

**YANGON UNIVERSITY OF ECONOMICS  
MASTER OF ECONOMICS**

**A STUDY ON BASIC EDUCATION IN SOUTH OKKALAPA  
TOWNSHIP  
(2007/2008 to 2016/2017)**

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**SEPTEMBER, 2018**

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A thesis submitted as a partial fulfillment towards the requirements for the  
Degree of Master of Economics

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## **ABSTRACT**

Education is one of the crucial roles for all development sectors in the developing countries. The developing countries need to emphasis on the education sector, especially on the basic education sector. This thesis was to examine the changes in teacher-student ratio and drop-out rate of basic education in South Okkalapa Township. The descriptive method is used and collected secondary data from the Township Education Office, the Department of Basic Education No (3) in Yangon and the Administrative Department of South Okkalapa Township. During the study periods, although the number of teachers and students at all levels decreased, the drop-out rate declined at all levels, passed rate of the matriculation examination in the township increased and the rate of transition from one level to another also declined at all levels due to students dropped out and transferred to private school. The basic education expenditure in the township increased but the share percentage of expenditure in Yangon was less as there are many townships being extended. The number of drop-out students in all levels should be declined and the passed rate in all levels should be increased especially in high level with the effective programmes.

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## ABBREVIATIONS

ASEAN	Association for South East Asia Nations
CAPs	Continuous Assessment and Progression Systems
CESR	Comprehensive Education Sector Review
CPRs	Comprehensive Personal Records
DESD	Decade of Education for Sustainable Development
ECCD	Early Childhood Care and Development
EFA	Education For All
EMIS	Education Management Information System
EPIC	Education Promotion Implementation Committee
ESS	Education Sector Study
FY	Fiscal Year
GER	Gross Enrolment Ratio
HDI	Human Development Indexes
HRD	Human Resource Development
ICT	Information, Communication and Technology
IDPs	Internally Displaced Persons
KG	Kindergarten
MDGs	Millennium Development Goals
MEDG	Monastic Education Development Group
MLRC	Myanmar Literacy Resource Center
MOE	Ministry of Education
MOEHRD	Ministry of Education with the Ministry of Human Resource Development

NEC	National Education Commission
NESP	Myanmar National Education Strategic Plan
NFE	Non –Formal Education
OECD	Organization for Economic Cooperation and Development
PTAs	Parent-Teacher Associations
STTC	State Teachers’ Training College
TTC	Teacher Training College
TVET	Technical Vocational Education Training
UNDP	United Nation Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation International Children Emergency Fund
UPE	Universalize Primary Education

# **Chapter I**

## **Introduction**

### **1.1 Rationale of the Study**

Education is one of the fundamental factors of nation development. Education is the way of investment in human capital. Every nation needs to invest in human capital. No country can achieve sustainable economic development without investment in human capital. Education is the main sector to improve economic efficiency and social consistency. In addition, education improves not only the quality of individual but also promotes the social and economic development of nation. It is one of basic factors of improvement in people's productivity, creativity, skillful, technological advances, knowledge and promotes entrepreneurship. By progressing human's capacity, skills and values, it helps to reduce the poverty of the nation.

The economics point of view, every nation owns the three main factors of production such as land, labor, and capital. Labor is the main factor among them. The economic development of nation depends on their labor force. If qualities and abilities of labor force progress, the other sectors of the nation can progress. The main factor to develop the quality of labor force is education. Education plays the crucial role for the development of nation in the present and future by promoting the necessary knowledge and technologies to their labors. It provides not only improvement of labor force's productivity, creativity, skills and knowledge but also changing technologies and production methods of labor force. By changing these technologies and production methods, the nation can compete to their products in the world markets.

Moreover, education is the important role of human resource development that required to improve the whole nation development. The human resource development relates to the utilization of human's capacity and training or education for the improvement of social and economic development. Human resource development index includes the education, health and standard of living. These three sectors interrelated with each other. But the education is the main and fundamental sector among these three indexes. Education is one of the essential factors for health

development. Besides, it plays the key role of the improvement of standards of living by improvement of skills and income distribution of the labor.

Education is the crucial role for all development sectors in the developing countries. The developing countries need to emphasize on the educational sector, especially on basic education. Basic education is the fundamental sector of the whole education sector. Basic education is the first step of the lifelong learning in their lives. Most of the countries including Myanmar observed the goals and targets of Millennium Development Goals (MDGs). The countries need to fulfill MDGs have implemented in line with the national development programs. Myanmar has implemented the development programs in rural areas for MDGs-1; eradication of extreme poverty and hunger and MDGs-2; achieve universal primary education.

During 2000s, the worldwide conferences were held with four initiative plans: Millennium Development Goals (MDGs), Education For All (EFA), United Nations Literacy Decade and United Nations Decade of Education for Sustainable Development (DESD). In implementing the objectives of those, it needs to observe the outcomes of best practices of education systems in order to improve planning, organizational efficiency, information sharing and transparency in the education sector help to meet objectives associated with Millennium Development Goals (MDGs).

South Okkalapa Township belongs to Yangon East District. It is an urban area. Many job opportunities appear in the township. The educated person has chance to get many good job opportunities. Most residents of South Okkalapa Township are hand-to-mouth daily wages workers. If the township is compared to many high living standard townships, the township is less improvement. So, the concentration of parents on their children education is inefficiency. Studying the basic education in South Okkalapa Township is due to this reason.

## **1.2 Objective of the Study**

The objective of the study is to examine the changes in teacher-student ratio and drop-out rate of basic education in South Okkalapa Township.

## **1.3 Scope and Limitation of the Study**

This paper studied the teacher-student ratio drop-out rate at each level of basic education in South Okkalapa Township from 2007/2008 academic year to 2016/2017 academic year. Ten years data and information expressed in this paper. The study focusses only on public schools in the township.

#### **1.4 Method of Study**

The method of study is based on descriptive method. The information and facts applied in this study are secondary data. The available data and facts are obtained from Township Education Office, Department of Basic Education No.3(Yangon City), Administrative Department of South Okkalapa Township, other documents from University of Economics Library and internet website.

#### **1.5 Organization of the Study**

This paper is organized with five chapters. Chapter I is Introduction in which include rationale of the study, objective of the study, scope and limitation, method and organization. Chapter II expresses Literature Review. Chapter III illustrates the Overview of Education Sector in Myanmar. Chapter IV shows Situation of Basic Education in South Okkalapa Township in which mainly included the profile of South Okkalapa Township and the Situation of Basic Education schools in South Okkalapa Township. Chapter V states Conclusion in which Findings and Suggestions.

## **Chapter II**

### **Literature Review**

On 25 September 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development (UN, 2015). At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The universal, transformational and inclusive SDGs describe major development challenges for humanity. The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future. The goals cover global challenges that are crucial for the survival of humanity. A fundamental change is about education's role in global development. Education has a responsibility to be in gear with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together. Education is crucial for the achievement of sustainable development. Education that promotes economic growth alone may well also lead to an increase in unsustainable consumption patterns. The now well-established approach of Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations.

Quality education is the SDG 4 in 17 SDGs. Quality education ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Learning objectives for SDG 4 "Quality Education" are cognitive learning objectives, socio-emotional learning objectives and behavioural learning objectives. According to these three objectives, the learner understands the education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights, the Education 2030 agenda, and innovative and successful case studies from across the globe, the relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving people's lives and sustainable development, reasons for a lack of access to education, global attainment of literacy, numeracy and basic skills, diversity and inclusive education,

basic skills and competencies needed in the 21st century, knowledge, values, skills and behaviours needed to promote sustainable development, the concept of education for sustainable development (ESD), whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies and youth empowerment and empowerment of marginalized groups. (United Nations Educational, Scientific and Cultural Organization, 2017)

## **2.1 Role of Education in Economic Development**

Education plays as an important role for society. It has to enhance people's capacities and skills, progress people's practices and attitudes, improve people's living standards, eradicate extreme poverty, and better people's health. Thus, the educational policy and program must be carefully designed at both national and local level.

Education is one of the fundamental factors of nation development. It is also one of important sectors for every nation. It is the important role to increase economic efficiency and social consistency. By increasing the economic efficiency and social consistency of the labor, it helps to increase productivity and human resource development. It produces the labor force more competitive and innovative as the skilled labor. Education affects productivity and growth through various sectors. Education promotes skills, efficiency, various knowledge, invention and social consistency of the labor force. It becomes individual intellectual and taking the right decisions. The future of the nation is in the hands of educated persons. Educated human resources are invested in economic activities that generate to increase the development of nation.

Human capital views the investment in people as akin to capital investment. The greater investment, the greater productivity. Education is the investment in people. It increases the skills of individuals and income. The higher wages was earned by the skilled workers reflect an increase in their productivity. Education can add to the value of production in the economy and also to the income of the person who has been educated. But even with the same level of income, a person who may benefit from education (Nobel Laureate Amartya Sen, Development as freedom, 1999).

Bowles and Gintis, University of Massachusetts, focused on the socializing role of education. Education teaches people how to perform well in the workplace by

teaching how to obey order, follow directions, and work in teams. This socialization teaches punctuality and reliability. These social abilities make these individuals more valuable in the workplace.

They found that another view of education is the screening view. In this view, person who goes to school longer get higher wage and are observed to be more productive. The schools haven't increased their productivity but the schools have identified individuals who have the necessary drive and ambition. In this screening view, the social returns to education are far less than the private returns. The private returns can be signified that individuals who go to higher level of educational school receive substantially higher level of income than those who do not. Education also identifies differences in skills, enabling a better matching of individuals and jobs, and this does increase overall productivity. These can be significant social returns to screening. Some of the returns to education are the result of increases in skills and some are a result of screening (Joseph E. Stiglitz, 2000).

The higher level of education makes the higher productivity because the educated persons have more chances to make creation and innovation than non-educated persons by using modern technologies. The education and skills of the labor force impact to the productivity. Unskilled workers in the modern industry need the literacy, numeracy and discipline which are attained in primary and secondary schools.

According to Lucas' finding (1998), the higher level of education of the labor force the higher overall productivity of capital because the more educated are more likely to innovate, and thus affect everyone's productivity. Wood (1994) implied that the impact of education on the nature and growth of exports affect the aggregate growth rate. The education and skills of a developing country's labor force influence the nature of its factor endowment and consequently also influence the composition of its trade. Kasim et. al (2010) contends that each individual in a country has their human capital as the most important contribution to make country's growth. The explanation of Ramirez, Rains and Steward (1998) that they showed the effect of increasing in human capacity, productivity and creativity in the development of an economy.

There is also a positive feedback from improved education to greater income equality which is likely to favor higher rates of growth. Education makes low-income people who are better able to seek out job opportunities. Education plays not only

economic development but also improving income distribution and social progress. Education encourages reducing poverty gaps. The many economists earlier than Coleman suggested the level of education made systematic difference in earnings. There is positive effect of education on income of the labor force. The higher level of education gets the higher income because more educated persons have more chance to find more economic opportunities. Economists believe that the investment in human capital or education is a key factor in the economic development process. Economists' studies support to strong and consistent valid that the educated persons are more productive and that they earn higher salaries (Psacharopoulos and Patrinos, 2004).

There has been increasing interest in the role of education that may play in promoting equity with growth. (Walter McMahon, 1999) he demonstrated that education can have a substantial downward effect on income inequality, even after controlling for net population growth, and pointed to the East Asian States as examples of countries combining growth with rising equality. Robbins (1997) also found in his study of Colombian cities that growth in skills supply lowered wage dispersion. Increases in aggregate levels of education are clearly not always associated with greater income equality. Liberalization in Eastern Europe has led to increased returns to higher education qualifications and probably to greater income inequality (World Bank, 2002b).

Education helps to reduce poverty and to improve better health. For most of the disease, people without health knowledge suffer most. The higher level of education receives the better health. Making people's literacy, supporting necessary knowledge and promoting their health and nutritional status are important components of economic development for every nation. Development can be viewed as integrated state of health and income. The lower income receives the ill-health. The education and income, income and health positively impact to each other. Thus, the role of education seems strongly influence on health.

At the household level, illiterate individuals or households are less productivity. The lower productivity become to the less earnings. The lower level of earning makes the lower level of living standards. Most of illiterate individuals or households are below the poverty line. At the national level, illiterate masses in a nation cannot progress, cannot improve their productivity, and as a result cannot progress their standards of livings. There is important other relationship with education as the relationship between education and poverty. Non-educated

households become to improve child mortality rate and less maternal health. In the Millennium Development Goals, nation's target is to halve the proportion of the population below the poverty level.

Family income tends to be strongly associated with a reduction in the incidence of poverty. Economic growth is a powerful weapon against poverty, although growth does not necessarily eliminate poverty. There is two-way relationship between education and poverty. Family income is strongly positively associated with education attainment, and low earnings of the poor are the result partly of lower human capital endowments and partly of labor market discrimination (Quibria, 1994).

## **2.2 Role of Education in Human Resource Development**

Human Resource Development is the process of increasing the knowledge, skills, and the capacities of all people in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. Human Resource Development (HRD) can also be defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skill to meet current and future job demands. Human Resource Development seeks to develop people's "knowledge, expertise, productivity and satisfaction. Recharad Swanson has defined human resource development as a process for developing and unleashing human expertise through training. Learning is the core of human resource development effort (Randy L. De Simone, John M. Werner, 2009).

