YANGON UNIVERSITY OF ECONOMICS
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A STUDY ON THE ROLE OF BASIC EDUCATION IN MYANMAR (2002/03 – 2022/23)

MYO MYINT THU

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A STUDY ON THE ROLE OF BASIC EDUCATION IN MYANMAR (2002/03 – 2022/23)

A thesis submitted in partial fulfillment of the requirements for the Master of Economics (M.Econ) Degree

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ABSTRACT

This study provides a comprehensive analysis of basic education in Myanmar from 2002 to 2022, focusing on the role of basic education effectiveness and implementation of universal basic education. It examines historical developments, key policy changes, and educational reforms that have shaped the current landscape. Utilizing secondary data and Ordinary Least Squares (OLS) analysis, this study identifies significant relationships between various factors influencing education, such as student enrollment, teacher numbers, and school access. Key findings indicate that higher student enrollment and increased teacher numbers have a positive effect on B.E.H.S. (Basic Education High School) examination pass rates, highlighting the importance of access to education and personalized attention. Although the number of schools also contributes to improved outcomes, financial expenditure lacks statistical significance, indicating that simply increasing funding does not guarantee better results. The study points out the need for targeted policies to enhance enrollment and teacher recruitment, advocating for a comprehensive approach that integrates these elements to improve educational quality in Myanmar. Continuous monitoring and evaluation of these factors are essential for sustaining educational advancements.

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LIST OF ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
BEMP	Basic Education Master Plan
CAPS	Continuous Assessment and Progression System
CCA	Child-Centered Approach
CESR	Comprehensive Education Sector Review
CPR	Comprehensive Personal Record
DEPT	Department of Education Planning and Training
EPIC	Education Promotion Implementation Committee
GDP	Gross Domestic Product
HNO	Humanitarian Needs Overview
HRMI	Human Rights Measurement Initiative
HRP	Humanitarian Response Plan
IB	International Baccalaureate
IDP	Internally Displaced Person
JICA	Japan International Cooperation Agency
MDGs	Millennium Development Goals
MERB	Department of Myanmar Education Research Bureau
MHPSS	Mental Health and Psychosocial Support
MOE	Ministry of Education
NESP	National Education Sector Plan
OECD	Organization for Economic Cooperation and Development
SDGs	Sustainable Development Goals
SEL	Social and Emotional Learning
SPDC	State Peace and Development Council
STEM	Science, Technology, Engineering and Math
TTC	Teacher Training College
TTS	Teacher Training Schools
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNDR	University for the Development of the National Races
UNESCO's	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

CHAPTER I
INTRODUCTION

1.1 Rationale of the Study

Education, as a transformative force, is not just a tool for improving human well-being but a catalyst for social and economic advancement. It is the cornerstone of knowledge production, adaptation, and dissemination, with the potential to revolutionize every economy and spearhead all areas of development.

Education is a revolutionary instrument that improves people's chances for education, health, and earning potential and gives them more power. The solid human capital produced by this personal empowerment is a significant factor in economic progress. Since education is essential for personal and economic growth, nations worldwide have prioritized developing their education systems.

Education is not just a personal endeavor but a societal one. It plays a vital role in becoming a fully developed nation, fostering social justice, and cultivating spiritual, moral, and ethical strength. Education unites and energizes society, making it dynamic and resilient. Every country now acknowledges education as a vital foundation for improving human life quality and guaranteeing social and economic advancement for all generations. The purpose of education is to give society with the information and talents essential for a nation's political, community, cultural, and economic progress.

Education encourages entrepreneurship and technological advancements while increasing people's creativity and productivity. Furthermore, it is essential for ensuring social and economic advancement as well as for enhancing revenue distribution. Education has encouraged reducing poverty gaps, social injustice, and oppression. The education policy should ensure and suggest that "the educational system is strengthening the equitable social structure and public educational institutions could move up the ladder of social mobility of the poor.".

For a nation like Myanmar, where agriculture serves as the foundation for a modern, developed nation, human resource development via education and training for rural transformation is especially crucial. The primary driver of rural development is the rural populace. The great majority of individuals live in rural areas. To make feasible and sustainable rural transformation a reality, the single possible resource—the large human population residing in rural areas—must be fully used. First, the idea of

sustainable development takes into account a trend of economic expansion that unquestionably and primarily helps the impoverished. In order to prevent poverty from reoccurring, it then places a strong emphasis on establishing circumstances that will allow people to continue to reap the rewards of progress and advance growth for the sake of the next generation, but not at the price of their vitality being eroded or their environment being distorted. Therefore, obtaining such growth requires education, training, and skill development.

Therefore, in Myanmar, the MOE has taken up the mantle of human resource development through the education sector as a national duty, placing significant emphasis on it. Even in the face of global challenges such as the COVID-19 pandemic and political system changes, the Ministry has remained steadfast in its commitment to developing basic education. In order to bring the nation's basic education system into compliance with international norms, it has notably implemented a new system.

The Ministry of Education is unwavering in its commitment to construction a modern and developed nation through education. It has been aggressively pushing the education sector to build a learning society that can handle the difficulties of the modern day. The Ministry implements comprehensive strategies for short- as well as long-term educational growth to create a community. that values lifelong learning. It is implementing a new Kindergarten + Twelve Grade Basic Education System (KG+12) in 2016, by the National Education Law. The aim is equipping students with the necessary knowledge and skills for the 21st century.

Therefore, this study intends to analyze the new (KG+12) basic education system and the new basic education system curriculum, which has been fully implemented along with the progression of changes and developments in the basic education system over the study period.

1.2 Objective of the Study

The objective of this study is to evaluate basic education in Myanmar from 2002-2003 to 2022-2023, focusing on the implementation and success of universal basic education within the formal education sector. Specifically, the study aims to:

(i) To evaluate the progress of basic education in Myanmar and

(ii) To analyze the relationships between various factors influencing basic education outcomes in Myanmar.

1.3 Method of Study

This study employs a quantitative method, utilizing secondary data collected from authoritative sources, including the Ministry of Education (MOE), the Department of Educational Planning and Training, and Statistical Year Books. The data covers the period from 2002 to 2022, offering a thorough perspective on Myanmar's educational landscape. The analytical approach involves Ordinary Least Squares (OLS) regression analysis, which allows for the examination of relationships between multiple independent variables such as student enrollment, number of teachers, school infrastructure, and educational expenditure and the dependent variable of educational outcomes (pass rates).

1.4 Scope and Limitations of the Study

The study's scope is confined to the evaluation of basic education in Myanmar from 2002-2003 to 2022-2023, focusing specifically on the effectiveness of universal basic education within the formal education sector. The data were obtained from the Ministry of Education, the Department of Educational Planning and Training, and Statistical Year Books. It encompasses an analysis of enrollment rates, teacher availability, school infrastructure, and educational expenditures, as well as the impact of these factors on student outcomes.

However, this study also faces certain limitations. Firstly, because secondary data is being used, the analysis may be limited by the precision and accessibility of the information gathered from various sources. In some cases, historical data may lack consistency or comprehensiveness, which could affect the reliability of the findings. Secondly, while OLS analysis is a robust method for examining relationships between variables, it may not account for all potential confounding factors that could influence educational outcomes, such as quality of teacher, education equipment and tools, and external events (such as political instability or natural disasters).

1.5 Organization of the Study

This study involves of five chapters. Chapter I consists of the Introduction: rationale of the study, objectives of the study, methods of the study, the scope of the study, and organization of the study. Chapter II discusses the historical background of education in Myanmar. Chapter III explicit the role of the basic education sector in Myanmar. Chapter IV analyzes the analysis of basic education in Myanmar. Finally, Chapter V describes the conclusion of the study.

CHAPTER II
LITERATURE REVIEW

2.1 Basic Education

The principle of "providing full and equal opportunities for education for all" is deeply embedded in UNESCO's constitution, signed on November 16, 1945. This principle is further emphasized by the Universal Declaration of Human Rights (1948), stating that "Everyone has the right to education" (United Nations, 1948). The enduring significance of these principles was underscored at Jomtien, Thailand hosted the 1990 World Conference on Education for All, serving as a pivotal event that continues to drive global initiatives for education (UNESCO, 1990). Basic education includes a broad range of educational activities designed to give people the fundamental knowledge and abilities they need to reach their full potential, live honorable lives, actively participate in growth, enhance their quality of life, make sound decisions, and embark on a lifelong learning path. (UNESCO, 2000).

2.1.1 Purpose of Basic Education

Basic education is not just a stepping stone but the cornerstone for individual development and societal progress. It provides essential skills such as literacy, numeracy, as well as critical thinking, which are fundamental for understanding and interacting with the world (OECD, 2010). Furthermore, basic education fosters social and emotional skills, helping children develop empathy, self-regulation, and interpersonal abilities. It ensures children evolve into well-rounded individuals through cognitive, emotional, physical, and social development. By engaging in subjects like social studies, science, math, language, and physical education, students gain a broad comprehension of the universe and their position within it (World Bank, 2018). This holistic development is crucial for nurturing independent, responsible, and adaptable individuals.

Another critical purpose of basic education is to champion social equity and inclusion. It strives to provide equal learning opportunities for all children, regardless of their socioeconomic background, gender, ethnicity, or abilities (UNICEF, 2015). This inclusive approach is vital for creating cohesive and harmonious communities. Additionally, basic education prepares individuals for the workforce, laying the

groundwork for future vocational and professional training and enhancing employability and earning potential. Education is an important factor in economic development as it contributes to a more skilled and productive workforce, supporting national growth and prosperity (Hanushek & Woessmann, 2020).

Basic education also prepares children to be active and informed citizens. It teaches them about their rights and responsibilities and encourages them to participate in civic activities and contribute to their communities. By fostering a sense of civic duty and engagement, basic education helps build democratic societies where individuals are empowered to influence positive change (UNESCO, 2014). The purpose of basic education encompasses developing essential skills, personal growth, social equity, economic empowerment, and civic engagement. By fulfilling these purposes, basic education lays the foundation for individuals to lead fulfilling lives and for societies to thrive.

2.1.2 Classification of Basic Education

Basic education, a foundation of a person's learning journey, typically includes elementary and middle school levels, essential for developing reading, writing, and math skills and basic knowledge in subjects like science, history, and geography (World Bank, 2018). Public education, funded and managed by the government, is free for all children, making it accessible to everyone regardless of their family's financial situation. Public schools follow a standardized curriculum set by the government to ensure consistency in education. This system aims to provide equal opportunities for all students, though the quality can vary depending on regional funding and resources (OECD, 2010).

Private education, provided by non-governmental organizations or individuals, often offers specialized programs, smaller class sizes, and more resources than public schools. These schools charge tuition fees, which can be high, creating inequalities as not all families can afford. Wiseman, A. W., & Davidson, P. M. (2021). Charter schools, publicly funded but operating independently, are granted a charter by an authorizing body, giving them more freedom to innovate with teaching methods and curricula. They often aim to provide more choices within the public education system and foster educational innovation, though quality can vary (National Center for Education Statistics, 2019).

Homeschooling, where parents or tutors teach children at home, allows for a highly personalized education plan customized to meet the unique needs of the kid and learning pace. It offers flexibility but requires a significant time commitment from parents and may limit social interaction opportunities unless parents actively seek out social activities (Ray, 2017). International schools, which follow an international curriculum such as the International Baccalaureate (IB), cater to students from diverse cultural backgrounds, aiming to provide a global perspective and prepare students for higher education and careers in a globalized world (Hayden, M., & Thompson, J. (2010)).

Each type of basic education system has unique features and benefits, with their effectiveness dependent on various factors such as funding, resources, and the principle of "providing full and equal opportunities for education for all," a principle deeply embedded in UNESCO's constitution and further emphasized by the Universal Statement of Human Rights (United Nations, 1948; UNESCO, 1990).

2.1.3 Strategies of Basic Education

Basic education is the cornerstone of a child's learning path, covering elementary and middle school levels. It is crucial for developing essential skills in reading, writing, math, and basic knowledge across various subjects. To guarantee a top-notch education for every child, there have to be effective strategies. The important strategies to improve basic education are:

(i) Enhancing teacher quality.
(ii) Promoting parental involvement.
(iii) Integrating technology.
(iv) Improving curriculum design.
(v) Ensuring equitable access to education.

(i) Enhancing teacher quality

Teachers play an important part in a child's education. Therefore, improving teacher quality is essential. This can be achieved by providing better training and professional development opportunities. Teachers should have access to ongoing training that helps them stay updated with the latest teaching methods and educational research. Additionally, offering competitive salaries and benefits can attract and retain

talented teachers. When teachers feel valued and well-prepared, they can provide a better learning experience for their students.

(ii) Promoting Parental Involvement

Parental involvement is not just a key factor, but a cornerstone of a child's academic success. Schools should not only encourage but actively seek parents' participation in their child's education. By creating a welcoming environment and offering various ways for them to get involved, schools can show parents that their role is not just important, but integral. This can include regular parent-teacher meetings, workshops, and volunteer opportunities. Schools can also provide resources and guidance on how parents may help their children study at home. When parents are actively involved, children are more likely to perform better academically and develop positive attitudes towards school, and parents feel valued and integral to their child's education.

(iii) Integrating Technology

Technology is not just a tool, but a gateway to the future. Schools should integrate technology into their classrooms to make learning more engaging and effective, and to prepare students for the digital environment they will face in their future schooling and employment. This can include using computers, tablets, and educational software to support teaching and learning. Technology can also provide access to a wealth of online resources and interactive learning tools that can cater to different learning styles. Teaching students how to use technology responsibly and effectively not only enhances their learning experience but also excites them for the digital world they are about to step into.

(iv) Improving Curriculum Design

A well-designed curriculum is not just crucial, but empowering for effective education. The curriculum should be comprehensive, balanced, and relevant to students' lives. It should cover all essential subjects while also allowing flexibility for teachers to adapt lessons to meet the needs of their students. Including practical and hands-on learning experiences can make education more engaging and meaningful. Regularly reviewing and updating the curriculum ensures that it stays current with educational standards and societal changes, and equips educators to meet the diverse needs of their students.

(v) Ensuring Equitable Access to Education

One of the key objective is to guarantee that every child has access to a top-notch education. This means addressing barriers such as poverty, disability, and geographical location. Governments and educational organizations should work together to provide resources and support to disadvantaged students. This can include funding for schools in low-income areas, special education services, and transportation for students in remote locations. Equitable access to education ensures because all children are capable of achieving success, regardless of their background or circumstances.

Improving basic education requires a multifaceted approach. Enhancing teacher quality, promoting parental involvement, integrating technology, improving curriculum design, and ensuring equitable access to education are all essential strategies.

2.2 Education and Economic Development

Education contributes four parts in economic development, such as productivity, income, human capital, and trade.

(i) Education and Productivity

Education is a critical driver of productivity within any economy. By providing people with the required abilities and information, education enhances the capacity of the workforce to perform tasks more efficiently and adapt to new technologies. This is particularly evident in sectors requiring technical expertise and innovation. Empirical evidence supports this, showing that countries with higher educational attainment levels often experience faster economic growth. For example, a study on Sri Lanka's dress and manufacturing industries demonstrated that higher education levels among employees and entrepreneurs were associated with increased rates of technical change within firms, leading to enhanced productivity (Deraniyagala, 1995). Similarly, agricultural productivity improvements have been linked to education; in Thailand, agriculturalists with at least four years of schooling considerably increased the likelihood of adopting contemporary farming techniques, which boosted their productivity (King, K., & Palmer, R. (2006).

(ii) Education and Income

Education significantly impacts income levels, often yielding high returns on investment. The correlation between additional years of schooling and increased earnings is well-documented, with primary education typically offering the highest returns. For instance, Psacharopoulos (1994) and Behrman (1990) found that primary

education yields greater returns compared to secondary and tertiary education. This effect is not limited to individual earnings but extends to overall income distribution. Broad-based education enables low-income individuals to access better economic opportunities, thus reducing income inequality. Studies in Latin America have shown that variations in schooling attainment account for a substantial portion of income variation among workers, indicating that education is pivotal in promoting income equality (Psacharopoulos, 1992).

(iii) Education and Human Capital

The formation of human capital begins within the family, it is essential in forming educational results. Educated parents, especially mothers, likely to make greater investments in their children' health and education, fostering a positive cycle of development of human capital. This investment in education is linked to several positive results, such as reduced fertility rates and improved health. For example, research in African countries has shown that female schooling is negatively correlated with fertility rates, with secondary education significantly reducing fertility. In Turkey, families with higher education levels have fewer children, which suggests that education contributes to better family planning and resource allocation (Baloglu, 1998). Additionally, educated individuals tend to make healthier lifestyle choices, further ornamental the value of human capital. In the US, smoking rates are significantly lower among educated populations, highlighting the broader societal benefits of education, De Walque, D. (1940).

(iv) Education and Trade

Education promotes innovation and knowledge accumulation, which improves a nation's capacity to compete in international markets. Open economies that invest in education tend to experience a positive feedback loop, where trade demands drive educational improvements, and a well-educated workforce enhances trade performance. Padoan, P. C. (1998) argue that knowledge accumulation significantly influences trade competitiveness, while Ben David and Loewy (1995) emphasize that trade facilitates knowledge acquisition through imports. Furthermore, the World Bank (Tilak, 1989) found that developing countries with high levels of education and macroeconomic stability experienced higher growth rates, underscoring the importance of education in leveraging the benefits of trade. This interplay between education and trade is crucial for sustainable economic development, as it enables countries to adapt to global market dynamics and technological advancements effectively.

Education acting a multifaceted role in economic growth by enhancing productivity, increasing income levels, developing human capital within families, and improving trade performance. The positive impacts of education are evident across various sectors and are essential for achieving sustainable economic growth. Investing in basic education not only elevates individual prosperity but also drives broader societal and economic advancements, making it a cornerstone of development strategies worldwide.

2.3 The Role of Basic Education in Economic Development

It is well acknowledged that basic education is an essential starting point for both personal growth and the advancement of the national economy. It gives people the fundamental skills they must support growth in the economy and engage in the workforce, including reading, numeracy, critical thinking, and problem-solving techniques. This note explores basic education's contribution to economic growth, analyzing its direct and indirect impacts on human capital formation, productivity, innovation, and poverty reduction.

(1) The Concept of Basic Education

Basic education naturally encompasses primary and lower secondary education, focusing on core academic dexterity such as reading, writing, and mathematics. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), basic education is a right for all and is key to achieving sustainable development (UNESCO, 2015). In many developing countries, achieving everyone should have access to basic schooling remains a priority due to its potential to transform economies and societies.

(2) Basic Education and Human Capital Formation

(a) Human Capital Theory

Among the most significant characters of basic education in economic development is its contribution to human capital formation. The information, abilities, and competences that people gain by education and training—which boost their productivity and capacity to support the economy—are referred to as human capital. Human capital theory, as developed by economists like Gary Becker (1993), says that investments in education enhance the productivity of individuals, leading to higher earnings and improved economic outcomes.

