

(Unofficial English translation)
National Network for Education Reform (NNER)
Organizing Committee of the Convention on Education

National Education policy (draft) submitted to Parliament

Introduction

The Convention on Education was held June 8-9, 2013 at the Yangon Blind School (Kaweichan), in Mayangone Township, Yangon. The participants in the convention offered their advice on educational policy. Their advice included both foundational principles as well as advice in 13 specific areas. The foundational principles included equal rights for all citizens, promotion of human dignity, and educational freedom. The 13 specific areas of education addressed were:

1. Early Childhood Education
2. Free, Compulsory Basic Education (Primary and Middle school to gr.9)
3. Basic Secondary / High School Education
4. Post-Secondary / Higher Education
5. Non-formal Education
6. Private Schools and Universities
7. Monastic Schools
8. Schools Operated by Religious/Faith-based Organizations
9. Free Schools operated by NGOs
10. The Role of Teachers
11. Special Needs Education
12. Teaching of Ethnic Languages
13. IDP, Refugee, and Migrant Children's Education

A total of 1274 people came together in unity to attend the Convention on Education. Representatives came from all 14 states and division and included members of ethnic groups such as Wa, Salone (Moken), etc. Participants also included retired professors with long experience, academics, teachers, students, parents, literature and culture committee representatives, Buddhist monks and nuns, Christian monks and nuns, Hindus and Muslims, disabled people, political party representatives, and 2 representatives from the Parliamentary Committee for the Promotion of Education. About 200 volunteers helped with catering, cleaning, security, and moderating discussions to make the Convention a success.

The foundational principles listed below were taken to heart and applied in order to outline policy in each of the 13 specific areas. The process which led up to this convention started with a forum on education held in October 2012 at the Myanmar Institute of Christian Theology in Insein, Yangon. Subsequently 25 forums were held around the country in each of the states and divisions. A total of 3200 people attended these regional forums. The advice gathered from these 25 regional forums was brought together and discussed once more at the June 2013 Convention on Education after which this draft policy on national education was drafted.

Foundational Principles of the Educational Policy

The following principles are based on the right of all citizens to equality, human dignity and educational freedom.

1. The main foundational principles are Education for All, and Inclusive Education.
2. School-aged children and youth (of any age) must have equal opportunities to pursue education.
3. In order to provide high quality education, the quality of the teachers must be improved, as well as their standard of living.
4. There must be no discrimination against students on the basis of their birthplace, the region where they live, their ethnicity, culture, religion, social background, poverty, wealth, gender, or physical disability.
5. Special care must be given to provide educational opportunity for special needs students.
6. All citizens have the right to lifelong education.
7. Every subject area will be valued equally (Arts, Science, Agriculture, Medicine, etc.)
8. Both university education and vocational education will be valued equally.
9. Decentralized education with the right for regional development will be implemented. The central government will support the needs of the regions.
10. Teachers must have academic freedom. Education research will be encouraged.
11. All students who have completed their basic education will have the right to freely choose the subject/major they wish to pursue in post-secondary education.
12. Educational policy must give priority to the preservation of the environment and the maintenance of the ethnic languages and cultures which will contribute to long-term, sustainable development.
13. Education must be free from the influence of religious groups or political parties. It will value human dignity and freedom of religion.
14. In teaching and learning, modern computer technology will be used; there must also be adequate library resources.

1. Early Childhood Education

1. Early Childhood Education (ECE) will be defined as covering children from birth to age 8.
2. ECE must have a curriculum and methodology that is centered on holistic (physical, cognitive, linguistic, social, moral, emotional) development of the children.
3. Emphasis will be given to the development of the children's mother tongue.
4. ECE curriculum must be connected to the primary school curriculum [providing preparation for primary school].
5. In order to manage ECE, an independent administrative board will be formed; it will include experts recognized by the Department of Education. The administrative board has the responsibility to increase the quality of ECE schools.
6. Daycares/schools currently under the Department of Social Services must be included under the education sector of the Department of Education, with the same policy applied to them.
7. Teachers in ECE must have knowledge, skill, and interest in the subject of child development, child psychology, and children's holistic development.

8. The salary and benefits of ECE teachers must be equal to those of primary, middle school, and secondary teachers. (Note: Some people proposed that ECE teachers be paid more than other teachers.)
9. Awareness raising programs regarding parents' roles in ECE must be carried out through cooperation with the responsible government ministries.