Most economists agreed that education is one of basis factors of the human resources in a nation, not its capital or its natural resources, that ultimately determine the character and pace of its economic and social development. Frederick Harbison, Professor of Princeton University, implied that human resources constitute the ultimate basis for the wealth of nations. Human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development.

Annual Series of Human Development Reports were initiated by the United Nation Development Program (UNDP) in 1990. The central article of these reports is the construction and refinement of its informative Human Development Index (HDI). The new HDI were initiated in 2010. The new HDI based on three goals of development: Life expectancy at birth, Educational attainment, and Standard of

living. Life expectancy at birth was measured by a long and health life, knowledge was measured by a combination of average schooling attained by adults and expected years of schooling for school-age children; and a decent standard of living was measured by real per capita gross domestic product adjusted for differing purchasing power parity.

The essential factor for Human Resource Development (HRD) is education. If HRD is a process of nation development, education is the vital role of human capital that is the key role of methodologies. Education strives to improve skill and knowledge to youth. It plays a vital role in HRD to be sustainable nation development. Thus, education and HRD will be the development of effective and efficient workers for the work place. They could have strongly impact on improving the work force of the future.

More educated persons tend to invest more in their own health and the health of their children. Indeed, education may be the single most important personal determinant of a person's health and life expectancy. Education of the poor helps improve their food intake not only by raising their incomes and spending on food but also by inducing them to make better, healthier, choices. Educated persons tend to consume a healthier diet even when the total amount spent on food is held constant. Of course, the relation between education and better health and life expectancy involves causation in both directions, for greater health and lower mortality also induce larger investments in education and other human capital since rates of return on these investments are greater when the expected amount of working time is greater (Michael P. Todaro, Stephen C. Smith, 2015).

Kathleen V. Schmidt implied that the role of education plays in NHRD to initiate sustainable economic development within the three different categories of economy: emerging, transitional, and developing showed that in the Role of Education within National Human Resource Development Policy. South Korea is in the status of NHRD in a Transitioning Economy. In the early 1960s, the Korean economic condition declined. There were few industries before liberation from Japan's 35 year colonial rule (1910-1945). During this time, Korean's economic resources were drained. Thus, Korean economy was devastated during Korean War (1950-53). The education has been crucial in the qualitative securement as well as in the qualitative improvement of Korea's stock of manpower. At that time, the Korean government plays as priority in building the education system for human resource

development to improve economic development. There were no educated persons when the country was liberated from Japanese colonial rule in 1945. When the Korean government made the massive literacy measures and expansion of primary education, the illiteracy rate lowered to 27.9% and the enrolment rate of primary schools rose 82.3% in 1960. Due to its limited budgets, the government concentrated only on the establishment of primary schools.

Since the 1980s, there has been continuing shortage of skilled workers in manufacturing sector. In the 1960s and 1970s, the supply of production workers was balanced with the demand in Korea. At that time, the workers needed mostly education at secondary level, high level and occupational training institutes. In 2005, South Korea combined the Ministry of Education with the Ministry of Human Resource Development (MOEHRD) to provide human-resource development policy. Korea joined the OECD in the mid-nineties. Korea aims to be top ten world leaders in human resource development based on growth by people, skills and knowledge. To accomplish this aim need to be developed and individuals empowered. MOEHRD expresses this aim through primary and secondary school education, university education and lifelong learning initiatives.

Another way, Korea is harnessing industry and education can be seen in its recent efforts in April 2007 seeking to institute a Best Human Resources Developer Authorization system which aims to acknowledge public organizations that demonstrate good HRD practices such as employing qualified personnel and providing employees with effective training programs. The Best Human Resource Developer Authorization appears to function like a Good Housekeeping seal assuring potential customers that the company operates with the highest HRD standards.

The features of educational system in Korea have developed side by side with the Korea industrialization process. The educational system development in Korea progressed with the industrialization process. Various types and levels of formal education have been expanded to provide the necessary manpower at each stage of economic development. The provision of workers with basic skills is the literacy program. Improving secondary level, higher level and occupational training institutes has been instrumental in providing manpower. The principal institutional mechanism for developing human skills and knowledge is the formal educational system. Most of Third World nations have been led to believe or have wanted to believe that the rapid quantitative expansion of educational opportunities is the key to national

development: the more education, the more rapid the development. (Jong Ha Han, 1994)

### **2.3 Factors to Attainable Education**

To improve the economic development and human resource development, there is necessary to attain the education especially in basic education. Basic education is base of life-long learning society. There are factors of attainable education for people in the nation such as health status, out of school children, teacher-student ratio and gross enrolment ratio. These factors are the base of attainable education.

#### **2.3.1 Health Status**

Health and education are closely related in economic development. Greater health may improve the return to investments in education. A longer life raises the return to investments in education; better health at any point during working life may in effect lower the rate of depreciation of education capital. On the other hand, greater education may also improve the return to investments in health because many health programs rely on basic learned at schools. Better health and nutrition leads to earlier and longer school enrolment, better school attendance and more effective learning. Formal education directly teaches health knowledge to future mothers. Literacy and numeracy skills acquired in school assist future mothers in treating child health problems. Formal schooling makes women more receptive to medical treatments. Mother's health knowledge appears to be the crucial skill for raising child health. Improving the health of children will be the effectiveness of schooling (Michael P. Todaro, Stephen C. Smith, 2015).

#### **2.3.2 Drop-Out of School Children**

School drop-out effects the attainable education. Nowadays, mobile populations are more than previous such as construction workers, very poor population and population at the remote villages in the nation. Children from these families usually drop-out the school during few month or year after enrolment day. In some areas, children from poor families cannot come to school on time. They cannot go along with normal school discipline and they cannot follow lessons easily. Thus, they used to drop-out of the school.

Educational economist John Simmons gives the following sketch of how the poor are beginning to regard education. The poor are the first to drop-out because they need to work, the first to be pushed out because they fall asleep in class as one result

of malnourishment, and the first to fail their tests because upper income children have had better opportunities at home. The hope brought to village parents by the construction of the primary school soon fades (John Simmons, 1974).

Some poor families have many members of family, especially many children. Some children especially girls, cannot go to school due to take care of their younger siblings. Some adolescent students in poor families cannot go to school because they work for their families. Thus, they leave the school early. Some children from uneducated parents have to work after competing primary school level. Some children want to attend in secondary level but their parents send younger children to primary schools. Because the costs of middle and high levels are high. Thus, drop-out for the poor families are more than rich families. Nowadays, there is no any costs for the children who learn to the basic education levels. Less drop-out rate will be more effective to attainable education.

### **2.3.3 Teacher-Student Ratio**

Teacher-student ratio is the number of enrolment students are divided by the number of teachers. The teacher-student ratio is also important factor of the resources devoted to education. Teacher-student ratio measure the effectiveness to teaching. Among the different levels of primary, middle and high, the effective to teaching is different. Less teacher-student ratio will be more effective to teaching. If one teacher teaches less number of students, teaching is more effective among students. Teachers can know the situation of their students. More effective of teaching, will be more attainable education.

### **2.3.4 Gross Enrolment Ratio**

Gross enrolment ratio (GER) for the education sector can be defined as the ratio of the number of enrolment in basic education. Gross enrolment ratio (GER) is the statistical measure in education sector. Gross enrolment ratio (GER) is to determine the number of student enrolled in school at several different grade levels. The UN Educational Scientific and Cultural Organization (UNESCO) describes gross enrolment ratio as total enrolment within a country in specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.

## **Chapter III**

### **Overview of Education Sector in Myanmar**

#### **3.1 Historical Background of Education in Myanmar**

Since the time of ancient King, in Bagan, education had been regarded as important and significant sector. In that time, there were Buddhist monasteries in every towns and villages of the country. Most of those monasteries taught knowledge for only boys. Therefore, children especially boys attended at the Buddhist monasteries as traditional Buddhist monastic education system. In 1866, the department of education was established in lower Myanmar by the British. The monastic education became to classroom education. Although education department was established in 1866, there was no Ministry of Education in Myanmar until 1921. Later 1921, the Ministry of Education was established.

In the British colonial era, the scene about education was changed. Many educations in the west were returning slowly to the idea that is life itself and life is the education. In the early 1813, before the first Anglo-Myanmar War, schools were operated freely in the country. British colony attacked Myanmar three Anglo-Burmese wars in 1824, 1852 and 1885. In 1824, the first Anglo-Burmese War, Myanmar ceded to the British\_ Rakhine, Tanintharyi, Assam and Manipur.

The colonial education was established with the Foreign Roman Catholic Church in Myanmar. The first Roman Catholic Church was built in Syriam (Than Lhynn) in 1721. It was added up the number of churches to 204 in 1864. The Roman Catholic, the American Baptists and the Anglican mission acted an important part in supporting parts and facilities for Western education during 1826-1852.

In 1835, the first English middle school (lower secondary) was founded. In 1872, the first high school (upper secondary) was established, by the missionaries. This school was the Baptist High School. In 1874, the first Government High School was founded. Two year later, this Government High School changed to Yangon College. It was affiliated to Calcutta University in India. The colonial education system aimed to influence and impress by the West culture and civilization to the educated person. The outcomes of colonial government help the colonial

administrative education system. So, benefit to Myanmar people failed due to serve for the handful of people who could provide to smooth operation and function of colonialism administration in Myanmar.

In the pre-colonial era, male education was emphasized. That male education was operated in the tradition Buddhist monastic education. During the British colonial era, education for woman progressed. The number of enrolment of female students raised 61% (by 45,000 students) from 1911 to 1921. It raised 82% (100,000 students) from 1921 to 1931 with expansion of primary on the form of all-girls schools. From 1921 to 1931, the employment of woman increased to 331 in public administration, law, medicine (96% increases), education (64% increase) and journalism sectors. In 1962, all schools were nationalized and educational students began to fall.

In 1920, the two existing colleges\_ Yangon College and Judson College \_ were reformed to the form of Yangon University. In September 1920, Myanmar Legislative Council introduced the University of Yangon Act. In December 1920, the foundation of Yangon University took place. In 1922, the Department of Education was established at Yangon University College and the Diploma Education Course was introduced. The Yangon University was closed during the World War II. After regaining independence, the University was reopened. The numerous Professional Institutes, Arts and Science Universities, Degree Colleges and Colleges were set up.

In Jun 1925, Mandalay College was founded as an affiliated institution to Yangon University. It was upgraded as a degree college in 1947. In 1931, the Teachers' Training College (TTC) was established as a constituent college of Yangon University. When the new college was opened, the diploma education course was stopped. Later 1947, the first state Teachers' Training College (S.T.T.C) was established in Yangon.

In 1948, Myanmar gained independence and the government opened the state schools, the state primary, state middle schools and state high schools. Four year education development plans were implemented when Myanmar gained independence. New education plans were drawn up since 1952. In 1964, the government implemented "Ah Thone Lone" programme to be able to read, write and calculate as a basic need of their lives. In 1966, the number of changes in Basic Education was introduced with the enactment of the Union of Burma Basic Education. According to the Burma Basic Education Law in 1973, the Ministry of Education chaired the Basic Education Council concerning basic education and the

department was renamed as the Department of Basic Education. There are the main objectives of the basic education in accordance with the Basic Education Law (1973).

- (1) To enable every citizen to acquire basic education
- (2) To base education on raising moral standards
- (3) To promote knowledge, including the scientific and technical know-how needed for nation-building
- (4) To increase technicians, skilled workers and proficient intellectuals with particle knowledge
- (5) To train citizens so that they will acquire all-round development
- (6) To allow those with the requisite intellectual ability, caliber and industriousness to acquire university education
- (7) To offer undergraduate and post-graduate course for those who are working and there by enable them to study during employment

### **3.1.1 Education Reform**

During the 1998, 1999 and 2000, the four national seminars on education were held in order to provide greater access to education and improve its quality. Two is for basic education and two is for higher education. These reforms proposed during the Strategy Development Phase II of the Education Sector Study (ESS) have been initiated. These reforms proposal are:

- (1) Improved capacities for strategic planning and system monitoring, in order to complete the ongoing preparation of sector strategy reforms and to follow through on their implementation.
- (2) Increased flexibility of operation, in order to improve the internal efficiency of the education system.
- (3) Strengthened institutional capacity of responsiveness to signals from the changing economy, in order to improve the external efficiency of the education system.
- (4) Enhanced equity and diversification of education and manpower training, in order to strengthen the human resources capacity required for development.

The Ministry of Education initially reformed education promotion programmes (Phase I and Phase II) at the nation-wide seminars of 1998 and 1999. The first seminar on the promotion programme for Basic Education was held in May, 1998. The identification and formulation for promoting at Basic Education level was identified in the seminar.

