

Unofficial Translation

National Network for Education Reform (NNER)

Federal Democratic Education Policy (2017)

Introduction

NNER has been gathering advice through holding 28 regional meetings with local students, teachers, parents, professionals and individuals interested in education in each state and division of Myanmar, since October 2012. Based on this input, the first convention was held at the Yangon Blind School (Kaweichan) in June 2013, which involved the dissemination of the National Education Policy Statement.

Since it has been four years since NNER proposed its Education Policy, it is necessary to review it in order to meet the requirements of ethnic groups, to develop an education system that is consistent with the principles of federalism, to foster the sustainable development of education and decisions from the four-parties-meeting (2015 February). Therefore, this “Federal Democratic Education Policy (2017)” has been approved in the third Convention, held at Sasana Hall (2500) in Mawlamyaing.

Values

NNER has the following educational policy values:

- Social Justice
- Human Dignity
- Human Rights
- Academic Freedom

Vision

- To target goals for human development, such as increased knowledge, improved ability, to fulfil the goals of students and to live together peacefully.
- To aim for an educational system that allows for autonomy to support federal democratic structures.
- To create an educational system that supports the Sustainable Development Goals.

Principles

1. Education is a fundamental human right for all.
2. Inclusive education must be developed.
3. Every student must have equity in educational opportunities.
4. The educational needs of crisis-affected people should be provided.
5. All students must be provided with quality education.
6. Opportunities and preparation for lifelong learning must be planned.

7. Students must have educational freedom (the right to choose subjects, the right to choose their school/university and place, the right to express opinions, the right to form a union etc.)
8. Teachers must have educational freedom (the right to choose subjects, the right to learn, the right to choose school/university and places, the right to form a union etc.)
9. Reduce centralization in the education system in each level (decentralization)
10. The right to self-determination of education by all peoples, regions and schools should be recognized (self-determination)
11. Core curriculum must be developed that is appropriate for all regions with local curriculum that is flexible and can be improved according to the needs of specific ethnic groups.
12. Mother Tongue Based Multilingual Education must be developed.
13. Arts, science, technology and vocational subjects should all be valued equally.
14. The education system must allow freedom in educational research.
15. The education system must enhance critical thinking.
16. At least 20% of the National Budget should be used for education and an equity-based funding policy should be adopted.
17. External Quality Assessments (EQA) scheme, organized by independent experts, must be used.
18. All individuals, including students, teachers, parents and professionals, should work together to develop educational policies.

1. Early Childhood Education (ECE)

A. School Structure and Rights to Learn

A (1). Early Childhood Education (ECE) will be defined as covering children from birth to age 8.

A (2). Kindergarten Education must be given at least one year in Primary School.

A (3). Day care centres 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.

B. Curriculum

B (1). The Curriculum for Early Childhood Education must be appropriate for age, nature and development of the children and connected to the primary school curriculum

B (2). Emphasis will be given to the development of the children's mother tongue.

C. Learning

C (1). ECE must be centered on the holistic (physical, cognitive, moral, linguistic, social, emotional) development of children.

D. Assessment

D (1). Assessments must enhance the learning of children and provide pleasure in learning.

E. Teachers

E (1). Teachers in ECE must have knowledge, skills, and interest in the subject of child development, child psychology, and children's holistic development.

E (2). 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.)

F. Administration and Management

F (1). In order to manage ECE, an administrative board which is made up of independent experts will be formed;

F (2). Awareness raising programs regarding parents' roles in ECE, including pregnant mothers, must be carried out through cooperation with the responsible government ministries.

G. Quality of Education

G (1). The quality assessment body, made up of independent experts, is responsible for the quality of ECE.

2. Compulsory Basic Education

A. School Structure and Right to learn

A (1). There will be 10 years of free, compulsory education. (Note: the school system will be 5-4-3 with the 1 year of Kindergarten, 5 years of primary school and 4 years of middle school being compulsory.)

A (2). Children will start to be accepted into Kindergarten of primary school when they have reached the age of 4 and are in their fifth year.

A (3). 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.

A (4). Compulsory basic education will be free for all students, fully provided by the national budget.

A (5). Regional departments of education will take responsibility for sending mobile teachers to students who live in regions far from schools.