2. Free, Compulsory Basic Education (Primary and Middle school to gr.9)

1. There will be 9 years of free, compulsory education. (Note: the school system will be 5-4-3 with the 5 years of primary school and 4 years of middle school being compulsory.)
2. Children will start to be accepted into grade 1 of primary school when they have reached the age of 5 and are in their sixth year.
3. The compulsory years of education will be mandated and enforced by law and will be free for all students.
4. Each school will be administered by a School Administration Body made up of the principal, teacher representatives, parent representatives, and respected community leaders.
5. The School Administration Body will be responsible for enrolling students, hiring teachers, writing curriculum [see point 9 below on "developing" curriculum], testing of the school's teaching, learning and student achievement, and financial management of the school.
6. A Basic Education Evaluation Body will be established, made up of experts recognized by the Ministry of Education. This body is responsible for improving the quality of public schools.
7. The Ministry of Education has the responsibility to provide financial support for the schools and to conduct financial audits.
8. The Ministry of Education must also conduct continuous educational research.
9. The basic education curriculum will be written by experts based on the national education policy. Each region has the right to freely develop this curriculum further based on the curriculum guidelines approved by parliament.
10. The curriculum must provide continuity from one grade to another, from basic education to higher education.
11. The curriculum must provide knowledge, skills, abilities, and critical thinking skills that will be useful throughout the students' whole life.
12. The following subjects will be included in compulsory primary and middle school education:
 - a. Languages (Mother tongue, Burmese, English) (Note: Mother tongue refers to ethnic languages.)
 - b. Math
 - c. Science (including environmental protection)
 - d. Social studies (geography, history, culture, social skills, etc.)(Note: the culture subject will include study of how the ethnic groups arrived in Myanmar and the religions they follow.)
 - e. Agriculture, technology, and communication
 - f. Citizenship/Civic Education
 - g. Health and Physical Education
 - h. [ETWG added June 18: Life skills]
13. The policy for school language will be as follows:
 - a. In each region, at the primary levels, the ethnic language agreed on by majority decision will be used as the school language. In multi-

language areas, the school language will be decided by the school administrative body of each school.

- b. In schools where a language other than Burmese is used as the school language, Burmese and English will be taught as subjects.
- c. In middle schools in ethnic areas where Burmese is not the mother tongue, Burmese and the ethnic language will be used in a bilingual way. English will be taught as a subject.
- d. Priority will be given to the development of teachers to teach the ethnic languages.

[See more detail in section 12]

14. Each subject area of basic education will be taught by specially trained, high quality teachers. (Note: See section 10 on the role of teachers for more details on teacher qualifications and hiring.)
15. Teachers will provide effective learning opportunities according to each student's learning ability and style.
16. Rather than encouraging rote memorization, teachers will support students in their own investigative learning through analytical and critical thinking.
17. In order to have effective learning in the classroom, there must be a good student-teacher ratio.
18. There must be enough teachers for each grade.
19. Students have the right to freely express their ideas and views. Rather than designating views as right or wrong, priority will be given to the reasonableness and logic of the idea.
20. Evaluation must be done in a way that promotes student learning.
21. National exams will be administered in the last year of primary school (gr.6) and the last year of middle school (gr.9). These exams do not affect a student's passing or failing that grade, but are used to measure the quality of management and teaching in each school.
22. There must not be any failing of exams by students in the basic education schools. Students must master the lessons in each subject at each grade. (Note: Some people in the Convention objected to this "no fail" system. To clarify "no fail" does not mean that students are promoted to the next grade without having learned the material. Experienced teachers will teach so that all the students will learn. Further discussion and study of this topic of evaluation is needed.)
23. Regional departments of education will take responsibility for sending mobile teachers to students who live in regions far from schools.
24. The needs and access of disabled children will be taken into consideration in the construction of school buildings.

3. Basic Secondary Education

Basic secondary education comprises 3 years. There are two tracks: basic secondary education in preparation for university and basic vocational education. All high schools operated with funds from the federal budget must be free.

