Education System in Myanmar

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development - not rely on - natural resources and prosperity - but on intelligence - human resources

In Myanmar - Ministry of Education (MOE) - centre – develops human resources

Tasks of MOE – carried out – through basic education - higher education

MOE - responsible - basic education

13 ministries – take responsibility - higher education
Introduction

1. Ministry of Science and Technology - deals - vocational education - tertiary level
2. MOE - implementing tasks - existing education laws
3. This paper - deals with - structure - Myanmar education - short-term - long-term education development plans - present status of education
Education Law

- All schools - abide by - Basic Education Law
- All universities and colleges - 13 different Ministries - follow - University Education Law
Policy Formulation and Administrative Structure

- Policies and administrative guidance on education - laid down - Myanmar National Education Committee - chaired by the Union Minister for Education

Myanmar National Education Committee

- National level coordinating decision-making body – NationalEducation Committee – chaired - the Union Minister for Education

- Formed by the new government

- Facilitates the development of an education system – compatible - traditional, cultural and social values of the nation - keep up with - economic and political aspirations of the nation
Basic Education Sector

• All schools – under supervision - Ministry of Education
• Administration and management - undertaken - three Departments of Basic Education + Department of Educational Planning and Training

directives of the statutory bodies and organizations:
1. Basic Education Council
2. Basic Education Curriculum, Syllabus and Textbook Committee
3. Teacher Education Supervisory Committee.
Basic Education Sector Administration Structure

Myanmar National Education Committee

Ministry of Education

Region and State Minister for Social Affairs

Basic Education Council

Basic Education Curriculum, Syllabus and Textbook Committee

Teacher Education Supervisory Committee

Departments of Education Planning and Training

Departments of Basic Education No.1, 2 and 3

Departments of Myanmar Education Research Bureau

Myanmar Examination Board

Region and State Education Offices

District Education Offices (Established Near Future)

20 Education Colleges

Township Education Offices

Basic Education High schools 2,351
Basic Education Middle schools 3,121
Basic Education Post-Primary Schools 6,553
Basic Education Primary Schools 28,967

Total 40,992

Private School

Edu Sys
Higher Education Sector

Academic and administrative policy matters

1. Universities’ Central Council

2. the Council of University Academic Bodies.

Universities’ Central Council

- principally responsible for broad policy and co-ordination of the work of higher education institutions.

Council of University Academic Bodies

- responsible for the adoption of academic regulations and co-ordination of academic work.
Higher Education Sector: Administrative Structure

Myanmar National Education Committee

Universities' Central Council

Council of University Academic Bodies Council

Ministry of Education

Other Ministries

161 Universities
1. Education 64
2. Health 15
3. Science & Technology 61
4. Defence 5
5. Culture 2
6. Forestry 1
7. Agriculture & Irrigation 1
8. Livestock Breeding & Fisheries 1
9. Co-operatives 5
10. Union Civil Service Board 1
11. Religious Affairs 1
12. Border Affairs 2
13. Transport 2

Department of Higher Education
(Lower Myanmar)

University 19
Degree College 1
Affiliated Department 6
Teacher 5,837
Student 223,957

Department of Higher Education
(Upper Myanmar)

University 21
Degree College 3
Teacher 5,799
Student 206,407

Department of Myanmar Language Commission
Number of Higher Education Institutions (HEI)

- 161 higher education institutions under 13 different ministries
  - 64 are under the Ministry of Education
  - Number of higher education institutions has been expanded from 32 in 1988 to 161 in 2012
## Number of Higher Education Institutions under 13 Ministries in 2011-2012 AY

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Ministry</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Education</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Health</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Science &amp; Technology</td>
<td>61</td>
</tr>
<tr>
<td>4</td>
<td>Defence</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Culture</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Forestry</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Agriculture &amp; Irrigation</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Livestock Breeding &amp; Fisheries</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Co-operatives</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Union Civil Service Board</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Religious Affairs</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Border Affairs</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Transport</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>161</strong></td>
</tr>
</tbody>
</table>
## Academic Structure of Basic Education System