(b) Skills Development

Basic education lays the foundation for the growth of both cognitive and non-cognitive abilities. Literacy and numeracy, which are central to basic education, are necessary for performing everyday tasks, entering the employment market, and advancing in further education and training (Hanushek & Woessmann, 2020). Moreover, basic education fosters critical thinking, communication skills, and the ability to work collaboratively, all of which are essential for a productive workforce in a modern economy.

(c) Workforce Participation and Employment

According to studies, those with only a basic education have a higher chance of entering the workforce and landing a job, especially in fields that demand rudimentary reading and math abilities. In many developing countries, access to basic education significantly increases individuals' chances of escaping low-paying, unskilled labour and entering more productive and formal sectors (Psacharopoulos & Patrinos, 2018). Thus, basic education serves as a stepping stone for higher education and vocational training, which further enhance employability and productivity.

(3) Basic Education and Productivity

(a) Labor Productivity

Basic education contributes to increased labor productivity, it is a major force for economic expansion. Workers with basic education are more efficient in their tasks, better able to adopt new technologies, and more adaptable to changes in the labor market. Higher stages of education are related with better innovation, as educated workers are more inclined to participate in research and growth actions, leading to improved processes, products, and services (Hanushek & Woessmann, 2020).

(b) Agricultural Productivity

Basic education may be extremely important in boosting agricultural production in developing nations where a sizable section of the populace works in agriculture. Farmers with greater education levels are more inclined to apply modern farming practices make effective use of agricultural inputs, and manage resources responsibly. Basic education enables farmers to access and interpret information about market trends, weather patterns, and new technologies, ultimately increasing their yields and incomes (Lockheed et al., 1980).

(c) Industrial and Service Sectors

Within the industrial and service sectors, basic education equips workers with the skills needed to operate machinery, use computers, and perform customer service tasks. As economies move toward more service-oriented and knowledge-based industries, the demand for a literate and numerate workforce increase. Basic education thus serves as a foundation for economic diversification and the transition to higher-value-added industries (UNESCO, 2015).

(4) Basic Education and Poverty Reduction

(a) Breaking the Cycle of Poverty

Most people agree that basic education is an effective way to combat poverty. By equipping people with the skills, they need to land steady, well-paying jobs, basic education helps end the cycle of poverty. Research shows that even a few years of schooling can significantly improve individuals' earnings potential, leading to better living standards and improved access to healthcare, housing, and other essential services (World Bank, 2018).

(b) Gender Equality and Empowerment

Additionally, basic education is essential for empowering women and advancing gender equality, which has profound implications for economic development. Educated women are more probable to participate in the labor force, delay marriage and childbearing, and devote in the education and health of their children, creating a virtuous cycle of human capital development (Psacharopoulos & Patrinos, 2018). Economic development and poverty reduction rates are frequently better in nations that invest in the education of females.

(c) Social Mobility

In addition to its financial benefits, basic education promotes social mobility by providing opportunities for those from disadvantaged backgrounds to improve their socioeconomic status. Education levels the playing field, enabling individuals to access better jobs, higher wages, and improved quality of life. Consequently, societies with high levels of basic education likely to be fairer and more inclusive, which contributes to social cohesion and long-term economic stability (UNESCO, 2015).

(5) Basic Education and Innovation

(a) Innovation and Technological Adoption

While basic education does not directly lead to high-level innovation, it is a necessary precursor to creating a knowledge-based economy. Basic education provides persons with foundational skills required to pursue higher education, engage in scientific research, and contribute to technological advancements. Moreover, workers with Basic education is more capable of adopting and adapting to new technology, which is crucial for improving productivity and competitiveness in a globalized economy (Hanushek & Woessmann, 2020).

(b) Entrepreneurship

Basic education also fosters entrepreneurial activity by providing individuals with the skills to identify opportunities, manage resources, and take calculated risks. Entrepreneurs contribute significantly to economic progress by generating jobs, providing new products and services, and fostering competition. Studies have shown that individuals with basic education are more probable to start their businesses and contribute to the growing of small and medium enterprises (SMEs), which are energetic for economic development in many countries (World Bank, 2018).

2.4 The Alignment of Education Policies with SDG Targets by Some Selected Countries in Asia

(i) Japan

Japan's economic situation after World War II resurgence is closely tied to its investments in basic education. The importance on universal admission to primary and secondary education laid the foundation for a very talented staff capable of driving technological innovation. As noted by Sato and Yamamura (2016), Japan's education system prioritized STEM disciplines, which contributed to its leadership in industries like electronics and automotive manufacturing. The country's commitment to educational excellence continues to underpin its status as one of Asia's most advanced economies (OECD, 2020).

(ii) South Korea

South Korea's rapid economic transformation from a war-torn nation to a global economic powerhouse is often attributed to its strong focus on education. Universal access to basic education, coupled with investments in higher education and vocational training, has empowered South Koreans with the skills necessary for technological innovation and global competitiveness. Lee and Lee (2018) highlight

how educational reforms and a culture of academic excellence have propelled South Korea's economic growth, making it a leader in sectors like electronics, automotive, and shipbuilding.

(i) China

China's economic rise in recent decades has been supported by substantial investments in basic education and human wealth development. The expansion of compulsory education and initiatives to improve educational quality have contributed to significant gains in literacy rates and educational attainment levels nationwide. Barro and Lee (2013) discuss how China's educational reforms have bolstered its workforce capabilities, driven industrial productivity, and facilitated the country's transition to a manufacturing and technology hub on a global scale.

(ii) India

India's demographic dividend hinges on its efforts to enhance access to basic education and skill development initiatives. The country's focus on improving literacy rates and expanding educational opportunities has been crucial in preparing its vast youth population for future employment opportunities. Bloom et al. (2018) contend that investments in basic education are vital for harnessing India's demographic potential and promoting inclusive economic growth across diverse sectors such as information technology, healthcare, and services.

(iii) Singapore

Singapore exemplifies how strategic investments in education can contribute to economic prosperity and social cohesion. The country's education system, renowned for its emphasis on meritocracy and lifelong learning, has produced a highly skilled workforce adept at adapting to technological advancements. Tan (2017) discusses Singapore's comprehensive approach to education reform, which includes early childhood education, STEM education, and vocational training, positioning it as a center for innovation, technology, and finance worldwide.

Thus, basic education in Asia is indispensable for fostering inclusive economic growth, enhancing human capabilities, and promoting sustainable development. Effective policy interventions, coupled with targeted investments in educational infrastructure and teacher training, are essential to overcoming challenges such as educational inequalities and that everyone has fair access to

high-quality education (World Bank, 2023; ADB, 2025). By prioritizing basic education, governments can unlock the potential of their populations, laying a solid foundation for long-term socio-economic prosperity and resilience in an increasingly interconnected world.

2.5 Factor Influencing that Effects the Role of Basic Education

Basic education forms the cornerstone of human development and is essential for fostering individual potential and contributing to societal progress. As a primary means through which literacy, numeracy, and life skills are taught, basic education plays an instrumental role in both personal and national development. However, the effectiveness of basic education varies globally, influenced by a range of factors that can either enhance or hinder its role in transforming societies. This essay explores the critical factors that impact the role of basic education, including socioeconomic conditions, political stability, educational policies, quality of teachers, infrastructure, and global influences.

1. Socioeconomic Factors

Socioeconomic conditions are among the most significant determinants of the effectiveness of basic education. Factors such as family income, parental education levels, and overall poverty levels affect not just the availability of education but also the caliber of educational opportunities.

Poverty is a major barrier to accessing basic education, precise in developing countries. Families with little financial means sometimes struggle to enroll their kids in school since of the costs connected with uniforms, textbooks, and transportation, despite the provision of "free" education by many governments (World Bank, 2020). Children from low-income homes are more likely to discontinue their education because maintain family income, either through labor or caregiving responsibilities. Research suggests that children alive in poverty are less probable to achieve literacy and numeracy milestones compared to their more affluent peers (UNICEF, 2019).

Paternal education also plays a significant role in shaping children’s access to and success in basic education. Parents with higher education levels are more probable to understand the value of education and invest in their kids’ academic futures. They are also better equipped to help their children with homework and learning, leading to better educational outcomes (OECD, 2017). On the contrary, children from households

with low parental education levels may face difficulties in learning and motivation, further perpetuating cycles of poverty and limited educational attainment.

The rural-urban divide is another socioeconomic factor influencing basic education. Children living in rural areas often face challenges related to limited school infrastructure, teacher shortages, and long travel distances to schools (World Bank, 2019). This disparity between rural and urban areas highlights the unequal distribution of educational resources, contributing to educational inequity across different regions of a country.

2. Political Stability

Political stability is essential for the functioning of any education system. In countries affected by conflict, political turmoil, or governance challenges, basic education often suffers, leading to school closures, displacement of students, and poor-quality education services.

Armed conflict and political instability have devastating impacts on basic education. Schools are often targeted in conflict zones, with teachers and students being displaced or unable to access education due to safety concerns. According to the Global Coalition to Protect Education from Attack (GCPEA, 2020), among 2015 and 2019, there were over 11,000 attacks on educational institutions globally. This destruction of educational infrastructure significantly reduces the capacity to provide basic education in conflict-affected areas.

Psychological trauma is also more common among children living in war situations, which can negatively affect their ability to learn (Save the Children, 2018). Moreover, governments in conflict-affected countries often struggle to allocate sufficient resources to the education sector due to competing priorities like defense and reconstruction.

Political governance also affects the effectiveness of basic education. Countries with stable governments and sound education policies tend to have better education systems. Governments that prioritize education allocate more resources to school infrastructure, teacher training, and curriculum development, thereby enhancing the role of basic education in civilization. On the other hand, corruption and poor governance can lead to inefficiencies in the education scheme, including the

misallocation of funds, teacher absenteeism, and poor school management (UNESCO, 2015).

3. Quality of Teachers

Every educational system is built on its teachers, and one of the most important indicators of academic achievement is the caliber of instruction. Issues that affect the quality of teachers include their training, experience, motivation, and the support systems available to them.

Effective teacher training is critical for ensuring that educators have the skills necessary to deliver quality education. In many developing countries, teachers often lack sufficient training, particularly in rural areas. Rendering to the World Bank (2018), many teachers in low-income nations have not undergone formal teacher education programs and rely on outdated teaching methods such as rote memorization. This inhibits their capacity to engage kids in critical thinking and problem-solving activities that are required for a well-rounded education.

Continuous professional development is also vital for teachers to stay updated on pedagogical innovations and adapt to the changing needs of students. Unfortunately, in many regions, there is minimal focus on in-service training or continuous professional development for instructors, which reduces their effectiveness in the classroom (OECD, 2017).

Teacher motivation significantly influences the quality of basic education. Teachers who are underpaid, overworked, and lacking in resources are less likely to be motivated to perform at their best. In many developing countries, low salaries and poor working conditions contribute to high absenteeism rates and teacher attrition, leading to an unstable learning environment for students (UNESCO, 2020).

In contrast, teachers who are well-compensated and supported with professional development opportunities are more likely to be committed to their work and provide high-quality instruction. Incentivizing teachers to work in rural and underserved areas through better pay and benefits can also help address the teachers are unequally distributed across urban and rural regions.

4. Educational Infrastructure

Adequate infrastructure is fundamental to the delivery of basic education. Schools need well-maintained buildings, access to sanitary facilities and clean water, electricity, using educational resources like technology and texts to create a favorable learning atmosphere.

The condition of school buildings and facilities can significantly impact students' learning experiences. In many developing countries, schools in rural or underserved areas are often in poor condition, with dilapidated classrooms, insufficient seating, and absence of essential facilities such as clean water and sanitation facilities (UNICEF, 2018). This not only affects students' health but also contributes to high absenteeism and dropout rates, particularly among girls who lack access to separate and private sanitation facilities.

In today's digital era, access to technology has become a critical component of education. However, many schools, particularly in low-income regions, lack access to computers, the internet, and other digital resources that could enhance learning opportunities (World Economic Forum, 2020). Investment in educational technology can bridge learning gaps, especially in remote areas, by giving students access to internet materials and interactive learning tools.

5. Curriculum and Learning Outcomes

The curriculum determines the quality and relevance of basic education. A well-designed curriculum not only conveys information and skills, but it also fosters critical thinking, creativity, and problem-solving capabilities in pupils. However, several factors can affect the relevance and effectiveness of the curriculum.

A curriculum that is tailored to the specific needs of a country or region is more likely to produce positive learning outcomes. In many countries, however, curricula are outdated and fail to address the skills required in the modern economy. For instance, some education systems still emphasize repetition memorization rather than critical thinking and applied skills, which can limit students' aptitude to succeed in the workforce (UNESCO, 2015).

Efforts to reform the curriculum should focus on incorporating skills such as digital literacy, financial literacy, and environmental education, which are increasingly important in today's global economy. In addition, curricula should be culturally inclusive, reflecting the diversity of students' backgrounds and promoting social cohesion.

Assessment and evaluation methods also play an important part in shaping the effectiveness of basic education. Many education systems rely heavily on standardized testing to evaluate students' progress, which can encourage a narrow focus on exam preparation at the expense of holistic learning (OECD, 2018). Reforming assessment

techniques to include more competencies, such as problem-solving and teamwork, can assist to enhance educational quality.

6. Global Influences and International Support

International institutions, such as UNESCO, UNICEF, and the World Bank, play a significant part in supporting education systems everywhere the world. Through funding, policy advice, and technical assistance, these clusters assist nations in raising the standard and accessibility of basic education.

International funding plays a crucial role in addressing gaps in education infrastructure, teacher training, and learning resources, particularly in low-income countries. For sample, the Global Partnership for Education (GPE) has provided over $6.7 billion in funding to support education programs in 89 countries, benefiting millions of children (GPE, 2021).

The United Nations Sustainable Development Goal (SDG) 4, which goals to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," has been a driving force behind global efforts to improve basic education (UN, 2015). International frameworks such as SDG 4 provide a roadmap for countries to follow in their pursuit of universal access to quality education, and they encourage collaboration between governments, civil society, and worldwide organizations.

The function of basic education in fostering human development, economic development, and social cohesion is undeniable. However, several factors influence the effectiveness of basic education, including socioeconomic conditions, political stability, teacher quality, infrastructure, and international influences. Addressing these difficulties necessitates a multifaceted strategy that includes collaboration among governments, education, communities, and international organizations. By giving every child access to high-quality education, countries can help their inhabitants reach their full potential and create more affluent and fair futures.

2.6 Review on Previous Studies

Hanushek, E. A., & Wößmann, L. (2007), studied “The Role of Education Quality for Economic Growth” and the role of education in promoting economic well-being, concentrating on the importance of educational excellence. It concludes that there is considerable evidence linking individual earnings, income distribution, and economic development to the population's cognitive skills rather than just academic

performance. The intensity of the relationship between skills and growth, the complementarity of skills and the caliber of economic institutions, and the importance of both basic and advanced skills are all supported by recent empirical data. International comparisons based on longer-term cognitive skill data show far larger skill differences in developing countries than those based just on academic performance and attendance. Given the magnitude of the necessary transformation, it is clear that substantial structural changes in educational institutions would be necessary to close the economic gap with developed nations.

Shaikh (2014), stated in "Role of Teacher Related Factors in Basic Education: A Case of Government. Secondary Schools in Karachi, Pakistan" that the findings indicate that the teachers had a very negative experience. According to the study, the majority of government teachers are generally regarded as being below average, insufficient, and having poor knowledge delivery skills. However, certain factors and complications are overlooked, such as the fact that it is extremely difficult for teachers to function effectively in the absence of a suitable learning environment, resource fulfillment, and mental and financial fulfillment. The background analysis indicated that instructors' service terms/conditions and competency were substantially connected with students' academic accomplishments. It has been found that instructors are suffering monetarily and socially for their own survival. Furthermore, the instructors' social prestige has consistently declined. These issues have mostly contributed to the steadily declining levels of secondary education in Karachi.

Seoung Jae Lim (2018), stated in "The Development of Education in South Korea (Analysis on the Basis of Relationships Between Higher Education Development and Economic Growth)" that a number of nations have affected Korea. After more than 36 years of Japanese colonization, Korea went through an internal civil war that split the country into Northern and Southern Korea. In addition to being completely devastated, Korea also suffered from the post-war breakdown of its social infrastructure in terms of business, culture, education, and society. The government's duty and responsibility to improve higher education and achieve economic growth is also the most important element; doing so will enable it to maintain and have an impact on a positive cycle of educational advancement and economic growth. It is problematic to determine if education progress caused or affected economic growth. More in-depth study was required to identify a micro-correlation between educational advancement, namely higher education, and economic growth.

Naw Sant (2018), stated in "A Study on Factors Affecting Students' Motivation in the English Language Classrooms at Maija Yang Institute of Education, Kachin State, Myanmar" that the study's findings imply that in order to train the future generation of MIEd instructors in addition to being competent to teach English, student instructors also need to have access to up-to-date teaching and learning materials. Start with the school's amenities, such the library, which has computers, books, and other educational materials. Lack of resources and learning facilities at an institution is likely to irritate pupils and lessen their motivation to learn. Furthermore, as teachers are viewed as sources of motivation for English language learners, MIEd students should be taught by English language instructors who possess greater understanding of teaching materials, a better awareness of classroom happenings, a stronger sensitivity to context, and respect for students.

Tin Tin Mar (2019), stated in "Factors Influencing the Completion of Basic education Primary Level: A Case Study of Some Primary Schools in Meiktila Township, Myanmar," study looked into how student-related factors affected completion in Meiktila Township's public primary schools. The data demonstrated that in rural regions, support from familial, study interest, school attendance, and interest in education were more important than other characteristics. Additionally, in urban areas, the following factors were more significant: family birth order, interest in education, interest in studying, parental engagement in school activities, and the development of a reading habit. The percentage of students that passed grade level was found to be influenced by a number of factors, including gender, age, qualification, position, service, and the interaction of these factors. Additionally, this study discovered a strong correlation between community-related traits and passing the grade level. Other characteristics were less important in rural areas than school distance, community educational attainment, and asking parents' friends for recommendations. In Meiktila Township, the local educational level and recommendations from friends or parents had a greater influence.

May Thu Kyaw (2021), stated in "Factors Influencing Teacher Educators' Research Engagement in the Reform Process of Teacher Education Institutions in Myanmar" that Data were collected through semi-structured interviews with teacher educators and college principals as well as document analysis using the qualitative case study research methodology. In each example, teacher educators' perspectives on

research, engagement strategies, motivations, and challenges were examined, along with institutional expectations and support for their research involvement, using a summative approach to qualitative content analysis. The results indicate that teacher educators' involvement in research is influenced by personal, institutional, policy, and system-related factors. This demonstrates that teacher educators' autonomy in research engagement, policy knowledge, and buy-in should be safeguarded in addition to taking intrinsic and extrinsic incentive into account.