3a. University Preparation track

1. Any student who has completed middle school is eligible to attend the university prep track of secondary school.

2. Each secondary school will be administered by a School Administration Body made up of the principal, teacher representatives, parent representatives, and respected community leaders.
3. The School Administration Body will be responsible for enrolling students, hiring teachers, writing curriculum [see point 9 below on "developing" curriculum], teaching, learning, testing of student achievement, and financial management of the school.
4. A Basic Education Evaluation Body will be established, made up of experts recognized by the Ministry of Education. This body is responsible for improving the quality of public schools.
5. The Ministry of Education has the responsibility to provide financial support for the schools and to conduct financial audits.
6. The Ministry of Education must also conduct continuous educational research.
7. The basic secondary curriculum will be written by experts based on the national education policy. Each region has the right to freely develop this curriculum further based on the curriculum guidelines approved by parliament.
8. The following subjects will be included in the first year (Gr.10) and second year (Gr.11) of secondary school:
 - a. languages (Burmese and English)
 - b. math
 - c. computer science
 - d. science (physics, chemistry, biology, geology)
 - e. social studies (geography, history, economics, culture, social skills)
(Note: the culture subject will include study of how the ethnic groups arrived in Myanmar and the religions they follow.)
 - f. Citizenship/Civic Education (Note: This will include the subjects of basic law, political science, human rights, and environmental protection)
 - g. Health and Physical Education (including sex education)
 - h. Student Council
9. The following subjects will be included in the third year (Gr.12) of secondary school:
 - a. Track 1: Burmese, English, Math, Physics, Geology, Political Science, Student Council
 - b. Track 2: Burmese, English, Math, Chemistry, Biology, Political Science, Student Council
 - c. Track 3: Burmese, English, Math, Accounting, Economics, Social Studies, Political Science, Student Council
 - d. Track 4: Burmese, English, Math, Intro to Law, International Relations, Social Studies, Political Science, Student Council
10. In basic education high school grades, lessons will be bilingual in Burmese and English. Exams can be answered in either of those languages based on the student's preference. English will be taught in such a way that students are able to use it practically and study high-level subjects in it.
11. Each subject area of basic education will be taught by specially trained, high quality teachers. (Note: See section 10 on the role of teachers for more details on teacher qualifications and hiring.)
12. Teachers will provide effective learning opportunities according to each student's learning ability and style.

13. Rather than encouraging rote memorization, teachers will support students in their own investigative learning through analytical and critical thinking.
14. In order to have effective learning in the classroom, there must be a good student-teacher ratio.
15. There must be enough teachers for each grade.
16. Students have the right to freely express their ideas and views. Rather than designating views as right or wrong, priority will be given to the reasonableness and logic of the idea.
17. Evaluation must be done in a way that promotes student learning.
18. There must not be any failing of exams by students in the basic education high schools. Students must master the lessons in each subject at each grade. (Note: Some people in the Convention objected to this "no fail" system. To clarify "no fail" does not mean that students are promoted to the next grade without having learned the material. Experienced teachers will teach so that all the students will learn. Further discussion and study of this topic of evaluation is needed.)
19. National exams will be administered in the last year of basic university education (sic. I think this should be high school/univ. prep and refer to gr.12). Official certificates stating the results in each subject will be given. These certificates prove completion of high school and are also necessary for admission to university.
20. Each university has the right to set its own admission requirements.

3b. Vocational track

1. Any student who has completed middle school is eligible to choose either the university prep track or the vocational track of secondary school according to their preference.
2. Schools will hire counselors to help them choose the track and subjects to study in secondary school.
3. The vocational track of secondary school will be 3 years with a combination of theory and practice.
 - a. The first year will include theory and practical application in school.
 - b. The second year will include 3 days of classroom instruction and 2 days of practical training in the workplace each week.
 - c. The third year will be spent in on-the-job training and apprenticeship in a government ministry or private company related to the student's field of study.
4. The school language of instruction (Burmese or English) will be decided on by each school based on the needs of their students. English will be taught to a high level so that students are able to use it practically.
5. Every student will learn and master use of a computer.
6. Students in vocational secondary schools can choose from the following subjects which will be taught by qualified teachers:
 - a. Agriculture
 - b. Industrial Arts
 - c. Construction
 - d. Art and Design
 - e. Electronics
 - f. Accounting
 - g. Journalism

- h. Social Care
- i. Livestock and Fisheries
- j. Food and Beverage / Restaurant
- k. Hotel and Tourism
- l. Drama, Music, Arts
- m. Etc.

(Note: In deciding which vocational subjects to offer, priority will be given to the skills that are in demand in the economy of the region where the school is located.)