A (6). The new awareness the disability will be taken into consideration in the construction of school buildings. (That means disability education will be approached from a human rights and social perspective.)

B. Curriculum

B (1). The minimum standards for the whole country will be set in the Basic Education Curriculum. Based on these standards, the policy on local curriculums made by respective regions (or) schools will be developed.

B (2). The curriculums must comply with "the Educational Goals" of this policy on Education.

B (3). The curriculum must provide continuity from one grade to another, from basic education to higher education.

B (4). The curriculum must provide knowledge, skills, abilities and critical thinking which will be useful throughout the student's whole life.

B (5). The following subjects will be included in the compulsory basic education curriculum.

- Languages (mother tongue, national language, international language)
- Maths
- Natural Science (including environmental protection)
- Social studies (geography, history, culture, social skills, etc.) (Note: the culture subject will include the study of how ethnic groups arrived in Myanmar and the religions they follow.)
- Agriculture, Technology, and Communications
- Drawing, Music and Arts
- Global Citizenship Education
- Health, Sexual Health and Physical Education
- Student Unionism

Note: It is suggested that a representative from Magway write about primary standards and middle standards separately in the third congress. The reason is not to include sex education in primary level but to include it in the middle level. Some of the representatives suggested that sex education should be included in primary level. The chair Dr. Aung Myint decided to use the word Sexual Health Education and to include it in both primary and middle levels so it is described as mandatory education that encompasses both primary and middle levels.

B (6): The following policies must be included for school-use language.

- Mother-language based 3 language system (mother language, national language and international language) will be used. In areas where there is more than one ethnic language, the school administration committee will decide which language will be used as the school language.
- The first priority is to train and develop more language teachers.

C. Teaching and Learning

C. (1): This teaching method must not encourage learning by rote so self-learning (observing and learning) and analyzing & evaluating methods will be used to guide teachers.

C. (2): Each and every student has the right to tell his/her own opinion. Opinions that are more appropriate will be prioritized compared to those with a true or false parameter.

C. (3): To be more effective in class, the ratio of teachers to students will be kept balanced.

D. Assessment

D. (1): In assessing, developing methods that supports the learning of students and develops the ability of independent learning will be used. (Assessment for learning and Assessment as Learning)

D. (2): No student is allowed to fail an exam in any level of basic education. All subjects and lessons must have been learnt in every level of basic education. (Note: There are some critics who point out the fact that “No student is allowed to fail exam”. Although there is no failing, this is no one method in which students pass the exam unless they are actually literate. Skilful and professional teachers will teach so every student is proficient.)

E. Teachers

E. (1): High quality teachers who have been specially and intensively trained in every role of basic education will teach.

E. (2): Teacher will conduct effective learning according to the learning ability of each student.

E. (3): Adequate numbers of teachers will be appointed to be compatible with the numbers of classes. (In this section, there are different suggestions on the ratio of teachers and students as 30:1 and 20:1.)

F. Administration and Management

F. (1): Basic Education High Schools will be administered by the School Administrative body. In a School Administration Committee, there will be a headmaster, teacher representatives, parent representatives and elders of the community.

F. (2): The School Administrative Committee will negotiate with respects to the reports of the Student Union of Basic Education.

F. (3): The School Administrative Committee will be responsible for enrolling students, appointing teachers, managing curriculum and syllabus, checking teaching and learning of students and proficiency and managing allocated funds.

G. Quality of Education

G. (1): Evaluation teams composed by independent professionals will take responsibility and evaluate the quality of Basic Education High Schools.

3. Upper Secondary

Upper Secondary Education will be set at three academic years. There will be two ways of education in the Upper Secondary Education System; undergraduate level upper secondary and basic vocational education. All upper secondary schools opened with government funding must be free.

3. (1): Undergraduate Upper Secondary

A. School Structure and Compatibility to learn

A. (1): Those who have finished the middle level of mandatory Basic Education have the right to attend undergraduate Upper Secondary.

B. Curriculum

B. (1): Support will be provided for local curriculums designed according to regions and negotiated according to the designed core curriculum that includes minimum standards appropriate to all regions.

B. (2): Following sections will be included in the first year (Grade 10) and second year (Grade 11) of undergraduate education.