In this year, the seminar mainly focused on the following majors:

- (1) Introduction of pre-school class in the basic education schools
- (2) Reviewing and reforming the curriculum of primary education
- (3) Implementing the Comprehensive Personal Records (CPRs) of the students
- (4) changing the procedures for assessing academic achievement
- (5) Effective application of the mass media in the teaching-learning process
- (6) Expansion of Parent-Teacher Associations (PTAs) and initiation of the formation of Schools Board of Trustees
- (7) Upgrading the quality of teacher training colleges and teacher training schools to education and providing pre-services teacher training programmes
- (8) Providing in-service teacher training programmes for teachers without certification
- (9) Introduction of a new system of matriculation and University Entrance Examination
- (10) Formation of the School Families for collaboration between schools in the same area.

The second seminar on the promotion programme for basic education was held in March, 1999. Seminar focused on the following major areas:

- (1) Nurturing of all-round developed students
- (2) Increasing the enrollment rate for the Primary level
- (3) Improving access to pre-service teacher training with the commencement of the Post-graduate Diploma in Teaching (PGDT) course
- (4) Provision of access to basic educational facilities for overseas Myanmar children
- (5) Providing special regulations and benefits for teachers serving in remote and border areas
- (6) Utilizing of modern technology in the teaching-learning process
- (7) Preparation for the formation of the Myanmar Education Development Association (MEDA) at national, state, division and township level
- (8) Implementing of the school calendar, and
- (9) Promotion of Union spirit among young people (U Han Tin, 2000)

### **3.2 Structure and Organization of Education System in Myanmar**

The structure of Basic Education divided into three stages: Primary Level, Middle Level, and High Level. Primary education improves the physical, emotional, social and intellectual of the children. The children with skills that will enable them to prosper late in their life provided at the primary level. Primary education produces the children who develop their skills, motivation, and moral essence. The children who are learning at primary level are more emphasized on schoolwork and improve their intellectual development. Thus, primary education is implementing as the key role of the children in learning process.

Primary education is officially compulsory level in their educational life. This level attends five years and to continue onto middle level when students passed the comprehensive examination of basic subjects. The primary educational structure consists of Grade one to five. Grade one to three are called lower primary level. The children in this level learn four subjects: Myanmar, English, Mathematics and Science. Grade four and five are called upper primary level. The children in this level learn Myanmar, English, Mathematics, Geography, History, Science, Moral and Civics. According to the revised primary curriculum started from 2001, Natural Science, Moral and Civics, painting and music, and social activities are added. The Myanmar government aims to enable every individual to acquire basic education. Every child who complete the age of five attends to primary schools.

Secondary level is divided into middle level (Grade-6 to 9) and high level (Grade-10 and 11). The middle level takes four years period and students continue onto high level when they passed the standard 8 (Grade-9) examination. Secondary education is the phase in the education continuous duty for the development of the young during their adolescence, and the most rapid phase of their physical, emotional and mental growth. The first phase of secondary education takes place at middle level. At the middle level, the students learn with the more qualified teachers teaching within their special subjects. The students learn six subjects: Myanmar, English, Mathematics which is divided into two parts (Maths I and II), Geography, History, and Science. After the students passed the lower secondary (middle) level, they will join onto the upper secondary (high) level.

The upper secondary level is the last step to complete the basic education. It is defined as completion of lower secondary level and its completion will provide the entry requirements to tertiary education (higher Education). At the upper secondary

level, some subject may be dropped, and increased specialism subjects occur. The students of age at this level will be between 14 and 16 years. High level students entering at Grade-10 may choose either science or art stream. All students must learn five subjects: Myanmar, English, Mathematics, Chemistry and Physics. In addition, arts students study Geography and History or Economics, Science students study Biology. At the end of this level, students may sit examination for their University entrance.

In Myanmar, there was the education system as the monastic education system since the kings' period. Most of people especially boys learned at monasteries in that period. In the British colonial period, three types of schools were established in Myanmar. In 1945, the Department of Education was formed under the British Government to implement the similar scheme of educational rehabilitation. The scheme was financed out of the military budget. Later, in 1950, the education was systematically organized by the government. The education system was implemented by the Ministry of Education (MOE) and 12 other ministries provide varied and diverse courses for learning in higher education sector, but the MOE is also responsible for the basic education schools for all children.

### **3.2.1 Ministry of Education**

On 2 September 1991, Myanmar Education Committee was established to build up education policy. This Committee implements the development of the education system that is balance with the cultural, the traditional, the social values and also in keeping with the economic and political aspirations of the nation. In 1966, the changes in basic education were facilitated with the Union of Burma Basic Education. The Union of Burma Basic Education Law 1973 was replaced instead of the Union of Burma Basic Education Law 1966. In April 1998, the basic education Department was divided into three departments.

The Ministry of Education is the main provider of education and training, especially in the sectors of basic education and higher education. Ministry of Education committed to build modern and developed nation through education. Ministry of Education of the Union of Myanmar has been encouraging the education sector with the vision “to create an education system that will generate a learning society capable of facing the challenges of the knowledge age”. The Ministry of Education is implementing short and long-term development plans to develop a lifelong learning society. The administrative process about the education sector is

controlled among twelve ministries at middle and high levels of education. These twelve ministries centralized educational planning process. The province of central ministerial departments initiates the educational decision. Nowadays, education plays more emphasize on the formal education system with its schools and institution of primary, middle and high levels.

The Directors-General makes the decision process at the Ministry level and the Chairmen of the ten departments formed as a special co-ordination committee. These various department levels implemented that the decisions made at these committee as those responsible.

- (1) Department of Basic Education No (1)
- (2) Department of Basic Education No (2)
- (3) Department of Basic Education No (3)
- (4) Department of Education Planning and Training
- (5) Department of Higher Education (Lower Myanmar)
- (6) Department of Higher Education (Upper Myanmar)
- (7) Department of Myanmar Language Commission
- (8) Department of Universities Historical Research
- (9) Myanmar Board of Examination
- (10) Myanmar Education Research Bureau

The government set up the implementing educational plans to achieve educational objectives prescribed in Education Policy and Education Acts that is the main duties of the Ministry of Education. The functions of the Ministry of Education are as follow:

- (1) To improve vocational and technical education
- (2) To permit private and non-government organization to participate in the development of education programs to certain degree
- (3) To reform curriculum, syllabus and modernize them in line with the prevailing situation
- (4) To promote education research
- (5) To narrow the gap among urban, rural and border areas regarding basic education and
- (6) To universalize primary education for all school-age children

### **3.2.2 Administrative Structure of Basic Education Sector**

The Ministry of Education is implementing the short and long-term education development plans to develop a lifelong learning society. All basic education schools are supervised by the Ministry of Education. In accordance with the Basic Education Council, Basic Education Curriculum, Syllabus, Textbook Committee and Teacher Education Supervisory Committee, the three Department of Basic Education and the Department of Educational Planning and Training undertake the administration and management of basic education.

#### **(i) Basic Education Council**

According to the Basic education Law (1973), the Ministry of Education formed the Basic Education Council. The tasks of the Basic Education Council are:

- (A) To provide guideline in accord with the education policies for the following:
1. Planning of teaching in basic education in line with vocational education, and higher education
  2. Teacher education
  3. Capacity building of in-service teachers
  4. Curriculums and Syllabuses
  5. Text Books
  6. School Library and Museum
  7. Identification of qualification of teacher, registration and maintaining of teacher's dignity
  8. Opening of new basic education schools, closing of schools, upgrading of schools, management and inspection of schools
  9. Identification of measures to have access to basic education by all citizens by the state in collaboration with community
  10. Supporting compulsory education by level at suitable time
- (B) To review and reform all basic education activities to be in line with policy and for the benefit of the development of the Nation and
- (C) To carry all the instructions given by the government

#### **(ii) Basic Education Curriculum, Syllabus and Textbook Committee**

Under the supervision of Basic Education Council, the Basic Education Curriculum, Syllabus and Textbook Committee were formed. Director-General of Basic Education chaired this Committee. The tasks of this Committee are:

- (A) According to the instruction of Basic Education Council:
  1. To develop, review and revise Basic Education Curriculums and Syllabuses
  2. To publish textbooks
  3. To produce teaching and learning materials
  4. To submit recommendation and proposals for administering examination
- (B) Development of Curriculums and Syllabuses
  1. The group of subject and group based subject nature can be formed
  2. Regional based curriculum team can be formed.
- (C) Writing of Textbooks
  1. Small working groups can be formed for writing, reviewing, and approving textbooks
  2. For the development of activities of working groups, revision must be made in accord with the guidelines of Basic Education Council.

**(iii) Teacher Education Supervisory Committee**

This Committee was also formed under the supervision of Basic education Council. The tasks of this Committee are as following:

- (A) To carry out the following with the guidance of Basic Education Council and in accord with the Basic Education Law and rules and regulations;
  1. Development and revision of teacher's education curriculum and syllabuses
  2. Supporting teacher training courses
  3. Writing of textbooks for teacher education and accrediting and prescribing of textbooks
  4. Administering examination for teacher training courses
  5. Capacity building of in-service teachers
  6. Identification of qualification of teachers
  7. Registration of teachers
  8. Maintaining the teachers' dignity
- (B) To give recommendation for opening new teacher training schools and colleges, closing teacher training institutions, producing qualified teachers occasionally.

- (C) To supervise the activities concerning improvement of teaching, modernization, provision of teaching and learning materials by trainees and conducting research by teacher education
- (D) To form inspection team in accord with requirement to inspect the teacher training institutions.

### **3.3 Monastic Education in Myanmar**

An old education system with very long history in Burma is the Buddhist Monastic education system, dated back to the 11<sup>th</sup> century King Anawrahta period. During the earliest Myanmar time, the monastic education existed as the form of education. This education existed from the 10<sup>th</sup> century. Education is important role in Myanmar society and culture in the past as present as. During the colonial days from 1884 to 1984, the monastic education played an important role in education of Myanmar.

The monastery served as the center role of culture and education where all the children could learn the 3R's. Teaching 3R's and the religion texts containing the guidance of Buddha so that the pupil, especially boys, might be able to live their lives in accordance with the rules laid down by the Buddha is the main aims of Monastic education. Monastic education was largely for religious and ethical rather than economic-life. There was at least one monastery in every village. The monastic education balanced with the social life. These monastic schools, free charges schools were founded for the literacy, especially among the male.

Buddhist monastic schools helped to be literacy rate in Burma. Monastic education played a vital role in fostering basic literacy among the people. There were more literate people and Myanmar education development based on monastic education. The Monastic education provide main source of education for many years. In recent year, the role monastic education system decreased but this education system is still existence till 21<sup>st</sup> century in Myanmar.

Nowadays, the monastic education existence to provide basic education needs of the country especially for children from needy families. The primary school children of Burma from needy families attend the Buddhist monasteries to get literacy and numeracy skills as well as knowledge of the Lord Buddha's teachings. The monastic schools provide curriculum education and ethics and moral foundation.

The monastic schools mostly accept the children from needy families who live nearby and unable to attend public schools. Many of the orphan child attend monastery

schools in Yangon and Mandalay are from remote areas. Some monastic schools operate as boarding schools and some as day schools depending on the situation and support of the public. The schools are required to integrate with the township education authorities. The operation and finance of the monastic schools rely heavily on donations and the collaboration of the public. The most of students' fees were covered by these donations at these schools. Even though the government has recently begun to support the salaries for the teachers in monastic schools, resources remain limited for many teachers working voluntarily. There is lack of basic facilities, teaching and learning materials in many schools.

Teachers in monastic schools are not required by law to achieve a certificate in education. They are generally recruited from the local area and may be former students of the school itself. Basically needs of the monastic schools is teacher's capacity. The Yaung Zin Competency-Based Teacher Training Program for primary teachers is designed for Myanmar Non-State Schools (mainly monastic and community schools). The aim of this program is to improve the development of teachers' capacity and students in the non-state education sector where teachers are untrained in teaching and learning. Monastic Education Development Group (MEDG) recognizes the Yaung Zin Competency-Based Teacher Training Programme for primary teachers in Myanmar.

### **3.4 Education Plan**

The Ministry of Education formulated the many educational plans with the aim of further developing the education sector to strive for the development of highly qualified human resources and to introduce human resources development programmes. To develop the basic education sub-sector, education development plans have been implemented. The Ministry of Education implemented the Education for All program to universalize the primary education in 2000, the Special Four-Year Education Development Plan (FY-2001-02 to 2003-04), the Special Thirty-Year Education Development Plan (FY-2001-02 to 2030-31) and the National Education Strategic Plan (NESP) (FY-2016-21).

#### **3.4.1 Education For All (EFA)**

Myanmar set out its own National Programme of Action for EFA Central Coordinating Committee has been established in Myanmar. The task of the Central Coordinating Committee is to supervise and monitor Education for All (EFA). In accordance with this Committee, township and village NFE Committees have

launched learning circles. In March 2000, Myanmar Literacy Resource Centre (MLRC) was established in the compound of Myanmar Education Research Bureau with contribution from Japanese Grant Assistance for Grassroots Project, ACCU and Myanmar Government. MLRC is the thirteenth Literacy Resource Centre in Asia and Pacific. One of the tasks of MLRC is the training of NFE personnel at various levels by conducting training of NFE personnel at various levels by conducting training workshops.