- 7. Students who complete 3 years of vocational secondary school will receive an official certificate which can be used in applying for a job or for further, higher level vocational training.
- 8. The administration and management of vocational secondary schools will follow the same system as the university prep secondary schools.

4. (Post-Secondary) Higher Education

- 1. Higher education includes universities and vocational universities and colleges
- 2. The universities and colleges will be free from the direct control of any government ministry. They will receive permission to operate from the University Administrative Council, but will be autonomous.
- 3. Universities will be established that, besides Arts and Sciences, offer a complete range of programs such as Agriculture, Industry, Medicine, Business, Education, etc.
- 4. Officers in training from the Defense Services Academy will study subjects such as geography, history, science, etc at public universities; only subjects related to the military will be studied within the military academy. (Note: In the Convention there were people both in favor of and opposed to this point.)
- 5. Apart from the Defense Services Academy, all universities and colleges will relate only to the Ministry of Education. The responsibilities of the Ministry of Education include financial support and auditing, as well as helping to improve the quality of the curriculum, teachers, and degrees.
- 6. The University or College Administrative Council will be made up of professors from various subjects, management and financial officers, representatives of the university or college teachers, representatives of the student's union, as well as nationally recognized experts and academics.
- 7. The University Management Council is responsible for the development of the university and students' learning. They will also work to improve quality.
- 8. The University Administrative Council must submit to the Ministry of Education's financial audit and evaluation of educational quality.
- 9. The University Administrative Council is responsible for enrolling students, hiring teachers, writing curriculum, teaching, testing of student achievement, financial management of the school, and management of the dormitories.
- 10. Each department in the university or college will write their own curriculum. That curriculum must be approved by an independent University Quality Improvement Team which will be made up of experts recognized by the Ministry of Education.
- 11. In each university a Bachelors degree program will be at least 4 years, a Masters degree 2 years, and a PhD 4 years. However, these minimums can be extended as needed, depending on the requirements of the major.

12. The language of instruction for each university will be decided by the respective University or College Administrative Council. (e.g. English universities, Burmese universities, or bilingual universities.)
13. All university and college teachers must have at least a Master's degree in the subject they are teaching as well they must have attended training in teaching methodology.
14. Department heads and professors must have a PhD in their field as well as experience in both teaching and research. (Note: There were different opinions about the length of teaching experience that should be required for one to become a professor: Some suggested 5 years, some 7, and some 10 years.)
15. The University Administrative Council will be responsible for the professional development of teachers.
16. The salary level of university and college teachers will be set by the Administrative Council of each respective school.
17. University education will be based on research and investigation. The University Administrative Council will take responsibility for providing adequate books, journals, etc.
18. The University Administrative Council is responsible for hiring a head librarian, and the librarian will be a member of the Council.
19. Universities and colleges have the right to freely pursue research and to freely publish their research findings.
20. Each university and college has the right to freely communicate with and pursue educational activities with other recognized universities inside or outside the country.
21. Evaluation of students' learning should not be based on regurgitation of memorized material, but evaluation of practical ability to investigate and research.
22. Examination of theses must include external examiners from another recognized institution.
23. Evaluation of the quality of universities and colleges will be carried out by an independent University Quality Improvement Team which will be made up of experts recognized by the Ministry of Education.
24. Students have the right to freely form groups such as a Students' Union, sports teams, and arts and culture clubs.
25. Universities and colleges must be places that promote learning and provide a secure learning environment.
26. Dormitories must be provided on university and college campuses. Priority will be given to housing students from distant places.
27. Systems of scholarships and bank loans for education must be put in place. Students have the right to work part-time up to 18 hours a week while enrolled as a university student.
28. Teachers have the right to freely form a Teachers' Union.
29. Teachers and students who have reached the legal age have the right to join a political party of their choice. They must show mutual respect for other views and opinions.
30. The University Administrative Council must take into consideration students' evaluations of their teachers.
31. Any student who has completed secondary school has the right to apply to programs in their preferred major in post-secondary (university or college)

education. They must write the entrance exams set by the university; the University Administrative Council has the right to decide who is admitted.