- Languages (mother tongue, national language, international language)
- Maths
- Science (environmental science, earth science, life science, physical science, space science)
- Social studies (geography, history, culture, social skills, etc.) (Note: the culture subject will include the study of how ethnic groups arrived in Myanmar and the religions they follow.)
- Agriculture, Technology, and Communications
- Drawing, Music and Arts
- Global Citizenship Education
- Health and Sexual Health
- Physical Education and Sport
- Student Unionism

B. (3): Students are allowed to choose subjects and pair subject groups in the third year (Grade 12) of undergraduate study, depending on the particular school.

B. (4): Language policy shall be enacted according to respective schools.

8. Teaching and Learning

8. (1): This teaching method does not encourage learning by heart system so self-learning (observing and learning) and analyzing & evaluating methods will be used to guide teachers.

8. (2): Each and every student has the right to give his/her own opinion. Opinions that are more appropriate will be prioritized than those with a true or false parameter.

8. (3): To be more effective in class, the ratio of teachers and students will be kept balanced.

8. (4): Adequate numbers of teachers will appointed to be compatible with the quantified standards.

D. Assessment

D. (1): In assessments, developing methods that supports learning of students and develops the ability of independent learning will be used. (Assessment for learning and Assessment as Learning)

D. (2): No student is allowed to fail an exam in every level of basic education. All subjects and lessons must have been learnt in every level of basic education. (Note: There are some critics who pointed out the fact that “No student is allowed to fail exam”. Although there is no failing, this is no one method in which students pass exams unless they are actually literate. Skilful and professional teachers will teach so every student is proficient.)

D. (3): Having completed Upper Secondary, the whole national examination will be held. Certificates will be issued according to the grading of respective subjects. Those certificates will be certificatory documents for finishing Upper Secondary, as well as supporting documents for the admittance to university.

D. (4): Respective universities have the right to decide admittance.

E. Teachers

E. (1): High quality teachers who have been specially and intensively trained in every role of basic education will teach.

E. (2): Teachers will conduct effective learning according to the learning ability of each student.

F. Administration and Management

F. (1): Basic Education High Schools will be administered by the School Administrative Body. In a School Administrative Committee, there will be a headmaster, teacher representatives, parent representatives and elders of the community.

F. (2): The School Administrative Committee will be responsible for enrolling students, appointing teachers, managing curriculum and syllabus, checking teaching and learning of students, proficiency and managing allocated funds.

G. Quality of Education

G. (1): Evaluation teams composed of independent professionals will take responsibility for evaluating the quality of Basic Education High Schools.

3. (2): Higher Vocational Education

A. School Structure and Compatibility to learn

A. (1): Those who have finished the middle level of mandatory Basic Education have the right to attend basic vocational education and undergraduate level upper secondary have a choice of two pathways.

A. (2): Advisory teachers will be appointed to advise students in choosing subjects.

B. Curriculum

B. (1): Basic Higher Vocational Education will be taught theoretically and practically in three academic years.

- School practical subjects will be taught in the first year.
- In the second year, students will be taught in 3 school days and 2 practical days per week.
- In the third year, students will be taught as apprentices with respective subjects in respective workplaces.

B. (2): Respective Schools can choose the school languages (mother language, national language, international language) according to the requirement of students. English will be taught to an advanced level for practical use.

B. (3): The followings subjects can be chosen in Higher Vocational Education and will be taught by experienced teachers.

- Agriculture
- Technology
- Engineering
- Drawing, Design
- Electricity
- Accounting
- Information and Technology (ICT)
- Social Care
- Farming and Fishing
- Food and Restaurants
- Hotels and Tourism
- Theatre Arts
- Sports
- Other vocational education

(Note: Technology that can be applied in real life will be taught in Basic Vocational Education. Each school can decide on the subjects)

C. Teaching and Learning

C. (1): Those who have finished 3 years of Basic Higher Vocational Education will get certification in order to apply to respective workplaces and to further learn Advanced Vocational Education.

D. Assessment

D. (1): In assessments, developing methods that support the learning of students and develop the ability of independent learning will be used. (Assessment for learning and Assessment as Learning)

E. Teachers

E. (1) The specific vocational subjects will be taught by skilled teachers.

F. Administration and Management

F. (1): The administration and management of the Basic Higher Vocational Education Sector depends on the Right to Autonomy as other undergraduate high schools.