In October 2013, the government formed an Education Promotion Implementation Committee (EPIC) and eighteen working groups to implement policies and plans for education reforms. These working groups are currently working in eighteen areas:

1. Early Childhood Care and Development (ECCD)
2. Monastic Education
3. Basic Education
4. Teacher Education
5. Child-centered education
6. Non-formal Education (NFE) and Inclusive education
7. Education Law
8. Capacity Building for Education Management
9. Capacity Building and Assessment Staff
10. Promotion of Applied Research
11. Education Facilities
12. Basic Education Curriculum
13. Higher Education Curriculum
14. Higher Education
15. Health
16. Technical and Vocational Education and Training (TVET)
17. Agriculture, Livestock and Forest Education and
18. Information, Communication and Technology (ICT) Education

The Basic Education Developments expanded the Education for All program's activities at township levels. The activities of the Education for All programs are:

- (i) Continuing with the implementation of basic literacy program in the remaining township with EFA and NFE plan;

- (ii) Promoting income and life skills activities in townships that have achieved literacy;
- (iii) Participating non-formal education programs of other departments and organizations; and
- (iv) Integrating with international agencies with the approval of ministries concerned.

The six goals of Myanmar National Education for All formulated in accordance with the Long-term Basic Education Plan, the Dakar EFA Goals and the Millennium Development Goals (MDGs) are as following:

- (i) All school-age children have access to and complete free and compulsory basic education of good quality by 2015
- (ii) Improving the quality of basic education: teachers, educational personal and curriculum
- (iii) Achieving the improvement in the level of functional literacy and continuing Education for All (EFA) by 2015
- (iv) Learning needs of the young people and adults are met through non-formal education, life skills and preventive education
- (v) Expanding and improving comprehensive early childhood care and education
- (vi) Strengthening Education Management Information System (EMIS). (Ministry of Education, March, 2014)

#### **3.4.2 Four-Year Education Development Plan**

In 1988, the State Law and Order Restoration Council (State Peace and development Council) were formed. In 1988, there were various reforms with Education Promotion Programmes in curriculum, teacher education, teaching-learning approach and many programmes to improve education in Myanmar. The yearly implementation of Education Promotion Programmes were attempted to balance between ‘Global’ and ‘Local’ values with the doctrine of the current socio-economic and political order.

The Special Four-Year Plan (2001-02 to 2003-04) for education was implemented by the Ministry of Education. The Special Four-Year Plan organizes all the activities of the education promotion programmes and six major actions in (1) curriculum, (2) assessments system, (3) teaching-learning process and multi-media classroom, (4) teacher education, (5) all round education activities for children and (6) universal primary education. The Special Four-Year Plan for the human resources

development is being implemented not only education sector but also science and technology and health sector.

Developing the education sector is to attempt for the development of highly qualified resources and to introduce regional human resource development programmes. The Special Four-Year Plan implemented six programmes for Basic Education sub-sector and 21 programs for Higher Education sub-sector. The six work programmes outlined in the plan for the basic education sub-sector are:

- (1) To revise and reform basic education curriculum,
- (2) To introduce a new assessment system, to redefine basic education completion and to restructure the university entrance examination,
- (3) To establish multi-media classroom for improving the teaching-learning process,
- (4) To improve the quality of teacher education,
- (5) To support all-round development activities, and
- (6) To introduce universal primary education (UPE).

### **3.4.3 Thirty-Year Long-term Basic Education Development Plan**

Long-term Basic Education Development Plan has been introduced to promote greater access and the quality of Basic Education. The Thirty-Year Long-term Basic Education Development Plan (2001-02 to 2030-31) contains 10 programs for the Basic Education Sector to be implemented in six phase of five-year medium-term plans with ten broad programs. The plan's programs include:

- (1) Emergence of an education system for modernization and development of the country
- (2) Completion of basic education by all citizens
- (3) Upgrading of the quality of Basic Education
- (4) Providing access to pre-vocational and vocational education at different basic education levels
- (5) Improving access to teaching learning and communication technology leading towards e-education
- (6) Providing all-round developed citizens
- (7) Capacity building for educational management
- (8) Carrying out basic education activities in collaboration with the community
- (9) Expansion of non-formal education activities
- (10) Improving of educational research

### **3.4.4 Myanmar National Education Strategic Plan (NESP)**

In recent year, Myanmar's National Education System has introduced under progressed public security and debate because of growing expectation among students, parents, employers and citizens for education reforms. The Ministry of Education (MOE) undertook three and half-year Comprehensive Education Sector Review (CESR) involving these phases:

Phases (1): a rapid assessment

Phases (2): in-depth research and analysis of official sub-sector challenges, and

Phases (3): drafting and building ownership for an evidence-based and cost National Education Strategic Plan (NESP) for the period 2016-21.

The NESP provides government, education stakeholders and citizens with strategy for sector-wide education reforms that will improve access to quality education for students at all levels of the national education system over the next five years. NESP (FY 2016-17 to 2020-21) has main goal statement that is "Improved teaching and learning vocational education and training, research and innovation leading to measurable improvements in student achievement in all schools and educational institutions". These are three main reasons to achieve the goals of NESP:

- (1) High expectations from parents and students
- (2) Teachers have key role to play in implementation of NESP reforms
- (3) TVET and higher education are fundamental for Myanmar's long-term social and economic development

Among the education stakeholders consulted to develop goals of NESP that parents want their children to significantly improve their learning achievement at all level of the national education system. In the successful implementation of the reforms outlined in NESP, the teachers play crucial role. Especially, the basic education sub-sector teachers will play key role in the successful roll-out of the new curriculum. Therefore, teachers are the center of NESP goals.

The Ministry of Education has identified nine transformational shifts that to achieve the NESP goal. A transformational shift is identified as a high-level statement that expresses desired future state of particular part of the education sector in Myanmar in 2021. The nine transformational shifts are:

- (1) Pre-school and Kindergarten education
- (2) Basic education-access, quality and inclusion
- (3) Basic education curriculum

- (4) Student assessment and examinations
- (5) Teacher education and management
- (6) Alternative education
- (7) Technical and vocational education and training (TVET)
- (8) Higher education
- (9) Management, capacity development and quality assurance

The Ministry of Education reforms the Basic Education for the 21<sup>st</sup> Century. The main basic education sub-sector reform areas are curriculum, access, quality and inclusion, student assessment and examinations, teacher education and management. (Ministry of Education, 2016)

### **3.5 Current Situation of Basic Education System in Myanmar**

The duration for schooling was increased to be with international standards and the new curriculum was drawn up to develop students in economic and human resource development sectors. Myanmar's basic education curriculum was for long time about 30 years, with the last amendment made in 1985. Children grow up with less critical thinking skills under the by-heart learning system which no longer fits in with this age of technology. Therefore, the Department of Education Research Bureau under the education department started drawing up a new curriculum in 2012. After three years, a new syllabus – the KG standard – was introduced in 2016-2017 academic year. As amendments to the kindergarten (KG) and Standard 1 curriculum took place in 2016-2017 academic year, changes in the curriculum for Standard 2 students will follow in 2018-19. The curriculum is changed in accordance with the National Education law, to match international standards.

#### **3.5.1 National Education Law**

In March 2014, Education Promotion and Implementation Committee (EPIC) drafted the National Education Law. The objectives of the National Education are as following:

- (a) To produce good physically, mentally, morally, socially and psychological well-developed citizens with critical thinking skills.
- (b) To produce citizens by practicing their civic and democratic duties and upholding standards of human rights.
- (c) To develop union spirit and to create citizens who preserve and develop all the ethnic groups' languages, literatures, culture, arts, traditions, historical heritage and who value and protect the natural environment and who can carry

out sustainable development and pass these things on to others

- (d) To produce the human resources needed for knowledge-based economic development
- (e) To create international standard learning environments and to promote the quality of teaching, learning and research
- (f) To promote qualified scholars, experts, and technicians in every field of study
- (g) To encourage and upgrade sports education and systematically implement school health programs

The principles of National Education for Basic education Sector are as following:

- (a) Every citizen shall join in the effort to develop and improve education
- (b) Private sector cooperation in every level of education will be established in accordance with the relevant laws
- (c) Special education programs and services shall be established so that every school-aged child and youth who have a chance to study, can access their right to education in line with Education For All
- (d) Every citizens shall have the right to education and opportunities for life-long learning shall be created
- (e) School shall be free from religious or political meddling
- (f) Once free, compulsory education has been successfully implemented at the primary level it shall be extended step by step to higher level

National Education Commission was composed of the Ministry of Education and other ministries by the government with the approval of Parliament. Rights and responsibilities of the NEC are as following:

- (1) Guide the implementation of national education objectives and principles
- (2) Implement the national education objectives from committees or other groups in accordance with the law and responsibility
- (3) Evaluate and give guidance on the education system and education policy and projects
- (4) In order to establish standards for quality assurance, form policies and give guidance
- (5) Negotiate with the government and regional governments to get the funds and support needed for the education sector

- (6) Establish policy for getting funds and support for education from local or international sources
- (7) Establish policy for granting, suspending and terminating permission to operate local or international schools
- (8) Cooperate and negotiate regarding the Ministry of Education or other ministries' short and long-term educational projects.

### **3.5.2 Educational Strategies**

The long-term education development plan depends on the framework of goals and adopting MDGs, the Myanmar Education For All National Action Plan (2003 to 2015) has been formulated with two goals area access to and quality of basic education: early childhood care and education. The six strategies to achieve these goals will be implemented with the long-term plan. These strategies are as follow:

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

### **3.5.3 Education System**

According to the system of national education, the government recognized the various kinds of education: Formal Education, Non-formal Education, and Personal Education. Basic Education is divided into three levels, aiming to have 12 years of education after the completion Kindergarten level:

- (1) Primary Education
- (2) Middle School Education
- (3) High School Education

The Department of Education Research Bureau under the Education Department was introduced new syllabus\_ KG standard\_ in the 2016/17 academic year. Amendments to the Kindergarten and Standard 1 curriculum took place in 2016/2017 academic year and changes in the curriculum for Standard 2 students will follow in 2018/19. The KG syllabus was drawn with the help of the United Nations Children's Fund (UNICEF) and the primary syllabus was drawn with the help of Japan International Cooperation Agency (JICA). The main reason for changing the curriculum is to steer the students from learning by-heart to a state in gaining the

ability to be able to memorize the lesson in a way of critical thinking. From the by-heart learning way to obtain good mark and high grades, the system has been heading in a direction where children will be able to learn the skills of critical thinking when learning lessons.

According to the structure of basic education in 2016/2017 academic year, Kindergarten regard as the base level of primary education. Children who are five years of age can enter Kindergarten. After complete the Kindergarten level, the children who are six years of age can attend the first grade of primary school level (lower primary level). Children attend for 2years schooling at lower primary level (Grade 1 and 2) and 2 years schooling at upper primary level (Grade 4 and 5). After complete the primary levels, children who can attend to the middle level (Grade 6, 7, 8 and 9). And then children can transfer to high level (Grade 10 and 11). The structure of basic education system in Myanmar showed the table (3.1) as follow.

**Table (3.1) Structure of Basic Education System (2016/2017 Academic Year)**

<b>Education Levels</b>		<b>Age</b>	<b>Grade</b>	<b>No. of Years</b>
<b>Primary</b>	<b>Lower</b>	5+ to 7+	KG, Grade- 1, 2	3
	<b>Upper</b>	8+ to 9+	Grade 4, 5	2
<b>Secondary</b>	<b>Lower (Middle)</b>	10+ to 13+	Grade 6, 7, 8, 9	4
	<b>Upper (High)</b>	14+ to 15+	Grade 10, 11	2

Source: Department of Educational Planning and Training, MOE

## **Chapter IV**

### **Situation of Basic Education in South Okkalapa Township**

#### **4.1 Profile of South Okkalapa Township**

In 1958, the government established South Okkalapa Township. South Okkalapa Township imposed with 13 wards which are 3 ward to 15 ward at first to till now. The shape of the township is as square. The transportation in the township is easy and convenient. There is one bus-terminal; Parami Bus-terminal. There are many bus-services from South Okkalapa Township to other townships. There are two famous bridges; Balley bridge and Parami bridge which are over 180 feet bridges. One new bridge which Nga Moe Yake Bridge was established in 2017. South Okkalapa Township connects with Yankin Township, North Dagon Township, Ma Yan Gone Township and Thingangyun Township. There are four main markets and five small markets, and one City Mart in the township. There are also many hospitals, dispensaries and clinics in the township. The religious festivals are annually held at Okkalapa Pagoda and each of 13 wards in the township. Thadingyut festival, Ta Saung Taing festival, Nate Ban Zay Pwe Taw, etc are held at every road and ward in the township annually.

##### **4.1.1 Organization of the Township**

South Okkalapa Township imposed with 13 wards at first to till now. These 13 wards are 3 ward, 4 ward, 5 ward, 6 ward, 7 ward, 8 ward, 9 ward, 10 ward, 11 ward, 12 ward, 13 ward, 14 ward and 15 ward in the township. 1 ward and 2 ward are the wards in the boundary of North Okkalapa Township when South Okkalapa Township and North Okkalapa Township were divided the boundary from each. The shape of South Okkalapa Township is square. The population is dense in the township.