<table>
<thead>
<tr>
<th>Level</th>
<th>No. of Years</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>3</td>
<td>5+ to 7+</td>
<td>1 to 3</td>
</tr>
<tr>
<td>Upper</td>
<td>2</td>
<td>8+ to 9+</td>
<td>4 to 5</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>4</td>
<td>10+ to 13+</td>
<td>6 to 9</td>
</tr>
<tr>
<td>Upper</td>
<td>2</td>
<td>14+ to 15+</td>
<td>10 to 11</td>
</tr>
</tbody>
</table>

The students have to take the matriculation examination at the end of the upper secondary level.
Higher Education Sub-sector

- 3-1-2 structure – 3 years for the Bachelor Degree, 1 year for the Qualifying class and 2 years for the Master Degree
- Starting from this academic year - 3-year degree courses - into 4-year degree courses – adding one more academic year
- Then 4-1-3 structure
- New curriculums and syllabuses - in line with those of the universities - ASEAN countries - prepared by the respective Boards of Studies
### Planned Academic Structure of Education System in Myanmar

#### BASIC EDUCATION

<table>
<thead>
<tr>
<th>Age Grade</th>
<th>5+</th>
<th>6+</th>
<th>7+</th>
<th>8+</th>
<th>9+</th>
<th>10+</th>
<th>11+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Lower Secondary</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

#### HIGHER EDUCATION

- **Economics, Computer Science**
- **Education**
- **Nursing, Paramedical, Pharmaceutical**
- **Community Health, Veterinary Sc, Agriculture**
- **Forestry**
- **Dental, Medicine, Engineering**
- **Medicine (Health)**

#### UNIVERSITIES AND COLLEGES

- **Arts and Science Universities, Degree Colleges, Universities of Distance Education**
- **University (Law)**
- **First Degrees (Honours)**
- **MRes**
- **Master**
- **PhD Degree**
- **Doctorate**

*It is planning to increase one more year*
Myanmar Academy of Arts & Science
Organizations Structure

- established in August, 1999 - 24 academicians
- 22 members - comprising intelligentias and experts from each academic field
Structure of Myanmar Academy of Arts and Science

Chairperson

Vice-Chairperson
- Arts
  - Members 8

Vice-Chairperson
- Science
  - Members 4

Vice-Chairperson
- Economics/Law/Languages
  - Members 4

Secretary
  - Secretary (Arts)
  - Secretary (Science)
  - Secretary (Social Science)
Education Development Plans

Basic Education Sub-sector

Special Four-Year Education Development Plan

6 programmes

Thirty-Year Long-Term Education Plan

10 programmes
Higher Education Sub-sector

Special Four-Year Education Development Plan

21 programmes

Thirty-Year Long-Term Education Development Plan

Main task of the plan - promoting Accessibility, Quality and Diversity
Vision

To create an education system that will generate a learning society capable of facing the challenges of the Knowledge Age.
6 Core areas and 36 Programs

The six core areas under focus are:

1. Development of human resource
2. Utilization of technology
3. Expansion of research
4. Development of a lifelong learning society
5. Promotion of the quality of education and
6. Preservation of national identity and national values
6 Core areas and 36 Programs

36 programmes are:

- Human Resource Development (2 Programmes)
- Utilization of Technology Section (6 Programmes)
- Research Section (3 Programmes)
- Lifelong Learning Society Section (9 Programmes)
- Qualitative Transformation of Education Section (15 Programmes)
- Preservation of National Identity and National Values Section (1 Programme)
Evaluation on current implementation situation

Regular System

• Myanmar higher education system = 3-1-2 structure
• Starting from 2011-2012 academic year - the 3-year degree courses have been expanded to 4-year-degree courses
• After obtaining a bachelor degree - those who are qualified - proceed to Master’s Degree
• those who pass the PhD entrance examination - attend the PhD Preliminary course for one year and conduct researches for 4 years
As more programmes were initiated and the number of universities increases - more students have access to tertiary education

