27
2027/28		B1		A1	A2	A3	A4	A5	2027/28
2028/29			B1		A1	A2	A3	A4	2028/29
2029/30				B1		A1	A2	A3	2029/30
2030/31					B1		A1	A2	2030/31
2031/32						B1		A1	2031/32
2032/33							B1		2032/33
2033/34								B1	2033/34

Text annotations (right of main table):
- Students graduate from G11 and enter B.Ed course at 16 years old / graduate at 21 years
- No G11 graduates / Zero Year in tertiary / few B.Ed entrants
- G12 graduates enter B.Ed at 17 years old
- First batch B.Ed graduates age 22 years
- Zero Year KG through 12
- 1st Cohort complete KG-G12 / B.Ed entry at 18 years old
- First batch B.Ed graduates age 23 years

	KG	PS	MS	HS	Assumption
2016/17	X				Process starts SY2016/17 in KG
2017/18		x			Start new PS phase-in
2018/19		x	x		Start new MS phase-in
2019/20		x	x	x	Start new HS phase-in
2021/22		x	x	x	Process complete SY2021/22

Batch A7-A9	B.Ed graduates at 21 years old
Batch A6-A1	B.Ed graduates at 22 years old
Batch B1 and later	B.Ed graduates at 23 years old

(i) Zero Year (1) In 2020/21 there will be no HS graduates as G11 students from 2019/20 remain in school to complete G12 (actual years impacted dependent on the year of introduction of the restructuring). "No G11 graduates" will impact on the pool for of applicants for university / tertiary level entrance and university graduates 5 years later though there will be candidates from Matriculation repeaters.

(ii) Zero Year (2) In 2026/27 there will be no HS graduates as KG-G12 zero year is completed (actual years impacted dependent on the year of introduction of the restructuring). "No G12 graduates" will impact on the pool for of applicants for university / tertiary level entrance and university graduates 5 years later.

(iii) University and TVET curriculum will need to be adjusted to align with new G12 curriculum and appropriate for students who will be two years older.

9. **Overall impacts** of adding the additional KG grade to primary and G12 to high school:

(i) Balance between primary and secondary school years There will be an imbalance between the five years of primary education and seven years of secondary.

(ii) Balance between lower and upper secondary school grades: Secondary education will be split 4-3. When students complete primary school the next milestone will be four more years away. The addition of one more year in upper secondary school may enable teachers and students to cover the present Gr.10-11 upper secondary curriculum content9. However there is an opportunity under the Curriculum Reform process to review and adjust scope and content of the upper secondary school curriculum. Adaptation of the curriculum to match the learning level of students in each grade and

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9The National Development Plan identifies language barriers as one of the current limitations in the Basic Education Subsector at upper secondary level leading to lower achievement in subjects; and content at the basic education levels is too much to be burdensome for students. This also impacts on achievement in the Matriculation Examination where the pass rate is 30.3% in 2010/11.

decongestion rather than adding new content is the correct process for solving issues associated with overload or mismatch in the Grade 10-11 curriculum.

(iii) <u>Extending compulsory education</u> The split between 4 years middle school and three years high school provides the opportunity in future to make compulsory education from KG to G9 to encourage more students to complete basic education of 10 years.

(iv) A <u>Middle School Leaving Certificate</u> should be issued at end of Grade 9.

(v) <u>High School Leaving Certificate</u> The National Development Plan refers to renaming the Matriculation examination as upper school leaving examinations which would be re-scheduled for end of Grade 12.

(vi) <u>Academic and vocational streams in upper secondary schools</u>: Recognition of middle school completion at Grade 9 and high school completion at Grade 12 provides the opportunity for academically more able students to complete Grade 12 academic stream and less academically inclined students to leave school at the end of Grade 9 or continue to vocational stream in TVET institutions or upper secondary schools.

TABLE 25   SUMMARY OF RE-STRUCTURING ISSUES

Regional comparison of school structures	5-4-3 model operates in Lao PDR and Vietnam
School expansion	Addition of KG adds one year to primary school with implications for classrooms, teacher supply and curriculum
	Addition of G12 adds one year to high school with implications for classrooms, teacher supply and curriculum
Extended age range and impact	Students will enroll in KG at 5 years old which corresponds to the international norm for primary education. They will complete primary school in the year they are 11 years old, middle school in the year they are 15 years old and high school in the year they are 18 years old.
	The additional year of primary schooling raises the level of literacy, numeracy and life skills for primary school leavers.
	Primary school graduates will be more mature on transition to lower secondary school
	High school graduates will be more mature with higher levels of achievement and competency for entering the labour market and higher education
Balance of grades across school levels	Students will have only 5 years of primary education and an increase from 6 to 7 years of secondary education
Impact on retention, completion, dropout, and transition rates	With four years to graduation, there is a risk that students may not be motivated to complete lower secondary school (opportunity costs)
	One additional year in secondary school may be a disincentive for students to progress from primary to secondary school, which may impact on dropout rates at transition from primary to lower secondary school
Raising the level of compulsory education	Compulsory education could be raised from Grade 5 to Grade 9 in future with better recognition of school learning achievement and completion for those who leave school at the end of G9.

TABLE 26   SUMMARY OF RESOURCE REQUIREMENTS FOR RE-STRUCTURING

- with implications to guide planning

	Requirements at secondary level for introduction of KG-5-4-3	Action by	Note: Risks / Assumptions
Teachers Projected number of trained MS and HS teachers for expanded system (supply and demand side)	Increase in number of subject specialist teachers who are qualified (trained) to teach MS/HS and G12	Incremental based on 3-5 year projections	Teachers required for: - additional G12 - expansion as a result of increased MS and HS enrolment
Teachers Deployment of teachers by school type / grade	Deployment policy implemented: HS school teachers will have to teach G12 in addition to G10 and G11	Annually from 2014	Equitable deployment to schools with subject specialism match
Students Projected number of students in each grade and school level accounting for zero year and estimate of increased PS-MS and MS-HS transition rate	Annual data projections from TEO/DEO/Central level, school to central level planning to respond and adjust resource requirements to accommodate zero year total school enrolment and annual increase	Annually 2015/16 to 2026/27	Potentially smaller class size (PTR) as zero year works through each grade/school level, and then expansion with increased transition from PS
Students Opportunity costs of attending MS and HS and of one additional year of US education in G12	Policy, strategy and implementation plan for expanded scholarships and other incentives / strategies (flexible schooling, re-entry options) to encourage retention in MS and HS	2015	Loss of potential family income and cost of additional year of school. Distance to school in some rural/remote areas balanced with potential saving (travel costs to MS) for the family of additional year of PS
Curriculum Comprehensive Curriculum Framework approved	Curriculum Framework KG-G12 presented for approval	Approval by Q1 2015	Delay in approval will impact on curriculum revision, critically Language of Instruction, method of assessment and examinations, and G6-12 subject structure
Curriculum	G12 curriculum to be	Annually	G6 curriculum

