

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
MASTER OF ECONOMICS**

**A STUDY ON SCHOOL FACILITIES OF PRIMARY
SCHOOLS IN DAGON MYOTHIT (SEIKKAN) TOWNSHIP
(2008/2009 to 2017/2018)**

TIN NILAR AUNG

SEPTEMBER, 2019

YANGON UNIVERSITY OF ECONOMICS

DEPARTMENT OF ECONOMICS

MASTER OF ECONOMICS

**A STUDY ON SCHOOL FACILITIES OF PRIMARY
SCHOOLS IN DAGON MYOTHIT (SEIKKAN) TOWNSHIP
(2008/2009 to 2017/2018)**

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

Supervised by

Daw Than Than Sint
Lecturer
Department of Economics
Yangon University of Economics

Submitted by

Tin Nilar Aung
Roll No.2
MEcon (Eco)
2018-2019

September, 2019

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
MASTER OF ECONOMICS

This is to certify that this thesis entitled “**A Study on School Facilities of Primary Schools in Dagon Myothit (Seikkan) Township (2008/2009 to 2017/2018)**” submitted as a partial fulfillment towards the requirements for the degree of Master of Economics has been accepted by the Board of Examiners.

BOARD OF EXAMINERS

1. Dr. Tin Win
Rector
Yangon University of Economics (Chief Examiner)
2. Dr. Ni Lar Myint Htoo
Pro- Rector
Yangon University of Economics (Examiner)
3. Dr. Cho Cho Thein
Professor and Head
Department of Economics
Yangon University of Economics (Examiner)
4. Dr. Khin Thida Nyein
Professor
Department of Economics
Yangon University of Economics (Examiner)
5. Dr. Tha Pye Nyo
Professor
Department of Economics
Yangon University of Economics (Examiner)

September, 2019

ABSTRACT

Education is one of the factors which includes in the process of the implementation of the economic development. In this thesis, the descriptive method is used and survey conducted on five primary schools and other necessary data collected from the Education Office in Dagon Myothit (Seikkan) Township. It is found that the numbers of students in the primary level of education increased but the numbers of teachers in the primary level of education did not increase very much. Thus, primary schools face problem such as insufficient number of teachers. It is also found that electronic devices can be used to learn music and dance for students in some primary schools and some primary schools do not have classrooms, desks and chairs adequately. Students in some primary schools are absent from school because students help to get income for their families. It would be better if the Ministry of Education could provide desks, chairs and other teaching and learning materials adequately.

ACKNOWLEDGEMENTS

Firstly, I would like to thank Professor Dr. Tin Win, Rector of the Yangon University of Economics and Dr. Ni Lar Myint Htoo, Pro-Rector of Yangon University of Economics for giving the opportunity to learn Master level Studies.

I am grateful to Dr. Cho Cho Thein, Professor and Head of Department of Economics, Dr. Khin Thida Nyein, Professor of Yangon University of Economics and Dr. Tha Pye Nyo, Professor of Yangon University of Economics for monitoring and close guidance to accomplish this thesis.

I would also like to thanks to lecturer Daw Than Than Sint, Lecturer, Department of Economics, Yangon University of Economics, for giving me much of her time, encouragement and guidance to accomplish this thesis.

Finally, I would like to thank my family and to all my friends who help and support throughout the study. I am also deeply grateful to Daw Myint Myint Pan, Head of Department of Education Officein Dagon Myothit (Seikkan) Township and U Thet Lwin Oo, Assistant, Department of Education Office for providing the necessary data and helping the survey on primary schools in Dagon Myothit (Seikkan) Township.

Tin Nilar Aung

Roll No- 2

M.Econ (Eco)

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF ABBREVIATIONS	vi
CHAPTER I INTRODUCTION	
1.1 Rationale of the Study	1
1.2 Objectives of the Study	2
1.3 Method of Study	2
1.4 Scope and Limitation of the Study	2
1.5 Organization of the Study	3
CHAPTER II LITERATURE REVIEW	
2.1 Importance of Education	4
2.2 Education in National Development	5
2.3 School Facilities in Education	7
2.4 Reviews on Previous Study	9
CHAPTER III EDUCATION IN MYANMAR	
3.1 Historical Background of Education in Myanmar	10
3.2 Education System in Myanmar	11
3.3 Education Reforms	14
3.4 National Plan of Action 2003-2015 and Education for All (EFA)	17
3.5 Primary Level of Education in Myanmar	21
3.6 Numbers of Drop-Out Rate of Primary Level of Education in Myanmar (2008/2009- 2017/2018)	21

CHAPTER IV ANALYSIS ON SCHOOL FACILITIES OF PRIMARY SCHOOLS

4.1	Profile of Dagon Myothit (Seikkan) Township	26
4.2	Education Expenditure on Primary Schools	28
4.3	Survey Profile of Primary Schools	30
4.4	Survey Design	31
4.5	Situation of Primary Level of Education in Dagon Myothit (Seikkan) Township	32
4.6	Survey Analysis	35

CHAPTER V CONCLUSION

5.1	Findings	41
5.2	Suggestions	42

REFERENCES

APPENDIX

LISTS OF TABLES

Table No.	Titles	Page
3.1	Levels of Education System in Myanmar	13
3.2	Levels of New Education System in Myanmar	19
3.3	Primary Level of Education in Myanmar (2008/2009 to 2017/2018)	21
3.4	Percentage of Drop-Out Rate of the Primary Level of Education in Myanmar (2008/2009 to 2017/2018)	22
4.1	Population in Dagon Myothit (Seikkan) Township	27
4.2	Numbers of Schools, Teachers and Students in Dagon Myothit (Seikkian) Township	28
4.3	Total Expenditure on Primary Level of Education in Dagon Myothit (Seikkan) Township (2008-2009 to 2017-2018)	29
4.4	Gender Distribution of the Students	30
4.5	Education Levels of the Students	31
4.6	Teacher-Student Ratio of Primary Level of Education (2008/2009 - 2017-2018)	33
4.7	Numbers of Drop-Out Rate of Primary Level of Education (2008-2009 to 2017-2018)	34
4.8	Percentage of Students in Different Types of Transport and Reasons of Absence School in Selected Primary Schools	38

LIST OF ABBREVIATIONS

AY	Academic Year
CBO	Community Based Organisation
CESR	Comprehensive Education Sector Review
CSO	Civil Society Organisation
ECCE	Early Childhood Care and Education
EFA	Education for All
EMIS	Education Management Information System
ETWG	Education Thematic Working Group
FBO	Faith Based Organisation
FESR	Framework for Economic and Social Reforms
GDP	Gross Domestic Product
ICT	Information and Communication Technology
INGOs	International Non-Governmental Organizations
KG	Kindergarten
MDGs	Millennium Development Goals
MOE	Ministry of Education
NEL	National Education Law
NESP	National Education Strategic Plan
NFPE	Non-Formal Primary Education
NGOs	Non-Governmental Organizations
PTA	Parent Teacher Association
SDC	Swiss Agency for Development and Cooperation
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Education is one of the fundamental factors of development. It can help to guide to improve our lives. Education improves the quality of human life and ensuring social and economic progress. Education plays a very crucial role in creating, adapting and spreading knowledge. It is also important for every economy and it dominates all sectors of the development. Education helps people not only survive in the present situation but also gives opportunities to all people for better life.

There are three levels of education that are primary, secondary, tertiary. Primary education can support children's physical, emotional, social and intellectual growth. And primary education also provides children with life skills that will enable them to prosper later in life. Primary education is the most important step in children's educational career. It is a crucial stage in children's formative development and will shape child into a learner, thinker and a social being.

Primary schools provide children outlets for their energy, creativity and emotions. Primary schools can offer children a safe environment and primary education also provide children with skills and motivation that can support them cope with their individual circumstances. Children who effectively develop during their primary education will be emotionally and socially healthy.

Education is the crucial role for all sectors development in every country. Thus, the countries need to emphasize on the educational sector. Primary education is the first step of the lifelong learning for lives. Most of the countries including Myanmar observed the goals and targets of Millennium Development Goals (MDGs). Thus, countries need to fulfill Millennium Development Goals have implemented in line with the programs for national development. Myanmar has implemented the programs of development in rural areas. Among these MDGs goals, Millennium Development Goal 1 is to eradicate the extreme poverty and hunger, and the Millennium Development Goal 2 is to achieve universal primary education and its

target is that to ensure all boys and girls complete a full course of primary schooling. During the year 2000s, the conferences were held with four initiative plans in the worldwide: 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 the 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).

Dagon Myothit (Seikkan) Townships situated at suburb in Yangon Region. Comparison with downtown area, Dagon Myothit (Seikkan) Township will be low socio-economic status. So, the concentration of parents on their children's education is inefficiency and the conditions of schools in this township may not be better than schools in downtown. Studying the primary level of education and the conditions of primary schools in Dagon Myothit (Seikkan) Township is due to this reason.

1.2 Objective of the Study

The objective of the study is to examine the changing situations in primary level of education in Myanmar and to identify the conditions and facilities of primary schools in Dagon Myothit (Seikkan) Township.

1.3 Method of Study

In this study, necessary data, facts and figure are collected from Township Education Office. And, for the primary data of schools, five sample primary schools have been selected on a random basic from Dagon Myothit (Seikkan) Township, Yangon Region. The other necessary documents and facts get from the Yangon University of Economics Library and internet websites.

1.4 Scope and Limitation of the Study

This paper especially studied the conditions of primary level of education and facilities of primary schools in Dagon Myothit (Seikkan) Township from 2008/2009 academic year to 2017/2018 academic year. And, this paper also studied school facilities of primary schools which conducted on sample five primary schools. Ten

years data and information about primary level of education are expressed in this paper. The study focusses only on public schools in this township.