5. Non-formal education

1. Non-formal education outside of school will be provided for: children over the age of 7 who have never before attended school, students who left without completing primary school, students who left without completing middle school, partially educated youth students who did not pass 10th standard, and adults who desire to pursue their education.
2. In each region a Non-formal Education Committee will be formed by democratic means including local elders, educationalists, principals of government schools in the area, and administrators.
3. The Non-formal Education Committee will be responsible for fundraising, admission of students, hiring of teachers, writing curriculum, teaching, and learning.
4. Non-formal education curriculum must provide connections that allow students to bridge into the basic and higher education systems.
5. Non-formal education will be financed by a combination of government and locally raised funds.
6. An independent Non-formal Education Management Body made up of experts approved by the Ministry of Education will be established.
7. In each region primary schools, middle schools, high schools, colleges and universities will operate non-formal education departments with programs outside of school hours and during school breaks.
8. The Non-formal Education Committee will admit students, hire teachers, and write curriculum.
9. The Non-formal Education Management Body will make arrangements for inmates of prisons to pursue their education.
10. The Non-formal Education Management Body will make arrangements for the education of youth in correctional institutions.
11. NGOs and foundations are invited to take part in the non-formal education sector.
12. Schools for non-formal education opened by NGOs or community-based organizations must obtain recognition from the Non-formal Education Committee.
13. Students in non-formal education programs have the right to take exams at the local primary, middle, or secondary school.
14. Students who complete secondary school through non-formal education programs have the right to attend post-secondary institutions (universities, colleges, vocational schools).
15. Vocational skills in demand in the local economy will be included in non-formal education programs.

6. Private schools and universities

1. A Private School and University Management Body composed of experts recognized by the Ministry of Education will be established.
2. People who are legally qualified must apply to the Private School and University Management Body for permission to establish and run a private school or university.

3. The grade structure of private schools and universities will be the same as that of public schools and universities.
 4. The curriculum of private schools and universities must be in line with the national education policy and approved by the Private School and University Management Body.
 5. Teachers in private schools must have a teacher license issued by the Teachers Council composed of educational experts appointed by the Ministry of Education. Teachers in private universities must meet the requirements set out in the section on higher education.
 6. The Private School and University Management Body will examine the quality of private schools and universities.
 7. Private schools and universities are to be opened only with the aim of meeting students' educational needs, not for making a financial profit.
 8. Although the tuition fees may vary depending on the level of services provided by the school, the fees must be set only after consultation with students' parents. If there is any problem related to tuition fees, the Private School and University Management Body will intervene and negotiate.
 9. Students from private schools or universities have the right to transfer to public schools or universities at any grade level.
 10. Students who complete their basic education at private schools or who graduate from private universities have the same level as students who hold certificates of completion or degrees from public schools or universities.
 11. If foreign universities wish to open a branch in Myanmar, they must make application as a private university.
 12. On-line education can be conducted by the private sector; they must apply to the Private School and University Management Body.
- (Note: Some people at the Convention asked that a separate law be made for International Schools.)

7. Monastic schools

1. Monastic schools were the earliest form of formal education in the history of Myanmar. This tradition is recognized and the parliament will make laws related to monastic schools.
2. A Monastic School Management Body, consisting of experts and abbots with long experience in monastic education, will be formed and will work in cooperation with the Department of Education and Department of Religious Affairs.
3. The grade structure of monastic schools will be the same as that of basic education schools.
4. The curriculum used in monastic schools will be written in line with the curriculum guidelines approved by parliament and must be approved by the Management Body.
5. Federal funds will be used to ensure that the teachers in monastic schools meet the same qualifications as teachers in public schools.
6. The Monastic School Management Body will monitor and evaluate the quality of monastic schools.
7. Students from monastic schools have the right to transfer to public schools at any grade level.

8. Students who complete their basic education at monastic schools have the right to attend post-secondary institutions (universities, colleges, and vocational schools).
9. A fund for monastic schools will be established and managed by the Monastic School Management Body.

8. Schools operated by religious/faith-based organizations

1. Schools operated by religious/faith-based organizations refers to schools (other than the monastic schools covered in section 7) operated by Buddhist, Christian, Hindu, Muslim or other religious groups. (Note: this includes schools for Buddhist monk's education, Theological Colleges and Universities, and Mission schools.)
2. A Management Body for religious schools made up of leaders of the respective religions will be established and must be approved by the Ministry of Education.
3. The curriculum used in such schools must be approved by the Management Body.
4. The Management Body must set the standards for teachers who will teach in religious/faith-based schools.
5. Religious/faith-based schools must accept the principle of freedom of religion and must refrain from criticism, discrimination, or insulting the dignity of other religions.
6. Religious/faith-based schools will have the same grade structure as public schools. If they write a curriculum that is in line with the national education policy guidelines, students from those schools have the right to transfer to the same grade level in any public school. Teachers in such schools must meet the requirements of teachers in public schools.
7. Students who successfully graduate from such schools will have an equal qualification as those who graduate from public schools.
8. If religious groups wish to open a university, they can do so according to the requirements of a private university.