##### **1. Location and Size**

South Okkalapa Township belongs to Yangon East District. It is located between North Latitudes 16° and 18° and between East Longitudes 96° and 98°. The size of South Okkalapa Township is 3.93 square miles (2518 acres) which is 35 acres are industrial land and 2483 acres are urban land. Township connects borders with

North Dagon Township in the East, Yankin Township in the West, Thingangyun Township in the South and Ma Yan Gone Township in the North. The township is the plain region. Township is located above 30 feet of over sea-level. There are two streams in the township; Nga Moe Yake stream and Kyaik Kasan stream which flow south to north.

## **2. Climate**

The climate of South Okkalapa Township is the moderate climate. The average highest temperature of the township is 41°C and the average lowest temperature is 13°C. In 2016, the raining days in the rainy season were 101 days and the average rainfall was 138.85 inches, the highest temperature in the hot season was 41.1°C and the lowest temperature in the cold season was 13.80°C. Nga Moe Yake stream in the East of South Okkalapa Township occurs tide regularly. This stream does not occur loch, sand, truncated river and truncated stream till now. In 2016, many tasks undertake to maintain the natural environment, and to protect the flood.

## **3. Population**

The total population of South Okkalapa Township is 154068 in 2017. The total population in previous year (2016) is 153651. The growth of population between 2016 and 2017 is 417 and growth rate is 0.27. Thus, the estimation of population density of South Okkalapa Township is 39203 per square mile. The total number of male population is 72956 and the total number of female population is 81112. The race \_ Kachin, Kayah, Kayin, Chin, Burma, Mon, Rakhine and Shan\_ live in South Okkalapa Township. The most of race who lived in this township is Burma and the least of race is Kayah. The total population lives in urban area. The total number of homes in the township are 23442 and the total number of households in the township are 33665 in 2017. Table (4.1) shows the population classified by age group in the township:

**Table (4.1) Population in South Okkalapa Township (March 2017)**

<b>Age Group</b>	<b>Population</b>	<b>Percentage (%)</b>
<b>Over 18 years (male)</b>	53124	34.48
<b>(female)</b>	60805	39.47
<b>Under 18 years (male)</b>	19832	12.87
<b>(female)</b>	20307	13.18
<b>Total</b>	154068	100

Source: Administrative Department of South Okkalapa Township, Regional Facts of South Okkalapa Township Book, May, 2017

Most of people who live in South Okkalapa Township are Buddhists that are 148120 (96% of total population). Christians is 1181 (0.77%), Hinduism is 1199 (0.78%), and Islam is 3568 (1.02%). In South Okkalapa Township, there are also foreigners; Chinese is 235 (0.15%), Indian is 278 (0.18%), Pakistans is 24 (0.02%) and other are 4843 (3.14%) who are 5380 (3.49%) of the total population.

#### **4.1.2 Social Factors in the Township**

The 14 libraries are set up in the Township in order to improve knowledge for all people. In South Okkalapa Township, there are 2 playgrounds and 1 park for public entertainment. There are also social organizations which are NGO and other organizations. Women's Affairs Association, Maternal and Child Welfare Association, Red Cross Association, Reserved Fire Brigade and Old Veterans were established as organizations of NGO. There are 11 other social welfare organization. In the township, there are one pagoda, 161 monasteries, 5 convents and 32 chapels.

#### **1. Economic Factors**

Since the South Okkalapa Township was established as the township in Yangon, there was industrial ward which is changed to industrial zone. In this industrial zone, the small and medium industries are operating and there is not the large industry. There is only one KORACE Garment industry as the large industry in the Township. These large, small and medium industries support the job opportunities to the people who lived in the Township. Most of people who live in the township are government staff, company staff and merchants.

There is one industrial zone, one large industry that owned by private in which 1700 workers are employed, 36 workshops that owned by private in which 455

workers are employed and 649 home industries which 1357 workers are employed in the township. There are 3 hotels and 4 inns as Hotel and Tourism Firms in the township. There are also 55 company such as Trading company, Link company, Automobile service company, Gems and Jewellery company, construction company, estate company, Travelling company, Micro-finance company, Purified drinking water company and Decoration company.

There are also 18 banks in the township. These are 5 number of KBZ Banks, 3 CB Banks, 2 MMB Banks, 3 AYA Banks, 1 Tun Foundation Bank, 1 AGD Bank, 1 Yoma Bank, 1 United Amara Bank and 1 Myanmar Microfinance Bank. Most of people in the township work as the merchants and the livestock work at least. In the township, the number of workforce is 121326, the actual employment is 116425 and the number of unemployment is 4901. Thus, the unemployment rate is 4.04% of the total number of workforce.

## **2. Transportation**

There is one railway station namely Baukhtaw Railway station which is on Myoe Path railway road. There is also one bus-terminal namely by Parami Bus-terminal. Most of people who live in the township use the motor road. The total number of roads are 458 roads; the number of concrete roads are 140 and the number of rough road are 318. The total miles of roads are 78.3 miles; the miles of concrete roads are 7.5 miles and the miles of rough road are 70.6 miles.

## **3. Health**

Hospitals, dispensaries and clinics are established in the township. There is one public hospital which is Maternity and Child Hospital and 2 private hospitals which are Tet Lann Hospital and Myitar Hospital. There are 2 public dispensaries. The total number of doctors are 26, the total number of nurses are 39 and the total number of assistant health officers are 3. The ratio of doctor to population is 1:5926, the ratio of nurse to population is 1:3950 and the ratio of assistant health officer to population is 1:51356.

## **4. Education**

In the township, there are 5 High Schools, 8 Middle Schools and 30 Primary Schools. The number of students are 2354 in high level, 5659 in middle level, and 7000 in primary level. The average ratio of teacher-student is 1:23 in high level, 1:19 in middle level and 1:26 in primary level. There is one public pre-school which is 3 number of teachers and 40 number of students in 2017. There are also 3 monastic

schools which is 37 teachers and 817 students. There are 4 private schools in the township which is 46 number of teachers and 685 number of students. The number of adult literacy (over 15 years old) is 116929. Table (4.2) shows the types of schools, number of teachers, number of students and the ratio of teacher-student in the South Okkalapa Township.

**Table (4.2) Types of School, Number of Schools, Teachers, Students, and Teacher-student Ratio**

<b>School Categories</b>	<b>Number of Schools</b>	<b>Number of Teachers</b>	<b>Number of Students</b>	<b>Teacher-Student Ratio</b>
<b>Public Schools</b>	43	653	15013	1:23
<b>Private Schools</b>	4	46	685	1:15
<b>Monastic Schools</b>	3	37	817	1:22
<b>Pre-schools</b>	1	3	40	1:13

Source: Administrative Department of South Okkalapa Township, Regional Facts of South Okkalapa Township Book, May, 2017

#### **4.2 Administrative Structure and Organization of Basic Education Schools**

South Okkalapa Township is the east district part of Yangon Division. Thus, the education schools in South Okkalapa Township are controlled by the Department of Basic Education No (3) (Yangon Division). In the township, there are 30 Primary Schools, 8 Middle Schools and 5 High Schools. In the South Okkalapa Township, basic education schools composed with four levels: Pre-primary Level, primary level, middle level and high level. When the school-age children are age of 5 year, they can attend the Kindergarten (KG) in every schools. After completing the Kindergarten (KG), the children who are six years of age can attend the first grade of primary school level (lower primary level). Children must attend for 2 years schooling at lower primary level (Grade 1 and 3) and 2 years schooling at upper primary level (Grade 4 and 5). After completing the primary levels, children who can attend to the middle school level (Grade 6, 7, 8 and 9). And then children can transfer to high school level (Grade 10 and 11).

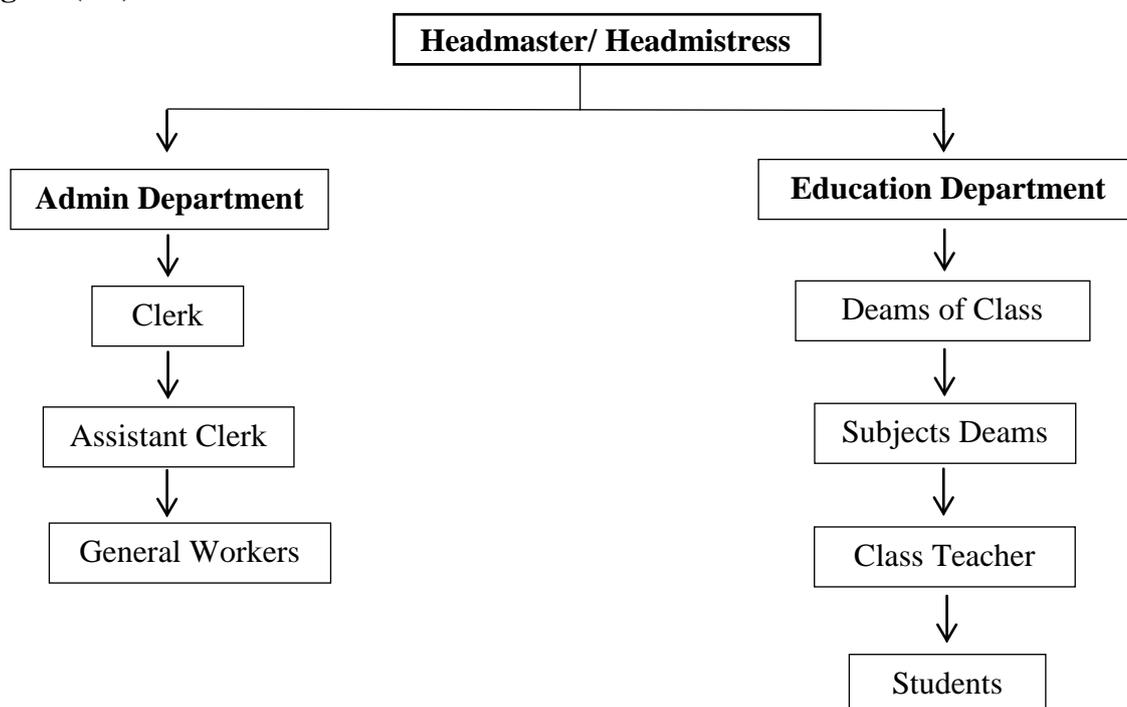
**Table (4.3) Structure of Basic Education System in South Okkalapa Township  
(2016/2017 Academic Year)**

Education Levels	Age	Grade	No. of Years
Pre-primary	5+	KG	1
Lower-Primary	6+ to 7+	Grade 1, 3	2
Upper-Primary	8+ to 9+	Grade 4, 5	2
Lower Secondary (Middle Level)	10+ to 13+	Grade 6, 7, 8, 9	4
Upper Secondary (High Level)	14+ to 15+	Grade 10, 11	2

Source: South Okkalapa Township Education Office

There is administrative structure of basic education in the township. The basic education schools are managed by the Township Education Office. There are one Headmaster or Headmistress for each school. They manage to the education department in which deams of class, subject deams, class teachers and the students; and admin department which include clerks, and general workers in their schools. The structure of basic education schools in South Okkalapa Township is shown in Figure (4.1).

**Figure (4.1) Administrative Structure of Basic Education Schools**



Source: Township Education Office (South Okkalapa Township)

There are one Headmaster or Headmistress in every school. Basic education schools in South Okkalapa Township are administered by the Township Education Office. In the structure of basic education schools, the Headmaster or Headmistress administers all teachers, students, and staffs. There are Deams of class in every grade. Deams of class administer Deams of subject, teachers and students. The responsibilities of Deams of class are to monitor and perform teachers and students' affairs. Teachers and students are also under administrating by the Deams of subject. These Deams of subject have responsibilities about their subjects.

#### **4.2.1 Evaluation System**

Evaluation is one of vital role in learning process. Before 1998, the evaluation system at basic education schools was determined by the examination. Beginning from 1998/1999 academic year, the evaluation system was reformed at Basic education level. In this year, Continuous Assessment and Progression System (CAPS) were introduced. According to this system, students are evaluated into two processes, chapter-end tests and Comprehensive Personal Record (CPR). New assessment and evaluation procedures in place of end-of-term and end-of-year examinations at the basic education level are reducing the burden of study for examination purposes and aim at establishing a student-centered and learning-oriented classroom situation. This new system has been recognized not only for progressing to asses academic but also for developing to social, intellectual, maturity and physical development of students. In South Okkalapa Township, the Comprehensive Personal Record (CPR) recognized as following:

In the Kindergarten year and Standard I, assessment is conducted through regular daily exercises. For promotion to a higher-grade pupil must demonstrate proficiency in language and mathematics. Assignment cards, reading cards, test cards, etc., are used as a reinforcement in the assessment and evaluation process. In Standard II, III and IV, chapter-end tests are applied. Promotion of a student is not only based on the results of chapter-end tests but also on the marks obtained in the Comprehensive Personal Record (CPR) which records student participation in the activities listed in report card.