1.5 Organization of the Study

This paper is organized into five chapters. Chapter I is Introduction in which rationale of the study, objective of the study, method of study, scope and limitation and organization of the study. Chapter II expresses Literature Review. Chapter III expresses the Background of Education in Myanmar. Chapter IV shows the situation of Primary Level of Education in Dagon Myothit (Seikkan) Township in which mainly included the profile of Dagon Myothit (Seikkan) Township and the situation of Primary Schools in Dagon Myothit (Seikkan) Township. Chapter V states Conclusion in which Findings and Suggestions.

CHAPTER II

LITERATURE REVIEW

2.1 Importance of Education

Education means a form of learning in which knowledge, skills and habits are transferred from current generation to the next generation. Education is very advantageous not only for an individual but also for the country as well. Education plays a great role in developing country in every field. It plays like a role model in the development of one country if the people of a country are educated then they can easily help in development. Education is the objective of the development. Education is the foremost and basic right of every child. Education forms the lives of children by promoting their decision making skill. (UNICEF, 2017)

The importance of education is to ensure the development of children. This means that all children are able to develop social, cultural, emotional and physical skills according to the best of their abilities. The children who get education become more productive and skilled than others who do not get education. Furthermore, when a nation is educated, it does not suffer many losses due to innovativeness and capabilities of its citizens.

Education also enables students to make friends who facilitate acquisition and development of communication skills as children attend school. The future of a child is totally depending on the education. Education boosts children's self-confidence and skills they need for the long success in this competitive world. The children who do not receive the basic education throughout their early years are going too far behind the children who already possessed the basic knowledge of everything. (UNICEF, 2017) The accessibility of education to all children is not only the duty of government but also of parents. The quality of education is very important that to attend a good pre-school and primary school which can make more influence on children's academic progress than their family background. (Eileen McGivney, 2016)

2.2 Education in National Development

Education is the driving force for the national development and economic growth are very strongly depends on the education. Education is the process of preparation for life. Education is the process of changing the human knowledge of skills and spirits. Education plays an important role not only in economic development but also in the improvement of social equality. (UNICEF, 2018)

Education and social development of a nation depends on the availability of well-educated population. The nations are built by education to be increased economic growth, if the people of a country are educated that can easily grow up the national economy because educated people can better knows the economic principles and rules. Education can improve human capital development that needs to have a specific set of skills to survive in this competitive world as well as progress.

At the level of individual's human development involves a process of learning and of applying what is learned to better the quality of life. With more learning, both individuals and groups are better able to derive sustenance from their environment, to participate effectively in society, to meet challenges, to create new solutions, and to transfer the world in a positive way. Education is the empowerment of individuals through the provision of learning and is the truly a human right and a social responsibility. (UNICEF, 2017)

Education has direct effects on economic growth, poverty reduction and human development. Education also has effects on health, nutrition, fertility, maternal and child mortality and care for the environment and the direct effects of these on economic growth, poverty reduction and human development. Primary schooling in basic education is critical for promoting the productivity of small entrepreneurs because they face additional decision making demands and retain a large share of the benefits of their own productivity. The relationship between education and national development is very clear. Educated people have higher income earning potentials, and are better able to improve the quality of their lives. (Rebecca Winthrop, 2016)

The future of the country is in the hands of the educated people. Educated human resources (HR) are invested in economic activities that produce to expand the advancement of countries. Human capital views the investment in people as akin to capital investment. Education 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).

The higher level of education also makes the higher productivity because the educated people have many chances to make creation and innovation than non-educated people by using modern technologies. Labor force that educated and skills impact to the productivity. Unskilled labors 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 people are more likely to innovate, and thus affect everyone's productivity. Wood (1994) also implied that the impact of education on the nature and growth of exports affect the growth rate. The education and skills of labor force of a developing country influence the nature of its factor endowment and consequently also influence the composition of its trade. The explanation of Ramirez, Rains and Steward (1998) that they showed that the effect of increasing in human capacity, productivity and creativity in the development of an economy.

There is positive feedback from improved education to the greater equality of income which is likely to favor the higher rates of the growth. Education makes low-income people who are better able to seek out job opportunities. Education also plays not only economic development but also improving the distribution of income and the social progress and education also encourages reducing the poverty gaps. Many economists suggested the level of education made the systematic difference in earnings. There is also a positive effect of education on the income of labor force. The higher level of education gets the higher level of income because more educated people have more chance to find more economic opportunities. Most economists also believe that education is a key factor in the process of economic development. Economists' studies support to strong and consistent valid that the educated people are more productive and that they earn higher salaries (Psacharopoulos and Patrinos, 2004).

Education helps to reduce poverty and to improve better health. For most of the disease, people without knowledge for health suffer most. The higher level of education also receives the better health for people. Making people's literacy,

supporting necessary knowledge and promoting their health and nutritional status are important components of economic development for every country. Development can be viewed as the integrated state of health and income. The lower level of income receives the ill-health. The education and income, income and health are positively impact to each other. Thus, the role of education seems strongly influence on health.

Family income tends to be strongly associated with the reduction in the incidence of poverty. Economic growth is the powerful weapon against poverty, although growth does not necessarily eliminate poverty. There is relationship between education and poverty. Family income is strongly positively associated with the 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).

2.3 School Facilities in Education

School facilities can have impacts on both teachers and student performance. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behavior, learning, and growth in achievement. Without adequate facilities, it is extremely difficult to serve large numbers of children with needs.

The facilities of schools improve academic performance of students. Every schools are needed learning materials and other infrastructures that would likely motivate students towards learning. School facilities are essential tools to facilitate and stimulate learning programmes. Teachers and students need good school facilities in the learning process. If school facilities are available, students tend to have interest in learning which lead to high performance. The school facilities also vary with differences in religion, socio economic status, districts, literacy rate and with available school facilities. (Earthman, 2018)

School facilities include teacher and headmaster's room, sports store, book store, library, Mini Hall and computer networked classroom to learn with software. There are compact and independent class rooms having natural air and light, equipped with furniture, blackboard. School library contains sufficient number of books related to literature, religion and technology in English. For water supply in schools has water tank of capacity. Schools in urban regions, school facilities are mainly the construction of libraries, science laboratories and computer rooms or spaces for multiple uses. But schools in rural regions, schools also overcome the absence of

basic of services such as lack of access to drinking water, toilets, electricity or telephone. (Mr. Genevarius NJI, 2017)

Inadequate school facilities have some adverse effect on students' interest to learn. In a situation where students are not having access to facilities like library equipment and inadequate seats in the classroom it is observed that these could contribute to low performance of students. And apart from protecting student from sun, rain, heat and cold, there should be enough space, seats, laboratory and internet facilities and a host of other basic facilities that could also enhance the level of motivation and academic performance of students. (Mary Boudreaux, 2016)

The condition of school facilities can affect on the performance of children. The better facilities of school are concerned with the teaching of valuable skills. School facilities also play vital role to enhance learning environment by availability and performance of different factors such as basic facilities, child friendly teaching learning methods, co-curricular activities, development of teacher and school support system, school management and school-community relationship. Without adequate school facilities, teachers cannot deliver knowledge to students and students cannot achieve better learning. Thus, School facilities should be adequate for children and teachers in any schools. (Larry McNeal, 2016)

School facilities are related with good learning levels of children. It helps to reduce dropout and enhance retaining capacity of school. It also helps to produce many valued outcomes of schooling relating to attitude, values, aspirations, and motivation of students. All children of primary school age can be attend and complete their primary education. To get better and quality education, the need is adequate school facilities the most. The better and quality of education is defined in terms of learning environment in a school and student outcomes. (Maria Loizidou-2016)

Thus, school facilities have the important role to ensure the quality of teaching and learning with respect to achieve quality of education. The facilities of school affected on the performance of students. Therefore, the study on measuring school facility performance is basically important to be taken in order to provide appropriate teaching and learning environment.

2.4 Reviews on Previous Study

Wai Mar Oo (M.Econ) in her thesis “A Study on Basic Education in ShwePyiThar Township” mainly analyzed on the drop-out rate and transition rate in Shwe Pyi Thar Township from the year 1998 to 2008. In this thesis was found that the transition rate from Primary to Middle Level was above 90% and Middle to Higher Level was about 60% that high school level students dropped out more during the study period.

Than Than Soe (EMDevs 5th Batch) in her thesis “Analysis on Quality Primary Education in Myanmar (Case Study of Mudon and Yephyu Township) that mainly analyzed the quality primary education. In this thesis was also found that the provision of teacher and PTA trainings on child-centered teaching and learning methodologies, school supplies, water and sanitation facilities and self-assessment and monitoring tools may improve the quality of primary education.

Min Zaw Soe, Aye Mya Swe, Nan Khin Moe Aye and Nan Htet Mon (Parliamentary Institute of Cambodia, 2017) in their regional research paper “ Reform of the Education System: Case study of Myanmar” stated that the reforms of the education system. In this paper shows that the basic education reforms year after year.

Earthman (2018) studied that the condition of school facilities has an important impact on student performance and teacher effectiveness. In particular, research found that comfortable classroom temperature and noise level are very important to efficient the performance of students. School building conditions also influence the effectiveness of teachers. School overcrowding also makes it harder for students to learn.