	Requirements at secondary level for introduction of KG-5-4-3	Action by	Note: Risks / Assumptions
Revision to G6-G12 curriculum content and pedagogy (Emphasis on minimal new content and decongestion of the existing content)	developed prior to introduction of the additional school grade Curriculum of all secondary school grades correspondingly modified to ensure continuity and flow through to G12	2015/16 to 2020/21 corresponding to the phased roll-out schedule	alignment with G5 curriculum and pedagogy. Each grade will need to be adjusted and G12 developed. Clarity on new subjects / skills (21st century skills) Link with revision to T.Ed curriculum and CPD / capacity development (teachers and teacher educators) to introduce new curriculum
Curriculum Revision to HE / TVET curriculum	Continuity in structure and content between G12 and HE / TVET curriculum, including teacher training course content (BEd / Teaching Diploma / Certificate)	2019/20	Challenge of coordinating between different line ministries and curriculum expert teams
Textbooks	Gr.12 TB / TG will have to be developed, printed and distributed for each grade according to the Capacity development of curriculum writers and subject experts will be a priority Implementation Plan	2015-2021	A table has been drafted to show the TB/TM to be revised and new books to be developed for each grade and subject (G6-12) Awaiting high level approval of the Curriculum Framework including agreement on pedagogy and assessment methods, language of instruction and new content structure / teaching hours
Instructional Materials	Instructional materials will be required for Gr.12 curriculum	2015-2021	Support implementation of Science Laboratory QW if approved

	Requirements at secondary level for introduction of KG-5-4-3	Action by	Note: Risks / Assumptions
Teacher Training Pre-Service	B.Ed and M.Ed revised to reflect new curriculum framework and subject content, pedagogy and assessment methods	2015/16	BEd graduates will need to be trained to teach Gr.12
Teacher Training In-Service and CPD training for MS and HS teachers	Policy reform to enable specialization at each level (removal of promotion system from PS to MS to HS teacher) In-Service training to be provided to upgrade the skills and content knowledge of G10-G11 teachers and teacher educators to teach G12 and the new curriculum G6-12 content, pedagogy and assessment methods	2015-2021	Zero year provides opportunity for CPD and preparation for new curriculum roll-out the following SY assuming zero year leads to lower PTR
Classrooms	MS to be expanded based on projected increase in enrolment HS will need to expand to accommodate G12 classes.	Ongoing based on school level projections	
School Facilities	Laboratory, ICT, WATSAN and library facilities upgrade needed for G6-12	Ongoing based on school needs	
Assessment	Assessment and Examinations Policy, strategy, implementation and capacity development plan Upgrade of Examination Board functions Reform of school based assessment and examination systems Develop BLCs Develop course work assessment strategy	2015-2021	G12 assessment modified to match G12 curriculum, including reform of Matriculation Examination and High School Leaving Examination (G12) Strengthen recognition of Middle School Leaving Certificate at end of G9
HE / TVET Transition of US graduates	Prepare HE and TVET strategy for the year when there will be no intake of G11 graduates into HE / TVET / labor market	2018/19	Prepare HE and TVET for first intake of G12 HS graduates
HE / TVET	Development of structured and	2015-2020	G9 LS graduates could

	Requirements at secondary level for introduction of KG-5-4-3	Action by	Note: Risks / Assumptions
Transition of MS graduates	recognized learning pathways / learning ladders for MS and HS students including vocational skills curriculum		opt for 3 yr academic or arts stream in HS G10-12 and TVET options (see separate TVET report)
QA, decentralization, school management and administration at all levels	Modify KaSaSa to QA G6-12 including school inspection checklist focused on quality of learning. Instructions / regulations and guidelines for TEOs and head teachers to manage implementation of new G6-12 arrangements Capacity development of leaders (TEO/DEO and head teachers)	2015-2021	

ANNEX 4   INTERNATIONAL COMPARISON: SECONDARY SCHOOL POLICY AND MANAGEMENT

International Comparison of Policies on Recruitment, Selection and Appointment of Teaching Staff

Australia: Policy Statement on Recruitment, Selection and Appointment of Teaching Staff

Mandatory and Effective 21 December 2012

Principals are empowered to recruit, select and appoint teaching staff based on principles of merit, equity and transparency in accordance with the Public Sector Commissioner's Instructions: *Employment Standard and Filling a Public Sector Vacancy*.

Teaching staff

Persons appointed by the Director General pursuant to section 236(2) of the *School Education Act 1999* and consisting of the following classes:

- School administrators (principals and those as listed in regulation 127 of the *School Education Regulations 2000*);

- Teachers other than school administrators; and

- Any other class as prescribed in regulation 127A of the *School Education Regulations 2000*.

Merit

The merit principle requires a proper assessment, taking into account:

- the extent to which the person has the skills, knowledge and abilities relevant to the work-related requirements and outcomes sought by the public sector body; and

- if relevant, the way in which the person carried out any previous employment or occupational duties.

Equity

The equity principle requires employment decisions to be impartial and free from bias, nepotism and patronage.

Transparency

The transparency principle requires decisions to be transparent and capable of review.

APPENDIX A SELECTION CRITERIA FOR CLASSROOM TEACHERS

Teachers should describe their competency against the following domains that govern the Australian Professional Standards for Teachers:

- Professional Knowledge;

- Professional Practice; and

- Professional Engagement.

Source: http://det.wa.edu.au/policies

Appointing a New Head Teacher (UK)

The appointment of a new head is probably one of the most important decisions that governors will make. The capability and aptitude of any new appointment will have significant consequences for the future success of the school and inevitably for the outcomes of pupils.