G. Quality of Education

G. (1): The quality of education of Basic Higher Vocational Schools will be managed by an Evaluation Team of independent professionals.

4. Higher Education

A. School Structure and Compatibility

A. (1): The Sector of Higher Education means universities and colleges that teach academic education and vocational education.

A. (2): Everyone who has finished Basic Education High School can apply their preferred subject in Advanced Education (University and College). They will sit an exam held by the university and the University Administrative Committee has the right to decide university admittance.

A. (3): Each and every university must have at least a 4-year Bachelor's Degree, 2-year Master's Degree and 4-year Ph.D. The semester year can be extendable according to the requirements of respective subjects. (Note: The definition of semester year is the general proposal and University Administrative Committee has the right to decide according to advice on educational quality.)

B. Curriculum

B. (1): Universities will be established as universities that teach all subjects, such as Arts and Science subjects as well as Agriculture, Industry, Medicine, Economics and Education.

B. (2): Departments of respective subjects of universities and colleges will themselves design the curriculum. The curriculum must be confirmed and approved by the University Quality Improvement Team, composed of individual professionals.

B. (3): DSA Cadets will learn Science, Geography, History and Law at Public Universities and Military Training and Operational Subjects at Defence Academies. (Note: There are some people who do not agree with this statement.)

B. (4): University Administrative Council have the right to decide university language. (For example, whether a university teaches in English, Burmese, English and Burmese bi-lingually or other ethnic languages)

C. Teaching Learning

C. (1): University education will be based on research and observation. Books and documents required for research will be accumulated by the University Administrative Council.

C. (2): Universities and Colleges have the right to conduct research work and declare research findings independently.

C. (3): Students have the right to form Sports, Arts and Culture groups including Student Unions.

C. (4): Universities and Colleges have to be safe and supportive learning environments.

C. (5): Dormitories will be built in University or College campuses. Students from distant places will be given priority for beds in dormitories.

C. (6): University Scholarship Programs and a Bank Loan System for school fees will be arranged.

D. Assessment

D. (1): Assessments of student learning must not be by rote learning/answer-based testing. Assessment will be based on practical work, observation and research.

D. (2): Assessments for theses will cooperatively be done with other certified universities.

E. Teachers

E. (1): All teachers in universities and colleges shall at a minimum have graduated with a Master's Degree in their respective subjects and shall also have attended courses in teaching techniques.

E. (2): Heads of subjects and professors shall have graduated with a Ph.D. Degree in their respective subjects and shall have experience in teaching. They shall be experienced in research and management. Every university has the right to autonomy and authority to appoint university teachers.

E. (3): University Administrative Councils from respective university have the right to define the salary rates of university teachers.

E. (4): Teachers from universities and colleges have the right to associate freely through Teachers' Unions.

E. (5): Students' assessments of teachers will also be considered by the University Administrative Council.

F. Administration and Management

F. (1): Universities and Colleges shall be free from the direct control of respective Ministries and also shall be autonomously managed by an elected University Administrative Council.

F. (2): All other universities, except defence universities and religious universities, shall be associated with the Ministry of Education. The objectives of the Ministry of Education are to support finance, to check accounting, to improve the syllabus and curriculum, to enhance the quality of teachers and to improve the quality of Degrees.

F. (3): In the University Administrative Council, subject professors, those responsible for management and finance, representatives of university teachers, representatives of student unions and National Honorary Persons will be included.

F. (4): The University Administrative Council shall be responsible for university development and the proficiency of students. It shall serve to enhance the quality of university teachers.

F. (5): The University Administrative Council shall accept finance and university quality testing led by the Ministry of Education.

F. (6): The University Administrative Council shall be responsible for accepting students, appointing teachers, designing curriculum, teaching, testing the proficiency of students, financial management and dormitories for students.

F. (7): The University Administrative Councils shall appoint a librarian.

F. (8): The University Administrative Council has the right to communicate freely with local or foreign certified universities for educational affairs.

F. (9): Teachers and adult students, according to the law, have the right to join their preferred political parties. They shall respect each other's diversity of views.