(Note: Some Buddhist monks suggested that English, math, and other arts and science subjects should be added to the curriculum of lower, middle, upper, and instructor levels of Buddhist monks' education. The upper level would be considered equivalent to high school and the instructor level would be equivalent to a BA degree. Some also suggested that a monk who completed the upper level monk education should be eligible to attend post-secondary universities or colleges.)

9. Free schools operated by NGOs

1. Schools operated by NGOs refer to free schools operated by local social organizations, foundations, and education networks.
2. Laws to protect the establishment of such schools need to be made.
3. A Management Body for Free Education composed of experts and recognized by the Ministry of Education will be responsible for the quality of free schools.
4. If the free school is teaching primary, middle, or high school curriculum, the curriculum must be in line with the national education policy guidelines and approved by the Management Body for Free Education.
5. Teachers in free schools must meet the requirements of teachers in public schools.

6. Students from free primary, middle, and high schools have the right to transfer to public schools.
7. Free schools must only be opened with educational objectives, not for the mobilization or indoctrination of students with political, religious, or cultural ideas.
8. The School Administrative Committee of each school will be responsible for raising the necessary funds for that school.

10. The Role of teachers

1. Early Childhood Education, primary, middle, and high school teachers should have a recognized degree in education from a university in Myanmar or abroad for the respective grade level they are teaching.
2. If their first degree is not in education they must have successfully completed at least a one-year post-graduate diploma in education for the respective grade level they are teaching.
3. In the hiring of teachers, priority will be given to teachers from the local area who meet the requirements.
4. Students who apply to education degree courses or post-graduate diploma courses in education at universities and colleges have the right to choose the level they will apply for (early childhood, primary, middle, high school).
5. Anyone who applies for a teaching position must hold a teacher's license issued by the Teachers' Council which is composed of educational experts appointed by the government.
6. Teachers must have expertise in the subject and grade level they apply for and must use effective methods of teaching and evaluation.
7. Teachers have the responsibility, whether inside or outside class time, to give extra instruction to students who were absent, who are having difficulty, or who need additional help.
8. Teachers must not charge students for tutoring/tuition.
9. The basic salary will be the same for early childhood, primary, middle, and high school teachers and should be on par with the salaries of other professions (doctors, engineers, army officers, etc.) (Note: There were some people who suggested that preschool and primary teachers be paid a higher salary than others.)
10. Principals and all levels of management in primary, middle, and high schools must have teaching experience as well as a degree in educational management.
11. University and college teachers must have at least a Master's degree in their field and they must have attended teaching methodology training provided by their university.
12. Department heads and professors in universities and colleges must have at least a PhD degree in their field as well as teaching experience. They must also have experience in research and management.
13. The University Administrative Council and the Administrative Body of public schools must provide professional development to increase the quality of their teachers. All teachers must attend upgrading classes and educational conferences each year. (Note: The number of hours of professional development to be attended in each academic year still needs to be set.)
14. The salary levels of university teachers will be set by the University Administrative Council.

15. All teachers have the right to freely form a teachers' union or other teachers' groups as well as to hold membership in a political party of their choice.
16. In hiring teachers, apart from mental deficiency, there must not be discrimination against any person who meets the educational requirements.