Yew Jin-Lee and Jeanne Ho (2022), stated in "Basic Education in Singapore**"** that described the process of continuously reviewing and adjusting the national academic curriculum, as well as the system-wide trend toward emphasizing a complete education that includes character and citizenship education. We also provide examples of teacher and school autonomy within a national curriculum. The chapter explains the School Excellence approach, a self-assessment method intended to assist schools in enhancing their ability for self-evaluation and school growth, as well as our special cluster support system. Information is given on how teachers are developed during pre-service and the different professional development opportunities available to in-service teachers, both inside and outside of their schools, with the belief that an education system is only as good as its teachers, middle managers, and school leaders. Additionally, there is a section on how a Leader Growth Model and a list of ten Leadership Skills for Principals are used to provide teachers with leadership skills with opportunities to lead and develop into school leaders. We conclude by summarizing the six primary, interconnected pillars of modern educational reform.

CHAPTER III
BASIC EDUCATION SECTOR IN MYANMAR

3.1 Historical Background of Education in Myanmar

The government's Ministry of Education oversees the educational system of Myanmar, sometimes referred to as Burma. The Departments of Higher Education (Lower Burma and Upper Burma) oversee universities and professional institutions in both regions. which have offices in Mandalay and Yangon, respectively. The current Burmese educational system is modeled after the country's system, which was heavily impacted by British colonialism. The British colonial administration established the first government high school in 1874. This government high school underwent renovations and changed its name to University College, Rangoon, two years later. The majority of schools are still government-run, despite a notable growth in the number of privately sponsored English-teaching facilities. Students in Myanmar are required to stay in school until they graduate from primary school or become nine years old. Nonetheless, 15 to 16 is the international benchmark for school age.

According to 2014 Myanmar Census, the country's literacy rate is 89.5% (92.6% for men and 86.9% for women). However, the government spends only 1.2% of its annual budget on education, which is a small amount. Beginning in kindergarten, second language instruction is provided in English.

In Burma before to colonization, the primary educational institution was the Sangha, a highly esteemed and widely distributed network of local monastic institutions. The king and the local population provided these institutions with both political and financial support, and they were crucial in forming the nation's educational system.

3.1.1 Early Status of Education in Myanmar

The majority of the initial British mission schools in Myanmar, including La Salle schools that date back to 1860, were nationalized after General Nay Win's order restoration on April 1, 1965. According to the Human Rights Measurement Initiative (HRMI), Myanmar barely meets 84.3% of the benchmarks for education entitlement, after accounting for the country's income level. HRMI investigates the rights to elementary and secondary education to assess the notion of the right to education.

Myanmar is only achieving 71.9% of what should be possible for secondary education given the country's income level, whereas 96.7% of what should be possible for basic education given its resources (income).

The Sangha served as the leading educational institution in pre-colonial Burma. In this sense, the term for school in Burma, kyaung, is the same as the word for monastery. Providing for the welfare of the populace was one of the king's primary Buddhist duties in royal Burma. The government did not control the schools; instead, local donations to the monastery frequently provided funding. Nonetheless, the state had a significant stake in its advancement since monks' provision of educational assistance offered crucial political legitimacy. Girls receive their education at home, learning rudimentary literacy and other valuable skills in the family and marketplace. At the same time, boys were taught full-time or part-time as novices inside the monastic system, primarily focusing on holy scripture.

Major changes were made to Myanmar's educational system during the British colonial era, especially about gender equality. Women's access to education was significantly increased when the British tried to institute secular education under their colonial control. The number of female students enrolled in schools rose by 61% (or 45,000 students) between 1911 and 1921 and by another 82% (or 100,000 students) between 1921 and 1931 as a result of the growth of the colonial and private education systems, which mostly took the shape of educational institutions exclusively for ladies. This growth in female education was reflected in the 33% increase in women's employment in public administration, law, medicine, education, and journalism between 1921 and 1931 (96%, 64%, and 33%, respectively).

It was believed that Burma would soon become the first Asian Tiger in the region after the government pushed to educate and liberate the people after achieving independence on January 4, 1948. However, the 1962 coup d'etat left Burma poor and isolated. Teachers from ethnic schools were replaced with Burmese-speaking educators once all schools were nationalized and turned up to the Ministry of Education. The failure of numerous minority language schools began in Karen, Kachin, Shan, and other regions. Following the passage of the New University Education Law the previous year, Burmese also took the place of English as the primary language of teaching at Burmese institutions in 1965. The outcome was a sharp decline in Burmese English competence. In 1982, English was used as a teaching language once more. To spread students until they were prepared to graduate, the Burmese government established a two-year

regional college system in 1977 (A conventional university was where the third and fourth years were spent). The scheme was abandoned in 1981.

Burma's institutions were closed for two years in response to student protests during the 8888 Uprising, a pivotal moment in Myanmar's history. This uprising, which took place on August 8, 1988, was a pro-democracy movement that saw widespread protests and a brutal crackdown by the military. The government's decision to institute a single academic year includes a six-month semester response to crises led to the continuation of a deficient educational system under the newly instituted framework in the 1990s. Even though the SPDC government set erratic start dates for colleges and institutions, students continued to engage in protests against the administration. The school was closed for an additional three years in 1996 and 1998 as a result of two further student strikes.

3.1.2 Current Status of Education in Myanmar

The educational system achieved great strides despite the disturbances. After colleges and universities were reopened in 1999, the government spread out universities throughout different areas. Some universities were transferred to relevant ministries' purview. The new system eliminated one year from university degrees and only offered a bachelor's degree after three years. However, progress was made rapidly. In a major step toward bringing Burmese education up to line with international standards, the Ministry of Foreign Affairs formally announced in 2005 that 156 colleges and institutions in Myanmar had obtained full government accreditation.

Preschools serve children older than two and are either a part of public systems or necessitate a high level of care. When a child turns five, kindergarten starts (though they can't be less than four years and eight months when the school year starts). The primary, lower secondary, and upper secondary schools in Burma are run by the Department of Basic Education, and their official opening date is June 1. Attendance at primary school is officially mandatory. Students must pass a comprehensive exam covering the foundational topics before continuing on to secondary school, which lasts for five years. Secondary institutions are usually formed by combining middle and high schools. Secondary middle schools offer classes from standard 5 to standard 8, whereas secondary high schools offer classes up to standard 12. Children from wealthy and well-known families are sometimes granted easy entry to the most prestigious secondary schools. Corruption has a significant negative impact

on educational equality. In primary and secondary school, however, the "no-failure education system" is essentially implemented. The only time the system is changed after high school or when a student is admitted to a college or university is when they take the University Entrance Exam.

Students can choose to focus on the arts or science when they start high school. English, math, and Burmese are mandatory courses for all high school students. While science students take three extra subjects—chemistry, physics, and biology—art students study geography, history, and economics. The courses that are covered in the matriculation exams and the universities to which students can apply are likewise determined by these paths.

After grade 12, students take the University Entrance Examination, generally known as the English matriculation exam. Every year in mid-March, the Board of Examinations conducts it. A good is a distinction awarded for receiving high marks in a certain topic. Students who score distinctions in four or more disciplines, or around 480/600, are typically admitted to Myanmar's most prestigious institutions, senior engineering and medical universities. In June, test results will be disclosed at testing centers around the country. Since 2007, Mon State has had the greatest matriculation pass rate in the country.

3.2 The Role of Ministry of Education in Myanmar

Since the ancient Burmese monarchs had the chance to attend and study in monasteries spread throughout every town and region, Myanmar has had access to education. The British government started to transition from a monastery to a classroom-based educational paradigm in 1866 when it founded and opened an education department in the lower region of Burma. Rangoon College was established in India in 1884 and was accepted as a Calcutta University associate. Yangon University was renovated and opened in 1920. Mandalay Upasa College was enlarged and made an integrated part of Yangon University in 1925. The Teacher Training School (Norman School) opened its doors in Yangon in 1876. A teacher education diploma program was introduced by Yangon University's Department of Education in 1922. Teacher's College started as a Yangon University integrated college in 1931. The National Teacher Training Institute opened its doors in Yangon in 1947. The education plan for establishing a new life was drafted following Myanmar's independence, and four-year plans were created and put into effect in 1952. The three

"A" classes were also opened and trained in accordance with the public education project, which read for basic education. Prior to 1962, universities-built faculties like forestry, opened and offered specialized courses, and established engineering, education, law, science, agriculture, and social studies. Some faculties have been open as independent universities since 1962.

Projects for four-year education have been in place since 1971. Education seminars were conducted in the basic education sector, and strategies for its continuation were created. conducted educational survey investigations and carried out education research initiatives. The three "A" tasks for senior literacy were completed quickly between 1964 and 1965.

There was a specific four-year plan for national education from the fiscal year 2000-2001 to the fiscal year 2003-2004. The 30-year national education plan, which is being executed in six short-term (5-year) project periods, was established from the fiscal year 2001-2002 to the fiscal year 2030-3031.The National Education Strategic Plan (2016-2021), a five-year plan, has been undertaken by the Ministry of Education to advance Myanmar's social and economic development. Comprehensive changes have also been successfully implemented at several levels of the national education system. The National Education Strategic Plan's (2016–2021) goals are as follows: 2020–2021 By the end of the fiscal year, it resulted in the effective execution of:

> "All schools and learning centers saw notable gains in student learning as a result of better teaching and learning. Training and vocational education; innovation and research will be fostered."

3.2.1 Functions of the Ministry of Education

Education planning to support the Ministry of Education in fulfilling its duties and achieving its strategic objectives: To enhance formation and service delivery, it is necessary to facilitate efficient human resource management and build on the noteworthy accomplishments of the National Education Strategic Plan (2016–2021).

All educational sectors shall be developed consistently by the Ministry of Education, which will also supply top-notch human resources for the socioeconomic advancement of the country. Expert technology To create an educational system that can address the challenges of the twenty-first century by developing generations with high levels of empathy (EQ), vocational education and training professionals are generated by grade, intellectual intelligence (IQ), and mature stability.

Rendering to the National Education Strategic Plan's (2016–2021) major accomplishments, the MOE must continue to build human resources with the aptitudes and competencies that enable them to operate in novel ways. Making decisions to support projects requires a broad expansion of digital systems and services in order to interact with stakeholders in education. This allows for the prompt acquisition of accurate and reliable information both nationally and regionally. High-quality services and responsive solutions are offered. Strategic Plan for National Education (2016–2021) Significant efforts have been made to create new organizations and systems. Policy analysis, critical considerations, quality assurance, curriculum revision, and offering decision-making and direction for the establishment of vocational courses in partnership with higher education institutions are some of these activities.

To achieve the above programs, the Ministry of Education:

- Developing new sustainable financial models; adjusting financing to support and priority activities; estimated financing; strategic use of common funds and capital
- Improving decision-making capacity and engagement of stakeholders in education related to financial management for organizational development
- Effective use of digital technology and systems will be implemented to ensure transparency and efficiency in the public financial management process in a short period of time.

In order to ensure that every school-age kid has the opportunity to get a basic education, the Ministry of Education is putting new measures into place. enhancing school facilities, enhancing school morale, giving all kids free textbooks and basic school supplies, offering scholarships and suitable resources to pupils from disadvantaged backgrounds, and allocating cash for school development for all kinds of elementary schools. The Basic Education Advanced Outcome Indicator Framework, the Basic Education Conceptual Framework, and the Pillars to Achieve Top Priority Activities, Strategies, and Business Plans are described in this chapter.

The four pillars of basic education serve as the foundation for the basic education concept index framework: chance, Curriculum It explains the reciprocal benefits of teaching, learning, and assessment. principals, students of teachers At the national and regional levels, Parent-Teacher Associations carry out plans and policies under the direction of the Ministry of Education. They take part in state-level institutions and systems. The three pillars of quality assurance, management, and international

collaboration and partnerships will be prioritized to support the administrative requirements and procedures that form the foundation of high-quality education and to fortify the educational system.

3.2.2 Organizational Structure of the Ministry of Education

The MOE seeks to assist national economic development, foster research, and educate future-focused advanced scientific and technology experts. In 1996, the Ministry of Education grew into the new Ministry of Science and Technology in order to enhance and correct the goals. Research and development, intellectual property, standardization, quality control, nuclear safety, fundamental infrastructure development, and human resource development were the main focuses of this ministry. In order to create impetus for national growth, the Ministry of Education amalgamated with the five departments of the Ministry of Science and Technology in 2016. At the moment, the MOE is in charge of four areas of national growth.

Research and development category

1. Human resource development category
2. Foreign collaboration and co-operation category
3. Rural development category

On 17 June, 2021, the State Administration Council reformed the Ministry of Education as the Ministry of Education and the Ministry of Science and Technology.

Departmental Bodies

- The Minister's Office
- Department of Higher Education
- Department of Teacher Training
- Department of Human Resources and Educational Planning
- Department of Basic Education
- Myanmar Language Commission
- Department of Myanmar Examinations
- Department of Myanmar Education Research Bureau (MERB)

There are seven departments under the Ministry of Education:

1. Administration staff
2. Department of Higher Education
3. Department of Basic Education

4. Department of Myanmar Language Commission
5. Department of Myanmar Board of Examinations
6. Myanmar Educational Research Bureau (MERB)

The Deputy Ministers and the Minister are the ultimate bosses of the Ministry of Education's office staff. They are in charge of department staff, ministry administration, and financial planning within the ministry. They also create educational policies and oversee the execution of educational programs.

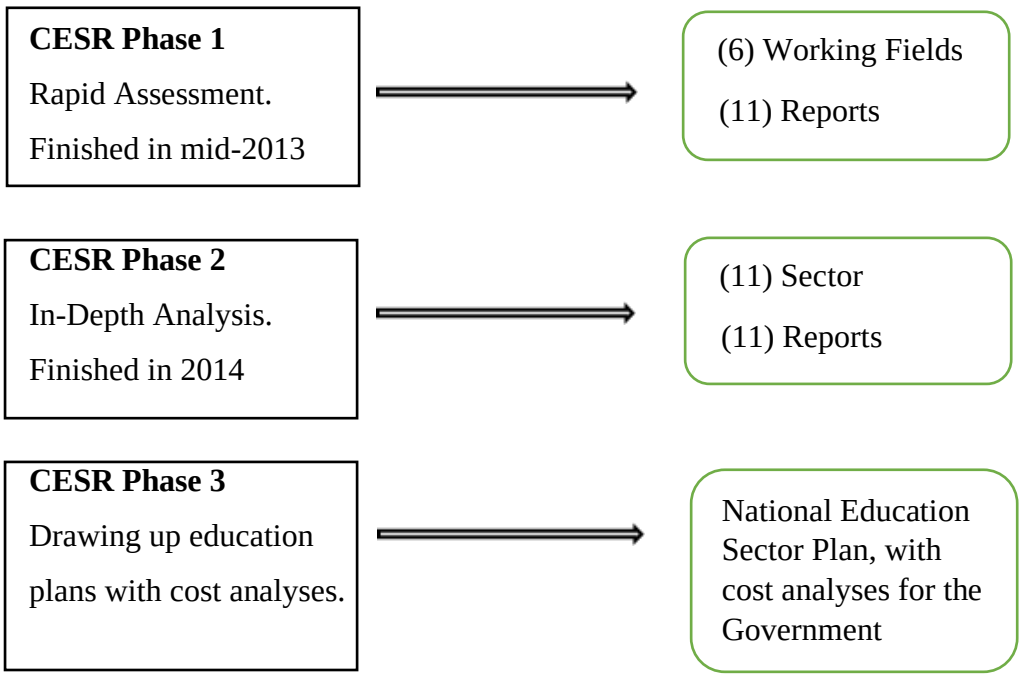
3.3 Educational Reforms

The government of Myanmar is putting both short-term and long-term plans into action to enhance the nation's educational system and establish a learning society in order to meet the challenges of the Knowledge Age. The Myanmar government has made a determined effort to promote the education sector in response to the demands of an educated workforce and citizens who want to economic growth and the eradication of poverty. Under the former president's direction, the civilian administration has been implementing reforms nationwide since 2011, with a focus on education to improve human resources. These changes include curricular improvements, teacher training programs, and infrastructure development. In order to address the nation's growing demand for human capital, Myanmar's recently elected democratic administration, which took office in March 2016, has also made reforming the country's educational system a top priority. The primary educational institution in Myanmar is the MOE. Primary, lower secondary, and upper secondary (KG+12 (5-4-3)) are the three levels of the basic education subsector, which is mostly provided by the MOE. In addition to the MOE, other ministries that oversee the provision of higher education include the Ministry of Defense, the Ministry of Health and Sports, the Ministry of Religious Affairs and Culture, and the Ministry of Science and Technology, which is responsible for postsecondary vocational education.

Building a solid educational system takes time. Both short-term and long-term programs have been pursued by Myanmar's consecutive administrations to enhance the educational system. In order to grow the education sector and strive toward the development of highly trained human resources, the Ministry of Education created the Special Four-Year Education Creation Plan, which ran from the 2000–2001 Fiscal Year (FY) to the 2003–2004 FY. Furthermore, the government of Myanmar developed the 30-Year Long-Term Basic Education Plan (FY 2001–02 to FY 2030–31) in 2001 as a

long-term plan that would be carried out in six five-year phases. 36 programs for the higher education sector are included in the 30-Year Long-Term Education Development Plan, which focuses on six areas: enhancing primary education quality and accessibility; conserving national identity and culture; and producing high-quality higher education development and supporting national development initiatives. The government and development partners organized the Conference on Development Policy Options with Special Reference to Health and Education Sectors in February 2012 to start enacting substantive changes in the education sector, which is the most crucial area for the country's growth. Together with internal and external specialists, development partners officially launched the Comprehensive Education Sector Review (CESR) in July 2012. Already, in 1992, a CESR was established. The objectives of CESR are to create a plan to assess the current state of affairs and a plan to improve quality and advance the education sector. The following are the areas of concentration for CESR: Policy, legislation, administration, and funding come first; followed by elementary education, teacher education, non-formal education, technical vocational education and training (TVET), higher education, and information and communication technology (ICT) in that order. CESR employs a methodology that includes a thorough analysis of education in order to develop a plan to raise the standard and accessibility of education across the country. The first three stages include rapid evaluation, thorough analysis, and the development of a single, all-inclusive national education sector plan that incorporates a government cost analysis. These three words make up CESR.