Mary Keller Boudreaux, Rosalind Martin and Larry McNeal (2016) studied that the relationship between school facilities and student academic achievement. In this paper also indicated there were no significant differences between elementary and middle school teachers’ perceptions about quality school facilities. However, there was a difference in teachers’ perceptions of those who worked in schools with proficient reading and math scores on standardized test. This paper presents the survey results of elementary and middle school teacher respondents to the 2010 Administration of the Measures of Effective Teaching Working Conditions Survey on their perceptions of school facilities and its relationship to reading and math on the 2010 Tennessee Comprehensive Achievement Program (TCAP) assessment.

CHAPTER III

EDUCATION IN MYANMAR

3.1 Historical Background of Education in Myanmar

The education in Myanmar has been regarded as important and significant. In every towns and villages of the country, primary schooling takes place in Buddhist monasteries. Secondary and tertiary education takes place at many government schools. In the pre-colonial era, male education was emphasized in the traditional Buddhist monastic education system. Traditionally, most of monasteries where especially boys attended and those monasteries taught knowledge and arithmetic skills. All boys eight to ten years of age attended school in nearby Buddhist monasteries, where they would learn about Buddhism and be taught to read and write. (Myanmar Times, 2018)

In the year 1866, the education department was established in the lower Myanmar by the British. Monastic education became to classroom education for children. Although department of education was established in 1866, there was no the Ministry of Education in Myanmar until 1921. But later in 1921, the Ministry of Education was established in Myanmar. In the British colonial era, education for woman was progressed. The number of enrolment of female students raised 61% (by 45,000 students) from the year 1911 to the year 1921. It raised 82% (100,000 students) from the year 1921 to the year 1931 with expansion of primary on the form of all-girls schools. From the year 1921 to the year 1931, the employment of woman increased to 331 in public administration, law, medicine (96% increases), education (64% increase).

The British colonial education system caused a shift towards a Westernised education system. Christian missionary schools were opened in major cities, Yangon and Mandalay, to serve as preparatory schools for the upper classes. These missionary schools had existed together with the national school during the Parliamentary Democracy Period up to 1962. With the enactment of the Union of Burma Basic Education in 1966, numbers of changes in Basic Education were initiated in Myanmar.

This Union of Burma Basic Education Law was replaced by the Union of Burma Basic Education Law in 1973. According to the Basic Education Law, the Basic Education Council was renamed as the Department of the Basic Education. The State Law and Order Restoration Council (SLORC) were formed in 1988 and it assumed responsibility for the development of the nation. The State Peace and Development Council took on this responsibility in 1997.

In the year 1998, the Basic Education Department reorganized the following four departments; namely

- (1) Department of Basic Education No.1 (Lower-Myanmar)
- (2) Department of Basic Education No.2 (Upper-Myanmar)
- (3) Department of Basic Education No.3 (Yangon Region)
- (4) Department of Education Planning and Training, DEPT

DEPT is mainly responsible for the short-term and long-term educational planning and training of teachers in the Education Colleges and abroad. The DBE are taking full responsibilities with regards to the organization, administration, implementation and supervision of all levels of basic schools in the respective States, Divisions and Regions. (MOE, 2014)

In Burma, education was difficult to obtain for poor population. Fewer people can obtain educational opportunities and there also were many conflicts. Due to the conflicts, people who lived in some regions in country can not access to the education. Thus, these some regions where lived children can not access to strong educational programs. Although Myanmar families valued education, in the country has low enrolment, poor attendance, and higher drop-out rates are indicative of low quality education, unhappy school experiences and poor learning outcomes.

Thus, Myanmar government has been trying to reduce low enrolment, poor attendance and the drop-out rate through the provision of school supplies, no fees, free textbooks, and developing an education reform process. Although basic education is officially free, many families in poor and remote areas cannot afford additional exercise books and stationery, uniforms and unexpected fees for their schooling days.

3.2 Education System in Myanmar

The Ministry of Education has mainly responsible for levels of education. The Ministry of Education has six departments which are the Office staff, the Department of Higher Education, the Department of Basic Education, the Department of

Myanmar Language Commission, the Department of Myanmar Board of Examinations and the Myanmar Educational Research Bureau. These departments are supervise the implementation of the educational programmes, set the policies for education and are responsible for the fiscal planning within the ministry and department personnel and administration of the ministry.

The Basic Education Law was enacted in 1964 and modified in 1989. In accordance with the existing Basic Education Law, the following five educational objectives were set:

- (1) To enable every citizen of the Union of Myanmar to become a physical and mental worker well-equipped with basic education, good health and moral character;
- (2) To lay foundations for vocational education for the benefit of the Republic of the Union of Myanmar;
- (3) To give priority to the teaching of science capable of strengthening and developing productive forces;
- (4) To give priority to the teaching of arts capable of preservation and development of culture, fine arts, and literature of the state; and
- (5) To lay a firm and sound educational foundation for further pursuance of university education. (MOE, 2014)

Every country has its own educational policy which helps to build its knowledgeable society. In Myanmar, the government has set a compulsory primary education policy. It consists of Grade One to Grade Five. Grade One to Grade Three is called lower-primary level. The children in this level learn the subjects such as Myanmar, English, Mathematics and Science. Grade Four to Grade Five is called upper-primary level. The children in this level also learn Myanmar, English, Mathematics, Science and other additional subjects such as Geography and History. In 2001, the primary curriculum revised with the additional subjects such as natural science, moral and civics, painting and music, physical education and school activities are added. In table (3.1) state that levels of education systems in Myanmar. (MOE, 2007)

Table (3.1) Level of Education System in Myanmar

Level	Number of Years	Age (year)	Grade
Primary-Lower	3	5+ to 7+	G-1 to G-3
Primary-Upper	2	8+ to 9+	G-4 to G-5
Secondary-Lower	4	10+ to 13+	G-6 to G-9
Secondary-Upper	2	15+ to 15+	G-10 to G-11

Source: Department of Education Planning and Training

According to the Basic Education Law (1973), the main objectives of the basic education are;

- (1) To enable citizens of the Union of Myanmar to become workers, well equipped with a basic education, good health and good moral character.
- (2) To lay the foundation for appropriate vocational education and training.
- (3) To give priority to the teaching of science capable of strengthening and developing the productive forces.
- (4) To give priority to the teaching of arts capable of preserving and developing culture, fine arts and literature of the state. (MOE, 2014)

To uplift the educational goals of the nation, and to build a firm base for pursuing university education the main educational goals need to be ensured. These goals are;

- (1) To enable every individual to acquire basic education
- (2) To develop knowledge including scientific and technical
- (3) To train technicians, skilled workers and proficient intellectuals with practical knowledge who are loyal to the state and will contribute to nation building endeavors, and
- (4) To allow all these who possess the intellectual ability and industry ownness to acquire university education. (MOE, 2014)

Ten programmes will be implemented in the Basic Education Sector under the Thirty-Year-Long-Term Education Development Plan (2001-2002 to 2030-2031)

- (1) Creating an Education System for Modernization and Development of the Country
- (2) Basic Education for All
- (3) Improving the Quality of Basic Education
- (4) Providing Access to Pre-vocational Education and Vocational Education at Different Basic Education Levels
- (5) Improving Access to Teaching Learning and Communication Technology Leading towards e-Education
- (6) Producing All Round Developed Citizens
- (7) Capacity Building for Educational Management
- (8) Carrying out Basic Education Activities in Collaboration with the Community
- (9) Improving Non-formal Education Activities
- (10) Improving Education Research (MOE, 2014)

The government of Myanmar aims to enable every person to acquire basic education. Every child from the age of five attends a primary school. However, the school enrolment rate has not reached 100%. (MOE, 2014)

3.3 Education Reforms

Education Promotion Programs were launched in parts. In the year 1998, 1999 and 2000 carried out various reforms in curriculum, teacher education, teaching and learning approaches and other many programs aimed at the quality improvement of the education. In the first phase of the Education Promotion Programmes (1998) for Basic Education, the following ten programmes were adopted:

1. Curriculum reform for Basic Education Primary Level
2. Reform of educational test and measurement system at the Basic Education Level
3. Holding Matriculation Examination and selection for University entrance
4. Effective utilization of mass-media in teaching- learning process
5. Initiation of Pre-school programmes at Basic Education Schools in accordance with the prescribed Pre-school curriculum
6. Upgrading the Teacher Training Colleges and Teacher Training Schools
7. Opening of in-service teacher training for untrained teachers
8. Organization of School Facilities

9. Expansion of the Parent Teacher Association (PTA) and organization of the School Board of Trustees
10. Utilization of Comprehensive Personal Record (CPR) for the development of school activities (MOE, 2013)

The Second Phase of the Education Promotion Programme (1999) for Basic Education was adopted as follows:

1. Organizing Board of Trustees for the development of education
2. Opening Post Graduate Diploma in Teaching Training Programmers
3. Implementing all-round development programs for students and rewarding programmes
4. Carrying out programmes for access to Basic Education for the Myanmar children abroad
5. Increasing school intake rate at the Primary Level
6. Fulfilling the number of teaching forces at the border areas
7. Carrying out education programmes for the propagation of union spirit
8. Carrying out the improvement for utilization of Information and Communication Technology
9. Carrying out to draw up Education Calendar and to implement according to it for each Academic Year in the Basic Education Sector (MOE, 2013)

In the third phase of the Education Promotion Programmes (2000) was also adopted as follows:

1. Implementation of Special Four Year Plan for Basic Education
2. Standardization of education standard for Myanmar children who are attending International schools in abroad
3. Assignment of all those who have completed Pre-service Teachers' Training courses
4. Eradication of untrained teachers
5. Improving the quality of co-curricular activities at the primary and lower secondary levels
6. Organization of academic and personality counseling boards.