Once the current head has confirmed their intention to leave (in writing to the chair of governors), the governing body must apply itself to the appointment of a successor.

The first things to consider are the strengths and weaknesses of the school and therefore what qualities would be desirable in the successful candidate. The person specification (a word picture of the attributes of a successful head) should be agreed by the whole of the governing body, and it is good practice also to seek the views of all stakeholders – parents, staff, pupils, etc. Not all members of the governing body will be part of the appointment panel. To avoid any disagreements at a later stage on the suitability of a candidate, approval of a job specification by the governing body is desirable. The whole governing body should also be consulted when agreeing the job description and the advert.

Advertising a vacancy

Following the Staffing Regulations 2009, it is no longer mandatory for the post of headteacher to be advertised nationally. The governing body is required to advertise the vacancy or post in such manner as it considers appropriate, unless it has good reason not to.

However, it is recommended that the governing body seeks advice from their local authority and, where relevant, diocesan authority, before deciding not to advertise. It should decide the best way of reaching its target audience, taking into consideration the type of media to be used and the level of exposure the advertisement will receive. A decision not to advertise should only be taken if the governing body can demonstrate there is good reason not to and that it does not leave them open to challenge. All decisions should be documented fully, as the governing body will need to demonstrate that it has acted reasonably if it is challenged.

The interviewing panel

The full governing body must appoint a panel to shortlist and interview the candidates and to generally oversee the process. This panel must comprise a minimum of three governors, but it is best if there is always an odd number of governors to ensure a majority decision can be achieved without recourse to a chairman's casting vote.

This panel should include at least one member of the governing body who has completed training in all aspects of safe recruitment. The panel can consist of any category of governor but the inclusion of staff governors is usually not advisable, as it can compromise the future working relationships between the new head and existing staff.

The full governing body should also approve the recruitment process and terms of reference for the recruitment panel. The process should aim to clearly identify candidates with vision, leadership and management qualities which will move the school forward.

Involving the local authority

The local authority must be notified of the vacancy and is entitled to offer advice on the appointment and be present throughout the process in the case of community, voluntary-controlled,

special and nursery schools. In other schools they are able to advise where an agreement exists between the authority and the school. Dioceses have similar advisory rights in voluntary-controlled and voluntary-aided schools. However, neither the LA nor the diocesan advisers have any voting rights.

If an authority has concerns about any candidate, these must be made in writing to the school at the shortlist stage. The school must consider any advice it receives, take account of it and respond to it, but the decision on who to appoint is the appointment panel and governing body's.

The processes used to identify a suitable candidate are a matter for the governing body. Most will include informal activities and interviews at which governors, staff, pupils and parents may be present. The formal interview(s), conducted by the panel will be the final process in determining whether a candidate will be recommended for appointment.

Care needs to be taken when interviewing not to ask inappropriate questions which may be seen as discriminatory, e.g. sexually or racially inappropriate. Questions must elicit appropriate information from which a decision can be made.

The *School Staffing (England) Regulations 2009* and *Guidance on managing staff employment in schools* provide more specific advice on the regulations.

If appropriate, the panel can decide to recommend to the governing body a candidate for appointment to the post. The role of the governing body is to approve or ratify the appointment of the recommended candidate. The governing body should not in any way revisit the appointment process or discuss the merits or personal details of the different candidates, but should satisfy themselves that the panel has followed a fair and consistent process, in line with the panel's agreed terms of reference.

In community, voluntary-controlled, and special schools, where the person recommended by the selection panel is approved by the governing body for appointment then, unless they fail the relevant checks, the local authority must appoint that person. In foundation or voluntary-aided schools the governing body may appoint the person recommended by the selection panel, unless they fail the relevant checks.

Source: http://www.education.gov.uk/governorline/faqs/a00204076/apointinganewheadteacher

ANNEX 5   ROLES OF GOVERNING BODIES AND HEAD TEACHERS (UK)

The Education (School Government) (Terms of Reference) (England) Regulations 2000 set out the different roles and responsibilities of the head teacher and governing body in schools in England.

WHAT DO THE REGULATIONS SAY?

The Regulations are made under section 38(3) of the 1998 School Standards and Framework Act. They set down a number of principles to operate as terms of reference for governing bodies. Governing bodies must act as a corporate body. They must also act with integrity, objectivity and honesty and in the best interests of the school. They must be open about, and prepared to explain, their decisions and actions. (Regulation 3).

The Regulations also describe the respective roles and responsibilities of governing bodies and head teachers. The governing body are to carry out their functions with the aim of taking a largely strategic role in the running of the school. This includes setting up a strategic framework for the school, setting its aims and objectives, setting policies and targets for achieving the objectives, reviewing progress and reviewing the strategic framework in the light of progress. The governing body should act as a "critical friend" to the head teacher by providing advice and support. (Regulation 4).

The head teacher is responsible for the internal organisation, management and control of the school; and for advising on and implementing the governing body's strategic framework. In particular, head teachers need to formulate aims and objectives, policies and targets for the governing body to consider adopting; and to report to the governing body on progress at least once every school year. (Regulation 5)

Where the governing body delegate any function to a head teacher the Regulations give them power to give the head reasonable directions in relation to that function, and oblige the head to comply with those directions. (Regulation 6). This makes it explicit that in delegating a function, the governing body can prescribe how that function should be undertaken. This is not a new requirement. It was previously in schools' Articles of Government. Governing bodies may decide to delegate some of their functions to the head; having regard to their largely strategic role, and the head's responsibility for internal school organisation, management and control. (Regulation 7).

The Regulations make the head teacher responsible for preparing a policy for the secular curriculum and for reviewing the policy every school year. The governing body must consider and agree the head's curriculum policy and monitor and review its implementation. (Regulation 8)

Allocation of Responsibilities between Governing Bodies and Head Teachers

Please note that this is not a comprehensive list of head teachers' and governing bodies' responsibilities. Further details of the particular areas of responsibility highlighted here can be found by referring to the relevant legislation and/or guidance in the endnotes.