Figure (3.1) The Process of CESR (Comprehensive Education Sector Review)



Source: Department of Education Planning and Training

In October 2013, the government established 18 topical working groups and the Education Promotion Implementation Committee (EPIC) to develop plans and strategies for realistic educational changes. The primary objective of EPIC is to create strategies for implementing educational reform in order to demonstrate our unwavering commitment to this cause. Our devotion is further demonstrated by the fact that CESR's primary goal is to develop suggestions for changes to the educational system. The fact that the EPIC working groups and the CESR team are working together to create an agenda for educational reform is proof of our joint efforts. The following two strategies have already been created by CESR and EPIC, who collaborate on Phase 3 of CESR:

(i) Two-year plan for the years 2014–15 to 2015-2016;

(ii) Five-year plan for the years 2016–17 to 2020-2021;

The CESR is making significant progress and is nearly complete with its sector-wide costed National Education Sector Plan (NESP), which aims to enhance teaching and student learning in all schools and educational institutions by 2021.Since the Private Schools Registration Law was passed in 2011, 335 private schools have been allowed to start. The current Myanmar administration created a 100-day plan for every ministry to improve the education system.

The Ministry of Education outlined eight key procedures, including school upgrades, more effective enrollment programs, and teacher assessment programs for lectures. The MOE has implemented programs for school enrollment, sanitation, health, and development during this time to complete the eight primary processes. 3312 schools received upgrades in the 2016–2017 academic year. Additionally, the ministry helped teachers from universities and colleges, as well as those in Mandalay, Nay Pyi Taw, and Yangon, access banking systems so they could access their pay. Additionally, the ministry has loosened several regulations to allow university and college faculty members to attend Sectors 2011–2012 and 2015–2016. An increase in the number Higher Education Basic Education 277,644 331,619 53,975 11,074 Training for Teachers 13,307 2,233 The number of instructors in Myanmar increased by 1,334 1,868 534 throughout five years; (Source); The actions and advancements of Union Ministries over five-year terms (2011-2012 to 2015-2016) in doctoral programs. To provide children who were unable to complete their conventional education for a variety of reasons with another opportunity to learn, the ministry also established Alternative Education. The ministry collaborated with 18 other ministries and 14 regional governments to establish short-term vocational training institutions in Mandalay, Yangon, and Nay Pyi Taw. Assessment programs were also developed for educators who give lectures in the education and training sectors.

3.3.1 Challenges and Barriers in Myanmar's Education Reform

Myanmar is trying to make revamping education reform a national priority for human development by removing public school fees, enacting a new national education legislation, and increasing its funding. However, there are still significant challenges to be addressed. The following is a list of some of the actions the government has taken to address these problems.

(1) Previous and Current Legal and Policy Foundation

The 2008 Constitution serves as Myanmar's founding document and serves as the cornerstone for the nation's democratic transition and educational reform. Every Myanmar person has the right to an education, and the 2008 Constitution specifies the Union's obligations and duties in this area. Most importantly, the Constitution's obligation to citizens regarding their right to education is outlined in clause 366 of Chapter 8: Citizens, Fundamental Rights, and Duties of Citizens: According to Article

366, "Every citizen shall, in conformity with the educational policy established by the Union:

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

Once more, the Constitution outlines the Union's responsibilities for the delivery of education, which is connected to the health sector, in Chapter 1: 28. The Union shall:

a. earnestly strive to improve the education and health of the people;
b. enact the necessary laws to enable the nation's people to participate in matters of them
c. education and health;
d. implement a free compulsory primary education system; and implement a modern education system that will promote all-around correct thinking and a good moral character, contributing towards the building of the nation."24 Furthermore, the Constitution mandates that the government pass the legislation necessary to guarantee that individuals have the chance to engage in issues pertaining to enhancing the educational system in order to promote democracy.

(2) Government Policies and Initiatives to Increase Access to Education, Past and Present

The previous government's education reform plan was a particularly important step in the transformation of the education sector. At the first regular session of Pyi Daung Su Hluttaw's first term on March 30, 2011, the President unveiled his 10-point program for education reform. This was a powerful move to expedite the process of education modification. The 20-Year Long-Term Plan, known as the "Basic Education Sector National Education Promotion 20-Year Long-term Plan 2011-2031," was created to encourage education reform. It lists the key themes of the 30-year Long-Term Education Plan and supports the President's 10-point education strategy.

The 20-year plan also outlines important policy initiatives that are being carried

out to improve access to education, like the introduction of the unrestricted, mandatory primary education program and the distribution of stipends to students from low-income households. In addition, the school grant program is another important step in the reform process that aims to improve educational access and expedite the decentralization of the basic education administrative structure. The present government established the 16-point reform plan, which is still in effect today, with the goals of promoting decentralization, inclusive education for all citizens, and the implementation of quality assurance mechanisms in all educational sectors.

(3) Implementing Policies and Continuing the Reform Process with Regard to Past and Present Stakeholders

Even though Parliament is still reviewing the Law on Free and Compulsory Education and the Law for TVET, the program's implementation started in 2011–2012 when more than 5 million primary school children received free textbooks valued at more than USD 1.59 million. The government has been pushing parents to take their children to school by giving school uniforms for all primary school-aged children in addition to school textbooks.

All basic education schools were the focus of the 2011–2013 official introduction of stipends and scholarship programs aimed at increasing educational access. During the academic years 2012–2013 and 2013–2014, the government invested USD 0.5 million in each program. 28 In a nutshell, the government's legal and policy reform agenda's earlier steps show the long-term and urgent attempts to enhance education's three primary areas: management, quality, and access. However, the reform process and its implementation are still ongoing. 29 The curriculum and teaching methods in the basic education sector and the university entry system in the higher education sector have both undergone substantial changes during the present administration.

Decentralization and teacher and student unions are not mentioned in the previous version of the 1973 Myanmar Law Board of Examination, which has previously been amended and filed for the legislative process. 30. The fact that teachers are now allowed to teach in ethnic languages in remote, mountainous regions where speakers of such languages live is another important change. The National Education Commission created the independent National Education Standards and Quality Assurance Committee to carry out the following sub-articles found in Section 54 of the

National Education Laws: (a) all educational levels must implement quality assurance programs; (b) assessments of educational standards and quality must be conducted both internally and externally; and (c) the Commission must establish evaluation standards and procedures to ensure quality. 31 Since the present government's policies haven't fundamentally altered the previous one, they have demonstrated stability and are keeping the reform process moving forward until its 2030 target date.

(4) Curriculum Restructuring and Instructional Approaches in the Myanmar Educational System

Every educational level requires a solid curriculum, which is essential to effective instruction. One of the goals set forward by former President H.E. U. Thein Sein for the improvement of national education is raising Myanmar's educational standards to an international standard. The school curriculum, which has been in use for more than ten years, has to be revised in order to do this. The curriculum for primary education was revised in AY 1998–99 and in AY 2000-01, it was first implemented. In AY 2000–01, the upper secondary curriculum was updated, and in AY 2001–02, the lower secondary curriculum was updated.

To update and transform the high school curriculum to a worldwide standard, the Basic Education High School Level Seminar on Upgrading Curricula and Syllabi was conducted in April 2006. The current upper secondary school curricula and syllabi were implemented during the 2008–09 academic year. From elementary school to lower secondary, every subject is necessary. Three elective topics are available to students in Myanmar's upper secondary education: geography, history, economics, physics, chemistry, and biology. Additionally, Myanmar is an optional subject. Math and English are necessary. The lower primary education curriculum now includes General Studies (natural science, moral education and civics, and life skills), Aesthetic Education (music and painting), Physical Education, and School Activities. This is because the primary curriculum should include basic life skills such as thinking and reasoning, literacy, numeracy, and hygiene. The upper primary curriculum currently offers co-curricular classes in Basic Science, Aesthetic Education (music and art), School Activities, Social Studies (geography, history, civics, moral education, and life skills), and Physical Education. Human rights education is taught in Grades 6 through 10 under Moral Education and Civics, while environmental education and personal hygiene/health education are taught through a range of themes in all basic education

institutions. The goal of life skills education, which is taught as part of the national curriculum, is to help pupils live in harmony with their surroundings in a way that is both physically and mentally healthy. Additionally, the life skills curriculum, child-centered activities, and an engaging, participatory approach all serve to stimulate kids' communication, interpersonal, and personal abilities. Even though the new curriculum now includes those disciplines, school curricula can still be seen as centrally planned, disregarding local needs and circumstances. Additionally, textbooks and instructional aids are centrally regulated, and rote learning is encouraged. Teachers in Myanmar are accustomed to teaching from textbooks, and students' exams and assessments follow this same format. However, customs and methods like teacher-centered learning, rote learning, and so on cannot actually lead to educational success. The government intends to implement the child-centered method to teaching across the country in order to enhance students' intelligence, creativity, and critical thinking. The Child-Centered Approach (CCA), which has been used since AY 2004-2005 with assistance from UNICEF and the Japan International Cooperation Agency (JICA), has failed for 19 reasons, including a lack of teaching and learning resources, a shortage of teachers, crowded classrooms, high teacher-student ratios, overloaded curricula, rote memorization, and exam systems. Despite their desire, teachers occasionally find it difficult to implement CCA due to the aforementioned obstacles. Additionally, while being encouraged to implement the Child-Centered Approach, some teachers continue to emphasize the outdated exam-based system and teacher-fronted "chalk and talk."

Teachers are anxious to complete the textbook activities for the chapter-end assessments, even though textbooks are meant to help students think independently and discuss topics individually or in groups. As a result, pupils lack critical thinking abilities since the focus is on memorization of classroom lessons in order to pass the test. As a result, the majority of people concur that the Myanmar educational system's teaching strategies still require improvement. Beginning with the academic year 2016–17, the Thirty-Year Long-Term Education Development Plan (FY2001–02–FY 2030–31) calls for the implementation of several initiatives, including improving the quality of basic education. One such program is KG + 12 (KG + 5–4–3). The new, well-adapted curriculum is being used to teach kindergarteners in order to adapt to the evolving demands of the contemporary circumstance. Because the new kindergarten curriculum employs a teaching strategy that integrates music, dance, poetry, games, and storytelling to guarantee that the kindergarteners comprehend the world and how to act

in society, teachers feel that it differs from the former subject-based curriculum. They believe that this is the best way to create a more enjoyable learning environment for these young children. A top official who has previously participated in the CESR claims that the updated curriculum would reduce the prevalence of rote learning and ensure that students grow into independent thinkers with a distinct sense of creativity.

The Myanmar (CESR) Phase 1 suggested curriculum modification for the secondary education sector for the following reasons: (i) to improve quality, reduce overload, eliminate overlap and gaps in content coverage, and ensure continuity in the current curriculum; (ii) to align with the planned restructuring of school grades; (iv) to align the Myanmar curriculum to the ASEAN regional standard; and (iii) to meet the needs of a technology-based society facing rapid socio-economic development. Frameworks are being developed for each subject in order to prepare new curricula at the primary, lower secondary, and upper secondary levels for students in grades 1 through 12. The Commission of National Education Framework will accept those curricular frameworks after they have been submitted to the curriculum committee. After that, the curriculum will be created using the elementary, lower secondary, and upper secondary curriculum frameworks, and it will be utilized for instruction.

3.4 Basic Education Master Plan

The Myanmar government acknowledges that the education part is essential to reaching the overarching growth objective of raising people's standard of living. In order to achieve the intended social and economic transformation, basic education development has been a top priority and a crucial prerequisite. A number of structural changes and policies have been implemented to raise the standard of education for adults and pre-primary students in order to achieve this goal. The Basic Education Master Plan (BEMP) prioritized the growth of elementary education while attending to the government's top priorities.

The constitution of UNESCO, which was adopted on November 16, 1945, is based on the principle of "full and equal opportunities for education for all." Additionally, according to the 1948 Universal Declaration of Human Rights, "Everyone has the right to education." At "the World Conference on Education for All," held in Jomtien, Thailand, in 1990, these principles were reaffirmed.

> Basic education was defined as "educational activities designed for people to acquire necessary knowledge and skills to survive, to develop their

full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning."

More precisely, early childhood education, primary education, lower secondary school, and non-formal education (such as literacy, community, religious, and adult education) were all included in the definition of basic education.

3.4.1 Vision

Our Vision: The Ministry of Education is the main provider of education in the Union of Myanmar and is functioning with the vision to create an education system that will generate a learning society capable of facing the challenges of the Knowledge Age.

Our Motto: To Build a Modern developed country Through Education.

Our Modes: Formal Education (FE), Non-formal Education (NFE), and Informal Education (IFE).

3.4.2 Educational Objectives

The Government of Myanmar has established the following primary goals in order to establish an educational system that is in line with the nation's cultural, traditional, and social values as well as an economic system that would support national growth and nation-building:

1. To make it possible for everyone to get a basic education; 2. To center education around enhancing moral principles; and 3. To advance knowledge, especially the scientific and technological expertise required for nation-building
4. To generate state-loyal technicians, skilled laborers, and knowledgeable intellectuals with real-world experience who would support efforts to develop the country.
5. To provide residents with training to attain holistic development
6. To enable those who possess the necessary intelligence, quality, and diligence to get a university education
7. To provide undergraduate and graduate courses to working individuals so they can continue their education while working.

3.4.3 National Policies

Rules for Adult Education

- Establishing open and diversified education for all by three delivery modes of education
- Providing opportunities towards access to quality education for all citizens, including adults

3.4.4 National Action Plan for Education for All (EFA)

To create a society that values lifelong learning, the MOE is carrying out both Short- and long-term educational development programs. In addition to improving diversity and raising the standard of higher education, the education development plan's execution has significantly expanded access to higher education. According to the government's plan, fall school-age youngsters nationwide are now being enrolled.

In 1999–2000, this program was started for the teaching of all schoolchildren. Ninety-one per cent of all school-age children could be surveyed this year. Likewise, 91.5 percent could be achieved in 2000-01, 92.05 percent in 2001-02, 93.07 percent in 2002-03, 95.05 percent in 2003-04, 96.56 percent in 2004-05, 97.58 percent in 2005-06, 97.84 percent in 2006-07, 98.01 percent in 2007-08, 98.13 percent in 2008-09, and 98.25 percent in 2009-2010. This program is being introduced at basic education institutions to increase school enrollment and lower the dropout rate, as all school-age children are being promoted to primary education.

In December 2003, the following goals were created for the plan (EFA-NAP).

Table (3.1) National Action Plan for All (EFA)

Sr. No.	Particular	2002	2005	2010	2015
1	Gross enrolment in ECD Program (Percent of total population of 3-5 years age	10.0	15.0	20.0	25.0
2	Percentage of new Grade 1(KG) entrants with ECD attendance	8.00	10.0	15.0	20.0
3	Gross Intake Rate (Children enrolled in Grade 1 of primary level, KG, as a percentage of total population of 5-9 years of ages)	112.04	108.0	105.0	100
4	Gross Enrollment Ratio (Children enrolled as a percentage of total population of 5-9 years of age)	90.8	94.0	98.0	99.5
5	Net enrolled ratio (Number of 5-9 years children enrolment as a percentage of total population of the same age group)	78.0	85.0	90.0	95.0
6	Percentage of school teachers having required academic qualification	95.5	96.0	98.0	99.5
7	Percentage of primary and middle school teachers who have attended certified courses	80.0	97.0	98.0	99.0
8	Pupil Teacher Ratios (Number of pupils for one teacher primary)	33:1	32:1	30:1	30:1
9	Survival Rates to Grade 4 (1991-1992)	67.0	74.0	83.0	91.3
10	Rate of Primary Level Pupils				
	(a) K. G	80.0	82.05	85.0	90.0
	(b) Promotion Rates – KG (1)	94.0	96.0	98.0	99.0
	(c) Promotion Rates – KG (2)	92.0	95.0	98.0	99.0
	(d) Promotion Rates – KG (3)	91.0	99.0	98.0	99.0
	(e) Promotion Rates – KG (4)	98.0		99.0	99.0
11	Adult Literacy rate (Percentage of the population over 15 years of age that is literate)	91.8	92.5	95.0	99.0

Source: Department of Education Planning and Training (October-2008)

The 30-year long-term educational development plan includes ten Basic Education programs. These programs will be carried out throughout the course of six five-year medium-term plans. "Building a modern developed nation through education" is the motto of MOE's most ambitious goal to date. Some of the Plan's initiatives are:

(1) The establishment of an educational system for modernization and development
(2) the completion of basic education by all citizens
(3) the improvement of basic education quality
(4) the provision of pre-vocational and vocational education opportunities at all basic education levels
(5) the provision of facilities for e-education and ICT
(6) the provision of all-around developed citizens
(7) the development of educational management capacity
(8) increased community involvement in education
(9) the expansion of non-formal education
(10) the growth of educational research

3.5 Educational Strategies

Early childhood care and education: availability and quality of foundational education are the two target areas of the Myanmar National Action Plan for Education for All 2003-2015, which is based on the long-term education development plan and the framework of goals and implementing MDGs. For this reason, the long-term plan's programs will be implemented in tandem with the six methods to accomplish these aims. These tactics include the following:

(1) Developing and expanding the child-friend of schools
(2) Making basic education more accessible to children
(3) Increasing retention and completion rates in school
(4) Enhancing literacy and continuing education through non-formal education
(5) Assisting children to develop their fullest potential
(6) Modernizing education management and information systems

There are several difficulties in relation to those tactics. When it comes to primary education access, the basic education sector is making progress. However, the following obstacles must be overcome in order to hasten future advancements:

(a) Controlling the sharp rise in primary school enrollment rates in order to attain the percentage of all children who complete the primary education cycle, which may be accomplished with close community and governmental cooperation.

(b) Better use of multimedia resources during the primary school teaching and learning process.

(c) As a result of the rise in primary school enrollment, the pre-service and in-service teacher training programs have expanded.

(d) Improving the credentials of instructors in tandem with the growth of legally compliant private tuition as a part of the private education industry

(e) Learning to make progress together can be achieved by sharing the burden of public education with private educational procedures.

(f) Greater participation and input from communities, social groups, and well-wishers.

In practically every school, inclusive education has emerged.

For the development of primary education, progress and challenges need to be taken into account.

3.6 Organizational Structure of Basic Education Sector

On April 1, 1998, the Basic Education Development and Higher Education Department was reorganized by the government. There were several adjustments made to basic education. The 1973 Basic Education Law superseded the 1996 Basic Education Law. A new Department of Planning and Training was established in April 1998 after the Basic Education Department was split up, as explained below,

1. Department of Basic Education No (1) (Lower Myanmar)
2. Department of Basic Education No (2) (Upper Myanmar)
3. Department of Basic Education No (3) (Yangon Division)
4. Department of Education Planning and Training
5. Department of Basic Education No (4) (Mandalay)

Those organizations have been giving the necessary guidelines and instructions for development in the basic education sector.

3.6.1 Basic Education System

Myanmar's basic education system consists of four years of lower secondary school, three years of upper secondary education, two years of upper primary education, and three years of lower elementary education. Students take matriculation exams at the conclusion of upper secondary school in order to enroll in postsecondary education. All basic education institutes are under the supervision of the Ministry of Education. The Department of Basic Education and the Department of Education Planning and Training are in charge of managing and administering basic education in accordance with the orders of the statutory authorities and organizations. The first three are the Syllabus and Textbook Committees, Basic Education Councils, Basic Education Curriculums, and Teacher Education Supervisory Committees.