The Special Four-Year Plan (2002-2004) include all the activities of the education promotion programs and other 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. This Special Four Year Plan for the development of human resources is being implemented not only in education sector but also in the science and technology and health sector. (MOE, 2013)

The vision of basic education is: ‘to create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age.’ Myanmar Government-led CESR 2012-2014 is undertake to ensure that there is comprehensive understanding of the current status of the education in Myanmar with strengths and gaps in policies and legislation, capacities, institutional and management systems, financing and partnerships across associate sectors. The CESR is charged with ensuring that Myanmar’s education system promotes the national vision of a “learning society capable of facing the challenges of the Knowledge Age” and that it helps to build “a modern developed nation through education.” To achieve these goals, a critical priority will be that every child has the opportunity to complete Basic Education of good quality. (CESR, 2013)

The Ministry of Education has identified several reforms, including a review of legislation and promulgation of new education laws; to reorganize the relevant departments in accordance with the Myanmar Government’s overall move toward decentralization; to restructure the Basic Education sub-sector and to review the Basic Education curriculum; to improve the quality of teachers’ education and strengthening the capacities of people education; and to reform the learner assessment quality assurance systems. (CESR, 2013)

In Myanmar, all education stakeholders have a role to play in the inclusive and participatory process of the CESR, including parents, students and communities; representatives of different ethnic groups; teachers and head teachers; education offices at state or regional and township levels; monastic education stakeholders; CBOs; academics; and others. A wide range of development partners – including the United Nations, multilateral and bilateral organisations, NGOs, FBOs and CSOs – are supporting financial, technical and coordination aspects of reform implementation. The ETWG will serve as the high-level mechanism for policy dialogue and coordination between the CESR Task Force and these development partners.

3.4 National Plan of Action 2003-2015 and Education for All (EFA)

Myanmar has formulated the national EFA goals for 2003-2015 that are aimed to be realistic, feasible and achievable in line with the national needs. Four EFA goals in Myanmar are: (1) Access to and quality of basic education; (2) Early Childhood Care and Education (ECCE); (3) Non-Formal and Continuing Education; and (4) Education Management and Information System (EMIS). Myanmar has adopted the following six EFA goals:

1. Ensuring that significant progress is achieved so that all school-age children have access to and free and compulsory Basic Education of good quality by 2015
2. Improving all aspects of the quality of Basic Education sectors: teachers, education personnel, and curriculum
3. Achieving the significant improvement of the levels of functional literacy and Continuing Education for all by 2015
4. Ensuring that the learning needs of young people and adults are met through NFE, life skills, and preventive education programmes
5. Expanding and improving comprehensive ECCE
6. Strengthening the education management and EMIS

Moreover, other six strategies have been adopted to achieve the goals, such as (1) developing and expanding Child-Friendly Schools; (2) making the Basic Education more accessible to children; (3) to increase retention and completion rates in schools; (4) to assist children to develop to their fullest potential; (5) to enhance the literacy and Continuing Education through NFE; and (6) modernising EMIS. (MOE, 2013)

3.4.1 Basic Education Programmes

The Ministry of Education had also developed a Long-Term Plans of the Basic Education Sector that is to transform the whole society of Myanmar into a constant learning society. These education plans include ten programs as follow:

- (1) Emergence of an education system for modernization and development
- (2) Completion of basic education by all citizens
- (3) Improvement of the quality of basic education
- (4) Opportunity for pre- vocational and vocational education at all levels of basic education
- (5) Providing facilities for e- education and ICT

- (6) Producing all-round developed citizens
- (7) Capacity building for educational management
- (8) Broader participation of the community in education
- (9) Expansion of in-formal education
- (10) Development of educational research (MOE, 2014)

Currently, there are many challenges and gaps in the education system. Thus, Myanmar new government laid down policies and laws as part of the process of the education system reform. Myanmar government enacted the National Education Law in 2014 and, this law was amended namely the National Education Law in 2015. Myanmar new government has ambitious many plans to reform the education system because education is very important to the economic development and other sectors development of Myanmar. (MOE, 2016)

Thus, the National Education Strategic Plan (NESP) was launched by the end of the 2016, with modifications by the new administration. The NESP also focuses on nine key areas: preschool education; basic education, including improvements in access and inclusion; curriculum; assessment; teacher training and management; alternative educational programmes; technical and vocational education and training (TVET); higher education; and education sector management. (MOE, 2016)

According to the National Education Strategic Plan (NESP), the rote learning of facts is the best way to prepare the country's young people for the coming life. "Major shifts are required in the coming years to transform the national education system and ensure that all students progress through the education cycle, to achieve quality learning standards, and to fulfill their career and lifelong learning goals and aspirations". Starting in the 2017/18 academic year, Myanmar will adopt the K-12 structure, was extended schooling by two years, and the education made free. These reforms improve not only access to education, but also creating the conditions that to keep children in school. But, drop-out rates remain high during the transition from primary to middle school and from there to high school. (MOE, 2016)

Table (3.2) Level of New Education System in Myanmar

Level	Number of Years	Age (year)	Grade
Primary-Lower	4	5+ to 8+	KG to G-3
Primary-Upper	2	9+ to 10+	G-4 to G-5
Secondary-Lower	4	11+ to 14+	G-6 to G-9
Secondary-Upper	3	15+ to 17+	G-10 to G-12

Source: Department of Education Planning and Training

As part of the basic education reforms of the Ministry of Education, a new basic education structure of KG+12 was introduced for the Academic Year 2016-17. Thus, the new basic education structure K-12 structure consists of kindergarten, five-year-schooling for primary level, four-year-schooling for lower secondary level and three-year-schooling for upper secondary level. The new KG class is for five-year-olds (the official school age starts from the age of six) and it was launched with a new curriculum. (MOE, 2016)

Under the NEL and NESP, the MOE has also decentralized decision making, empower head teachers, school managers and parent-teacher associations (PTA), and to improve accountability across the system between township education officers and schools, and vice versa. The education curriculum undergoes a revision, emphasizing not only problem solving and higher-order thinking skills, but also personal development and employability. Additional local curricula were developed to support the languages, culture and tradition of all the country's ethnic groups.(MOE, 2016)

3.4.2 Evaluation System

Evaluation system is a vital learning process. It is reflect the quality of learning and promote learning. Before 1998, evaluation system in the Basic Education schools was mainly dominated by examinations which include only written tests for students and the promotion of Grade was determined by the results of tests. The tests ignored to complete the students' other important skills and ability. (CESR, 2013) Therefore, evaluation system was reformed at the Basic Education level beginning from 1998-1999 (AY) and Continuous Assessment and Progression System (CAPS) was introduced. According to this system, students are evaluated into two processes

such as chapter-end tests and Comprehensive Personal Record (CPR) that includes the following six events as follows,

- Event (1) - 75% attendances
 - Obeying school disciplines
 - Helping teachers
 - Growing trees and plants in the schools
- Event (2) - Participation in the state and regional development tasks
 - Contribution of labor in public affairs
- Event (3) - Helping in parents' earning
- Event (4) - Participation in sports and physical movements
- Event (5) - Carrying out national spirit improvement tasks
 - Participation in the movements of literature, fine art and music
- Event (6) - Participation in the school organization and social organizations

The evaluation system has been designed not only to assess academic progress but also contribute social, intellectual, maturity and physical development of students. The Comprehensive Personal Record (CPR) for the primary level of education includes having 75% school attendance, sitting regularly the chapter-end tests, abiding by school rules and regulations and not including in social crimes, fulfilling obligations to school, teachers, parents and the community and taking care of younger students, growing trees, plants and making the school environment green, giving assistance in parent's livelihood, participation in sports and physical activities, participation in aesthetic education such as involvement in literary activities, music, singing, dancing and painting one-self neat and tidy. (MOE, 2013)

Both in the revision of curricula and in the reformation of the assessment system, the guiding principle has been to inculcate in Myanmar children to cherish their community to value the responsibilities they have towards their nation and to carry out lifelong learning. Components of middle schools and high schools level Comprehensive Personal Records include the following in addition to those set for their primary school levels.

- (1) Participating in the development tasks of the Local Community and the State.
- (2) Offering voluntary service for community work.

- (3) Participating in the activities of teams and associations of the school and social activities such as the Red Cross, etc. (MOE, 2013)

3.5 Primary Level of Education in Myanmar

According to the development of education sector, it is necessary to produce human resources who are well educated, modernized and developed country with the help of the advance science and technology. Thus, the Ministry of Education increased the number of basic education schools and teachers not only in urban but also in rural areas. Moreover, every child who has to learn the basic education level in their school-age. The primary level of education in Myanmar from the year 2008/2009 to 2017/2018 is shown in table (3.3).

Table (3.3) Primary Level of Education in Myanmar (2008/2009 to 2017/2018)

No	Year	Numbers of Teachers	Numbers of Students	Teacher-Student Ratio
1	2008-2009	179,268	5,094,623	1:28
2	2009-2010	177,511	5,125,942	1:28
3	2010-2011	187,577	5,117,443	1:27
4	2011-2012	182,340	5,064,981	1:28
5	2012-2013	184,748	5,139,632	1:28
6	2013-2014	187,327	5,166,317	1:28
7	2014-2015	196,817	5,102,925	1:26
8	2015-2016	234,605	5,079,135	1:22
9	2016-2017	236,357	5,139,305	1:22
10	2017-2018	248,294	5,038,627	1:20

Source: Statistical Year Book (2005, 2008, 2011, 2014, 2018)

According to the above table (3.3), numbers of teachers in primary level increased year after year because the Ministry of Education appointment teachers to improve the primary education status. But, numbers of students in primary level declined because of attending to the private schools and monastic educational schools. Thus, the teacher-student ratio at the primary level of education declined year by year.