SCHOOL BUDGET

Responsibilities of Head Teacher	Responsibilities of Governing Body
If required by an LEA scheme to draw up and submit to the governing body an annual budget plan ("the budget plan") for the school's funds which must conform to the LEA's scheme.	If required by an LEA scheme to consider the annual budget plan ("the budget plan") [proposed by the head teacher], and to amend the budget plan where appropriate, and
If required by an LEA scheme to prepare and submit to the governing body any significant proposals for revisions to the budget plan within the strategic guidelines set by the governing body.	to approve the budget plan, and to consider and approve any proposed revisions to the budget plan [submitted by the head teacher during the course of the year] and to consider the delegation of their duties under any LEA scheme.
	To spend the delegated budget before end of financial year. To decide how to spend grant paid to the LEA where the LEA has delegated such decisions to the governing body.
	To decide whether to delegate their powers to spend the delegated budget and any grants to the head teacher. If so, they should decide the amount to be delegated.

STAFFING

Responsibilities of Head Teacher	Responsibilities of Governing Body
	To decide the number of staff at the school and the level of the posts.
To advise the governing body on the appointment of all teachers (except the head teacher)	To decide the overall procedures for appointing staff, including whether to delegate functions to the head or governor(s), taking account of legal requirements
	To advertise head teacher and deputy vacancies nationally, and other vacancies as appropriate. The LEA may make nominations for consideration by governing body
	To set up selection panels for head teacher and

	deputy head teacher posts
	To conduct interviews and make recommendations on appointments to the LEA (for community and voluntary controlled schools) or appoint teaching staff (for foundation or voluntary aided schools).
To advise on the appointment of non-teaching staff.	To recommend to the LEA non-teaching staff for appointment in the case of community or voluntary controlled schools or appoint non-teaching staff in the case of foundation or voluntary aided schools.
	To decide whether to exercise their power to delegate certain functions relating to the appointment of staff.
To advise the governing body on the specification for a vacant teaching post	To decide a specification for any vacant post, in consultation with the head teacher.
	To set the pay of all members of staff, including that of the head teacher and any deputy head teachers, in line with legal requirements.
To advise the governing body on adopting effective procedures to deal with incompetent teachers and to keep the governing body informed of the general operation of such procedures	To establish capability procedures to deal with incompetent teachers.
	To establish disciplinary rules and procedures and staff grievance procedures and to take appropriate steps to make them known to members of staff.
To advise the governing body on whether anyone employed at the school should be dismissed	To dismiss an employee.
To advise the governing body on payments to be made	To decide whether any payment should be made by the LEA in respect of the dismissal, or to secure the resignation of a member of staff (includes early retirement and redundancies) and the amount of any such payment. To decide whether to grant early retirement to teachers.
To suspend staff in appropriate circumstances.	To suspend staff in appropriate circumstances. To end a suspension.
To deploy, manage and lead all teaching and non-teaching staff of the school and allocate particular duties to them.	
To evaluate the standards of teaching and	

learning in the school and ensure that proper standards of professional performance are established and maintained.	

SECULAR CURRICULUM

Responsibilities of Head Teacher	Responsibilities of Governing Body
To determine, organise and implement an appropriate curriculum for the school.	To ensure that the curriculum is balanced and broadly based.
To ensure that the National Curriculum is implemented in the school.	To ensure that the National Curriculum is implemented.
To advise the governing body on NC disapplication for any pupil(s).	To consider any disapplication for pupil(s).
To draw up a policy for the secular curriculum for the school ("the curriculum policy").	To agree, amend or reject the curriculum policy drafted by the head teacher.
To implement and review the policy once every school year and suggest any necessary changes to the governing body.	To monitor the implementation of the school curriculum policy and consider with a view to adopting or rejecting any changes submitted by head teacher.
	To establish a sex education policy, to ensure that copies of the policy are available free of charge to parents and that parents can read a copy of the policy at the school.

PERFORMANCE MANAGEMENT

Responsibilities of Head Teacher	Responsibilities of Governing Body
To draft, if requested by the governing body, a school performance management policy, within the framework set by the Appraisal Regulations.	To establish a school performance management policy to govern the implementation of school teacher appraisal (including the head teacher) within the framework set by the Appraisal Regulations.
To consult all school teachers at the school, if requested by the governing body, before drafting a performance management policy	To ensure that all school teachers are consulted.
To implement the school performance management policy established by the governing body	To implement the school performance management policy. To review and, if necessary, amend the performance management policy annually.
To appoint/act as appraisers for teachers	To ensure that school teachers receive a regular appraisal of their performance.
To review complaints by teachers about their appraisal where the head has not been the appraiser.	To appoint two or three governors to take responsibility for carrying out all aspects of the head teacher's appraisal.

To provide an annual written report on the effectiveness of the appraisal procedures to the governing body for their consideration.	To appoint an accredited external adviser to support the appointed governors in reviewing the performance of the head teacher.
To set the timing of the performance management cycle for other teachers	To decide the exact timing of the performance review cycle for the head teacher.
	To appoint one or more review officers where a complaint is made by the head teacher about his/her performance review and the Chair of Governors has been involved in that review.

SCHOOL PREMISES

Responsibilities of Head Teacher	Responsibilities of Governing Body
Control of school premises Day to day management of the school and day to day charge of who can enter the school premises. To advise governing body where appropriate Health and Safety To comply with the LEA's directions in community and VC schools. In VA and foundation schools to comply with governing body directions.	To control the use of the school premises both during and outside the school day. To decide on what charges to levy where external providers want to use the school premises. To prepare a health and safety policy, carry out risk assessments and set up arrangements to manage health and safety in foundation and VA schools. In community and controlled schools this is the LEA's responsibility.
MEDICAL CARE AND SCHOOL MEALS	To ensure pupils take advantage of dental and medical care available. To ensure free meals provided for those pupils whose parents are on income support, and paid meals on request, where LEAs delegate resources for school meals into school budget shares.

Source: http://www.education.gov.uk/a0056549/roles-of-governing-bodies-and-headteachers

ANNEX 6   RECOMMENDATIONS FOR STRENGTHENING THE QUALITY OF HEAD TEACHERS

Concerted effort to improve school leadership is one of the most promising points of intervention to raise the quality and efficiency of secondary education across Sub-Saharan Africa. The following recommendations for consideration by policymakers are suggested by the findings of the study:

- Systematize the recruitment of teachers to become principals based on explicit professional criteria.