G. Quality of Education

G. (1): The quality of universities and colleges shall be the responsibility of the University Quality Promotion Team, organized by independent professionals.

5. Private Schools and Universities

a. School Structure and Rights to Learn

a (1). Students from private schools or universities have the right to transfer to public schools or universities at any grade level.

a (2). 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.

b. Curriculum

b (1). The curricula of private schools and universities must be written in line with the lowest standards specified in the National Education Policy and approved by the Private School and University Administration Body.

c. Teaching and Learning

c (1). Private schools and universities are to be opened only with the aim of meeting students' educational needs, not for making a financial profit.

c (2). Online education can be conducted by the private sector; upon approval of the Private School and University Administration Body.

d. Assessment

d (1). An assessment of student learning conducted at private schools and universities must be in line with the assessment policy of basic education schools and autonomous universities.

e. Teachers

e (1). Teachers in private schools must have a teaching license issued by the Teachers' Council, composed of independent education experts appointed by the Ministry of Education.

E (2). Teachers in private universities must meet the requirements set out in the section on higher education.

f. Administration and Management

f (1). A Private School and University Administration Body composed of independent education experts, recognized by the Ministry of Education, will be established.

f (2). Those who are legally qualified must apply to the Private School and University Administrative Body for permission to establish and run a private school or university.

f (3). Although 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 Administrative Body will intervene and negotiate a solution.

f (4). If foreign universities wish to open a branch in Myanmar, they must make an application as a private university.

g. Quality of Education

g (1). The evaluation of the quality of private schools and universities will be carried out by the Quality Improvement Team, made up of independent experts.

Note: Some people at the first Educational Convention asked that a separate law be made for International Schools.

6. Schools operated by religious/faith-based organizations

a. School Structure and Rights to Learn

a (1). Students have the right to freely choose and attend schools operated by religious/faith-based organizations.

a (2). Schools operated by religious/faith-based organizations will have the same grade structure as public schools.

a (3). Students from religious/faith-based schools have the right to transfer to any public school or university at any grade level.

a (4). Students from religious/faith-based schools have the right to go to universities and colleges after completing a high school education.

b. Curriculum

b (1). Religious/faith-based schools have the right to write and develop curricula independently, according to the school or organization, based on the Core Curriculum that was written for all public schools.

b (2). The subjects in schools operated by religious/faith-based organizations include:

- Languages (First language, National language, Global language)
- Maths
- Natural Science (including environmental conservation)
- Social Science (geography, history, culture, social skills, human right, peace, etc.,) (Note: the culture subject will include the study of how ethnic groups arrived in Myanmar and the religions they follow)
- Agriculture, Technology, and Communications
- Global Citizenship Education
- Health, Sexual Health and Physical Education
- Student Unionism

c. Teaching and Learning

c (1). In relation to teaching methods, teachers will support students' own investigative learning through analytical and critical thinking rather than encouraging rote memorization.

d. Assessment

d (1). Assessments must be done in a way that promotes student learning and develops independent learning practices.

d (2). Nationwide exams will be administered in the last year of primary school (grade 6) and the last year of middle school (grade 9). Certificates will be issued based on the level of completion of exams on different subjects. These certificates prove completion of high school and also assist with admission to university.

e. Teachers

e (1). Teachers who are teaching in schools operated by religious/faith-based organizations must have the same educational qualifications as those of serving in public schools.

e (2). Teachers who are teaching in schools operated by religious/faith-based organizations must have the same rights to those serving in public schools.

f. Administration and Management

f (1). Schools operated by such organizations have the right to freely administer and manage schools independently as any other school.

f (2). The Administrative Body for religious/faith-based schools must be formed with relevant religious leaders, teachers, parents, representatives of student unions, and independent experts.

f (3). If religious groups wish to open a university, they can do so according to the requirements of a private university.

g. Quality of Education

g (1). The quality of education of schools operated by religious/faith-based organizations will be evaluated by the Quality Improvement Team that was made up of independent experts.

Note: Some Buddhist monks who were attending the first convention suggested that English, maths and other arts and science subjects should be added to the curriculum of lower, middle, upper, and instructor levels of Buddhist monastic 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 of monastic education should be eligible to attend post-secondary universities or colleges.