3.6 Numbers of Drop-Out Rate of Primary Level of Education in Myanmar

The Ministry of Education was implemented to universalize the primary level of education for all school-age children as one of the fundamental activities with the Education Law. To complete the higher level of education, the primary level of education is important. The primary level of education is the important among basic levels of education for all learning people. In Myanmar, education is with low enrolment, poor attendance, and high drop-out rates. Thus, Myanmar government tries to reduce the level of drop-out rate through the provision of school supplies for students, no fees for schooling and free textbooks. The following table (3.4) shows the percentage of drop-out rate of primary level of education in Myanmar.

Table (3.4) Percentage of Drop-Out Rate of the Primary Level of Education in Myanmar (2008/2009 to 2017/2018)

No	Year	Numbers of Enrolment	Numbers of Appeared	Numbers of Drop-Out	Percentage of Drop-Out
1	2008-2009	5,094,623	5,026,513	68,110	25.2
2	2009-2010	5,125,942	5,067,494	58,448	12.3
3	2010-2011	5,117,443	5,058,007	59,436	13.9
4	2011-2012	5,064,981	5,008,186	56,795	10.82
5	2012-2013	5,139,632	5,084,110	55,522	7.43
6	2013-2014	5,166,317	5,111,837	54,480	5.17
7	2014-2015	5,102,925	5,048,926	53,999	5.5
8	2015-2016	5,079,135	5,025,939	53,196	4.52
9	2016-2017	5,139,305	5,085,760	53,545	4.02
10	2017-2018	5,038,627	7,987,202	51,425	2.02

Source: Education Statistics (MOE) (2018)

According to the table (3.4), the percentage of drop-out students of primary level of education is 25.2% in 2008-2009 and the percentage of drop-out students was decreased in 2009-2010. In the academic year 2010-2011, the percentage of drop-out rate of primary education was re-increased. From the year 2011-2012 to the year

2017-2018, the percentages of drop-out rate of primary level of education were decreased year after year.

Although the basic level of education is officially free, the drop-out rate is still each year. Because students' families in poor and remote areas who can not afford the additional text books, exercise books, pencils, uniforms and other unexpected fees for their schooling day. In Myanmar, many of students' families rely on income for their daily life from their children's labor force. Moreover, there are other causes of drop-out students who lived in conflict areas where children lack access to the formal education and also ethnic children are not understand their lessons in schools, thus, children may be out of school. Some children from rich families transfer to the private schools for better education. So, the drop-out rate is still in the primary level of education in Myanmar. (UNICEF, 2013)

In Myanmar, school facilities with good shape including an adequate number of well-appointed classrooms that is sufficient blackboards or whiteboards, tables, desks, chairs, and space per class and adequate numbers of sanitation facilities, access to adequate clean drinking water, electricity and canteens. (CESR, 2013)

In Myanmar, most of primary school have all classrooms and 90% of all rooms are used for teaching classrooms although school buildings are not in good condition. According to the DEPT (2016), classrooms have blackboards and desks, tables and 30% of the primary schools do not have a separate room for school office. In villages, school furniture not enough for significant number of children. Some schools in villages where school classrooms are very noisy. Such conditions are not unusual, where students often endure overcrowded classrooms and inadequate sanitation facilities, which are not well maintained.

In Myanmar, the National Education Strategic Plan (NESP) 2016-2021 became the top priorities of the government in order to achieve sustainable development and to build an enabling environment for a more effective education system in the country. The NESP focus on the needs of schools in less developed areas as well as support and promote ethnic language and cultures. According to the NESP, to expand the basic education mainly invests on the school infrastructure. During the year 2010-2011, the Ministry of Education has been built 1198 new primary schools; in 2011-2012, 1987 new primary schools; in 2012-2013, 9371 new primary schools; in 2013-2014, 7054 primary schools and in 2014-15, the MOE constructed 2785 new primary schools. In addition, 8,945 existing schools and 13,555

existing classrooms were repaired. For the 2016–17 school years the MOE has upgrading of an additional 3,312 schools. These infrastructure investments have dramatically expanded access to basic education and improved the quality of teaching and learning in the schools. (MOE, 2017)

A strong and high quality education reform would help to achieve successful social, economic and political transition to build a new Myanmar. Thus, primary schools with dilapidated facilities and lower indicators in enrolment and completion were prioritized for reconstruction. Schools incorporate child-friendly features such as adequate classrooms, toilets and clean water facilities, school furniture, basic school supplies, learning materials for children and playground. In Myanmar, although the government has provided facilities for all schools, the numbers are still insufficient. And, school facilities are poor in rural schools compared to urban schools. Facilities for schools are inadequate in many ways, including being overcrowded or not safe for children, lacking in adequate sanitary facilities and lacking water for hygiene. (Myint Kay Thi, 2017)

In Myanmar, the comprehensive School Safety Framework adopted by the Ministry of Education places responsibility to deliver schools on those responsible for construction, repairs of school buildings. Schools in Myanmar where lighting extends the number of hours a classroom can be used fans produce a more comfortable environment for learning and electricity enables equipment that can help teaching. The provision of lighting and power is not essential in many schools because schools are mainly used during daylight hours. Students also need better hygienic learning environment. But some schools in Myanmar suffer from inadequate sanitation facilities, unsafe, nonexistent water supplies and poor hand-washing facilities. (SDC, 2018)

School facilities can serve education more inclusive and accessible for better. Myanmar is prone to natural disasters such as cyclones, floods and earthquakes, and when these natural disasters are occur, poorly built schools are easily damaged. Thus, Ministry of Education has developed schools for safe, child-friendly and sustainable school buildings. Some schools had built with the help of international partners that several NGOs and INGOs are also involved, as is the United Nations children's agency, UNICEF, which provides the largest contribution of the basic education sector in Myanmar, and UNICEF also provides many significant support for Myanmar's education sector reform to promote the quality of inputs such as teachers,

curriculum, textbooks, school building and facilities, teaching aids and others to improve the basic education system. Moreover, MOE was also provided school environments conducive to learning with different aspects of school construction, ranging from sanitation facilities, road access and connections to water, sewage and electricity. (SDC, 2018)

One of the main weaknesses of the primary education system in Myanmar is that the curriculum is essentially subject-oriented, overemphasizing memorization and repetition rather than mastery of basic, thinking and reasoning skills. There are a number of issues affecting in the learning environment in Myanmar, that include (a) inadequate school facilities, the conditions of which may be inappropriate and conducive to learning; (b) overcrowding of the primary education curriculum with academic subjects and the use of rote learning as the main method of teaching; (c) limited capacities of teacher training institutions and the lack of pre- and in-service training programmes; and (d) insufficient textbooks and other teaching-learning materials. Furthermore, the sole use of the Myanmar (Burmese) language for teaching purposes and lack of adequate skills and materials put children of the smaller ethnic groups at a disadvantage. (UNICEF, 2018)

CHAPTER IV

ANALYSIS ON SCHOOL FACILITIES OF PRIMARY SCHOOLS

This thesis is used primary data and secondary data and also described by two parts. The first part is about the situations of primary level of education which include the numbers of teachers, the numbers of students, the drop-out rate of primary level and expenditure on primary schools in Dagon Myothit (Seikkan) Township that are described by secondary data and the second part is about the school facilities of primary schools in Dagon Myothit (Seikkan) Township that are described by primary data

4.1 Profile of Dagon Myothit (Seikkan) Township

Dagon Myothit (Seikkan) Township is located in the east part of Yangon. Satellite communities and industry moved into the township in the 1990s. Dagon Myothit (Seikkan) Township was established in around 1990s and it was planned to set up industrialization and regard as industrial zone. Dagon Myothit (Seikkan) Township was located in Hlegu township composed of small villages. In 1996, it was upgraded as a new city expansion and imposes with 39 wards and 5 village tracts. But at present, there are 30 wards and 4 villages in Dagon Myothit (Seikkan) Township. The township has about a population of 186,982. The majority of the people (89.6%) in the Township live in urban areas.

Dagon Myothit (Seikkan) Township is an urban township of Yangon, Myanmar. The township is in an industrial area of the city. In 2007, Dagon Myothit (Seikkan) is linked to Thanlyin Township by the Dagon Bridge, the second bridge to be built across the Bago River at Yangon. Dagon Myothit (Seikkan) Township shares borders with Hlegu Township to the north, South Dagon Township to the northwest, Thaketa Township to the southwest, and Thanlyin Township to the east and southeast. It borders on the Bago River to the east and southeast.

4.1.1 Location and Size of Dagon Myothit (Seikkan) Township

Dagon Myothit (Seikkan) Township is located in the the east-central part of the city of Yangon. The township lies between North Latitude 16° and East Longitude 96°. Dagon Myothit (Seikkan) Township borders on the Bago River to the east and southeast and 14.4 feet above sea level. The township is linked to Thanlyin Township by Dagon Bridge on Bago River.

The size of the township is 32.973 square miles (21,102.7 acres) and it surrounded on the east by Thanlyin Township, on the west by South Dagon, on the south by Thanlyin and Thaketa townships and on the north by Hleku and South Dagon townships.

4.1.2 Population and Religious

The total population of Dagon Myothit (Seikkan) Township is 186,982. Thus, the estimation of population density of Dagon Myothit (Seikkan) Township is 1,960.7 per square kilometer, particularly 89,374 males and 97,608 females respectively. Table (4.1) shows the condition of population by Age-Group. There are many different races in Dagon Myothit (Seikkan) Township. Most of the people who lived in Dagon Myothit (Seikkan) Township are Burmars. In addition to Kachin, Kayah, Kayin, Mon, Rakhine, Chin and Shan also resides in this Township. Moreover, Islamic, Chinese and Indian reside in Township. Most of the people are Buddhists (91.1% of total population) and the rest (8.9% of total population) are other ethnic groups.