- (i) Having 75% attendance
- (ii) Obeying school disciplines
- (iii) Fulfilling obligations to school, teachers
- (iv) Growing trees and plants at school

- (v) Giving assistance in parent's livelihood
- (vi) Participation in sports and physical movement
- (vii) Participation in the movements of literature, fine art and music
- (viii) Sitting regularly the chapter-end tests
- (ix) Keeping oneself neat and tidy

Components of middle school and high levels' Comprehensive Personal Record (CPR) include the following facts in addition to those set for the primary school level:

- (i) Participating in the development tasks of the local community and the State;
- (ii) Offering voluntary service for community work;
- (iii) Participating in the activities of teams, clubs and associations of the school and social activities such as the Red Cross, etc.

By regarding these Comprehensive Personal Record (CPR), the teachers implement to promote the quality of students in the schools. The teachers operate many activities including the lists of CPR to the students monthly. The Ministry of Education regarded the school calendar for the teachers and students. The lists of CPR also contain in this calendar. The teachers and students not only implement the activities of CPR but also execute the activities of school calendar. The students in the schools participate in school activities such as growing the trees and plants at schools, participation in the Ka Htain Pwe Taw, Thadingyut Pwe Taw, Hta Ma Nae Pwe, etc., holding the Sone Nyi Pwe, sports, arts and music movements, competition the painting and essay, examining the subject skill.

#### **4.3 Situation of Basic Education South Okkalapa Township**

In studying the situation of basic education in South Okkalapa Township, the quantity changes of the teacher-student ratio and drop-out rate in the basic education schools were mainly studied. Quantity changes in basic education schools contains the changes of number of teachers, the number of students, teacher-student ratio, the number of drop-out students, the transition rate and the number of students' matriculation examination passed rate. These quantity changes in basic education were expressed by the changes at each level.

### **4.3.1 Primary Level**

The primary level is the first step and compulsory level for every student. The children attend the KG at the age of 5 at the schools. After completing the KG standard, they can attend the lower primary level. And then they can attend the upper primary level. In studying the status of primary level education in the township, the quantity changes of the teacher-student ratio in primary level were expressed by the number of teachers and students. The number of drop-out students in the primary level were illustrated by the number of enrollment students and number of appeared students.

#### **1. The Teacher-Students Ratio in Primary Level**

To measure the effectiveness of teaching in the schools, the teacher-student ratio is important in the basic education level. Less the teacher-student ratio will be more effective teaching in school. There is different teacher-student ratio among the level of basic education schools. The Ministry of Education recognized teacher-student ratio in primary level that the lowest teacher-student ratio was 1:32 and the highest teacher-student ratio was 1:45. The teacher-student ratios are calculated that the number of enrolment students are divided by the number of teachers in each level. That is the teacher-student ratio in primary level are calculated that the number of primary students enrolled are divided by the number of teachers in primary level.

In South Okkalapa Township, the teacher-students ratio in primary level were 1:31 in 2007/2008. In 2008/2009 academic year, the teacher-student ratio at primary level increased to 1:32. In this year, the number of students increased than previous year. Later 2008/2009, the teacher-student ratio at the primary level decreased year by year. Later 2012/2013 academic years, the number of teachers extremely declined because of transferring to attend Phaunggyi training school to improve the teachers' qualification. During the study periods, the number of primary students declined because of transferring to other township with their parents and attending to monastic educational schools in the township. Because of declining the number of students, posting number of the teachers were reduced. Thus, the teacher-student ratio at the primary level declined year by year. In South Okkalapa Township, the lowest teacher-student ratio was 1:26 and the highest teacher-student ratio was 1:32 in the primary level.

By studying the teacher-student ratio in primary level, teacher-student ratios in South Okkalapa Township were less than the teacher-student ratio in primary level

which are recognized by the Ministry of Education. During the study periods, the most of the teachers in the primary level have experience over 5 years. Many teachers were less experience in teaching. Thus, the teachers in primary level can teach more effective on the learning of primary students in the township. Table (4.4) shows the teacher-student ratio in primary level.

**Table (4.4) The Teacher-Students Ratio in Primary Level**

<b>Academic Year</b>	<b>Number of Teachers</b>	<b>Number of Students</b>	<b>Teacher-Student Ratio</b>
2007/2008	328	10439	1:31
2008/2009	325	10490	1:32
2009/2010	323	10172	1:31
2010/2011	317	9609	1:30
2011/2012	313	9044	1:29
2012/2013	298	8402	1:28
2013/2014	286	7856	1:27
2014/2015	284	7426	1:26
2015/2016	261	7184	1:28
2016/2017	267	7025	1:26

Source: Township Education Office (South Okkalapa Township), Monthly Reports of Teachers and Students List

## **2. Number of Drop-Out Rate in Primary Level**

Completing the basic education level is vital role to acquire the higher education. To measure the attainable basic education, the drop-out rate is important in the basic education level. The primary level is the important level among the basic education levels for life-long learning people. The Ministry of Education implemented to universalize the primary education for school-age children as one of the functions of Ministry of Education at the Education Act.

During the study periods, the number of drop-out students who were in the primary level decreased in South Okkalapa Township. In 2007/2008 academic year, the number of drop out were 71 students and the percentage of drop-out was 0.68% of the number of enrolment students. The number of drop-out students decreased in 2008/2009 academic year. In 2009/2010, the number of drop-out students re-increased to 77. Later 2008/2009, the number of drop-out students in primary level increased

because of transferring to the other townships according to the jobs of their parents and business status in their families.

In 2014/2015 academic year, all school-age children have access to and complete free programmes were implemented in the basic education schools in the township. Thus, there was no drop-out number in this year. In 2015/2016, the number of drop-out students increased to 39. In this year, decreased the construction firms, the business status of families and appearing the private schools caused the drop-out students at primary level. But the number of drop-out students declined than the previous years. The number of drop-out students in 2016/2017 declined due to schools preservation student programme. Table (4.5) shows the number of drop-out in the primary level.

**Table (4.5) Number of Drop-Out in Primary Level**

<b>Academic Year</b>	<b>Number of Enrolment</b>	<b>Number of Appeared</b>	<b>Number of Drop-Out</b>	<b>Percentage of Drop-Out(%)</b>
2007/2008	10439	10368	71	0.68
2008/2009	10490	10425	65	0.62
2009/2010	10172	10095	77	0.76
2010/2011	9609	9534	75	0.78
2011/2012	9044	8972	72	0.79
2012/2013	8402	8334	68	0.81
2013/2014	7856	7794	62	0.79
2014/2015	7426	7460	+34	+0.46
2015/2016	7184	7145	39	0.54
2016/2017	7025	7000	25	0.36

Source: Township Education Office (South Okkalapa Township), Monthly Reports of Teachers and Students List

#### **4.3.2 Middle Level**

After completing the primary education level, the students can join to the middle education level. In this level, the students must attend Grade- 6, 7, 8 and 9 for the four years. There are changes of the number of students, number of teachers, number of drop-out rate and the teacher-student ratio during the study periods. When the state of middle level in the township studied, the quantity changes of the teacher-student ratio in middle level were expressed by the number of teachers and students.

The number of drop-out students in the middle level were illustrated by the number of enrollment students and number of appeared students.

### **1. The Teacher-students Ratio in Middle Level**

To measure the effectiveness of teaching in the schools, the teacher-student ratio is important in the basic education level. Less the teacher-student ratio will be more effective teaching in school. There is different teacher-student ratio among the level of basic education schools. The Ministry of Education recognized the lowest teacher-student ratio that is 1:22 and the highest is 1:34 in Middle Level. The teacher-student ratio is calculated that the number of students are divided by the number of teachers in each level. Dividing the number of students by the number of teachers in the Middle Level will get the teacher-student ratio in the Middle Level.

In South Okkalapa Township, the teacher-student ratios in Middle Level increased from the 2007/2008 to 2016/2017 academic years. The moment that the number of students decreased the number of teachers also decreased in this level. From 2007/2008 to 2009/2010 academic years, the teacher-students ratio in middle level was 1:19. In these academic years, the number of students and the teachers decreased year by year. In 2010/2011, the number of students increased than previous year and the number of teachers decreased 2 teachers than previous year. Thus, the teacher-student ratio was 1:20 in this year. In 2011/2012, the number of teachers and the number of students largely declined. In this year, many teachers were sent to attend the Phaunggyi training school. Some teachers took their retirement. Thus, the teacher-student ratio in this year was 1:20. In 2015/2016 academic year, the number of teachers extremely declined due to reducing the posting of the teachers, increasing the retirement. In this year, the teacher-student ratio increased to 1:21. In South Okkalapa Township, the lowest teacher-student ratio was 1:19 and the highest teacher-student ratio was 1:21 during the study periods. When the number of students decreased year by year, the number of teachers did not post more than previous years.

By studying the teacher-student ratio in middle level, the teacher-student ratios in middle level in South Okkalapa Township were less than the teacher-student ratio was regarded by the Ministry of Education. During the study periods, the most of the teachers in the middle level have experience over 5 years. Many teachers were less experience in teaching. Some teachers have more experience in teaching over 10 years. Thus, the teachers in middle level can teach more effective on the learning of

their students in middle level in the township. Table (4.6) shows the number of teacher-student ratio in Middle Level.

**Table (4.6) The Teacher-Student Ratio in Middle Level**

<b>Academic Year</b>	<b>Number of Teachers</b>	<b>Number of Students</b>	<b>Teacher-Student Ratio</b>
2007/2008	391	7407	1:19
2008/2009	382	7154	1:19
2009/2010	372	7199	1:19
2010/2011	370	7284	1:20
2011/2012	356	7087	1:20
2012/2013	352	6854	1:19
2013/2014	337	6632	1:20
2014/2015	328	6273	1:19
2015/2016	291	5996	1:21
2016/2017	287	5675	1:20

Source: Township Education Office (South Okkalapa Township), Monthly Reports of Teachers and Students List

## **2. Number of Drop-out Rate in Middle Level**

Completing the basic education level is vital role to acquire the higher education. To measure the attainable basic education, the drop-out rate is important in the basic education level. The lower secondary level (Middle Level Education) is also important for the learning people. The people who complete the secondary education have chance many opportunities more than they didn't. When the people complete the secondary education, they can join the tertiary education (Higher education). In the tertiary education, people can learn about their vocational knowledge.

During the study periods, the number of drop-out rate in Middle Level declined. In 2007/2008 academic year, the number of drop-out students was 53 and the percentage of drop-out rate was 0.72% of the total enrollment students. The number of drop-out students decreased to 47 in 2008/2009. In 2009/2010 academic year, the number of drop-out students in middle level increased because of extension the construction firms into some townships. Many students transferred to schools in another township due to their parents' movement to another township. Thus, the number of drop-out students also increased. In 2014/2015, the 16 students increased

than the number of enrollment students. The free of charge programme was implemented at the basic education schools in the township in this year. In 2015/2016, the number of drop-out students increased to 76. Due to appearing the private schools and decreasing the job in construction firms in the township, the number of drop-out students increased in this year. In 2016/2017, the number of drop-out students declined due to schools' preservation student programme for the middle level. Table (4.7) shows the number of drop-out rate in Middle Level.

**Table (4.7) Number of Drop-Out in Middle Level**

<b>Academic Year</b>	<b>Number of Enrolment</b>	<b>Number of Appeared</b>	<b>Number of Drop-Out</b>	<b>Percentage of Drop-Out</b>
2007/2008	7407	7354	53	0.72
2008/2009	7154	7107	47	0.66
2009/2010	7199	7140	59	0.82
2010/2011	7284	7227	57	0.78
2011/2012	7087	7036	51	0.72
2012/2013	6854	6812	42	0.61
2013/2014	6632	6596	36	0.54
2014/2015	6273	6289	+16	+0.26
2015/2016	5996	5920	76	1.27
2016/2017	5675	5659	16	0.28

Source: Township Education Office (South Okkalapa Township), Monthly Reports of Teachers and Students List

### **4.3.3 High Level**

After completing the middle level, the students can join the high level at the basic education schools. This level is very important for the students. This level is the base of higher education level (vocational education level). After completing this level, the students can join higher education level. When studying the state of middle level in the township, the quantity changes of the teacher-student ratio in middle level were expressed by the number of teachers and students. The number of drop-out students in the middle level were illustrated by the number of enrollment students and number of appeared students.

## **1. The Teacher-students Ratio in High Level**

To measure the effectiveness of teaching in the schools, the teacher-student ratio is important in the basic education level. Less the teacher-student ratio will be more effective teaching in school. There is different teacher-student ratio among the level of basic education schools. The Ministry of Education recognized the lowest teacher-student ratio that is 1:20 and the highest is 1:30 in high level. The teacher-student ratio is calculated that the number of students is divided by the number of teachers in each level. Dividing the number of students by the number of teachers in the high level will get the teacher-student ratio in this level.

In South Okkalapa Township, the teacher-student ratios in high level decreased from the 2007/2008 to 2016/2017 academic years. During the study periods, the number of students declined year by year. From 2007/2008 to 2013/2014 academic years, the teacher-student ratio at high level declined year by year. In these academic years, the moment that the number of students decreased year after year the number of teachers decreased. As the number of students decreased, the number of teachers decreased due to less posting and retirement of the teachers. In 2014/15 academic year, the teachers' decline was transparent. In this year, teachers were transferred to schools in another township and attended the Phaunggyi training school. Thus, the number of teacher-student ratio increased to 1:27. In South Okkalapa Township, the lowest teacher-student ratio was 1:23 and the highest teacher-student ratio was 1:29 at the high level during the study periods. When the number of students decreased year by year, the number of teachers did not appoint more than previous years. Table (4.8) shows the number of teacher-student ratio in High Level.