7. Community-based Schools

a. School Structure and Rights to Learn

a (1). A community-based school is a school operated by social institutions, foundations and education networks.

a (2). Students who are attending primary, middle and high school levels of community-based schools have the right to transfer to public schools.

b. Curriculum

b (1). Community-based Schools have the right to write and develop their curriculum independently according to the school or organization, based on the Core Curriculum that was written for all public schools that are providing basic education.

c. Teaching and Learning

c (1). Community-based Schools must only operate with the aim of fulfilling educational goals, not for the mobilization or indoctrination of students with political, religious, or cultural ideas.

d. Assessment

d (1). Assessments must be done in a way that promotes students' learning and develops independent learning practices.

e. Teachers

e (1). Teachers who are lecturing at community-based schools must meet the requirements of teachers in public schools.

f. Administration and Management

f (1). The respective organization and School Administrative Committee of each school will be responsible for raising the necessary funds for that school.

g. Quality of Education

g (1). The quality of education of community-based schools will be evaluated by the Quality Improvement Team that is made up of independent experts.

8. Non-formal Education

a. School Structure and Rights to Learn

a (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.

a (2). Non-formal education will make arrangements for youth in correctional institutions and the inmates of prisons to pursue their education.

a (3). Students in non-formal education programs have the right to transfer to other primary, middle and high schools.

a (4). Students who complete secondary school through non-formal education programs have the right to attend post-secondary institutions (universities, colleges and vocational schools).

a (5). 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.

b. Curriculum

b (1). Non-formal education curriculum must provide connections that allow students to bridge into the basic and higher education systems.

b (2). Vocational skills that are essential for local business operations will be taught in non-formal education programs.

c. Teaching and Learning

c (1). Students must have an exclusive right in choosing subjects. Learning-related subjects must be provided to fulfil the required skills for students.

d. Assessment

d (1). Assessments must be done in a way that promotes student learning and develops independent learning practices.

e. Teachers

e (1). Only certified teachers will be appointed and practice in non-formal education.

f. Administration and Management

f (1). In each region a Non-formal Education Committee will be formed by democratic means, including local senior citizens, educators, principals of government schools in the area and administrators.

f (2). The Non-formal Education Committee will be responsible for taking surveys, the admission of students, the hiring of teachers, writing curriculum, teaching and learning, assessment, and fundraising.

f (3). Non-formal education will be financed by a combination of government and locally raised funds.

f (4). NGOs and foundations are invited to take part in the non-formal education sector.

f (5). Schools for non-formal education opened by NGOs or community-based organizations must obtain recognition from the Non-formal Education Committee.

g. Quality of Education

g (1). The quality of non-formal education schools will be evaluated by the Quality Improvement Team that was made up of independent experts.

9. IDPs, refugees, and migrant children's education

a. School Structure and Rights to Learn

a (1). Refugees/IDPs 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.

a (2). Education for these children must be up to a level that is recognized by the Myanmar Government, the migrant's host country, and other countries in the region, including ASEAN countries.

a (3). If refugees and migrant children return to Myanmar, they have the right to continue their education.

a (4). Such children will be placed into appropriate grade levels based on an entrance test and taking into consideration their age and ability.

a (5). Such children have the right to study in primary, middle, and high schools, and any subject at the post-secondary education level.

b. Curriculum

b (1). The curriculum used for refugees and migrant children must have a connection with both the national education policy of Myanmar and the education system of their host country.

b (2). The curriculum may be written by each local school or group of related schools, but must be approved by the Refugee and Migrant Education Committee.

b (3). Schools damaged or destroyed in conflict will be rebuilt.

c. Teaching and Learning

c (1). Schools operating during civil war by armed groups (e.g. Kachin national schools, Kayin national schools, Karenni national schools, Mon national schools, etc.), teachers and students are to be officially recognized by the national government.

d. Assessment

d (1). Assessments must be done in a way that promotes student learning and develops independent learning practices.

e. Teachers

e (1). Federal budget will be allocated in order to bring the qualifications of teachers in the above-mentioned schools up to the standard of the teachers in regular government schools.

f. Administration and Management

f (1). 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.

f (2). 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.

g. Quality of Education

g (1). The educational qualities of the refugee and migrant students will be evaluated by the Quality Improvement Team that was made up of independent experts.