Table (4.1) Population in Dagon Myothit (Seikkan) Township

Age Group	Population	Percentage (%)
Over 18 years (males)	63,381	33.89
Over 18 years (females)	71,478	38.24
Under 18 years (males)	25,993	13.90
Under 18 years (females)	26,130	13.90
	186,982	100%

Source: Administrative Department of Dagon Myothit (Seikkan)

4.1.3 Schools

There are 16 schools in this township, 404 teachers and 22,080 students. The ratio of teacher-student of this Township is 1:55. Table (4.2) shows the number of schools, teachers and students in Dagon Myothit (Seikkan) Township.

Table (4.2) Numbers of Schools, Teachers and Students in Dagon Myothit (Seikkan) Township

School Categories	No. of Schools	No. of Teachers	No. of Students	Teacher-Student Ratio
High School	2	56	2,731	1:49
Middle School	3	169	7,068	1:42
Primary School	11	179	12,281	1:67
Total	16	404	22,080	1:55

Source: Township Education Office of Dagon Myothit (Seikkan)

4.2 Education Expenditure on Primary Schools

All schools are operating their functions with the financing of government budgets and other sources of finance such as Parent-Teacher Association (PTA) funds, some donations and aids. According to the available data, expenditures can be divided into two parts; current expenditures and capital expenditures. Current expenditures are meant for operating expenses in the teaching purposes and capital expenditure are mainly for fixed assets and the long-term investment in schools. The following table (4.3) shows the total expenditure on primary level of education.

Table (4.3) Total Expenditure on Primary Level of Education in Dagon Myothit (Seikkan) Township (2008-2009 to 2017-2018)

No	Academic Year	Current Expenditure of Primary Schools	Capital Expenditure on Primary Schools	Total Expenditure on Primary Schools
1	2008-2009	115,200,000	100,942,159	216,142,159
2	2009-2010	131,569,819	139,271,249	270,841,068
3	2010-2011	154,153,603	61,500,000	215,653,603
4	2011-2012	170,930,250	64,483,000	235,413,250
5	2012-2013	210,926,150	50,760,000	261,686,150
6	2013-2014	255,631,827	155,020,000	410,651,827
7	2014-2015	215,472,750	203,814,590	419,314,340
8	2015-2016	231,395,830	4,000,000	235,395,830
9	2016-2017	230,969,748	35,885,000	266,854,748
10	2017-2018	226,193,546	178,517,400	404,710,946

Source: Dagon Myothit (Seikkan) Township Education Office

As shown in table (4.3), there are different education expenditure on primary schools in Dagon Myothit (Seikkan) township from the year 2008-2009 to the year 2017-2018 academic year. The total expenditure on primary schools in the year 2013-2014 and 2014-2015 was higher than other academic years. In these years, both current and capital expenditures were increased because of new buildings were built and other dangerous buildings were prepared in primary schools. During the year 2015-2016, the total expenditure on primary schools was declined because education expenditures expense on built toilets, repaired windows and corridor in primary schools. In the year 2016-2017, the total expenditure on primary level of education was re-increased and then, during the academic year 2017-2018, the total expenditure on primary level of education increased due to the capital expenditure was increased, the MOE was constructed new schools buildings and other necessary schools infrastructures.

4.3 Survey Profile of Primary Schools

The education status depends on the region of socio-economic situation. Dagon Myothit (Seikkan) Township is situated at suburb in Yangon Region. Comparison with downtown area, Dagon Myothit (Seikkan) Township will be low socio-economic status. Therefore, it is chosen to study in education situation of suburb area. The survey was started in July 2019 and has gone through studying for the situations of school facilities in primary schools in Dagon Myothit (Seikkan) Township, Yangon.

In this study, to know about the situation of primary schools, 100 respondents were selected from five primary schools (about 50% of primary schools). Twenty students were selected from each primary schools have been selected on a random basic from Dagon Myothit (Seikkan). The first primary school is *Number (1) primary school*, it is located in Thaw Ka Myaing (4) street, (81) ward. The second primary school is *Number (2) primary school* which is located in Sein Pann street, (88) ward. The third primary school is *Number (5) primary school*, which is located in Yadanar Thein Ka street, (87) ward. The fourth one is *Number (8) primary school* which is located in U San Win street, (58) ward and the last primary school is *Number (9) primary school*, which is located in Thiho street, (92) ward.

The total numbers of primary students in survey primary schools are 5889 students. To know about the situations of school facilities and students in primary schools, the survey is conducted from 100 respondents in the five primary schools. In this section, characteristics of the respondents are shown. It includes the gender distributions of the students and levels of education that currently attending.

(i) Gender Distributions of the Students

Table (4.4) Gender Distribution of the Students

Gender	Numbers of Students	Percentage (%)
Boys	20	20%
Girls	80	80%
Total	100	100%

Source: Survey Data (July, 2019)

As shown in above table (4.4), a questionnaire mainly for students which randomly selected from 100 primary students who are 20 boys and 80 girls.

(ii) Education Levels of the Students

Table (4.5) Education Levels of the Students

Grade	Numbers of Students	Percentage (%)
Grade II	20	20%
Grade III	37	37%
Grade IV	43	43%
Total	100	100%

Source: Survey Data (July, 2019)

Above table (4.5) shown the randomly selected 100 primary students' current education levels which are 20 students in Grade II, 37 students in Grade III and 43 students in Grade IV.

4.4 Survey Design

In this thesis, primary data and secondary data are used. Survey conducted at the sample five primary schools. In this thesis used a questionnaire mainly for students which randomly selected from the students of sample primary schools. Moreover, this survey also conducted face to face discussion with teachers and headmasters or headmistresses in selected primary schools. The questionnaire design was prepared for the conditions of facilities of primary schools. The objective of this survey is identifying the facilities of primary schools in the survey area. And, the objective of this thesis is also to examine the conditions of primary level of education in this township.

4.5 Situation of Primary Level of Education in Dagon Myothit (Seikkan) Township

In studying the situation of Primary Level of Education in Dagon Myothit (Seikkan) Township, the quantity changes of the teacher-student ratio and drop-out rate in the primary schools were mainly studied. Changes in quantity changes in primary schools contain the changes in the number of teachers, the number of students, the teacher-student ratio, the drop-out rate. And, also express the situation of facilities of primary schools in this township.

4.5.1 Primary Level of Education

The primary education level is the first step of children. Children attend KG at the age of five at the primary schools. After completing KG level, they can attend the lower-primary education level. And then, children can attend the upper-primary education level. In studying the status of the primary education level in Dagon Myothit (Seikkan) Township, changes in quantity of the teacher-student ratio in primary education level are expressed by numbers of teachers and students. The numbers of drop-out students in the primary education level illustrated by numbers of students' enrolment and numbers of appeared students. And, is also expressed the situation of facilities of primary schools in this township.

4.5.2 Teacher-Students Ratio in Primary Education Level

The teacher-student ratio is important in the education levels because it can affect on teaching. Less teacher-student ratio will be more effective teaching in schools. There are various teacher-student ratios among the education levels in schools. The MOE recognized the teacher-student ratio in primary education level that is the teacher-student ratio was 1:32. (MOE, 2018) Table (4.6) shows the teacher-student ratio in the primary level of education.

Table (4.6) Teacher-Student Ratio of Primary Level of Education (2008-2009 to 2017-2018)

	Academic Year (AC)	Numbers of Teachers	Numbers of Students	Teacher-Student Ratio
1	2008-2009	101	6411	1:63
2	2009-2010	119	6824	1:57
3	2010-2011	122	7860	1:64
4	2011-2012	129	8486	1:66
5	2012-2013	127	9198	1:72
6	2013-2014	136	9241	1:68
7	2014-2015	149	9522	1:64
8	2015-2016	149	9693	1:65
9	2016-2017	146	10284	1:70
10	2017-2018	159	11047	1:69

Source: Township Education Office in Dagon Myothit (Seikkan)

According to the above table (4.6), in the primary schools in Dagon Myothit (Seikkan) Township, the teacher-student ratio was 1:68 in 2008/2009. In 2009-2010 academic year, teacher-student ratio at the primary education level decreased to 1:57. This teacher-student ratio was the lowest teacher-student ratio comparing with others academic year. By studying teacher-student ratio in primary education level, teacher-student ratios in Dagon Myothit (Seikkan) Township were higher than teacher-student ratio in primary education level which is recognized by the MOE.

The number of students in primary level of education is increased year after year. But, the number of teachers in primary level of education is not changed very much. In 2017-2018, although the number of teachers increased than others academic year, the number of students also increased comparing with others academic year. The teacher-student ratios are not different very much. Thus, the teachers in primary level can not each more effective on the learning of primary students in the township.

4.5.3 Numbers of Drop-Out Rate in Primary Level of Education

Completing the primary level of education is vital to acquire the higher level of education. The primary level of education is the important among basic levels of education for all learning people. The MOE was implemented to universalize the primary level of education for all school-age children as one of the fundamental activities of the MOE at the Education Law. Table (4.7) shows the number of drop-out students in primary level of education.