1. Basic Education Council

The Deputy Minister for Education served as the chair of the Basic Education Council, which was established in compliance with the Basic Education Law (1973). The following are the duties performed by the Basic Education Councils:

(a) To offer instructions for the following in compliance with the education policies:

1. Aligning basic education instruction with higher education and vocational education

2. Education of Teachers

3. Developing in-service teachers' capacity

4. Determining a teacher's qualifications, registering them, and upholding their dignity

5. Syllabi and curricula

6. Textbooks

7. School Museum and Library

8. Establishing new basic education schools, closing existing ones, upgrading existing ones, and managing and inspecting schools

9. The state, together with the community, identifies ways to ensure that all people have access to basic education.

10. Offering level-by-level mandatory instruction at the appropriate time

(b) Reviewing and reorganizing all basic education programs to comply with policy and further the country's growth; and

(c) Following all directives from the government

2. Basic Education Curriculum

Committee for Textbooks and Syllabi the Basic Education Council oversaw the formation of this committee. The Director-General of Basic Education serves as its chair. It performs the following functions:

(a) In consensus with the direction of the Basic Education Council: -

1. To create, evaluate, and update curricula and syllabuses for basic education
2. To compose and release textbooks
3. The creation of educational resources
4. To discuss ideas and recommendations for conducting tests

(b) Curriculum and syllabus development

1. Subject groups and subject-based groups can be created.
2. A curriculum team with a regional focus can be established.

(c) Textbook writing

1. To write, evaluate, and approve textbooks, small working groups might be established.
2. Changes must be made in compliance with the Basic Education Council's criteria for the development of working group activities.

Table (3.2) Basic Education System

Level	No. of years	Age	Grade
Primary	5	5+ to 10+	1 to 5
Lower-Secondary	4	10+ to 14	6 to 9
Upper-Secondary	3	14+ to 17+	9 to 12

Sources: Department of Education Planning and Training MOE (Since 2016)

The primary goals of basic education, as stated in the Basic Education Law of 1973, are to:

(1) Prepare Union of Myanmar people for employment by providing them with a foundational education, sound health, and moral character.
(2) To provide the framework for suitable occupational training and education.
(3) To prioritize scientific instruction that can enhance and expand the productive force.
(4) To prioritize the teaching of arts that can preserve and advance the state's literature, fine arts, and culture.

The primary educational objectives must be met in order to advance the country's educational objectives and to create a solid foundation for pursuing further education. These objectives are to:

(1) make basic education accessible to all;
(2) develop knowledge, including scientific and technical know-how, required for nation-building;
(3) train technicians, skilled workers, and knowledgeable intellectuals with practical experience who will support nation-building efforts and be loyal to the state; and
(4) permit university education for all those who possess the intellectual capacity, caliber, and industry ownership.

Special Education Four-Year Plan (2000-01 to 2003-04) The Ministry of Education created the unique Four-Year Plan for Education, which was implemented from 2000–2001 to 2003–2004, with the goal of advancing the education sector, specifically aiming to develop highly qualified human resources and introducing regional human resource development programs. The Special Plan specified 21 programs for the higher education subsector to implement and 6 programs for the basic education subsector to implement.

The six work programmes outlined in the plan for the basic education sub-sector are:

1. To revise and reform the basic education curriculum
2. To introduce a new assessment system, to redefine completion of basic education, and to restructure the university entrance examination
3. To introduce multimedia classrooms to enhance the teaching-learning process
4. To upgrade the quality of teacher education
5. To support all-round development activities
6. To universalize primary education

The successful completion of the work programmes for basic education in the Special Four-Year Plan has brought about fundamental development in the basic education sector. The achievements in brief are:

1. Increase in school enrollment rates
2. Major revision of the curriculum of the three levels in basic education with the addition of important components

3. Review of the old assessment system that encouraged rote learning and replacement with continuous assessment procedures that promote rational thinking, creativity, and problem-solving skills in learners
4. Extensive establishment of multimedia classrooms that make use of printed, non-printed, display, electronic, projected media, and computer aided instruction
5. Upgrading of teacher training institutions and teacher quality

Under the thirty-year long-term education development plan, ten programs will be implemented in the basic education sector (2001-02 to 2030-31).

(1) Establishing an education system for the nation's modernization and development

(2) Ensuring that all people receive a basic education

(3) Enhancing the quality of basic education

(4) Providing access to pre-vocational and vocational education at various basic education levels

(5) Enhancing access to teaching, learning, and communication technology leading to e-education

(6) Producing citizens who are well-rounded

(7) Building educational management capacity

(8) Conducting basic education activities in cooperation with the community

(9) Enhancing non-formal education activities

(10) Enhancing education research

3.6.2 Curriculum

In addition to Myanmar, English, and mathematics, the curriculum for elementary education was created in 1988 to include life skills, civics, and morals in the lower primary level, as well as social studies (history and geography) and basic science as essential topics.

Table (3.3) Primary School Curriculum

Subjects				Lower Primary	Upper Primary
1.	Basic Communication Skills	1	Myanmar		
		2	English		
		3	Mathematics		
2.	Expansion of knowledge	1	General Study		
		2	Social Study		
3.	Skill and Attituditional Development	1	Aesthetic Education		
		2	Physical Training and Supports		
		3	School Activities		

Sources: Department of Education Planning and Training MOE (Since 2016)

Prevocational education has been added to the middle school curriculum. With Myanmar, English, and mathematics designated as core subjects and students free to select any three electives from Physics, Chemistry, Biology, Geography, History, Economics, and Optional Myanmar Forming and Combinations, the high school curriculum has seen significant.

Table (3.4) Secondary School Curriculum

Subjects				Lower Primary	Upper Primary
1.	Basic Communication Skills	1	Myanmar		
		2	English		
		3	Mathematics		
2.	Expansion of knowledge	1	General Science		
		2	History		
		3	Geography		
		4	Economics		
		5	Additional Myanmar		
		6	Physics		
		7	Chemistry		
		8	Biology		
3.	Skill and Attituditional Development	1	Moral and Civics		
		2	Pro Vocational Subject		
		3	Physical Education		
		4	Life Skills		
		5	Aesthetic Education		
		6	School Activities		

Sources: Department of Education Planning and Training MOE (Since 2016)

3.6.3 Evaluation System

In the process of learning, evaluation is essential. It ought to encourage learning and represent the caliber of learning. Prior to 1998, the primary assessment method used in Basic Education Schools was exams, which consisted solely of written assessments. The outcomes of these tests were used to determine a student's grade advancement. To finish the student's other crucial talents and abilities, the examinations were disregarded. Thus, the evaluation system was modified at the Basic Education Level and the Continuous Assessment and Progression System (CAPS) was put into place beginning with the 1998–1999 school year. Under this approach, students are assessed

through two mechanisms: chapter-end examinations and the Comprehensive Personal Record (CPR), which consists of the following six events.

Events (1)

-75% attendance

-Obeying school disciplines

-Helping teachers

-Growing trees and plants at school

Events (2)

- Involvement in regional and state development initiatives

- Labor's contribution to public affairs

Events (3)

- Supporting a parent's income

Events (4)

- Sports participation and physical activity

Events (5)

- Performing activities aimed at enhancing national spirit

- Taking part in literary, artistic, and musical movements

Events (6)

- Involvement with social and educational groups

In addition to evaluating academic achievement, the new approach is intended to support students' intellectual, social, physical, and mature growth.

Students must maintain a 75% attendance rate, take the chapter-end tests regularly, follow school rules and regulations, avoid social crimes, care for younger students, grow trees and plants, make the school environment green, assist parents with their livelihoods, participate in sports and physical activities, and engage in aesthetic education through literary activities, music, singing, dancing, and painting themselves neat and tidy, according to the CPR Comprehensive Personal Record for the primary level.

The underlying idea behind curriculum change and assessment system reform has been to instill in Myanmar pupils a sense of community, recognition of their national obligations, and commitment to lifelong learning.

Middle school and high school components in addition to the records created for their elementary school grades, comprehensive personal records also contain the following:

(1) Taking part in the state's and the local community's development initiatives;

(2) Volunteering for community service.

(3) Getting involved in team activities. scholastic clubs and groups, as well as charitable organizations like the Red Cross, etc.

3.7 Teaching Methodology

3.7.1 Teaching – Learning Approaches

For learning to be effective, teaching-learning strategies are crucial. There have been numerous attempts to switch from the traditional lecture format and memorizing technique to the Child-Centered Approach (CCA) in schools. With support from UNICEF, UNESCO, and JICA (Japan International Co-operation Agency), Education Colleges and the curriculum section of the section of Education Planning and Training held a number of CCA trainings. The CCA technique has been employed consistently in teaching and learning by the majority of educators. Teachers must receive CCA training in order to implement CCA methods effectively, and class numbers should be lowered. Beginning in 2004, the CCA and SCCA Projects were launched with the assistance of MOE and JICA.

Table (3.5) CCA Project Townships in Year 2004

No.	Township	Responsible Organizations	State or Division
1	Gyo binguak	Basic Education Resource Development Centre (BERDC)	Bago Division (West)
2	Chanmyatharzi	Basic Education Resource Development Centre (BERDC)	Mandalay Division
3	Dala	Basic Education Resource Development Centre (BERDC)	Yangon Division

Source: SSCA Project Report, MOE and JICA, 2007

Table (3.6) CCA Project Townships in Year 2005

No.	Township	Responsible Organizations	State or Division
1	Yankin	Yankin Education College	Yangon Division
2	Thingangyon	Thingangyon Education College	Yangon Division
3	Helgu	Helgu Education College	Yangon Division
4	Pyay	Pyay Education College	Bago Division (West)
5	Chanayetharzin	Mandalay Education College	Mandalay Division
6	Meiktila	Meiktila Education College	Mandalay Division
7	Sagaing	Sagaing Education College	Mandalay Division
8	Monyawa	Monyawa Education College	Sagaing Division

Source: SSCA Project Report, MOE and JICA, 2007

Table (3.7) CCA Project Townships in Year 2006

No.	Township	Responsible Organizations	State or Division
1	Minbu	Minbu Education College	Magway Division
2	Pakokku	Pakokku Education College	Magway Division
3	Taungoo	Taungoo Education College	Bago Division (West)
4	Pha-an	Pha-an Education College	Kayin State
5	Mawlamyine	Mawlamyine Education College	Mon State
6	Kyaukphu	Kyaukphu Education College	Rakine State
7	Taunggyi	Taunggyi Education College	Shan State(South)
8	Myitkyina	Myitkyina Education College	Kachin State

Source: SSCA Project Report, MOE and JICA, 2007

Table (3.8) CCA Project Townships in Year 2007

No.	Township	Responsible Organizations	State or Division
1	Pathein	Pathein Education College	Magway Division
2	Phyapon	Phyapon Education College	Magway Division
3	Myaung Mya	Myaung Mya Education College	Bago Division (West)
4	Dawei	Dawei Education College	Tanintharyi Division
5	Lashio	BERD/ Meiktila Education College	Shan State (North)
6	Kyaington	BERD/ Taunggyi Education College	Shan State (East)
7	Hakha	BERD/ Pakokku Education College	Chin State
8	Loaikaw	BERD/ Thingangyoun Education College	Kayah State

Source: SSCA Project Report, MOE and JICA, 2007

3.7.2 Teacher Education

Being an effective teacher requires having at least two skills: academic and professional. Teaching is a difficult act. All instructors must receive teacher education in order to develop these abilities. Currently, two Institutes of Education (IOE) train high school teachers, while 20 Education Colleges (EC) train teachers for elementary and middle schools. The Civil Service Selection and Training Board oversees the University for the Development of the National Races (UNDR), which provides training for regional ethnic teachers from border and renote regions.

The Department of Basic Education had five Teacher Training Colleges (TTC) and fourteen Teacher Training Schools (TTS) prior to the 1998–1999 school year. The number of untrained instructors during the 1997–1998 academic year prior to the Education Promotion Programs is displayed in table (9). In line with table (9),

Table (3.9) Untrained teacher in Primary and Middle Level in 1997-98)

No.	Teacher	Total Number of Teacher	Untrained Teacher	Untrained Teacher Percent %
1	Primary Level	118713	60843	51.16%
2	Middle Level	51795	29896	%7.72%

Sources: Department of Education Planning and Training MOE

The number of untrained teachers in Primary level is 51.16% of the total number of teachers in the country.

The number of untrained teachers in Middle level is 57.72% (percentage) of total teacher in the country.

All 19 Teacher Training Schools and Colleges were promoted to Education Colleges in 1998. Pre-service and in-service courses are offered in all 25 of the ECs that existed in 2002. The Department of Education Planning and Training (DEPT) is in charge of overseeing the Education Colleges. Between 1998 and 2004, all of the inexperienced teachers received training. The Institutes of Education, which are overseen by the Civil Service Selection and Training Board and the Department of Higher Education, provide training for senior instructors. The following are the teacher education programs offered by education colleges and institutes of education:

Table (3.10) Institutes of Education (Inservice Course)

No.	Course	Duration
1	B.Ed. Correspondence Course	2 years
2	M.Ed. Corse	2 years
3	Master of Philosophy (Education)	2years
4	Doctor of Philosophy (Ph.D.)	5 years

Source: MOE, Progress Report on Execution of a Unique Four-Year strategy for the sector of Basic Education, 2014

Table (3.11) Institutes of Education (Pre-Service Course)

No.	Course	Duration
1	B.Ed Direct Intake	4 years
2	B.Ed (ECs Transition)	2 years
3	Post Graduate Diploma in Teaching (PGDT)	2 years
4	Post Graduate Diploma in Multi-Media Arts (Education) (PGDMA)	2 years
5	Certificate in Education Technology (CET) (Full Time)	2 months

Source: MOE, Progress Report on Execution of a Unique Four-Year strategy for the sector of Basic Education, 2014

Table (3.12) Education College (In-Service Course)

No.	Course	Duration
1	Primary Teacher-ship Correspondence Course	1 year
2	Education College Basic Primary Teacher-Ship Course (Saturday and Sunday)	1 year
3	Township Basic Primary Teacher-Ship Course (Saturday and Sunday)	1 year
4	Junior Teacher-Ship Correspondence Course	1 year
5	Education College Basic Junior Teacher-Ship Course (Saturday and Sunday)	1 year

Source: MOE, Progress Report on Execution of a Unique Four-Year strategy for the sector of Basic Education, 2014

Table (3.13) Education College (Pre-Service Course)

No.	Course	Duration
1	Diploma in Teacher Education (DTED)	2 years
2	Diploma in Teacher Education Competency (DTEC)	1 year
3	Primary Teacher-Ship Special Courses	3 months

Source: MOE, Progress Report on Execution of a Unique Four-Year strategy for the sector of Basic Education, 2014

The production of qualified teachers is the responsibility of education colleges and institutes. 51% of elementary school instructors and 57.72% of middle school teachers were inexperienced. The MOE intended to expand teacher education programs in these institutions and construct new IOEs in order to train these educators and generate new teachers.

Since education colleges were upgraded in 1998, the owing courses are provided.

(1) **Pre-Service Training**

(1) Diploma in Teacher Education (2 years)

(2) Diploma in Teacher Education Competency (1 year)

(3) Certificate in Teacher Education (1 year)

(2) In-service training

(1) Correspondence Course for Primary Teacher Education

(2) Correspondence Course for Lower Secondary Teacher Education

(3) Education College Based Training for Teacher Education

(4) Township Based Training for Teacher Education

(5) Special 3-month Training for Primary Teacher Education

Table (3.14) Education Colleges in Myanmar

No.	Education Colleges	Division / State
1	Yankin Education College	Yangon Division
2	Thingangyon Education College	Yangon Division
3	Hlegu Education College	Yangon Division
4	Mandalay Education College	Mandalay Division
5	Meiktila Education College	Mandalay Division
6	Taungoo Education College	Bago Division (East)
7	Pyay Education College	Bago Division (West)
8	Pathein Education College	Ayeyarwady Division
9	Myaungmya Education College	Ayeyarwady Division
10	Bogalay Education College	Ayeyarwady Division
11	Magway Education College	Magway Division
12	Pakokku Education College	Magwady Division
13	Mawlamyine Education College	Mon State
14	Myitkyina Education College	Kachin State
15	Taungyi Education College	Shan State
16	Sagaing Education College	Sagaing Division
17	Monywa Education College	Sagaing Division
18	Kyaukphyu Education College	Rakhine State
19	Dawei Education College	Tanintharyi Division
20	Pha-an Education College	Kayin State
21	Lashio Education College	Shan State
22	Loikaw Education College	Shan State
23	Hakha Education College	Chin State
24	Katha Education College	Sagaing Division
25	Kyaington Education College	Shan State

Sources: Department of Education Planning and Training MOE

CHAPTER IV

ANALYSIS ON BASIC EDUCATION IN MYANMAR

This chapter provides a comprehensive analysis of the state of basic education in Myanmar, focusing on the period from 2002-2003 to 2022-2023. The analysis aims to evaluate the effectiveness and implementation of universal basic education within the formal education sector, shedding light on the progress, challenges, and impact of educational policies and practices during this timeframe. The chapter begins by reviewing the historical context and evolution of basic education in Myanmar, highlighting key policy changes and educational reforms. It then delves into an examination of the current status of basic education, including enrollment rates, educational attainment, and disparities in access and quality across different regions and demographics.

Using secondary data from authoritative sources such as the MOE, the DEPT, and SYB, this chapter employs Ordinary Least Squares (OLS) analysis to explore the relationships between various factors influencing basic education. The analysis aims to identify trends, assess the effectiveness of educational initiatives, and provide insights into areas requiring further attention. By systematically evaluating these aspects, this chapter seeks to contribute to a deeper sympathetic of the successes and limitations of basic education in Myanmar and to offer recommendations for future improvements in the education scheme.

4.1 Quantity Improvement of Basic Education in Myanmar

This section examines the improvements in the quantity of basic education in Myanmar, focusing on three critical areas: the changes in the quantity of basic education schools, teachers, and pupils. Understanding these changes is essential to evaluating the growth and accessibility of the education system and determining its effectiveness in meeting the demands of the population.

4.1.1 Changes in Basic Education Schools in Myanmar

This subsection investigates the evolution of basic education schools in Myanmar, highlighting the significant changes in their number and distribution over recent years. The expansion of educational institutions is a critical indicator of progress in the effort to provide accessible and equitable education to all segments of the population. This analysis explores the trends in the founding of new schools, the upgrading of existing facilities, and the geographical distribution of educational institutions. By examining these changes, we aim to understand how they have contributed to increasing educational access, particularly in underserved and rural areas. The chart below displays the number of basic education schools in Myanmar from 2002 to 2022.