**Table (4.8) The Teacher-Student Ratio in High Level**

<b>Academic Year</b>	<b>Number of Teachers</b>	<b>Number of Students</b>	<b>Teacher-Student Ratio</b>
2007/2008	129	3682	1:29
2008/2009	128	3637	1:28
2009/2010	131	3527	1:27
2010/2011	126	3194	1:25
2011/2012	126	3081	1:24
2012/2013	126	2986	1:24
2013/2014	119	2879	1:24
2014/2015	105	2795	1:27
2015/2016	110	2505	1:23
2016/2017	99	2375	1:24

Source: Township Education Office (South Okkalapa Township), Monthly Reports of Teachers and Students List

According to the table of number of students passed and drop-out in Grade-10 of public schools in Appendix (E), declining the teacher-student ratio was effective on the passed rate of Grade-10. The passed rate in Grade-10 increased when the teacher-student ratio decreased. In 2014/2015 academic year, the number of passed students increased 186 students than the previous year. In this year, the passed rate increased as the teachers were sent to attend the training schools to promote the quality of teacher education. In 2015/2016 academic year, the number of passed students decreased 319 students than the previous year although the teacher-student ratio declined to 1:23. In accordance with this result, attending the training schools to promote the quality of teacher education was more effective to the students' passed rate in spite of being the teacher-students ratio was effective to the students' passed rate.

In accordance with the table of number of students passed and drop-out in Grade-11 of public schools in Appendix (F), declining the teacher-student ratio was not effective on the passed rate of Grade-11. In 2007/2008 academic year, the passed rate was 53.17% although the teacher-student ratio was 1:29. Later 2007/2008, the percentage of student passed decreased than 2007/2008 academic year even though the teacher-student ratio declined. Supposing the teacher-student ratio increased to

1:27 in 2014/2015 academic year, the passed rate of students in Grade-11 increased 3.09% more than 2013/2014 academic year. In 2015/2016, the students' passed rate increased to 42.6%. In these years, most of high-level teachers were sent to attend the training school to improve the quality of teacher education. Thus, the students' passed rate progressed in these years. According to this result, the teacher-student ratio was not effective to the students' passed rate. But most of the teachers in high level have many experiences in teaching over 10 years. Some teachers have less experience in teaching. Thus, the quality of teacher education was more effective to the students' passed rate in Grade-11.

## **2. Number of Drop-out Rate in High Level**

Completing the Basic Education Level is the important for the education life of people. To measure the attainable basic education, the droop-out rate is important for this measuring in the basic education level. The upper secondary level (High Level) is important for the children who will join to the higher level (vocational education). In this level, the students must sit the matriculation exam to be able to attend higher education.

During the study periods, the number of drop-out rate in the high level declined. In 2007/2008 academic year, there were 35 drop-out students in high level. In this year, there were 0.95 % of drop-out students in high level. In 2008/2009 academic year, the number of drop-out declined to 27 and the drop-out rate was 0.74% of the total number of enrolment students. The drop-out increase from 2009/2010 was due to transferring to schools of other townships and employment of students. From 2011/2012 to 2013/2014, the number of drop-out students declined due to schools' preservation student programme. Later 2014/2015 academic year, the drop-out students increased because of appearing the private schools in the townships. Thus, many students transferred to private schools and less interest in education. Table (4.9) shows the number of drop-out in High Level.

**Table (4.9) Number of Drop-Out in High Level**

<b>Academic Year</b>	<b>Number of Enrolment</b>	<b>Number of Appeared</b>	<b>Number of Drop-Out</b>	<b>Percentage of Drop-Out</b>
2007/2008	3682	3647	35	0.95
2008/2009	3637	3610	27	0.74
2009/2010	3527	3496	31	0.88
2010/2011	3194	3161	33	1.03
2011/2012	3081	3056	25	0.81
2012/2013	2986	2974	12	0.40
2013/2014	2879	2875	4	0.14
2014/2015	2795	2752	43	1.54
2015/2016	2505	2403	102	4.07
2016/2017	2375	2354	21	0.88

Source: Township Education Office (South Okkalapa Township), Monthly Reports of Teachers and Students List

#### **4.4 Transition Rate**

Transition rate between primary to middle level and middle to high level from 2007/2008 to 2016/2017 were illustrated in table (4.10). In primary level, there are 5 grades in which contain Grade-1 or KG, Grade-2 or Grade-1, Grade-3, Grade-4 and Grade-5. After appearing the Grade-5, the students in Grade 5 can enroll to the Grade-6 (middle level). When 2107 students in 2006/2007 had appeared the Grade-5, 1974 students enrolled the Grade-6 in 2007/2008. Thus, the transition rate from Grade-5 in primary level to Grade-6 in middle level was 93.69% in 2007/2008 academic year. When 1583 students in 2014/2015 had appeared the Grade-5, 1391 students enrolled the Grade-6 in 2015/2016. In this year, the students at the completion of primary level transferred to private schools. Thus, the transition rate in this year was 87.87%. In 2016/2017 academic year, the transition rate was 92.72%. The transition rate from primary to middle level decreased year by year because the students from primary level transfer to other township, state or region with their parents and they transfer to private schools or monastic schools.

In the transition from middle to high level, there are 4 grades in which contain Grade-6, Grade-7, Grade-8 and Grade-9 in middle level. After appearing the Grade-9, the students in Grade-9 can enroll to the Grade-10 (high level). When 1769 students

in 2006/2007 had appeared the Grade-9, 1867 students enrolled the Grade-10 in 2007/2008. In the transition rate occurred in 2007/2008, the students enrolled to Grade-10 was more than the students appeared in Grade-9. Thus, the transition rate from Grade-9 in middle level to Grade-10 in high level was 105.54 in 2007/2008. From 2007/2008 to 2009/2010, the transition rate from middle to high level were over 100% due to increasing enrollment students in Grade-10 than appeared students in Grade-9. Later 2009/2010 academic year, the transition rate declined year by year than previous years. In the transition from middle to high in 2015/2016, 1384 students enrolled the Grade-10 when 1561 students appeared the Grade-9. In 2015/2016, 177 students at the completion of middle level transferred to private schools and the schools in other townships. Thus, the transition rate in this year was 88.66%. And then, the transition rate from middle level to high level re-increased to 94.47% in 2016/2017. In 2016/2017, the transition rate from middle level to high level declined relative to those in 2007/2008. Because some student dropped out after the completion of middle level and some student transferred to the schools in other township and to the private schools. Table (4.10) illustrates the transition rate between levels.

**Table (4.10) Transition Rate between Levels (2007/08 to 2016/17)**

<b>Academic Year</b>	<b>Primary to Middle (%)</b>	<b>Middle to High (%)</b>
2007/2008	93.69	105.54
2008/2009	88.48	105.97
2009/2010	89.12	108.56
2010/2011	92.20	98.68
2011/2012	91.32	94.78
2012/2013	90.89	92.84
2013/2014	91.58	90.41
2014/2015	91.35	94.48
2015/2016	87.87	88.66
2016/2017	92.72	94.47

Source: Township Education Office (South Okkalapa Township), Annual Reports of Teachers and Students List

#### **4.5 Students Appearing for Matriculation Examination**

The matriculation exam results are very important to be able to learn the vocational education. Grade-11 students must sit the matriculation exam after the end of class. This examination gives the chances for the students to learn the vocational education. After passing this examination, the students will learn vocational education at universities or colleges.

In South Okkalapa Township, the number of students enrolled were 4050 and the number of students passed the matriculation exam were 1434 in 2007/2008. Thus, the percentage of passed students was 35.41%. In 2008/2009 year, the number of students passed the exam declined to 1135 and the percentage of passed students the exam was 35.17% of the students enrolled for the exam. In this year, the external students who passed the exam decreased. In 2009/2010 and 2010/2011 academic years, the number of students passed the matriculation exam increased. In these years, the external students' passed percentage was over 50% than the internal students' passed percentage.

Later 2011/2012, the matriculation exam passed rate declined. In these year, the internal students' passed rate increased more than external students' passed rate due to the high-result programme. But the number of passed students decreased in these years because of decline the number of enrolled students. In 2013/2014, the number of passed students increased to 999. Later 2013/2014, the number of passed rate increased due to appearance of the private schools. In this year, the external and private students' passed rate increased. In 2016/2017, the passed rate of matriculation students is the highest passed rate due to the passed rate from private schools increased in this year. Table (4.11) shows the number of students appearing for the matriculation examination.

**Table (4.11) Number of Students Appearing for the Matriculation Examination**

<b>Academic Year</b>	<b>Appeared</b>	<b>Passed</b>	<b>Percentage (%)</b>
2007/2008	4050	1434	35.41
2008/2009	3227	1135	35.17
2009/2010	3387	1242	36.67
2010/2011	3245	1448	44.62
2011/2012	2439	953	39.07
2012/2013	2452	958	39.07
2013/2014	2558	999	39.05
2014/2015	2352	1016	43.20
2015/2016	2330	934	40.09
2016/2017	2364	1076	45.52

Source: Township Education Office (South Okkalapa Township), Annual Matriculation Exam Passed Rate Books

#### **4.6 Basic Education Expenditure**

All schools are operating their tasks with the financing of government expenditure on basic education and the Parent-Teacher Association Funds. The educational expenditure on basic education can be divided into two parts: current expenditure and capital expenditure. Current expenditures were mainly spent on expense about teachers and the operating about schools. Capital expenditure are mainly spent for fixed assets such as repairing and new building.

During the study periods, the government's expenditure on basic education in South Okkalapa Township increased from 847.805 (Ks' Million) in 2007/2008 to 1591.539 (Ks' Million) in 2016/2017. In 2008/2009 and 2009/2010 academic years, the government's basic education expenditure in the township increased to 901.741 and 911.577. Because the schools in the township repaired the school buildings in these years. And then, the education expenditure increased slightly.

The share percentage of education expenditure of South Okkalapa Township in Yangon Division was 4.91% in 2007/2008 fiscal year. In 2016/2017 fiscal year, the share percentage of education expenditure of Yangon Division into South Okkalapa Township was 1.41%. As the expenditure for the education in South Okkalapa Township increased every year, its share of basic education expenditure in Yangon Division is still less as there are so many townships being extended. Thus, the share

percentage of education expenditure of Yangon Division for South Okkalapa Township declined. Table (4.12) illustrates the basic education expenditure in South Okkalapa Township.

**Table (4.12) Basic Education Expenditure in South Okkalapa Township**

<b>Fiscal Year</b>	<b>Basic Education Expenditure in Yangon Division (Ks' in Million)</b>	<b>Basic Education Expenditure in South Okkalapa Township (Ks' in Million)</b>	<b>% of Basic Education Expenditure of Yangon Division</b>
2007/2008	17270.63778	847.80532	4.91
2008/2009	17127.35250	901.74087	5.26
2009/2010	24822.72926	911.57699	3.67
2010/2011	29800.26482	883.01652	2.96
2011/2012	32387.44212	898.79981	2.78
2012/2013	61103.04228	916.77537	1.50
2013/2014	94831.31455	1172.96147	1.24
2014/2015	116210.79460	1491.77545	1.28
2015/2016	108101.32141	1665.64973	1.54
2016/2017	112954.41181	1591.53991	1.41

Source: Township Education Office (South Okkalapa Township) and

Department of Basic Education No (3) (Yangon City), Annual Financial Books

## **Chapter V**

### **Conclusion**

#### **5.1 Findings**

This paper studied the situation of changes in teacher-student ratio and drop-out rate of basic education in South Okkalapa Township. During the study periods, the number of schools in all level did not change. There were 30 Primary schools, 8 Middle schools and 5 High schools. The number of teachers and students in every level changed year after year.

In the primary level, the number of teachers declined from 328 in 2007/2008 to 267 in 2016/2017 academic years. From 2007/2008 to 2015/2016 the number of teachers declined year by year. In 2016/2017 academic year, the number of teachers re-increased from 261 to 267. Thus, 6 the number of teachers increased in 20015/2016. The number of students in primary level also declined from 10439 in 2007/2008 to 7025 in 2016/2017. In 2008/2009 academic year, the number of students increased from 10439 to 10490. 51 the number of students increased from 10439 the number of students which in 2007/2008 academic year.

The teacher-student ratio in primary level declined from 1:31 in 2007/2008 to 1:26 in 2016/2017. The number of drop-out students in primary level also declined from 71 in 2007/2008 to 25 in 2016/2017. The drop-out rate was 0.68% in 2007/2008 to 0.36% in 2016/2017. In 2009/2010 academic year, the number of drop-out students was 77 and the drop-out rate was 0.76%. Later 2009/2010, the number of drop-out students declined annually.