- Professionalize the position of secondary school principal and develop certification courses in school leadership.

- Establish regional or national institutions that specialize in advanced degrees or certification for educational leadership and organize ongoing professional development.

- Develop a program of ongoing inservice professional development for secondary principals that includes an initial induction program and ongoing support.

- Ensure that the idea of the principal as instructional leader as well as transparent and efficient administrator is well understood by teachers and communities and incorporated in all initial preparation and ongoing professional development for principals. Likewise, ensure that the principal's role in creating strong linkages with communities is understood and that principals are prepared for this role.

- Organize principal clusters that meet regularly, providing a setting for delivery of some of the formal ongoing professional development and creating an opportunity for informal communal problem-solving, experience-sharing, and strategizing about effective approaches to secondary school leadership.

Source: World Bank Working Paper No.99 Recruiting, Retaining, and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa

Overview of Teacher Development and Management Policy Briefs

8. Teacher Motivation: Incentives and Working Conditions

Motivation comes from many sources. Some teachers are motivated by their love of children and of teaching, some by more external factors such as a stable salary or the advantages of having more leave time. To the extent that education leaders understand what motivates teachers, it may be possible to provide incentives in ways that promote better quality education. But it is easy to oversimplify. Most teachers are motivated by a complex combination of internal and external factors. Incentives used to motivate some teachers may antagonize others.

Among the incentives for motivating teachers are: recognition and prestige; salary differentials; job stability; pensions and benefits; professional growth opportunities; adequate infrastructure and teaching materials; mastery of subjects to be taught; and being able to adequately respond to stakeholders. There are a wide variety of specific monetary incentives including the beginning salary; salary scale or schedule; merit pay; cost of living allowances; hardship and travel allowances. In-kind supplements include free or subsidized housing; food assistance; plots of land; low interest loans; scholarships for children and free books. The benefit packages of teachers includes such things as paid, sick and maternity leave; medical insurance; pension and retirement benefits; and in many countries the opportunity to make considerable extra money through tutoring, grading examinations or developing curriculum materials. While most of those listed have significant monetary implications, committed teachers throughout the world are also deeply motivated by a wide range of professional incentives, such as classroom materials, supervision, teacher training and career opportunities.

International experience in using teacher incentives is mixed. Sometimes they do not produce the intended desired teacher behaviors. When they do work, results are often modest. Careful attention needs to be given to ensuring that: (i) the benefits being offered actually have incentive value to the teachers, (ii) education managers have the capacity to administer the benefit system in a fair and consistent way, and (iii) the benefits justify the cost. When those conditions are met, incentives can be a useful tool for improving the quality and efficiency of education.

Source: http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES

ANNEX 7   REFERENCES

1.   The School Staffing (England) Regulations (2009)

http://www.legislation.gov.uk/uksi/2009/2680/pdfs/uksi_20092680_en.pdf

2.   Guidance on Managing Staff Employment in Schools

http://dera.ioe.ac.uk/10529/1/01081-2009DOM-EN.pdf

3.   Guidance: Roles of Governing Bodies and Head Teachers

http://www.education.gov.uk/a0056549/roles-of-governing-bodies-and-headteachers

ANNEX 8   CONTENTS OF MYANMAR SCHOOL INSTRUCTION MANUALS

Basic Education School Management Refresher Course

Administration and Assessment Reports, September, 2012

1.   Administration
2.   Responsibilities of the Township Education Officer (TEO)
3.   Drawing of the school profile
4.   Collecting data of basic education
5.   Upgrading the basic education schools
6.   Taking actions to reduce the cases and misconducts
7.   Factors to follow in reporting incidents and emergency cases
8.   Prevention and responses to natural disasters
9.   Rules and regulations for staff
10.   Rules and regulations on taking leave
11.   Rules and regulations on pension
12.   Standing orders for appointments, transferring and promotion processes of new staff
13.   Approval for awards and rewards
14.   Keeping records of the service books
15.   Organizing families of schools
16.   Organizing Parent-teacher Association and School board of Trustees
17.   Ensuring enrolment and retention
18.   Enhancing for higher rate in passing the matriculation exam

Basic Education School Management Refresher Course

Pedagogy and Assessment Reports, September, 2012

1.   Education Policy
2.   Objectives of the Basic Education
3.   Education promoting programmes
4.   Developing the Basic Education curriculum and contents
5.   Co-curriculum subjects
6.   Pre-vocational subjects
7.   Activities in school calendar
8.   Applying teaching and learning aids
9.   Organizing and using rooms of teaching and learning aids
10.   Using and keeping systematic laboratories
11.   Using libraries
12.   Organizing school assembly
13.   Processes in pedagogical supervision
14.   Supervising teaching staff
15.   Training and practising English language for everyday use
16.   Upgrading basic educational level English language and Mathematic skills and proficiency
17.   Child-centred teaching and learning approach
18.   Developing refresher courses for teachers' training
19.   Educating about the drugs abuse

ANNEX 9   **Five Dimensions of Child Friendly Schools and Indicators (Myanmar Primary Schools Model) modified for relevance to the Secondary Education Sector**

Outcome Indicators

1. Enrolment and completion of **middle school grade 9 education** by all girls and all boys

2. Equality in learning achievement by boys and girls

3. Regular attendance by both students and teachers

4. Regular use of innovative, child-centred learning methods

5. Low incidence of causes of injuries and physical harm in the school

6. Low incidence of cases of bullying, harassment, violence and child abuse in the school environment

7. Equality of participation in school activities by both girls and boys

8. High level of community support by participation in school activities

9. Increased parents' support in students' learning

10. More students expressing their views and opinions in school, home and community

Process Indicators

Dimension	Process Indicators
Inclusive	1. Teachers use content, language and strategies in their teaching that help all students to learn regardless of their background or ability
	2. The school provides support to poor families to send their children to school and these families are exempted from various school fees.
	3. The school has a master list of all school-age children in its catchment area and knows whether they enrol or not.
	4. The school conducts annual campaigns to encourage parents to enrol all of their school-going-age children.
	5. The school has a mechanism to check regular attendance, and teachers pay appropriate home visits when necessary to improve attendance.
Gender-Sensitive and -Responsive	6. The school provides all students, both boys and girls, equal access to, and opportunities for, participation in all school activities.
	7. Cooperative methods are used, and girls and boys are encouraged to work together.
Effective	8. The school coordinates with communities to promote organised early learning opportunities for preschool-age children.
	9. The school has and uses a simple SMIS (School Management Information System) to monitor, know student attendance, teacher attendance, whether all school-age children are in school, whether all students study in school throughout a school year, and whether all students study in school up to Grade 9, as well as level of students' academic achievement.