With an increasing number of universities - the number of ICT centres also increases

An increase in the number of ICT centres enable students to make use of ICT facilities
Various sports competitions
Benefits of English skills competitions
Students who are quite proficient in English - opportunities - participate in such competition on public speaking - can improve their proficiency
those - weak in English have improved - certain extent
Teaching Learning Approach

- teacher-centred approach → majority students lack conceptual thinking skills
- assessment system → students are more keen on rote-learning
- some the curriculums and syllabuses not reflect their professional needs → many graduates lack the specific skills they need in workplaces
Strengths and weaknesses in distance learning

Strengths

- Students can join this course with little expenses from any place
- Anyone from any workforce can do the distance learning without any age limit
Weaknesses

- more interested in obtaining degrees and lack conceptual thinking skills
- cannot directly make use of the knowledge they gain in their real life
Tasks to Do with Distance Education

- beneficial for those who have completed vocational schools – as they can continue their studies in the distance education
- create opportunities for them to continue with their education in tertiary level technical or vocational institutions
- What is necessary is to prepare students for workplaces after graduation
in parallel to the regular programmes at higher education institutions in order to produce highly qualified human resource needed by a modernized economy

Master degree, degree, postgraduate and undergraduate diploma and certificate courses are offered
Special Courses (HRD Programmes) (Cont.)

- the number of HRD courses offered = 193
- Morning, evening and weekend
- some courses have not been yet offered

Scholarship

In 2011, a total of 136 scholars were sent abroad: 9 scholars for PhD, 3 for research, 36 for training courses, 9 for study tour and 79 to attend seminars and workshops
Stakeholders and National Economic System

- **main duty of universities** → producing highly qualified human resources needed by the state
- Universities cannot stand alone
- should identify the community needs and stakeholders and fulfill these needs
Stakeholders

- necessary to harness the interests of stakeholders such as bankers, technicians, entrepreneurs, businessmen, experts from different fields of studies, Financial Institutions, Industrial Organizations, Engineering Associations, Agriculture Associations, ICT Associations, Trade Associations, Social Organizations, Other Research Department, UN, INGOs, NGOs and Authorities

- share their experiences and best practices - to improve the availability of skilled and disciplined labor - to address challenges facing business and the nation
Education Sectors and its stakeholders
National

Fostering the core human resources that will lead green

Business

Social integration through job

Establishment of an integrated linkage system of education-employment-welfare

International

- Advancement of career-qualification system to promote creation of overseas jobs
- Expansion of export of technical and vocational education

Society

Building a fair society through lifelong skills
System Progress of the National Economy

Our country has gone through

- the labor-intensive farming & mechanized farming
- now leading → industrialized economy
- still needs to reach → high-tech economy and education-based economy
Knowledge Link

- Financial Sector
- Agriculture and Farming Sector
- Trade Sector
- Industrial Sector

Mixed Type

Knowledge Creative Type

- R&D Center/University: improve R & D Base
- Multi-Business Hub
- Specialised Industrial Zone
- Industry Cluster & Knowledge Network

Time: 8
Implementation Strategies

- Strengthen practical research
- Focus on user needs
- Strengthen creative research competency
Future Plan

Changes - be made to the education system - can directly support the development of the nation

Targets

To implement the future plan - some specific targets have been identified

Free Compulsory Primary Education

- MOE in Myanmar has made efforts - upgrade free primary education system - free compulsory primary education
To raise the enrolment rate - the completion rate of basic education for all school-age children

To upgrade the Quality of Basic Education

To upgrade the quality of teacher education and teacher training institutions and all-round development activities
To meet the Demand and Requirement of Community and Industrials’ Educated, Skilled Disciplined Workforce

- vision of the Ministry of Education → to nurture human resources that will meet - demand & contribute to the requirements of the community and the national economy

- crucial to align education attainment and industrial policy
To make our universities serve as closely related and main provider to the knowledge-based economic system of the nation

vital for our universities → become the main provider - the knowledge-based economic system of the nation
To Transform our Existing Universities into internationally recognized universities