10. Disability Education and Special Needs Education

(1). Persons with a disability are defined as a person with physical, visual, mental, hearing and/or cognitive deficiencies.

(2) Special needs education refers to education for children who have learning difficulties due to physical disability, cognitive deficiencies, mental difficulties, psycho-social trauma (autism), communication problems, or other needs.

(3). Disabled and special needs students have the right to learn together with other students.

(4) Special needs students will be provided with instructional support materials free of charge (e.g. Braille for the sight impaired, sign language for the hearing impaired.)

(5) Schools that provide methods of special support for disabled students will be opened in each division and state.

(6) Teachers for special needs education must be trained and appointed.

(7) Teacher training universities and colleges will include special educational needs and inclusive education as a subject in their programs.

(8) Special needs students have the same rights as other children to quality education and other educational opportunities.

(9) In the Ministry of Education, there will be a separate Inclusive Education Department to look after the needs of special needs students.

(10) The education of disabled children will be carried out in cooperation with the Department of Social Services.

(11) Schools for Special needs education can be operated either by private stakeholders, organizations or NGOs in the same way as those of other private schools.

(12) Schools for special needs education opened by NGOs will be supported with a to-be-determined percentage from the national education budget.

(13) The quality of education of schools operated for disabled and special needs students must be evaluated by the Quality Improvement Team that is made up of the independent experts.

(14) Disabled students are permitted to pursue higher education at universities and colleges and will be given priority in obtaining job opportunities.

(15) Disabled students have the right to pursue basic education through to higher education levels free of charge.

11. Language Policy

(1) In primary schools in all regions of Myanmar, three main languages (Mother Tongue, Burmese, and English) will be taught.

(2) Middle and High Schools and Universities have the right to choose and apply the school language according to their rights to self-determination.

(3) In a specific region, a language agreed on and decided by the majority will be used as the mother tongue language. In multi-linguistic areas, The School Administrative Body has the authority to make the decision regarding the school language.

(4) Sign Language for the hearing impaired will be explained with mother tongue.

(5) Second language teaching methodologies will be adopted for Non-Burmese speaking students when teaching the national language and international language.

(6) Another ethnic language must be selected and taught as a subject in schools where the national language (Burmese language) is used as a mother tongue. (Note: it is designed to strengthen and foster social unity and peaceful co-existence)

(7) It is a top priority to train and appoint teachers who are responsible for teaching languages to students.

(8) Each university's language department will include ethnic languages as majors in their degree programs.

(9) Ethnic groups whose languages do not yet have a written system will be assisted in developing a writing system and literature. Any literature and language that needs to be improved must be developed and steps must be taken to preserve the culture too.

Note: Representatives of the Wa, Palaung, Pa-O, and Salone (Moken) groups living in Myanmar who attended and participated in the Convention on Education asked that their languages and literature be protected.

12. Teachers Policy

Note: The Teachers' Policy is thoroughly outlined in this section although some points have been discussed in the aforementioned sections.

(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) 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 wish to apply for (early childhood, primary, middle, high school).

(4) Teachers must have expertise in the subject and grade level they apply for and must use effective methods of teaching and evaluation.

(5) Anyone who applies for a teaching position must hold a teaching license issued by the Teachers' Council, which is composed of educational experts.

(6) The requirements for teachers will be displayed at respective schools or areas and teachers have rights to freely choose the school they wish to apply.

(7) 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.)

(8) People who will act as a principal and serve in all levels of management in primary, middle, and high schools must have a degree in an educational management course.

(9) University and college teachers must have at least a master's degree in their field and they must have attended teaching methodology training.

(10) 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.

(11) 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 courses and educational conferences.

(12) The salary level of teachers will be set by the University or College Administrative Body based on basic standard fees that are set locally at each respective school.

(13) 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.

(14) In hiring teachers, apart from mental deficiency, there must not be discrimination against any person who meets the educational requirements.

(Note: Amendment is made at the third educational conference of the National Network for Education Reform (NNER))

Representative Committee
National Network for Education Reform (NNER)

Date: 4-6 May 2017

Venue: Sasana (2500) Hall, Mawlamyine, Mon State