	10. Lesson plans are developed with child-centred learning activities and adaptations to suit local needs and culture.
	11. All students have an opportunity to choose activities of their own interest that are free from the stress of competition and examinations.
	12. All children are encouraged to express their views, ideas and feelings.
	13. Feedback about a student's work or behaviour is accompanied by positive comments about achievements and suggestions for improvement.
	14. Each classroom has "learning corners," with learning materials easily accessible for all children.
	15. Most teachers facilitate participatory learning, using a variety of interactive teaching-learning methodologies.
	16. Teachers practice positive, non-aggressive and alternative discipline.
Healthy, Safe, Supportive and Protective	17. Adequate clean and safe drinking water is always available for all students and school personnel.
	18. Clean and well-maintained toilets and handwashing facilities are available for every 50 students of each sex, as well as for teachers.
	19. The school, in collaboration with the Health Department, provides micronutrient supplements and annual health screening examination of students, and ensures safe, hygienic and healthy food habits.
	20. The school has implemented policies to provide a safe physical environment, with protection from physical and biological risk (shelter, lights, heat, ventilation, traffic, or unsafe food, animals and insects)
	21. School waste is properly disposed of, and the school acts to prevent breeding of mosquitoes and other disease vectors on or near school grounds.
	22. The school has enforced rules and procedures against bullying, abuse, neglect, physical punishment, violence, sexual harassment and substance abuse (drugs, alcohol, tobacco).
	23. All students know where to go in the school to get psycho-social support when needed.
	24. The school coordinates with the community and local authorities in a child protection network to ensure safety and protection of students.
	25. The school implements life skills-based health education, including the prevention of risk behaviours for substance abuse and HIV/AIDS.
	26. The school ensures and establishes an enabling environment for all children to apply life skills to develop healthy habits and safe behaviours.
Participation	27. The school promotes active participation of children in school activities through school assemblies, class assemblies and school councils.
	28. Students have an opportunity to play a key role to organise and

	facilitate the daily activities in school.
	29. The school provides an opportunity for children to come and discuss with teachers their opinions about the school and issues faced in their education.
	30. Parents and community provide opportunities for the children to express their opinions and views.
	31. The school promotes parents' participation in school activities (making teaching-learning materials, supporting children's learning, school sanitation, utilising local wisdom to promote local culture)
	32. The school promotes a regular exchange of information and discussion between teachers and parents with regard to the attendance and performance of their children.
	33. The school promotes parents' participation in decision making by implementing education activities through School Self Assessments and School Improvement Planning, as well as through Parent Teacher Association work plans.

ANNEX 10   INSTRUCTIONS FROM MOE ON ORGANISATION OF SCHOOL FAMILIES IN SECONDARY EDUCATION

1. According to the decision and discussion made in the seminar of 1998, the upgrading educational programme (Phase 1), school families have been organized based on the convenience of clustering with BEHS and BEMS, depending on the geographical situations of the schools.

Objectives

2. The following points are regarded as the objectives of the organizing school families

(a) To upgrade the education performance by sharing the currently existing resources (human, facilities, time and money) between the school families;

(b) To improve the activities in pedagogy and assessment systems in schools;

(c) To improve the monitoring, instructing and management system;

(d) To increase the cooperation and speed up the communication among the schools

Basic Policy of Organizing school families

3. The following points are regarded as the basic policies in organizing the school families according to the Annex (A).

(a) To include not more than 10 primary schools in accordance with eh convenience in communication and geographical situation in a township;

(b) To include the primary levels of the BEHS and BEMS (including the Education College Schools) in the primary school families and to include the representatives of those schools in the school families organization;

(c) To cooperatively and freely implement the administration, pedagogy, and practical development programmes, sports, social programmes within the school families in accordance with the situations of the primary schools;

(d) To demarcate the BEMS or BEHS which is the nearest according to the geographical situation for the school families to be the educational campus;

(e)To control the educational quality of the students of the primary school students who are going to attend in BEMS and BEHS by centering the relevant BEMS and BEHS schools as the educational campus.

The procedures of the Organization of school families

4. The following procedures are necessary for the organizing school families

(a) Organizing school families

(b) Assigning the duties of school families

(c) Holding the meetings of school families

5. Organizing school families

School families are to organize by including not more than 10 primary schools in accordance with the convenience in communication and geographical situation in a township.

6. Assigning the duties of school families: The following duties are included in the assigning the responsibilities of a school family.

(a) Assigning the leaders and in-charges of school families: In-charges are assigned as follow according to their relevant tasks by making a group of leaders within the school family groups.

(1) School Family Leader

(2) Administration Duty

(3) Teaching Duty

(4) Physical Education and Sport In-charge

(5) Education Practical Development In-charge

(6) Social In-charge

(7) Communication In-charge

[The duties of the school family Leader and In-charges are mentioned in Annex (B). If the number of the schools in one school family is small, there can be the in-charge of Physical Education and Sport and Education Practical Development as the combination, and the in-charge of Social and Communication as the combination.]

(b)Choosing the group leader: 3 group leaders are to be preliminarily chosen from the Primary School Head Teachers and then one of them is to be selected carefully from the Township Supervising Group.

7. Holding the meetings of school families: It is necessary to discuss and carry out the administration, teaching and learning process, sports and physical education, education practical development, social relations and of schools by holding the meetings every two month at a suitable school or school in turn if possible. By doing so, there can be opportunities for cooperation among the schools with strengths and those with weaknesses in the school family.

Demarcating the Education Campus

8. Demarcating the Education Campus: This is the additional organizing of school families in which the primary level representatives of the Middle and High schools as the Education Campus by centralizing those Middle and High schools. In this way, the educational assessment and the Physical Education and Sports can be carried out according to the campus and the Head Teachers of the middle and high schools will be able to supervise according to their own campus.