Table (4.1) Numbers of Basic Education Schools in Myanmar (2002-2022)

No.	Years	No. of Primary Schools	No. of Middle Schools	No. of High Schools	Total Schools
1	2002-03	36095	2105	990	39190
2	2003-04	36267	2121	1017	39405
3	2004-05	36213	2157	1074	39444
4	2005-06	36206	2160	1081	39447
5	2006-07	36205	2160	1085	39450
6	2007-08	36144	2160	1097	39401
7	2008-09	36159	2158	1099	39416
8	2009-10	36155	2171	1199	39525
9	2010-11	36129	2211	1179	39519
10	2011-12	36206	2225	1245	39676
11	2012-13	36359	2245	1343	39947
12	2013-14	36635	3751	2795	43181
13	2014-15	36410	4860	3134	44404
14	2015-16	38017	2624	1924	42565
15	2016-17	38197	2635	1972	42804
16	2017-18	37422	3936	2287	43645
17	2018-19	36274	5631	2600	44505
18	2019-20	35881	6547	2854	45282
19	2020-21	35881	6547	2854	45282
20	2021-22	35598	7085	3042	45725
21	2022-23	35461	7274	3132	45867

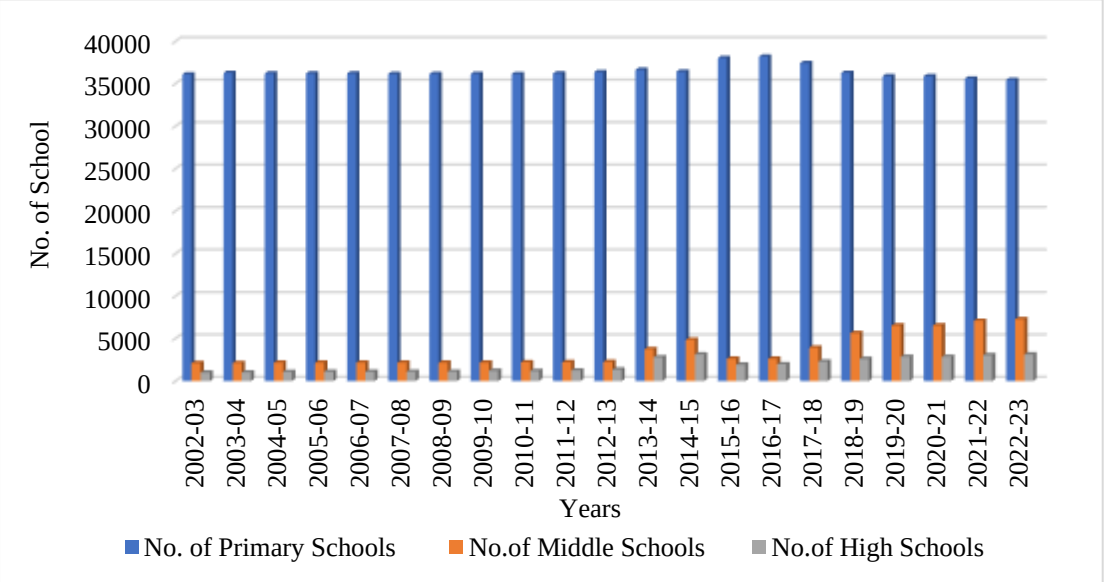
Source: Statistical Year Books (2003,2007,2011,2015,2019,2023)

The data presented in Table 4.1 offers a inclusive overview of the number of basic education schools in Myanmar from the academic year 2002-2023, including primary, middle, and high schools. Over this period, the total number of schools shows a gradual increase, reflecting ongoing efforts to expand educational infrastructure.

From 2002 to 2022, the total number of schools rose from 39,190 to 45,867, representing a notable increase of 6,677 schools. This growth indicates a positive trend towards increasing access to education. The number of primary schools has remained relatively stable, fluctuating slightly around 36,000 schools, with a modest decrease from 36,095 in 2002-03 to 35,461 in 2022-23. This stability suggests that while the number of primary schools has not seen significant expansion, it has been sufficient to accommodate the needs of the primary education sector.

In contrast, the number of middle and high schools shows more significant changes. The number of middle schools increased substantially, from 2,105 in 2002-03 to 7,274 in 2022-23. This significant rise, particularly sharp in recent years, reflects a strategic focus on enhancing access to secondary education. Similarly, the number of high schools also saw a considerable increase, growing from 990 in 2002-03 to 3,132 in 2022-23. This growth indicates efforts to improve educational opportunities at higher levels, aiming to provide students with better educational pathways and prepare them for further education or the workforce. The number of basic education schools in Myanmar from 2002 to 2022 is shown in Figure (4.1).

Figure (4.1) Numbers of Basic Education Schools in Myanmar (2002-2022)



Source: Statistical Year Books (2003,2007,2011,2015,2019,2023)

The data indicates a concerted effort to enhance the quantity of educational institutions across Myanmar. The expansion of middle and high schools, in particular, highlights a strategic shift towards improving access to secondary and higher education, aligning with broader educational goals. This increase in the number of schools is a positive development, contributing to greater educational accessibility and potentially improving educational outcomes across the country. However, greater analysis of how these quantitative changes translate into educational quality and student outcomes is required to ensure that the expansion successfully serves the needs of all learners.

4.1.2 Changes in the Number of Teachers in Basic Education in Myanmar

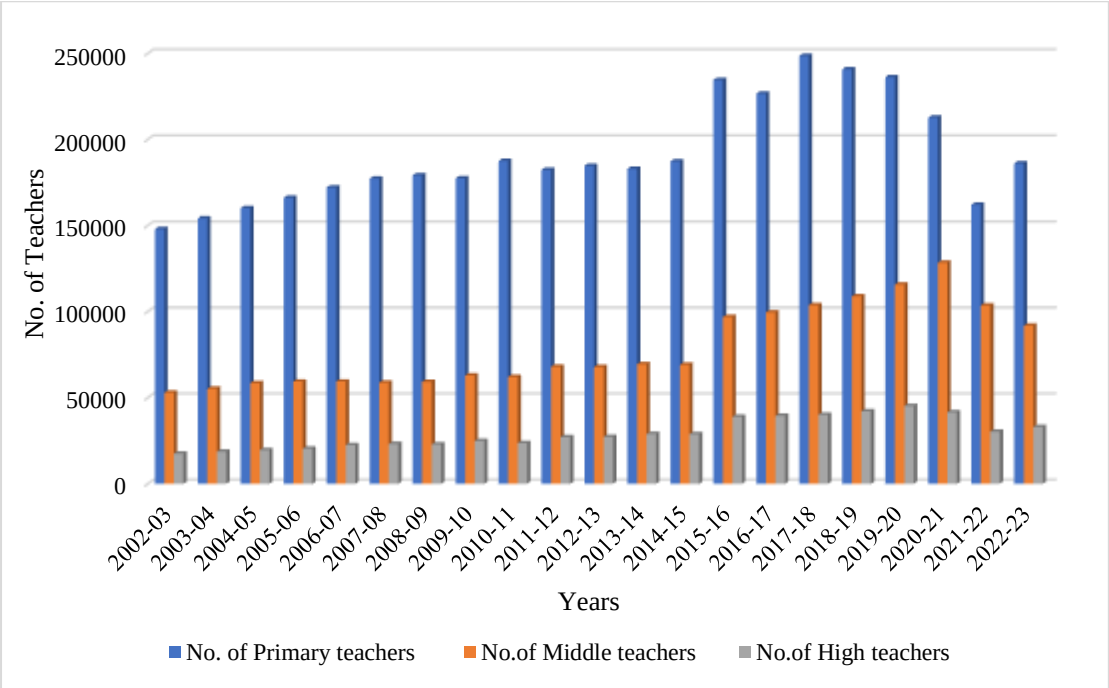
This article examines the changes in the number of teachers in Myanmar's basic education system during the last two decades. Teachers have an important role in the efficacy of education, and a growth in their numbers frequently indicates efforts to accommodate rising demand for education and improve student-teacher ratios. This study investigates changes in teacher recruitment, distribution, and retention across primary, middle, and high schools. The subsection's goal in assessing these developments is to determine how well the education system has adjusted to the growing number of pupils and school expansion. Furthermore, it aims to emphasize the difficulties in retaining adequate and skilled teaching personnel, particularly in rural and disadvantaged locations, as well as the influence these issues have on educational quality and learning results. Table 4.2 and Figure 4.2 show how the number of teachers in Myanmar's basic education system has increased between 2002 and 2022.

Table (4.2) Numbers of Teachers at Basic Education in Myanmar (2002-2022)

No.	Years	No. of Primary teachers	No. of Middle teachers	No. of High teachers	Total No. of Teachers
1	2002-03	148026	52941	17635	218602
2	2003-04	154151	55248	18673	228072
3	2004-05	160110	58488	19656	238254
4	2005-06	166195	59432	20405	246032
5	2006-07	172209	59434	22509	254152
6	2007-08	177331	58809	23192	259332
7	2008-09	179268	59243	22961	261472
8	2009-10	177511	62954	24971	265436
9	2010-11	187577	62122	23647	273346
10	2011-12	182390	68079	27175	277644
11	2012-13	184743	67883	27200	279826
12	2013-14	183027	69477	28948	281452
13	2014-15	187327	69212	28817	285356
14	2015-16	234605	96959	39031	370595
15	2016-17	226676	99500	39524	365700
16	2017-18	248584	103790	40117	392491
17	2018-19	240862	108903	42137	391902
18	2019-20	236174	115709	45204	397087
19	2020-21	212735	128468	41604	382807
20	2021-22	162108	103615	30316	296039
21	2022-23	186186	91827	32979	310992

Source: Statistical Year Books (2003,2007,2011,2015,2019,2023)

Figure (4.2) Numbers of Teachers at Basic Education in Myanmar (2002-2022)



Source: Statistical Year Books (2003,2007,2011,2015,2019,2023)

Table 4.2 and Figure 4.2 show the changes in the number of primary, middle, and high school teachers in Myanmar's basic educational system starting in the school year 2002-03 to 2022-23. Overall, the number of teachers has fluctuated, reflecting variations in recruitment policies, educational reforms, and national challenges during this period.

In 2002-03, the total number of teachers stood at 218,602, with 148,026 primary school teachers, 52,941 middle school teachers, and 17,635 high school teachers. Over the next decade, there was a steady increase in teacher recruitment, peaking at 397,087 teachers in 2019-20. This growth was likely driven by the expansion of basic education schools and efforts to improve access to education across Myanmar. Specifically, primary school teachers increased from 148,026 in 2002-03 to 240,862 in 2018-19, and middle and high school teachers saw substantial growth as well, specifically, the number of middle school teachers increased from 52,941 to 115,709 over the same time span.

However, following 2019-20, there was a significant reduction in the overall number of instructors. By 2021-22, the number of teachers had fallen to 296,039, a substantial decrease from the previous peak. This reduction was most severe at the elementary and middle school levels, where the number of teachers plummeted

dramatically to 162,108 and 103,615, respectively. This decrease may be attributed to national challenges such as political instability, economic difficulties, or changes in educational policy that affected teacher recruitment and retention.

The data shows a slight recovery in 2022-23, with the total number of teachers increasing to 310,992. Despite this improvement, the overall number of teachers has not yet returned to the peak levels of 2019-20. This fluctuating trend highlights the challenges Myanmar faces in maintaining a consistent supply of qualified teachers, especially in the aftermath of national crises.

The significant growth in the number of teachers from 2014-2019, particularly after 2015 when the number of primary teachers saw a sharp rise to 234,605, indicates concerted efforts to reduce student-teacher ratios and improve educational outcomes. However, the subsequent decline raises concerns about the sustainability of these improvements and underscores the need for ongoing investment in teacher recruitment and support, especially in rural and underserved areas where shortages may be more acute.

While Myanmar has achieved tremendous success in raising the number of teachers in its basic education system, notably between 2002 and 2019, recent oscillations indicate difficulty in retaining these gains. Ensuring a stable and well-distributed teaching workforce is crucial for continuing improvements in educational quality and accessibility.

4.1.3 Changes in the Number of Students in Basic Education in Myanmar

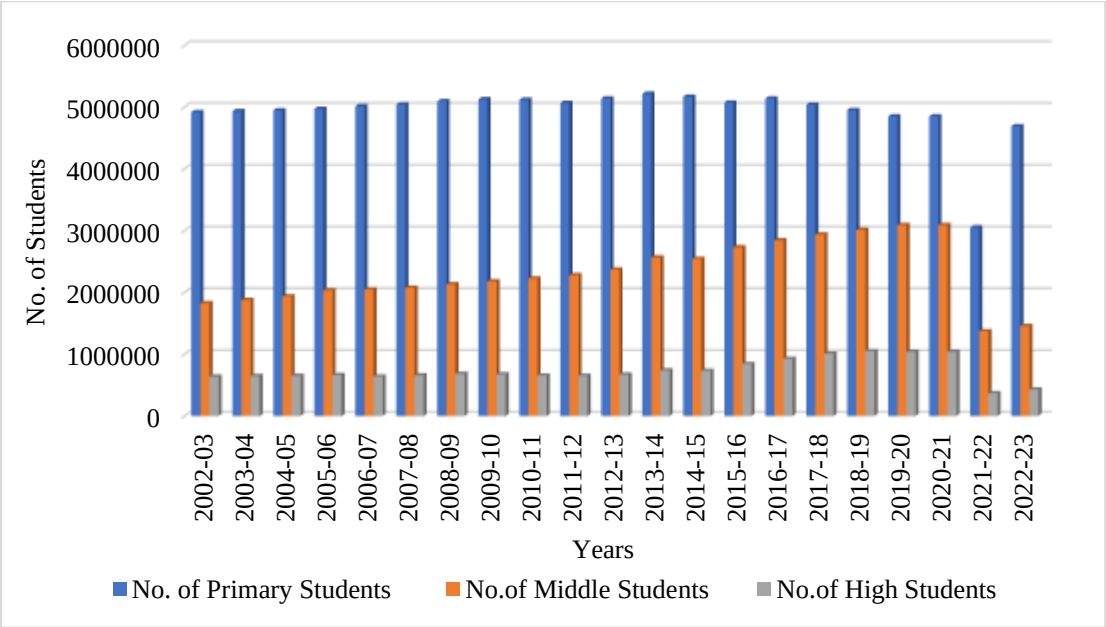
The following section examines the changes in student enrollment in Myanmar's basic education system from 2002 to 2022. The number of students in elementary, middle, and high schools is an important measure of education demand and the system's ability to meet rising educational demands. By analyzing the trends in student numbers, this section aims to highlight how the expansion of educational facilities and teaching staff has impacted access to education. Additionally, it examines shifts in enrollment at different levels of education, providing insights into the progression of students through the school system and identifying any challenges related to dropout rates or uneven participation across regions. These trends offer a comprehensive understanding of the evolving demand for basic education in Myanmar and its implications for the future development of the education sector. The below table and figure provide the student enrollment in Myanmar's basic education over the period from 2002 to 2022.

Table (4.3) Numbers of Students at Basic Education in Myanmar (2002-2022)

No.	Years	No. of Primary Students	No. of Middle Students	No. of High Students	Total Students
1	2002-03	4917728	1825217	637580	7380525
2	2003-04	4932646	1877369	647068	7457083
3	2004-05	4943880	1935488	649674	7529042
4	2005-06	4969445	2033728	662579	7665752
5	2006-07	5013581	2047796	638402	7699779
6	2007-08	5042016	2077024	657108	7776148
7	2008-09	5094623	2131000	681856	7907479
8	2009-10	5125942	2178728	673719	7978389
9	2010-11	5117443	2225889	655785	7999117
10	2011-12	5064981	2278701	650273	7993955
11	2012-13	5139632	2370861	669056	8179549
12	2013-14	5214150	2566021	737477	8517648
13	2014-15	5166317	2542830	730866	8440013
14	2015-16	5071458	2730879	840706	8643043
15	2016-17	5139305	2843363	925140	8907808
16	2017-18	5038627	2935984	1009770	8984381
17	2018-19	4951199	3011643	1048865	9011707
18	2019-20	4847542	3087770	1040030	8975342
19	2020-21	4847542	3087770	1040030	8975342
20	2021-22	3051512	1370620	367086	4789218
21	2022-23	4686406	1454980	429364	6570750

Source: Statistical Year Books (2003,2007,2011,2015,2019,2023)

Figure (4.3) Numbers of Students at Basic Education in Myanmar (2002-2022)



Source: Statistical Year Books (2003,2007,2011,2015,2019,2023)

Table 4.3 shows the number of students enrolled in basic education in Myanmar from 2002 to 2023, including enrollment patterns at the primary, middle, and high school levels. The data highlights notable changes in student populations over the years, reflecting broader trends in educational participation, demographic shifts, and the impact of external factors on school enrollment.

From 2002-03 to 2019-20, the total number of students steadily increased from 7,380,525 to a peak of 9,011,707 in 2018-19. This expansion, notably in the elementary and middle school sectors, reflects Myanmar's attempts to increase access to basic education. The number of primary school students rose from 4,917,728 in 2002-03 to a high of 5,214,150 in 2013-14, before experiencing a gradual decline in later years. The middle school population similarly increased, growing from 1,825,217 in 2002-03 to over 3 million in 2019-20. This suggests that efforts to retain students through the middle school level were relatively successful during this period.

High school enrollment also expanded, though at a slower rate compared to primary and middle school levels. The number of high school students grew from 637,580 in 2002-03 to over 1 million in 2018-19, reflecting increasing student progression to higher levels of education. The expansion of high school enrollment suggests that more students were completing middle school and continuing their education, contributing to an overall strengthening of the basic education system.

However, starting from the 2020-21 academic year, the total number of students saw a sharp decline, dropping from 8,975,342 in 2019-20 to 4,789,218 in 2021-22. This decline likely reflects the impact of external factors such as political instability and the COVID-19 pandemic, which may have disrupted school attendance, forced closures, and led to higher dropout rates. In the 2022-23 academic year, there was a slight recovery, with the total number of students rising to 6,570,750, though this figure remains significantly lower than pre-2020 levels.

The most dramatic decline occurred in high school enrollment, with numbers dropping from over 1 million students in 2019-20 to just 367,086 in 2021-22, indicating a severe disruption in education continuity at this level. Primary and middle school enrollments also decreased but have shown some recovery in the latest year, highlighting efforts to stabilize the system despite ongoing challenges.

Overall, the data underscores the long-term expansion of student enrollment in Myanmar's basic education system, but it also highlights the vulnerabilities exposed by recent crises. Addressing these disruptions and ensuring the recovery of student participation, particularly will be essential to Myanmar's educational future at the high school level.

4.2 Improvement of Monastic Education in Myanmar

Monastic education has a distinct and important function in Myanmar's educational system. Historically, monastic schools have played an important role in education, especially in rural and impoverished areas where official state-run schools are scarce. Monastic education is deeply rooted in Myanmar’s cultural and religious traditions, offering not only academic instruction but also moral and ethical guidance based on Buddhist teachings.