**Table (4.7) Numbers of Drop-Out Rate of Primary Level of Education
(2008-2009 to 2017-2018)**

	Academic Year	Numbers of Enrolment	Numbers of Appeared	Numbers of Drop-Out	Percentage of Drop-out
1	2008-2009	6411	6328	83	0.31
2	2009-2010	6824	6745	79	0.17
3	2010-2011	7860	7778	82	0.05
4	2011-2012	8486	8418	68	0.80
5	2012-2013	9198	9141	57	0.62
6	2013-2014	9241	9177	64	0.70
7	2014-2015	9522	9469	53	0.56
8	2015-2016	9693	9651	42	0.44
9	2016-2017	10284	10250	34	0.33
10	2017-2018	11047	11019	28	0.25

Source: Township Education Office in Dagon Myothit (Seikkan)

According to the above table (4.7), numbers of drop-out students in the primary education level was decreased in Dagon Myothit (Seikkan) Township. In 2008-2009 academic year, numbers of drop out students were 83 students and the percentage of drop-out student was 0.31% of numbers of enrolment students. The numbers of drop-out students was decreased in the 2009-2010 and 2010-2011 academic years. In the 2011-2012 academic year, the percentage of drop-out students re-increased to 0.80% of the numbers of enrolment students because of transferring to

other regions according to the jobs of their parents. In 2012-2013, 2013-2014 and 2014-2015, the percentage of drop-out was increased to 0.56%. In the year 2014-2015, appearing the private schools and monastic schools that caused the numbers of drop-out students at primary education level. Moreover, in the 2017-2018 academic year, all school-age children have access to and complete free education were implemented in schools in this township. Thus, in this year, the percentage of drop-out students was declined.

4.6 Survey Analysis

The conditions of primary level of education in this township stated above. According to the survey, in this part expresses the facilities of primary schools such as buildings and classrooms for students and teachers, electricity and drinking water, toilets and play- ground, and the situations of students in selected primary schools. Schools varied in terms of size, learning materials for students and teachers and other school infrastructures. But, there was less variation in teaching and learning practices.

4.6.1 Types of School Buildings and Classrooms

According to the survey, all primary schools' buildings are floored with concrete, brick-walled with zinc roof. In the Number (1) primary school, there is one building with six classrooms and one classroom for each Grade which is taught by one teacher. There is no room for headmaster office separately. The number of classroom is not enough for the total number of students. But, every classroom has adequate learning facilities such as white board, textbooks, curriculums and others. There are about over eighty students in each class, thus the classrooms are very crowded for students. And then, there are no rooms for teachers to relax. In this school, there is no library to read books for students and there is no clinic to give medical service for accidents of students.

In the Number (2) primary school, there are three buildings including one building for kindergarten students. There are ten classrooms for students. Grade I and Grade III for six classrooms and Grade II and Grade IV for four classrooms and other one building that is hall classroom for Kindergarten students in Number (2) primary school. Classroom for kindergartens is Hall-room that has no desks and chairs and they sit on the floor all time. But, the classrooms displayed pictures and students' artworks on the wall. All classrooms have adequate desks and chairs but there are no

rooms for teachers' toilets. There is no the room for library separately because rooms are not enough due to lack of extra rooms for storage for storage books, so these books keep in the room of school office.

The Number (5) primary school which is four school buildings including one building for kindergarten students. There are twenty-five classrooms in this school and five classrooms for each Grade. The classroom size is large, therefore, not crowded in the classrooms and not noisy very much. All classrooms have adequate desks and chairs, textbooks, curriculums and decorate by pictures and students' artworks. And, there are rooms for teachers to relax. There are electronic devices such as TV, DVD and sound box in the kindergarten students' classrooms to learn music and dance. In this school, there is one library to read books that are donated by headmistress and donors. There are many books such as religious books, science and technology books, comic books and other general knowledge books.

The Number (8) primary school where there are three buildings. In this school, there are five classrooms for each Grade and other one room for head office and teachers. Every classroom have desks, chairs and other learning and teaching materials adequately and display pictures and students' artwork of all subjects. In this school, there is library where there are many kinds of books such as English language books, story books, religious books, general knowledge books and others.

In the last primary school is Number (9) primary school. There are about twenty-five classrooms for all Grades. There is one library and other one room for school office and teachers. In this school, all classrooms also have adequate facilities for learning and teaching. The school buildings are well furnished with enough amount of furniture. The classrooms are enough for students and are not very noisy. But, school clinic is not has for accidents.

4.6.2 Electricity and Drinking Water

All five primary schools are accessed with enough amount of the electricity. Every classroom in primary school has electronic devices such as electronic fans and lights. 20% of primary schools even can use other electronic devices such as TV, DVD and sound box in the kindergarten students' classrooms to learn music and dance. Classrooms in every primary schools use electronic fans in all school time. But the classrooms in all primary schools are not used electric lights because every classroom gets enough light from daylight.

Drinking water was available in all primary schools. Schools had different types of drinking water such as tank with tap and purified water bottles. Although all schools had underground well, four schools (80% of schools) provided purified water bottles to get clean water for students. In Number (5) primary school, classrooms have not get water to drink but this school puts filter tanks for drinking water along the school corridor.

4.6.3 Toilet and Play-ground

According to the survey data, all primary schools have toilets for boys and girls and hand washing facilities to wash hands but 20% of primary schools has no toilets for teachers separately. Four schools with hand washing stations had located close to the toilets and one primary school has hand wash facilities inside the toilet compartments. Toilets in all primary schools are clean.

Number (1) primary school and Number (2) primary school have play-ground, thus, students can play before school time and at lunch time. But, other three schools do not have play-ground due to there is no extra space and there are many school buildings in the school compound. So, students in this school play in the classrooms and corridor.

4.6.4 Situations of Students in Primary Schools

In the following table (4.8), types of transportation and reasons of absence of students in primary schools are explained. There are different types of transportation from home to school, the different reasons of absence school.

Table (4.8) Percentage of Students in Different Types of Transport and Reasons of Absence School in Selected Primary Schools

No	Transport and Absence	Boys	Girls	% of students	Total Students
1	Types of transportation				
	Walk by themselves	20	50	70	100
	Taken by parents	5	25	30	100
	Total Students	25	75	100	100
2	Reasons of Absence				
	Illness	18	77	95	100
	Help for family	2	3	5	100
	Total Students	20	80	100	100

Source: Survey Data (July, 2019)

According to the survey data, most of students in all primary schools are from the surrounding area. Most of students (about 70% of students) in primary schools often attended to school by walking who come to school by themselves and some of the students (only 30% of students) are taken to school by their parents. Only 5% of students are absence school to help for family earnings and all students can participate in all activities of schools.

In the Number (1) primary school, most of children are from poor families. Some of them are absence sometimes due to help for family earnings. But in other four primary schools, students are also absence sometimes due to sickness and play truant. When some students who come themselves do not appear to school and play-truant with other students, teachers tell them not to do so again and sometimes discussed with their parents. Most of the students attend the school regularly.

In 80% of primary schools, most of the students (about 40% of students) do not bring their lunch but get some pocket money from their parents and some of the students bring their lunch box. Students have enough materials such as books, pencils, and other stationeries that support by their parents. In 20% of primary schools, most of students are from poor families and some of them cannot bring their lunch box, so sometimes even teachers have to give some food for these children. They have not adequate materials like pencils, erasers and other stationeries because their families

cannot support well due to family's poor earning. All primary schools can participate some activities like religious celebrations such as Kathin Yellow-Robe donation, Waso Yellow-Robe donation, Thadingyut festival and Teacher-Homage ceremony. And, 60% of primary schools can also participate in some activities such as Essay Contests, Quiz Competitions and religious ceremonies. But, school sport activities can not participate due to poor school fund.

Schools promote parents' participation in school activities. Students' parents support schools with cash and/ or in kind. Schools promote parents' participation in decision making in implementing education activities and school improvement planning.

4.6.5 Challenges and Opportunities in Selected Primary Schools

With an increasing need for human capital, Myanmar government has made the education system as a national priority. With an enlarged budget, the new education law and no school fees for students, major reform of the entire education sector is well under way. However, significant challenges remain in primary schools.

According to the selected schools, primary schools and students in this township have some problems that are not enough classrooms or some primary schools have no desks and chairs for students. Most of the primary schools have large teacher-student ratio because the numbers of students increased year after year but the numbers of teachers have not change very much. Thus, some primary schools have insufficient numbers of teachers.

Although the Ministry of Education states that all children at age five should enroll in primary schools and these primary schools are to be free of charge, primary schools in this township has still drop-out students and then, students' parents have to responsible to provide stationary, uniforms and other expenses in reality. But some poor students' parents could not still effort to provide these responsibilities and thus their children are often dropped out from school. Because children from poor families help their parents to earn income and they left from school have to work for family income, thus, some children in this township cannot complete the primary level of education. Moreover, some students left from school for taking care of their sibling both of parents need to work for their family income.

The Ministry of Education is striving for free and compulsory primary education and has made arrangement to distribute free school fees, free textbooks,

school uniforms and exercise books to all primary students, provide scholarship to outstanding students and, construct more school buildings and new schools. Schools and students' home are located nearby, thus students could attend the school safely not taken by their parents. Students and teachers are also familiar. Students can ask anything they do not know about their lessons every time. Primary schools have donors who support the needs of schools with cash and /or in kind.

Moreover, the Ministry of Education provides primary schools in this township adequate budgets to repair the old and dangerous school buildings and others materials. Thus, primary schools in this township are safe environment for students and teachers. Some of the primary schools upgraded to the middle school and then, students who complete the primary level of education can attend the middle level of education in this school.

CHAPTER V

CONCLUSION

5.1 Findings

This thesis studied the situation of teacher-student ratio, the drop-out rate of the primary level of education and school facilities of primary schools in Dagon Myothit (Seikkan) Township. During the study periods, the numbers of schools were 11 primary schools. In the primary level of education, the numbers of teachers and students are changed year after year.