11. Special Needs Education

1. Special needs education refers to education for children who have learning difficulties due to physical disability, cognitive deficiency, mental problems, psycho-social trauma (autism?), communication problems, or other needs.
2. There must be inclusive education which does not discriminate against special needs children, but allows them to learn along with other students.
3. Special needs students will be provided with the instructional support materials free of charge (e.g. Braille for the sight impaired, Sign Language for the hearing impaired.)
4. Schools that provide methods of special support for disabled students will be opened in each division and state. (e.g. schools for the sight impaired and for the hearing impaired, schools for the mentally impaired)
5. Teachers for special needs education must be trained.
6. Teacher training universities and colleges will include special needs education as a subject in their programs.
7. Special needs students have the same right as other children to quality education and other educational opportunities.
8. In the Ministry of Education there will be a separate Special Education Department to look after the needs of special needs students.
9. Disabled children have the right to attend any school operated by the government.
10. The education of disabled children will be carried out in cooperation with the Department of Social Services.
11. The Ministry of Education will recognize schools for special needs education which are freely opened and operated by private, social, or religious organizations.
12. Schools for special needs education opened by NGO's will be supported to a to-be-determined percentage from the national education budget.
13. Disabled students are permitted to study at higher education universities and colleges and will be given priority in obtaining job opportunities.
14. Disabled students have the right to study from basic education through higher education levels free of charge.

12. Teaching of Ethnic Languages

1. In order to maintain and develop the languages of the ethnic groups, including the Burmese, which have continuously/traditionally lived in Myanmar, the ethnic languages will be used as a school language [language of instruction] in the regions where the ethnic people live.
2. In primary schools in all regions of Myanmar, three languages will be taught. (Mother Tongue, Burmese, and English). [At the ETWG there was discussion of a gradual introduction of Burmese and then English, rather than having all 3 in grade 1.]
3. In each region, at all primary levels, the ethnic language agreed on by majority decision in the region will be used as the school language. In multi-language areas, the language of the ethnic group which is native to the area where the

school is located will be used. The School Administrative Body has the authority to make the decision regarding the school language.

4. In schools where a language other than Burmese is used as the school language, Burmese will be taught as a subject. English will also be taught as a subject. Burmese and English will not be taught with the same methodology as the mother tongue, but through second-language learning methodology.
 5. In schools where Burmese is the school language, some other ethnic language will be chosen to be taught as a second-language subject.
 6. In middle schools in ethnic areas where Burmese is not the mother tongue, Burmese and the ethnic language will be used in a bilingual way.
 7. Books used in the teaching of ethnic languages will be written freely by experts from the respective ethnic groups.
 8. Priority will be given to the development of teachers to teach the ethnic languages. They will be trained to the diploma level. The federal budget will cover the expenses for this.
 9. In hiring teachers (including monks and religious people) for the regional languages, priority will be given to training and hiring people from the local area.
 10. Each university's language department will include ethnic languages as majors in their degree programs.
 11. Ethnic groups whose languages do not yet have a writing system will be helped in developing a writing system and literature.
- (Note: Representatives of the Wa, Palaung, Pa-O, and Salone (Moken) groups attended the Convention on Education and asked that their languages and literature be protected.)

13. IDP, refugee, and migrant children's education

1. Refugee/IDP and migrant children's education refers to the educational instruction of children and young adults in areas where they live as refugees and migrants as well as in conflict zones.
2. Education for these children must be up to a level that is recognized by Myanmar, the migrant's host country, and other countries in the region including ASEAN countries.
3. In Myanmar's Educational Reform process, a Refugee and Migrant Education Committee will be formed, including experts, government officials and experienced people, to address the needs of refugees, migrants, and those in conflict zones.
4. Regional organizations working for the education of refugees and migrants, and organizations connected to such education, will communicate and cooperate with the Ministries of Education in both Myanmar and the host country.
5. The curriculum used for refugee and migrant children must have connection with both the national education policy of Myanmar and the education system in their host country.
6. Curriculum may be written by the each local school or group of related schools, but must be approved by the Refugee and Migrant Education Committee.
7. Schools damaged or destroyed in conflict will be rebuilt.

8. Separate schools opened due to civil war (e.g. Mon national schools, Kachin national schools, etc.) together with their teachers and students, are to be officially recognized by the national government.
9. Federal budget will be allocated in order to bring the qualifications of teachers in the above mentioned schools (point 8) up to the standard of teachers in regular government schools.
10. If refugee and migrant children return to Myanmar, they have the right to continue their education.
11. Such children will be placed into appropriate grade levels based on an entrance test and taking into consideration their age and ability.
12. Such children have the right to study in primary, middle, and high schools, and any subject at the post-secondary education level.

[Discussion at the ETWG included:

- Specifying that the entrance test (point 11) be administered in the language the student knows best with transition curriculum to the language of instruction in the school they will enter in Myanmar.
- Providing psycho/social support to students
- Providing support to host schools for integrating such students]

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National Network for Education Reform

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