The importance of monastic education in Myanmar cannot be overstated. For many communities, especially in remote regions, monastic schools represent the primary source of education. They offer a vital alternative to the formal education system, catering to students who may otherwise have limited access to educational opportunities. Monastic institutions frequently give free education and support to children from low-income families, guaranteeing that individuals with little resources

can benefit from learning. This aspect of monastic education helps bridge educational disparities and fosters greater inclusivity within the educational system.

The role and functions of monastic education extend beyond mere academic instruction. Monastic schools are integral to preserving and transmitting Myanmar's cultural and spiritual heritage. They teach students not only basic subjects such as mathematics, science, and literature but also emphasize Buddhist values, ethics, and meditation practices. This dual focus helps to cultivate well-rounded individuals who are grounded in both secular knowledge and spiritual understanding. Monastic education thus contributes to the holistic development of students, preparing them for both societal and spiritual responsibilities.

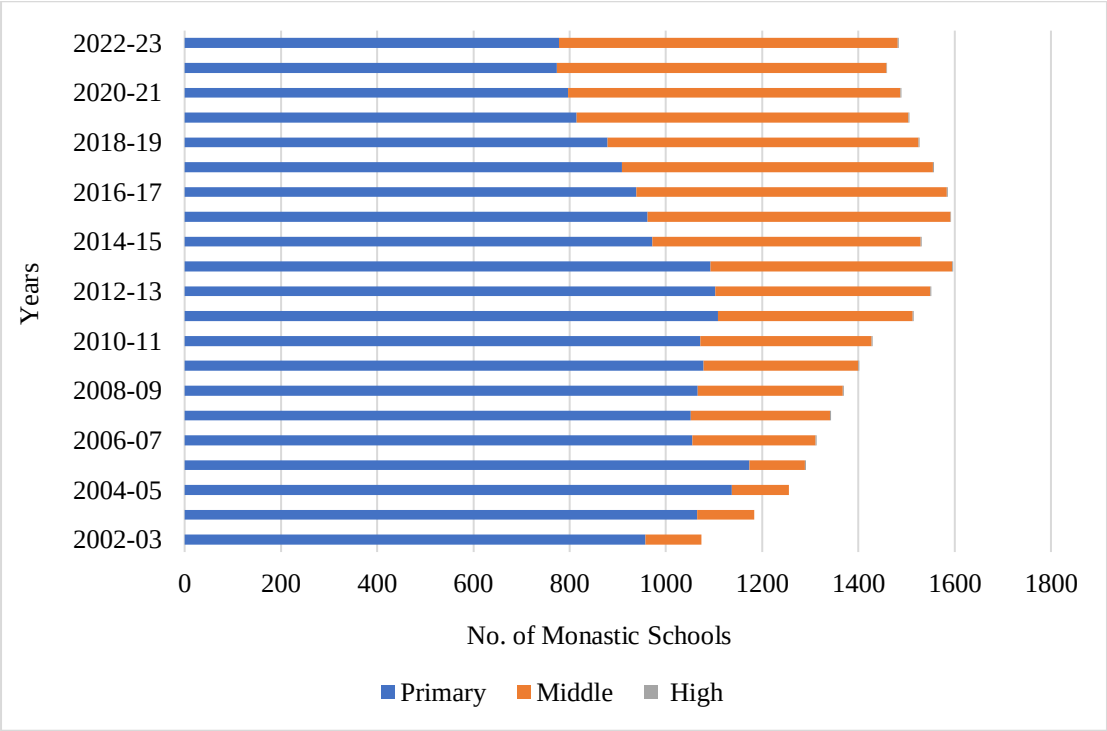
In recent years, there has been an increasing recognition of the need to improve monastic education to better align with national educational standards and address contemporary challenges. This includes enhancing the quality of teaching, updating curricula to meet current educational demands, and integrating modern pedagogical approaches. The improvement of monastic education is essential for ensuring that it remains a relevant and effective component of Myanmar's educational system, capable of providing high-quality education while continuing to uphold its unique cultural and spiritual contributions. Table (4.4) and figure (4.4) provide the numbers of monastic schools in Myanmar.

Table (4.4) Numbers of Monastic Schools in Myanmar

No.	Years	Primary	Middle	High	Total
1	2002-03	957	117	-	1074
2	2003-04	1065	118	-	1183
3	2004-05	1137	118	-	1255
4	2005-06	1174	115	2	1291
5	2006-07	1055	256	2	1313
6	2007-08	1052	289	2	1343
7	2008-09	1066	302	2	1370
8	2009-10	1078	322	2	1402
9	2010-11	1071	356	2	1429
10	2011-12	1108	405	2	1515
11	2012-13	1103	446	2	1551
12	2013-14	1093	502	2	1597
13	2014-15	972	557	2	1531
14	2015-16	962	629	2	1593
15	2016-17	939	645	2	1586
16	2017-18	909	646	2	1557
17	2018-19	879	646	2	1527
18	2019-20	814	690	2	1506
19	2020-21	797	690	2	1489
20	2021-22	773	685	2	1460
21	2022-23	778	704	2	1484

Source: Statistical Year Books (2003,2007,2011,2015,2019,2023)

Figure (4.4) Numbers of Monastic Schools in Myanmar



Source: Statistical Year Books (2003,2007,2011,2015,2019,2023)

The data on the number of monastic schools in Myanmar from 2002 to 2022 reflects notable fluctuations and trends in the growth and distribution of educational institutions within the monastic system. Since the early 2000s, there has been a gradual increase in the total number of monastic schools, particularly in the primary and middle education levels. For instance, in 2002-03, there were 957 primary monastic schools and 117 middle schools, totaling 1,074 institutions. This number grew consistently over the years, reaching a peak of 1,515 schools in 2011-12. The continual growth in the number of elementary and middle schools implies an increase in educational capacity, which is consistent with the desire for accessible education in rural regions.

However, the figures reveal that the total number of monastic schools has been declining since roughly 2014. By 2022-23, the overall number of monastic schools had dropped to 1,484, down from 1,597 in 2013-14. This loss is mostly due to a decrease in the number of primary schools, while the number of middle and high schools remains consistent. This shows a school consolidation or restructuring, which may be motivated by initiatives to increase educational quality or policy changes.

The statistics show that, while the number of monastic schools increased significantly, notably in the early 2000s, there has recently been a trend of stabilization

and contraction. This shift may suggest a strategic focus on improving the quality and efficiency of existing schools rather than expanding the number of institutions. The continuous presence of a large number of elementary and intermediate schools emphasizes the value of monastic education in providing foundational education, particularly in places where access to official institutions is restricted.

Therefore, the interpretation of this data highlights the dynamic nature of monastic education in Myanmar, reflecting both expansion and challenges over the past two decades.

4.3 Teacher-Student Ratio in Basic Education

The ratio of teachers to students is a critical metric in assessing the quality and effectiveness of an education system. This ratio, which measures the number of students per teacher, directly impacts the learning environment, educational outcomes, and overall student experience. In basic education, an optimal teacher-student ratio is essential for providing personalized attention, fostering a supportive classroom atmosphere, and addressing individual learning needs.

More direct communication between teachers and pupils is made possible by a low teacher-to-student ratio, which promotes improved classroom management and more efficient education. It enables teachers to give more individualized support, tailor their teaching methods to diverse learning styles, and monitor student progress more closely. This personalized attention can significantly enhance students' academic performance and overall engagement with the curriculum.

On the other hand, bigger class sizes brought on by a high teacher-to-student ratio may result in lower-quality education and make it more difficult for teachers to meet the requirements of every student. Overcrowded classrooms can hinder student participation, limit opportunities for meaningful feedback, and increase the likelihood of behavioral issues. These challenges can negatively affect educational outcomes and contribute to a less effective learning situation.

In the context of Myanmar's basic education system, assessing the teacher-student ratio sheds light on the availability of educational resources and schools' ability to satisfy the needs of their student populations. By monitoring variations in this ratio over time, policymakers and educators may gain a better understanding of the dynamics of educational delivery and identify opportunities for improvement in teaching and

learning environments. The chart below shows the proportion of teachers to students in basic school in Myanmar from 2002 to 2022.

Table (4.5) Teacher - Student Ratio of Basic Education in Myanmar (2001-2022)

No.	Years	Primary	Middle	High	Overall Ratio
1	2002-03	1:32	1:32	1:33	1:32
2	2003-04	1:31	1:32	1:32	1:31
3	2004-05	1:30	1:32	1:31	1:31
4	2005-06	1:30	1:34	1:32	1:32
5	2006-07	1:29	1:34	1:28	1:30
6	2007-08	1:28	1:35	1:28	1:30
7	2008-09	1:28	1:35	1:28	1:30
8	2009-10	1:28	1:35	1:27	1:30
9	2010-11	1:28	1:33	1:24	1:28
10	2011-12	1:28	1:34	1:24	1:28
11	2012-13	1:28	1:35	1:25	1:29
12	2013-14	1:28	1:37	1:25	1:30
13	2014-15	1:26	1:33	1:23	1:27
14	2015-16	1:22	1:28	1:22	1:24
15	2016-17	1:23	1:27	1:23	1:24
16	2017-18	1:20	1:28	1:25	1:24
17	2018-19	1:20	1:28	1:25	1:24
18	2019-20	1:21	1:27	1:23	1:23
19	2020-21	1:20	1:14	1:12	1:15
20	2021-22	1:20	1:14	1:12	1:15
21	2022-23	1:27	1:15	1:13	1:18

Source: Statistical Year Books (2003,2007,2011,2015,2019,2023)

Table 4.4 illustrates the teacher-student ratios in Myanmar's basic education system from 2002 to 2022. This data provides valuable insights into the dynamics of

educational delivery across primary, middle, and high school levels, as well as overall trends in the teacher-student ratio.

Over the two-decade period, the teacher-student ratio has experienced several fluctuations. In the early 2000s, the ratios were relatively consistent, with primary and middle school ratios around 1:32 and high school ratios slightly higher. This suggests a balanced distribution of teaching resources at that time. The overall ratio during this period remained steady at approximately 1:32, indicating a stable but somewhat strained teaching environment.

The teacher-student ratio improved substantially between 2005 and 2015, notably in basic education, where it reduced from 1:30 in 2004-05 to 1:22 in 2015-16. This improvement likely reflects efforts to enhance teaching quality and reduce class sizes, which can positively impact student learning outcomes. The middle and high school ratios also showed improvement, though the changes were less pronounced.

However, in the years following 2015, the ratios began to fluctuate again. By 2020-21, the overall teacher-student ratio improved significantly to 1:15, driven by a substantial decrease in middle and high school ratios. This notable improvement could be attributed to increased recruitment of teachers or changes in educational policy aimed at reducing class sizes in response to previous challenges. This sharp reduction in the teacher-student ratio during this period indicates a concerted effort to address overcrowding and improve educational quality.

The most recent data from 2022-23 shows a slight increase in the teacher-student ratio to 1:18 overall. The primary and middle school ratios have increased, while the high school ratio has slightly improved to 1:13. This change could be a result of variations in student enrollment and teacher allocation, indicating a need for continued attention to maintaining balanced class sizes and ensuring adequate teaching resources.

Therefore, the data highlights significant fluctuations in the teacher-student ratio over time, reflecting the impact of educational policies, changes in student enrollment, and variations in teacher supply. Ensuring a low and stable teacher-student ratio is crucial for providing effective education and addressing the needs of students, and ongoing efforts are necessary to maintain an optimal balance in the teacher-student ratio across all levels of basic education.

4.4 Educational Expenditure in Myanmar

Educational expense is an important factor in determining the quality and accessibility of education in a nation. In Myanmar, the distribution and administration of educational funding have a considerable impact on the educational system's performance and reach. This section (4.4) dives into the financial elements of Myanmar's basic education system, examining trends and patterns in educational expenditure in recent years.

Understanding educational expenditure involves examining how resources are allocated across various levels of education, including primary, secondary, and tertiary sectors. It also encompasses the examination of government spending on infrastructure, teacher salaries, educational materials, and other critical areas that support the functioning of educational institutions. The effectiveness and fairness of these expenditures are critical in reducing educational gaps and ensuring that all kids, regardless of socioeconomic status, have access to a quality education.

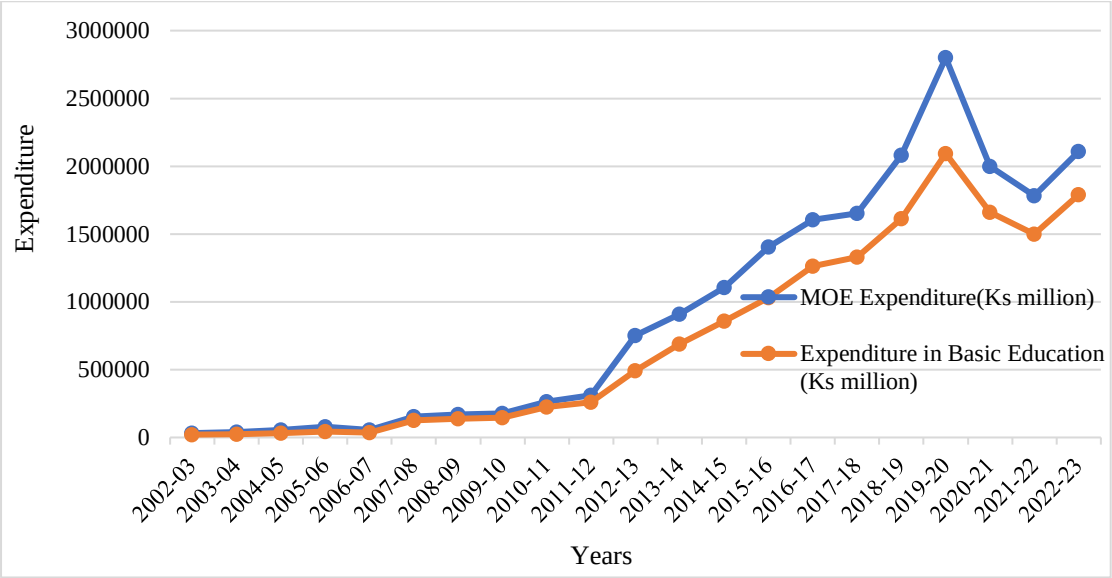
In Myanmar, educational expenditure has faced several challenges and changes due to economic fluctuations, policy reforms, and shifting priorities. By analyzing trends in educational spending, we can gain insights into the government's commitment to education, identify areas of underfunding, and assess the impact of financial resources on educational outcomes. This section aims to provide a comprehensive overview of how financial resources are allocated within the educational sector and how these allocations influence the overall quality and accessibility of education in Myanmar. The following table and figure provide basic educational expenditure by the MOE over the period from 2002 to 2022.

Table (4.6) Expenditure for the MOE and Department of Basic Education

No.	Years	MOE Expenditure (Ks million)	Share Percentage in MOE Expenditure	Expenditure in Basic Education (Ks million)
1	2002-03	31997.44	65.5	20958.3232
2	2003-04	37850.95	60.2	22786.2719
3	2004-05	54090.93	57.4	31048.19382
4	2005-06	78536.24	57.2	44922.72928
5	2006-07	55844.75	67.2	37527.672
6	2007-08	155572.89	82.4	128192.0614
7	2008-09	170888.425	81	138419.6243
8	2009-10	176781.543	83	146728.6807
9	2010-11	262606.832	84.83	222769.3756
10	2011-12	310019.878	84.22	261098.7413
11	2012-13	752066.59	65.34	491400.3099
12	2013-14	907976.624	75.97	689789.8413
13	2014-15	1106277.538	77.47	857033.2087
14	2015-16	1405088.556	73.42	1031616.018
15	2016-17	1606519.008	78.63	1263205.896
16	2017-18	1651164.277	80.53	1329682.592
17	2018-19	2081214.876	77.45	1611900.921
18	2019-20	2800145.092	74.78	2093948.5
19	2020-21	1997862.205	83.07	1659624.134
20	2021-22 (6Months)	1782474.764	84.02	1497635.297
21	2022-23	2109128.355	84.93	1791282.712

Source: Ministry of Education and Statistical Year Books (2003,2007,2011,2015,2019,2023)

Figure (4.5) Expenditure for the MOE and Department of Basic Education



Source: Ministry of Education and Statistical Year Books (2003, 2007,2011,2015,2019,2023)

The figures on educational expenditure for Myanmar's Ministry of Education (MOE) and Department of Basic Education from 2002 to 2022 show major patterns and adjustments in budgetary priorities within the educational sector. Over the last two decades, total education expenditure has increased significantly, indicating a rising commitment to improving and extending the educational system.

In the early 2000s, expenditure on education was relatively modest, with the MOE spending approximately K 31.997 billion in 2002-03. This figure grew substantially over the years, peaking at over K 2 trillion in 2022-23. This increase underscores a substantial rise in investment, highlighting the government's efforts to bolster the education sector. A noticeable tendency is the volatility in the percentage of money allocated to basic education within the overall MOE budget. In the early years, this share was relatively lower, around 60-65%. However, there was a significant rise in the share percentage from 2007-08 onwards, reaching as high as 84.93% in 2022-23. This increase indicates a stronger focus on basic education, suggesting a strategic emphasis on improving foundational education as a priority within the overall educational funding.

The substantial rise in expenditure on basic education from K 20.958 billion in 2002-03 to K 1.791 trillion in 2022-23 reflects the government's dedication to

enhancing educational infrastructure, increasing teacher salaries, and expanding access to education across the country. This rise is consistent with wider educational reforms and initiatives to close gaps in access to excellent education, particularly in underprivileged and rural regions. The peak in expenditure during the years 2014-15 to 2019-20, with significant allocations exceeding K 1 trillion, demonstrates a period of vigorous investment in the education sector. This surge in funding is likely linked to targeted initiatives aimed at educational improvement and expansion, including curriculum development, school construction, and teacher training programs.

In recent years, the expenditure levels have continued to remain high, indicating ongoing commitment to sustaining and enhancing educational standards. The data from 2020-21 shows a slight decrease in expenditure, possibly due to economic challenges or shifts in budget priorities, but it remains substantial compared to earlier years. The expenditure for the first half of 2021-22 and the full year 2022-23 further illustrates the government's sustained emphasis on funding education, with significant resources allocated to maintain and improve educational outcomes. The trends in educational expenditure highlight the Myanmar government's commitment to strengthening the education sector. The substantial increases in both total expenditure and the proportion dedicated to basic education suggest a focused effort to enhance educational quality and accessibility. However, continued monitoring and analysis are essential to ensure that these investments effectively translate into improved educational outcomes and equitable access for all students.