- necessary to make our higher education institutions internationally recognized
- Promote quality of the higher education institutions
- standard of the present universities, colleges and schools
- abilities of teaching staff
- Existing universities will work in cooperation with international organizations more
Approaches

Extension of Technical Vocational Schools

- to extend the scope of vocational education by providing incentives to the would-be students
- to produce high-skilled, disciplined labor
- Incentives will include free accommodation, tuition fees and job opportunities for them after their graduation
- to conduct more vocational training programmes for career-specific diplomas, degrees and professional certificates
Creating linkage system for technical vocational schools (TVS) with universities

- to link programmes from vocational education institutions with higher education institutions

Ensuring capacity building system

Another strategy is to enhance capacity building by giving faculty members and administrative staff foreign exposure so that they would personally witness the development of other countries by themselves. **Innovative international collaborations will be fostered to enhance the capacity of human resources.**
More staff training programmes

• To retain skill upgrading programmes is a must

• More human resource development programmes that meet market needs will be launched - practical skills and theoretical knowledge that can be directly applied to the workplace will be conducted
Performance Pay

- to pay them according to performances and in evaluating their performance
- 360 degree evaluating system will be employed so that they will have a strong sense of professional commitment - a culture of quality that influence every aspect of the operation of their institutions
360 Degree Evaluation System

- an approach that gathers behavioral observation from many individuals in many layers within the organization
- Shifting this responsibility from one individual to many other evaluators reduces the wrong data resulting from an evaluator’s errors or personal bias
- In 360-degree evaluation - the role of an evaluator is shared
Foreign exposure

• to enhance capacity building by giving faculty members and administrative staff foreign exposure so that they would personally witness the development of other countries
To Transform Research and Development Centre (R & D) to Research and Business Centre (R & BD) and to establish Incubation Centre

• **Our focus regarding research works has shifted from research and development to research and business development.**

• **The pendulum shift is to encourage our researchers to become more business-minded and to have strong interaction with University Research Centre and practical economic fields.**
To Transform Research and Development Centre (R & D) to Research and Business Centre (R & BD) and to establish Incubation Centre

- to set up business *incubation centres* which are made up of entrepreneurs, businessmen and experts from different fields of studies - they all can combine their workforces for the development of the nation.
Future Tasks

1. **to open more technical vocational schools that can train high-skilled, disciplined workforces**

2. **to bridge the TVS and Higher Education Institutions to create opportunities for graduates from TVS to continue with their studies**

3. **to provide in-house as well as overseas capacity building programmes for faculty numbers and administrative staff**

4. **to exploit Distance Education System in bridging TVS and HEI**
Future Tasks

5. to expand the Human Resource Development Programmes that focus on providing trainings on skills and expertise that will directly contribute to the demands of businesses and workplaces
6. to improve the infrastructure of the training institutions equipped with modern teaching aids and maximize the effective utilization of teaching aids
7. to transform R&D to R&BD
8. to establish incubation centres at all universities
9. to modify curriculums, syllabuses, teaching and learning approaches and assessment systems and overall management system to promote the universities to that of international standard and internationally recognized universities
10. to make changes to university entrance system so that students can pursue the fields of study they take interest in
11. to keep up quality assurance (QA) system
12. to actively collaborate with international education institutions
13. to enhance revolving fund system for the sustainable development of higher education institutions
Conclusion

- **existing education system** – both in basic education sub-sector and higher education sub-sector - strengths as well as weaknesses
- necessary changes to the education system will be made by representative, responsible and responsive stakeholders
- **MOE alone cannot secure** - quality education and improve national economy
- **Only the combined effort** - academicians, researchers and associated stakeholders - in harmony - give rise to a holistic development in the education sector - the growth in national economy
• **With harmony** - stakeholders and human resource development practices that are **dynamic** - a more successful education system that can enhance the knowledge, skills and expertise of our citizens will be established

• **Will result in the improvement in the national economy** - the living standards of our citizens - poverty alleviation - the social and political stability in the region and beyond
Thank You!