In the primary level, numbers of teachers increased from 101 in 2008-2009 to 159 in 2017-2018 academic years. From the academic year 2009-2010 to the academic year 2017-2018, numbers of teachers in primary level of education increased year after year. Moreover, the numbers of students in primary level of education increased from the year 2008-2009 to the year 2017-2018.

The teacher-student ratio in primary education level was increased from 1:63 in 2008-2009 to 1:69 in 2017/2018. The numbers of drop-out students in primary education level was declined from 83 students in academic year 2008-2009 to 28 students in academic year 2017-2018. Thus, the percentage of drop-out was 0.31% in 2008-2009 to 0.25% in 2017-2018. In 2011-2012 academic year, despite the numbers of drop-out students was 68 and the percentage of drop-out was 0.80%. But, from the academic year 2012-2013 to 2017-2018, numbers of drop-out students and the percentage of drop-out students declined annually.

According to the survey, the problem of primary schools is there have not enough classrooms for students. Some primary schools where the numbers of students in each Grade are too many but the number of teachers are not many. The teacher-student ratio is varied in survey primary schools. Some of these primary schools face the problem of insufficient teachers. Primary schools in this township have sufficient furniture and other learning facilities and one of these primary schools have no desks and chairs in classrooms in one primary school. All primary schools have electricity. Computers and other electronic teaching materials are not utilized. There are underground wells in all primary schools. It can be found that all survey primary

schools have toilets and one of these primary schools has not toilets for teachers separately. Only two primary schools have play-ground and students can play the empty space of school compound.

Students in one primary school are absence sometimes due to help their family income. All primary schools can participate some activities like religious celebrations but only some primary schools can participate other activities such Essay contests, Quiz Competitions. And, school sport activities can not participate because of poor school fund.

In the primary level of education in Dagon Myothit (Seikkan) Township, although the number of teachers and students in the primary level increased year after year, the teacher-student ratio is higher than the teacher-student ratio in primary education level which is recognized by the Ministry of Education. And, the numbers of drop-students in the primary level of education are declined.

5.2 Suggestion

In studying the situations of primary level of education in Dagon Myothit (Seikkan) Township, the numbers of students are relatively high year after year. And, the numbers of teachers are also relatively high year after year. Although the numbers of teachers in primary level are high, the teacher-student ratio of primary level of education is still high because the numbers of students in primary level are also high. Thus, new teachers for primary level of education should be appointment where necessary schools.

Moreover, although all school-age children have access to and the program of complete free education were implemented in schools in this township, there is the numbers of the drop-out students in primary level of education. Especially, children in the primary level of education are valuable group of the country. Primary level of education is also the important and foundation of education sector for the future country. Thus, the numbers of students' drop-out and the percentage of the drop-out rate of primary level of education should also be decreased.

In this thesis, the numbers of students are relatively high year after year. Thus, many classrooms and furniture and other materials are needed. Classrooms in schools are overcrowding make harder for students to learn. Thus, the size of classroom and the numbers of students should be sufficient space because if classrooms are very crowding, it is hard for students and teaches to learn and teach well. Construction of

new school buildings, new furniture, library for students and teachers and school clinic should be provided.

Classrooms in schools should have adequate desks and chairs in every classroom. Every classroom should have whiteboards or blackboards. Whiteboard or blackboard and teacher's desk in front of the classroom encourages a focus on the teacher as the resource for learning. If the teachers can move around the classroom, can give assistance to groups or individual students, students will be more actively involved. Therefore, classrooms should have enough space for teachers and students. Classrooms can vary in size and serve different functions, clean and wide classrooms where students can allow for number of different activities, such as reading, group work and art.

In every school need gender-separated toilets and water for hand washing and drinking. To drink and use for hand-washing, safe and clean water source is important for all schools. Thus, schools should be provided safe and clean water for students' health issues. Library should also be support that can support to search knowledge for students where provide various types of books such as religious books, science and technology books, comic books and other general knowledge books.

To sum up, the ministry of education should handle many ways related to school facilities that preserve and maintenance, the old and dangerous school facilities should be repaired, the new buildings and other learning and teaching facilities should be provided. Thus, the Ministry of The Ministry of Education should be provide adequate budgets on school facilities and also charges free for children who can not afford to attend primary schools. And, the capacities of teachers are central to promote the education standard. Thus, new teachers need to make appointment where are necessary.

REFERENCES

- Adesua, C. O. (2016). The Impact of Physical Facilities on Students' Level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria . *Journal of Education and Practice* .
- Department of Education Research, Planning and Training. (2018). *Myanmar Report on Outof-School Children Initiative*. Ministry of Education.
- Hilary Veale, M. D. (2014). *Monastic schools in Myanmar – a baseline study*. Monastic Education Development Group.
- JAPAN INTERNATIONAL COOPERATION AGENCY . (2013). *Data Collection Survey on Education Sector in Myanmar*. Final Report.
- Kyaw Nanda Aung. (2015). *A Study on Basic Education in Myanmar (2001-2011)*. MEcon Thesis, Yangon University of Economics, Department of Economics.
- Lucas, R. (1998). On the Mechanics of Economic Development. *Journal of Monetary Economics*.
- Michael P. Todaro, S. C. (2015). *Economic Development, 12th Edition*. United Kingdom.
- Ministry of Education. (2007). *Education For All Mid-Decade Assessment Report Union of Myanmar Executive Summary*. Yangon.
- Ministry of Education. (2014). *National EFA Review Report* .The Republic of the Union of Myanmar.
- Ministry of Education. (2016). *National Education Strategic Plan 2016-21*. The Republic of the Union of Myanmar.
- Ramirez, A. G. (2000). Economic Growth and Human Development. *World Development* 28, No.2, 197-219.
- Sen, A. (1999). *Development as Freedom*. New York: Alfred A. Knoph.
- Swiss Agency for Development and Cooperation SDC. (2018). *Safe and Child-Friendly School Organization Guidelines*. Ministry of Education.
- Than Than Soe. (2010). *Analysis on Quality Primary Education in Myanmar(Case Study of Mudon and Yephyu Township)(1995-2009)*. EMDevs Thesis, Yangon Institute of Economics, Department of Development Studies.

- Thazin Oo. (2012). *A Study on Basic Education Development in Yangon Region (1988-2009)*. MEcon Thesis, Yangon Institute of Economics, Department of Economics.
- UNICEF. (2006). Child-Friendly Schools. In *Chapter3: Location, Design and Construction*.
- UNICEF. (2013). *Myanmar Education Sector Snapshot for Comprehensive School Safety*. Australian Aid Project.
- UNICEF. (2017). *Myanmar National Education Strategic Plan 2016/2017-2020/2021*. Appraisal Report.
- Wai Mar Oo. (2010). *A Study on Basic Education in ShwePyiThar Township*. MEcon Thesis, Yangon Institute of Education, Department of Economics.

Websites

- [http://www.moe.gov.mm/The Ministry of Education/](http://www.moe.gov.mm/The%20Ministry%20of%20Education/) Accessed Date (24.8.2019)
- <http://en.wikipedia.org/wiki/Education-in-Myanmar/> Accessed Date (29.8.2019)

APPENDIX

No	Questions	Answers	
1	Does the school have a HM's office?		Yes No
2	How many classrooms does the school have?	Number:	
3	Is there a school library available?		Yes No
4	What is the building condition?	Categorise:	-Good -Partly damaged -Completely damaged
5	What building repairs are urgently needed?	Categorise:	-Classroom building -Office building -Toilet -Others, namely
6	Do the roofing sheets provide adequate cover the building against rain?		Yes No
7	Is electricity available at the school compound?		Yes No
8	Is sufficient school furniture available?		Yes No
9	Is the school compound clean?		Yes No
10	What is the source of drinking water in the school?	Categorise:	-Well -Pipeline -Water filter -Others
11	Are there toilet facilities available at the school?		Yes No
12	How many toilets are available at the school?	Number:	
13	Is there enough light in the toilets?		Yes No
	Are the toilets very smelly?		Yes No
	Are there separate toilets for girls?		Yes No
	Are students actually using the toilets?		Yes No

No	Questions	Answers		
14	Do teachers use the same toilets with the students?		Yes	No
15	Is there a playground?		Yes	No
16	Blackboard	Number:		
	Teacher's chair	Number:		
	Teacher's table	Number:		
	Students' desks/chairs	Number:		
17	Teaching aids available		-Not at all -Some -Many	
18	How many students bring their own lunch?	Categorise:	-None -Some -Most -All	
19	Has there health clinic for the students at the school compound?		Yes	No
20	Does the classroom have sufficient lighting for all students?		Yes	No
21	What is the noise level in between classrooms?		Yes	No
22	Mode of transport to school by students?	Categorise:	-On foot -By bicycle -By motorbike -By bus/ car	
23	What are the main reasons for the absence of students?	Categorise:	-Illness -Work for family -Caring for siblings -Others	
24	Any activities such as art, music and sport offered at the school?		Yes	No
25	What kind of activities offered at the school?	Categorise:	-Sport -Religious ceremony -Art or music -Quiz and Contests	
26	What actions are taken by the school when a student has been abused?	Categorise:	-Nothing -Report to the HM -Discuss to the parents -Discuss in the class -Others	

No	Questions	Answers			
27	What proportion of students has sufficient learning materials (exercise books, pencils, etc)	Categorise:	<ul style="list-style-type: none"> -Very few -Few -Half of the classroom -Many -All 		
28	Are all students using their textbooks?		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> </table>	Yes	No
Yes	No				
29	Do any of the students present their work to the rest of the class?		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> </table>	Yes	No
Yes	No				
30	Does the school have a school council?		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> </table>	Yes	No
Yes	No				
31	Does the school have school council meetings?		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> </table>	Yes	No
Yes	No				