In the middle level, the number of teachers declined from 391 in 2007/2008 to 287 in 2016/2017 academic year. From 2007/2008 to 2016/2017 the number of teachers declined year by year. The number of students in middle level also declined from 7407 in 2007/2008 to 5675 in 2016/2017. The teacher-student ratio in middle level declined from 1:19 in 2007/2008 to 1:20 in 2016/2017. The number of drop-out students in middle level also declined from 53 in 2007/2008 to 16 in 2016/2017. The drop-out rate was 0.72% in 2007/2008 to 0.28% in 2016/2017. In 2014/2015, there was no drop-out. In this year, 16 the number of students increased. In 2015/2016

academic year, the number of drop-out students was 76 and the drop-out rate was 1.27%.

In high level, the number of teachers declined from 129 in 2007/2008 to 99 in 2016/2017 academic year. From 2007/2008 to 2016/2017 the number of teachers declined year by year. In 2009/2010, the number of teachers increased to 131 in high level and 110 the number of teachers also increased in 2015/2016. The number of students in high level also declined from 3682 in 2007-2008 to 2375 in 2016/2017. From 2007/2008 to 2016/2017 the number of students declined year by year. The teacher-student ratio in high level declined from 1:29 in 2007/2008 to 1:24 in 2016/2017. The number of drop-out students in high level also declined from 35 in 2007/2008 to 21 in 2016/2017. The drop-out rate was 0.95% in 2007/2008 to 0.88% in 2016/2017. In 2015/2016, there was 102 the number of drop-out students and the drop-out rate was 4.07%.

The number of students in all level declined year by year. Some of students transferred to private schools after their completion of primary level or middle level, some students transferred to other townships with their parents, and some student left schools for their employment with their parents. In primary level, the teacher-student ratio increased more than other two levels. The teacher-student ratio in middle level was better than other two levels. In this level, less the teacher-student ratio is more effective to teaching process according to the study result. In primary and middle levels, the teachers teach more effectively to the student at primary and middle levels in the township. In accordance with this study result, less the teacher-student ratio was more effective to teaching process. In high level, the teacher-student ratio was not effective to the students' passed rate. As the study result, attending the training schools to promote the quality of teacher education was more effective to the students' passed rate.

In 2007/2008 academic year, the number of drop-out students in primary level increased more than other two levels (middle and high). Most of drop-out students in primary level transferred to other township with their parents according to the jobs of their parents and to monastics schools. Many students in middle level transferred to schools in another township due to their parents' movement to another township. Increasing the number of drop-out students in middle level was due to appearing the private schools and reducing the job in construction firms in the township. In 2015/2016 academic year, the high level students dropped-out more than primary and

middle levels. Some of high level students attended the private schools and some less interest the learning. Thus, the number of drop-out students became greater. In 2016/2017, the highest drop-out students was primary students and the lowest drop-out students was middle students.

The transition rate between levels (Primary to Middle, Middle to High) also declined. The transition rate from primary to middle level decreased year by year because the students from primary level transfer to other township, state or region with their parents and they transfer to private schools or monastic schools. In the transition rate from middle level to high level, some students dropped out after the completion of middle level according to their families' business status and less interest in education and some student transferred to the schools in other township and to the private schools. Before the government implemented the free-charge for the basic education, the expense of education level was expensive for the poor families. Some students in rich families attended to the private schools. In 2013/2014 academic year, the private school appeared in South Okkalapa Township. Thus, the number of transition rate between levels declined.

In the township, the passed rate of students for matriculation examination declined relatively to 2007/2008 passed result. The matriculation students in the high schools contained generally over 45% among the students in the whole township. In the basic education levels of South Okkalapa Township, although the number of teachers and students in all levels declined year by year, the drop-out rate declined and passed rate in all levels increased. The government had installed Multi-Media such as Media, 3PLT, 2PLT in Basic Education Schools in South Okkalapa Township for the students can learn more advanced technology. It can support to the situation of learning and teaching methods. Nowadays, the completed students in basic education can equip the knowledge of new information and basic technology. Thus, basic education is the important foundation of higher education.

## **5.2 Suggestion**

In studying the situation of basic education in South Okkalapa Township, the number of primary students' drop-out rate were more than other two levels. The children in Myanmar are the resources for future development skills and creativities of workers, citizens and leaders. Especially, the primary level children are valuable group of the country. The primary level are the important and foundation of education

sector for the future country. Thus, the primary students' drop-out should be decreased.

The students in middle and high levels are also very important resource of education sector. The high-level is very important for every high-level student. After this level, the students can join to the higher-level. They can learn their interesting vocational education more than the students didn't complete high education. These higher-level education produces the skills and creativities students for the development nation. Thus, the high-level students' drop-out should be decreased.

The number of matriculation examination passed students declined relative to 2007/2008 passed result. The matriculation examination is very important for high-level students. Thus, the matriculation exam passed result should be increased. The teachers in high level should hold the chapter end test after each chapter. The teachers also should train their students to be ready for the final examination by doing many exams. In addition, the teachers, parents and education officers should implement the effective programme for reducing drop-out and increasing passed rate for every level at basic education schools in South Okkalapa Township.

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## APPENDIX (A)

Number of Students Passed and Drop-out in Grade-1 or KG (2007/2008 to 2016/2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	1894	1876	1876	100	18	0.95
2008/2009	1907	1893	1893	100	14	0.73
2009/2010	1842	1823	1823	100	19	1.03
2010/2011	1805	1800	1800	100	5	0.28
2011/2012	1735	1728	1728	100	7	0.40
2012/2013	1537	1527	1527	100	10	0.65
2013/2014	1451	1445	1445	100	6	0.41
2014/2015	1497	1508	1508	100	+11	+0.73
2015/2016	1415	1403	1403	100	12	0.85
2016/2017	1535	1535	1535	100	-	-

Source: Township Education Office (South Okkalapa Township), Monthly Reports

Number of Students Passed and Drop-out in Grade-2 (2007/2008 to 2016/2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	1900	1885	1885	100	15	0.79
2008/2009	1909	1897	1897	100	12	0.63
2009/2010	1857	1843	1843	100	14	0.75
2010/2011	1830	1816	1816	100	14	0.77
2011/2012	1701	1688	1688	100	13	0.76
2012/2013	1654	1642	1642	100	12	0.73
2013/2014	1454	1442	1442	100	12	0.83
2014/2015	1393	1403	1403	100	+10	+0.72
2015/2016	1424	1425	1425	100	+1	+0.07
2016/2017	1346	1339	1339	100	7	0.52

Source: Township Education Office (South Okkalapa Township), Monthly Reports

## APPENDIX (B)

Number of Students Passed and Drop-out in Grade-3 (2007/2008 to 2016/2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	2289	2266	2266	100	23	1.005
2008/2009	2305	2283	2283	100	22	0.95
2009/2010	2188	2163	2163	100	25	1.14
2010/2011	2009	1998	1998	100	11	0.55
2011/2012	1764	1755	1755	100	9	0.51
2012/2013	1653	1646	1646	100	7	0.42
2013/2014	1604	1595	1595	100	9	0.56
2014/2015	1406	1417	1417	100	+11	+0.78
2015/2016	1390	1388	1388	100	2	0.14
2016/2017	1415	1412	1412	100	3	0.21

Source: Township Education Office (South Okkalapa Township), Monthly Reports

Number of Students Passed and Drop-out in Grade-4 (2007-2008 to 2016-2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	2240	2231	2231	100	9	0.40
2008/2009	2248	2238	2238	100	10	0.44
2009/2010	2200	2189	2189	100	11	0.5
2010/2011	2015	1995	1995	100	20	0.99
2011/2012	1918	1900	1900	100	18	0.94
2012/2013	1708	1691	1691	100	17	0.99
2013/2014	1650	1637	1637	100	13	0.79
2014/2015	1545	1549	1549	100	+4	0.26
2015/2016	1421	1418	1418	100	3	0.21
2016/2017	1364	1357	1357	100	7	0.51

Source: Township Education Office (South Okkalapa Township), Monthly Reports

## APPENDIX (C)

Number of Students Passed and Drop-out in Grade-5 (2007-2008 to 2016-2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	2116	2110	2110	100	6	0.28
2008/2009	2121	2114	2114	100	7	0.33
2009/2010	2085	2077	2077	100	8	0.38
2010/2011	1950	1925	1925	100	25	1.28
2011/2012	1926	1901	1901	100	25	1.29
2012/2013	1850	1828	1828	100	22	1.19
2013/2014	1697	1675	1675	100	22	1.24
2014/2015	1585	1583	1583	100	2	0.13
2015/2016	1534	1511	1511	100	23	1.49
2016/2017	1365	1357	1357	100	8	0.59

Source: Township Education Office (South Okkalapa Township), Monthly Reports

Number of Students Passed and Drop-out in Grade-6 (2007-2008 to 2016-2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	1974	1956	1956	100	18	0.91
2008/2009	1867	1852	1852	100	15	0.80
2009/2010	1884	1865	1865	100	19	1.01
2010/2011	1915	1904	1904	100	11	0.57
2011/2012	1758	1746	1746	100	12	0.68
2012/2013	1728	1720	1720	100	8	0.46
2013/2014	1674	1665	1665	100	9	0.54
2014/2015	1531	1535	1535	100	+4	0.26
2015/2016	1391	1384	1384	100	7	+0.5
2016/2017	1401	1396	1396	100	5	0.36

Source: Township Education Office (South Okkalapa Township), Monthly Reports

## APPENDIX (D)

Number of Students Passed and Drop-out in Grade-7 (2007-2008 to 2016-2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	1855	1846	1846	100	9	0.49
2008/2009	1827	1818	1818	100	9	0.49
2009/2010	1833	1824	1824	100	9	0.49
2010/2011	1847	1832	1832	100	15	0.81
2011/2012	1823	1806	1806	100	17	0.93
2012/2013	1677	1663	1663	100	14	0.83
2013/2014	1670	1668	1668	100	2	0.12
2014/2015	1605	1613	1613	100	+8	+0.49
2015/2016	1470	1468	1468	100	2	0.14
2016/2017	1360	1358	1358	100	2	0.15

Source: Township Education Office (South Okkalapa Township), Monthly Reports

Number of students Passed and Drop-out in Grade-8 (2007-2008 to 2016-2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	1821	1810	1810	100	11	0.60
2008/2009	1788	1778	1778	100	10	0.56
2009/2010	1798	1783	1783	100	15	0.83
2010/2011	1817	1805	1805	100	12	0.66
2011/2012	1760	1753	1753	100	7	0.39
2012/2013	1748	1739	1739	100	9	0.51
2013/2014	1589	1578	1578	100	11	0.69
2014/2015	1578	1580	1580	100	+2	+0.13
2015/2016	1565	1554	1554	100	11	0.70
2016/2017	1451	1448	1448	100	3	0.21

Source: Township Education Office (South Okkalapa Township), Monthly Reports

## APPENDIX (E)

Number of Students Passed and Drop-out in Grade-9 (2007-2008 to 2016-2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	1757	1742	1742	100	15	0.85
2008/2009	1672	1659	1659	100	13	0.78
2009/2010	1684	1668	1668	100	16	0.95
2010/2011	1705	1686	1686	100	19	1.11
2011/2012	1746	1731	1731	100	15	0.86
2012/2013	1701	1690	1690	100	11	0.65
2013/2014	1699	1685	1685	100	14	0.82
2014/2015	1559	1561	1561	100	+2	+0.12
2015/2016	1570	1514	1514	100	56	3.57
2016/2017	1463	1457	1457	100	6	0.41

Source: Township Education Office (South Okkalapa Township), Monthly Reports

Number of Students Passed and Drop-out in Grade-10 (2007-2008 to 2016-2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	1867	1851	1452	78.45	16	0.86
2008/2009	1846	1835	1435	78.21	11	0.59
2009/2010	1801	1786	1391	77.89	15	0.83
2010/2011	1646	1633	1295	79.31	13	0.79
2011/2012	1598	1588	1265	79.65	10	0.63
2012/2013	1607	1602	1285	80.24	5	0.31
2013/2014	1528	1527	1281	83.89	1	0.07
2014/2015	1592	1567	1307	83.41	25	1.57
2015/2016	1384	1342	988	73.62	42	3.03
2016/2017	1419	1411	1021	72.36	8	0.56

Source: Township Education Office (South Okkalapa Township), Monthly Reports

## APPENDIX (F)

Number of Students Passed and Drop-out in Grade-11 (2007-2008 to 2016-2017)

Academic Year	Enrolment	Appeared	Passed	Passed Rate (%)	Number of Drop Out	Drop Out Rate (%)
2007/2008	1815	1796	955	53.17	19	1.05
2008/2009	1791	1775	797	44.90	16	0.89
2009/2010	1726	1710	756	44.21	16	0.93
2010/2011	1548	1528	740	48.43	20	1.29
2011/2012	1483	1468	648	44.14	15	1.01
2012/2013	1379	1372	625	45.55	7	0.51
2013/2014	1351	1348	487	36.13	3	0.22
2014/2015	1203	1185	466	39.32	18	1.49
2015/2016	1121	1061	452	42.60	60	5.35
2016/2017	956	943	366	38.81	13	1.36

Source: Township Education Office (South Okkalapa Township), Monthly Reports