9. Recognising the Education Campus Officers: The head teachers of the middle schools or the high schools or the Assistant Township Officers have to take responsibilities as the Education Campus Chief for every campus. Then the head teachers of the middle school or the high schools or the well-experienced head teachers of the primary school who are respectable and active (from the school family leaders) are to be assigned as the Education Campus Deputy Chief.

10. The responsibilities of an Education Campus Officer: are as follows:

(a) To take responsibilities of the Township Supervising Group as the Education Campus Officers are the responsible people for the Township Supervising Group;

(b) To supervise in order to realise the decisions and instructions of the Township Supervising Group in time;

(c) To negotiate for the cooperation of the groups in the campus;

(d) To assess the functioning of the schools in the campus occasionally;

(e) To solve the difficulties of the teachers and in-charges as much as possible;

(f) To organize in the groups for finding out the outstanding students in Myanmar, English, Math subjects in the campus.

Township School Family Education Development Process Supervising Group

11. Organising: The Township School Family Education Development Process Supervising Group is organized as follows to supervise the education processes, organizational situation within the school families of the townships_

(a) Township Education Officer   President

(b) Head Teacher of High School   Member

(c) Head Teacher of Middle School   Member

(d) Group Leader (according to the number of groups)   Member

(e) Communication Officer (according to the number of groups)   Member

(f) 5 leaders according to Education Process Sector   Member

(g) 2 Assistant Township Education Officers   Member

(h) 1 Head Teacher of Primary School   Associate-secretary

N.B: 'According to Education Process Sector' means the sectors such as administration, teaching, sports and physical education, education practical development and social relations. The leaders for this sector are not to be added in number but to be chosen according to the situation of the capabilities.

12. Duties and responsibilities: The Duties and responsibilities of the Township School Family Education Development Process Supervising Group are as follows:

(a) To carry out the duties such as negotiating and giving instruction, solving the problems and difficulties presented by the groups in order to successfully implement the programmes planned by the Departments of Education with the guidance and support of the Township Authorized Organization;

(b) To carry out the implementation by discussing and negotiating the reports from the groups and holding monthly meetings on the payday;

(c) To give the scholarships to the selected outstanding students who have been re-chosen as the township level from the groups;

Organising Township Education Officer Developing Small Groups

13. This is to organize 5 small groups with the group leaders, the head teachers by 5 people who are the members of the school family education development supervising group for the 5 sectors: administration, teaching, sports and physical education, education practical development and social relations by taking the responsibilities of the Township School Family Education Development.

Holding the Township School Family Meetings

14. This is to negotiate the weaknesses and strengths, the difficulties found in the school family at the school family meeting held monthly (on the payday) by all the school family leaders.

15. In addition, it is to decide and confirm the teaching process and other education processes according to the situations of the townships and districts/campus at the first township school family meeting to carry out the activities in schools of the school family. In this case, the activities should be regarded as the priority, ordinary and supplementary according to the situation of the school.

Benefits

16. The following are the benefits achieved by organizing the school family for the primary schools by centralizing the high and middle schools_

(a) Administration, teaching, sports and physical education, education practical development and social relations can be upgraded and implemented by the cooperation between the schools in the school family.

(b) This will enable administration within the groups to be effectively implemented and the teaching process and other education processes to be systematically supervised.

(c) This will enable to develop the relevant curriculum for the children by adding the relevant subjects, knowledge and skills which can reflect the nature of the groups of the educational field of the townships

(d) This will enable to equally develop the education of townships by positive competition in the groups.

(e) This will enable to freely and systematically implement the teaching process, assessment and other education processes of the relevant school family and education district with the less centralization.

(f) This will enable to grant the awards to the outstanding students who are talented in Myanmar, English, Math within the groups of school family.

The processes to be fulfilled

17. In order to carry out the administration, teaching, education practical development effectively, the Township Education Officers have to supervise and fulfill the following processes.

18. Administration: It is necessary to fulfill the tasks such as substituting teachers for the schools which occasional needs teachers according to the school family/ educational campus, providing the furniture from the well-furnished schools to needy schools, negotiating in keeping the school discipline, to volunteer in the school construction, contributing the funds, textbooks, stationery, school uniforms, school utilities from the well-off parents for keeping children in school at the same level.

19. Especially, to attain the Head teacher and at least 2 assistant primary teachers for the primary school, it is to report the and request to the TEO when there is a vacancy for the Head teacher and the assistant primary teacher, the vacant position, the reason, the starting day and whose place. During the interim period before the vacant can be fulfilled, it is to hold the meeting to discuss for sharing joint-duties by teachers from the school which has the extra ration of teachers and students and to report the education campus family and TEO. It is to negotiate to providing the accommodation and other social activities for the teachers who have been assigned temporarily for the joint teaching with the help of the locals.

20. Teaching process: It is necessary to supervise for the negotiation and discussion for the planning for the monthly contents according to the grades and subjects, assessment and remedial teaching among the school family for the effective teaching by holding the subject wise discussions, creating the teaching aids, applying the teaching aids in the school family district in turn, distributing CD Roms, Disks, Video Tapes, Cassette Tapes, holding the contests of the teaching aids, selecting the outstanding students at the same level.

21. Especially, it is to coordinate for the following activities by cooperating among the teaching and education practical officers in-charge every two month in the school family:

(a) Negotiating and planning the monthly contents for the previous 2 months and the coming 2 months;

(b) Laying down the right teaching objectives for each lessons for the 2 months;

(c) Planning the approaches and teaching methodology for the effective teaching and learning process for each lesson;

(d) Selecting the appropriate teaching and learning aids for the effective teaching and learning approaches and teaching methodology for each lesson;

(e) Taking responsibilities to create the teaching and learning aids by the teaching aids manufacturing team and applying the teaching and learning aids which have been created cooperatively by the school family in turn;

(f) Developing the questions for while-teaching, after-teaching, questions to encourage the critical thinking skills rather than the memorization, questions relevant to the real life situation, task-based questions, problem-solving questions for the effective objective teaching;

(g) Discussing cooperatively about the findings of errors, and recommendations for updating and adding points concerning with lesson contents;

(h) Sharing the practical equipments, and practical teaching and learning processes for the co-curriculum subjects besides the literary subjects;

22. Development Tasks: It is necessary to supervise for holding the contests of drawing, essay, quizzes, debates, workshops and presentations on educational and knowledge development, health, technology, handicrafts, exhibitions and races, singing, dancing, composing songs and playing musical instruments, English and Math skills competitions. Moreover, it is necessary to arrange the excursions to museums, natural parks, exhibitions, factories, plantations, irrigation dams, industrial zones, ancient cities, buildings, pagodas and temples, and village libraries as the outdoor learning activities.