4.5 Student Enrollment and Success in Basic Education High School Examinations

The Basic Education High School (B.E.H.S) examination is a critical milestone in Myanmar's education system, serving as the gateway for students to transition from basic education to higher education or vocational training. Success in this examination is a key determinant of future opportunities, as it allows students to pursue further studies in universities and technical institutes, which significantly impact their socio-economic prospects. Given its importance, the B.E.H.S test not only measures students'

knowledge across numerous topics, but it also has a significant impact on the country's human resource development.

The Basic Education High School final test (the university admission examination) is the ultimate milestone of basic education. It is held yearly following the completion of the final year of high school (Grade 10 in the old system and Grade 12 in the current system). Students are tested in subjects such as English, Mathematics, Science, History, Geography, Biology, Economics, and the Myanmar language, among others. The examination is designed to evaluate not only academic proficiency but also students' problem-solving abilities and life-threatening thinking skills. The performance in these exams is crucial for determining the students' eligibility for higher education programs, with passing rates often reflecting the overall effectiveness of the educational system.

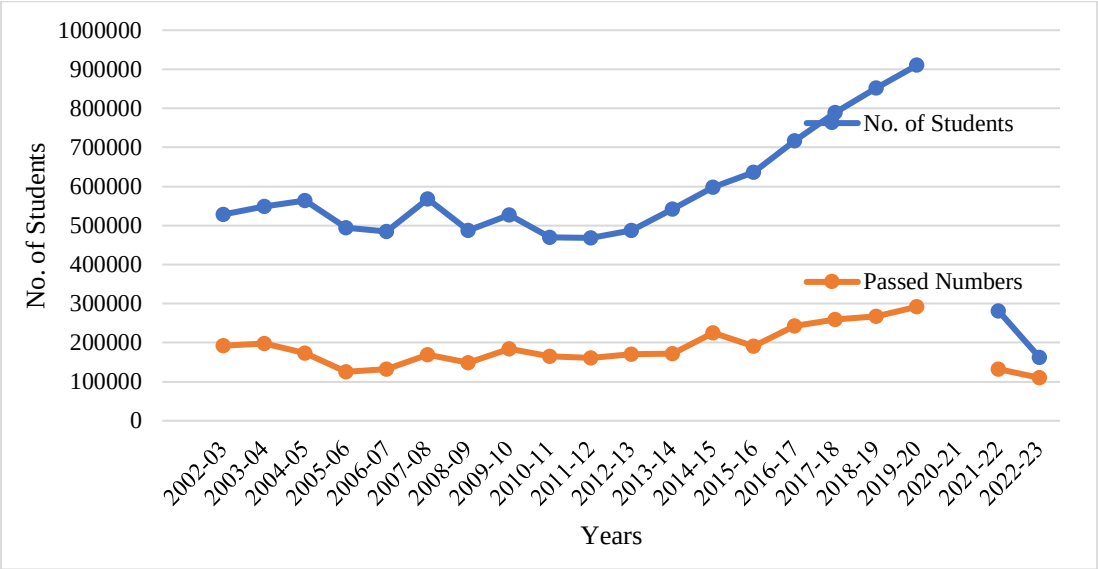
Success rates, measured by the percentage of students passing the examination, offer valuable insights into the effectiveness of the education system. While the number of students appearing for the exam fluctuated throughout the two decades, so too did the pass rates, influenced by various factors including educational reforms, curriculum changes, and government policies. The following analysis explores the relationship between the number of students appearing and passing the examination, examining the underlying factors contributing to both participation and success.

Table (4.7) Student Enrollment and Pass Rates for B.E.H.S Examination

No.	Years	Student Enrollment	Passed B.E.H.S	
			Numbers	Percent
1	2002-03	527743	192854	36.54
2	2003-04	548711	197619	36.02
3	2004-05	564474	172994	30.65
4	2005-06	494843	126018	25.47
5	2006-07	484605	131671	27.17
6	2007-08	568381	168428	29.63
7	2008-09	487733	148111	30.37
8	2009-10	526858	183989	34.92
9	2010-11	469852	165007	35.12
10	2011-12	467849	160778	34.37
11	2012-13	487413	170043	34.89
12	2013-14	541946	171647	31.67
13	2014-15	597769	224847	37.6
14	2015-16	636237	190390	29.92
15	2016-17	716188	242736	33.89
16	2017-18	789845	259191	32.82
17	2018-19	851524	267696	31.44
18	2019-20	910229	291798	32.06
19	2020-21	-	__-	-
20	2021-22	281751	132077	46.88
21	2022-23	161850	109851	67.87

Source: Ministry of Education and Statistical Year Books (2003, 2007,2011,2015,2019,2023)

Figure (4.6) Student Enrollment and Pass Rates for B.E.H.S Examination



Source: Ministry of Education and Statistical Year Books (2003, 2007,2011,2015,2019,2023)

Table 4.7 and figure 4.6 illustrate the trends in student enrollment and pass rates for the Basic Education High School (B.E.H.S) examination over the years from 2002 to 2023. The data reveals significant fluctuations in both enrollment numbers and pass rates, reflecting the broader challenges and developments within Myanmar's education system.

From 2002 to 2014, the number of students enrolling for the B.E.H.S examination generally increased, peaking at 597,769 in 2014-15. However, this was followed by a notable decline in enrollment during the subsequent years, particularly in 2015-16, where enrollment fell to 636,237. The pass rates during this period also exhibited variability, with the highest pass rate of 37.6% recorded in 2014-15, while the lowest was 25.47% in 2005-06. This inconsistency could be attributed to various factors, including changes in curriculum, teaching quality, and external socio-economic influences.

The COVID-19 pandemic in 2020-21 resulted in a significant gap in the data, as the examination was likely disrupted due to school closures and health concerns. This disruption may have affected both student enrollment and their preparedness for the examination, leading to subsequent challenges in the education system. Following the pandemic, there was a marked recovery in enrollment for 2021-22, with 281,751 students taking the examination and a pass rate of 46.88%, indicating a potential rebound in student engagement and performance.

The latest data for 2022-23 shows a considerable increase in both enrollment and pass rates, with 161,850 students and a pass rate of 67.87%. This suggests improvements in the education system and possibly more effective preparation among students, reflecting resilience in the face of past challenges. While the trends highlight the complexities of student participation and success in the B.E.H.S examination, they also emphasize the need of further efforts to enhance educational quality and accessibility in Myanmar.

4.6 Relationships Between Various Factors Influencing on Basic Education

Understanding the dynamics of basic education in Myanmar requires an exploration of the various factors that influence student success in the Basic Education High School (B.E.H.S) examination. The number of students who pass this critical examination serves as a key dependent variable, reflecting the overall effectiveness of the education system. To gain insights into this phenomenon, it is essential to examine several independent variables, including the number of schools, teachers, students, and the financial expenditures allocated to basic education.

Using Ordinary Least Squares (OLS) methodologies, this research seeks to determine the correlations between these independent characteristics and student performance on the B.E.H.S test. By assessing how changes in the number of schools and teachers, along with student enrollment and educational spending, impact the pass rates, we can identify critical levers for improving educational outcomes. This investigation not only points out the direct correlations but also informs policymakers and educators about strategic areas for intervention. Ultimately, understanding these relationships is essential for improving the quality of education and creating a more supportive learning environment for students in Myanmar.

To evaluate the links between multiple factors that influence basic education, the general equation of the OLS model can be expressed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where,

The dependent variable is -

Y = No. of students who passed B.E.H.S examination

The independent variables are -

X_1 = No. of High School Teachers

X_2 = No. of students who enrollment in B.E.H.S examination

X_3 = No. of High Schools

X_4 = Expenditure in B.E.H.S

β_0 is the intercept term and $\beta_1, \beta_2, \beta_3 \, and \, \beta_4$ are the coefficients of explanatory variables X_1, X_2, X_3 and X_4; these are the coefficients that measure how each explanatory variable affects the dependent variable. ε indicates the error term or residual.

The following table analyzes the relationship between the various factors that influence student success in the Basic Education High School (B.E.H.S) examination.

Table (4.8) Analysis of Factors Influencing on Basic Education Success

Variables	Unstandardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error			Tolerance	VIF
(Constant)	1.215	1.331	0.913	0.005***		
No. of Teachers	0.598	0.383	1.562	0.018**	0.100	3.978
No. of Students	0.919	0.013	4.693	0.000***	0.911	1.097
No. of Schools	0.334	0.143	2.339	0.033**	0.298	3.361
Expenditure	0.066	0.081	0.816	0.426	0.090	2.150
R-squared	0.997					
Adjusted R-squared	0.996					
F- Statistics	34.047					
p-value	0.000***					

Source: Own Calculation.

Note: *** Significant at 1%, ** Significant at 5%, and * Significant at 10% level.

The general equation of the model can be expressed as:

B.E.H.S Pass Rate = 1.215 + 0.598 (No. of Teachers) + 0.919 (No. of Students) + 0.334 (No. of Schools) + 0.066 (Expenditure)

The results of the OLS analysis indicate a strong relationship between the independent variables and the pass rates in the Basic Education High School (B.E.H.S) examination, as reflected in the high R-squared value of 0.997. This indicates that

approximately 99.7% of the variance in pass rates can be explained by the model, highlighting the model's effectiveness in capturing the key factors influencing student success. With F statistics of 34.047, the entire model is statistically significant at the 1% level.

Among the independent variables, the number of students enrolled in the B.E.H.S examination X_2 shows a statistically significant positive effect on the number of students who pass, with a coefficient of 0.919. This indicates that for every additional student enrolled, the number of students passing the examination increases significantly, emphasizing the importance of student enrollment in achieving higher pass rates. A positive and substantial influence is also shown by the number of teachers X1, with a p-value of 0.018 and a coefficient of 0.598. This finding provides that increasing the number of teachers directly correlates with improved student performance in the examination.

The number of schools X_3 shows a moderate positive effect and is statistically significant. This indicates that expanding access to schools can facilitate higher pass rates, possibly by reducing student-to-teacher ratios and providing more localized educational opportunities. Despite having a coefficient of 0.066, the education expenditure variable X4 is not statistically significant. This finding indicates that merely increasing financial investment does not guarantee better outcomes without corresponding improvements in other areas.

Collinearity statistics indicate that tolerance levels and Variance Inflation Factor (VIF) values are within acceptable range. Overall, these findings emphasize the importance of focusing on student enrollment, the number of teachers, and school access to enhance educational outcomes in Myanmar. The insignificance of expenditure underscores the need for strategic allocation and effective use of funds to achieve better results, along with continuous monitoring and targeted interventions in these areas. Educational policies aiming to improve these factors could lead to substantial gains in student achievement and overall educational quality in Myanmar.

CHAPTER V
CONCLUSION

5.1 Findings

This section presents a thorough examination of basic education in Myanmar from 2002 to 2022, focusing on the effectiveness and implementation of universal basic education. It highlights the historical context, key policy changes, and educational reforms that have shaped the current educational landscape. The analysis reveals trends in enrollment rates, educational attainment, and disparities in access and quality across regions and demographics. Utilizing secondary data and Ordinary Least Squares (OLS) analysis, the study identifies significant relationships between various factors influencing education, offering insights into the effectiveness of educational initiatives. The findings provide both progress and challenges within the education system, providing a foundation for recommendations aimed at enhancing educational quality and accessibility in Myanmar moving forward.

The analysis of basic education in Myanmar from 2002 to 2022 reveals significant growth in educational institutions, particularly in the expansion of middle and high schools, while primary schools have remained stable. This trend reflects a strong commitment to enhancing access to secondary education and moving toward a more comprehensive educational framework. However, it is crucial to evaluate how these quantitative advancements impact educational quality and student outcomes, ensuring that the growth in institutions translates into improved learning experiences for all students in the future.

Myanmar's basic education sector experienced significant growth from 2002 to 2022, with a notable expansion in the number of schools, reflecting a commitment to improving infrastructure and accessibility. While primary schools remained relatively stable, the increase in middle and high schools highlights improved access to secondary education. This development points to a move toward a more inclusive educational system, but it also highlights the need to assess how this expansion affects educational quality and student outcomes to make sure that the increased infrastructure results in better learning opportunities for kids.

The analysis of student enrollment in Myanmar's basic education system from 2002 to 2022 shows steady growth, peaking in 2018-19, reflecting efforts to expand access to education. Primary school enrollment initially increased before experiencing

a gradual decline, while middle school enrollment saw significant growth, indicating improved student retention. These trends highlight a positive trajectory in expanding educational access, particularly at the middle school level, and emphasize the importance of sustaining these efforts for long-term educational development.

High school enrollment in Myanmar grew steadily, surpassing 1 million in 2018-19, indicating more students were progressing to higher levels of education. However, political instability and the COVID-19 pandemic caused a sharp drop in total enrollment by 2021-22, with high school numbers falling significantly. Enrollment is still below pre-2020 levels, especially at the high school level, despite a minor rebound in 2022–2023. The results highlight the difficulties presented by previous crises and the necessity of concentrated efforts to reestablish student involvement, particularly in higher education, even if enrollments in elementary and intermediate schools have showed indications of improvement.

The analysis of teacher-student ratios in Myanmar's basic education system from 2002 to 2022 reveals key trends influencing educational delivery. In the early 2000s, ratios were relatively stable, with primary and middle school levels around 1:32, and slightly higher ratios at the high school level, indicating a balanced yet somewhat strained resource distribution. Significant improvements occurred between 2005 and 2015, particularly in primary education, where the ratio dropped to 1:22 by 2015-16, reflecting efforts to enhance teaching quality and reduce class sizes. While middle and high school ratios also improved, the changes were less pronounced, suggesting room for further progress in those areas.

Starting in 2015, teacher-student ratios in Myanmar's basic education system began to fluctuate. By the 2020-21 academic year, the ratio improved significantly to 1:15, largely due to reductions in middle and high school ratios, reflecting increased teacher recruitment and policies aimed at reducing overcrowding and enhancing quality. However, in 2022-23, the overall ratio rose slightly to 1:18, with primary and middle school ratios increasing, while the high school ratio improved marginally to 1:13. These fluctuations likely result from changes in student enrollment and teacher distribution. Ensuring a low and stable ratio remains vital for delivering quality education and addressing students' needs, requiring continued efforts to achieve an optimal balance across all levels.

The analysis of educational expenditure by Myanmar's MOE and the Department of Basic Education from 2002 to 2022 shows a significant increase in

financial investment, reflecting a strong commitment to improving the educational system. Total expenditure surged, with a notable rise in spending on basic education, which became a strategic priority. A marked increase in the budget share for basic education supported infrastructure, teacher salaries, and access in underserved areas. Although there was a slight dip in 2020-21 due to economic challenges, overall spending remained high, demonstrating the government's focus on education. Continuous monitoring is essential to ensure these investments translate into improved outcomes and equitable access for all students.

The analysis of student enrollment and pass rates for the Basic Education High School (B.E.H.S) examination in Myanmar from 2002 to 2022 reveals significant fluctuations driven by broader educational challenges. Enrollment generally increased until a peak in 2014-15, followed by a decline in subsequent years, particularly after 2015-16. Pass rates varied widely during this period, reflecting issues related to curriculum changes and socio-economic factors. The COVID-19 pandemic further disrupted examination schedules and student preparedness, complicating data collection and impacting performance. However, a recovery was observed in the 2021-22 academic year, indicating renewed engagement and improvement in educational quality. The most recent data shows continued progress in both participation and pass rates, highlighting the complexities of student success and the ongoing need for efforts to enhance education in Myanmar.

The OLS analysis results provide compelling evidence of the factors influencing pass rates in the Basic Education High School (B.E.H.S) examination in Myanmar. The high R-squared value of 0.997 indicates that the model effectively captures nearly all of the variance in pass rates, underscoring its robustness and reliability. The overall statistical significance of the model further validates the strength of the relationships identified.

Key findings reveal that student enrollment has a highly significant positive effect on pass rates, with a coefficient of 0.919. This indicates that increasing the number of enrolled students is directly linked to a higher number of students passing the examination. This highlights the critical role of access to education; as more students are enrolled, the likelihood of success in examinations rises significantly. The analysis also shows that the number of teachers contributes positively and significantly to student performance, with a coefficient of 0.598. This finding indicates that having more teachers is essential for improving educational outcomes, likely due to smaller

class sizes and more personalized attention for students. The moderately positive effect of the number of schools on pass rates provides that enhancing access to educational facilities is beneficial. More schools can reduce student-to-teacher ratios and improve local access to education, facilitating higher pass rates. In contrast, the expenditure variable presents a coefficient of 0.066 but lacks statistical significance, indicating that simply increasing financial investment does not automatically translate to better educational outcomes. This finding indicates that financial resources need to be strategically allocated and utilized effectively to drive improvements in education.

These findings emphasize the need for targeted educational policies focusing on increasing student enrollment, enhancing teacher numbers, and improving access to schools. The lack of significance for expenditure suggests that without corresponding improvements in teaching quality and educational access, financial investments alone may not suffice to boost student achievement. Thus, improving the standard of education in Myanmar and attaining notable improvements in student outcomes require an all-encompassing strategy that incorporates all components. Continuous monitoring and evaluation of these factors will be crucial for the sustained improvement of the educational landscape.

5.2 Suggestions

A comprehensive strategy that takes into account the main conclusions of the research must be put into place in order to improve the standard and accessibility of basic education in Myanmar. Firstly, the government should prioritize initiatives aimed at increasing student enrollment at all levels of education. This could involve targeted outreach programs in underserved areas to encourage families to enroll their children, especially girls and marginalized groups. Engaging communities through awareness campaigns about the importance of education can foster a culture of learning and improve participation rates.

Secondly, it is critical to sustain and expand teacher recruitment efforts, particularly in rural regions where teacher shortages are prevalent. The government should develop incentives to attract qualified teachers to these areas, such as competitive salaries, professional development opportunities, and housing support. Furthermore, investing in continued teacher training and support ensures that they have the essential skills and expertise to offer quality education, which improves student results.

Access to schools must also be enhanced to facilitate higher enrollment and retention rates. Expanding the number of schools, especially in distant places, can assist pupils overcome travel hurdles. Furthermore, the government should consider implementing flexible schooling options, such as community-based learning centers or mobile schools, to reach students in hard-to-access locations. This approach would help mitigate the disparities in access to education and provide more equitable opportunities for all children.

While the analysis indicates that financial investment in education has increased, the lack of statistical significance for expenditure highlights the need for strategic allocation of these resources. Educational funding should be directed towards programs that have demonstrated effectiveness in improving teaching quality and student learning. Additionally, the government should establish clear mechanisms for monitoring the impact of expenditures on educational outcomes, ensuring that investments lead to tangible improvements in the learning environment.

Finally, continuous evaluation and monitoring of educational policies and initiatives will be crucial for identifying areas of success and those requiring adjustment. Establishing a robust data collection system will allow for regular assessment of enrollment trends, teacher performance, and student achievement. This data-driven approach can inform future policy decisions and help stakeholders implement timely interventions that address emerging challenges in the education sector.

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