Assessment Tasks

23. TEOs have to supervise the following tasks_

(a) To check whether the year plan, monthly plan according to the relevant sectors based on the academic calendars in the school family;

(b) To assess the strengths and weaknesses in the carrying out the tasks of the school family according to the education districts;

(c) To check whether there is the subject-wise discussion every two month or not, whether there are the records of the discussions or not, whether there are reports of the tasks or not, whether there is any implementation in accordance with the discussions.

Annex (A)

Table of the structure of the organisation of the school family

| Township Level | Township School Family All Round Education Development Supervising Team |
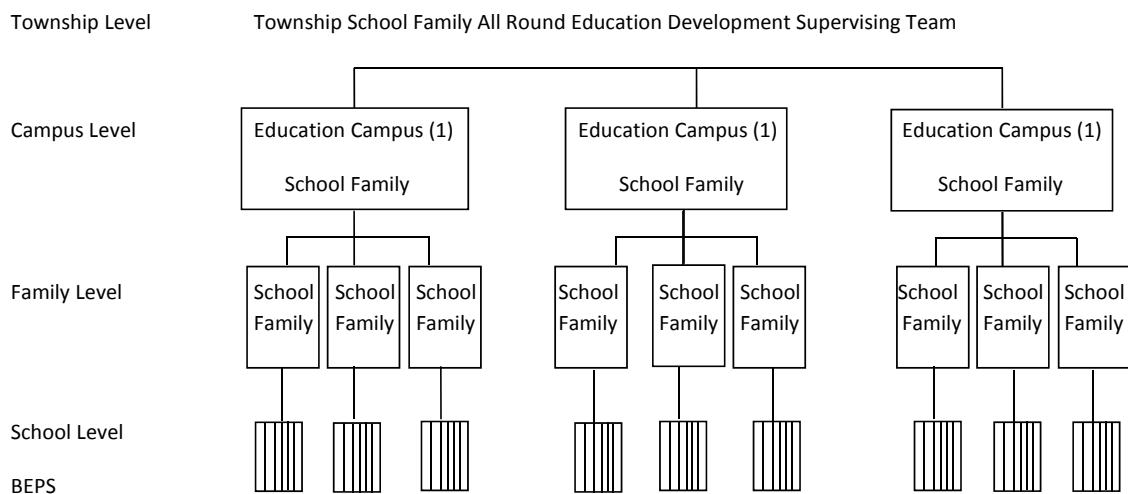
Annex (B)

1. Duties and Responsibilities of School Family

(a) To present the extent of the tasks that can be done according to the sectors to the Township Leader Team through the relevant in-charges;

(b) To hold a meeting every three months at the schools in turn and to discuss what has been done during the meetings;

(c) To coordinate the group activities (sports, public lecture)

(d) To hold quizzes in Myanmar, English, Math among the school family and to give awards to the outstanding students.

2. Duties and Responsibilities of School Family Leaders

(a) To take responsibility and supervise for the success of the education development for the whole school family;

(b) To help solve the problems by negotiating with other in-charges and report to the Township supervising team;

(c) To negotiate and carry out the tasks assigned by the Township supervising team;

(d) To report the Township supervising team about the problems which need to be solved immediately;

(e) To supervise the meeting which are held every three months and other necessary;

(f) To take the joint-responsibilities together with the ATEO for the school assessment;

3. Duties and Responsibilities of Administration In-charges

(a) To supervise the extent of the of the school office tasks that have be done;

(b) To seek the advice from the group leader if there is any changes in the strengthening of teachers;

(c) To supervise in facilitating of the school furniture;

(d) To negotiate about the emergent school holidays with the relevant people;

(e) To supervise in maintaining the school buildings, meeting the standards of the schools, making it to be pleasant and keeping the disciplines in schools.

4. Duties and Responsibilities of Teaching In-charge

(a) To take responsibilities in the providing the books and stationery;

(b) To keep the daily record of the teaching method notes and to supervise in completion of school lessons;

(c) To supervise in producing the teaching and learning aids;

(d) To organize for the access to the education radio and TV programmes broadcasted from the MOE occasionally at schools by attaining the radios and hiring TVs as necessary;

(e) To take the responsibilities in subject-wise discussions and to lead the negotiation when any difficulties and problems come up in teaching approaches and methods;

(f)   To supervise the tasks in coordinating the education assessment plans;

(g)   To arrange in holding quizzes in Myanmar, English, Math among the school family and to give awards to the outstanding students.

5.   Duties and Responsibilities of Sports and Physical Education In-charge

(a)   To supervise the personal hygiene, environment cleanliness,, school cleanliness;

(b)   To plan for the sport calendars and physical exercises;

(c)   To take responsibilities in sport competitions in the school family and groups.

6.   Duties and Responsibilities of Education Practical Development In-charge

(a)   To supervise the organizing of the parent-teacher, and regular activities;

(b)   To supervise the organizing of the small school groups, and regular activities;

(c)   To supervise and take responsibilities in making plans for Education Practical Development activities;

(d)   To supervise the public lectures, poem reciting contests, school dances and ceremonies for significant commemorating days.

7.   Duties and Responsibilities of Social Relations In-charge

(a)   To plan for the convenience of teaches;

(b)   To coordinate teachers' social occasions of joy and grief, rights to taking leaves, annual increment salary whenever necessary;

(c)   To coordinate for participating in social relations in other villages;

(d)   To consider the situations given for the students' social occasions of joy and grief, education with joy.

8.   Duties and Responsibilities of Communication In-Charge

(a)   To communicate between the group leaders and group schools for the group meetings, plans for the township meetings, problems (floods, heavy rain, destruction of schools);

(b)   To communicate and report to the township about the group plans;

(c)   To carry out the tasks together with the group in-charges for the records/minutes in the meetings